



MATH Best Practices Sharing Session on Placement

October 28, 2020

Attendees:

1. Nathalie Dames TCSG
2. Vidya Nahar -- Athens Technical College
3. Kathy Griffin - Atlanta Tech
4. Gregory Allen - Gwinnett Tech
5. Kiisha Gibbs, GPTC
6. Chauncey Keaton, CGTC
7. Kathy Alden, Lanier Tech
8. Tomekia Cooper-Albany Technical College
9. Chauncey Keaton, CGTC
10. Sonya McCoy-Wilson, Atlanta Technical College
11. Kathryn Mauldin, Gwinnett Tech
12. Laurie Muldrew Ogeechee Technical College
13. Kathryn Kent, Southern Regional
14. Smith Munoz, Savannah Technical College
15. Felicia Wiggins
16. Erica Sillmon, Gwinnett Tech
17. Laura Jenkins North Georgia Technical College
18. Kip Tanner, Athens Technical College
19. Noreen McGee-Albany Technical College
20. Michael Repzynski, CGTC
21. Maureen McGee Albany Technical College
22. Susan Baker, Lanier Technical College
23. Steven Riley - Chattahoochee Technical College
24. John Richardson
25. Patrick Assonken, Coastal Pines Technical College
26. Dexter Beck, Chattahoochee Technical College
27. Lecrescicia Marion, Oconee Fall Line Technical College
28. Carol Fuller, Columbus
29. Will Burgan - Columbus Technical College
30. Felicia Wiggins, Augusta Technical College
31. Becky Pierson, Savannah Technical College
32. Valerie McKay - Chattahoochee Tech
33. Marlene Haller, Lanier Tech
34. Cornell Grant Georgia Piedmont
35. Abiola Lawal West GA
36. Mary Howard Atlanta Technical College
37. Jason Tanner--Chattahoochee Tech!
38. Dr. Cheryl Carvajal
39. Abeer Zeineddine
40. Poulomi Ghatak
41. Cristina Cardona
42. Rose Leggett
43. Tom Rittweger
44. Lisa Gooden
45. Cornell Grant
46. LeAnne Robinson
47. Karen
48. Nam Lee
49. Heather Terrell

Points of Discussion:

The purpose of this meeting was to address the issues surrounding placement of students that lack ACCUPLACER test scores into the appropriate math courses/support.

Discussion Notes:

- Dr. Dames welcomed the group. She mentioned the placement survey.
- The conversation started with what colleges were currently using for placement and were they need assistance.
- Dr. Dames shared a few strategies for those that were still looking for resources for placement including utilizing the full list of assessments that can be used for placement options provided by TCSG. Some of



those options include high School GPA and GA milestone scores. Test scores do not expire so they offer a place to start.

- The remaining parts of the conversation were centered on students that did not have any placement assessments options.
- A request for sharing was made:
 - Atlanta Tech has a diagnostic test and procedure for any student that does not have test scores which is working fine. The problem is so many students did not pass the diagnostic so they have a number of students that need tutoring. They are required to have 3 hours of tutoring per week online and/or with the teacher. The students are not doing the tutoring and are also failing. Any suggestions or strategies to combat resistant to tutoring was requested.
 - Augusta Tech: are also using a diagnostic for placement. Based on scores the students are referred to remediation. Some take the remediation while others don't. Those who participate in the remediation are more successful. The remediation is embedded in the credit course but they are looking for help on how to get the students to take up the remediation option.
 - Chattahoochee: Has the same issue with trying to get the students to go to tutoring. They created an organization inside of Blackboard to house their tutors. They found that more often than not students were not attending tutoring because they either did not have time to go or were not coming to campus at all. The normal virtual tutoring that was offered was also not working for them. They have embedded their tutors into the courses within Blackboard which is allowing for easier access for the students. The tutors are assigned specific times for Blackboard Collaborate sessions. The tutors were overwhelmed with the number of students in attendance. The tutors are not inside of the class themselves to prevent the tutors from accessing the student's grades. This was the reason for the creation of the Blackboard Organization. They are placing the Collaborate session links from into the courses to allow students to access the tutors. The links are open links which also allows for multiple tutors to be in one collaborate link.
 - There was a question about the hiring process for tutors:
 - Some colleges have tutors that they hire in for help. Not necessarily students or instructors.
 - Is there a reluctance to use unaffiliated tutors? The question was asked on whether it made a difference for the students if the tutors were associate with their college or not? This was brought up as some colleges have contracts with remote outside tutors such as smart thinking.
 - Building a relationship with the tutors does appear to help with student participation in the tutoring.
 - Many of the face to face tutors were shifted to online tutors and they have qualifications that they have to meet to be hired.
 - Cost of outside tutors were also considered.
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- Others are using tutors within Blackboard collaborate.
- Cost of outside tutors were also considered.
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- CGTC uses Embedded, department created diagnostics in Blackboard. For students who score very low, they are directed to the ASC. They also have a list of WebEx links to content hosted by the Library. The WebEx links are recorded by faculty on various topics.
- Validity of the placement assessments were discussed. Including the importance of assessing the content validity, making sure that the test were assessing prerequisite knowledge as opposed to what would be covered within the course. Also looking at the outcomes or final grades of those that had scores used for placement and those that used the in house placement tests. Also looking at those that may have tutors
- Some colleges used test from the previous learning support design to aide in the creation of the placement test.
- Most colleges were giving their placement test online.
- Several colleges were not experiencing issues with placement, they may have very few students that did not have some type of test scores to use for placement. Those who had no scores to use for placement are being placed in co-reqs.
- Online tests are being proctored.
- To eliminate the issues of students not attending optional tutoring students are being placed in co-req courses.
- Colleges that are placing students based on GPA are finding that some students may not be ready for the degree level math course and the overall GPA may not be the best indicator.
 - A suggestion was made to ask for the high school transcript to see the outcomes in the math courses and the math courses completed to make a better placement.
- Colleges are also using a test out option for students in co-req courses that do not want to take the learning support option.
- Some colleges that are using the co-req are using courses that are not linked.
- Using vendor resources for placement tests was also mentioned.
- Khan academy was mentioned as a tool to help students fill gaps in prior knowledge.
- Attendance for Co-req was also discussed:
 - Nonattendance taking colleges were experiencing issues with students not attending the co-req courses. Students were spending more time in the college level course.
 - Some solutions included making sure that the students have separate assessments for the learning support courses.
 - Having separate grades was mentioned as a tool to use to encourage attendance.
- What about the comparison of outcomes for students who are co-enrolled in learning support and those who receive remediation in the credit class? (Augusta Tech)
 - The main issue with students seems to be one of motivation. Those that are motivated tend to be more successful.
 - The difference between the pass rates was very little for those that stayed in the co-req courses
 - Adding study skills to learning support courses is being used as a strategies
- Support for 1012 was discussed
 - Many colleges no longer had support for math 1012.
 - Some offered separate learning support courses like math 97, math 98, etc, while others only offered
- Self-placement was discussed:



- Sometimes students will place themselves lower than the placement test scores indicate for them to start.
- A few free virtual conferences were mentioned. Emails were sent on the list serve with details.
- Please keep the lines of communication open and if you need any assistance reach out on the list serve.

Meeting was adjourned at 1:56pm