



Regents Advisory Committee on Learning Support (RAC-LS)

04/14/2023 | 10:00 am-12:00 pm | Virtual Spring Meeting

Minutes

USG Regents Advisory Council-Learning Support Spring Meeting

April 14, 2023

Spring 2023 meeting called to order at 10:01 AM by Sharon Duhart (Atlanta Metropolitan State College), RAC-LS Chair.

Note-taker today: Justin Jernigan

Attending today: Sharon Duhart; Barbara Brown; Jonathan Hull; Dede deLaughter; Pinder Naidu; German Vargas; Jennifer Gray; Carolyn Cohen; Cara Winston Simmons; Vince Postell; Deborah Kay Manson; Candace Lynn; Marnica Reid; Justin Jernigan; Dawn Liverman; Melody Shumaker; Beth Spencer; Becky Griffin; Christopher Cairney; Danita Townsend; Adam Wood; Benita Muth; Rosie Petties

Request: We would like someone who is willing to serve as secretary for the group.

There is only one agenda item put forth for today's meeting.

1. Agenda Item: New cut scores for corequisite learning support exemption

Poll: *When is your institution instituting the new cut scores?*

Ga State will be implementing the new cut scores for Spring 2024 enrollment. I-College (ICM) in-house placement test for Math placement at Ga State will be re-evaluated. Students admitted at 2.5 cut score have a lower percentage chance of passing their collegiate Math without corequisite. Pass rates are a little lower for MATH 1111. These system-wide observations were the motivating factor for moving to the new 3.2 cut score. The target is at least a 60% probability of success.

College of Coastal Georgia, GGC, and UNG are also implementing the new cut scores in Spring 2024. Coastal looked at their own data based on logistic regression on probability of success. Analysis does reveal a lower chance of passing, but they also found corequisite was not helping students at some levels of HSGPA.

In the future, when changes are being considered by USG with a target implementation date, some members asked that appropriate entities on campuses be contacted to discuss implementation plans. Students with HSGPA at 3.2 in Math 1111 needing the co-req may present an opportunity to develop in-house tests for placement.



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Date of last attendance can be valuable information about why students don't pass their LS course. If they haven't attended since month one, they most likely are not passing due to that reason, and not because of ability in the academic area.

Georgia State discussed attendance and related factors in their Math task force. Students who struggle in Math but not all courses need to be looked at as a distinct group.

Another confounding factor for success observed at UNG is that many new college students last took Algebra in 10th or 11th grade of high school. Attendance in both gateway and co-requisite is critical, particularly post-Covid. Low coreq grades do not directly impact student's GPA, but do show on the transcript, can negatively impact SAP, and correlate with less success overall.

Structure of Learning Support:

Dalton State sometimes has the same instructor in both classes, but not always.

GGC has 2 and 3 hr. corequisite options for MATH 1001; a 2-hr. support section for MATH 1111.

Early Success (or lack thereof):

67% of students who fail coreq Math at one inst. never take another class after that semester.

At GSU, for non-STEM majors, there seem to be two groups: Those who fail to pass coreq Math but pass everything else; and those who do not pass any course. GSU's Math task force is looking at students who came in with certain Accuplacer or ICM scores, as well as HSGPA, to determine whether MATH 1111 cut scores need to be as high as they have been.

At some institutions, some faculty pass students in the co-req if they pass the collegiate class, even if they didn't attend the co-req section. This approach may correlate with students not seeing the need for the corequisite section. It is recommended that we consider the phenomenon of students passing the gateway course but failing corequisite.

Barbara Brown (USG) notes:

We strongly discourage automatically matching the grades in Coreq with Collegiate.

For those suggesting pre-requisite was a better model, we will not return to that. Overall success in that earlier model from first enrollment in pre-req to completing the collegiate Math was somewhere below 22%.

Years ago, even with a high HSGPA, students still had to take a placement test. Today, students who have not exempted could be required to test. Testing can be a backup, an opportunity for higher placement. For exempting LS so far, that test needs to be Accuplacer, based on current contract with College Board and Testing Center agreements.



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GA Dept. of Education is unhappy with Dual Enrollment students placing so frequently in MATH 1111, preferring Precalculus. Institutions could use ALEKS or Accuplacer to place students higher than MATH 1111.

Promoting help-seeking behavior:

In ENGL 0999 support classes, consider inviting the writing center to introduce their services and even participate in peer review or other hands-on activities. Students may be less intimidated to go to the writing center once they have met the writing tutors.

It was noted that some institutions provide embedded tutoring (e.g., Savannah State); others may have resource limitations that make embedded tutors difficult to maintain. Class visits could provide some of that benefit. Another option may be Supplemental Instruction. GSU-Perimeter has SI, but instructors have to seek it out. It is not standard for co-requisite courses.

Recommendation for an upcoming meeting:

Can Ed Ready be invited to present about their placement instruments?

Students take a diagnostic (English and/or Math) and are assigned a customized study plan. Then they test and are placed or exempt based on their placement test scores. The platform's success data are impressive for placement and preparation for those who place in corequisite.

Dr. Brown agrees that we need to look at multiple factors of success to have accurate data. STEM majors are meant to arrive ready for Precalculus as a starting point.

There should be fewer steps in Calculus pathways unless LS is required for that student.

MATH 1001 vs. 1101 as preparation for MATH 1111 and subsequent is a consideration.

Could we have a combined MATH 1101-MATH 1111 course? Precalculus with 8 weeks of College Algebra and 8 weeks of Trigonometry could be considered.

GSU, some other institutions use MATH 1401 in Area A. Non-STEM pathways at institutions often prefer STAT 1401 over MATH 1001.

Dr. Brown points out that we must also offer the 0996 support class for 1401.

Repeated courses:

GSU has moved to a two-repeat limit for MATH 1111 or higher. Data suggest not a small number of students who repeat twice and continue on face impacts on their aid and progress. It helps advisors know how to re-direct students.

The limit on repeats for STEM majors seems to have broad support or agreement. UNG has a course repeats policy limiting to three total attempts in any course.



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At CSU, there is no repeat limit; however, financial aid only covers so many attempts. CPoS limits the number the classes covered by financial aid, which discourages repeating classes.

Question: How do we address eCore/eMajor students with learning support needs?

It was noted that eCore student/eMajor students don't have a Learning Support option. Could Free core courses be an option?

Dr. Brown understands these courses as mainly preparing students for Accuplacer, so it doesn't exempt Learning Support, but may prepare some students to pass a placement test.

The FreeCore website was pointed out: <https://ecore.usg.edu/courses/freecore>
The courses are described there as free online classes. The primary goal of FreeCore classes appears to be to prepare students to pass the CLEP examination in a given subject area. Some campuses have had complaints that eMajor students have to take learning support through the institution, putting them in two different fee structures. GHC developed "STEM FIT" which is a free option for students to take self-paced training and an exemption exam at the end. It was a project developed through the USG STEM Grant.

Question: Do institutions offer online Math courses with co-req?

Several institutions offer both online and F2F regularly for all learning support options. At least a couple of institutions offer LS options in both face-to-face and online but limit the online sections to those students who are enrolled in online programs or have special circumstances. At least one institution continues to only offer face-to-face support courses. UNG offers in-person and online for all LS coursework. This summer, for the first time, the corequisite support for MATH 1111 is synchronous, but the 1111 is asynchronous. At Coastal Georgia, online coreq is offered for online students, but success rates have been low.

Announcements:

Dr. Naidu (Kennesaw State University) announced her upcoming retirement.
Dawn Liverman (University of West Georgia) will be our new RAC-LS Secretary.

ACTION ITEMS:

1. LS-RAC to work with MATH-RAC on recommendations on how to reduce the pathway to Calculus.
2. Consider other placement instruments/alternatives for corequisite placement or exemption.



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Fall RAC-LS meeting: Virtual is the overall preference.

Be sure every institution has a LS representative.

Sept. 22 (Friday) at 10:00 will be the target date/time for our Fall virtual RAC-LS.

Meeting adjourned at 11:50 AM.