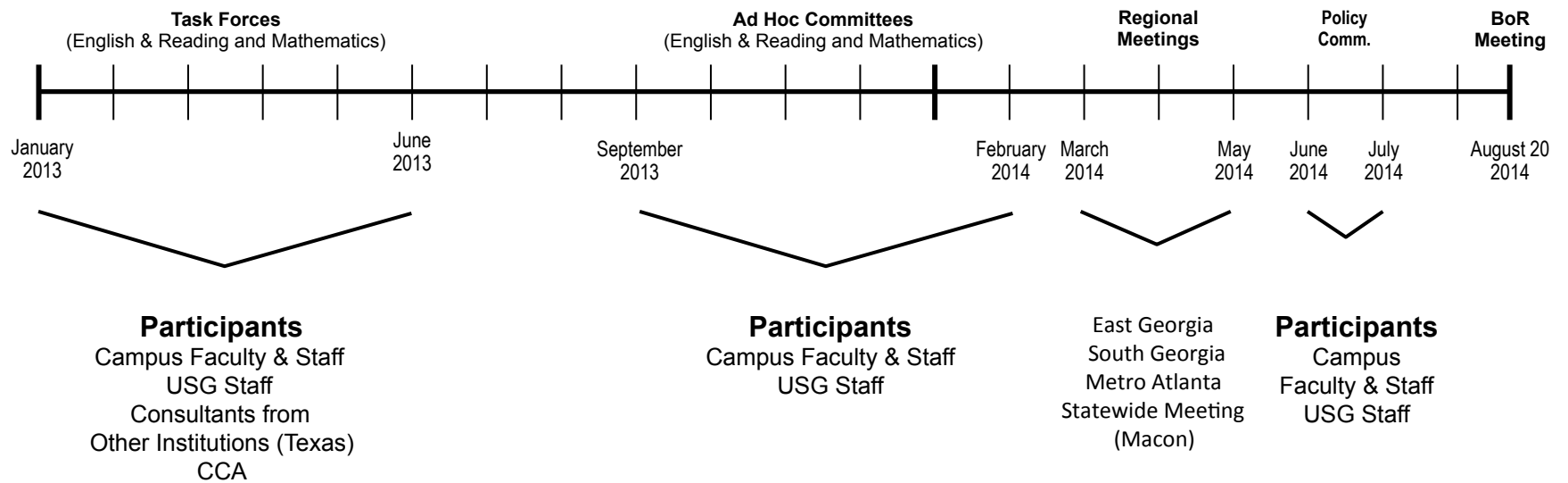


LEARNING SUPPORT

CHANGES TO POLICIES AND
PROCEDURES

The Long Road



Overview

Eight key changes

One important non-change

Eight Key Changes

1. New policy on LS screening/evaluation
2. Now only two learning support areas
3. LS for majority of students as corequisite to college level courses
4. Common LS course numbers
5. D grades no longer permitted in LS courses
6. Changes to LS attempts and exit policy
7. LS prerequisite requirement refined
8. Withdrawal requirement eliminated

One Key Non-Change

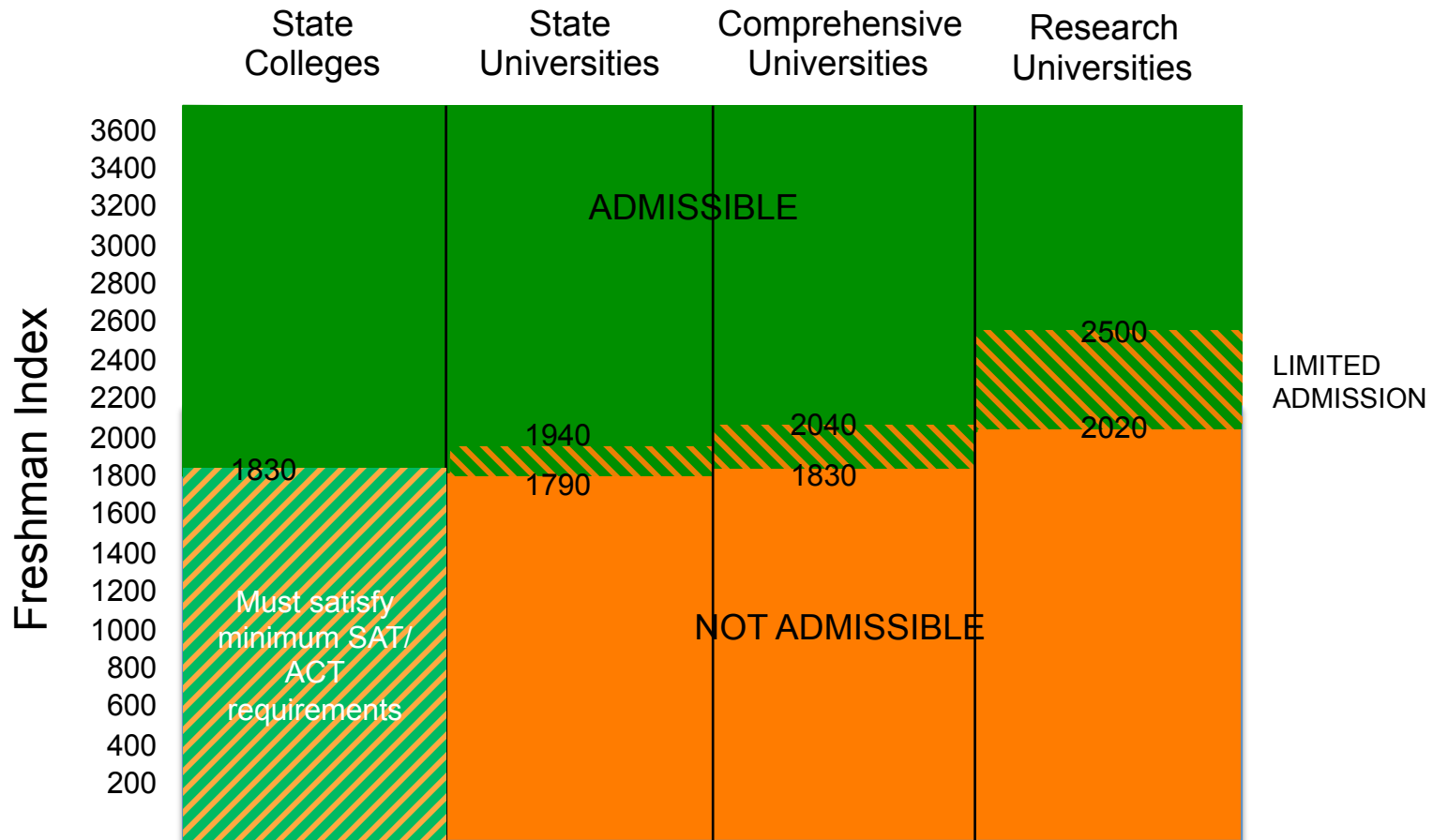
Admissions criteria are **unchanged**.

Not Changed

Basic admissions criteria are not changed:

- Students who meet admissions criteria for regular admissions (minimum Freshman Index, and SAT or ACT scores), do not need to be screened for Learning Support.
- Students who fall below minimum criteria for limited admissions still are not admitted.

Freshman Index (BoR Policy 4.2.1.1-2)



4.2.1.1 Freshman Requirements

The Freshman Index is:

1. $FI = 500 \times (HSGPA) + SAT \text{ Verbal/Critical Reading} + SAT \text{ I Math (or)}$
2. $FI = 500 \times (HSGPA) + (ACT \text{ Composite} \times 42) + 88$

The minimum FI required for admission to a:

1. Research University is 2500;
2. Regional University is 2040;
3. State university is 1940; and,
4. State or two-year college is 1830.

In addition to the FI, students must have a minimum SAT I Verbal score of 430 and Mathematics score of 400 (or ACT equivalent) for admission to a university (research, regional, or state).

Students without these minimum scores or with RHSC deficiencies but with SAT I scores of at least 330 Verbal and 310 Mathematics may be considered for admission to a two-year college, but will be required to exempt or exit Learning Support in the areas of deficiency.

Institutions may set higher requirements for admission. Students meeting the minimum FI requirements are not guaranteed admission.

4.2.1.2 Exceptions to Freshman Admission Requirements for Special Groups of Students

Limited Admissions Category

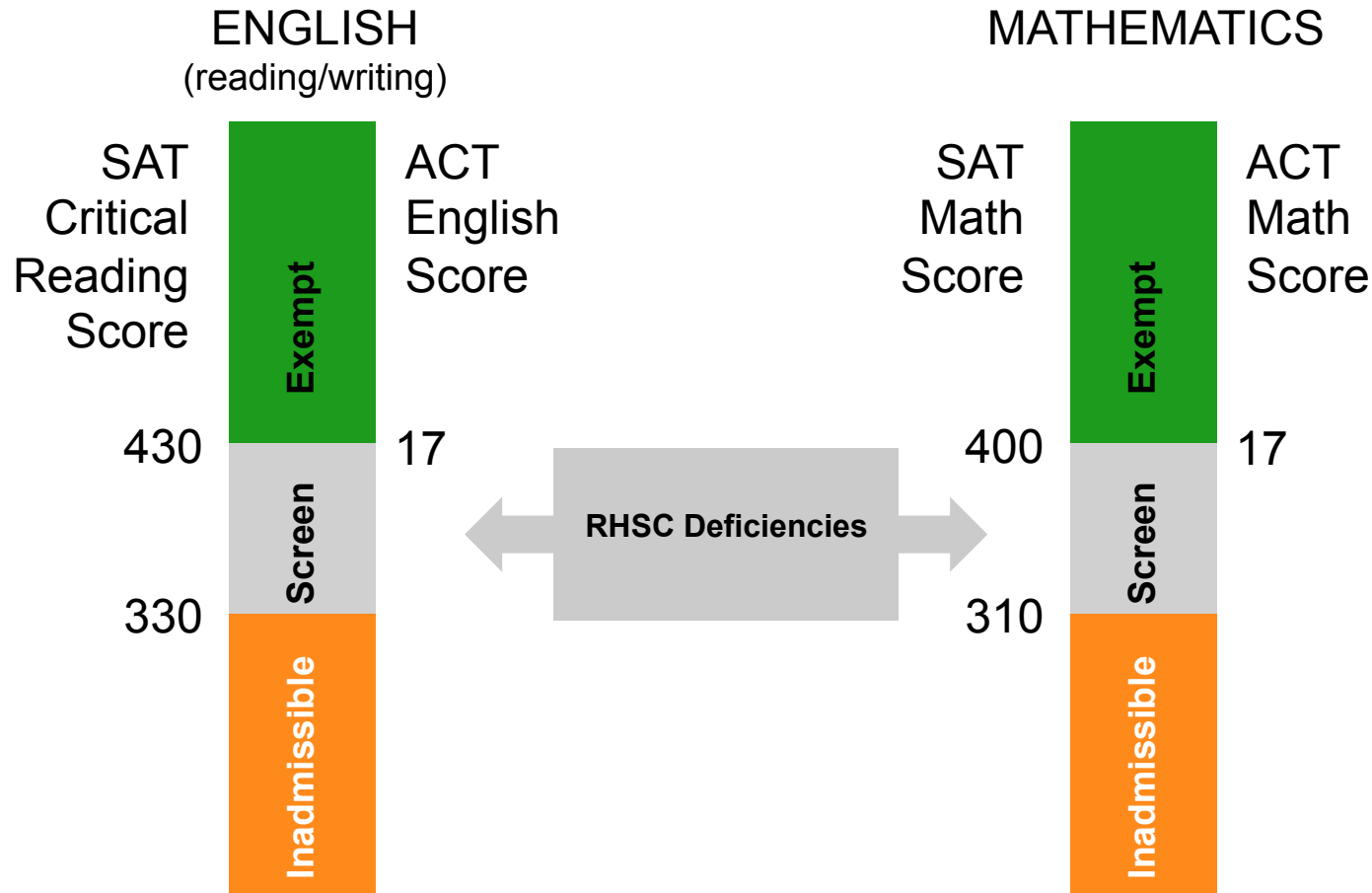
The FI required for Limited Admission to a:

1. Research university is 2020;
2. Regional university, 1830; and
3. State university, 1790.

In addition to the FI, Limited Admissions students must have a minimum SAT Verbal/Critical Reading score of 430 and Mathematics score of 400 (or ACT equivalent) for admission to a university (research, regional, or state).

Students with SAT I (or ACT equivalent) scores of at least 330 Verbal and 310 Math or RHSC deficiencies may be considered for Limited Admission to a two-year college, but will be required to exempt or exit Learning Support in the areas of deficiency according to USG procedure (see Academic and Student Affairs Handbook 2.9.1).

EVALUATION FOR LS (ASAH 2.9.1)



Students seeking admission to a USG institution who submit SAT test scores of 430/400 or higher or ACT test scores of 17 or higher are exempt from Learning Support evaluation unless that institution sets higher minimum scores for regular freshman admission. (Academic & Student Affairs Handbook 3.2.4)

2.9.1 Administrative Procedures for Learning Support Programs

II. Evaluation for Learning Support Placement

To exempt placement screening a student must:

For English (reading/writing)

- score 430 SAT Critical Reading or higher; OR
- score 17 ACT English or higher; OR
- score at or above the advanced proficiency level on the Georgia High School Graduation Test – English Language Arts

AND

- have met the Required High School Curriculum requirement in English

2.9.1 Administrative Procedures for Learning Support Programs

II. Evaluation for Learning Support Placement

For Mathematics

- score of 400 SAT-Mathematics or higher;
OR
- score of 17 ACT Mathematics or higher; OR
AND
- have met the Required High School Curriculum requirement in Mathematics

What is changed is . . .

HOW we evaluate students for Learning Support. (Applies to students who don't meet criteria for regular admissions; previously all of these students would have been required to take Compass.)

KEY CHANGE #1:

Learning Support Evaluation

For students who are required to be evaluated for Learning Support placement, a Mathematics Placement Index (MPI) and an English Placement Index (EPI) will be calculated.

These are conceptually similar to the Freshman Index already in use. These indices will be used to determine whether students will be placed in or exempted from Learning Support requirements.

2.9.1 Administrative Procedures for
Learning Support Programs
Subsection II

2.9.1 Administrative Procedures for Learning Support Programs

II. Evaluation for Learning Support Placement

A Mathematics Placement Index (MPI) and an English Placement Index (EPI) will be calculated based on High School Grade Point Average (HSGPA), SAT or ACT and, when indicated, the COMPASS placement test or other approved placement test. Indices will be composed of:

1. HSGPA and SAT/ACT - when both are available
2. HSGPA and COMPASS - when SAT/ACT are not available
3. COMPASS - when neither HSGPA nor SAT/ACT is available

2.9.1 Administrative Procedures for Learning Support Programs

II. Evaluation for Learning Support Placement

When COMPASS testing is required:

The COMPASS Math (Algebra) test will be used for math placement.

The COMPASS Reading and COMPASS e-Write 2-12 tests will be used for English placement.

2.9.1 Administrative Procedures for Learning Support Programs

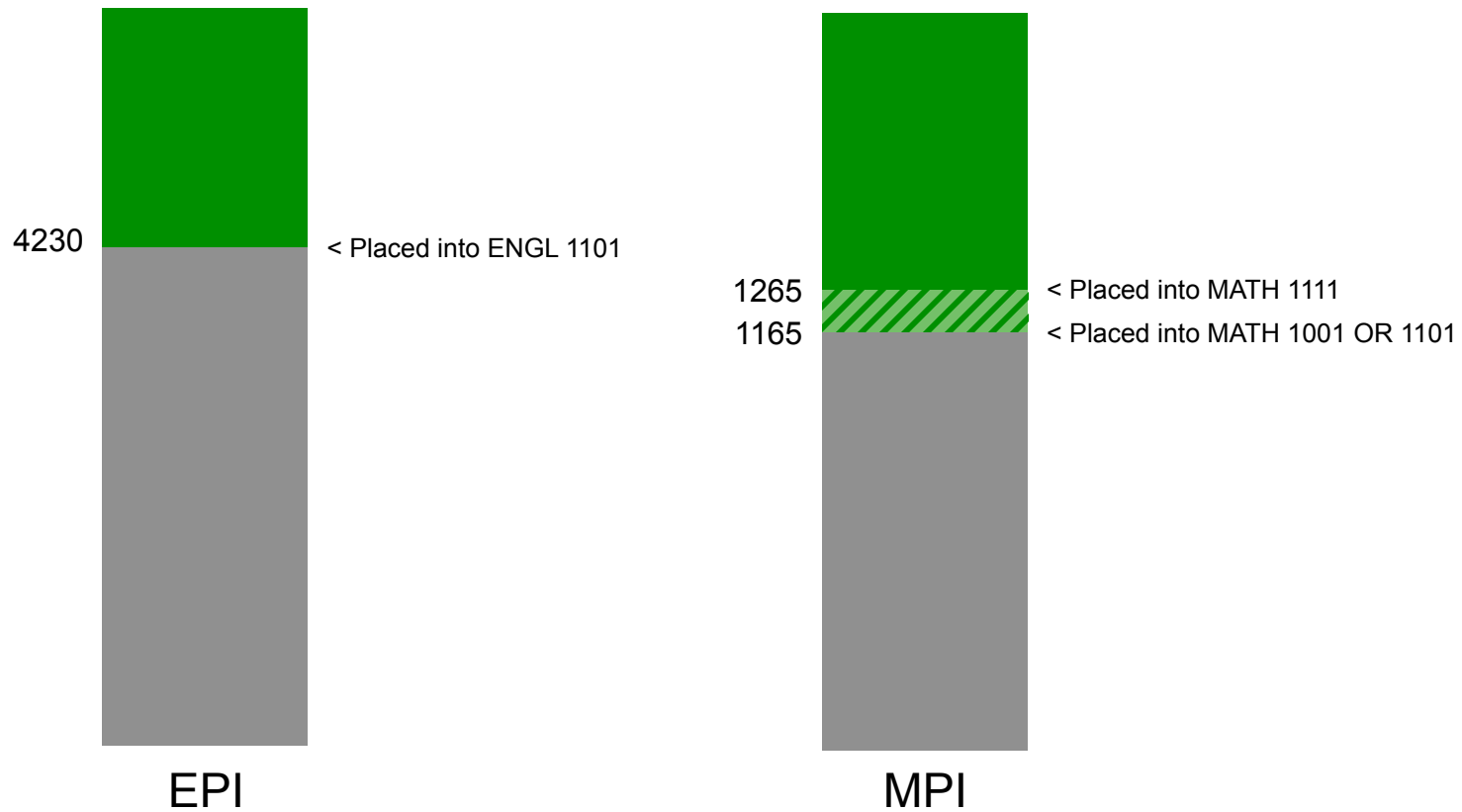
II. Evaluation for Learning Support Placement

Calculating Placement Indices

Student has:	EPI	MPI
SAT and HSGPA	$(1603 * \text{HSGPA}) + \text{SATV}$	$(291 * \text{HSGPA}) + \text{SATM}$
with Compass added	$(1475 * \text{HSGPA}) + (0.3 * \text{SATV}) + (5.1 * (\text{COMPASSR} + \text{eWrite}))$	$(287 * \text{HSGPA}) + (0.5 * \text{SATM}) + (5 * \text{COMPASSM})$
ACT and HSGPA	$(1553 * \text{HSGPA}) + (34 * \text{ACTE})$	$(298 * \text{HSGPA}) + (25 * \text{ACTM})$
with Compass added	$(1315 * \text{HSGPA}) + (30 * \text{ACTE}) + (4.2 * (\text{COMPASSR} + \text{eWrite}))$	$(250 * \text{HSGPA}) + (27 * \text{ACTM}) + (2 * \text{COMPASSM})$
HSGPA only	$(794 * \text{HSGPA}) + (23.6 * (\text{COMPASSR} + \text{eWrite}))$	$(323 * \text{HSGPA}) + (6 * \text{COMPASSM})$
No info	$51.6 * (\text{COMPASSR} + \text{eWrite})$	$(10 * \text{COMPASSM}) + 795$
SAT only	$(6.3 * \text{SATV}) + (17.1 * (\text{COMPASSR} + \text{eWrite}))$	$(1.8 * \text{SATM}) + (14 * \text{COMPASSM})$
ACT only	$(155.3 * \text{ACTE}) + (13.8 * (\text{COMPASSR} + \text{eWrite}))$	$(63.2 * \text{ACTM}) + (6 * \text{COMPASSM})$

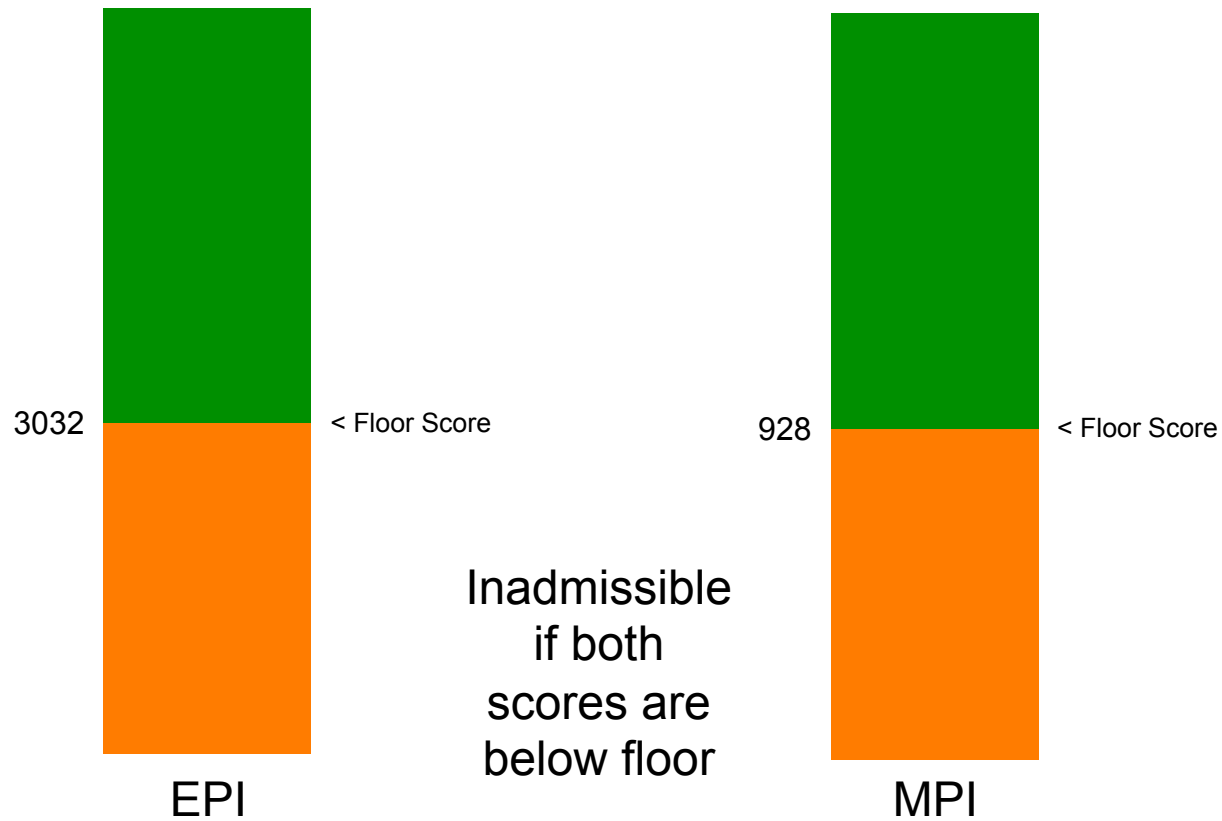
EPI/MPI Considerations

Direct Placement in Gateway Courses



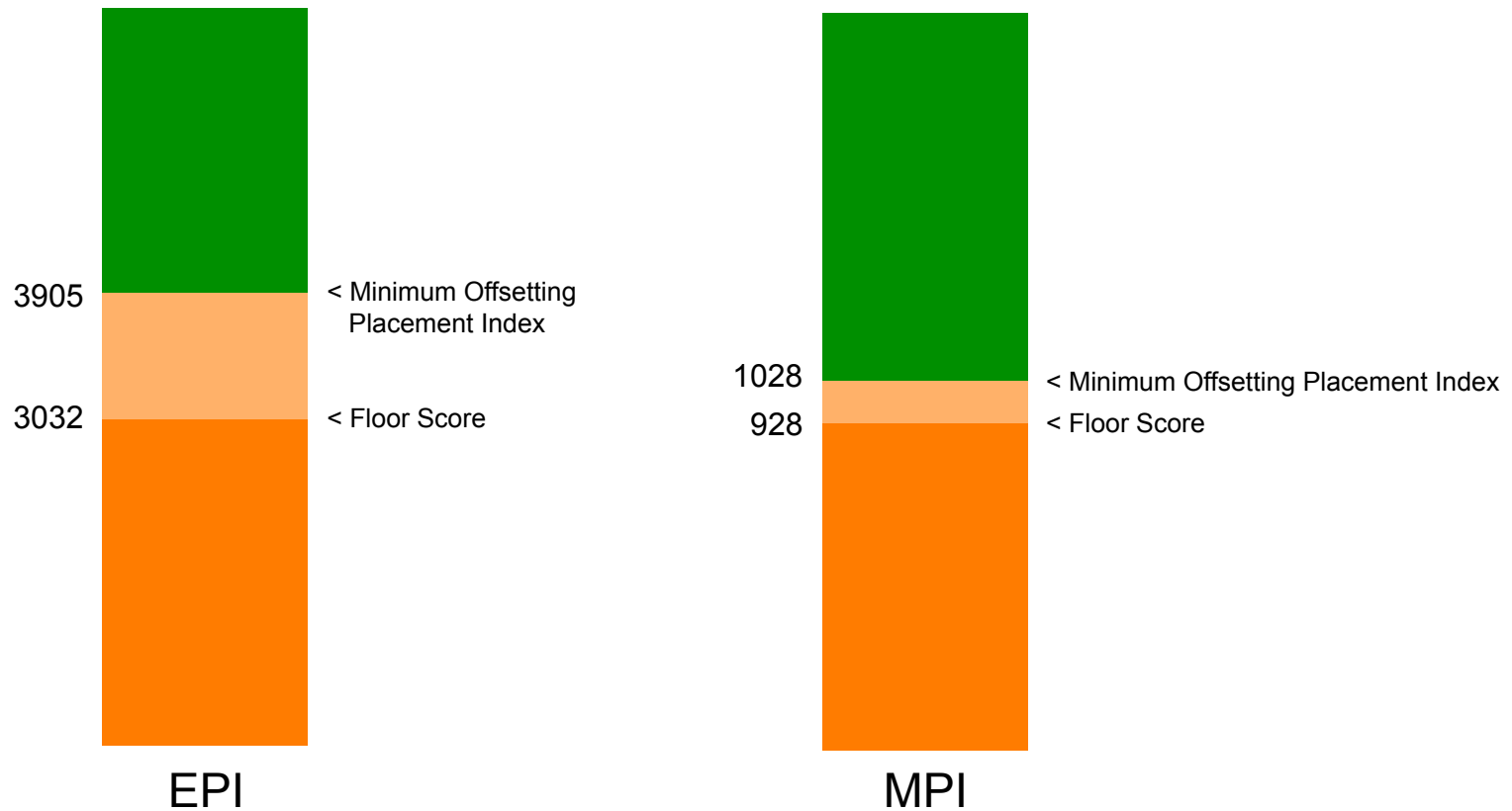
EPI/MPI Considerations

Floor Scores



EPI/MPI Considerations

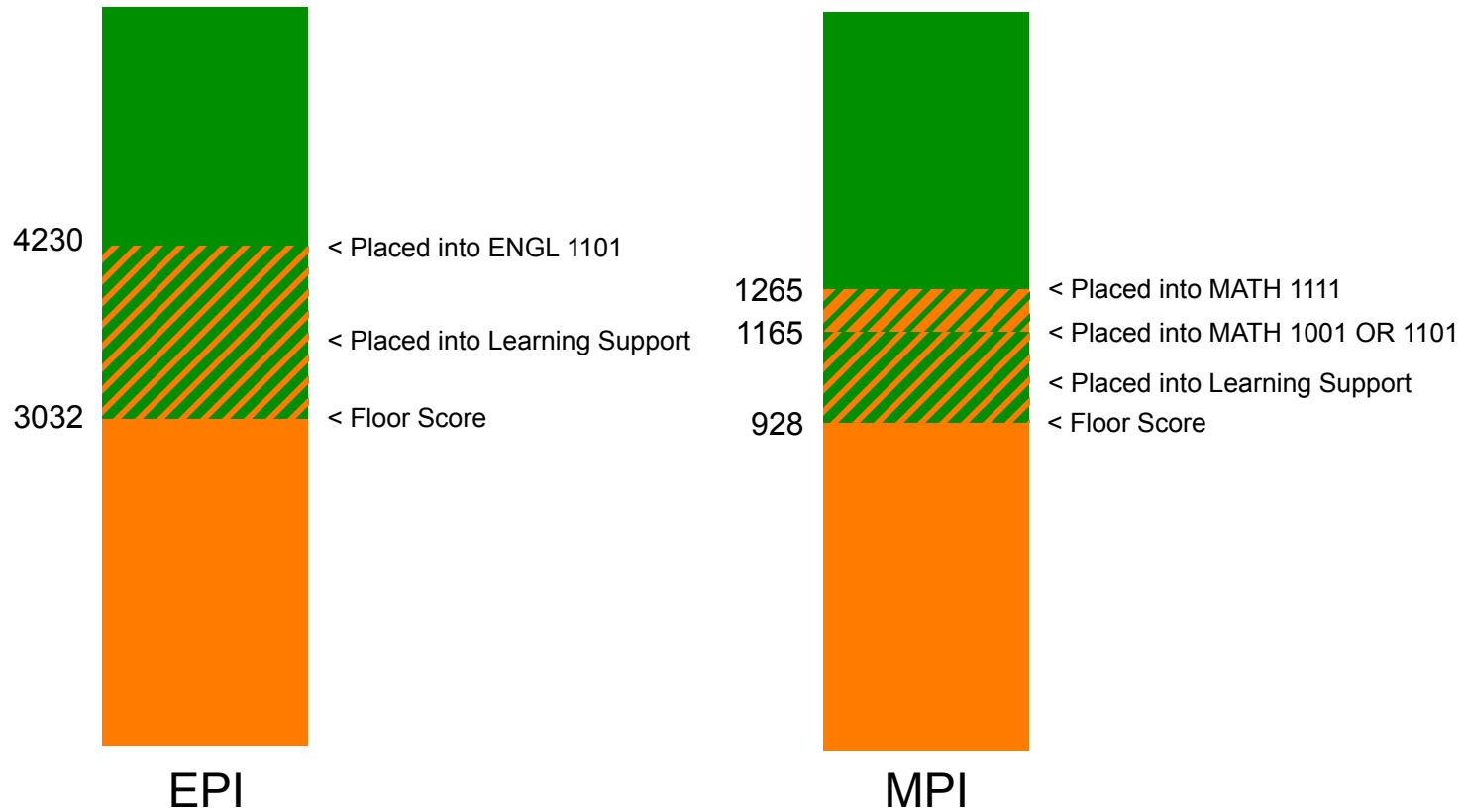
Minimum Offsetting Index



If $EPI \leq 3032$, then MPI must be ≥ 1028 ; if $MPI \leq 928$, the EPI must be ≥ 3905 .

EPI/MPI Considerations

Placement into Learning Support



Students with EPIs and MPIs equal to or greater than the minimum collegiate placement index scores listed below will be placed directly into the appropriate gateway college course(s). Note that because a higher level of preparation is required for success in Math 1111, a higher MPI will be required for direct placement into that course.

Minimum Collegiate Placement Indices		
English	Mathematics	
ENGL 1101	MATH 1001 or 1101	MATH 1111
4230	1165	1265

Students with placement indices less than the minimum collegiate placement index will be placed into corequisite or Foundations-level Learning Support

Students who score below the floor scores in both English and mathematics will be denied admission to all USG institutions. The floor scores for the two indices are as follows:

Floor Scores	
EPI	MPI
3032	928

If the EPI is **less than 3032 AND** the MPI is **less than 928**, then student may **NOT** be admitted to a USG institution.

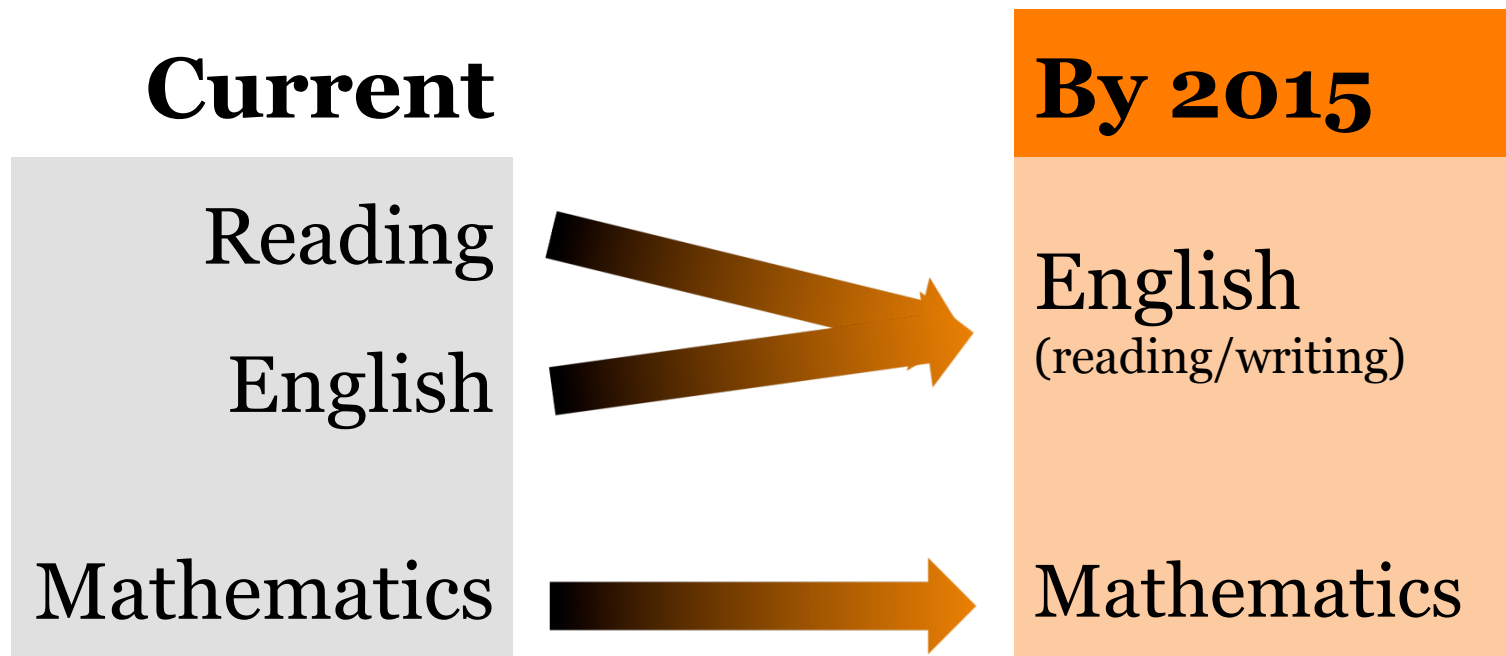
Students who score below the floor index score in only one area may be admitted to USG institutions if their scores in the other area are equal to or greater than the offsetting index score listed below.

Minimum Offsetting Placement Index	
EPI	MPI
3905	1028

- If the EPI is **less than** 3032, then the MPI must be **greater than or equal** to 1028.
- If the MPI is **less than** 928, then the EPI must be **greater than or equal** to 3905.

KEY CHANGE #2: Areas

There will be two Learning Support areas, rather than three.



2.9.1 Administrative Procedures for
Learning Support Programs
Subsection III

2.9.1 Administrative Procedures for Learning Support Programs

Learning Support programs are intended to serve students who need additional support in mathematics or **English (reading/writing)**.

III. Rules regarding Learning Support Program Operation

- D. Courses in the Learning Support program shall include **English (reading/writing)** and mathematics.

2.4.10 Common Course Prefixes, Numbers, and Descriptions

Reading - No Learning Support Reading
courses may be offered after summer of 2015.

KEY CHANGE #3: Corequisite Delivery

USG institutions must provide Learning Support for the majority of students requiring remediation as **corequisites** to the following college level courses:

ENGL 1101

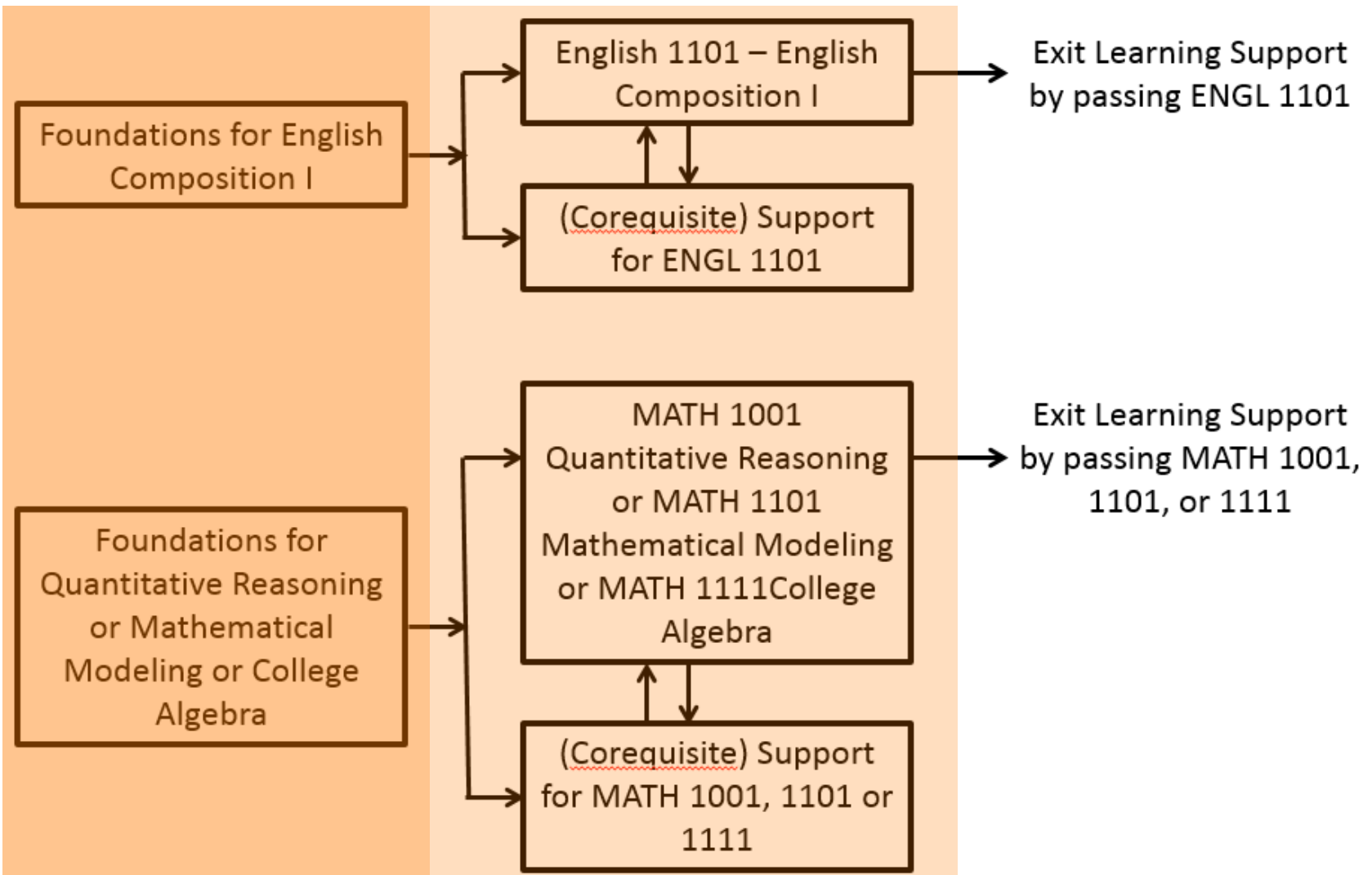
MATH 1001, 1101, or 1111

2.9.1 Administrative Procedures for
Learning Support Programs
Subsection III § A, B, C

2.9.1 Administrative Procedures for Learning Support Programs

III. Rules regarding Learning Support Program Operation

- A. All USG institutions are encouraged to provide Learning Support for students as corequisites to college level courses. Such courses must be designed to provide instruction to supplement the specific core curriculum courses.
- B. Institutions may offer corequisite remediation only or corequisite remediation and year-long remedial pathways that begin with stand-alone Foundation-level courses.
The majority of students requiring remediation must be placed into corequisite courses.
- C. Learning Support English (reading/writing) and mathematics programs must be structured so that students can complete all requirements in a maximum of two semesters, one of Foundations-level and one of corequisite-level Learning Support.



↑
Some students will start here.

↑
Most students will start here.

KEY CHANGE #4: Numbering of Learning Support Courses

Learning Support courses will carry specific course numbers of **0999** or below.

2.9.2 Numbering of Learning Support Courses; 2.4.10 Common Course Prefixes, Numbers and Descriptions

2.9.2 Numbering of Learning Support Courses

All remedial and Learning Support courses should carry course numbers of 0999 or below. These courses should not form a part of associate degree or baccalaureate programs. Any credit which may be given for these courses should not be used in fulfilling the requirements for associate or baccalaureate degrees.

2.4.10 Common Course Prefixes, Numbers, and Descriptions

Course #	Course Title	Course Description
ENGL 0989	Foundations for English Composition	This is the first course in a year-long pathway leading to ENGL 0999 and ENGL 1101 in the second semester.
ENGL 0999	Support for English Composition	This course is intended to provide corequisite support for students requiring remediation in English or reading while they are enrolled in ENGL 1101 – English Composition I.

2.4.10 Common Course Prefixes, Numbers, and Descriptions

Course #	Course Title	Course Description
MATH 0987	Foundations for Quantitative Reasoning	This is the first course in a year-long pathway leading to MATH 0997 and MATH 1001 in the second semester.
MATH 0988	Foundations for Mathematical Modeling	This is the first course in a year-long pathway leading to MATH 0998 and MATH 1101 in the second semester.
MATH 0989	Foundations for College Algebra	This is the first course in a year-long pathway leading to MATH 0999 and MATH 1111 in the second semester.
MATH 0997	Support for Quantitative Reasoning	This course is intended to provide corequisite support for students requiring remediation in mathematics while they are enrolled in MATH 1001 – Quantitative Reasoning
MATH 0998	Support for Mathematical Modeling	This course is intended to provide corequisite support for students requiring remediation in mathematics while they are enrolled in MATH 1101 – Introduction to Mathematical Modeling
MATH 0999	Support for College Algebra	This course is intended to provide corequisite support for students requiring remediation in mathematics while they are enrolled in MATH 1111 – College Algebra

KEY CHANGE #5: Grades Permitted in Learning Support Courses

“D” is no longer allowed as a grade in Learning Support courses.

2.9.1 Administrative Procedures for Learning Support Programs

III. Rules regarding Learning Support Program Operation

H. The following grades defined in detail in BoR Policy 3.5 are approved for Learning Support courses in English (reading/writing), and mathematics:

Grade	Definition
A, B, C, S	Passing course grade
F, U, WF	Failing course grade
IP	Progress insufficient for completion of the course

KEY CHANGE #6: Learning Support Attempts and Exit

Limits on attempts:

- **2 attempts** in Foundations-level Learning Support courses
- **No limits on attempts** in corequisite Learning Support courses

Students on Learning Support suspension may enroll in TCSG institutions.

Students will exit Learning Support by passing the corresponding Area A collegiate-level course.

2.9.1 Administrative Procedures for Learning Support Programs
Subsection IV § B, C, D

2.9.1 Administrative Procedures for Learning Support Programs

IV. Rules for Students in Learning Support Programs

Learning Support Attempts and Exit

- B. If students do not complete requirements for Foundations-level English or mathematics in two attempts, they will be suspended for a calendar year. Suspended students may be considered for readmission before the end of one year if they can provide evidence that they have taken measures to improve their skills.
- C. Students who have been suspended from the institution without completing Learning Support requirements may complete their Learning Support requirements and additional collegiate-level work at SACSCOC-accredited TCSG institutions during the year of suspension.
- D. There are no limits on attempts in corequisite Learning Support courses.

2.9.1 Administrative Procedures for Learning Support Programs

IV. Rules for Students in Learning Support Programs

Learning Support Attempts and Exit

E. Students will exit Learning Support by successfully passing (as defined by the institution) the corresponding Area A collegiate-level course.

KEY CHANGE #7: Prerequisites

Where completion of or exemption from Learning Support courses used to be the recommended prerequisite for many collegiate courses, the prerequisite recommendation is now changed to “completion of or exemption from **Foundations-level** Learning Support courses.”

2.9.1 Administrative Procedures for
Learning Support Programs
Subsection IV § F, G

2.9.1 Administrative Procedures for Learning Support Programs

IV. Rules for Students in Learning Support Programs

Courses with Learning Support Prerequisites or Corequisites

F. Students who are required to enroll in Learning Support courses are not permitted to enroll in credit courses that require the content or the skills of the prerequisite courses, although institutions may establish corequisite requirements for core curriculum courses.

Courses with Learning Support Prerequisites or Corequisites

G. Institutions shall inform students of those collegiate courses that have Learning Support prerequisites or corequisites. The following core curriculum areas require students to complete or exempt certain Learning Support requirements.

- Completion or exemption from Foundations-level English is a prerequisite for Social, Natural, and Physical Science courses. (Additional areas for exit or exemption such as Learning Support Mathematics are at the discretion of the institution.)
- Completion or exemption from Foundations-level Learning Support English or placement into corequisite English is required for placement into college-level English courses.
- Completion or exemption from Foundations-level Learning Support mathematics or placement into corequisite mathematics is required for placement into college level mathematics courses.
- Completion or exemption from Foundations-level Learning Support mathematics is a prerequisite for physics and chemistry courses.
- Institutions may set higher prerequisite standards, such as completion of Learning Support requirements at the corequisite level.
- Any courses with prerequisite of any other college-level course would require exit or exemption from related Learning Support requirements.

KEY CHANGE #8: Withdrawals

Students who withdraw from Learning Support courses will no longer be required to withdraw from unrelated collegiate courses.

2.9.1 Administrative Procedures for Learning Support Programs

IV. Rules for Students in Learning Support Programs

~~D. 3. Students with LS requirements who are enrolled in both Learning Support and credit courses may not withdraw from the required Learning Support courses unless they also withdraw from credit courses.~~

[Requirement eliminated.]

Implementation Dates

Corequisite delivery as
predominant strategy
by Fall 2015

Use of new
placement indices
by Spring 2016

Questions?

Thank you.

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