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The eight recommendations of the USG Taskforce on the Role of Mathematics in College Completion were:

1. Focus on supporting success in college credit-bearing, gateway mathematics courses for students.
2. Align gateway mathematics course sequences with academic programs of study. In particular, College Algebra should not be the default class for non-STEM majors.
3. Implement a co-requisite approach to support student success in gateway mathematics courses.
4. Develop year-long mathematics pathways for students with significant gaps in preparation.
5. Use multiple measures to place students in gateway courses and appropriate supports.

On September 27, 2013 both of these committees met at Gordon State College and started deliberating on the set of action steps that would take these recommendations to fruition, and the eight recommendations from the Task

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RECOMMENDATION 2

Align gateway mathematics course sequences with academic programs of study. In particular, College Algebra should not be the default class for non-STEM majors.

According to the Task Force Report,

During the fall of 2013 the Ad Hoc Steering Committee reviewed models in Georgia and other states and compiled a set of implementation parameters, recommendations and best practices. These implementation guidelines and resources will assist schools in their planning process and will provide the support needed to achieve a uniform and solid implementation of the co-requisite approach system-wide. The characteristics and parameters of the implementation referred to in the first three parts of the charge will be addressed below, while the last item will be addressed in the Recommendation 8 section.

CO-REQUISITE APPROACH

Institutional credit only

1 - 2 Credits

Examples: 1 credit t 2 contact hours/week

Students must remain enrolled in both the gateway course and the corresponding Lab/Support course. (Students who withdraw from one of these two courses will have to withdraw from the other.)

Students passing the gateway course will automatically satisfy their LS Math requirement.

Each gateway course should have its own co-requisite component. We recommend institutions to adopt the following common course numbering*:

MATH 0997: as the co-requisite course for Math 1001.

MATH 0998: as the co-requisite course for Math 1101.

MATH 0999: as the co-requisite course for Math 1111.

*

Grading Scheme for the Co-Requisite Support course

A, B, C, D, F - Grading Scheme

or

S/U (Satisfactory/Unsatisfactory)

A student may receive a higher or lower grade in the co-requisite course than the one assigned in the collegiate course.

A student who fails to pass the collegiate course must repeat BOTH the collegiate course and the co-requisite course.Note: if there are a substantial number of students passing one but not the other, then there will be a need to reassess the model and/or placement index scores

Preferably, the same instructor will teach the Lab/Support component, but it is also possible to use graduate teaching assistants, supplemental [illegible]

Compensation for the Lab/Support component can be based on contact hours or alternate means of compensation: course reassignment, trade-off with office hours or other duties.

The focus of each session of the co-requisite support course should be closely l

Curriculum Proposal and Detailed Description
http://www.usg.edu/educational_access/documents/transforming_remediation/CoCurrMathProposals.pdf
Sample Syllabi
http://www.usg.edu/educational_access/documents/transforming_remediation/MATH0091syl.pdf
http://www.usg.edu/educational_access/documents/transforming_remediation/MATH0092syl.pdf

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Any concern regarding the addition of one credit hour into a plan of study is easily dismissed by considering that the student is actually replacing 4 credits of the LS course with 1-2 credits of the co-requisite course and potentially repeating the 3 hour course. The one hour co-requisite does not increase the number of hours required for completion of a degree.

RECOMMENDATION 4

For students with larger gaps in preparation and that require more support than the co-requisite approach can provide

To allow for ease in transferability and enrollment at smaller schools, we recommend a first semester developmental course followed by a second semester gateway course with co-requisite support.

Students on the STEM path should be required to take the co-requisite course along with the gateway course during the second semester. We recommend this as a requirement.

Students on the non-STEM path should be required to take the co-requisite course along with the gateway course during the second semester for additional support. Students who have demonstrated exceptional performance in the first semester developmental course may apply for exemption from the co-requisite requirement.

The first course in this year-long sequence awards institutional credit only.

Recommendation: 3 - 4 credit hours

Special note: the first semester developmental course for both paths should have the same number of credit hours.

Each first semester developmental course will be tailored specifically to the gateway course. We recommend that institutions adopt the following common course numbering (which complements the recommendations for co-requisite course numbering in Recommendation 3):

MATH 0987: to prepare for (MATH 0997 and) MATH 1001

MATH 0988: to prepare for (MATH 0998 and) MATH 1101

MATH 0989: to prepare for MATH 0999 and MATH 1111

Switching math pathways

Recommendation: Must take co-requisite course for MATH 1111, as well as succeed at one of the following (up to institution):

- Pretest
- Grade of A or B in first semester non-STEM developmental course
- Take first semester developmental course for 1111

Special Note: Students who take the last option above should only be those that do not pass a pretest or did not earn a grade of A or B in the first semester non-STEM developmental course. Such students (of which there should be very few) will require three semesters to finish their gateway math course. This is no more than the current practice.

allow a student to simply start with the less algebraic non-STEM path and switch to the STEM path.

Learning Support Policies

- Students will exit learning support upon successful completion of the gateway mathematics course.
  - Rationale: Students in the STEM path should take the co-requisite course and hence will not complete the learning support requirements until they finish the gateway course. As students on the non-STEM path may later switch majors, they should continue to be tracked as learning support students until they pass the gateway course.
- Students who fail to exit from a foundations course within two semesters will be placed on Learning Support exclusion for a period of one year.

Grading Scheme for foundations courses

RECOMMENDATION 5

Extensive data show that a combination of high school GPA and a standardized test score is a better predictor of student success in a gateway math course than either measure alone[2]. In the July report, the Task Force recommended that the

RECOMMENDATION 8

[1]

The charge proposed for this recommendation was

> The University System office should establish an Administrative Committee for Advisors with a point of contact on every campus that will:
>
> Lead institutions in ensuring that System-wide recommendations for changes in remediation and recommendations concerning new math pathways are communicated to all advisors at their institutions.
>
> Develop strategies for enabling students to choose as early as possible a coherent program of study and for enrolling them in the relevant mathematics gateway course.
>
> [illegible]
>
> correct pathway for their majors.
>
> [illegible]
>
> transfer students.

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College of Coastal Georgia - Mathematics Pathways at CCGA
http://www.usg.edu/educational_access/documents/transforming_remediation/Pathways-CCGA.pdf
College of Coastal Georgia - Mathematics Advising Guidelines
http://www.usg.edu/educational_access/documents/transforming_remediation/MathematicsAdvisingGuidelines-CCGA.pdf

TIMELINE

The final target for implementation of the recommendations at scale system-wide is fall 2015, with a rollout of at scale implementation at particular institutions starting in fall 2014. Among the institutions that will be implementing ether the co-requisite model or the year-long pathways at scale by fall 2014 are:

Albany State University
Bainbridge State College
College of Coastal Georgia
Dalton State College
Georgia Highlands College
Gordon State College
Middle Georgia State College

While some of the institutions are planning to implement the new models by fall of 2014 and are just pending their corresponding faculty senate approval, some of these institutions are already implemented some of the models at scale (as of 02/21/14).

The following timeline was used as blueprint for the work of this committee in each of the recommendation. Given that these recommendations target very specific areas of transformation, we present this timeline with the intention that it will serve as a guide, with the necessary checkpoints aligned to our final goal of at scale implementation by fall 2015.

RECOMMENDATION 1: FOCUS ON SUPPORTING SUCCESS IN COLLEGE CREDIT-BEARING, GATEWAY MATHEMATICS COURSES FOR ALL STUDENTS.

RECOMMENDATION 2: ALIGN GATEWAY MATHEMATICS COURSE SEQUENCES WITH ACADEMIC PROGRAMS OF STUDY. IN PARTICULAR,

The Ad Hoc Steering Committee develops materials and resources for advisors placing students in co-requisite support models. (See recommendation 5 for placement thresholds)

RECOMMENDATION 4: DEVELOP YEAR-LONG MATHEMATICS PATHWAYS FOR STUDENTS WITH SI

The revised thresholds of the uniform placement index are used system-wide, knowing that these may not be definitive as further assessment may be necessary to ensure the appropriate level of support is provided for all students.

RECOMMENDATION 7: ALIGN THE OUTCOMES OF GATEWAY MATHEMATICS COURSES TO THE COMMON CORE GEORGIA PERFORMANCE STANDARDS (CCGPS) FOR MATHEMATICS.

The ACMS Curriculum and Transfer of Credit Subcommittee revises the descriptions of the gateway courses and aligns the outcomes to Common Core Georgia Performance Standards.

RECOMMENDATION 8: DEVELOP ADVISING SYSTEMS AND PROTOCOLS FOR PLACING STUDENTS IN GATEWAY MATHEMATICS COURSES AND CO-REQUISITE SUPPORTS THAT ALIGN WITH THEIR INTENDED PROGRAMS OF