

WEBVTT

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00:00:03.360 --> 00:00:16.139

Brandon Protas: Of course we want to let you know about our upcoming publication, this is going to be CC his latest impact data implementation guide for adopting and, most importantly, scaling The co requisite model.

2

00:00:16.680 --> 00:00:31.830

Brandon Protas: You are some of the first to know about this it's going to be launching in just a couple of weeks we're going to be sharing a link with a teaser to that in the chat so you want to be on the lookout for CCS latest signature publication on co requisite.

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00:00:34.800 --> 00:00:48.180

Brandon Protas: And the key takeaways will give you a little bit of information ahead of time what was once an idea has now been proven and now it's time to scale foley co requisite support why we know that it works.

4

00:00:48.780 --> 00:01:03.390

Brandon Protas: As you're going to hear, today, the data is overwhelming for how to represent makes a difference with student success outcomes it's absolutely an equity focus strategy and you're going to hear, today, about how co requisite as a strategy has been.

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00:01:04.410 --> 00:01:13.860

Brandon Protas: effectively able to eliminate institutional performance gaps we also are able to show it's a financial win, win both for students, as well as for institutions who adopt it.

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00:01:14.640 --> 00:01:30.990

Brandon Protas: And, as we said correct with it needs to be the norm at colleges and universities across the country so Those are some of the takeaways again if you sign up with a profile on complete college.org you'll be able to download it once we release it in the near future.

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00:01:33.630 --> 00:01:49.230

Brandon Protas: And so the moment you've all been waiting for my name is Dr brandon protests i'm a strategy director here at can play college dot yet complete college America, and it is my distinct pleasure to be able to introduce Dr Kristen denly who's going to be leading today's session.

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00:01:50.250 --> 00:02:00.030

Brandon Protas: Quick intro for him, Dr Kristen dentally currently serves as the executive Vice Chancellor for academic affairs and chief academic officer at the university system of Georgia.

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00:02:00.570 --> 00:02:09.420

Brandon Protas: Before moving to Georgia, he served as Vice Chancellor for academic affairs at the Tennessee Board of regents and Vice President for academic affairs at Austin peay State University.

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00:02:10.170 --> 00:02:18.000

Brandon Protas: throughout his career has taken a hands on approach and a variety of initiatives impacting student success and has been recognized nationally many times over.

11

00:02:18.510 --> 00:02:28.080

Brandon Protas: His work includes the rethinking of the teaching of freshman mathematics classes, the creation of jquery compass of course recommendation system that successfully pairs current students.

12

00:02:28.470 --> 00:02:32.820

Brandon Protas: With courses that best fit their talents and program of study for upcoming semesters.

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00:02:33.420 --> 00:02:45.060

Brandon Protas: his most recent work has been to develop and implement a comprehensive system scale student success strategy, the momentum here that has transformed developmental education and advising at all the Georgia institutions.

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00:02:46.140 --> 00:02:53.580

Brandon Protas: In 2016 he was selected as one of washington's most monthly Washington monthly 16 most innovative people in higher education.

15

00:02:54.300 --> 00:03:02.370

Brandon Protas: One of the Center for digital education is top 30 technologists transformers and trailblazers and was invited to the White House to address recipients of President obama's.

16

00:03:02.760 --> 00:03:07.770

Brandon Protas: First, in the world grants as a model of what could be achieved by higher education system.

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00:03:08.520 --> 00:03:18.090

Brandon Protas: He was recipient of the 2016 your Perry Award for the National Federation of the blind, for his leadership of a systemic approach to the accessibility of educational content.

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00:03:18.900 --> 00:03:26.760

Brandon Protas: In 2017 he began the year by being named one of five higher education layers to watch in 2017 and beyond by education.

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00:03:27.660 --> 00:03:39.150

Brandon Protas: And was named as a complete college American fellow Christians work continues and using a data informed approach to implement a wide variety of systems scale initiatives surrounding college completion.

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00:03:39.690 --> 00:03:55.260

Brandon Protas: stretching from education redesign and a variety of disciplines to the role of predictive analytics and data mining cognitive psychology and behavioral economics and higher education, as I mentioned you're in for a real treat is my distinct pleasure to introduce Dr Kristen Denley.

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00:03:57.300 --> 00:03:58.860

Tristan Denley: And the thanks so much thanks so much for.

22

00:03:59.940 --> 00:04:09.930

Tristan Denley: The introduction and thanks so much for for the for the chance to share the the great work in Georgia that's been going on for the last few years, so let me go ahead and try and share my screen.

23

00:04:11.280 --> 00:04:11.820

Tristan Denley: See.

24

00:04:17.070 --> 00:04:24.840

Tristan Denley: We go, hopefully, hopefully you're all able to see the presentation that what I wanted to do just over the next few minutes is.

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00:04:24.840 --> 00:04:28.650

Brandon Protas: hey Tristan i'm sorry to interrupt but we assert a blank screen right now.

26

00:04:28.980 --> 00:04:32.430

Tristan Denley: A blank screen that's not that's not that's not right let's try again.

27

00:04:34.710 --> 00:04:35.580

let's try again.

28

00:04:38.730 --> 00:04:39.300

Which one.

29

00:04:47.670 --> 00:04:48.450

Tristan Denley: Which one, are you seeing.

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00:04:48.780 --> 00:04:50.280

Brandon Protas: That looks correct now, thank you.

31

00:04:50.370 --> 00:04:50.880

Tristan Denley: There we go.

32

00:04:51.000 --> 00:04:51.840

Tristan Denley: Good Thank you.

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00:04:52.710 --> 00:05:02.220

Tristan Denley: i'm glad you caught that thanks so much yeah so what I wanted to do really take you on a journey through the work of the last few years in the state of Georgia.

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00:05:02.940 --> 00:05:09.990

Tristan Denley: Fully influencing the the correct was immortal one talk a little bit about kind of how we went about that work, why we went about that work.

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00:05:10.890 --> 00:05:27.420

Tristan Denley: Talk about where it is that that work has really led over the last few years and then and then right at the end really share some of the findings that we've had not only about how to implement co requisite but also about really how to optimize those things those implementation.

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00:05:28.770 --> 00:05:38.850

Tristan Denley: So, first of all a little bit about the university system of Georgia, the reason why everybody should should know everything about our system, so the university system of Georgia is the.

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00:05:39.300 --> 00:05:50.100

Tristan Denley: The State University and college system state public University in college system in the state of Georgia it's 26 universities and colleges all told on those.

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00:05:50.580 --> 00:05:56.370

Tristan Denley: Those range literally from completely open access state colleges, all the way across to.

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00:05:57.180 --> 00:06:03.630

Tristan Denley: Our highly selective nationally institutions University of Georgia and Georgia tech and everything in between.

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00:06:04.470 --> 00:06:18.750

Tristan Denley: hbc us Hispanic serving institutions role institutions big small, we really have the full spectrum of institutions and and what i'm going to be talking about today has involved all of not just a couple of them, but but, but all of them.

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00:06:19.350 --> 00:06:25.710

Tristan Denley: All together we serve about 350,000 students of course there's 26 institutions so.

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00:06:26.700 --> 00:06:36.240

Tristan Denley: let's talk about co requisite education in Georgia, so the way the story began really is going all the way back to 2013 2013.

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00:06:37.170 --> 00:06:46.320

Tristan Denley: The GA schools were using a relatively traditional approach to developmental education, and you can see the blue bars that i'm showing here are.

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00:06:46.680 --> 00:06:58.380

Tristan Denley: Other success using that traditional approach intermediate algebra you know the status of sequence of Dev add that was was involved in 2013 we had about 7000 students who were.

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00:06:58.800 --> 00:07:06.690

Tristan Denley: involved in that taking intermediate math classes what i'm showing here i'm showing it this aggregated out by by preparation by.

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00:07:07.200 --> 00:07:14.250

Tristan Denley: What i'm using today is a CT mouth sub scores what i'm showing you is not a success in each of those.

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00:07:14.610 --> 00:07:27.630

Tristan Denley: developmental classes each individual one when i'm done looking showing to you is over a full academic year what proportion of Georgia students who began in developmental education actually completed a.

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00:07:28.530 --> 00:07:39.480

Tristan Denley: Credit during math class that they needed to satisfy their general education requirements, because that's that turns out to be the crucial piece we turns out in our system anyway.

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00:07:39.840 --> 00:07:48.510

Tristan Denley: That students who are able to complete the credit bearing math class and credit bearing English class that they need to satisfy their general education requirements.

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00:07:49.050 --> 00:07:58.530

Tristan Denley: Those students are able to do that in their first academic here are more than 10 times more likely to graduate from our system with a credential value.

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00:07:59.220 --> 00:08:07.380

Tristan Denley: than students who are not, and so it turns out to be extraordinarily crucial that we enable as many students as possible, to be able to do that, you can see.

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00:08:08.100 --> 00:08:20.250

Tristan Denley: When we began this work, about one in five of the students began and developmental education we're actually successfully completing that critical math class and their first academic year and.

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00:08:20.730 --> 00:08:25.410

Tristan Denley: i'll show you the what it was like in English, in just a second, but it really wasn't so much better.

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00:08:26.400 --> 00:08:37.950

Tristan Denley: Right 2015 the Georgia system began to experiment with different kinds of structures to to developmental education and one of those was what was called the foundations approach.

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00:08:38.640 --> 00:08:41.070

Tristan Denley: And the foundation's approach was really to take that.

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00:08:41.550 --> 00:08:53.340

Tristan Denley: That prerequisite remediation and to compress it into a single semester, and still the case that students had to do something before they were allowed to go into the credit bearing math class in this case or.

57

00:08:53.910 --> 00:09:02.670

Tristan Denley: In a moment i'll show you what it is for a credit bearing now writing class but either way they had to complete that that pre QUAL before they were allowed to.

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00:09:02.940 --> 00:09:11.040

Tristan Denley: How to successfully completed that credit very math class or English class, then they were allowed to to enroll in the.

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00:09:11.430 --> 00:09:19.410

Tristan Denley: into the into the into the credit during class again the class that they need to satisfy to to to to complete their general education requirements.

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00:09:20.160 --> 00:09:29.790

Tristan Denley: And again, you can see, there was a slight improvement by using that different structure of improvement from 20% up to two almost 30% but still two thirds.

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00:09:30.270 --> 00:09:39.180

Tristan Denley: little bit more than two thirds of the students who began in this case developmental mathematics were unsuccessful in their first academic here and being able to complete that.

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00:09:39.600 --> 00:09:46.380

Tristan Denley: That crucial math class and you can see that there is some variation across the preparation spectrums you know those students who come in.

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00:09:46.650 --> 00:09:55.710

Tristan Denley: better prepared Sure enough, had a little bit better chance, but even if they had an AC T score mouth a CT score of 20 it was still you know, a 5050 chance.

64

00:09:56.760 --> 00:10:07.290

Tristan Denley: You might be asking yourself kind of what you know what is the driver behind right, and so, if you've not seen kind of why that is, then I think I can kind of show you in this way that the students who began.

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00:10:07.830 --> 00:10:14.280

Tristan Denley: In foundations, they should have enrolled in the foundations math class that that one semester remediation.

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00:10:14.610 --> 00:10:21.900

Tristan Denley: and actually the past right in that foundations math class was actually quite quite reasonable that actually and, in this case, all through the talk.

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00:10:22.170 --> 00:10:31.320

Tristan Denley: For me i'm going to talk about pass rates meaning earning an A or B, C clearly a different institutions, sometimes a D is a grade that students are able to.

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00:10:31.590 --> 00:10:36.660

Tristan Denley: To use in as a passing grade or function as a passing grade, but for consistency today.

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00:10:37.260 --> 00:10:46.500

Tristan Denley: All i'm always going to be talking about earning an A or B or C as a great so their students 70 almost 75% of them earned that passing grade.

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00:10:47.220 --> 00:10:57.090

Tristan Denley: And then we're able to go on and take the subsequent credit during class and the thing is not all of them did that, actually, in reality, and we see this nationwide.

71

00:10:57.480 --> 00:11:02.010

Tristan Denley: That the students often do not go on and take the next class they.

72

00:11:02.370 --> 00:11:12.780

Tristan Denley: Sometimes they dropped out along the way, sometimes they they don't get advice well sometimes there's not capacity, all kinds of reasons why it is that students don't get along, but the reality is that they don't.

73

00:11:13.260 --> 00:11:19.620

Tristan Denley: And we need them to and so again of the students, then who had passed that foundations math class successfully.

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00:11:20.280 --> 00:11:28.830

Tristan Denley: Only about 70% of them actually went on in the next semester to to enroll in that college math class in fact when on ever.

75

00:11:29.700 --> 00:11:44.490

Tristan Denley: When they when they got there again the passing rate in the collegiate class was not actually that that striking that actually

about 60% of those students who who had been there navigated the way all through that.

76

00:11:45.300 --> 00:11:54.600

Tristan Denley: journey when they got to that enrolled in that college math class, as I say that 60% of them earn a B or C, which in and of itself again is not.

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00:11:55.530 --> 00:12:02.370

Tristan Denley: crazily striking, we certainly would like it to be higher, but it's not not not unusual across university and college campuses.

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00:12:02.940 --> 00:12:13.740

Tristan Denley: it's what he changed all those things together that's when you get the 29% and that really sort of shows a why it is that one of the driving reasons why the The prerequisite model.

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00:12:14.100 --> 00:12:27.000

Tristan Denley: A really has has not worked well as a model for the developmental education, because so many students along the way, get kind of just get the gist of Peter I was they move along through this.

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00:12:27.930 --> 00:12:33.780

Tristan Denley: Through this journey so let's then compare with the The co requisite model because, at the same time as.

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00:12:34.020 --> 00:12:42.780

Tristan Denley: Georgia institutions were experimenting with the foundations model, they were also starting to use the correct words of model and again i'm going to show you.

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00:12:43.140 --> 00:12:51.420

Tristan Denley: So this is again over those those those years between 2015 and 2017 and again, you can see, this about 10,000 students that i'm showing you.

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00:12:51.990 --> 00:12:58.350

Tristan Denley: The success rates of those 10,000 students and again, you can see a very dramatic change.

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00:12:59.070 --> 00:13:08.310

Tristan Denley: And that it is no longer the case that the majority of students were being unsuccessful in that first academic year in fact exactly the opposite, now the majority were being successful.

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00:13:08.760 --> 00:13:18.960

Tristan Denley: Or, more than doubling in the success rates with students in again in that critical credit during math class in this case, one of three math classes.

86

00:13:19.500 --> 00:13:27.450

Tristan Denley: called the to the reasoning class a math modeling class or a college algebra Class three we're we're on offer for those students to take.

87

00:13:28.080 --> 00:13:36.450

Tristan Denley: So, then, the last piece, and you can imagine that the using this data we really were able to work with all of our campuses work with.

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00:13:36.750 --> 00:13:54.060

Tristan Denley: The math departments, and the second i'll show you the English results, the English departments across all of our campuses to see that you look there simply is not a student who is not being better serve being much more likely to in this case pass their their math class.

89

00:13:55.470 --> 00:14:04.020

Tristan Denley: And so we were able to persuade all of our institutions to fully implement the Co requisite model in the fall of 2018.

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00:14:04.440 --> 00:14:12.300

Tristan Denley: And these are the results of that this is again all of our students, again, I think I do need to sort of hammer this home, this is.

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00:14:12.840 --> 00:14:20.640

Tristan Denley: Sometimes people talk about the power of a of a random controlled trial and sure enough around a controlled trial is a very powerful tool.

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00:14:20.910 --> 00:14:27.750

Tristan Denley: But around controlled trial is is is is is a piece of the methodology when when when you can't have.

93

00:14:28.410 --> 00:14:39.570

Tristan Denley: senseless level data, you can have population level data, this is population level data, this is all you know almost 20,000 students over the two full academic years that we have.

94

00:14:40.080 --> 00:14:48.660

Tristan Denley: implement fully implemented with the Co requisite model, and you can see that all across the preparation spectrum, though, even students, all the way down to who come in with.

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00:14:49.290 --> 00:14:59.850

Tristan Denley: A city mouth scores that are below down below 14 are still passing that credit bearing math class at night and day differences from anything that they did before, to.

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00:15:00.210 --> 00:15:08.820

Tristan Denley: Two or three times more likely to be successful than they ever were with any of the other methodologies that we have i'm not going to show you today.

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00:15:09.180 --> 00:15:20.520

Tristan Denley: This aggregations by by race or gender or age income but but suffice to say if I show you them they look exactly like this, but one of the striking.

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00:15:21.180 --> 00:15:32.400

Tristan Denley: features of the way in which this implementation has been put in place is that we have literally eliminated any kind of disparity of outcome, based on race or gender or income or age.

99

00:15:32.760 --> 00:15:40.620

Tristan Denley: And that is in itself a very powerful reasons to be looking at this direction, not showing the math results.

100

00:15:41.220 --> 00:15:50.940

Tristan Denley: Let me show you English results, so this again is, as I said, we fully scaled the the correct with that model in both math and in English So these are.

101

00:15:51.480 --> 00:15:58.260

Tristan Denley: The success rates and students in the Georgia system across all 26 schools being successful in there.

102

00:15:58.740 --> 00:16:03.660

Tristan Denley: In English composition one their freshman writing class writing class that they need to satisfy their.

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00:16:04.200 --> 00:16:10.080

Tristan Denley: Their general education requirements in freshman writing and again, you can see the baseline was not as.

104

00:16:10.530 --> 00:16:25.080

Tristan Denley: was not a striking as with mouth that students were passing their credit very my English class using the foundations or traditional approach should roughly a 40 something percent but using the the requisite model, and you can see.

105

00:16:26.100 --> 00:16:33.990

Tristan Denley: it's really another 50% increase in that success and hopefully already persuaded you how how crucial that is again.

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00:16:34.290 --> 00:16:40.560

Tristan Denley: It is well worth pointing out that those success rates are not happening only for the best prepare the students.

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00:16:40.800 --> 00:16:49.140

Tristan Denley: Only for the students towards the the white hand end of the preparation spectrum, but instead look all the way across the preparation spectrum and every.

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00:16:49.890 --> 00:16:57.540

Tristan Denley: Preparation level students are passing their credit very math class and roughly 70% rate and it is interesting to think about.

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00:16:57.960 --> 00:17:11.790

Tristan Denley: You know if I were to if I were to tonight I ask what their success rates heather success rates correlated and with that that preparation level I know it's it's a flat line it's it's really a very striking thing indeed.

110

00:17:13.080 --> 00:17:21.180

Tristan Denley: Now, you may be asking, and I hope you are like so, for instance those math classes now you know there's three different math classes, that I that I mentioned.

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00:17:21.960 --> 00:17:29.850

Tristan Denley: The success rates in those math classes vary by different by the by the students and and how does that play out with these different kinds of.

112

00:17:30.600 --> 00:17:40.410

Tristan Denley: different kinds of developmental model and so these are the success rates in the three credit bearing math classes that at least up until recently have been part of our.

113

00:17:40.860 --> 00:17:50.640

Tristan Denley: mouth pathways journey we have quantitative reasoning, we have math modeling we have college algebra and the Green bars are the success rates of students who.

114

00:17:50.970 --> 00:18:00.840

Tristan Denley: Who took the foundations class successfully completed that and then rolled in that one of those three math classes it's the success rates of those students when they get they.

115

00:18:01.620 --> 00:18:10.680

Tristan Denley: Have the red bars are the Co requisite students those students who were directly enrolled into the credit very math class that they needed for.

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00:18:11.220 --> 00:18:14.430

Tristan Denley: For their degree quantitative reasoning math modeling or college algebra.

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00:18:14.880 --> 00:18:24.990

Tristan Denley: And then, and then had had the correct was it support that went along with the Co requisite model and justin time kind of remediation along the way.

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00:18:25.350 --> 00:18:30.720

Tristan Denley: And I think this is really striking, because what you can see, is how, in the past, we had.

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00:18:31.020 --> 00:18:43.530

Tristan Denley: Really persuaded ourselves that a traditional approach to remediation in a provided the basic tools that students needed to then go into the credit during class and be successful.

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00:18:44.130 --> 00:18:51.930

Tristan Denley: And what you can see is that actually it wasn't anywhere near as successful as we expected, it ought to be the case of our thinking were right.

121

00:18:52.200 --> 00:19:07.170

Tristan Denley: That the green bar should be taller than the red bars that the students who had been, if you like, sort of you know pre prime

may be successful when they went into their credit during math class should have the advantage of that and so should be outperforming those students.

122

00:19:08.520 --> 00:19:21.270

Tristan Denley: Who who are taking the correct was that approach and don't have the benefit of that, but instead it's the other way around that actually just in time remediation outperforms the The pre remediation every day of the week.

123

00:19:21.900 --> 00:19:34.170

Tristan Denley: And, of course, what I haven't shown you is the true picture of this because in a way, what i'm showing you is deceptive, because what i'm what i'm showing you, there is the success rates for those foundation students.

124

00:19:34.710 --> 00:19:43.350

Tristan Denley: When they actually successfully work their way through the foundations course and then finally enrolled in their credit very math class.

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00:19:44.010 --> 00:19:51.990

Tristan Denley: By that time, many of those students have been already weeded out and and so to really show you the true picture.

126

00:19:52.590 --> 00:20:01.470

Tristan Denley: What I need to do is to take that into account, and this is then the true picture, this is, this is the picture that compares the approach, using the.

127

00:20:01.860 --> 00:20:17.160

Tristan Denley: Foundations approach that that more traditional approach with the correct was an approach when students are directly enrolled into the math class that they need with the surrounding support you can see, has striking those improvements and success are.

128

00:20:18.750 --> 00:20:25.800

Tristan Denley: Again, very similar kinds of pictures if we just aggregate by race, gender and age and income.

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00:20:26.100 --> 00:20:39.930

Tristan Denley: And I encourage you to do so, because it is extraordinarily important as we do this work to make sure that as we create these new models that they really do well serve all of our student population is only just not only just some.

130

00:20:41.070 --> 00:20:48.720

Tristan Denley: Again, you should be asking well, what about next what happens next these students who took for instance English 1101 our freshman writing class.

131

00:20:49.110 --> 00:21:00.750

Tristan Denley: They have to go on to take English 11 know to do they do that and so again to just to show you the flavor of that and go to show you what that looks like for English 1101.

132

00:21:01.230 --> 00:21:11.100

Tristan Denley: In the in the past about 50% of the students who who who who enrolled in English 1101 having navigated their way through the.

133

00:21:12.060 --> 00:21:25.530

Tristan Denley: foundation's journey, about half of them actually went on to take English 1102 using the characters that approach it's it's significantly more 65% at least right now, rather than 52.

134

00:21:26.130 --> 00:21:30.690

Tristan Denley: And again, you should be saying well when they get there, so how do they do what's the.

135

00:21:31.170 --> 00:21:36.810

Tristan Denley: what's the pass rate like is it just, is it really just the case that we're just kind of kicking the can down the road.

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00:21:37.260 --> 00:21:42.600

Tristan Denley: And the students who find in English 1101 until they get to English 11 or two, and then they don't do so well.

137

00:21:42.900 --> 00:21:50.220

Tristan Denley: Or is it really the case that the correct was an approach, as well as helping many more students be successful in English and 11 one.

138

00:21:50.670 --> 00:21:57.120

Tristan Denley: The batch that success is actually also translating instant success in English 11 i'd say what i'm happy to tell you is.

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00:21:57.450 --> 00:22:08.850

Tristan Denley: that's the right picture, but actually when those students having completed English level, no one using the correct with that approach their justice successful in English 1102 as any of their.

140

00:22:09.360 --> 00:22:17.400

Tristan Denley: Their their colleagues who had been prepared using any of the other approaches and again i'm showing you just pass rates here, but I can show you the full.

141

00:22:17.760 --> 00:22:26.190

Tristan Denley: The full great distribution, you can see the full great distribution looks basically basically identical to what we had been.

142

00:22:26.730 --> 00:22:37.830

Tristan Denley: used to using the foundation's approach again just hammering home using the correct words that approach we're just there's twice as many students, just because it's twice as twice as effective.

143

00:22:38.460 --> 00:22:43.620

Tristan Denley: So maybe i'll pause there a little bit just to see if there are there are questions about in general.

144

00:22:44.130 --> 00:22:58.980

Tristan Denley: This the sort of the general results around co requisite and then, what I want to do is to go on and talk about some some more recent work that's really tried to see what are ways in which we can really optimize the the correct was that approached approves even better results.

145

00:23:00.060 --> 00:23:01.260

Tristan Denley: Of this things in the gap.

146

00:23:01.440 --> 00:23:10.950

Brandon Protas: Just and we have a couple questions so one is just a clarification, if the color represents run for the fall semester, together with the College level courses trying to distinguish how that.

147

00:23:11.340 --> 00:23:16.200

Brandon Protas: is different from pre loading through a compressed course if you could just maybe clarify that piece of it.

148

00:23:16.440 --> 00:23:31.740

Tristan Denley: Okay yeah the way that the way that these these courses work is that's right, so these students are enrolled in exactly the same credit bearing classes they're non correct was in colleagues but also but but but but are accompanied by a semester long.

149

00:23:32.280 --> 00:23:42.930

Tristan Denley: Supplementary instructional experience that they are required to attend that's exactly right so it's a last the full Semester and it's it's it's, it is a, it is a in parallel remediation rather than a front loaded.

150

00:23:43.920 --> 00:23:53.580

Brandon Protas: Great Thank you one other question and I don't know if you have this data is if there's evidence the of how co requisite lead to greater retention and earning of credentials.

151

00:23:54.030 --> 00:23:56.610

Tristan Denley: I do, and I don't have that in my slide deck today.

152

00:23:56.610 --> 00:23:58.650

Tristan Denley: But in just a second i'm going to show you.

153

00:23:59.280 --> 00:24:07.980

Tristan Denley: That this certainly as part and parcel of the the the student success initiatives that we have in Georgia we've seen very striking increases in.

154

00:24:08.280 --> 00:24:15.450

Tristan Denley: In graduation right but retention rates also increase so we've seen about about a 10 percentage point increase in.

155

00:24:16.290 --> 00:24:27.960

Tristan Denley: Full to for retention for for Stephen soo hoo hoo when we since we've been started utilizing the the correct with that approach over the the previous.

156

00:24:28.560 --> 00:24:43.320

Tristan Denley: You know, foundations and more traditional approach so yeah it's it's it's certainly helping all right, also the case significant increase in the just the credits that those students are in, not only in their mouth and English classes, but all told it's great question.

157

00:24:43.860 --> 00:24:49.860

Brandon Protas: awesome two other questions that came in i'm just going to mention them but i'm pretty sure you're going to talk about them and you next part of the presentation.

158

00:24:50.550 --> 00:24:58.770

Brandon Protas: Which is, if you can talk about how the class classes are taught if, for example, English class instructors are using are the same as learning support classes.

159

00:24:59.220 --> 00:25:06.720

Brandon Protas: And if usg system was using a standardized curriculum for the three math pathways I think you may be talking about that as you move forward.

160

00:25:07.560 --> 00:25:07.800

Tristan Denley: yeah.

161

00:25:07.830 --> 00:25:11.730

Tristan Denley: that's exactly where i'm going so maybe i'll maybe i'll take that cue and move on there.

162

00:25:12.150 --> 00:25:21.240

Tristan Denley: So the first thing I want to talk about is work around academic mindset, because what we've seen is, although you know we've increased the success rates quite dramatically.

163

00:25:21.750 --> 00:25:28.350

Tristan Denley: It is still the case that about a third of the students are still being unsuccessful what's what's important to know is that.

164

00:25:28.860 --> 00:25:40.440

Tristan Denley: Those students don't look like there's no there's no particular demographic no particular subgroup that describes those students, so they they look, just like every every other student is that.

165

00:25:40.830 --> 00:25:47.880

Tristan Denley: They are just as prepared as other students, they racial makeup is just the same as other students it's, the only thing about them is appears.

166

00:25:48.090 --> 00:25:58.770

Tristan Denley: That they were approached to to college is a little different just the way in which they're thinking about their academic mindset and so what we've been doing is to really dig in deep to understand.

167

00:25:59.340 --> 00:26:12.240

Tristan Denley: How students understand themselves as learners how they interact with the learning environment around them, and to get that we've

been giving a large scale academic mindset survey to all of our incoming freshman class.

168

00:26:12.570 --> 00:26:19.380

Tristan Denley: And then dovetailing that information, then with the grades that students are in the classes today what i'm going to do is to.

169

00:26:20.010 --> 00:26:29.160

Tristan Denley: Just zoom in on proceed purpose of course work just because I think those results so striking, although we have similar kinds of results, all across that.

170

00:26:29.640 --> 00:26:36.570

Tristan Denley: That list of academic mindset, we asked our students i'm going to again zoom in on correctly that students today.

171

00:26:37.230 --> 00:26:42.090

Tristan Denley: And we asked them a sequence of questions do they do they think the math class that they were saying they were taking.

172

00:26:42.600 --> 00:26:51.090

Tristan Denley: would be useful in their career one day or not, did they did they think that maybe not in their career but sometime in their future or did they just don't even think.

173

00:26:51.450 --> 00:26:59.520

Tristan Denley: math is really useful at all what i'm showing you here is the the grades that students go in the correct was at math class that they were taking.

174

00:26:59.910 --> 00:27:08.610

Tristan Denley: broken down by that that attitude that way in which they think about math, this is the great distribution for students who don't think math is useful.

175

00:27:09.120 --> 00:27:14.850

Tristan Denley: And this is the great distribution for students who think it's useful just just probably not in their future.

176

00:27:15.780 --> 00:27:23.490

Tristan Denley: This is the great distribution for the people who think that it that it really won't be useful in their career, but maybe it'll be useful one day for something else.

177

00:27:23.880 --> 00:27:35.070

Tristan Denley: And then finally these blue bars is the great distribution for students who really think the math is there they're taking will actually be useful in in their future career and what it is that they will go do.

178

00:27:35.550 --> 00:27:43.620

Tristan Denley: And you know, so this is for for co requisite students and you can see, as I, as I sort of go through this great distribution and these differences really are.

179

00:27:44.130 --> 00:27:54.690

Tristan Denley: Significant at the 99% confidence level that that as we move through that sort of steadily decreasing level of skepticism about the utility of mathematics.

180

00:27:55.260 --> 00:28:05.100

Tristan Denley: That the not only the students being more successful they're actually earning that's A grades they're actually learning the material more mastering the material at a deeper and more.

181

00:28:05.610 --> 00:28:15.240

Tristan Denley: More more more meaningful level and that's exactly what we want, I can show you exactly similar slides for English writing so simply asking.

182

00:28:15.810 --> 00:28:23.400

Tristan Denley: Exactly analogous questions about the utility of the writing class that they're taking so when you think about them, but the math pathways women.

183

00:28:23.700 --> 00:28:32.250

Tristan Denley: What it is that i've just shown you shows how absolutely crucial it is that students really do take the white math class in their freshman year not just simply.

184

00:28:32.940 --> 00:28:45.090

Tristan Denley: Any math class that they're thrown out and not just taking college algebra because there's college in the name but, instead, taking college algebra because it truly does lead on to them being a as part of a.

185

00:28:45.450 --> 00:28:58.980

Tristan Denley: A calculus space discipline taking statistics, if it is the case that they are in a statistically based discipline and it's that

data that I just showed you that led our system to add a brand new statistics pathway to.

186

00:28:59.520 --> 00:29:13.440

Tristan Denley: to join the other three math classes that i've already mentioned so it's really, really pointing out the fact that that these this this academic mindset aspect, it is, it is absolutely crucial, another piece of trying to improve.

187

00:29:13.950 --> 00:29:20.070

Tristan Denley: The outcomes of our students and it's part and parcel for us have a much broader selection of of work.

188

00:29:20.430 --> 00:29:34.170

Tristan Denley: As brandon mentioned we've we've introduced what we call the momentum year, which is a deliberate system wide approach to trying to improve student success by improving the first year and that's already been.

189

00:29:35.490 --> 00:29:45.840

Tristan Denley: Showing so in some fruit, we began that work, as I say, back in 2018 it is really the case let's talk about anything other than our for your graduation rate.

190

00:29:46.170 --> 00:29:57.330

Tristan Denley: Moving based on that work really isn't disingenuous but our for your graduation rate has moved already by 14% and for African American students by by almost double that.

191

00:29:57.930 --> 00:30:06.990

Tristan Denley: And for the first time, our system wide folder for retention has gone above 80% so we're already really seeing the benefits of this work.

192

00:30:07.320 --> 00:30:14.460

Tristan Denley: benefits all of our co requisite work embedded as part of this broader selection of student success strategies.

193

00:30:15.240 --> 00:30:23.430

Tristan Denley: So to close out I do want to talk about the implementation bottle because it really is the case that but that's a really important piece of this work.

194

00:30:24.000 --> 00:30:32.760

Tristan Denley: Because of the scale of it, and what i've shown you already is really data points over the last two years have close to 25,000 students.

195

00:30:33.450 --> 00:30:41.670

Tristan Denley: We really are in a position to be able to pull the first time to be able to compare implementation models, but so there's really in our system anyway.

196

00:30:42.090 --> 00:30:51.060

Tristan Denley: There were 12 basic implementation models that institutions may have adopted, they they they had the choice as to whether or not to.

197

00:30:51.330 --> 00:31:04.380

Tristan Denley: When the way in which the class was constructed, is it only correct with students in the credit bearing math class or English class or were they, together with other students who were not co requisite maybe a 5050 mix.

198

00:31:05.340 --> 00:31:14.610

Tristan Denley: With the instructor was it the same instructor for the requisite part of the class as for the credit bearing class where they different instructors.

199

00:31:15.270 --> 00:31:24.390

Tristan Denley: And they Lastly, how many credit hours, how many credit contact hours was the the correct was that experience was it just one or two.

200

00:31:24.780 --> 00:31:35.730

Tristan Denley: or three and so you can see, all together, there are so 12 possibilities for that that combination of strategies and what i'm going to do is to show you some.

201

00:31:36.240 --> 00:31:45.780

Tristan Denley: Very new day that compares those those 12 combinations so these these charts so maybe a little busy but maybe the best that I could do.

202

00:31:46.230 --> 00:31:54.840

Tristan Denley: At least right now to try to do that oh what i'm what i'm going to lead you through is so the the horizontal axis, so what i'm going to show you is.

203

00:31:55.380 --> 00:31:58.260

Tristan Denley: Is for each of those combinations and strategies.

204

00:31:59.010 --> 00:32:13.020

Tristan Denley: on how much better or worse, where the outcomes for the students who who who experienced that combination of strategy than just all of the strategies and, in general, the average outcome across the whole system.

205

00:32:13.380 --> 00:32:18.840

Tristan Denley: So that's the the X axis of this that if you think about it, and then.

206

00:32:19.740 --> 00:32:32.880

Tristan Denley: If you think about it, those different sort of strategy populations, they may contain students who have very different kinds of distributions of preparation just depending on which schools use which strategy.

207

00:32:33.180 --> 00:32:47.370

Tristan Denley: And so to control for that the y axis is is comparing the success rates of those students to to to to what we would expect if we control for that different distribution of.

208

00:32:48.420 --> 00:32:55.050

Tristan Denley: Preparation making sure that way, we want to recognize, which are the strategies which really do produce the best results.

209

00:32:55.350 --> 00:33:01.410

Tristan Denley: No just simply happens to have the best prepared students and, consequently, perhaps do a little denser than they're less.

210

00:33:01.710 --> 00:33:15.210

Tristan Denley: well prepared colleagues and then Lastly, the size of the bubble you guessed it is just an which typically on these diagrams is in is in the order of 1000 or so, so there they really are a significant part in some.

211

00:33:16.260 --> 00:33:17.310

Tristan Denley: Parts of the student body.

212

00:33:18.540 --> 00:33:28.710

Tristan Denley: Alright, so let me kind of lead, you through this and i'm going to start with, with English but So the first thing to notice is these these three bubbles that are all.

213

00:33:29.580 --> 00:33:45.900

Tristan Denley: strategies that use the same faculty members, so the these are these are these are strategies that use at least two credit hours but they use the same faculty Member just maybe the yellow is using a mix class on the blue we're using the.

214

00:33:46.620 --> 00:33:57.690

Tristan Denley: Using only co requisite in in the class itself, and you can see that all three of them are above the y axis, in other words, all three of them produce produce.

215

00:33:58.710 --> 00:34:12.570

Tristan Denley: produce results that are better than we might have expected based on the the preparation distribution of those of those students and, in fact, you can see up there in the top right hand corner, is the.

216

00:34:13.380 --> 00:34:22.110

Tristan Denley: Is the model where actually that's the model, where we have the same faculty Member only co requisite students in the class and two credit hours.

217

00:34:22.380 --> 00:34:30.690

Tristan Denley: of support which produces among the best kinds of results that we have again recognizing how important it is not only to look at the.

218

00:34:31.050 --> 00:34:37.350

Tristan Denley: X the X axis, in other words, how much above the average but controlling for preparation as well.

219

00:34:38.130 --> 00:34:43.410

Tristan Denley: You can see that there was also that that large green bubble right there, which is one of the.

220

00:34:43.800 --> 00:34:57.630

Tristan Denley: One of the implementations that uses only one credit hour of co requisite, this is actually also an implementation these is one our co requisite uses only correct with students in the credit bearing class and then, as I say.

221

00:34:58.230 --> 00:35:08.520

Tristan Denley: And then also using the same faculty Member, so we believe it to be the case, and you can see why using the same faculty member is is, it is a really advantageous strategy.

222

00:35:09.000 --> 00:35:20.310

Tristan Denley: And contrast, you can see that other than that that the green bubble to the right where we know that one's actually utilizing a methodology using the same faculty Member.

223

00:35:20.820 --> 00:35:32.820

Tristan Denley: Then here on the left, you can see, using one credit hour consistently produces results that are first of all, just results that are less than the average for all strategies but more than that produces.

224

00:35:34.290 --> 00:35:38.520

Tristan Denley: results that are less than might be expected, based on the the.

225

00:35:39.390 --> 00:35:47.610

Tristan Denley: The preparation distribution of the students that are serving this again, this seems to suggest that one credit hour simply is insufficient.

226

00:35:47.880 --> 00:35:54.000

Tristan Denley: To be able to produce the kinds of outcomes that we would like to so to summarize all of that, for English.

227

00:35:54.720 --> 00:36:03.030

Tristan Denley: And again, these results that i'm saying to you are statistically significant at the 99% confidence level but students are least benefited.

228

00:36:03.720 --> 00:36:23.280

Tristan Denley: By only having one hour of co requisite and using a different faculty Member for the two the two instructional pieces that are most benefited by having two hours two hours appears to be the sweet spot for English and using the same faculty Member for the for the two pieces of instruction.

229

00:36:24.360 --> 00:36:31.620

Tristan Denley: Again, to keep going with math math there's lots of bubbles on this chart but again I want to show you kind of what that picture looks like.

230

00:36:31.980 --> 00:36:41.040

Tristan Denley: Again, for mathematics one credit hour is simply not enough, you can see that all of the strategies that combinations and strategies, they use only one.

231

00:36:41.340 --> 00:36:52.890

Tristan Denley: hour of correct was at support they all produce results that are less advantageous for students than we should expect them to be on the other hand, on the other way, on the other side of this.

232

00:36:54.510 --> 00:37:00.450

Tristan Denley: On the other side of this combinations of strategies as they use the same faculty Member or different.

233

00:37:00.720 --> 00:37:12.780

Tristan Denley: can be advantageous but to really understand that well we really wanted to go inside and to further desegregate by race, because it turned out to be the case that we saw a different picture when we did that.

234

00:37:13.260 --> 00:37:18.120

Tristan Denley: What i'm showing you here is that same desegregation for black and Hispanic students.

235

00:37:18.570 --> 00:37:29.490

Tristan Denley: I did when I did the analysis actually separate out for black students and separately, do the analysis for Hispanic students, it turns out that it looks just like this for boats both.

236

00:37:30.000 --> 00:37:34.860

Tristan Denley: Both populations of students, which the reason why i'm only showing you one chart today.

237

00:37:35.310 --> 00:37:40.140

Tristan Denley: What that comes other seems to suggest for us is that for black and Hispanic students.

238

00:37:40.470 --> 00:37:52.350

Tristan Denley: specifically those students are most benefited by using strategies, they use the same faculty Member for each of the two pieces and so again to to summarize for mathematics.

239

00:37:52.800 --> 00:38:02.160

Tristan Denley: Students are least benefited by only using a single hour of co requisite and appears that using more hours of characters it produces.

240

00:38:02.580 --> 00:38:12.840

Tristan Denley: substantially better results, no matter what the other parts of the the the implementation are more than that, using at least two hours and co requisite.

241

00:38:13.470 --> 00:38:25.440

Tristan Denley: benefit students are using the same faculty Member also appears to most benefit students and that's especially true for black students and for Hispanic Latino students so with that.

242

00:38:26.460 --> 00:38:38.580

Tristan Denley: Let me see if there are other questions in the chat I know i'm throwing a lot at you this afternoon I can, many of you might be interested in a lot of the kind of the the machinery and details behind what.

243

00:38:38.580 --> 00:38:39.060

Tristan Denley: I said.

244

00:38:39.270 --> 00:38:40.020

Tristan Denley: If you are.

245

00:38:40.200 --> 00:38:54.990

Tristan Denley: Then going to this this web link company called ga.org success library there, you will find the technical briefs that really kind of get into the down and dirty weeds of what it is that i've shown you this afternoon, but without happy to answer any questions that you have thanks.

246

00:38:55.020 --> 00:38:58.110

Brandon Protas: Thank you Tristan wonderful presentation and this really.

247

00:38:59.190 --> 00:39:05.310

Brandon Protas: Answers a lot of questions we get of you know magical combination same instructor different instructor number of credits, etc.

248

00:39:05.640 --> 00:39:21.450

Brandon Protas: We have several questions in the chat they're all pointing to the same thing if you can talk about what a credit hour means in Georgia, because credit hours and contact hours are not always the same, and maybe how often does a typical co requisite course meet during the week.

249

00:39:22.200 --> 00:39:28.860

Tristan Denley: yeah it's a great point and I guess I should have been more careful in what I said so that the the when i'm when i'm when i'm talking about.

250

00:39:29.160 --> 00:39:42.210

Tristan Denley: The number of hours of co requisite instruction i'm really talking about contact hours not credit hours as you as you as you're right really credit hours is more about how much tuition the students pay know how many hours they are.

251

00:39:42.840 --> 00:39:49.890

Tristan Denley: expected to be in a room with a with an instructor so we're talking about contact hours not credit hours, hopefully, that that clarifies.

252

00:39:52.020 --> 00:39:56.580

Brandon Protas: And so, typically just in the minute we have left how often are co requisite courses meeting.

253

00:39:57.480 --> 00:40:05.310

Tristan Denley: yeah so so if it's if it is a, it is a one hour co requisite then those students are meeting once a week and then a meeting for a single hour.

254

00:40:06.000 --> 00:40:15.900

Tristan Denley: To two hours, then typically they would meet twice a week and for each of those sessions an hour each and then, if it's because of its three, then they meeting three times a week or their meeting for an hour each time.

255

00:40:18.660 --> 00:40:22.800

Brandon Protas: super Thank you very much, there was also a question if we could put the link.

256

00:40:24.990 --> 00:40:30.030

Brandon Protas: If you can go back a slide I just put it in the chat as well, for everyone to be able to see that.

257

00:40:31.530 --> 00:40:40.620

Brandon Protas: One last question, we have just about one minute, if you can do a quick answer which is how does this affect the Faculty workload does it count as another class they teach.

258

00:40:42.540 --> 00:40:47.700

Tristan Denley: Oh yeah so so it does vary by campuses so how exactly how that workload is treated.

259

00:40:48.300 --> 00:41:02.370

Tristan Denley: But typically speaking yeah so depending on how it is that the contact hours and credit hours are understood that's going to work into the the way in which its interpreted as faculty workload we don't have a system approach to that.

260

00:41:04.860 --> 00:41:06.000

Brandon Protas: Perfect Thank you very much.

261

00:41:06.600 --> 00:41:10.290

Brandon Protas: yeah sure, for not only answered that question, but for the entire presentation.

262

00:41:10.980 --> 00:41:19.260

Brandon Protas: As I spoke about at the beginning, this is just a real treat for all of the complete college America alliance Members as well as the general public who are invited to this.

263

00:41:19.740 --> 00:41:29.730

Brandon Protas: amazing webinar on co requisite support just reminder complete college America is about to launch our newest signature publication on co requisite support.

264

00:41:30.180 --> 00:41:37.890

Brandon Protas: that's going to be coming out just in the next couple weeks so you want to be on the lookout for that company called America really changed the national conversation.

265

00:41:38.340 --> 00:41:48.180

Brandon Protas: And what we're saying, and this webinar shows is what was once an idea has now been proven, and now we have to go to scale So if you have not already done so, please go to complete college.org.

266

00:41:48.600 --> 00:41:52.920

Brandon Protas: create a profile there, and so you can keep up to date with the latest and the greatest.

267

00:41:53.880 --> 00:41:58.350

Brandon Protas: Again, we want to give a huge Thank you to Dr Kristen dentally for sharing this information.

268

00:41:58.860 --> 00:42:06.030

Brandon Protas: We do want to stay connected with you, so we have our next CCA live webinar that's going to be on multiple measures coming up on April 8.

269

00:42:06.480 --> 00:42:14.460

Brandon Protas: same time with leaders in the field Thank you everyone for attending after the conclusion of today's webinar we will be sending out a follow up.

270

00:42:14.820 --> 00:42:25.800

Brandon Protas: With evaluation, as well as a link, if you would like to watch this webinar again or be able to share it with colleagues so Thank you everyone for attending and thank you trust him for a wonderful presentation.