

RACLS Meeting Minutes; February 9, 2018

Dede opened the meeting requesting an update to Learning Support contact information for attendees' institutions. Some schools apparently have a LS math coordinator as well as a LS English coordinator, and both should be included on the RACLS Listserv if their institution does not have one designated LS coordinator/director.

Dede also asked that the RACLS use the Listserv to discuss any questions or concerns, especially regarding implementation of the new Corequisite-only model of Learning Support in the USG. Each discussion thread should have a new email with the appropriate title of the discussion thread in the subject line. Barbara Brown agreed it is easier for her to respond to emails if important ideas or questions are not lost in the context of other discussions.

Barbara also stated that she does reply to all emails. When she does not have an immediate answer, she will research the answer. Occasionally that takes time.

Barbara then responded to the questions posed prior to the meeting. Her responses are in red:

1. According to the Fundamental Features document, are we permitted to continue to use EPI/MPI for placement/exemption, and transition to the new criteria no later than January 2019? **Yes; the "drop-dead" date for use of old Accuplacer is January 28, 2019. At that point, all institutions should be using the new exemption criteria, but the USG realizes we must be flexible on implementation. She has created an exemption criteria calculator, which she will share with the RACLS. She intends to ask GeorgiaBEST to have the new criteria in old Banner by this summer, as well as in Banner 9 when it replaces the current version. Re: USG exemption criteria, institutions may set higher criteria.**
2. Under the new policy, effective Fall 2018, what will satisfy a RHSC deficiency in English or Math? Is, e.g., exemption from non-STEM Corequisite math enough to satisfy the deficiency? Completion of the first Area A math with a grade of C or higher? **Exemption from Corequisite LS English and exemption from Corequisite non-STEM LS math will satisfy RHSC deficiencies.**
3. Do you know how institutions are working with ESL students who do not meet criteria for college-level placement into ENGL 1101, particularly for campuses that have support programs for matriculated ESL students? Will these students be placed into targeted sections of ENGL 0999+1101? **Barbara has a meeting scheduled with the System person to discuss. Here is what we know so far: there is a new rule that students must first satisfy English proficiency to be fully admitted to USG schools. Some students meet proficiency by virtue of graduating from HS in the US, but may still need English language instruction. Institutions may designate sections of Corequisite LS English for those who are technically proficient in English but who would benefit from ESL instruction. However, those sections must be run as LS. ESL designated sections must have the same course requirements as non-ESL sections. They could be designated as ENGL 0999E+ENGL 1101. What we want to avoid is having two sets of criteria for HS graduates by requiring certain students to take additional tests that we do not require others to take (to screen for ESL?). Barbara concluded her remarks by saying some technicalities need to be resolved. Stay tuned.**
4. We are particularly interested in hearing about different cut scores and credit levels used for Corequisite Quantitative Reasoning, Math Modeling, and College Algebra. For schools using different credit hours for the Corequisite Support class, how are you determining who needs,

e.g., a 1-hour Corequisite Support class, and who needs the 2-hour or 3-hour Corequisite Support class? This question is best answered by the RACLS members. Meanwhile, we requested that GeorgiaBEST create a shell for schools who do have differentiated Support hours for Corequisite LS instruction to be able to build in their rules for placement into 1-, 2-, or 3-hour Support classes.

5. Has GeorgiaBEST given the USG a timeline for creating non-STEM math and STEM-path math coding and other processes to assist in identifying and placing students in LS in the new Banner 9? Have LS, Admissions, and Registrar personnel been identified to work with GeorgiaBEST on the design of the new forms and work flow? Barbara said the typical timeline they provided is 18 months, but the intent is to push for what we need, and to be explicit. She stated that Karen Nunn from GeorgiaBEST will be attending the LS Academy.
6. What updates about the 2nd LS Academy can you share? The date is Friday, March 23 and the location is Clayton State. The Academy will begin as a combined session and then English and math will have separate sessions. The focus for this Academy will be how to help students take the Corequisite/Support course seriously. E.g., scheduling the Corequisite course before the credit-bearing course allows learners to preview new content; scheduling the Corequisite course after the credit-bearing course allows learners to review content. Barbara was not sure how many from each institution will be permitted to attend, 5 or 7, but if a school needs to send more people, please email Barbara with the rationale and she will try to get permission for additional attendees.
7. Additional comments/questions:
 - A. Will Financial Aid cover both a non-STEM Corequisite LS math and MATH 1111, since both satisfy Area A? If non-STEM Corequisite LS math is required to satisfy LS, and MATH 1111 is required for the student's major, there should not be an issue. If anyone is aware of financial aid issues, please email Barbara. Additionally, as long as requirements are listed in Degree Works, financial aid should be applied.
 - B. There is concern about the transition from non-STEM LS math to MATH 1111. German Vargas stated that in order to help better prepare students who are not eligible to take STEM-path LS math but who need MATH 1111, Coastal College of GA is adding MATH 1101 to their non-STEM math offerings. Justin Jernigan stated that Georgia Gwinnett is also adding MATH 1101.
 - C. There was a question of whether students in Math 1111 with Corequisite support should be in Learning Support. Barbara Brown said that she would check into this.
 - D. Prerequisite changes. Changes typically must be approved through Council for General Education, but in this case, with a state-mandated change, they do not want to receive the prerequisite change proposals. Barbara Brown will provide submission guidelines soon.