



**UNIVERSITY SYSTEM  
OF GEORGIA**

# CoRequisite

## The story continues...

**Dr. Tristan Denley**  
Executive Vice Chancellor for Academic Affairs  
and Chief Academic Officer  
University System of Georgia  
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# USG Momentum Year

Making a *purposeful* program choice

Creating a *productive* Academic

Mindset

Attempting the first *30 hours* of a *Clear*

*Pathway*

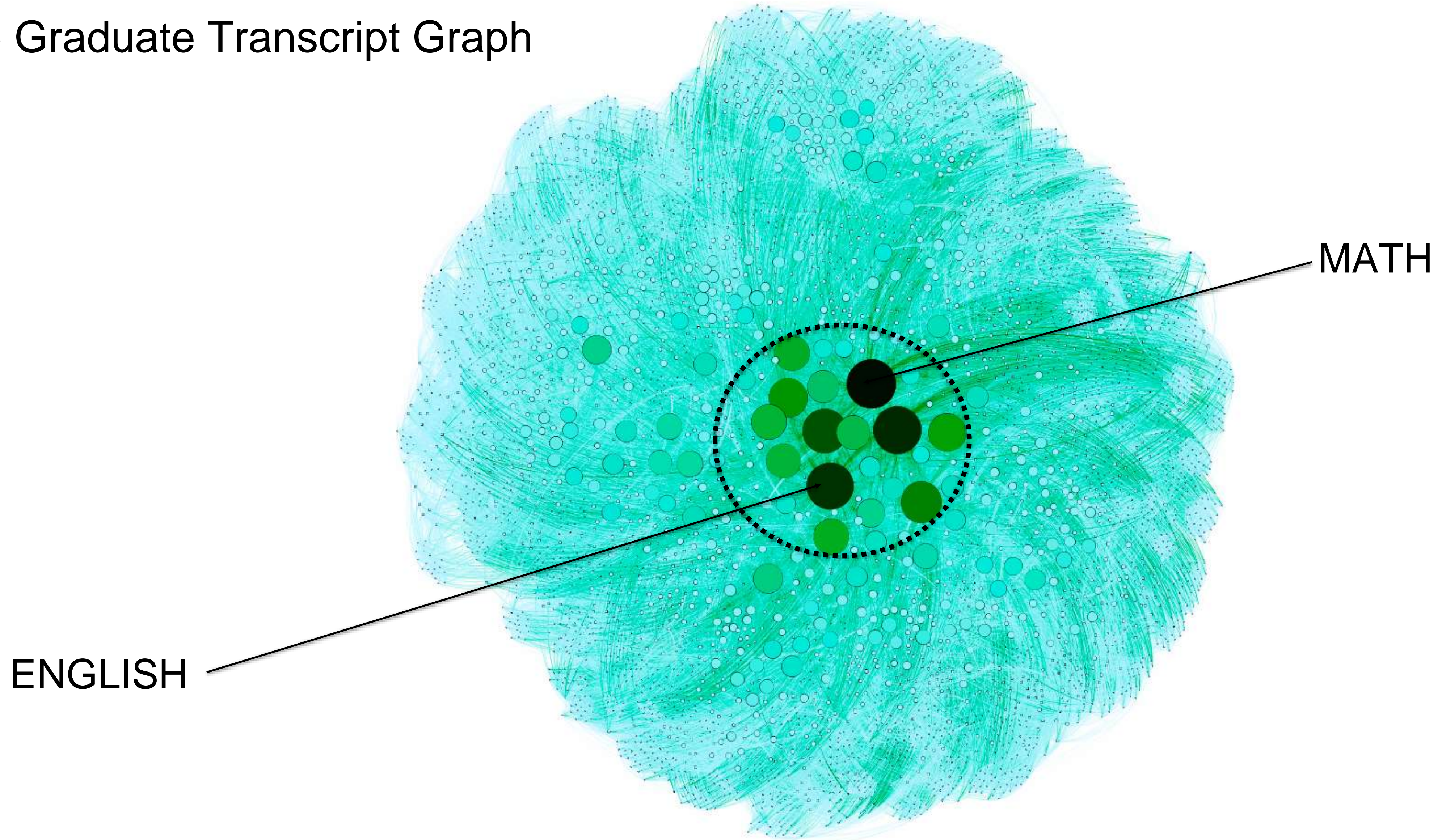
Attempting *9 hours* in Academic Focus

Complete initial English and Μαθη

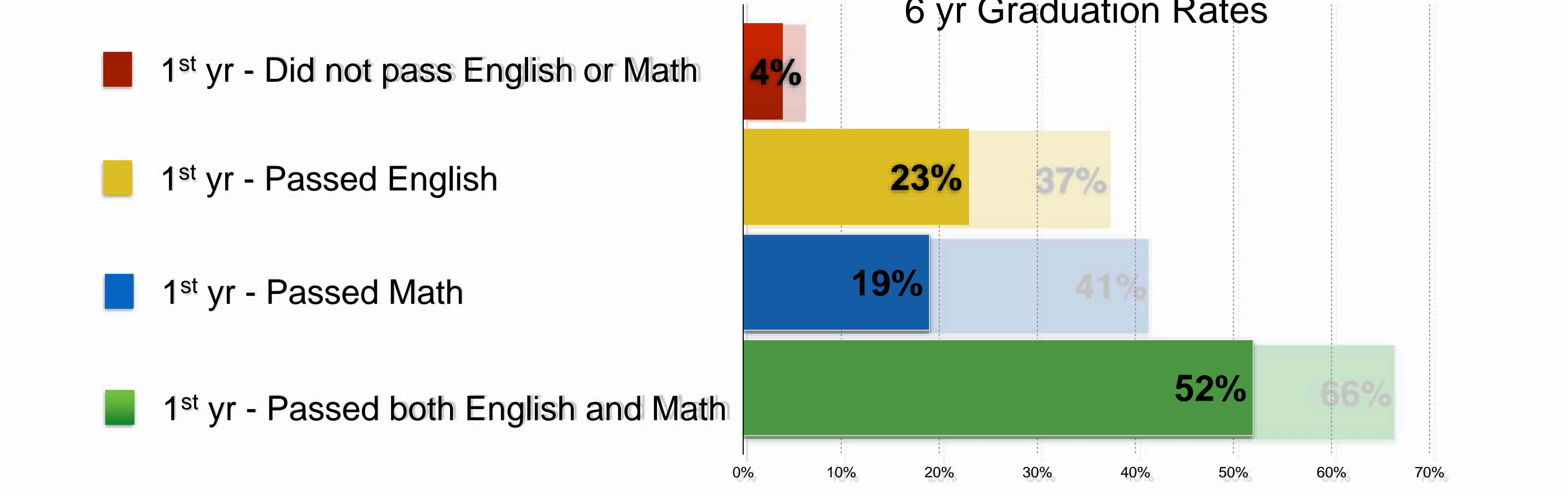
A wooden boardwalk path made of several parallel wooden planks leads from the foreground into a dense, lush green forest. The path is flanked by vibrant green grass and foliage. The background is softly blurred, creating a sense of depth and a peaceful atmosphere. The text "Creating Clear Degree Pathways to Success" is overlaid in white on a semi-transparent dark grey rectangular background in the center of the image.

Creating Clear  
Degree  
Pathways to  
Success

# The Graduate Transcript Graph



# English and Math



A State College

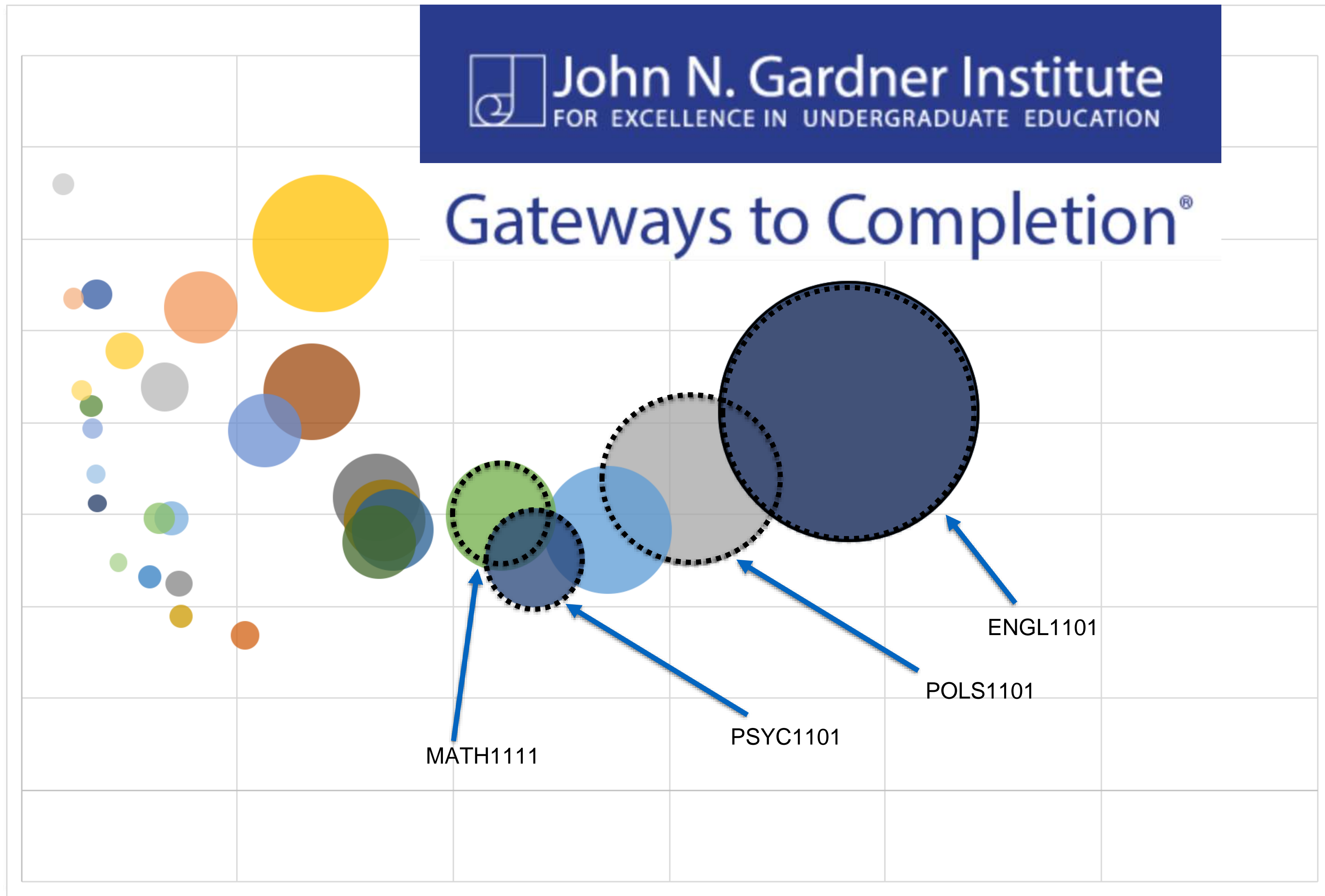




John N. Gardner Institute  
FOR EXCELLENCE IN UNDERGRADUATE EDUCATION

# Gateways to Completion<sup>®</sup>

Deeper Course Learning Impact



Student Enrollment Impact



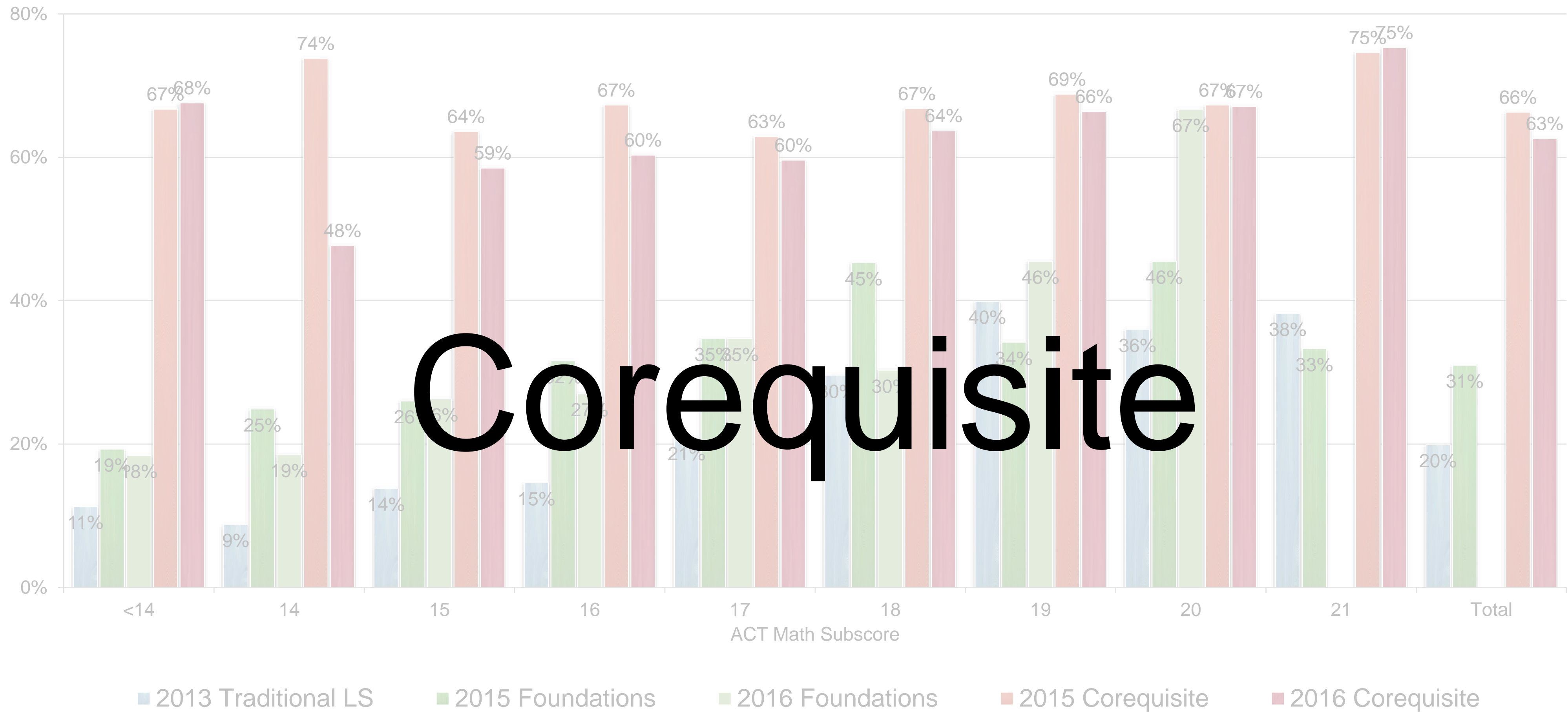
Size of "bubble" depicts the overall impact of increased learning in each class on overall student success metrics.



Middle Georgia  
State University



# System Comparison of Success in Gateway Math Classes





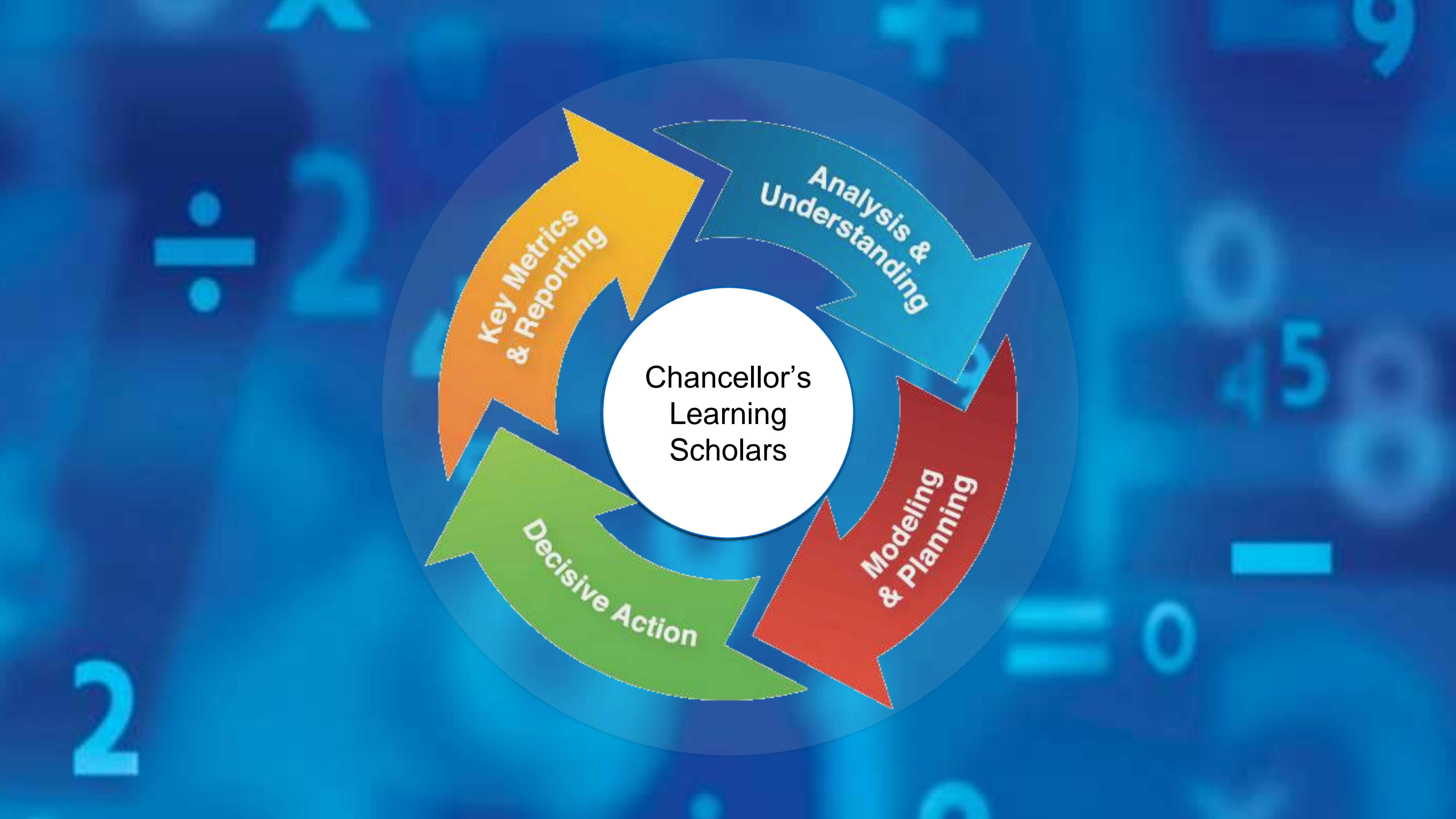
Chancellor's  
Learning  
Scholars

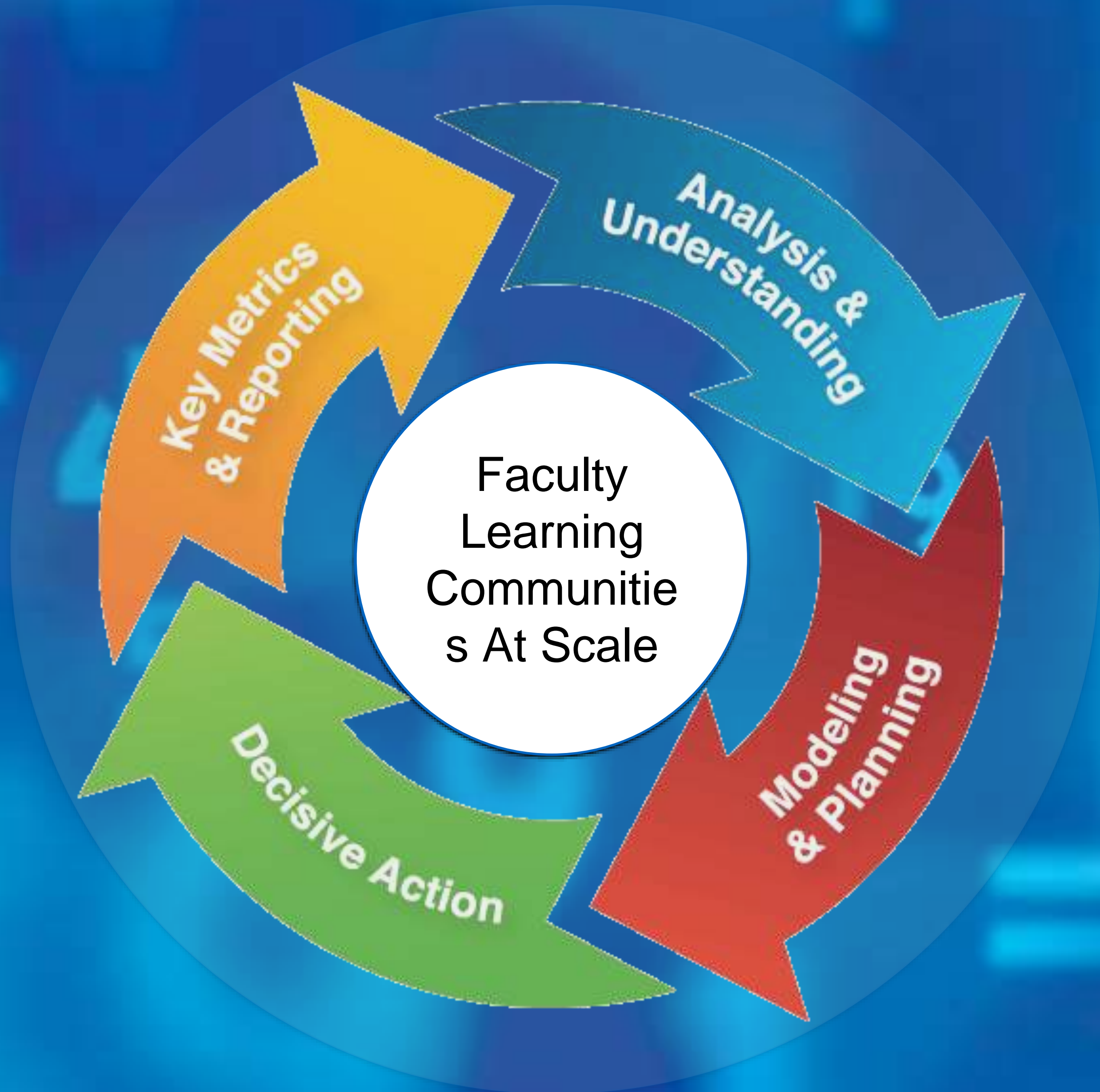
Analysis &  
Understanding

Key Metrics  
& Reporting

Modeling  
& Planning

Decisive Action





Chancellor's  
Learning  
Scholars

Faculty  
Learning  
Communitie  
s At Scale

Faculty Learning Communities At Scale

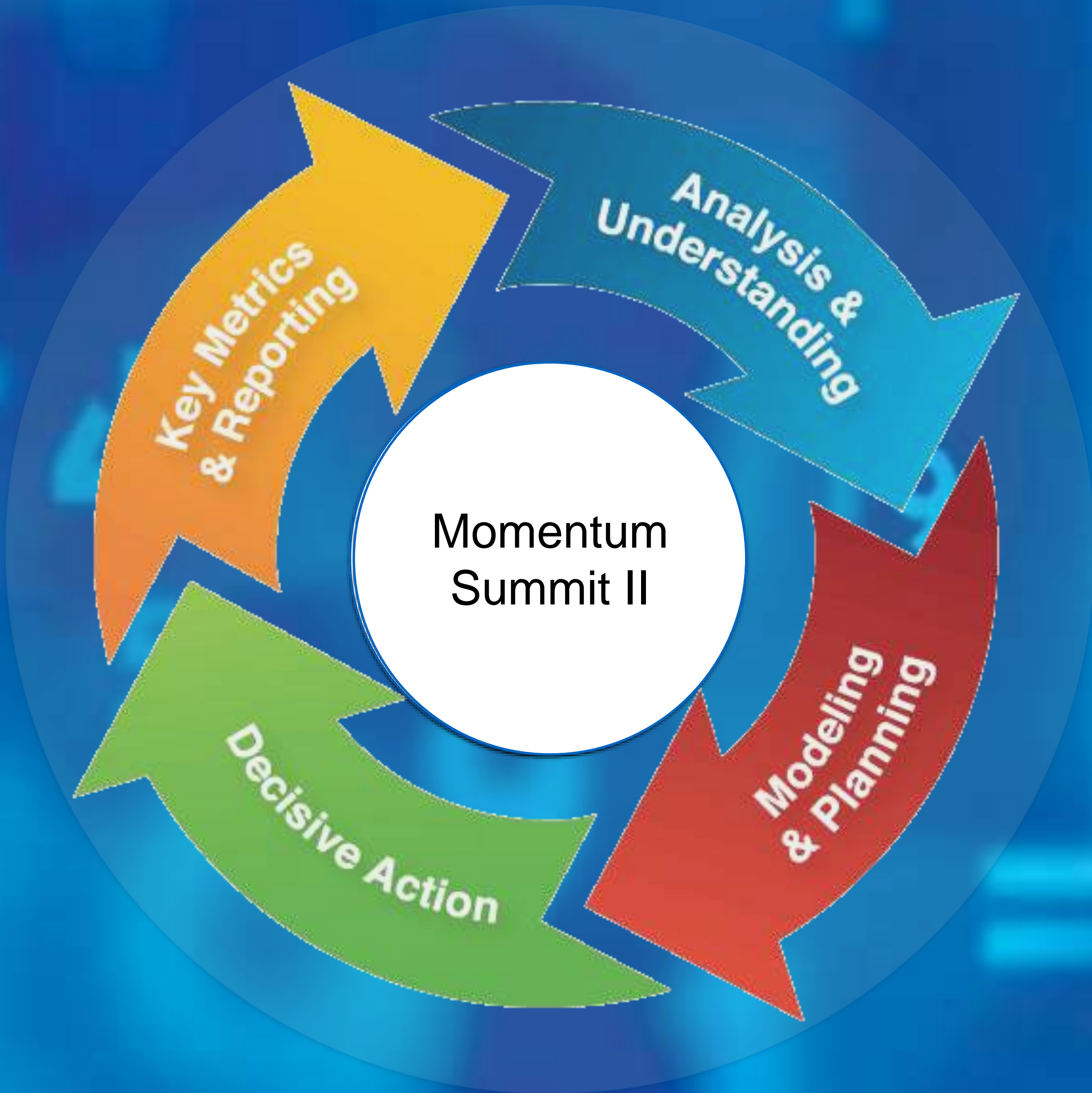
Chancellor's Learning Scholars



Advising Summit

Faculty Learning Communities At Scale

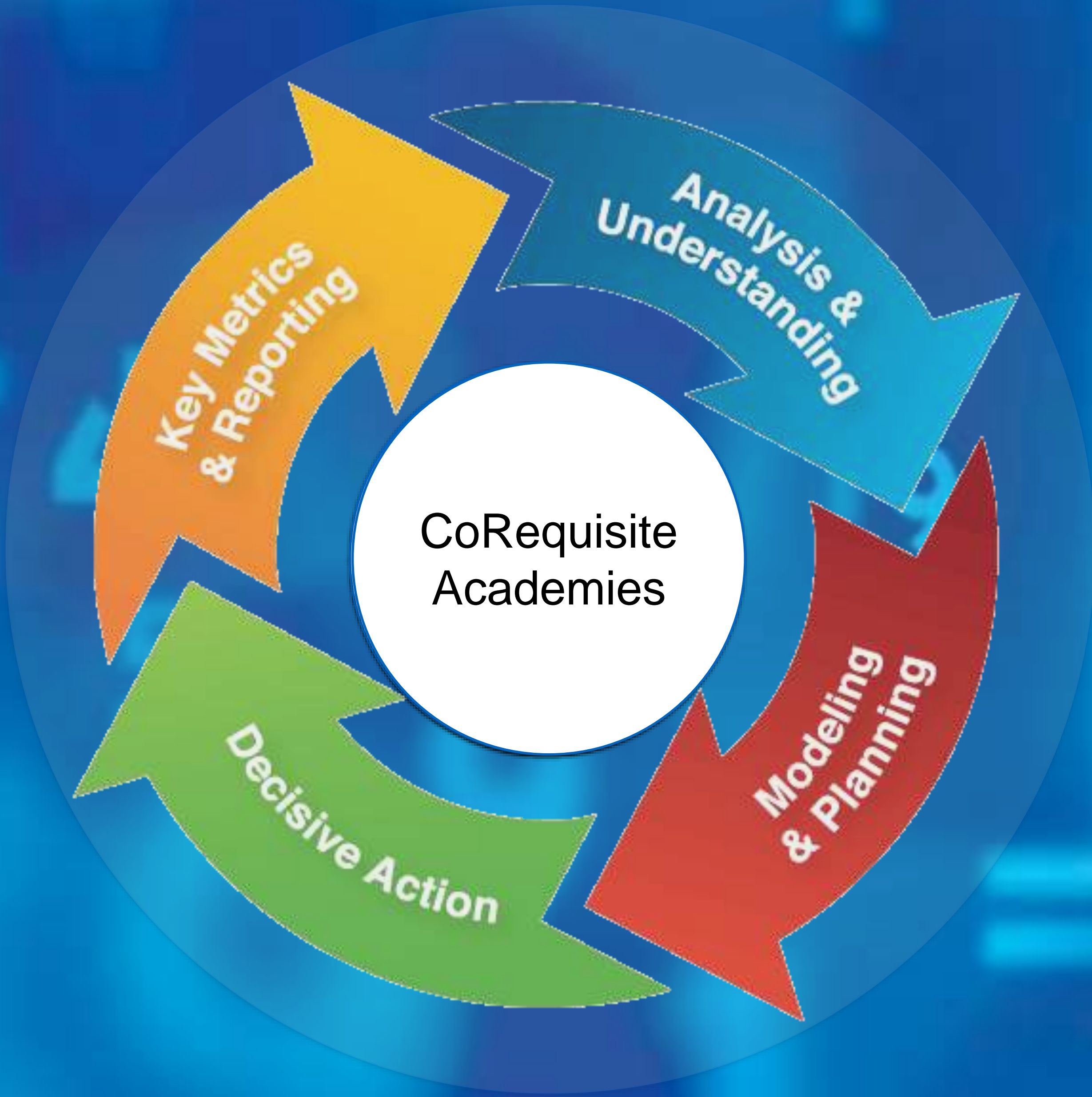
Chancellor's Learning Scholars



Advising Summit

Faculty Learning Communities At Scale

Chancellor's Learning Scholars



Advising Summit

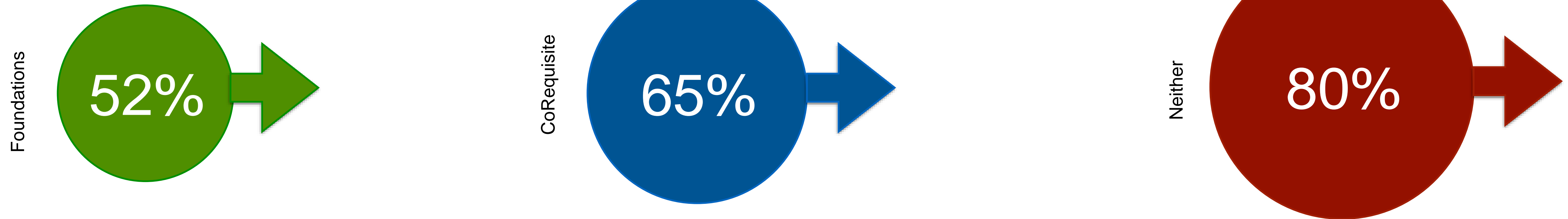
Momentum Summit II

# Math Pathways

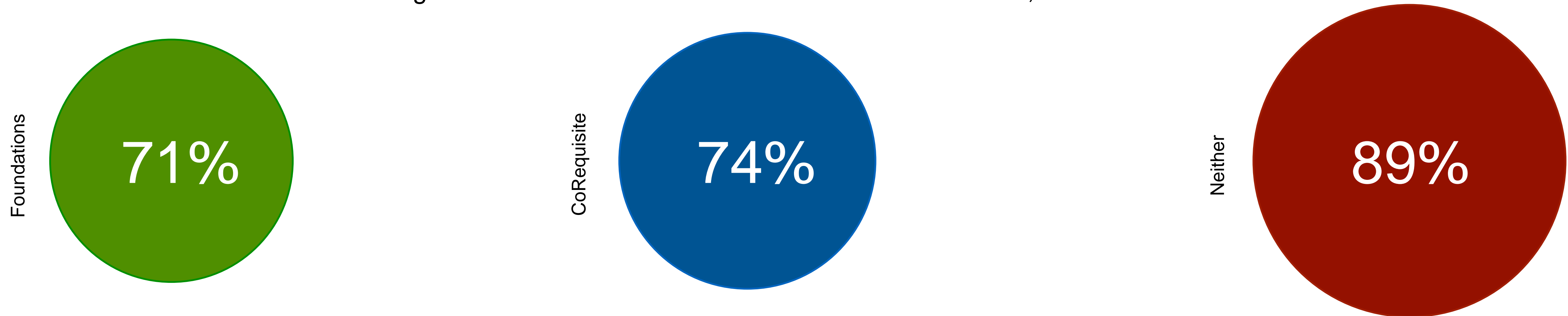


# English Subsequent Course Analysis

Among ENGL1101 Takers, Percent that **Go On** to take ENGL1102

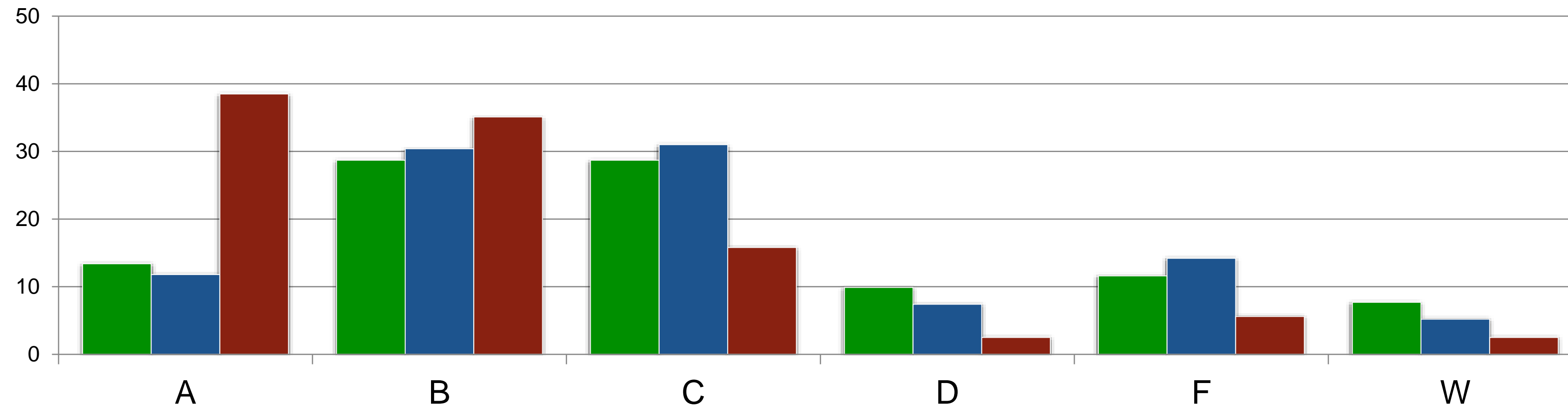
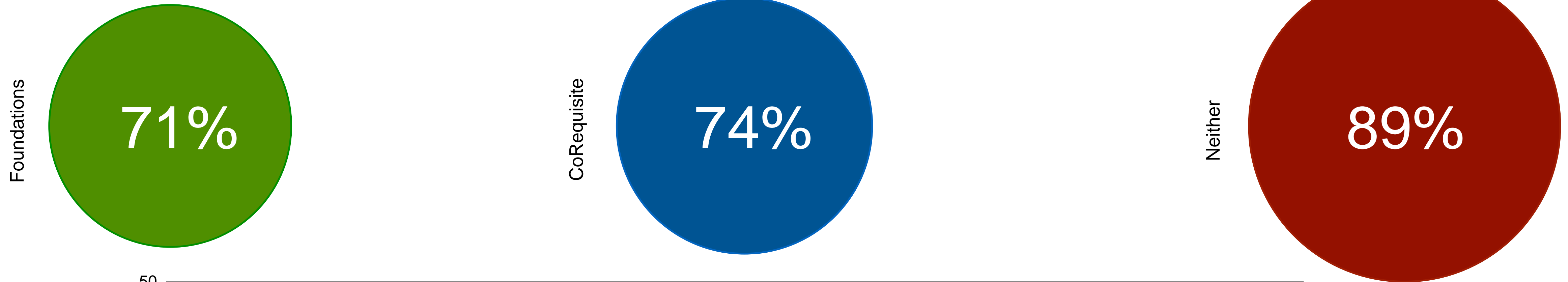


Among ENGL1101 Takers who went on to take ENGL1102, Percent that **Passed**



# English Subsequent Course Analysis

Among ENGL1101 Takers who went on to take ENGL1102, Percent that **Passed**

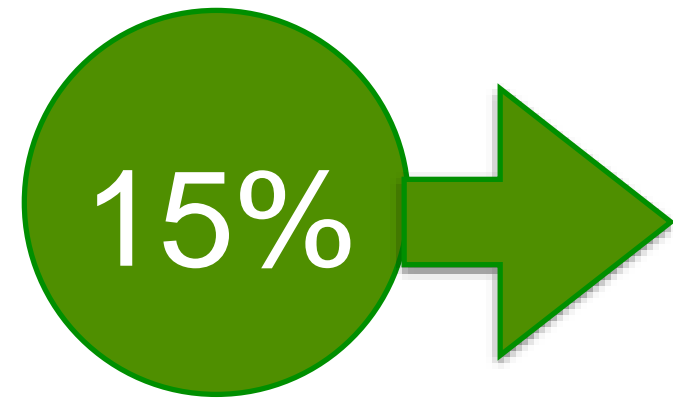




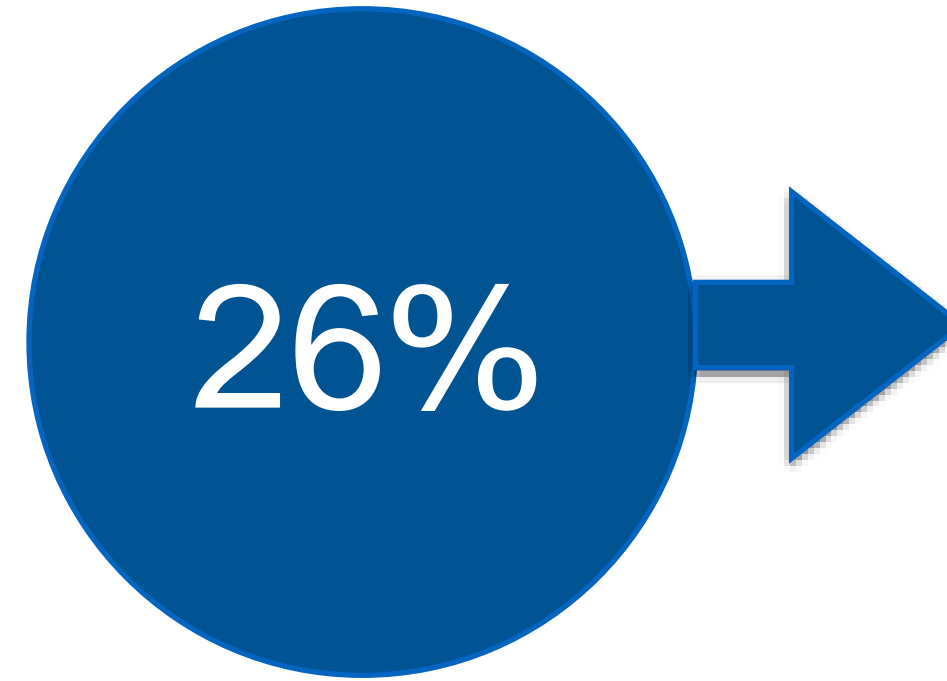
# Math Subsequent Course Analysis

Among MATH1111 Takers, Percent that **Go On** to take MATH1113

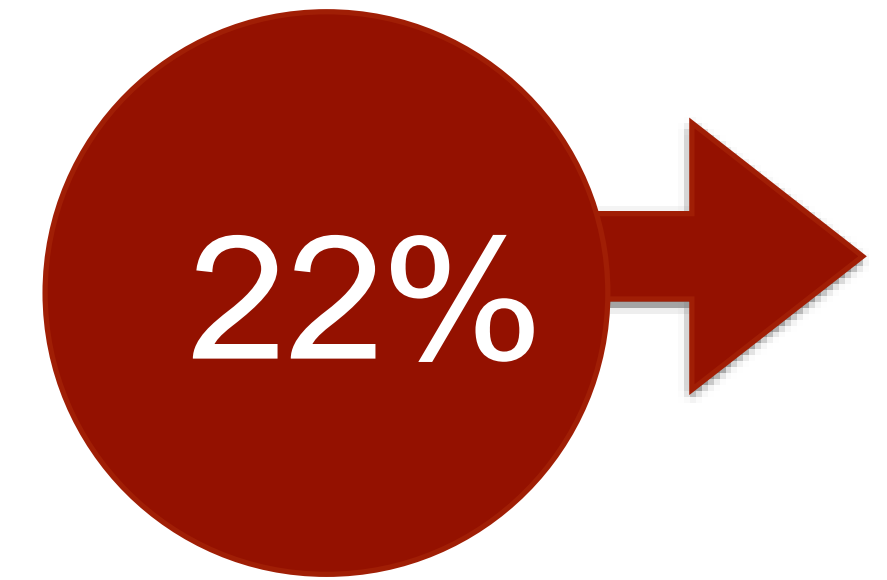
Foundations



CoRequisite

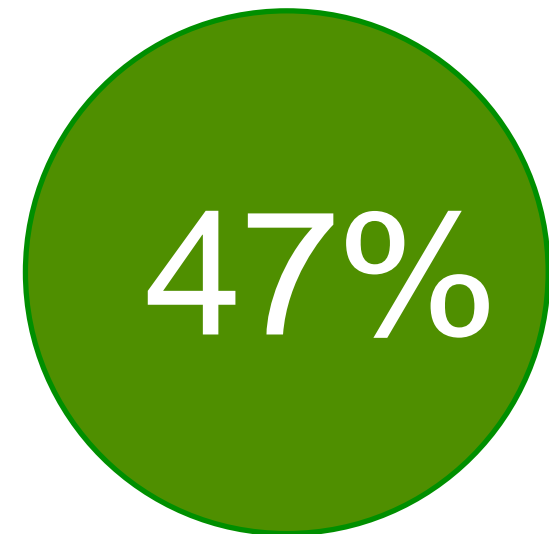


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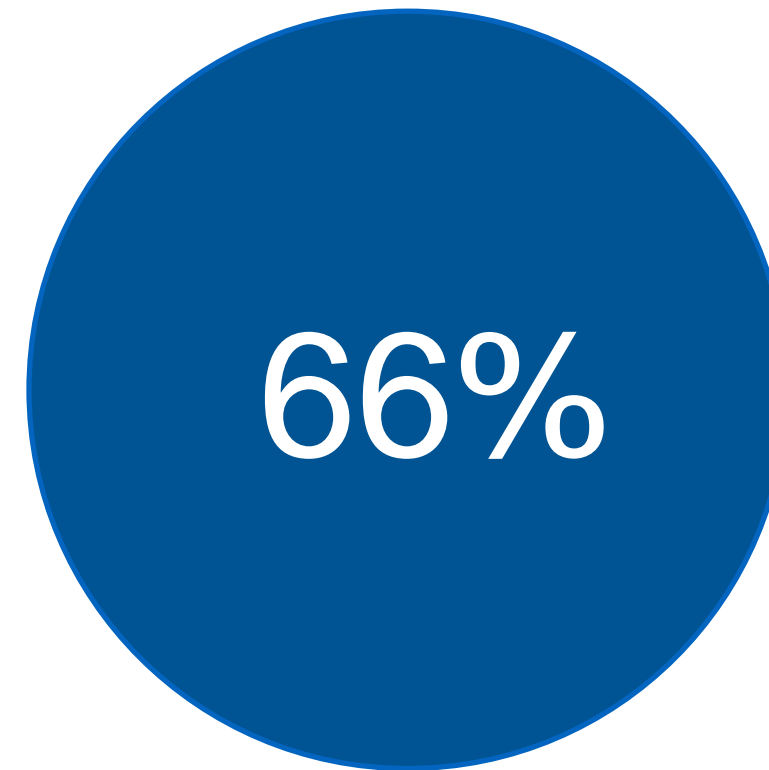


Among MATH1111 Takers who went on to take MATH1113, Percent that **Passed**

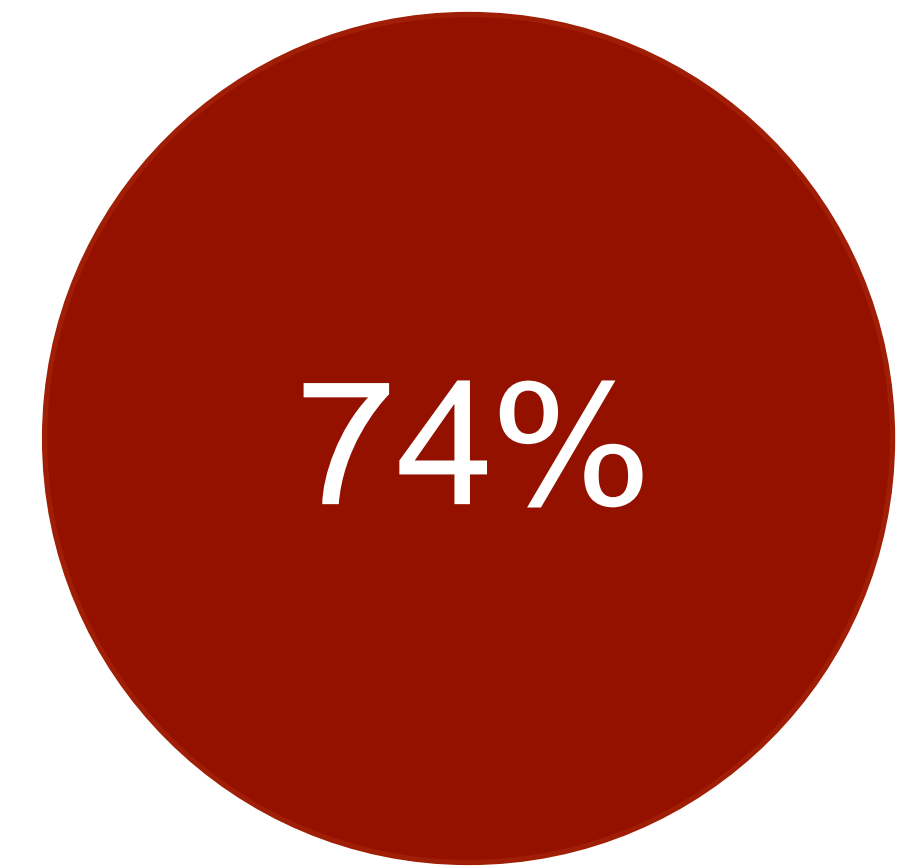
Foundations



CoRequisite



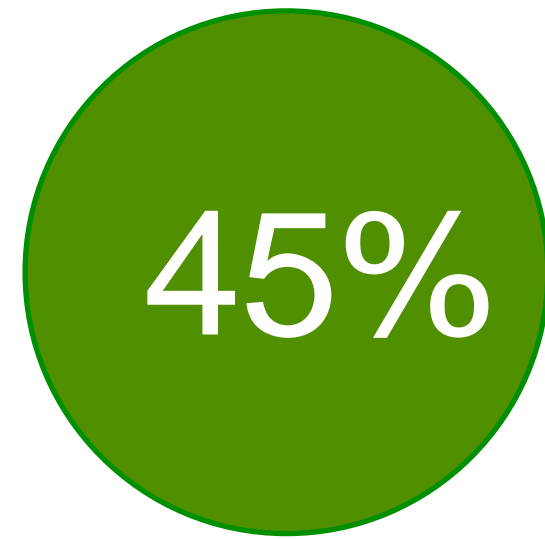
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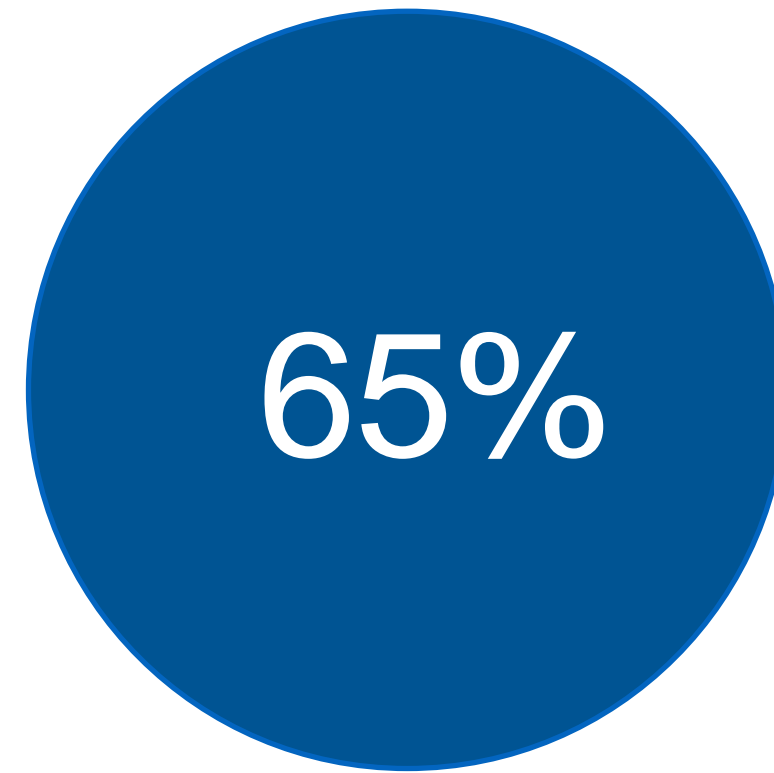
# Math Subsequent Course Analysis

Among MATH1111 Takers who went on to take MATH1113, Percent that **Passed**

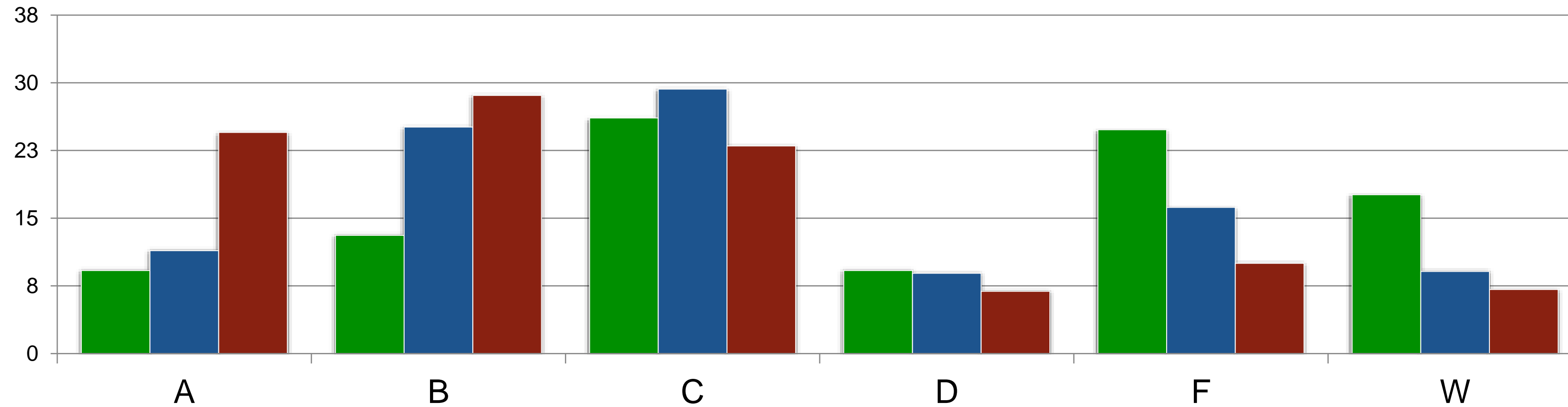
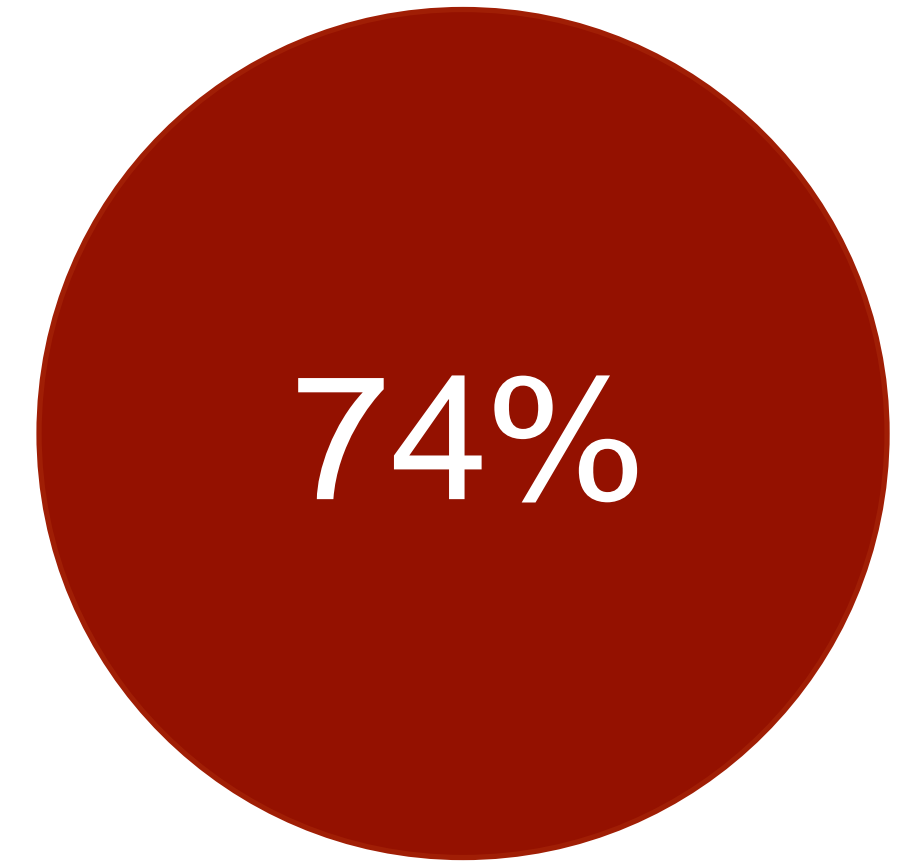
Foundations



CoRequisite



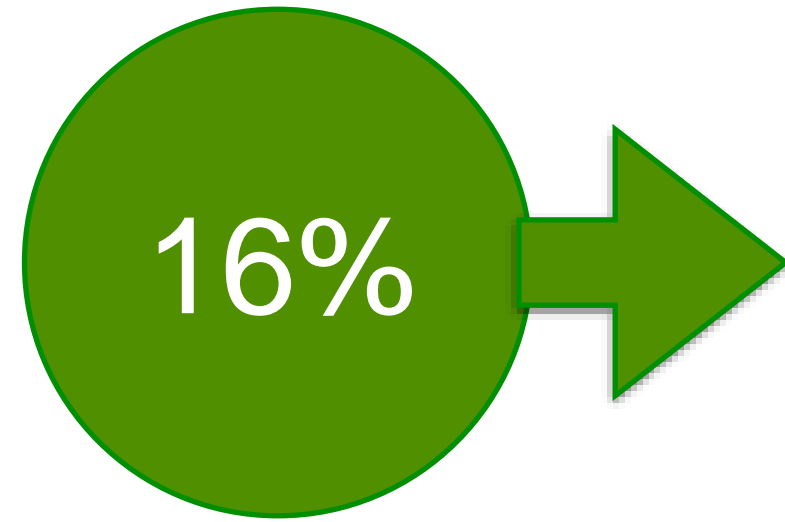
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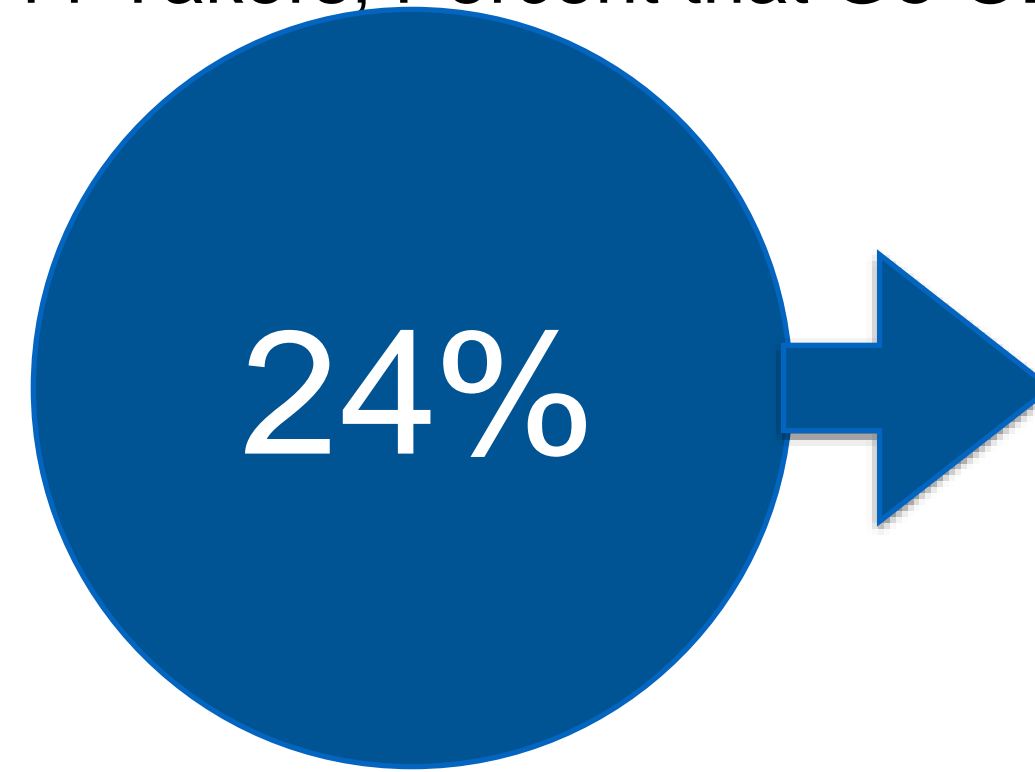
# Math Subsequent Course Analysis

Among MATH1111 Takers, Percent that **Go On** to take STATS

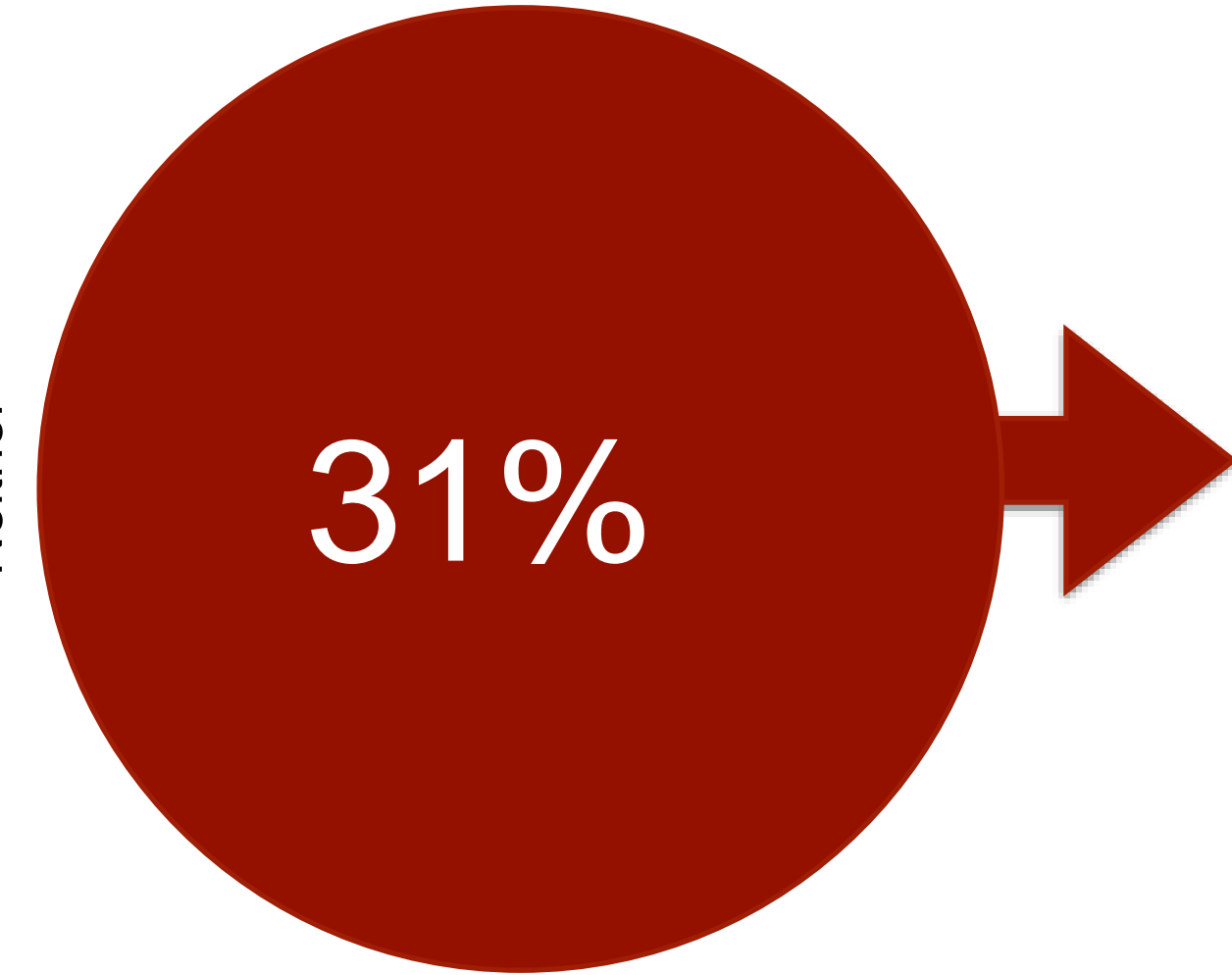
Foundations



CoRequisite

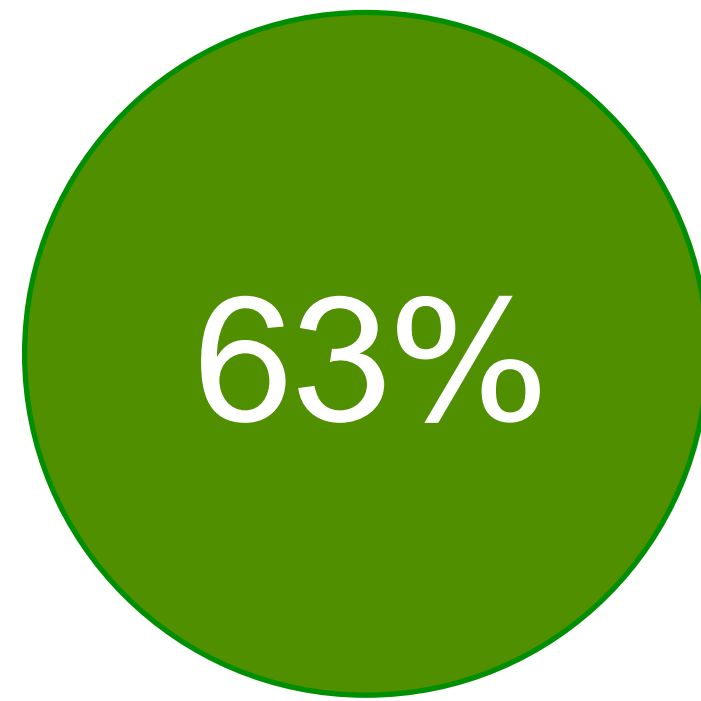


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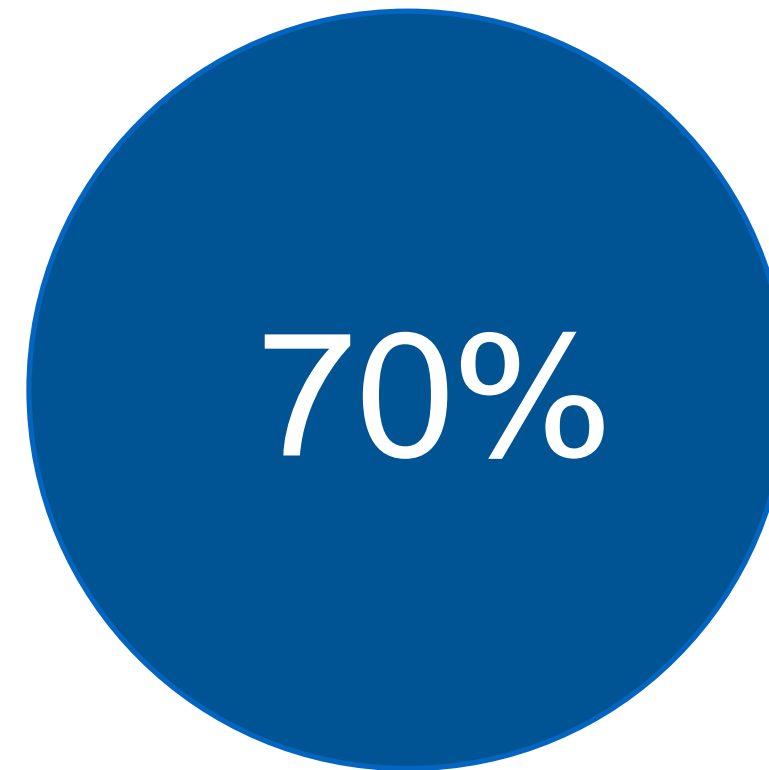


Among MATH1111 Takers who went on to take STATS, Percent that **Passed**

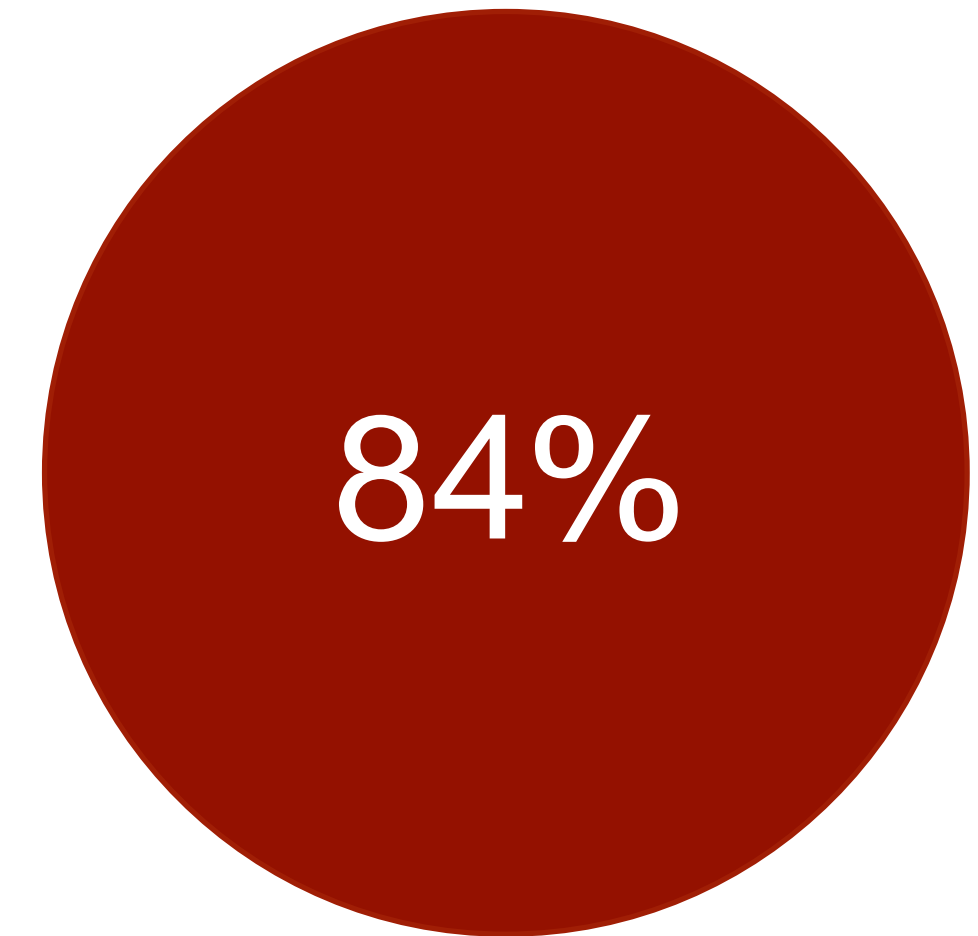
Foundations



CoRequisite



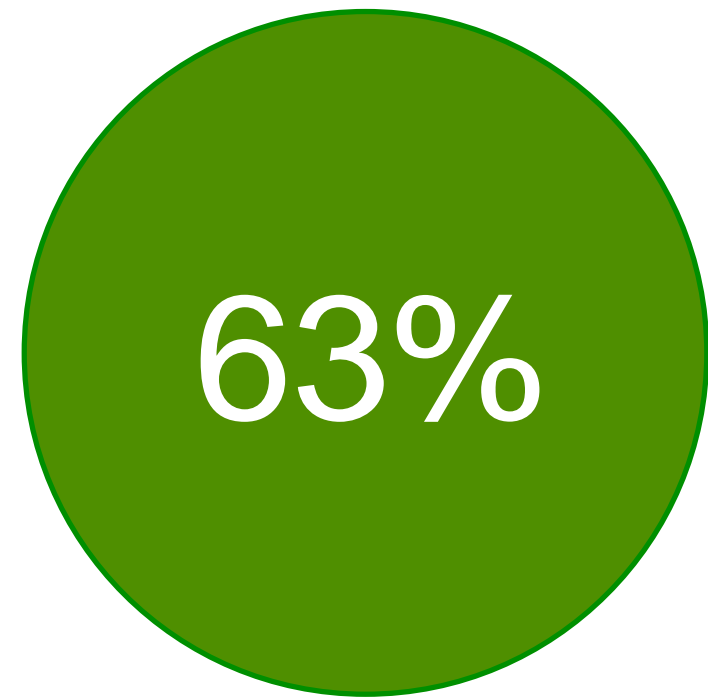
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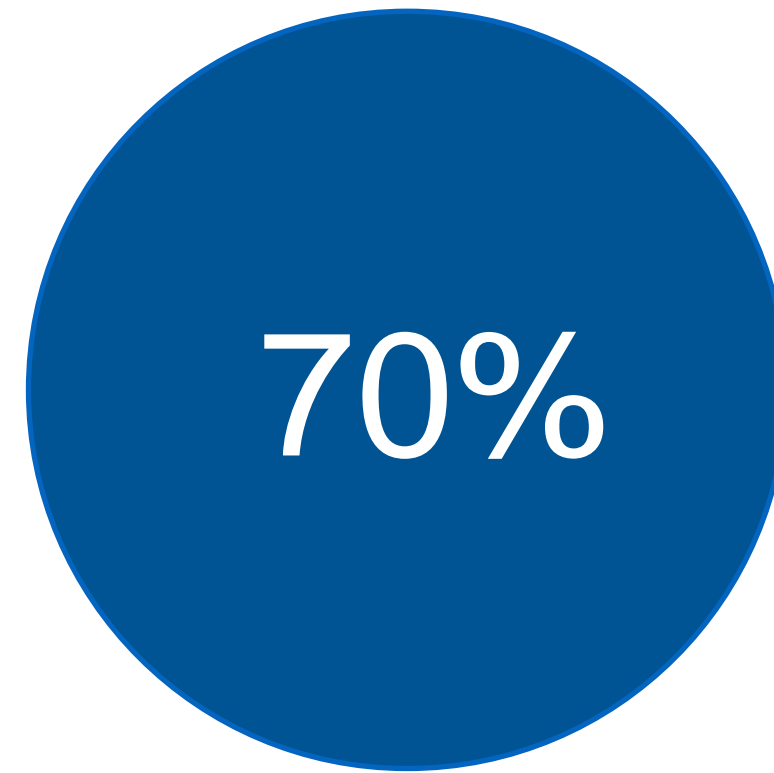
# Math Subsequent Course Analysis

Among MATH1111 Takers who went on to take STATS, Percent that **Passed**

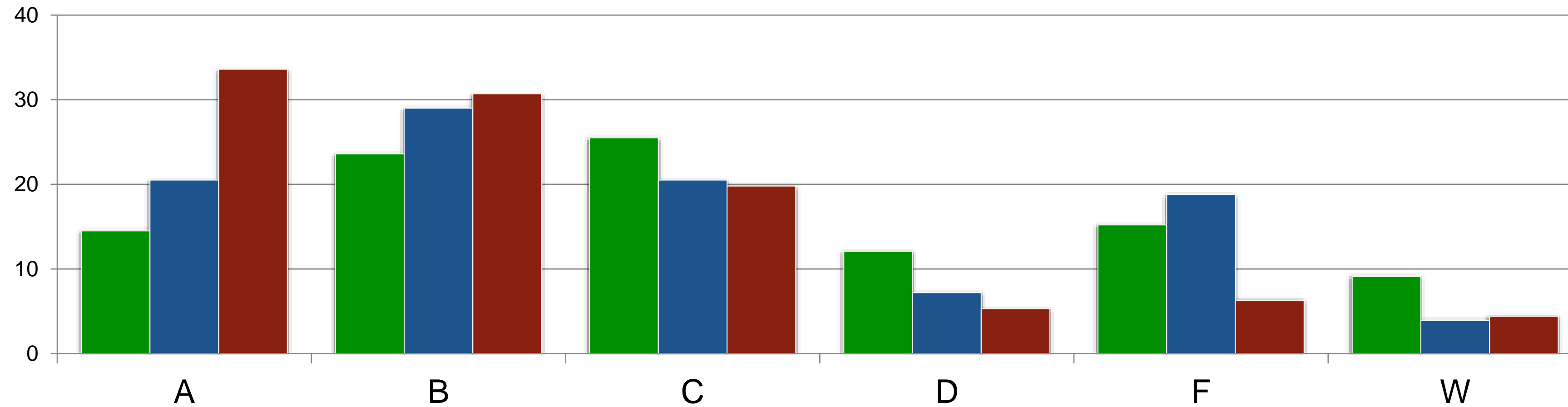
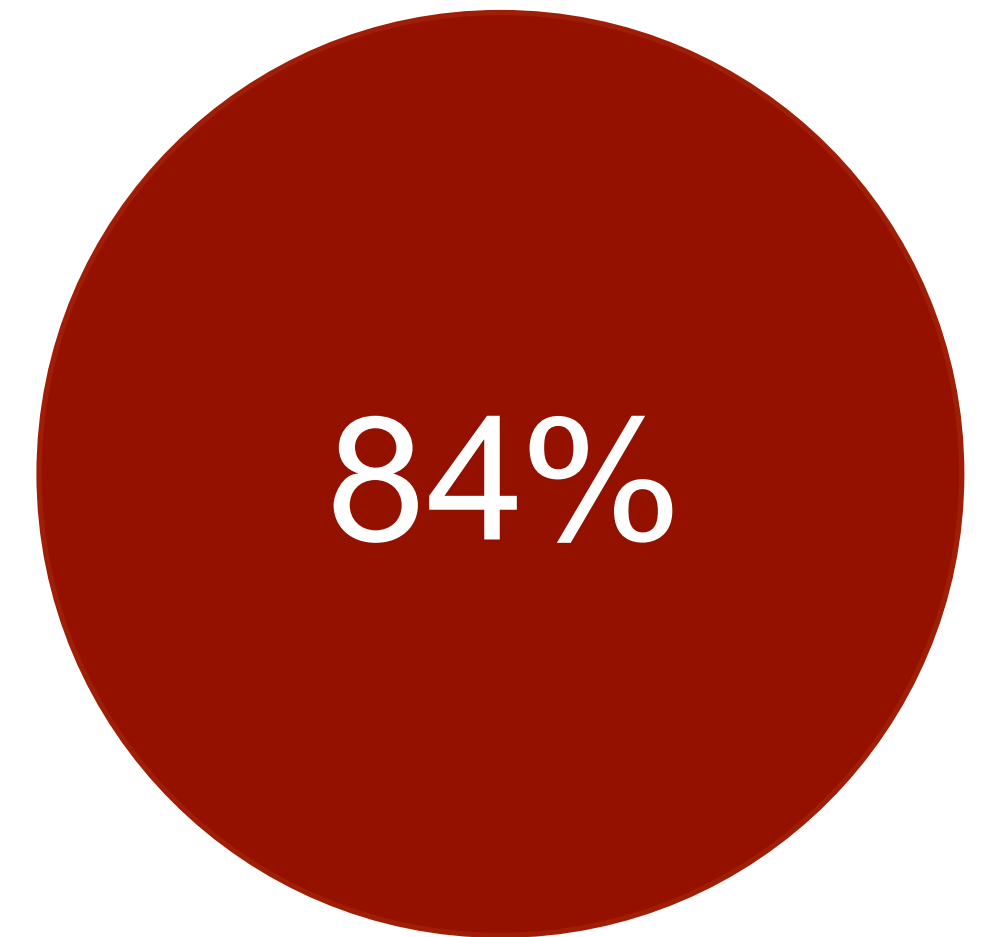
Foundations



CoRequisite



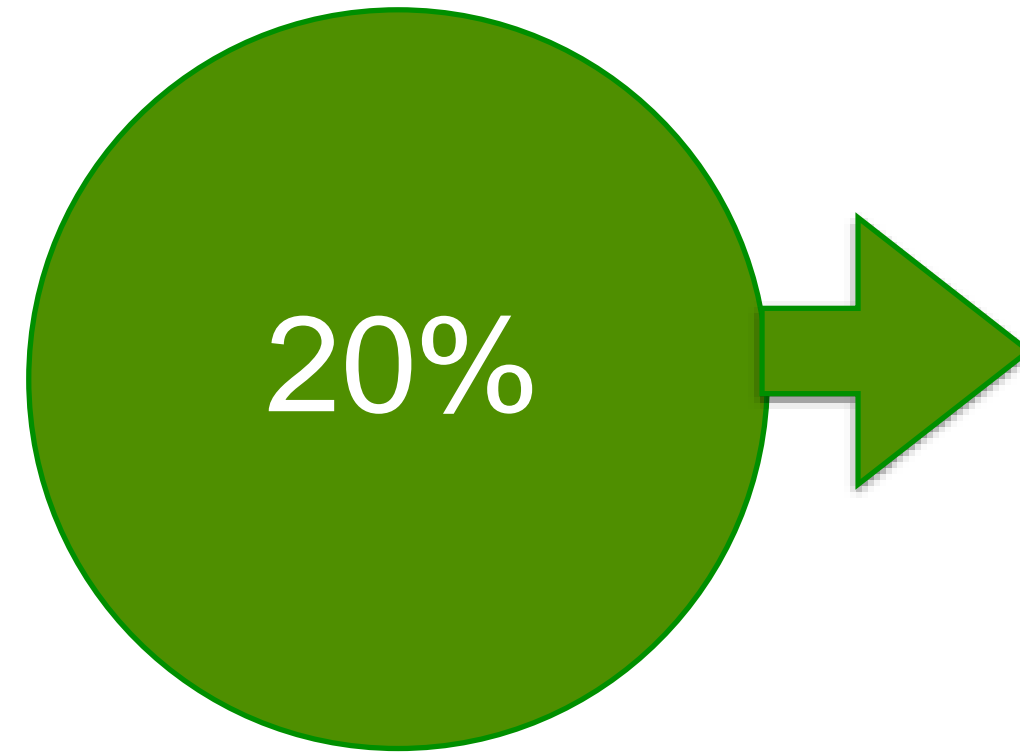
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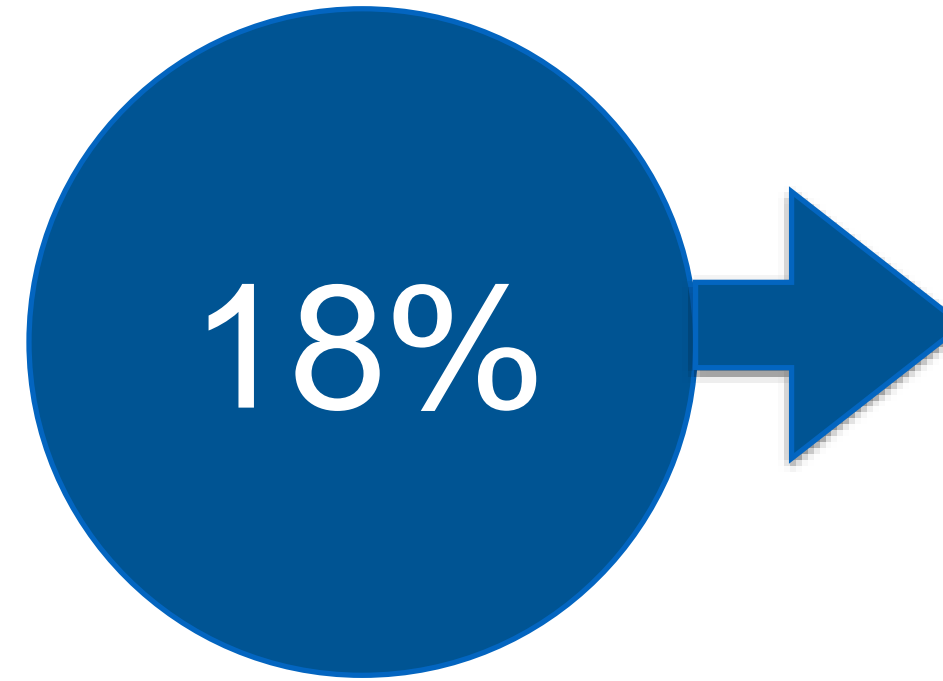
# Math Subsequent Course Analysis

Among MATH1001 Takers, Percent that **Go On** to take STATS

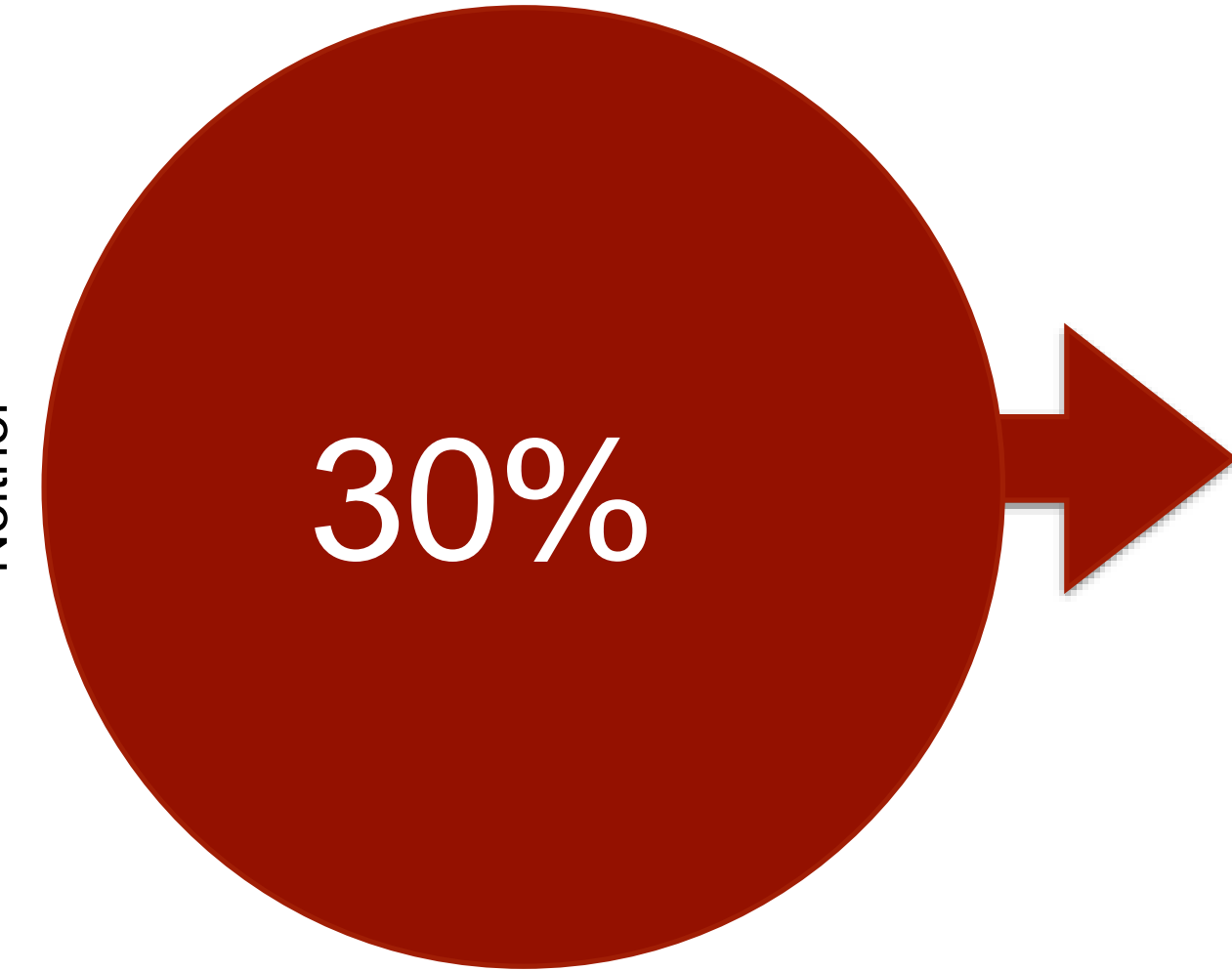
Foundations



CoRequisite

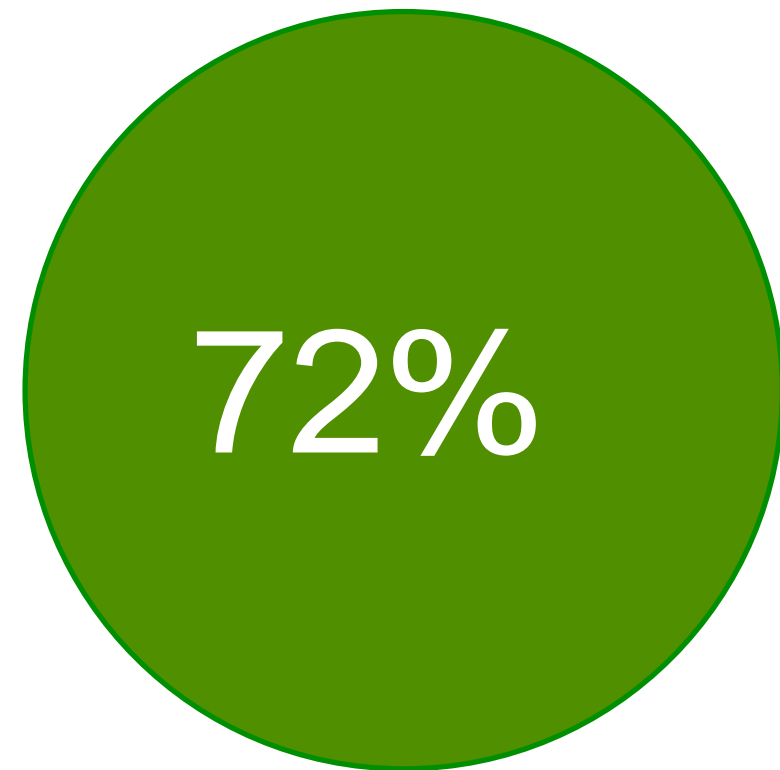


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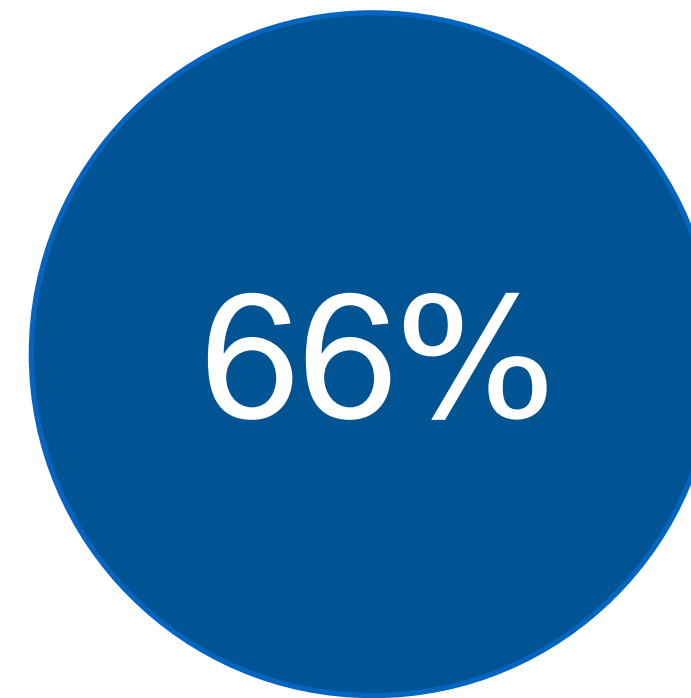


Among MATH1001 Takers who went on to take STATS, Percent that **Passed**

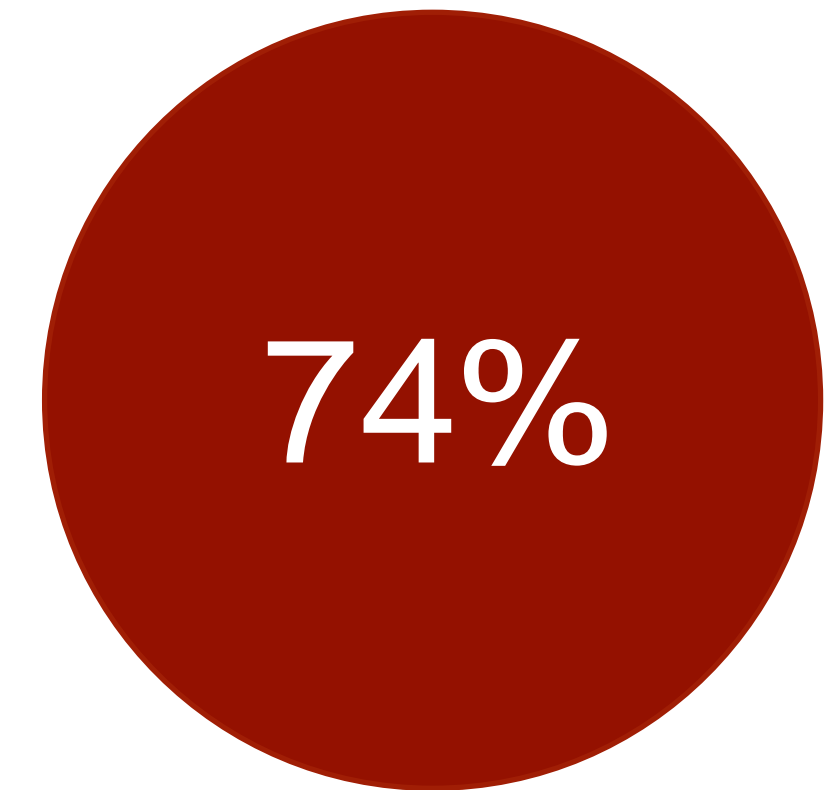
Foundations



CoRequisite



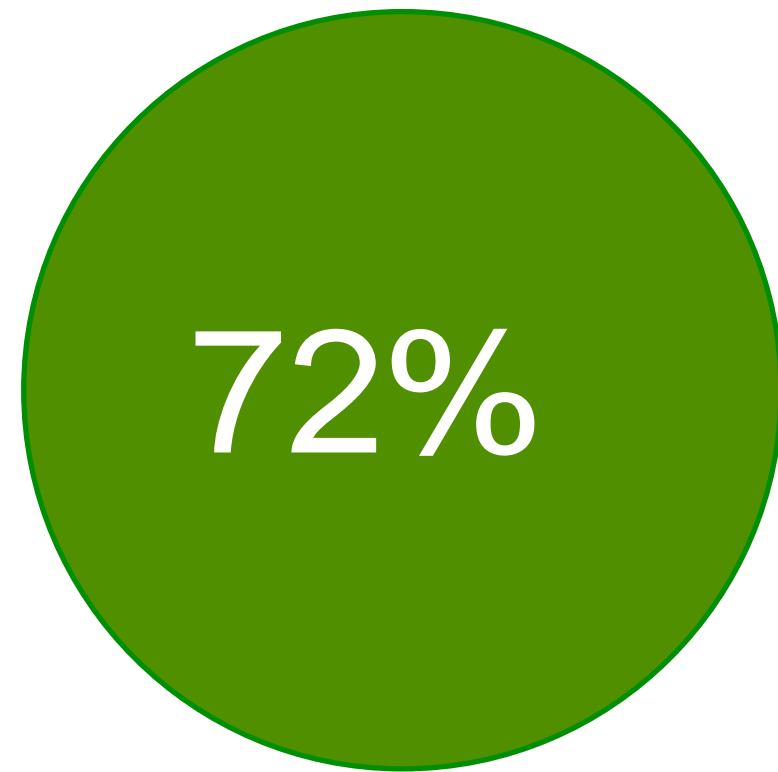
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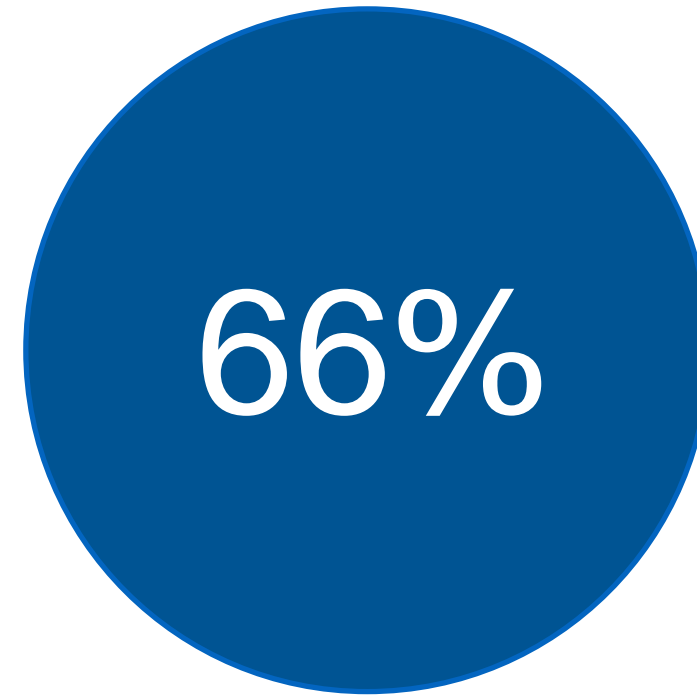
# Math Subsequent Course Analysis

Among MATH1001 Takers who went on to take STATS, Percent that **Passed**

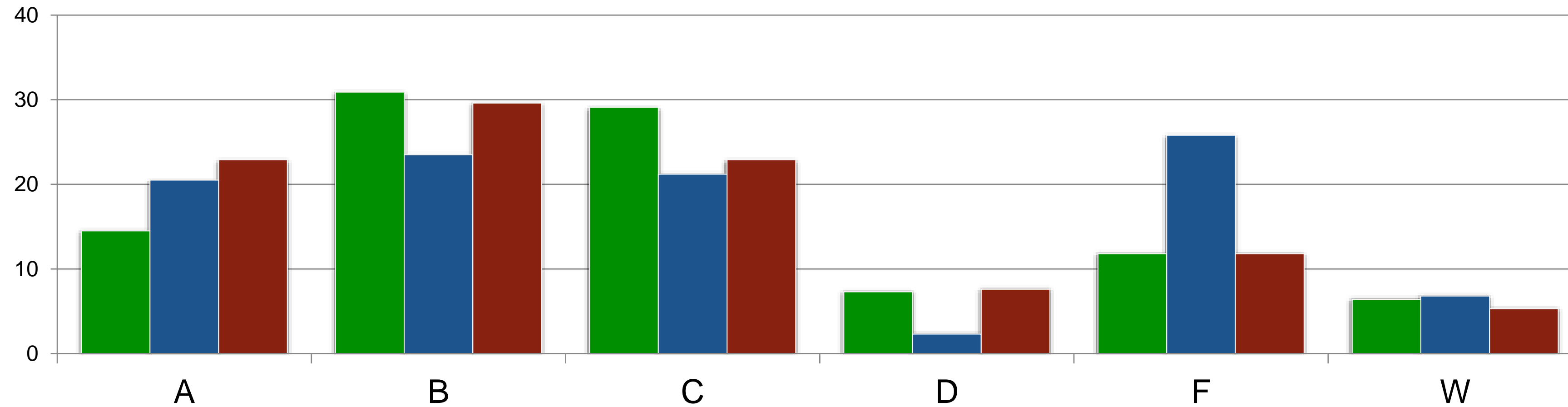
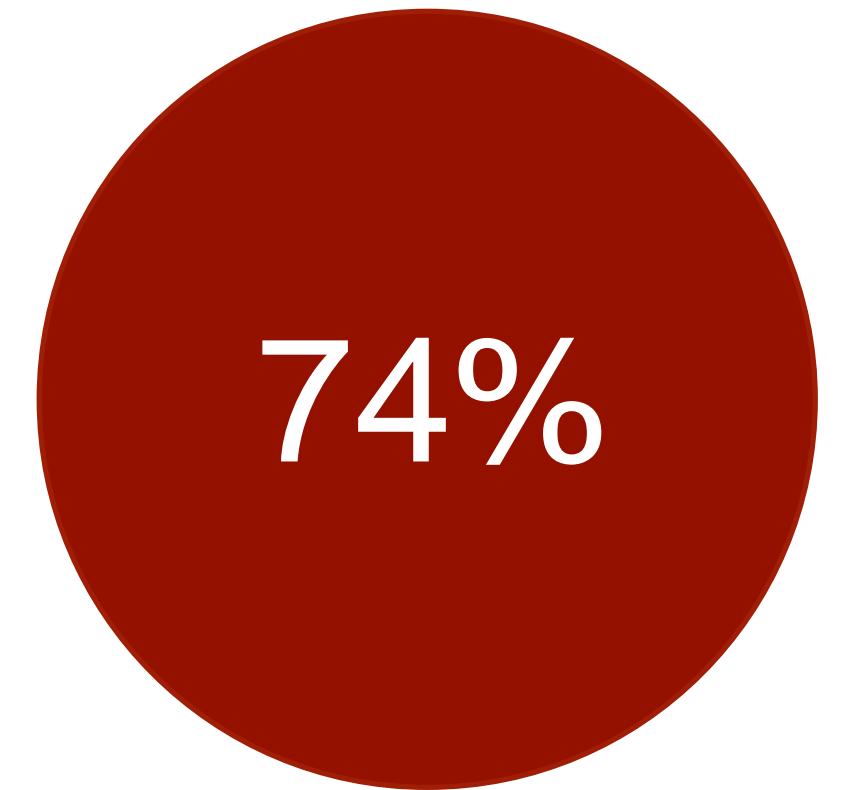
Foundations



CoRequisite



Neither



# Productive Academic Mindset

Perceived purpose of coursework

+15%  
GPA

Feel connected to their institution  
and that they belong...

+12pp  
Minority  
Retention

Believe they are capable of learning the  
material...

+19pp  
Earned  
SChr %

Confidence interacting with Faculty and Staff

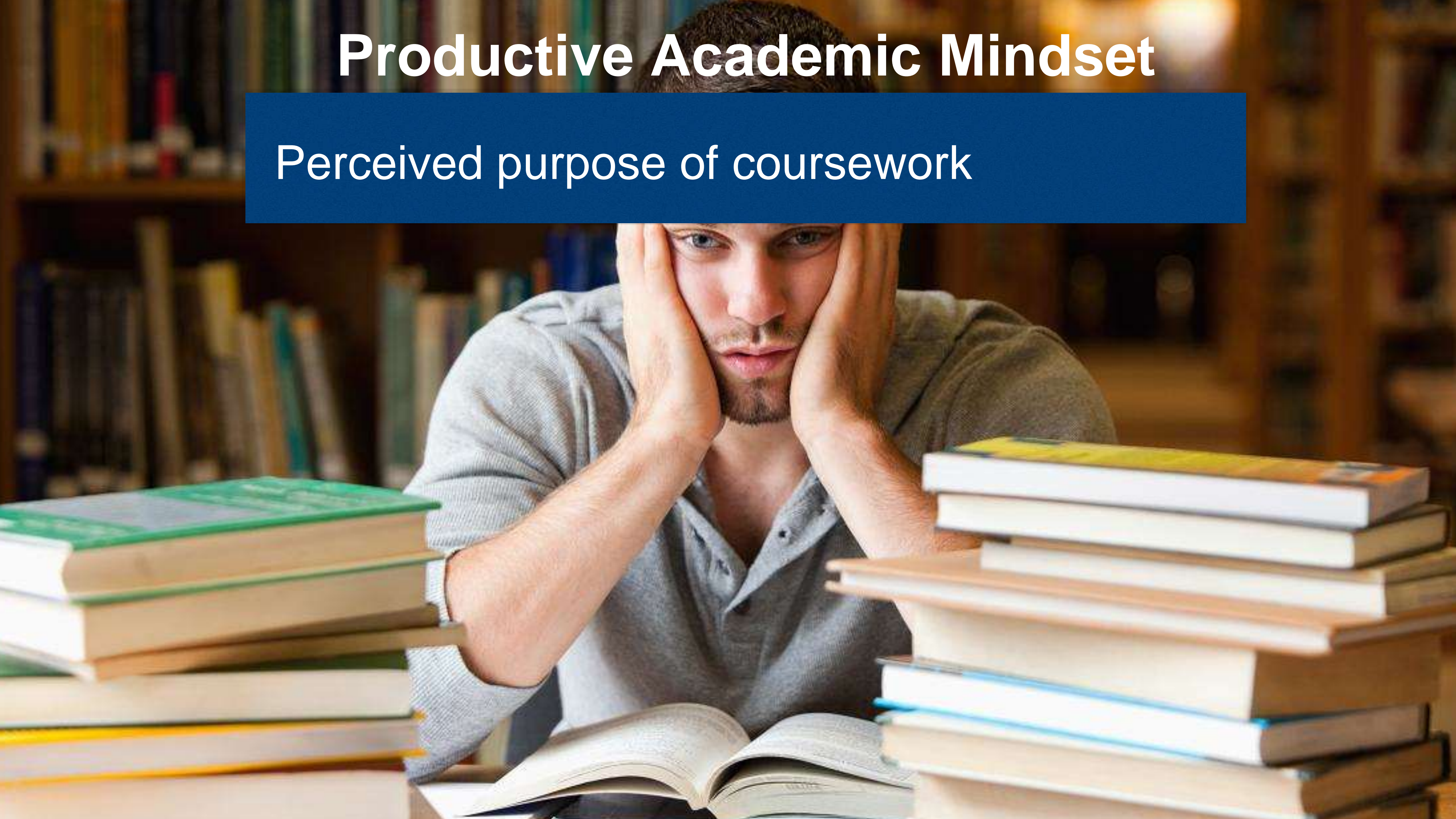
+6pp  
Earned  
SChr %

GRIT and Perseverance

+9pp  
Math CoReq  
Success

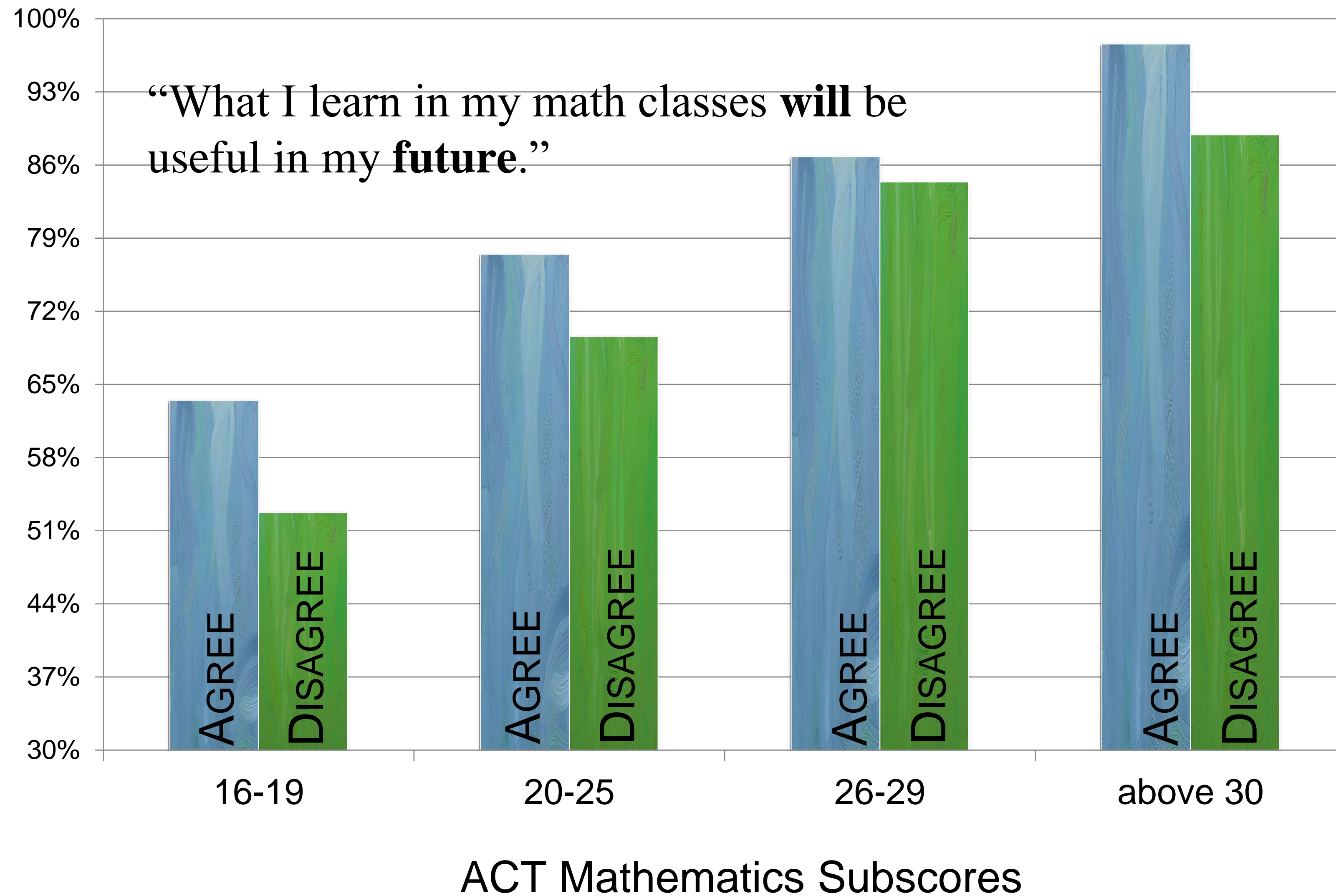
# Productive Academic Mindset

Perceived purpose of coursework

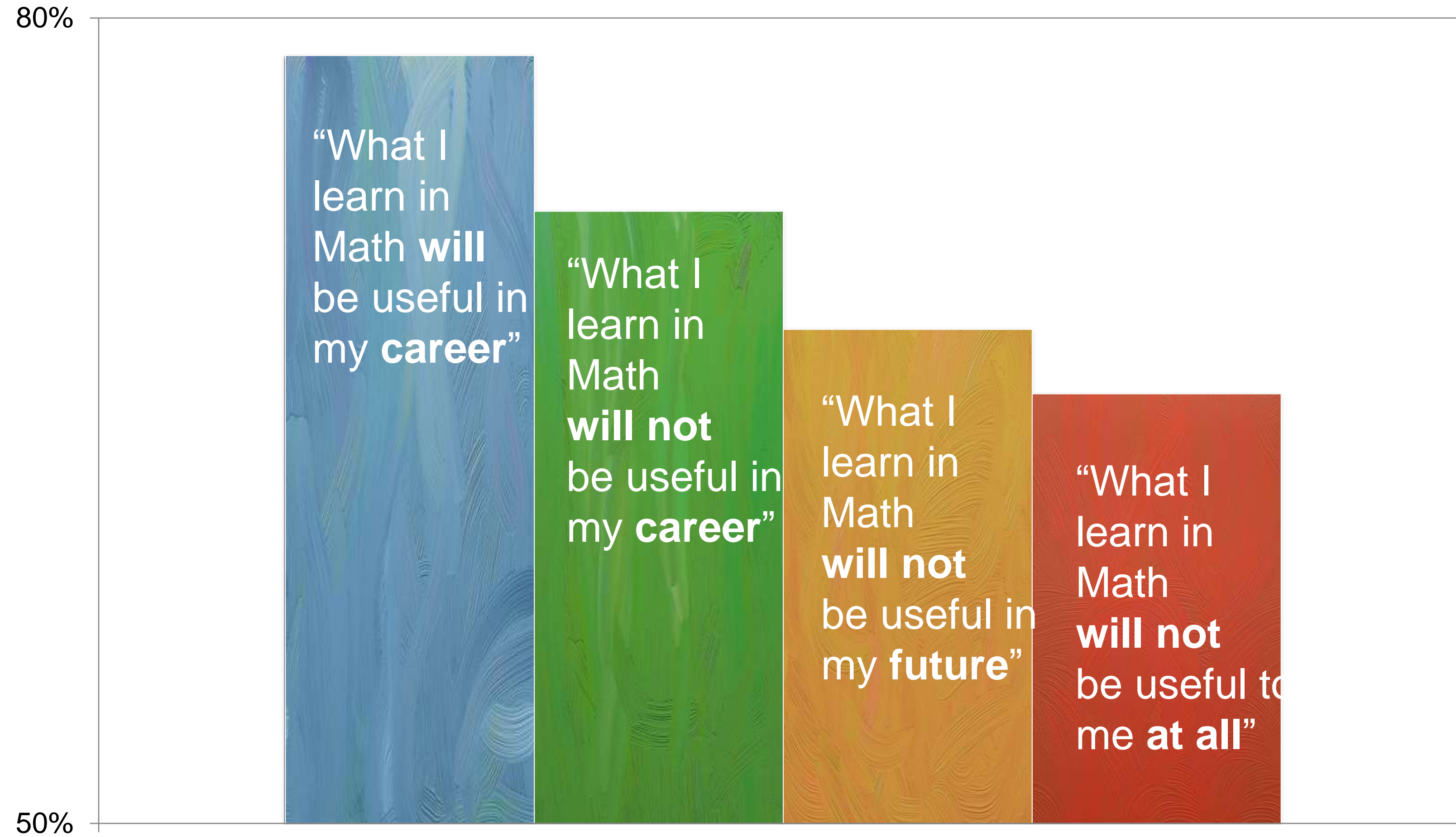




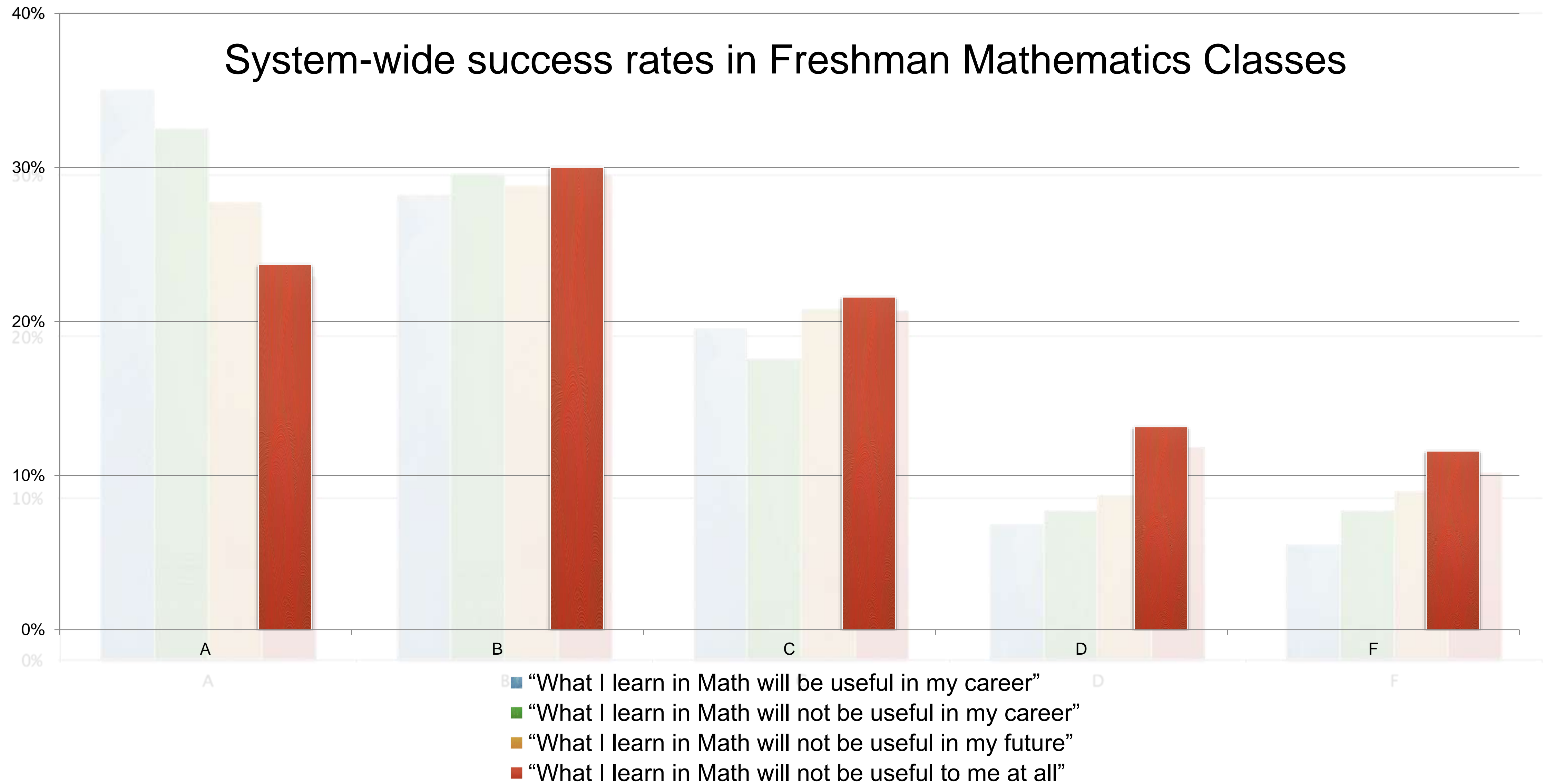
# System-wide success rates in Freshman Mathematics Classes



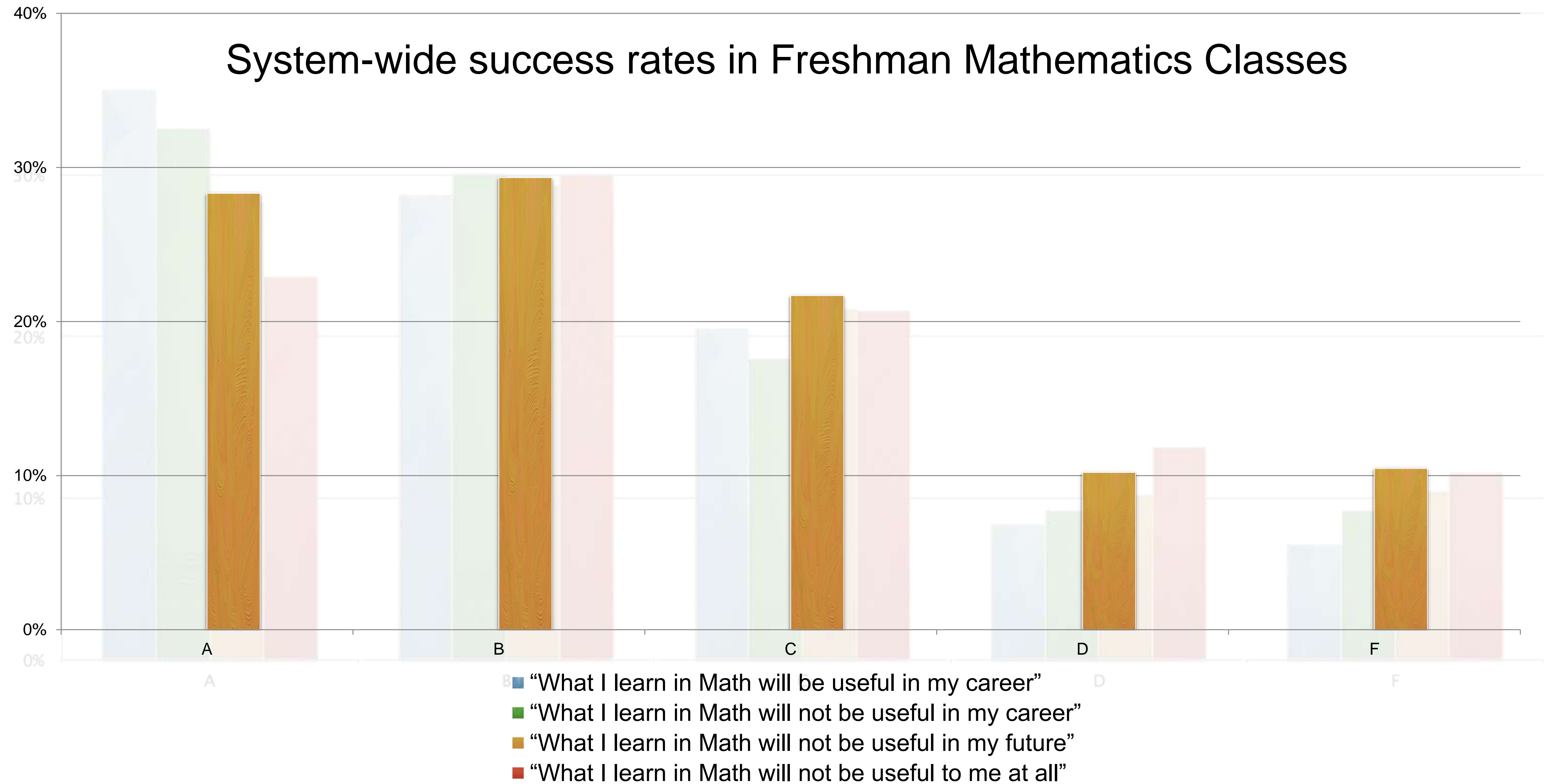
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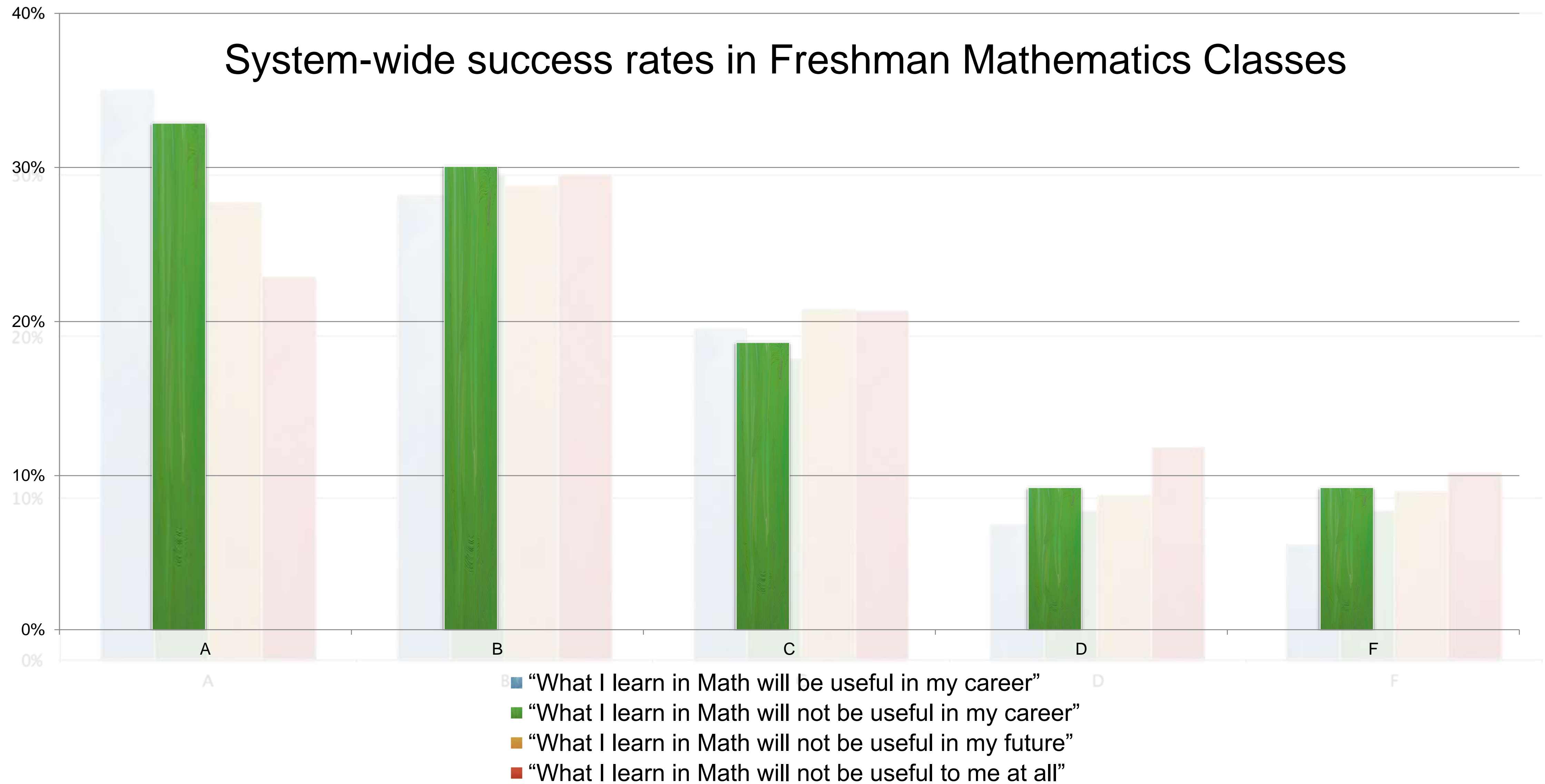
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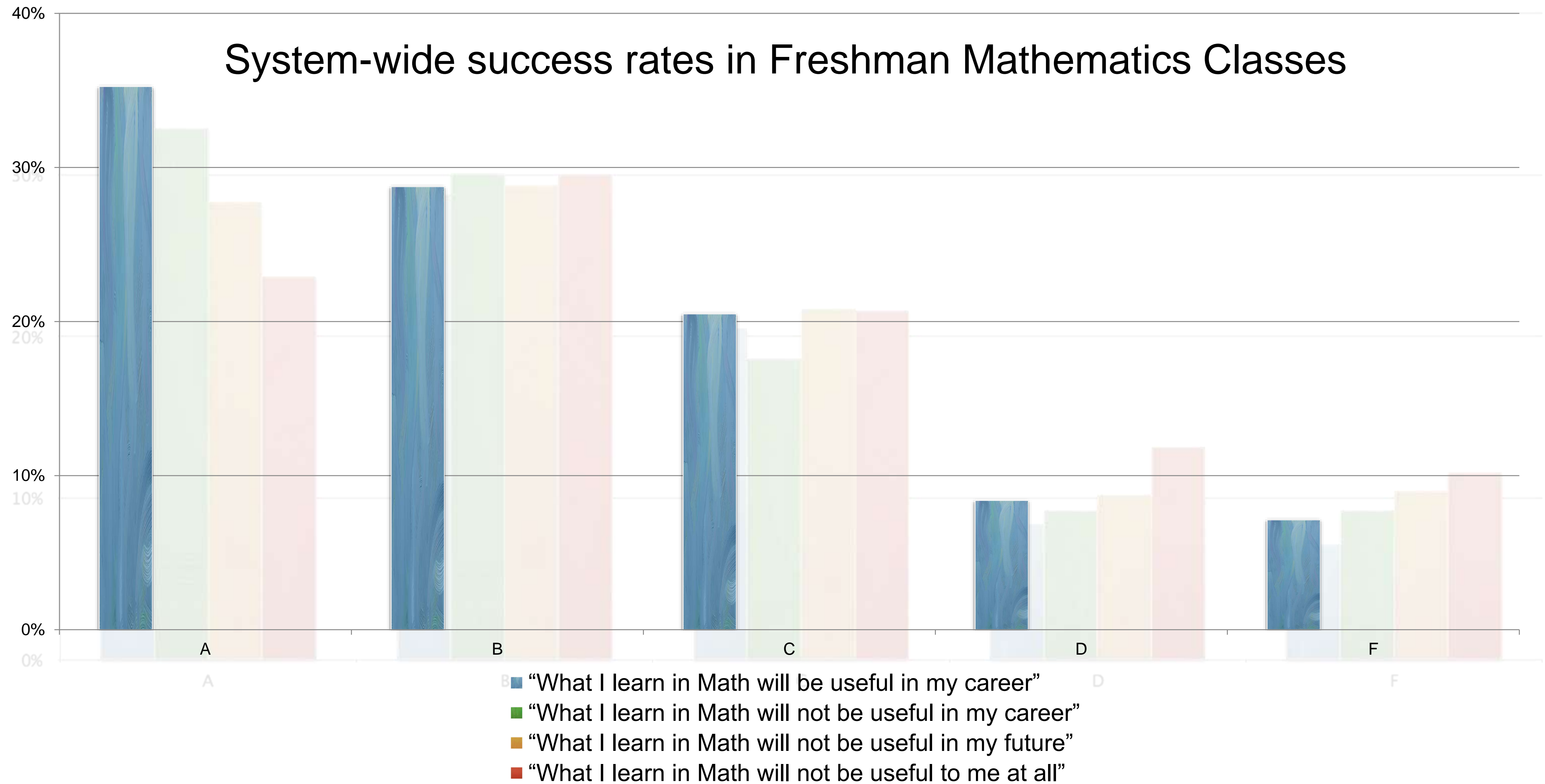
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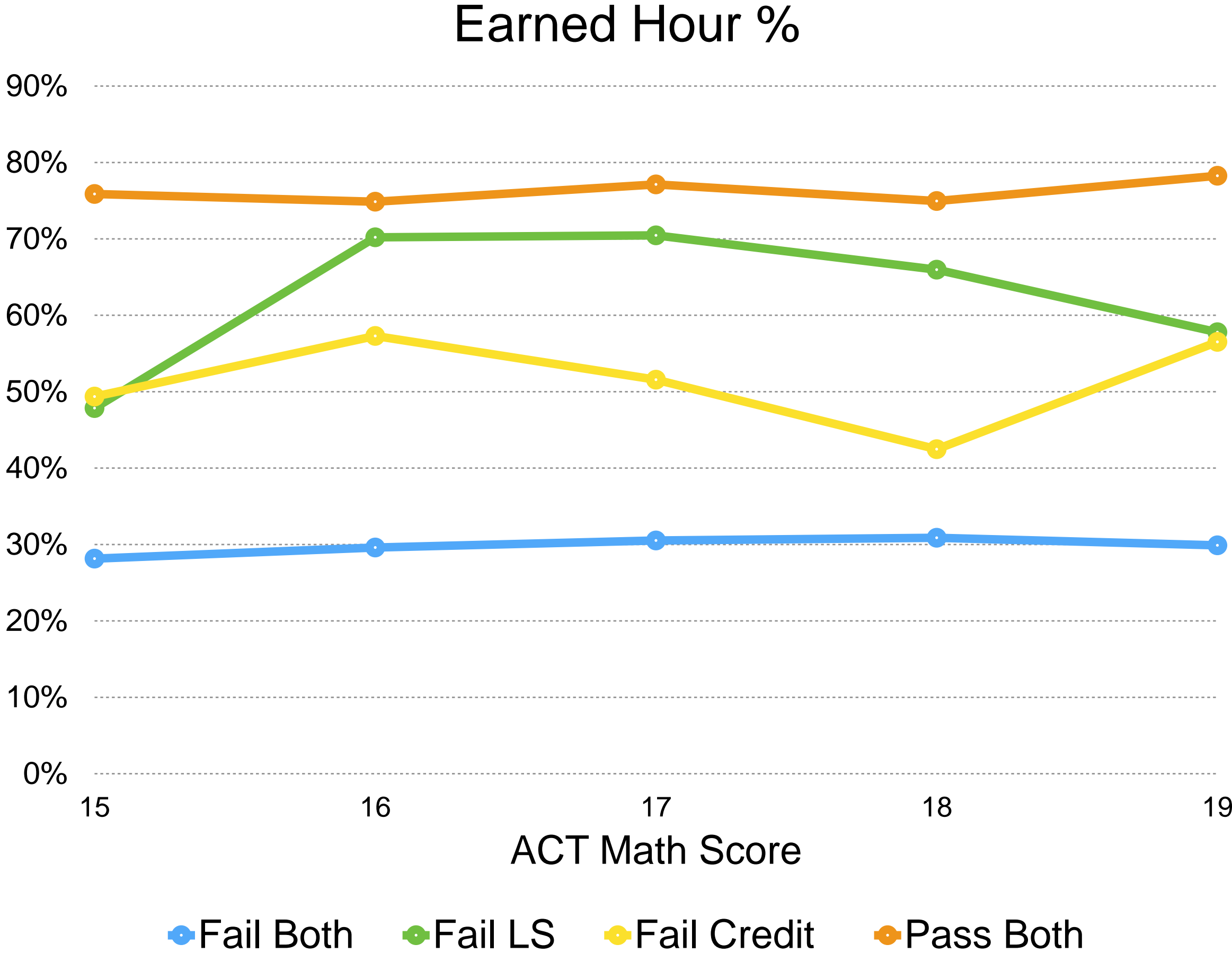
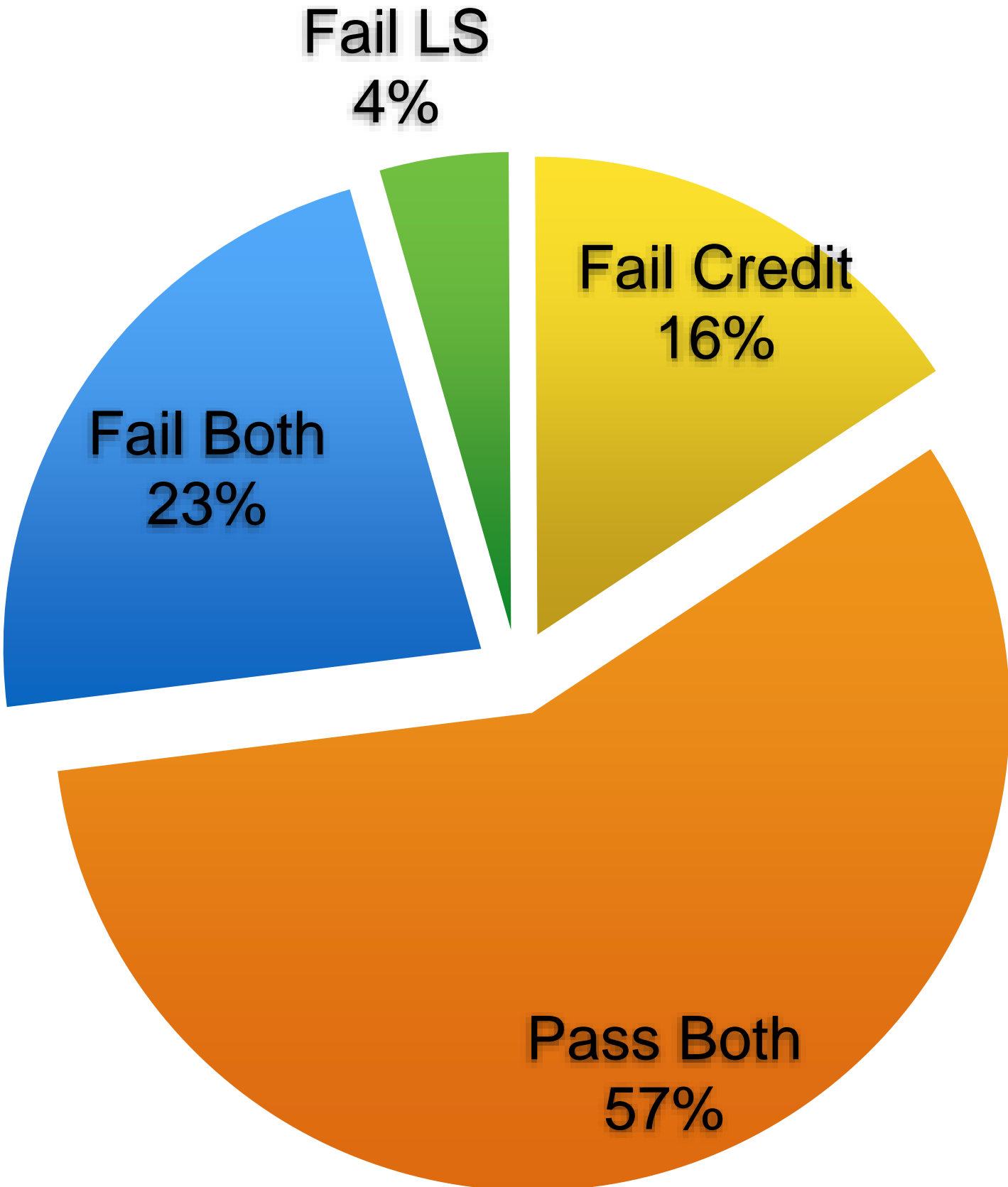
# System-wide success rates in Freshman Mathematics Classes



# System-wide success rates in Freshman Mathematics Classes



# Disaggregation by Student Group

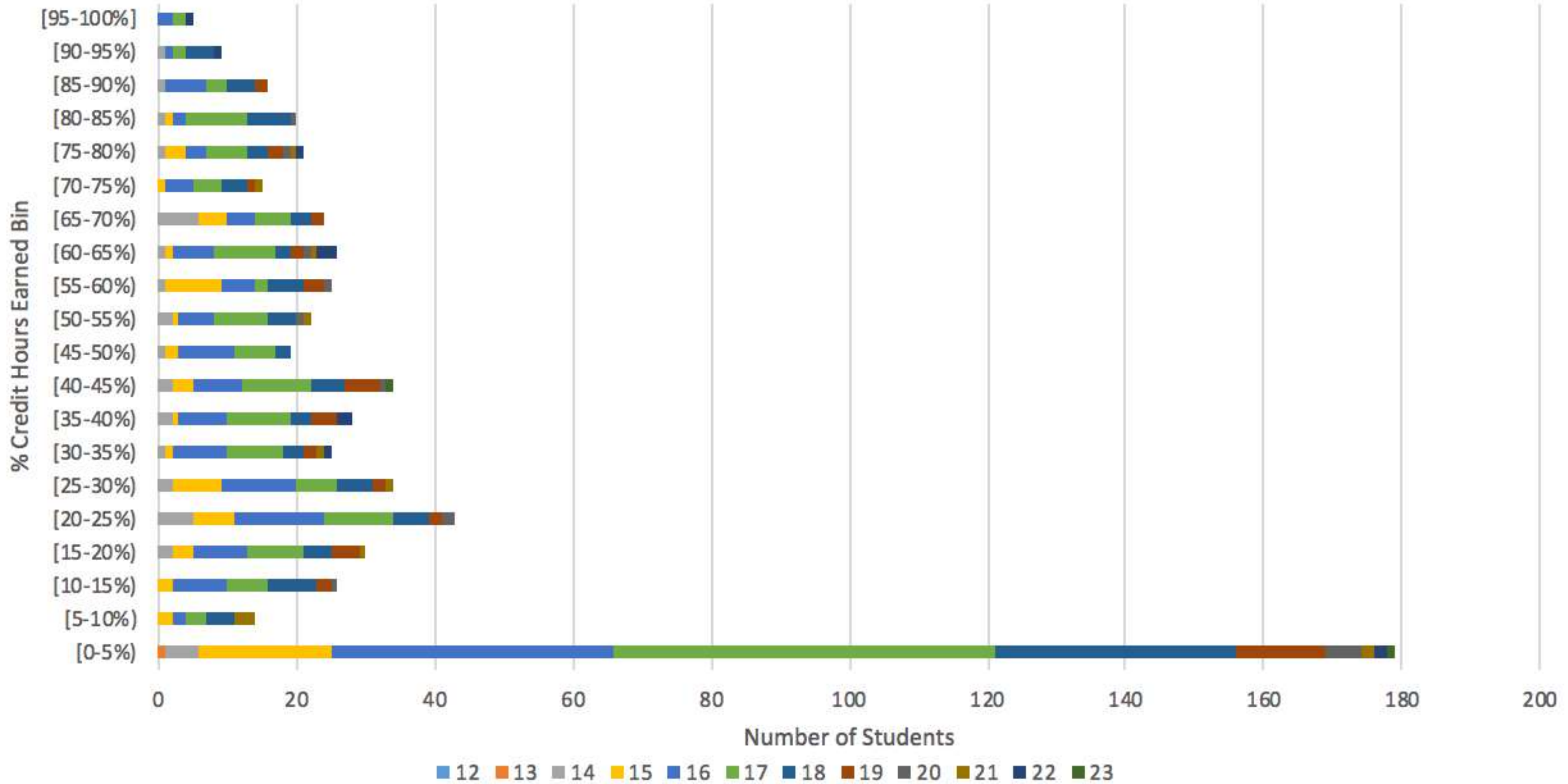


# CoRequisite English: All Students

Frequency of %

## Credit Hours Earned Bin by ACT Math

Failed Gateway, Failed Co-Req (C and above=Pass)



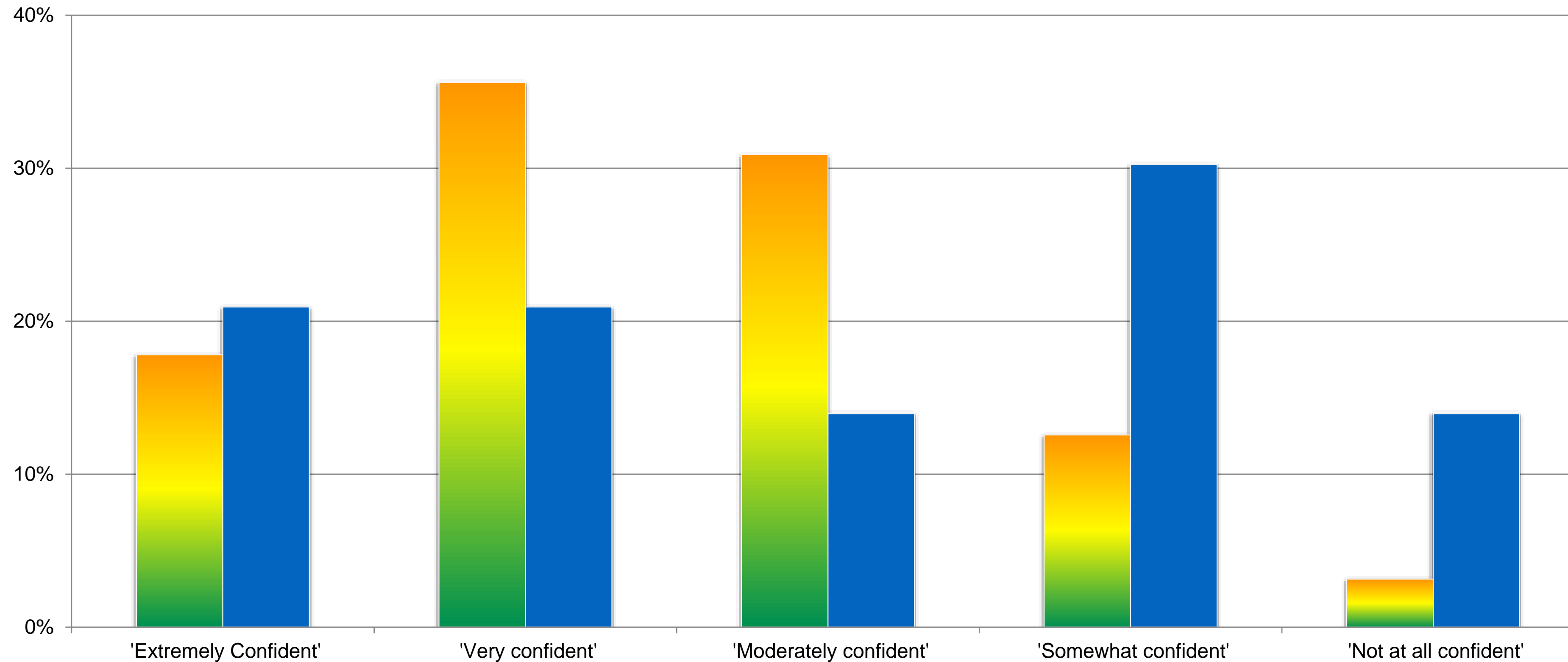


# Productive Academic Mindset

A young man with short brown hair and a light beard is sitting at a desk in a library. He is looking directly at the camera with a stressed expression, his hands pressed against his temples. He is wearing a grey long-sleeved shirt. In front of him is an open book. To his left and right are stacks of several closed books. The background is filled with bookshelves containing many books, creating a blurred effect. The lighting is warm and focused on the man.

Confidence interacting with Faculty and Staff

# Level of confidence talking with faculty and staff



■ Earned Hour % >25%

■ Earned Hour % <25%





# UNIVERSITY SYSTEM OF GEORGIA

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and Chief Academic Officer  
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