

Minutes from RACLS WebEx meeting, Wednesday, February 22, 2017

1. Roll call by institution

All USG schools were present except ABAC, Augusta, GCSU, GGC, Georgia Highlands, and UWG. (If any from these schools were in attendance, my apologies. Please email me: dede.delaughter@ung.edu.)

2. Information on spread sheet (attached) – accurate? Corrections? Additions?

Please email to dede.delaughter@ung.edu

3. If your institution does not offer ESL instruction, how are you assisting “Generation 1.5” and other English language learners? If your institution does offer ESL instruction, are you identifying them at the point of application? Elsewhere in the matriculation process?

Some schools have specific ENGL 1101 courses for International students, but not an ESL program per se. Some schools offer ESL instruction on an as-needed basis. For schools that offer ESL instruction, students are identified through a combination of application to English Language Institute, self-selection, participation in CAMP Grant program, TOEFL scores, and/or referrals.

4. Who does the EPI and MPI calculations (and Banner coding) at your institution?

Most schools’ Admissions offices are doing the calculations and placement coding. Several schools mentioned having encountered “road blocks” in trying to use the Banner fields GeorgiaBEST created for automatic calculation. Therefore, they are doing a manual calculation using the Excel spreadsheet Barbara provided. Barbara has offered to arrange a WebEx meeting with GeorgiaBEST so that people on the front lines of calculating and placing can have their questions and concerns answered, and so the GeorgiaBEST people can determine what is not working automatically. She will send out a widespread invitation and we may then disseminate to those who would benefit from the meeting, including Admissions, LS, IT, and others.

5. How do you inform applicants that they have placed into LS?

Many schools inform new students of their LS requirements in the acceptance letter they receive from Admissions. Once informed, schools are using a variety of methods to help students understand their LS requirements and get enrolled in the appropriate LS coursework. Some schools have designated advisors or counselors for their Learning Support population. Some schools have designated advisors within majors or disciplines. Some schools provide additional material at Orientation. Some schools advise and register students with LS requirements as a separate group during Orientation.

6. Does your school allow for Undecided majors? If so, at what point must students declare a major?

Approximately 11 schools allow students to apply as undecided. Some of those schools then code them as General Studies, AA or AS. A few schools require students to declare a major by the time they complete 30 hours; others allow students to remain undecided longer.

7. How does your school determine which math pathway (Algebra, or Quantitative Skills/Models) to start your new students on?

Of the schools that responded, it appears many USG schools are using Quantitative Skills and Reasoning (QSR) or Mathematical Models (MM) as the default pathway, as recommended by Complete College America. The USG has developed a [math pathways website](#) that provides guidance to schools regarding what math pathway is appropriate for specific majors. In general, if a student has declared STEM or Business – majors that require math beyond College Algebra, then the STEM pathway is appropriate. Majors that do not require higher-level math (i.e., Pre-Calculus, Brief Calculus, Calculus) should allow QSR or MM in Area A of the core curriculum. Additionally, per BOR policy, unless a student is a STEM major, schools cannot dictate the Area A math; students may choose. College Algebra should not be the “err on the side of caution” pathway, nor should it be used as a weed-out course. One other consideration, especially for General Studies AA and/or Undecided majors: there are benefits to students experiencing success and enhanced mathematical skill-building in the QSR/MM pathway and then taking MATH 1111 if they change to a STEM-path major.

8. RE: Co-Requisite instruction, how many of you intentionally separate the times and/or days between Gateway and Support coursework?

Scheduling seems to vary within schools and across schools. Some schools do intentionally schedule the Support class and the Gateway class on alternate days; others intentionally schedule the two on the same days, back-to-back. So far, we don't have data, anecdotal or otherwise, that show one particular way of scheduling Support and Gateway is preferential for student success.

9. Barbara will present slides re: success of Co-Requisite Learning Support instruction in USG.

PPT PDF attached.

10. Barbara will share Co-Requisite ideas, general information

PPT PDF attached.