

Minutes of the April 5-6, 2003 Meeting
Learning Support Director's

Saturday, April 5, 2003

The meeting was called to order by chairperson Janet O'Brien from Georgia Southern and the attendees introduced each other to the group.

Dr. Irvin from Columbus State updated the group on the preparations for the conference about to begin. She reported that about 200 had registered already and that many of the DTAE institutions had sent representatives.

Tanya Lam from the Board of Regents (BoR) Office of Student Services talked with the group about issues related to BANNER and data.

- She told the group about the data warehousing project that is currently in progress. When completed, it will lead to several changes in how we send data to the BoR and in how the BoR generates reports. The hope is that the information will be better and easier to access.
- Also regarding BANNER, she reported that recent upgrades will allow better prerequisite checking during registration for students in learning support and those with Regents' Test holds.
- She also reported that the CAPP program for degree auditing has been installed at nearly all of the USG institutions. There were several questions about CAPP's ability to track learning support attempts and exiting. Ms. Lam reported that CAPP will report the status of exiting but not progress on attempts.

Ms. Lam polled the group to determine who still input COMPASS scores into BANNER by hand. She urged those in the group who had automated the procedure to share information with those schools who didn't have the procedure.

Dr. Kathleen Burk, Assistant Vice Chancellor for Academic Affairs, lead a discussion of the deadline for conversion to COMPASS for those schools still using CPE. She polled the group to determine if more time was needed and the concensus was the schools could convert by Fall 2003. Since many schools will have minimal administrations of COMPASS, Dr. Burk offered that the Regents' might be able to provide funds for the license fee or, if all institutions were willing, let the BoR pay for one state-wide license and then schools would order test units through the Regents' office.

Dr. Burk reported that research indicates that the COMPASS Reading test might be easier than the CPE Reading Test. There will be discussion once data is assembled to determine whether or not to raise the system minimum for placement in Reading. The research so far seems to indicate that the Math and English tests are comparable to the CPE.

The directors unanimously agreed that pressure should be put on ACT to create online practice tests for COMPASS so students could get the feel of the tests before coming to take the test. The directors signed an agreement to this effect that will be mailed to John Roth at ACT with copies to Frank Potter at ACT and Dr. Burk.

The group also made their concerns known to Dr. Burk about using COMPASS as an exit instrument. Many directors in the group expressed that the COMPASS was not a reliable exit instrument. Dr. Burk responded that we needed to use COMPASS as the exit instrument in order to preserve articulation within the University System. That is, a student's ability to meet the minimum COMPASS score in reading, English, and mathematics serve as a foundation to the system's articulation agreements.

Dr. Burk reported that the Regents' math committee has approved a third course in addition to College Algebra and Math Modeling. It is slated to be called Quantitative Reasoning. USG schools will have the opportunity to add it to their curriculum if it is approved by the BoR.

Sandra Sharman from East Georgia College, the outgoing NADE Georgia president, gave a report of their conference preparations. She announced that two new awards would be given at the meeting and that there was a new membership fee for adjunct faculty, \$5.00 instead of \$10.00.

The Chair reminded the committee that there will be an election Sunday to fill two empty positions on the executive committee.

Sunday, April 6, 2003

The Committee gathered again at 10:00.

Dr. Burk reported on some recent events regarding the Regents' Exam. She informed the group that it appears that there will be no Quantitative part for the Exam required for graduation. The test will be completed and schools will be allowed to use the Quantitative exam as part of their internal learning outcome assessment if they desire.

Dr. Burk also reported that a proposal to use alternatives to meet the Regents' Test Reading Exam were going to the BoR this month. One alternative is a 510 score from a national administration on the Verbal SAT. There are other alternatives in the proposal and Kathleen can be contacted for the complete list. ISAT Verbal scores will not be accepted to satisfy the Regents' Reading Test requirement for graduation.

Dr. Burk informed the group that the BoR is moving forward on putting the English and Reading portions of the Regents' Exam online. She has asked vendors to prepare software for a pilot administration at a few schools in Fall 2003. She will send word to the group when she gets more information.

Dr. Burk relayed a request from Georgia Military College to allow their students to take the Regents' Exam. The school will pay for the costs associated and will provide raters for the essays. The group indicated no opposition to this request. The students would sign up and take the test at their nearest USG institution.

Dr. Burk led the group in a discussion of the limit of three attempts in Learning Support classes and the 3-year exclusion from USG institutions. The focus of the discussion was mainly on mathematics. There were many in the committee concerned that the limit of three attempts is not fair considering the content that must be covered in LS math courses. Most of the schools have 2 LS math courses, whereas most schools have only one Reading and one English course. Also, the discussion focused on non-traditional students, students who are a minimum of 5-years past their graduation date. These students tend to begin in the first math course and struggle.

There have been, in past LS Director meetings, vigorous discussions of various motions ranging from a proposal of the elimination of the limit on attempts to adding additional attempts. Dr. Burk asked the group if the notion of completely eliminating the limit was, in their opinion, an alternative, but most of the group agreed that there needed to be some limiting factor on attempts.

A motion was made by Rick Reynolds of Clayton State and seconded by Francesca Taylor of the State University of West Georgia:

MOTION : The LS Committee recommends that in the LS math area only, the current 3-attempt limit would continue to apply with the option of two additional attempts by appeal, and, for the first appeal attempt only, the institution may allow the student to take additional coursework. The 20-hour rule would still apply.

If approved by the BoR, this would lead to two major changes in the math area, one additional attempt by appeal and allowing the student to take additional coursework during the first attempt earned by appeal, but not for the last appeal attempt. The 20-hour rule would still apply. That is, if the student has earned in excess of 20 credit-hours, the only course the student can take is the learning support course. In the first appeal, if the student exceeds 20 earned credit-hours, the LS math course is the only course that can be taken. Also, it was understood by the committee that the student should be eligible to take the exit-level course in order to be able to make any appeals.

The vote was 22 for, 4 against, and 1 abstention. The motion was approved and will be sent on to the BoR for consideration.

The committee held elections for two openings on the Executive Committee. Vince Postell of Dalton College and Francesca Taylor of the State University of West Georgia were nominated and approved by acclamation.

The meeting was adjourned.