

copies - Floyd Junior College Copy May 8, 1979*
for Johnne Starnes
Richard Trimble
Dean Walraven

Doctor Bob Rentz discussed policy changes in the Regents Testing Program. The Chancellor appointed an Ad Hoc Committee of System Presidents. They wrote a draft of recommended changes and the full group of Presidents made some changes because there was some ambiguity. The policy will go into effect on July 1, 1979. Doctor Rentz explained and interpreted the sentences and the paragraph in the Regents' policy and distributed a group of questions and answers which were discussed at length:

TOPIC: REGENTS TESTING PROGRAM

Revised procedures approved November, 1978 shall be followed by all students effective July 1, 1979. This means Fall Quarter, 1979 will be the first term these new procedures will be applied.

STATEMENTS, QUESTIONS AND INTERPRETATION

1. Paragraph 1, page 178:

"Students enrolled in degree programs will be required to take and pass the Regents' Test."

Response: All students enrolled in baccalaureate and associate degree programs must pass the test. The policy does not apply to master's, specialist's, and doctor's degrees. Persons that hold an earned baccalaureate or a higher degree from an accredited institution are exempt.

- * — Nash: "For a student who has 45 credit hours and has not registered for or taken the RT, one option is to ~~at~~ prevent the student from registering the next quarter."
 - Dalton Jr. has cards punched which student picks up with his class cards at registration.
 - Other schools used "administrative probation" which has same effect as academic probation, no permanent record on transcript, however.
 - Institutions are "encouraged" to insist students take English courses before 45 hours (Nash: "Encourage," of course, means "require".")
- (Notes cont. on p. 6)

Doctor Rentz noted that Doctor Hooper issued a memorandum to all Presidents on August 2, 1978, in which he stated that no exceptions other than the ones listed in the Memorandum to the Presidents would be allowed.

2. Paragraph 1, page 178:

"Passing the test is a requirement for graduation."

Response: No exceptions other than those provided for in the Regents' Policy.

3. Paragraph 1, page 178:

"Students may take the test after they have completed the required basic core English courses."

Response: Students may take the test after having satisfactorily completed the required basic core English courses. If only one course in English is required by a particular program the student may be allowed to take the test after satisfactorily completing the course. Students that exempt English courses through credit by examination programs may take the test after it is determined that the course requirements in English have been satisfied.

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4. Paragraph 1, page 178:

"They will be required to take the test in the quarter after they have completed their 45th degree quarter hour if it has not been taken and passed previously."

Response: Students must take the test after completing their 45th hour although they may not have completed the basic core requirements in English. It would be wise for a student to take the test in each of the following quarters until it is passed, subject to the institution's remediation policy.

A motion (Bruce Shutt - Peggy Sammons) to change the word "completed" to "earned" passed unanimously.

Another motion (Walter Jones - Annette Satterfield) was made to change "their 45th degree quarter hour" to "their 45th quarter credit hour" in order to be consistent with the 105 quarter credit hour statement in the latter part of the same paragraph. The motion failed. There was a consensus, however, that making "degree quarter credit hours" consistent throughout the paragraph would be desirable.

5. Paragraph 1, page 178:

"Students who have not passed the test by the time they have earned seventy-five quarter credit hours (exclusive of P. E. Activity Courses and ROTC) must give priority to taking remedial or review English, reading and writing courses until they pass the test."

Response: The institution must provide "an appropriate program of remediation," for those students who need to improve their reading and writing skills in order to pass the Regents' Test.

6. Paragraph 1, page 178:

"Each institution is directed to develop procedures that will require its students to pass the Regents' Test prior to being classified as a junior year student. Students who have not passed the Regents' Test by the time they have earned 105 quarter credit hours (excluding P. E. Activity Courses and ROTC) must be denied taking further credit courses and be limited to taking only

remedial or review English, reading and writing courses until they do pass the Regents' Test.

The difference between remedial and review courses is mostly semantics. Some institutions offer institutional credit for remedial work (courses numbered 099 and below) while review courses are for self improvement only and no credit is awarded. CEU's could be awarded for review courses.

7. Paragraph 2, page 178:

"Having passed the Regents' Test shall not be a condition to transfer into an institution."

Response: This means that students must not be denied admissions because of failure to pass the Regents' Test. Further the receiving institution must afford the student an opportunity to improve basic skills in order to pass the Regents' Test.

8. Paragraph 2, page 178:

"All transfers within the System will be subject to paragraph 1, above. Students from colleges outside the System who transfer into a System institution in the lower division category and who have not passed the test must do so in accordance with paragraph 1, above. Students who transfer into an institution from outside the System in the classification of junior or senior and who have not passed the Regents' Test must take the test in the first quarter of their attendance. If they fail the test, they must be restricted to taking remedial or review courses in English reading and writing until they have passed the Regents' Test.

Response: Out-of-System transfer students that transfer into the System with 105 quarter hours or more may be allowed to take the test prior to starting their first quarter. This procedure would give such students at least two opportunities before they are prevented from taking further credit work.

Out-of-System transfer students that have 105 credits or more and who fail to pass the Regents' Test in their first quarter of attendance will not be allowed to take any further credit work. If a student has preregistered and paid his fees he should be allowed a full refund if he decided to withdraw from school rather than take remedial work.

9. QUESTION: As applied to the Regents' Test, what is a quarter in attendance? How do we count non-system transfers who withdraw and continue to take the test?

ANSWER: A student that enrolls, pays necessary fees, and attends classes is considered to be in attendance. If the student withdraws for non-academic reasons and receives the symbol "W" for all courses he will not be considered as having been in attendance. Count only students that enroll and pay fees.

10. QUESTION: How will the remedial course restriction be considered when placing students on probation and/or dismissal?

ANSWER: This is up to the institution.

11. QUESTION: How will the remedial course restriction be considered when relating to eligibility for financial aid...for athletics...since these students will not reach "junior status"?

ANSWER: Students may receive Financial Aid and VA benefits for required remedial instruction. Athletic eligibility is determined by the

respective athletic conferences and associations.

12. QUESTION: Can an institution adopt a more restrictive policy and include physical education activity courses and ROTC in the credit hours to be tallied? This would need to be checked at the 105 credit hour benchmark, but would certainly simplify monitoring to that point.

ANSWER: No.

13. QUESTION: With reference to the Regents' Testing Program schedule for several years we have requested permission from Dr. Rentz's office to test on a third day. This has always been granted. It will be necessary for us to expand even further and I request permission to test as the demand indicates during the week the test is scheduled. I anticipate this will be four days although a fifth might be required.

ANSWER: All institutions should adhere to the testing schedule.

14. QUESTION: Is the assumption that such remediation must be a course, or can a substantive reading and/or writing workshop suffice?

ANSWER: Institutional matter.

15. QUESTION: How are failures on the Regents' Test to be communicated among institutions relative to transfer students?

ANSWER: Failures are not recorded on the transcript.

16. QUESTION: Is there any possibility of separating the reading and writing portions of the test in order to enable institutions to develop remediation programs which address the students' specific deficiencies.

ANSWER: Scores are presently separated.

17. QUESTION: What are the circumstances regarding transient students? Whose responsibility is the transient? Is transiency refused to a student who has accrued 45 hours unless the Regents' Test is required at the transient institution? Is the student required to return to his parent institution to take the Regents' Test? Is transiency refused to a student who has accrued 75 hours and must "give priority to remediation"?

ANSWER: Institutional matter with the receiving institution.

18. QUESTION: Must the entire text of the Regents' Revised Policy on the Regents' Test be reprinted in the catalog, including #6 and #8?

ANSWER: Yes.

19. QUESTION: Effective date for policy is July 1, 1979. Should we "roll back" classifications for junior and seniors who have yet to satisfy the Regents' Exam? Will students with 105+ hours at the start of Fall Quarter be restricted to remedial courses? December 1979 degree candidates may have to enroll an extra quarter as a result.

ANSWER: a. No b. Yes

- currently there is no provision for readmissions of students who accumulated 45, 75 or 105 hours before these regulations went (or came) into effect. Thus a student who has been out since 1970 must conform to these guidelines. (Unfortunately, this nonprovision works against old students who do not have the advantage of out-of-system admissions.)
- remediation is a "remedial" course, therefore, in effect a Special Studies course or most comparable.

Administrative Committee on Records and Admissions

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20. QUESTION: Who is responsible for enforcing the 75 hour rule - who will prescribe remediation?
ANSWER: Institutional matter.
21. QUESTION: How will the remedial course restriction be considered when placing students on probation/dismissal?
ANSWER: Institutional matter.
22. QUESTION: Will the Testing and Evaluation Center require students with 0-44 hours show proof of completing the basic English core prior to registering for the exam?
ANSWER: Institutional matter.
23. QUESTION: Will these requirements also apply to Evening students? Will we need to monitor these students? Will students on restriction in the day program be allowed to enroll in night school?
ANSWER: Policy applies to all students not specifically excluded by the policy.
24. QUESTION: Who will be responsible for SONAT students?
ANSWER: The institution that registers, receives fees, keeps their record.
25. QUESTION: Will the institution have to guarantee English 101-102 to each freshman? Will it be necessary to control drops in these courses? If the Arts and Sciences Dean issues the drop cards - from whom will students from outside the college seek permission to drop?
ANSWER: Institutional matter.
26. QUESTION: What effect will these changes have on athletic and financial aid eligibility (students may not reach junior classification)?
ANSWER: Student taking required remedial courses are eligible for financial aid and VA benefits. Athletics eligibility is determined by the respective athletic conferences and associations.
27. QUESTION: Can the institution adopt a more stringent policy and include PE and ROTC credits in the credit hours to be tallied?
ANSWER: No.

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UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, S. W.
ATLANTA, GEORGIA 30334

OFFICE OF THE VICE CHANCELLOR

August 2, 1978

*Copy to
Mr. [unclear]
Special Studies*

MEMORANDUM

TO: Presidents
University System of Georgia

FROM: John W. Hooper *J. W.*

RE: Changes in Regents' Test Requirements

The Ad Hoc Committee that was appointed to review the Regents' Test made their report on March 20. Among their recommendations were the following:

1. The passing score for the reading portion of the Regents' Test be increased to 59 effective Fall Quarter, 1978; to 60 effective Fall Quarter, 1979; and to 61 effective Fall Quarter, 1980.
2. The time for the essay portion of the Regents' Test be increased to 60 minutes with the time for the reading portion of the Regents' Test to be maintained at 60 minutes.

These recommendations have now been approved by the Academic Committee on English, the Administrative Committee on Academic Affairs, and the Presidents. These two recommendations will be implemented with the 1978 Fall Quarter administration of the exam.

You are requested to take the necessary steps to inform and prepare your students for these changes.

cc: Chancellor George L. Simpson, Jr.
Chief Academic Officers
Academic Committee on English
Test Coordinators

REPORT OF THE REGENTS' TEST COORDINATORS'
MEETING - October 9, 1978

The following subjects were discussed during the meeting:

1. Special Testing - Coordinators were reminded that there will be no more special testing after Spring Quarter, 1979.
2. Changes in Testing Procedures - Because comparison studies indicated that the previous scaled score of 51 on the reading test was below the score used for exit from the developmental reading program, the passing score on the objective reading portion of the test has been raised to 59, effective Fall Quarter. The passing score will be raised to 60 beginning Fall, 1979 and to 61 beginning Fall, 1980.

In addition the time allotted for the essay has been increased to one hour.

3. Remediation - A show of hands indicated that all schools except three or four (including Floyd Junior College) are now requiring that students take some kind of remediation before re-taking the Regents' Test. Schools were reminded that the change in the passing requirement for the reading portion of the test will probably make it necessary for schools to consider some type of remediation in reading as well as in writing.

The current testing schedule is designed to allow short remediation courses at the beginning of each quarter. (The test is now given during the fourth week of the quarter.)

4. Exemptions from the Regents' Test - In principle every student is expected to pass the Regents' Test. "For extraordinary situations, each institution will develop special procedures for certifying the competency of students. A written description of these procedures will be submitted to the Chancellor's office for approval." (Regents' Testing Program procedures) Dr. Rentz stated that he did not have copies of the procedures from many of the schools. He wants them to be sent in immediately. His office does audits on three or four schools a year to compare graduation lists with Regents' Test results. He urged that schools should keep good records of the procedures used for students who had been granted permission to exempt the Regents' Test and that these records be available for inspection. Schools may not simply waive the test requirement.

PROPOSED POLICY FOR STUDENTS WHO ARE UNABLE TO TAKE THE REGENTS' TEST

1. Students for Whom English Is a Second Language

These students may elect to take the test during the regular administration or request a special administration.

Special administration shall consist of the reading portion of the CGP Test with slightly extended time limits. The essay portion of the test will be similar to the essay portion of the Regents' Test except that the student may have one and one half hours to complete the essay and may use any type of dictionary that he deems useful.

The test will be graded at FJC. Sixty-five shall be considered the minimum passing score for the CGP reading test. The essay shall be graded by three English instructors, using the standards applied in grading the Regents' essay test. Two out of three graders must give the essay a passing grade.

2. Handicapped Students

Students with a medically certifiable handicap may request a special administration. The test given shall be the CGP reading test and an essay test similar to the Regents' essay test. The passing score shall be the same as that described above.

The type of administration will be adjusted to accommodate the handicap of the individual student.

REGENTS' TEST RESULTS

NO. OF STUDENTS TAKING TEST			PASSED	FAILED			% PASSING		SYSTEM
				ESSAY	READING	BOTH	REP	1st	RANKING
Fall 1976	-	54	45	9	0	0	1	53	2nd
Wint 1977	-	56	46	10	0	0	9	47	1st
Spr 1977	-	59	42	16	1	0	15	44	9th
Sum 1977	-	39	30	9	0	0	15	24	5th
Fall 1977	-	70	42	28	0	0	14	56	21st
Wint 1978	-	88	57	28	1	2	25	63	14th
Spr 1978	-	96	67	26	0	3	25	71	10th
Sum 1978	-	47	31	15	0	1	19	28	17th



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

Dr. Trimble

FLOYD JUNIOR COLLEGE

P. O. BOX 1864
ROME, GEORGIA 30161

DIVISION OF HUMANITIES

August 1, 1978

MEMORANDUM

TO: Dr. Wesley C. Walraven, Dean of the College
FROM: Ernest L. Martin

SUBJ: Summer Quarter 1978 Regents' Test Results

At the risk of sounding like Chicken Little, I want to issue another warning about the adverse impact of the new reading standards for the Regents' Test going into effect this fall. That new standard, as you know, requires a student to achieve a scaled score of 59 on the reading portion, supposedly one point higher than the Special Studies reading cut-off for exit.

A total of 47 took the Regents' Test this summer; of that number, 65.96% achieved passing ratings on the two sections of the test.

However, under the new Fall Quarter reading standards, 5 students who passed this time would have failed reading. Had these standards been in effect this summer, FJC's passing rate would have dropped to 54%. A total of 17 students would be in need of reading remediation, whatever writing problems they might have.

Thus, the system-wide study which holds that the overall passing rate for the system will drop only 5 points is true--when applied to the system. However, in an institution the size of FJC, a difference of only 4 or 5 students can have a dramatic impact on the passing rate.

I therefore urge you again to consider the need for a separate remediation course in reading for Regents' Testing failures; the present EDU 020 is inadequate to do the job, largely because the reading section of the Regents' Test puts heavy emphasis upon vocabulary, figurative language, and authorial motivation. It is, therefore, not merely a matter of satisfying a time limit, but a matter of cognitive skills and knowledge as well. The number of testing failures, you may safely assume, will continue to grow, since many students will now face dual obstacles, whereas in the past they faced only one--writing.

cc: Dr. Richard Trimble ✓
Mrs. Jo Anne Starnes

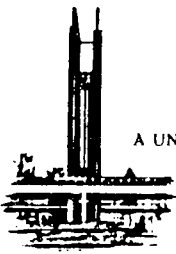
REGENTS' TEST SURVEY

<u>ARTER:</u>	<u>FIRST TIME</u>	<u>PASSED (51-58)</u>			<u>FAILED</u>	<u>%FAILED</u>	<u>REPEATERS</u>	<u>PASSED (51-58)</u>			<u>FAILED</u>	<u>%FAILED</u>
Fall 1975	49	35	(1)		14	29%	8	6	(-)		2	25%
Winter 1976	71	50	(-)		21	30%	8	5	(-)		3	38%
Spring 1976	33	21	(1)		12	36%	5	3	(-)		2	40%
Summer 1976	25	14	(-)		11	44%	4	4	(1)		0	0%
Fall 1976	53	45	(2)		8	15%	1	0	(-)		1	100%
Winter 1977	47	39	(1)		8	17%	9	7	(-)		2	22%
Spring 1977	44	32	(1)		12	27%	15	10	(2)		5	33%
Summer 1977	24	20	(-)		4	17%	15	10	(1)		5	33%
Fall 1977	56	38	(2)		18	32%	14	4	(-)		10	71%
Winter 1978	63	47	(2)		16	25%	25	10	(1)		15	60%
Spring 1978	71	53	(5)		18	25%	25	14	(2)		11	44%
Summer 1978	28	19	(6)		9	32%	19	12	(6)		7	37%
1975-76 TOTAL	178	120	(2)		58	33%	25	18	(1)		7	28%
1976-77 TOTAL	168	136	(4)		32	19%	40	27	(3)		13	33%
1977-78 TOTAL	218	157	(15)		61	28%	83	40	(9)		43	52%
3 YEAR TOTAL	564	413	(21)		151	27%	148	85	(13)		63	43%

Comparison of Percentage Passing Regents' Test Based
on Current ("Old") and Proposed ("New")
Reading Cut-Off Scores for Spring 1978

Trumble

	Repeaters			First Time Examinees			Total		
	#	Percent Pass		#	Percent Pass		#	Percent Pass	
		Old	New		Old	New		Old	New
Georgia Tech	180.	59.44	58.33	812.	78.82	78.20	992.	75.30	74.60
Southern Tech	53.	58.49	58.49	60.	55.00	51.67	113.	56.64	54.87
Georgia State	450.	42.22	40.22	636.	67.30	65.09	1086.	56.91	54.79
Medical College	25.	64.00	60.00	11.	54.55	54.55	36.	61.11	58.33
University of Ga.	378.	68.25	66.67	1201.	79.43	77.94	1579.	76.76	75.24
Albany State	64.	32.81	14.06	52.	44.23	26.92	116.	37.93	19.83
Armstrong State	41.	53.66	53.66	125.	65.60	62.40	166.	62.65	60.24
Augusta College	30.	63.33	60.00	65.	63.08	61.54	95.	63.16	61.05
Columbus College	114.	50.00	47.37	182.	62.64	60.44	296.	57.77	55.41
Fort Valley State	26.	42.31	30.77	32.	43.75	28.13	58.	43.10	29.31
Georgia College	67.	68.66	67.16	112.	61.61	54.46	179.	64.25	59.22
Georgia Southern	129.	48.06	44.96	219.	74.43	70.32	348.	64.66	60.92
Ga. Southwestern	59.	45.76	40.68	99.	68.69	60.61	158.	60.13	53.16
North Georgia	43.	37.21	27.91	60.	56.67	48.33	103.	48.54	39.81
Savannah State	20.	35.00	5.00	78.	51.28	33.33	98.	47.96	27.55
Valdosta State	60.	70.00	60.00	245.	75.51	71.02	305.	74.43	68.85
West Georgia	130.	49.23	41.54	184.	66.30	60.87	314.	59.24	52.87
Abraham Baldwin	41.	70.73	51.22	122.	77.05	65.57	163.	75.46	61.96
Albany Junior	38.	73.68	71.05	100.	61.00	55.00	138.	64.49	59.42
Brunswick Junior	14.	57.14	42.86	55.	60.00	52.73	69.	59.42	50.72
Clayton Junior	77.	55.84	50.65	181.	68.51	64.09	258.	64.73	60.08
Dalton Junior	50.	40.00	34.00	96.	66.67	60.42	146.	57.53	51.37
Floyd Junior	25.	56.00	48.00	71.	74.65	67.61	96.	69.79	62.50
Gainesville Junior	24.	70.83	62.50	89.	66.29	59.55	113.	67.26	60.18
Kennesaw College	25.	76.00	64.00	128.	73.44	67.97	153.	73.86	67.32
Macon Junior	47.	63.83	57.45	96.	69.79	62.50	143.	67.83	60.84
Middle Georgia	47.	61.70	55.32	43.	74.42	51.16	90.	67.78	53.33
South Georgia	40.	55.00	45.00	49.	63.27	48.98	89.	59.55	47.19
Gordon Junior	6.	100.00	100.00	75.	94.67	89.33	81.	95.06	90.12
Emanuel County Jr.	3.	100.00	66.67	19.	68.42	57.89	22.	72.73	59.09
Bainbridge Junior	7.	71.43	57.14	14.	71.43	64.29	21.	71.43	61.90
Atlanta Junior	44.	43.18	20.45	70.	40.00	27.14	114.	41.23	24.56
Waycross Junior	2.	50.00	50.00	14.	85.71	78.57	16.	81.25	75.00
Total System	2359.	54.64	49.64	5395.	71.58	67.43	7754.	66.43	62.02



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

FLOYD JUNIOR COLLEGE

P. O. BOX 789
ROME, GEORGIA 30161

November 15, 1974

MEMORANDUM

To: English Faculty
From: Ernest L. Martin *E. L. Martin*
Subj: Results of Fall, 1974, Administration of the Regents Test

Taking test: 49
Passing: 42

PERCENTAGE PASSING

Institution (FJC)	85.71%
Junior College Norm	74.06%
System Norm	73.57%

RANK ORDER ACCORDING TO SYSTEM

<u>Category</u>	<u>Number of Schools</u>	<u>Rank in Reading (FJC)</u>	<u>Rank in Essay (FJC)</u>	<u>Overall</u>
University System	31	1st	3rd	2nd
Junior Colleges	14	1st	2nd	2nd

Comment:

A very fine job. Accept my heartiest congratulations.

File - Rising Jr.

Martw

UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, S. W.
ATLANTA, GEORGIA 30334

OFFICE OF THE CHANCELLOR

March 1, 1973

MEMORANDUM

TO: Presidents, University System of Georgia
FROM: George L. Simpson, Jr. *W*

There is reason for misunderstanding in the present policy relating to the Rising Junior Test.

The policy, copy attached, clearly indicates that all students must take the Rising Junior Test and that it is a requirement for graduation.

At the same time, paragraph five of this policy allows institutions individually to develop their own means of correcting deficiencies in students who fail the test, and of certifying that these deficiencies have been corrected. While this is a situation that has many advantages and one that perhaps in many of the institutions is to be preferred, on a System-wide program of this type there is need for a common procedure. I would not feel strongly about this if this were a complicated or high level kind of test; but we are seeking to establish a minimum basis that is generally agreed upon.

For this reason, and to insure the full value of the test in its effect on the student when he or she arrives as freshman, I think we must insist that all who fail the test must again take it and pass it before being certified for graduation.

There may well be emergency cases involved here, especially as it affects terminal programs and transferring students, when some other method must be devised on an individual basis. This may be done, provided permission is received from Dr. Pounds in this office and provided all such methods are forwarded in due course to the English committee for review.

Attachment

cc: Chairman W. Lee Burge
Vice Chancellor John O. Eidson
Dr. John W. Hooper
Dr. Haskin R. Pounds

Received
MAR 8 1973
HUMANITIES

An examination to assess the competency level in reading and writing of those students who have completed two years in University System institutions will be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

It is the responsibility of each institution of the University System of Georgia to assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess the basic competence of academic literacy, that is, certain minimum skills of reading and writing.

The University System Junior Testing Program is being developed to help in the attainment of this goal. The objectives of the testing program are: (1) to provide System-wide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain minimum levels of competence, expected of rising juniors, in the areas of reading and writing.

In order to effectively implement the goals of the Testing Program:

1. Students are expected to demonstrate competence in the areas of reading and writing at such time as they become "rising juniors" (60-75 quarter hours).
2. To meet this requirement, all students enrolled in institutions of the University System must, at the appropriate time, participate in the University System Junior Testing Program.
3. The attainment of satisfactory scores on the test shall be evidence of competence and shall satisfy the requirement. Such competence will be a requirement of the institution for the graduation of the student.
4. Should a student fail to attain acceptable scores, he may appeal to his institution for independent review.
5. Each institution will be responsible for developing its own independent review procedures. It should be clear that the final decision regarding the student's completion of this requirement should rest with his institution and should not be dependent upon the results of a single testing.

UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, S. W.
ATLANTA, GEORGIA 30334

OFFICE OF THE VICE CHANCELLOR

July 6, 1973

President David B. McCorkle
Floyd Junior College
Rome, Georgia 30161

Dear President McCorkle:

I have reviewed the results of the past year's administration of the Rising Junior Examination. This review indicates that an average of only 70.17% of students at your institution attained satisfactory scores on the essay portion of the test.

I am sure you are aware of this and that you are taking steps to increase the writing performance of your students. I would like to have a brief report from you indicating what you are already doing and any future plans you have made for improving the situation.

We know that a number of your staff members are devoting much time and effort to this. We hope, however, that you yourself will stay close to it and give it as much time and thought as you can. At any time that we can be helpful to you in your planning for improvement, please let us know.

Sincerely,


John O. Eidson

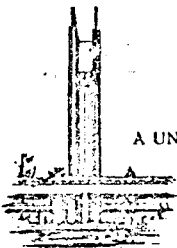
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cc: Chancellor George L. Simpson, Jr.
Dr. John W. Hooper
Dr. Haskin Pounds

RECEIVED

JUL - 9 1973

PRESIDENT



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

FLOYD JUNIOR COLLEGE

P. O. BOX 789
ROME, GEORGIA 30161

July 10, 1973

Dr. John O. Eidson, Vice Chancellor
Regents of the University System of Georgia
244 Washington Street, S.W.
Atlanta, Georgia 30334

Dear Doctor Eidson:

This report is in response to your letter of July 6, in which you noted that only 70.17% of our students attained satisfactory scores on the essay portion of the Rising Junior Examination and in which you requested information about present procedures and future plans for improving the situation.

We at Floyd Junior College are well aware of this situation, and I have discussed it at length this summer with Dean Wesley C. Walraven, Mr. Ernest L. Martin, Acting Chairman of the Division of Humanities, and Dr. Richard Trimble, recently recommended to be Director of our Developmental Studies Program. Out of a series of meetings dealing with this topic have come the following recommendations, to be implemented at the beginning of Fall Quarter, 1973, for improving the writing performance of our students:

1. The course structure of our two basic English composition courses, English 100 and 101, will be revised this summer in order to place increased emphasis on essay writing under a timed situation without the aid of dictionaries and case-books. At the present time, students enrolled in these courses are permitted to use such aids, and are allowed more than the thirty minutes the Rising Junior Examination permits to write the essay. We shall, of course, continue to emphasize the fundamentals and mechanics of correct writing, but the program of instruction in essay writing will be intensified. This revision in course structure will also call for more than the minimal six essays presently required in these courses.

Dr. John O. Eidson
Atlanta, Georgia

July 10, 1973
Page Number 2.

2. At the present time plans are being formulated for instituting a writing laboratory to be staffed by the English faculty and to be used in connection with our developmental and our freshman composition courses. Effective Fall, 1973, students will be referred to this writing laboratory when they exhibit weaknesses in certain areas of writing competence. This laboratory will supplement the instruction in composition courses and will enable English instructors to place increased emphasis on essay writing.
3. Instructors in all disciplines will be urged to cooperate in the effort to improve our students' writing performance by calling bad writing habits exhibited in course work to the attention of students and by insisting on good English usage. In this manner, we hope to gain reinforcement of instruction in English composition courses.
4. Students will be required to take the basic English composition courses during the first three quarters of their work at Floyd Junior College. Many students performing poorly on the essay portion of the Rising Junior Examination have not had college-level instruction in English composition before taking the test. By adopting a uniform policy governing enrollment for English composition courses, we hope to show significant improvement in our students' performance on the test.

We are also investigating additional ways to improve our developmental program.

Your assistance is appreciated.

Sincerely,

David B. McCorkle
President

DBMcC/da

UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, S. W.
ATLANTA, GEORGIA 30334

OFFICE OF THE VICE CHANCELLOR

*copy to
Mr. Martin*

July 19, 1973

President David B. McCorkle
Floyd Junior College
P. O. Box 789
Rome, Georgia 30161

RECEIVED

JUL 20 1973

PRESIDENT

Dear President McCorkle:

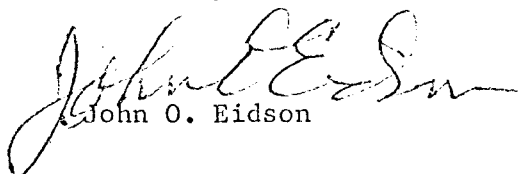
Thank you for your letter of July 10 outlining the steps that you are taking for improving the ability of your students in writing.

Your first point is certainly a good one. It is not possible to teach writing without having these students do a good deal of it, and the raising of a minimum of six essays required in your basic courses in English composition should be helpful.

Also, the writing laboratory which you are instituting and the requirement that all students take the basic English composition courses during their first three quarters of work should be helpful moves.

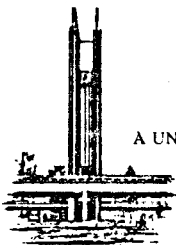
As you investigate additional ways to improve your developmental program, we will be glad to hear from you again. We want to be of assistance to you in any way that we can.

Sincerely,


John O. Eidson

JOE:dw

cc: Chancellor George L. Simpson, Jr.
Dr. John W. Hooper
Dr. Haskin Pounds



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

FLOYD JUNIOR COLLEGE

P. O. BOX 789
ROME, GEORGIA 30161

July 23, 1973

MEMORANDUM

TO: Dr. David B. McCorkle, President

FROM: Ernest L. Martin, Acting Chairman
Division of Humanities

SUBJECT: Study of Floyd Junior College Student Performance on the Rising Junior Test

In compiling and presenting the data used in completing the attached study of past performance of Floyd Junior College students on the Rising Junior Test, I have attempted to be as concise as possible. As a matter of procedure, I began by gathering certain information about every Floyd Junior College student who has taken the test in the past. This information included the individual's scores on both the objective writing and the essay parts of the test; the number of English courses the individual had completed before taking the test (succeeding courses were excluded); the grades the student had received in those courses; the instructors of those courses; where those courses were taken; and when those courses were taken.

Since the number of students in each of the four categories used in this study differed considerably, I employed a percentage basis for comparative purposes. For your information, there were 8 students who had taken no English courses prior to taking the test (37.5% passed); 7 students who had taken only English 099 or 100 before taking the test (therefore the data was insufficient for performance projection purposes); 26 students who had com-

Memorandum - p. 2

To: Dr. McCorkle

Re: Rising Junior Test Performance

pleted only English 101. 78 students had finished the English sequence through English 102 only; and 162 students had finished either English 201 or an English elective, for both of which completion of 101 and 102 is a prerequisite. The total number of students included in this study was 278.

Incidentally, I found in surveying my data concerning the institutions at which a student had taken English 101 that there was no apparent difference in performance between students taking English 101 elsewhere and those taking English 101 at Floyd Junior College. Indeed, as this study suggests, it is my opinion now that we have been over-estimating the importance of the first freshman-level composition course.

I have appended my conclusions drawn from the data presented. You are, of course, free to draw your own.

STUDENT PERFORMANCE ON WRITING SECTIONS
NEW GRADING CRITERIA

<u>Last English Course Completed</u>	<u>Passing %</u>	<u>Failing %</u>
ENG 100	57.1	48.9
ENG 101	50.0	50.0
ENG 102	70.5	29.5
ENG 201 or Elective	74.7	25.3
ALL STUDENTS	70.7	29.3

DISTRIBUTION OF FAILURES BY PERCENTAGES

<u>Last English Course Completed</u>	<u>Failing Objective Only</u>	<u>Failing Essay Only</u>	<u>Failing Both Sections</u>
ENG 100	66.7	0.0	33.3
ENG 101	0.0	38.5	61.5
ENG 102	8.7	69.6	21.7
ENG 201 or Elective	12.2	82.9	4.9
ALL STUDENTS	11.2	68.8	10.0

DISTRIBUTION BY PERCENTAGES
OBJECTIVE WRITING TEST
(46 or above passing)

<u>Scaled Score Range (20-80)</u>	<u>LAST ENGLISH COURSE COMPLETED</u>			or English 201 <u>Elective</u>
	<u>ENG 100</u>	<u>ENG 101</u>	<u>ENG 102</u>	
30-45	42.9%	23.1%	9.0%	4.3%
46-55	57.1%	46.2%	39.7%	43.2%
56-65	0.0%	23.1%	34.6%	32.1%
66-80	0.0%	7.6%	16.7%	20.4%

DISTRIBUTION BY PERCENTAGES-- ESSAY
(2 or above passing)

<u>ESSAY SCORE</u>	<u>LAST ENGLISH COURSE COMPLETED</u>			or ENG 201 <u>ELECTIVE</u>
	<u>ENG 100</u>	<u>ENG 101</u>	<u>ENG 102</u>	
1	14.3	50.0	26.9	22.2
2	85.7	46.1	59.0	59.9
3	0.0	3.8	14.1	17.9
4	0.0	0.0	0.0	0.0

SCALED SCORE AND ESSAY AVERAGES

<u>LAST ENGLISH COURSE COMPLETED</u>	<u>SCALED SCORE AVERAGE-OBJECTIVE</u>	<u>ESSAY AVERAGE</u>
ENG 100*	40.1	1.86
ENG 101	52.6	1.56
ENG 102	55.4	1.87
ENG 201 or ENG Elective	62.6	1.96

*Only seven students were included in this category, a number obviously insufficient on which to base reliable projections.

CONCLUSIONS

1. There is a high correlation between the number of English courses a student takes prior to taking the Rising Junior Test and his performance on that test. The highest group passing percentage and the highest objective and essay averages came from those students completing 102 and at least one literature course (201 or English elective). Next highest in these categories were those students completing English 102 before taking the test. The most significant improvement in performance on the objective writing test comes from those students taking English 201 or an English elective. The most significant improvement in performance on the essay portion comes from those students completing English 102. This overall pattern holds true for both objective and essay portions of the test. The pattern itself suggests that there is a great deal of validity to the assertion that students learn to write by reading good models and by extended practice. The percentage of students scoring in the middle (56-65) and high (66-80) ranges of the objective test and scoring 3 on the essay increases dramatically after a student has completed English 102 or 201.
2. As previously indicated, the number of students completing English 100 only before taking the test is not significant enough to provide a representative sampling. However, the 26 students completing English 101 only before taking the test do provide an indication of the performance of future students in this category. They can also provide an indication of maximum levels of performance that can be expected of students completing only English 100, since it is certainly over-optimistic to assume that English 100 students will perform any better than or even as well as English 101 students.

Given the assumptions, it can be predicted that 50 to 70 percent of those students taking either English 100 or 101 only will fail the Rising Junior Test. The magnitude of the trouble facing those students in career programs calling only for English 100 or 101 is such that at least one third of these students will be taking remedial work for test purposes in any given year within the near future. If at least 400 students are enrolled in programs of this type within two years, at least 200 and probably 240 will fail the test and probably 120 will be taking remediation in a given year. These are numbers which our English faculty is simply unequipped to handle. While improvements in course quality can reduce these numbers somewhat, no one course can hope to provide the background in reading and writing which the performance of English 102 and 201 students has shown to be necessary for even marginally adequate performance of Floyd Junior College students as a group on the test. If this test remains applicable to all students enrolled in degree programs, regardless of academic or vocational orientation, then it will be necessary for the administrative and academic officers at Floyd Junior College to re-assess their priorities. By reducing the English requirements in career programs to a minimum, we will be demonstrating a callous disregard for the welfare of the students signing up for these programs, and we will be abdicating our responsibilities for their education.

3. Even given significant improvement in course quality in the English offering, at a minimum all degree programs should call for English 101 and 102. Even this would probably place our overall failing percentage at around 15 percent. Nevertheless, we must recognize that few miracles can be accomplished within the space of 10 weeks and that learning to write

is not a totally mechanical process.

4. As career program enrollment climbs to about 50 percent of the total college enrollment, it is important to note that career students account for only five percent of the total number of students taking the test in the past. If only 71 percent of all students taking the test in the past would have passed if the recently instituted three-part passing requirement had been in effect when they took the test, then it is safe to assume, given the findings of this study, that the future passing percentage will be much lower when career students taking only English 100 or 101 are represented in significant numbers among students taking the test. A safe prediction of total passing percentage one year from now would be about 60 percent or less, barring exemption of career students from the test requirement. We can safely expect to hear from Vice Chancellor Eidson about this.
5. We are helpless to do very much about those students who have already completed English requirements this past year and who are scheduled to take the Rising Junior Test next year. There is always a one-year lag because of the 60-75 quarter hour requirement for taking the test. However, now is the time to do some serious thinking and work toward assuring that the Rising Junior Test will pose no serious obstacle to the academic progress of our students in the future.

THE IMPACT OF REVISED GRADING STANDARDS
ON RISING JUNIOR TEST
PERFORMANCE AT
FLOYD JUNIOR COLLEGE

A report prepared by the
Division of Humanities

July 31, 1973

INTRODUCTION

Effective Summer Quarter, 1973, new grading policies governing the Rising Junior Test went into effect. In the past, a student could pass the test by scoring in the 11th percentile on the objective reading test and by scoring in the 11th percentile on the objective writing test; an alternative method for passing the writing sections of the test was to score a 2 or better on the essay. The most important change in grading policy concerns the provision which previously enabled a student to pass the writing test by passing only one of the two sections. Most Floyd Junior College students were passing the writing test by achieving satisfactory scores on the objective writing test; a large number of students had been receiving failing grades on the essay portion. However the new grading policies require a student to pass all three sections of the test (objective reading, objective writing, and essay) at the same administration of the test before receiving certification of reading and writing competence. The effect of this new policy on Floyd Junior College students was a matter of considerable uncertainty.

This study was undertaken for the purpose of ascertaining what changes would occur in the passing percentage of Floyd Junior College students taking the test under the new guidelines and what changes, if any, would be called for in preparing our students to demonstrate reading and writing competence, as defined by the new policies. Certain information about every student at Floyd Junior College taking the test in the past was assembled and from that information was extrapolated a predicted passing percentage for certain categories of students scheduled to take the test in the future. These extrapolations were predicated on the

assumptions that the quality of our English composition program remained constant and that all students in degree programs at Floyd Junior College would be required to pass the test before receiving a degree.

The information collected on each of the 280 students who have taken the test in the past included (1) scores of each student on the writing sections of the test, and (2) English courses and grades taken and received by each student prior to taking the test. Once this information had been assembled, five categories of students were set up as a means of determining what correlation, if any, exists between formal English course preparation and performance on the writing sections of the test. These categories consisted of (1) those students who had taken no college-level English courses before taking the test; (2) those students taking only English 099 or 100, developmental courses, prior to taking the test; (3) those students taking English 101, including those who had done remedial work through taking English 099 or 100 before enrolling in the course; (4) those students completing the English sequence through 102 before taking the test (exclusive of those who had gone on to take a higher level English course); and (5) those students who had completed English 201 or else had taken an English elective course. The aim of this procedure was to determine what effect the new policies would have on students in each of these categories through analyzing the past performance of students in these groups. This method had the additional advantage of providing a means of determining the possible effect of college-level English courses on performance on the writing sections of the test. In particular, it provided a means of measuring the possible impact of the new grading policies on students enrolled in certain types of degree programs now offered at Floyd Junior College.

The charts which follow and the conclusions based on those charts were constructed by assuming that the new policies were already in effect and were applicable to students taking the test in the past. In the past, our passing percent-

age on the writing test has been about 93%. However, most of the students (about 96%) taking the test in the past have been those enrolled in transfer degree programs, and most of these students have completed at least English 102 before taking the test. Starting in Fall Quarter, 1973, many of the students enrolled in the new career programs now calling for only one English course will begin to take the Rising Junior Test. The possible effect of the new grading policies on these students and the total effect on the Floyd Junior College failure rate has been a matter of vital concern to officers of the college, and the following charts have been completed with the idea of providing some insight into the future. While information about students taking only English 100 or 101 is somewhat inconclusive (only 32 students fall into these categories), the performance of these few students and the fact that many students with much better English preparation would have failed the test, had the new guidelines been in effect when they took it, do not augur well for career students taking the test in the future.

STUDENT PERFORMANCE ON WRITING SECTIONS
NEW GRADING CRITERIA

<u>LAST ENGLISH COURSE COMPLETED</u>	<u>(NUMBER) PASSING%</u>	<u>(NUMBER) FAILING %</u>
NONE	(3) 37.5	(5) 62.5
ENG 100	(3) 50.0	(3) 50.0
ENG 101	(13) 50.0	(13) 50.0
ENG 102	(55) 70.5	(23) 29.5
ENG 201 or ELECTIVE	(121) 74.7	(41) 25.3
ALL STUDENTS	(195) 69.6	(85) 30.4

DISTRIBUTION OF FAILURES

<u>LAST ENGLISH COURSE COMPLETED</u>	<u>FAILING OBJECTIVE TEST ONLY (NO.) %</u>	<u>FAILING ESSAY ONLY (NO.) %</u>	<u>FAILING BOTH SECTIONS (NO.) %</u>
NONE	(0) 0.0	(2) 40.0	(3) 60.0
ENG 100	(2) 66.7	(0) 0.0	(1) 33.3
ENG 101	(0) 0.0	(5) 38.5	(8) 61.5
ENG 102	(2) 8.7	(16) 69.6	(5) 21.7
ENG 201 or ELECTIVE	(5) 12.2	(34) 82.9	(2) 4.9
ALL STUDENTS	(9) 10.6	(57) 67.1	(19) 22.3

OBJECTIVE WRITING TEST DISTRIBUTION BY GROUP

<u>SCALED SCORE RANGE (20-80)</u>	<u>NONE</u>	<u>ENG 100</u>	<u>ENG 101</u>	<u>ENG 102</u>	<u>201 or ELECTIVE</u>
30-45 (failing)	(3) 37.5	(3) 50.0	(6) 23.1	(7) 9.0	(7) 4.3
46-55 (low range passing)	(3) 37.5	(3) 50.0	(12) 46.2	(31) 39.7	(70) 43.2
56-65 (middle range passing)	(2) 25.0	(0) 0.0	(6) 23.1	(27) 34.6	(52) 32.1
66-80 (high range passing)	(0) 0.0	(0) 0.0	(2) 7.6	(13) 16.7	(33) 20.4

ESSAY DISTRIBUTION BY GROUP

<u>ESSAY SCORE</u>	<u>NONE</u>	<u>ENG 100</u>	<u>ENG 101</u>	<u>ENG 102</u>	<u>201 or ELECTIVE</u>
1 (Failing)	(5) 62.5	(1) 16.7	(13) 50.0	(21) 26.9	(36) 22.2
2 (Minimal passing)	(3) 37.5	(5) 83.3	(12) 46.1	(46) 59.0	(77) 59.9
3 (Good)	(0) 0.0	(0) 0.0	(1) 3.8	(11) 14.1	(29) 17.9
4 (Outstanding)	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0

SCALED SCORE AND ESSAY AVERAGES

<u>LAST ENGLISH COURSE COMPLETED</u>	<u>SCALED SCORE AVERAGE - OBJECTIVE (20-80)</u>	<u>ESSAY AVERAGE (1-4)</u>
NONE	48.8	1.38
ENG 100	46.8	1.83
ENG 101	52.6	1.56
ENG 102	55.4	1.87
ENG 201 or ELECTIVE	62.6	1.96

CONCLUSIONS

1. The new grading criteria will significantly increase the percentage of students failing the Rising Junior Test. The following are some predictions based on past performance of students in each of the five groups:

- (a) Of those taking no English courses prior to taking the test, probably 60% will fail. Those with above average SAT scores will in all likelihood pass the test regardless of the number of English courses taken, while those with low achievement in composition skills will fail at least one part of the test. Perhaps the failing percentage will be somewhat higher than the 60% predicted, since students in the NONE category are most likely to be those who feel so insecure about their writing abilities that they have avoided the English courses required in their programs. Only eight students in the NONE category have taken the test to date, a number obviously too small to be representative of the performance of students in this group as a whole.
- (b) Of students taking only English 099 or 100 before taking the test, probably 60% will fail. The failing percentage in this category will be higher than for the NONE category, since in the NONE category some students with high SAT scores are included, while almost all the students in the ENG 100 category have demonstrated low achievement in writing skills on placement tests administered prior to their entry to the course. These students will also labor under the disadvantage of having no college-level composition course prior to taking the test, since English 100 is a developmental course which may be applied toward graduation requirements in certain career programs. Again, only six students taking the test in the past have fallen into this category, a number on which absolute predictions cannot be based. However, it is certainly unrealistic to assume that English 100 students will perform

any better than English 101 students. The failing percentage for students in the latter category is currently 50%.

- (c) Of students taking English 101 only, including those who have taken English 100 prior to entry to the first college-level composition course, approximately 50% will fail. The percentage of failures will probably be somewhat lower (perhaps 45%), but it is unrealistic to assume that ten weeks of instruction will necessarily prepare a student to pass a test which has been designed primarily with transfer students in mind--those students with two or three college-level English courses behind them. The past performance of students in this category has shown that the essay in particular poses a serious obstacle. A student can learn the fundamentals in ten weeks; however, it takes considerably longer for many students to become articulate in expressing their thoughts within a timed situation. This ability increases significantly after a student has completed the second college-level composition course. In other words, and to use an analogous situation, a student must have a mastery of college algebra before he is prepared to handle trigonometry. To carry the analogue further, the Rising Junior Test is measuring minimal competence in trigonometry. In many cases, we are asking students who have had high school algebra or at best college algebra to pass it.

It is interesting to note that the average scaled score of students in the English 101 category is 52.6, about seven points above passing, while the average essay score is 1.56, well below the 2.00 necessary for passing this section of the test. In addition, only 3.8% of English 101 students have scored 3 on the essay; 50% of these students have scored 1 (failing). Moreover, 69.3% of these students have placed in the lowest two categories in performance on the objective writing test. In comparison, students completing English 102 score an average of 9 points

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above passing on the objective test, average 1.87 on the essay (only .13 below passing), and the percentage placing in the lowest two categories on the objective writing test decreases to 48.7%, while 73.1% place in the 2 and 3 ranges on the essay portion. It is also interesting to note that while only 3.8% of English 101 students score in the 3 (good) category on the essay, this percentage increases to 14.1% for English 102 and to 17.9% for English 201 or Elective students. With each succeeding English course, the writing performance of students increases significantly, and this increase is reflected not only in performance on the essay but also in performance on the objective writing test. Apparently, a student's grasp of the fundamentals becomes firmer as he progresses through the English sequence, and his ability to organize and express his thoughts clearly and coherently becomes greater.

- (d) As already indicated, the likelihood of an English 102 student's passing the test is considerably higher than for English 101 students. This study shows that 70.5% of students completing English 102 before taking the test have passed, compared to 50% for English 101 students as a group. It is safe to predict that at least 70% of the students in this category will pass the test in the future. These students have the advantage of not only an additional ten weeks of instruction, but also further practice in essay writing. In addition, these students do not have the dual and often contradictory task of learning the fundamentals, a prerequisite for good writing, while at the same time attempting to master the essay. In English 102 they can focus on good writing without having to worry about committing blunders about which they have not received instruction. Moreover, they have had the opportunity to read good writing models, and

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the importance of the process of learning to write by imitation should not be under-estimated.

- (e) The students with the greatest likelihood of passing the test are those who not only have completed English 102, but who have the additional advantage of having taken English 201 or an English elective. Almost 75% of students in this category have passed the test, and it is safe to assume that this percentage will hold for future students taking the test. These students perform better than any other group in all areas. They have a higher percentage placing in both the high-range passing category on the objective test as well as in the 3 category on the essay. In addition, the lowest percentage failing the objective as well as the essay portion occurs in this group (4.3% and 22.2%, respectively). The average scaled score on the objective portion climbs from 52.6% for English 101 students and 55.4% for English 102 students to 62.6% for English 201 or elective students, the greatest increase for any course. In addition, the average essay score goes from 1.56 for English 101 students and 1.87 for English 102 students to 1.96 for these students, only .04 below a passing average. It is obvious that a betting man would put his money on these horses.

2. Given these findings, it is safe to say that the greatest impact of the new grading criteria will be felt by students enrolled in career programs calling only for English 100 or 101. At best, only 50% of these students will pass the test, assuming that every student takes English 101; at worst, the failure rate could be as high as 65%. Such estimates suggest not only a significant decline in numbers of students graduating from these programs within a normal time span, but also a large increase in work-load for the English faculty. It is the responsibility of the

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institution, according to Board of Regents policy, to provide remediation for students failing the test. Under ordinary circumstances, a failure rate of 30% would create a controlled academic chaos. However, if 60% of the career students and 25% of the transfer students are required to undergo remediation, the situation will be intolerable for both students and faculty. Instead of the usual 5 or 6 students undergoing remediation in a given quarter, anywhere from 40 to 60 students will be doing such work. In Fall Quarter, 1973, approximately 140 students are scheduled to take the test. Assuming that 40 of these are career students taking English 100, 20 are career students taking English 101, 20 are transfer students completing English 102, and 60 are transfer students taking English 201 or an English elective, at the predicted failure levels for each group a total of 55 of these students would be reporting for remediation at the beginning of Winter Quarter. The old procedure of assigning one or two students to each English instructor will no longer be feasible. Even if formal classroom sessions were created, such numbers would require a minimum of four lecture sessions, given the day-evening enrollment of our student body and the tight scheduling around work hours which frequently prevails as a practice. Even this, the most expedient means of dealing with the immediate problem, would require the equivalent of 1 1/3 full-time instructors of English per quarter. The expected drain on manpower, however, says nothing about the direct effect of the new policy on the students themselves, beyond the obvious fact that students will be inconvenienced and slowed in their academic progress. A student whose path to graduation is suddenly obstructed by a somewhat unexpected obstacle is hardly likely to be happy, nor is the fallout from the blast at public relations likely to be salutary to Floyd Junior College. In some cases, students who would otherwise graduate in due time may choose to drop out of degree programs from a sense of

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discouragement and frustration. There is little doubt, too, that recruitment of students will be directly affected. Much of the increase in enrollment at Floyd Junior College in the past two years has been attributable to a concerted effort to attract marginally qualified students who previously had never considered attending college by creating degree programs with a practical orientation and a minimum of traditional academic content. However, the necessary response to the new test policies will practically eliminate the attractiveness of such programs. Moreover, there will no doubt be considerable distortion of the truth when students explain to prospective students the nature of the test and its function. In short, the new testing policy will force a revision of recruiting policy and recruiting targets to a certain extent, and for a short term many prospective students may reconsider their decision to pursue a college education. In the long run, students will come to accept the inevitability of the Rising Junior Test, once they understand that its application will not be limited to or administered by the local institution, and the long-term effect will be an increase in academic quality.

3. At a minimum, every degree program at Floyd Junior College will have to be revised to include at least English 101 and 102. Otherwise, the lambs will have been led to slaughter. Given the new guidelines, it is an act tantamount to academic fraud to lead a student to believe that he will be able to receive a degree after he has completed a program of study which calls only for English 100 or 101 in the area of composition. Unless the recommended revisions are incorporated into existing degree programs and all future programs, students will become the targets of a massive game of academic table tennis. Immediate action on this recommendation is urgent. Presently, students who take the test do so when they have accumulated 60 to 75 quarter hours. This means that the most immediate action will have no benefit for most students scheduled to take the test in the forthcoming academic

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year, since most have completed their English requirements and changes in degree programs cannot be retroactive. It is already too late to avoid the academic slaughter in the 1973-74 year; however, quick action will insure that a minimum of students will be faced with the prospect of being frustrated in their academic goals. It is already clear that English 100 or 101 will not accomplish the goal of preparing an acceptable percentage of students to pass the test. To adopt a wait-and-see policy will be to place the careers of many of these students in jeopardy.

4. The new test policies will necessitate an intensification of efforts to improve the quality and effectiveness of English composition courses. In particular, course structures and grading policies will have to be revised to place increased emphasis on essay writing. The ultimate criterion for passing an English composition course must be a student's demonstrated ability to write at appropriate levels of competence for each course in the sequence. The relatively poor performance of Floyd Junior College students on the essay portion of the test alone points to the need for revision of present instructional methods and standards. It is interesting to note that of 280 students taking the test to date, not one student has received a rating of 4 on the essay portion of the test. This fact in itself points to the need for the English faculty to reevaluate its composition program and to institute one which will more adequately prepare students for the test. If this test measures minimal literacy, as defined by the Board of Regents, then 80 of the 85 students failing the writing portion of the test to date have been illiterate and yet have received passing grades in one or more English courses. This fact alone ought to answer the objections of the habitual carpers who feed on the assumption that the English program at Floyd Junior College consists of a number of killer courses designed to apply ivory-tower

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standards to helpless students. Indeed, the evidence points to the contrary assumption: that on the whole the English program at Floyd Junior College has been too weak in academic standards and the instructors too lenient in grading policies.

5. English instructors alone cannot create an effective composition program unassisted. The objective of maintaining good standards in writing must be the task of every faculty member and administrator at Floyd Junior College. Sloppy writing habits cannot be allowed to pass without comment, no matter what the course or academic discipline in which such work appears. This study indicates that many students probably fail the essay portion of the test because there has been no reinforcement of the good writing habits learned in English courses. For instance, 89.4% of all Floyd Junior College students failing the Rising Junior Test do so either wholly or in part because of an unacceptable essay. It is no doubt unrealistic to assume that all these students received inadequate instruction in the English composition courses on writing the essay. Students are prone to return to careless writing habits unless they are made conscious of the need for good written work. Time and again English instructors hear the following comment from many of their students: "Mr. X, you say that good writing is necessary for college students. Well, I'm taking course A from Mr. Y, and he says he doesn't care how we write, just as long as he gets the general idea of what we're writing." Such an attitude on the part of Mr. Y results in time in the student's forgetting whatever good writing habits he might have learned, and in the long run both the student and the college are hurt. The responsibility for maintaining acceptable standards of writing competence must be accepted by the entire college; it cannot be relegated to a small group. Such a rigid concept of departmentalization belongs in graduate schools, not in a small institution such as

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Floyd Junior College.

In order to insure a successful composition program, there must be not only cooperation within the college, but also understanding of the methods and aims of such a program. Every instructor should familiarize himself with the details of the placement program and understand that the aim of English placement is to meet the needs of the individual student as well as to insure maximum effectiveness of each composition course. An adviser who seeks to place a student who belongs in English 100 into a 101 section in the long run does both the student and the composition program itself a disservice. All too frequently, either the student performs at failing or marginal levels or else the instructor has to resort to lowering the level of instruction for the entire class to accommodate such students. Academic advisers must understand that in doing what they perceive as a favor for an advisee they are in effect injuring both the advisee and his classmates.

Finally, every faculty member and administrator should become familiar with the nature and purpose of the test. In the first place, the Rising Junior Test is not the brainchild of a conspiratorial and demonic English faculty. While members of the Regents' Academic Committee on English were given some input into the creation and nature of the test, the decision to implement such an instrument came from the Chancellor's office. For those who are so naive about the inner workings of University System politics as to believe that English instructors gathered and imposed this test on the Chancellor, the Brooklyn Bridge lies ready for buying. Moreover, to argue about whether the test is fair or the policy just is to evade the issue. We have no choice about the test or the policy, and to grouse about either does nothing to help the students who are faced with the task of passing the test. Like the pregnant wife who discovers that her clothes no

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longer fit her, we should be concerned with making new academic clothes, not with throwing brickbats at our academic husbands.

An examination to assess the competency level in reading and writing of those students enrolled in degree programs in University System institutions will be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

It is the responsibility of each institution of the University System of Georgia to assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess the basic competence of academic literacy, that is, certain minimum skills of reading and writing.

The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the testing program are: (1) to provide System-wide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain minimum levels of competence, expected of graduates, in the areas of reading and writing.

In order to effectively implement the goals of the Testing Program:

1. Students enrolled in degree programs will be required to take and pass the test. They may take the test in the quarter after they have completed their 45th quarter credit hour and must take the test in the quarter after they have completed their 75th hour. Passing the test is a requirement for graduation. Each institution should develop procedures that will require students to take the test prior to proceeding into the junior year.
2. Students who transfer into an institution, who have completed in excess of 45 hours and who have not taken and passed the test must do so at the first opportunity; however, passing the test is not a condition for transfer.
3. Students whose mother tongue is other than English may be exempted by the institution provided appropriate local procedures are employed to certify the competence of those students earning a degree.
4. The test, although consisting of several parts, is to be considered as a single unit and will be administered as such; passing the test is defined as scoring above the cutoff on each of the parts of the test at the same administration.
5. Students who fail the test must retake and pass the test. Each institution will provide an appropriate program of remediation and may require deficient students to participate in the program prior to retaking the test.
6. For extraordinary situations, each institution will develop special procedures for certifying the competency of students. A written description of these procedures will be submitted to the Chancellor's office for approval. Such procedures will include provision for remediation and formal examination prior to certifying competency. Such examination will equal or exceed the standards of the Regents' Testing Program.

(Minutes, April 1972, pp. 554-555)

(Minutes, November 7-8, 1972)

*Approved: McCorkle
Martin
D. Cook
Pullen
Trimble
Shelton*

OBJECTIVE WRITING TEST DISTRIBUTION BY GROUP

<u>SCALED SCORE RANGE (20-80)</u>	<u>NONE</u>	<u>ENG 100</u>	<u>ENG 101</u>	<u>ENG 102</u>	<u>201 or ELECTIVE</u>
30-45 (failing)	(3) 37.5	(3) 50.0	(6) 23.1	(7) 9.0	(7) 4.3
46-55 (low range passing)	(3) 37.5	(3) 50.0	(12) 46.2	(31) 39.7	(70) 43.2
56-65 (middle range passing)	(2) 25.0	(0) 0.0	(6) 23.1	(27) 34.6	(52) 32.1
66-80 (high range passing)	(0) 0.0	(0) 0.0	(2) 7.6	(13) 16.7	(33) 20.4

ESSAY DISTRIBUTION BY GROUP

<u>ESSAY SCORE</u>	<u>NONE</u>	<u>ENG 100</u>	<u>ENG 101</u>	<u>ENG 102</u>	<u>201 or ELECTIVE</u>
1 (Failing)	(5) 62.5	(1) 16.7	(13) 50.0	(21) 26.9	(36) 22.2
2 (Minimal passing)	(3) 37.5	(5) 83.3	(12) 46.1	(46) 59.0	(77) 59.9
3 (Good)	(0) 0.0	(0) 0.0	(1) 3.8	(11) 14.1	(29) 17.9
4 (Outstanding)	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0	(0) 0.0

SCALED SCORE AND ESSAY AVERAGES

<u>LAST ENGLISH COURSE COMPLETED</u>	<u>SCALED SCORE AVERAGE - OBJECTIVE (20-80)</u>	<u>ESSAY AVERAGE (1-4)</u>
NONE	48.8	1.38
ENG 100	46.8	1.83
ENG 101	52.6	1.56
ENG 102	55.4	1.87
ENG 201 or ELECTIVE	62.6	1.96

STUDENT PERFORMANCE ON WRITING SECTIONS
NEW GRADING CRITERIA

<u>LAST ENGLISH COURSE COMPLETED</u>	<u>(NUMBER) PASSING%</u>	<u>(NUMBER) FAILING %</u>
NONE	(3) 37.5	(5) 62.5
ENG 100	(3) 50.0	(3) 50.0
ENG 101	(13) 50.0	(13) 50.0
ENG 102	(55) 70.5	(23) 29.5
ENG 201 or ELECTIVE	(121) 74.7	(41) 25.3
ALL STUDENTS	(195) 69.6	(85) 30.4

DISTRIBUTION OF FAILURES

<u>LAST ENGLISH COURSE COMPLETED</u>	<u>FAILING OBJECTIVE TEST ONLY (NO.) %</u>	<u>FAILING ESSAY ONLY (NO.) %</u>	<u>FAILING BOTH SECTIONS (NO.) %</u>
NONE	(0) 0.0	(2) 40.0	(3) 60.0
ENG 100	(2) 66.7	(0) 0.0	(1) 33.3
ENG 101	(0) 0.0	(5) 38.5	(8) 61.5
ENG 102	(2) 8.7	(16) 69.6	(5) 21.7
ENG 201 or ELECTIVE	(5) 12.2	(34) 82.9	(2) 4.9
ALL STUDENTS	(9) 10.6	(57) 67.1	(19) 22.3

DEVELOPMENTAL STUDIES

1988-1989 ANNUAL REPORT SUMMARY

Each summer quarter, University System institutions are requested to complete a Developmental Studies Annual Report survey, which includes information on the number of students in each Developmental Studies subject area, Developmental Studies exit, and success of former Developmental Studies students who take Core Curriculum courses. A copy of the survey with system statistics is attached. This summary is based primarily on the institutional surveys from Summer Quarter, 1988 through Spring Quarter, 1989, along with data from the Student Information Reporting System (SIRS).

Shown in Table 1 are the percentages of entering freshmen enrolled in Developmental Studies in 1988-1989. The percentages of students by subject area, as well as the total percentage of students enrolled in at least one Developmental Studies course, are provided for each institution. Systemwide, 42% of the entering freshmen students enrolled in at least one Developmental Studies course. (This percentage includes students who "volunteered" or were advised to enroll in Developmental Studies as well as students who were required to enroll in Developmental Studies.) Approximately 53% of the two-year college, 46% of the senior college, and 18% of the university entering freshmen enrolled in at least one Developmental Studies course. The System percentage of students in Developmental Studies increased 2% from 1987-1988 to 1988-1989; the university and two-year college percentages were stable, but the percentage of students in Developmental Studies at the senior-college level increased by 4%. Systemwide, more students enrolled in Developmental Studies courses in mathematics (31%) than in English (21%) or reading (18%).

There is substantial variability across institutions, even among those of the same type, in the percentage of students enrolled in Developmental Studies. While some of this variability is related to differences in the qualifications of students, much of the variability is a result of different

standards used to place students in Developmental Studies. For example, a few institutions require that all entering freshmen be screened with the Collegiate Placement Examination (CPE), and some institutions have substantially higher CPE requirements than others.

Shown in Table 2 are the exit rates for students who entered Developmental Studies in Fall Quarter, 1987. Only students who attended full-time in Fall, 1987, and who had not attended college previously are included. Systemwide, 64% of these students had exited Developmental Studies as of Summer Quarter, 1989.

Although students are allowed up to four quarters in Developmental Studies before initial suspension, many students need only one quarter of Developmental Studies work. Shown in Table 3 and summarized in Figure 1 are the number of quarters spent in Developmental Studies for students who exited in 1988-1989. In English and reading, a majority of the students who exited did so after only one quarter. In mathematics, 41% exited after one quarter, and 79% exited by the second quarter. The lower one-quarter exit rate in mathematics may be a function of the curriculum: at some institutions, all Developmental Studies mathematics students are required to complete a two-quarter sequence of courses before being eligible for exit. In each of the three subject areas, over 90% of student who exited did so by the end of three quarters.

The exit data shown in Tables 2 and 3 indicate substantial variability across institutions and types of institutions. These differences in exit rates across institutions reflect not only any differences in the qualifications of students but also differences in the requirements for Developmental Studies placement and exit.

An indication of the success of students who completed Developmental Studies is their performance in Core Curriculum coursework. Shown in Table 4 and summarized in Figure 2 are the percentages of former Developmental Studies and non-Developmental Studies students passing the first Core Curriculum course in English, social science, and mathematics. (Students are shown as former Developmental Studies students in English or mathematics if they took a Developmental Studies course in the area. For students enrolled in Developmental Studies reading, social science

was used as the first Core Curriculum course. A "D" grade is considered a passing grade unless the institution requires the student to repeat the course for graduation credit.) Again, there is considerable variability in passing rates of both Developmental Studies and non-Developmental Studies students across institutions. In general, while the Developmental Studies students performed somewhat lower than other students, most of the former Developmental Studies students were successful in their first Core Curriculum courses.

TABLE 1

**PERCENTAGE OF ENTERING FRESHMEN IN DEVELOPMENTAL STUDIES
1988-89**

	ENGLISH	READING	MATHEMATICS	TOTAL
Georgia Institute of Technology	1	1	0	1
Georgia State University	31	30	35	51
Medical College of Georgia	2	2	3	3
University of Georgia	6	6	6	7
UNIVERSITIES	12	11	13	18
Albany State College	47	26	35	71
Armstrong State College	13	12	31	34
Augusta College	29	21	53	60
Clayton State College	27	14	56	67
Columbus College	22	14	31	40
Fort Valley State College	56	50	53	74
Georgia College	35	23	36	48
Georgia Southern College	25	32	22	42
Georgia Southwestern College	24	13	25	34
Kennesaw State College	7	6	32	37
North Georgia College	15	9	4	18
Savannah State College	54	40	50	71
Southern College of Technology	13	10	31	42
Valdosta State College	16	16	26	36
West Georgia College	15	15	38	47
SENIOR COLLEGES	23	19	34	46
Abraham Baldwin Agricultural College	25	19	24	43
Atlanta Metropolitan College	33	30	34	63
Bainbridge College	12	13	31	36
Brunswick College	38	22	42	52
Dalton College	8	10	24	29
Darton College	27	22	63	66
DeKalb College	28	28	39	57
East Georgia College	29	13	55	65
Floyd College	29	21	38	56
Gainesville College	25	20	56	66
Gordon College	19	18	33	42
Macon College	16	13	21	45
Middle Georgia College	21	23	38	47
South Georgia College	26	24	32	44
Waycross College	33	11	35	52
TWO-YEAR COLLEGES	25	22	37	53
SYSTEM	21	18	31	42

TABLE 2
PERCENTAGE OF STUDENTS EXITING DEVELOPMENTAL STUDIES

	NUMBER OF ENTERING DS STUDENTS FALL, 1987*	PERCENTAGE EXITING BY FALL, 1989
Georgia Institute of Technology	11	100
Georgia State University	517	69
Medical College of Georgia	N/A	N/A
University of Georgia	310	91
UNIVERSITIES	838	77
Albany State College	329	55
Armstrong State College	157	89
Augusta College	225	62
Clayton State College	342	47
Columbus College	134	53
Fort Valley State College	277	58
Georgia College	308	63
Georgia Southern College	728	78
Georgia Southwestern College	105	54
Kennesaw State College	375	69
North Georgia College	85	85
Savannah State College	319	53
Southern College of Technology	111	76
Valdosta State College	233	65
West Georgia College	405	74
SENIOR COLLEGES	4133	65
Abraham Baldwin Agricultural College	340	62
Atlanta Metropolitan College	145	65
Bainbridge College	28	71
Brunswick College	47	55
Dalton College	170	30
Darton College	203	57
DeKalb College	589	47
East Georgia College	27	78
Floyd College	141	62
Gainesville College	254	69
Gordon College	134	63
Macon College	101	65
Middle Georgia College	91	77
South Georgia College	132	58
Waycross College	67	43
TWO-YEAR COLLEGES	2469	57
SYSTEM	7440	64

* Includes students who entered in Fall Quarter, 1987, as full-time students, had not previously been enrolled in college, and were classified as Developmental Studies students.

TABLE 3

**NUMBER OF QUARTERS IN DEVELOPMENTAL STUDIES
FOR STUDENTS WHO EXITED IN 1988-1989**

	ENGLISH					READING					MATHEMATICS				
	CUMULATIVE % EXITING AFTER					CUMULATIVE % EXITING AFTER					CUMULATIVE % EXITING AFTER				
	Number Exiting	1 qtr	2 qtrs	3 qtrs	4 qtrs	Number Exiting	1 qtr	2 qtrs	3 qtrs	4 qtrs	Number Exiting	1 qtr	2 qtrs	3 qtrs	4 qtrs
Georgia Institute of Technology	17	82	94	94	100	18	83	94	100	100	6	100	100	100	100
Georgia State University	511	61	90	97	100	513	71	94	98	99	500	32	70	91	99
Medical College of Georgia	N/A														
University of Georgia	250	54	81	96	100	226	64	83	95	100	230	63	80	96	100
UNIVERSITIES	778	59	87	97	100	757	69	90	97	100	736	43	73	93	99
Albany State College	206	56	83	96	99	203	50	68	87	99	213	23	70	89	97
Armstrong State College	190	66	90	96	99	168	71	92	99	100	583	54	80	92	98
Augusta College	271	56	81	91	100	216	43	68	87	100	445	49	77	85	100
Clayton State College	330	78	90	97	100	188	63	86	97	99	443	43	79	97	99
Columbus College	120	43	73	89	98	82	5	73	93	98	139	4	47	88	96
Fort Valley State College	248	39	70	86	96	233	36	58	80	94	178	26	57	90	97
Georgia College	199	66	88	96	99	178	52	72	88	99	177	46	78	97	100
Georgia Southern College	678	62	88	98	100	882	88	99	100	100	440	13	56	83	100
Georgia Southwestern College	66	42	73	79	94	42	38	86	88	100	78	37	53	63	94
Kennesaw State College	199	49	77	91	99	156	79	92	97	100	620	18	79	92	99
North Georgia College	60	70	80	95	100	41	71	95	100	100	67	75	88	96	100
Savannah State College	262	59	84	90	98	271	49	72	79	94	196	44	82	93	98
Southern College of Technology	97	88	99	100	100	69	86	100	100	100	187	85	98	100	100
Valdosta State College	174	52	82	95	99	164	57	75	92	98	237	8	69	88	97
West Georgia College	188	47	78	98	100	201	63	93	97	100	281	29	71	98	100
SENIOR COLLEGES	3288	59	84	94	99	3094	60	84	93	99	4284	35	74	91	99
Abraham Baldwin Agricultural College	165	50	73	93	100	156	64	82	96	100	199	42	69	84	100
Atlanta Metropolitan College	180	54	86	97	100	159	44	75	94	99	183	49	81	90	98
Bainbridge College	28	71	96	100	100	28	82	96	96	100	35	40	91	100	100
Brunswick College	60	47	87	98	98	48	71	94	100	100	54	6	72	94	98
Dalton College	77	64	88	96	99	90	73	89	98	100	122	48	88	93	99
Darton College	93	66	84	94	98	78	41	69	87	94	211	37	78	92	99
DeKalb College	726	19	76	95	99	546	23	73	91	98	1058	37	95	98	100
East Georgia College	51	88	98	100	100	27	96	100	100	100	84	90	98	100	100
Floyd College	146	85	92	96	97	108	94	97	100	100	112	70	88	96	96
Gainesville College	231	79	97	99	100	174	79	95	98	100	398	52	82	93	98
Gordon College	59	51	95	98	100	72	58	90	97	100	117	58	93	99	100
Macon College	250	85	96	100	100	221	89	98	100	100	324	84	98	100	100
Middle Georgia College	129	75	92	98	100	126	73	94	98	100	195	64	88	96	99
South Georgia College	95	48	77	82	98	101	44	77	85	97	107	22	47	79	96
Waycross College	54	59	85	94	100	28	50	75	89	96	64	23	75	91	100
TWO-YEAR COLLEGES	2344	53	85	96	99	1962	56	84	95	99	3263	49	87	95	99
SYSTEM	6410	57	85	95	99	5813	60	85	94	99	8283	41	79	93	99

NUMBER OF QUARTERS IN DEVELOPMENTAL STUDIES FOR STUDENTS WHO EXITED IN 1988-1989

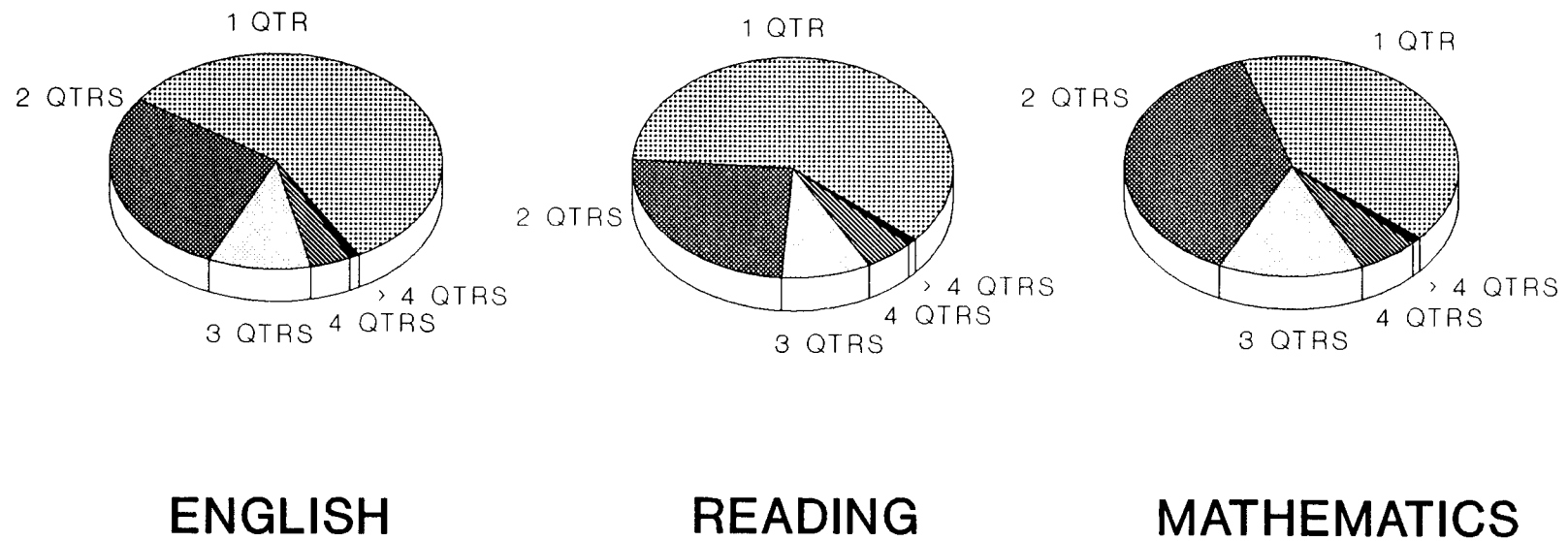


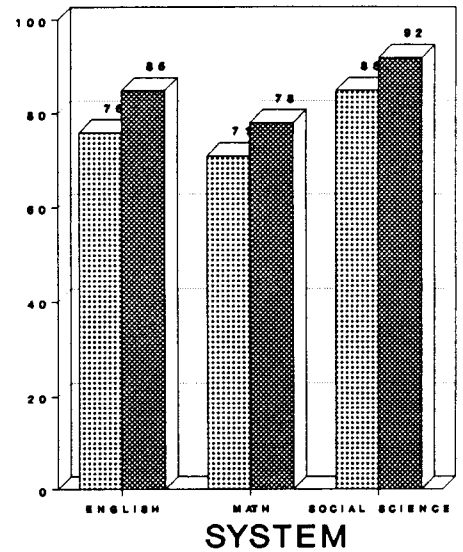
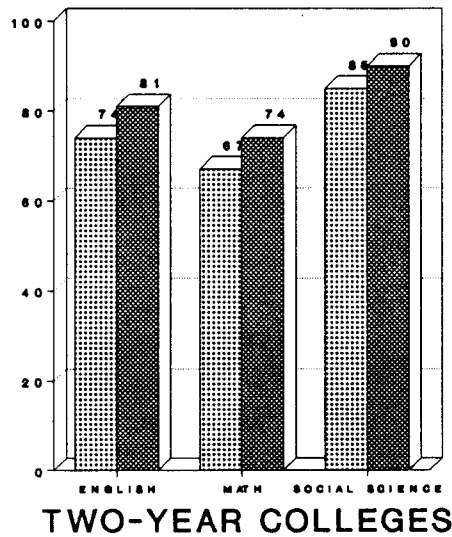
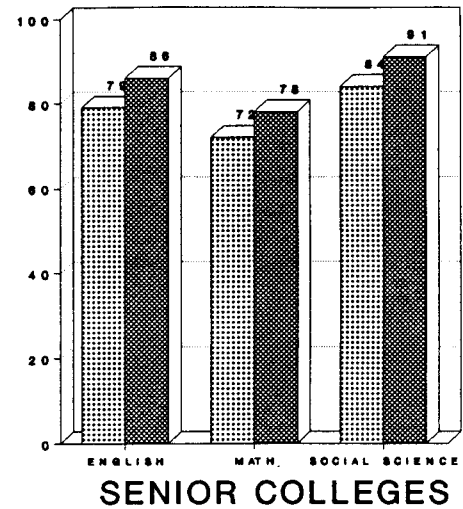
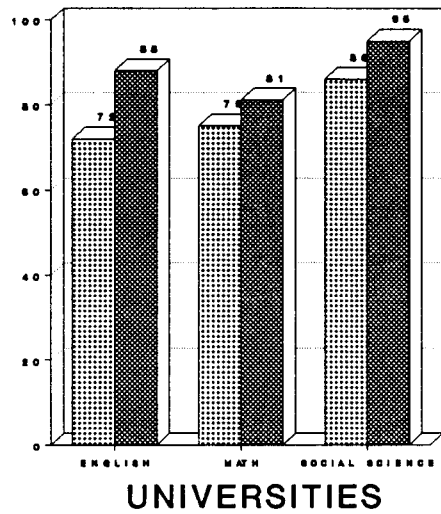
FIGURE 1

TABLE 4

PERCENTAGE OF STUDENTS PASSING FIRST CORE CURRICULUM COURSE

	ENGLISH				MATHEMATICS				SOCIAL SCIENCE			
	DS		NON-DS		DS		NON-DS		DS		NON-DS	
	N	% PASS	N	% PASS	N	% PASS	N	% PASS	N	% PASS	N	% PASS
Georgia Institute of Technology	3	100	1925	98	7	14	101	83	4	100	3506	98
Georgia State University	1982	70	5045	84	1296	76	5341	83	2550	85	13566	93
Medical College of Georgia	0	0	22	100	0	0	32	75	0	0	0	0
University of Georgia	294	82	3623	90	236	71	4945	78	359	94	5768	97
UNIVERSITIES	2279	72	10615	88	1539	75	10419	81	2913	86	22840	95
Albany State College	386	69	181	83	322	86	236	88	372	81	248	87
Armstrong State College	206	88	1341	93	264	66	1982	83	117	80	1054	91
Augusta College	268	76	836	84	362	77	731	82	200	86	1195	94
Clayton State College	176	69	500	76	328	84	504	84	138	89	841	90
Columbus College	305	83	2255	89	263	81	2415	83	515	83	4899	91
Fort Valley State College	242	75	295	58	219	49	325	78	281	80	294	80
Georgia College	121	90	562	96	129	70	593	81	313	81	1429	92
Georgia Southern College	674	88	1837	92	360	76	1582	82	426	85	1594	91
Georgia Southwestern College	83	58	363	75	54	74	398	73	69	83	714	92
Kennesaw State College	736	92	700	93	684	69	1189	77	1208	89	2284	92
North Georgia College	65	85	361	90	66	77	451	90	84	100	557	98
Savannah State College	414	64	246	69	417	82	323	83	320	80	230	88
Southern College of Technology	95	61	566	75	129	67	540	76	42	88	494	93
Valdosta State College	718	76	2214	83	337	55	1471	61	576	80	2332	90
West Georgia College	203	73	1374	81	131	60	1845	72	218	88	1797	92
SENIOR COLLEGES	4692	79	13631	86	4065	72	14585	78	4879	84	19962	91
Abraham Baldwin Agricultural College	186	46	623	71	142	64	430	76	228	85	945	92
Atlanta Metropolitan College	54	80	221	78	51	55	319	63	170	79	160	83
Bainbridge College	18	89	177	92	33	94	199	94	17	70	229	91
Brunswick College	52	48	244	61	26	96	325	86	30	87	463	88
Dalton College	95	80	532	91	188	76	435	83	113	94	838	94
Darton College	143	82	540	84	228	80	319	82	199	91	1016	94
DeKalb College	632	81	2678	78	935	58	1582	61	948	89	3645	87
East Georgia College	37	35	139	81	52	60	93	75	20	75	145	95
Floyd College	118	92	371	92	85	78	181	78	57	86	511	92
Gainesville College	236	65	687	83	379	69	513	82	209	95	1017	97
Gordon College	322	82	328	94	151	67	246	88	201	80	315	96
Macon College	345	73	1250	78	197	51	817	66	207	63	1803	81
Middle Georgia College	140	51	545	84	89	83	172	88	127	85	842	97
South Georgia College	119	82	248	94	82	80	177	87	0	0	0	0
Waycross College	49	92	96	89	45	100	98	85	10	90	237	94
TWO-YEAR COLLEGES	2546	74	8679	81	2683	67	5906	74	2536	85	12166	90
SYSTEM	9517	76	32925	85	8287	71	30910	78	10328	85	54968	92

PERCENTAGE OF STUDENTS PASSING FIRST CORE CURRICULUM COURSE 1988-1989



 DS
  NON-DS

FIGURE 2

(Students are shown as former Developmental Studies in English or mathematics if they took a Developmental Studies course in the area. For students enrolled in Developmental Studies reading, social science was used as the first Core Curriculum course.)

DEVELOPMENTAL STUDIES ANNUAL REPORT 1988-89

INSTITUTION: SYSTEM

PREPARED BY: _____

DATE: OCTOBER, 1989

All responses are to be based on the 1988-89 fiscal year, which includes Summer Quarter, 1988 through Spring Quarter, 1989. Information must be reported by race for OCR reporting purposes. "B" refers to Black students; "O" includes White, Hispanic, Asian-American, and all categories except Black students; "T" refers to the total group.

PART A. NUMBERS OF STUDENTS THIS FISCAL YEAR

Items 1 - 4 require information based on specific Developmental Studies areas (English, reading, and mathematics).

	ENGLISH			READING			MATHEMATICS		
	B	O	T	B	O	T	B	O	T
1. Number of entering students required to take CPE for placement in this area	5,599	14,149	19,748	5,418	14,128	19,546	5,231	14,094	19,326
2. Of those included in item 1, number of students who exempted this D.S. area.	1,642	6,863	8,505	1,836	7,912	9,748	1,073	3,438	4,511
3. Number of students who entered this fiscal year and enrolled in a D.S. course in this area (Do not include students who only audited.)	3,567	5,717	9,284	3,141	4,901	8,042	3,770	9,772	13,542
Item 4 refers to students who <u>exited</u> Developmental Studies during fiscal year 1988-89.									
4. Number who exited this area:									
a. after one quarter of course work	1,081	2,562	3,643	979	2,517	3,496	696	2,708	3,402
b. after two quarters of course work	727	1,056	1,783	701	724	1,425	766	2,358	3,124
c. after three quarters of course work	296	376	672	292	253	545	373	770	1,143
d. after four quarters of course work	124	138	262	186	94	280	155	367	522
e. after more than four quarters of course work	30	19	49	58	9	67	41	50	91

Total number of students who exited this area (sum of a through e above)

2,258 4,152 6,410 2,216 3,597 5,813 2,029 6,254 8,283

Items 5 - 8 require information based on Developmental Studies headcount without regard to area or areas of enrollment within Developmental Studies.

	<u>B</u>	<u>O</u>	<u>T</u>
5. How many of the students who entered your institution this fiscal year took one or more Developmental Studies courses? (Do not include students who only audited a D.S. course or courses.)	5,497	13,199	18,696
6. How many students enrolled in a Developmental Studies course this fiscal year? (Include new and continuing students, but not those who audited only.)	8,823	18,289	27,112
7. How many Developmental Studies students were suspended or dismissed for academic reasons this fiscal year?	767	1,230	1,996
8. How many students audited a Developmental Studies course this fiscal year?	342	2,533	2,875

PART B. MINIMUM PLACEMENT REQUIREMENTS THIS FISCAL YEAR (SYSTEM AVERAGES)

1. Minimum requirements for regular admission without CPE screening:
SAT-V 367 SAT-M 372 Other: Multiple criteria were used at a number of institutions.
2. Minimum CPE scores required for exemption of Developmental Studies:
English 76 Reading 76 Math 77
3. Minimum CPE Scores required for exit of Developmental Studies:
English 76 Reading 76 Math 77

PART C. MINIMUM PLACEMENT REQUIREMENTS FOR 1989-90 (SYSTEM AVERAGES)

1. Minimum requirements for regular admission without CPE screening:
SAT-V 367 SAT-M 372 Other: Multiple criteria were used at a number of institutions.
2. Minimum CPE scores required for exemption of Developmental Studies:
English 76 Reading 76 Math 77
3. Minimum CPE Scores required for exit of Developmental Studies:
English 76 Reading 76 Math 77

PART D. PERFORMANCE OF STUDENTS WHO HAVE COMPLETED THE FIRST COURSES IN ENGLISH, MATHEMATICS, OR SOCIAL SCIENCES THIS FISCAL YEAR.

The purpose of this section is to compare the performance of students who had Developmental Studies prerequisites to Core Curriculum courses with the performance of students who did not have Developmental Studies prerequisites. Appropriate Core Curriculum courses must be identified and pass rates for the two groups of students determined as follows:

Course Identification:

Designate the first course that provides Core Curriculum credit in English. For mathematics and social science, designate the two entry-level Core Curriculum courses that typically have the highest enrollments. (If there is only one entry-level Core Curriculum course in mathematics, designate only one course.)

Student Classification:

Students must be classified separately for the three types of courses. For each of the three types of courses, (English, math, and social science), classify a student as "Regular" if he or she did not enroll in an area of Developmental Studies prerequisite to this course. Classify a student as having a Developmental Studies prerequisite if the student enrolled in a Developmental Studies area(s) prerequisite to this course. Note that in this section a student may be classified as a Developmental Studies student for one area and a regular student for another.

Determining Pass Rates:

Consider a course "passed" if the student received credit for it and does not need to repeat it for graduation credit. (A "D" should be considered a passing grade unless the institutions requires the student to repeat the course for graduation credit.) Do not count grades of "I" or "W" in these calculations; consider a "WF" as a failure. If a student repeats a course within a fiscal year, count each attempt.

[illegible]

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
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Atlanta, Georgia 30334-1450

FAX (404) 651-9301
FAX GIST 223-9301

OFFICE OF THE VICE-CHANCELLOR
FOR
ACADEMIC AFFAIRS

December 3, 1990

Memorandum

To: Chief Academic Officers
From: Peter S. Hoff
Vice Chancellor for Academic Affairs
Subject: Developmental Studies Annual Report Summary

Attached is the 1989-1990 Developmental Studies Annual Report Summary. This summary was prepared from survey responses submitted by each institution and data from the Student Information Reporting System (SIRS).

The report reveals that, although a substantial percentage of entering freshmen enrolled in Developmental Studies, most students were successful in completing the requirements after only one or two quarters in a Developmental Studies area. In addition, those students who enrolled in Developmental Studies before taking college-level work were only slightly less successful in their Core Curriculum coursework than students who did not need Developmental Studies. It appears that Developmental Studies continues to serve an important purpose in providing access to college for those students who are not initially admissible to the University System of Georgia's regular programs.

Attachment

cc: Chancellor H. Dean Propst
Executive Vice Chancellor David S. Spence
Presidents
Developmental Studies Directors
Registrars

DEVELOPMENTAL STUDIES

1989-1990 ANNUAL REPORT SUMMARY

Each summer quarter, University System institutions are requested to complete a Developmental Studies Annual Report survey, which includes information on the number of students in each Developmental Studies subject area, the number of students exiting Developmental Studies, and the success of former Developmental Studies students who take Core Curriculum courses. This summary is based primarily on the institutional surveys from Summer Quarter, 1989, through Spring Quarter, 1990, along with data from the Student Information Reporting System (SIRS).

Shown in Table 1 are the percentages of entering freshmen enrolled in Developmental Studies in 1989-1990. The percentages of students by subject area, as well as the total percentage of students enrolled in at least one Developmental Studies course, are provided for each institution. Systemwide, 46% of the entering freshmen students enrolled in at least one Developmental Studies course. This percentage includes students who "volunteered" or were advised to enroll in Developmental Studies as well as students who were required to enroll in Developmental Studies. Approximately 59% of the two-year college, 46% of the senior college, and 19% of the university entering freshmen enrolled in at least one Developmental Studies course. The System percentage of students in Developmental Studies increased 4% from 1988-1989 to 1989-1990; while the university and senior college percentages were stable, the percentage of students in Developmental Studies at the two-year college level increased by 6%. (The percentages are slight overestimates because they include those Developmental Studies students who were transfer students in addition to those who were beginning freshmen. Freshman transfer students are screened for Developmental Studies placement if they have not completed the College Preparatory Curriculum in English and mathematics or if they do not meet other criteria established by institutions.) Systemwide, more

students enrolled in Developmental Studies courses in mathematics (34%) than in English (22%) or reading (18%). The increase in the Developmental Studies enrollment in 1989-1990 was primarily in the area of mathematics, especially at the two-year college level.

There is substantial variability across institutions, even among those of the same type, in the percentage of students enrolled in Developmental Studies. While some of this variability is related to differences in the qualifications of students, much of the variability is a result of different standards used to place students in Developmental Studies. For example, a few institutions require that all entering freshmen be screened with the Collegiate Placement Examination (CPE), and some institutions have substantially higher SAT or CPE requirements than others. Thus, the higher percentages of students in Developmental Studies at some institutions result from the use of higher standards to place students.

Shown in Table 2 are the exit rates for students who entered Developmental Studies in Fall Quarter, 1988. Only students who attended full-time in Fall, 1988, and who had not attended college previously are included. Systemwide, 63% of these students had exited Developmental Studies as of Spring Quarter, 1990.

Although students are allowed up to four quarters in Developmental Studies before initial suspension, many students need only one quarter of Developmental Studies work. Shown in Table 3 and summarized in Figure 1 are the number of quarters spent in Developmental Studies for students who exited in 1989-1990. In English and reading, a majority of the students who exited did so after only one quarter. In mathematics, 38% exited after one quarter and 76% exited by the second quarter. The lower one-quarter exit rate in mathematics is at least in part a function of the curriculum: at some institutions, all Developmental Studies mathematics students are required to complete a two-quarter sequence of courses before being eligible for exit. In each of the three subject areas, over 90% of student who exited did so by the end of three quarters.

The exit data shown in Tables 2 and 3 indicate substantial variability across institutions and types of institutions. These differences in exit rates across institutions reflect not only any differences in the qualifications of students attending the institutions but also differences in the requirements for Developmental Studies placement and exit.

An indication of the success of students who completed Developmental Studies is their performance in Core Curriculum coursework. Shown in Table 4 and summarized in Figure 2 are the percentages of former Developmental Studies and non-Developmental Studies students passing the first Core Curriculum course in English, social science, and mathematics. (Students are shown as former Developmental Studies students in English or mathematics if they took a Developmental Studies course in the area. For students enrolled in Developmental Studies reading, social science was used as the first Core Curriculum course. A "D" grade is considered a passing grade unless the institution requires the student to repeat the course for graduation credit.) Again, there is considerable variability in passing rates of both Developmental Studies and non-Developmental Studies students across institutions. In general, while the Developmental Studies students performed somewhat lower than other students, most of the former Developmental Studies students were successful in their first Core Curriculum courses.

TABLE 1
PERCENTAGE OF ENTERING FRESHMEN IN DEVELOPMENTAL STUDIES
1989-90

	ENGLISH	READING	MATHEMATICS	TOTAL
Georgia Institute of Technology	1	1	1	2
Georgia State University	28	28	34	46
Medical College of Georgia	3	5	3	5
University of Georgia	11	11	9	12
UNIVERSITIES	13	13	14	19
Albany State College	32	36	36	70
Armstrong State College	17	16	37	41
Augusta College	29	22	53	59
Clayton State College	19	13	51	66
Columbus College	22	12	31	41
Fort Valley State College	47	45	51	75
Georgia College	35	25	42	53
Georgia Southern College	26	30	19	41
Georgia Southwestern College	25	13	28	34
Kennesaw State College	5	5	21	25
North Georgia College	14	9	15	19
Savannah State College	74	53	66	82
Southern College of Technology	17	12	30	45
Valdosta State College	19	18	31	37
West Georgia College	18	15	44	47
SENIOR COLLEGES	23	20	35	46
Abraham Baldwin Agricultural College	31	19	25	44
Atlanta Metropolitan College	38	33	40	67
Bainbridge College	16	18	36	43
Brunswick College	44	26	50	67
Dalton College	21	14	41	50
Darton College	32	28	43	62
DeKalb College	20	13	56	69
East Georgia College	30	21	45	63
Floyd College	26	20	36	56
Gainesville College	27	22	53	66
Gordon College	22	20	34	44
Macon College	19	16	16	44
Middle Georgia College	21	21	38	48
South Georgia College	27	23	25	41
Waycross College	29	10	29	52
TWO-YEAR COLLEGES	24	18	42	59
SYSTEM	22	18	34	46

TABLE 2
PERCENTAGE OF STUDENTS EXITING DEVELOPMENTAL STUDIES

	NUMBER OF ENTERING DS STUDENTS FALL, 1988*	PERCENTAGE EXITING BY SUMMER, 1990
Georgia Institute of Technology	15	93
Georgia State University	532	71
Medical College of Georgia	0	
University of Georgia	260	90
UNIVERSITIES	807	78
Albany State College	288	55
Armstrong State College	118	95
Augusta College	292	67
Clayton State College	381	48
Columbus College	164	47
Fort Valley State College	352	56
Georgia College	337	64
Georgia Southern College	1071	82
Georgia Southwestern College	103	52
Kennesaw State College	221	73
North Georgia College	48	81
Savannah State College	297	48
Southern College of Technology	161	72
Valdosta State College	376	56
West Georgia College	543	63
SENIOR COLLEGES	4752	65
Abraham Baldwin Agricultural College	283	54
Atlanta Metropolitan College	139	47
Bainbridge College	20	70
Brunswick College	114	48
Dalton College	111	53
Darton College	210	59
DeKalb College	658	48
East Georgia College	42	64
Floyd College	165	53
Gainesville College	327	65
Gordon College	157	55
Macon College	172	70
Middle Georgia College	140	64
South Georgia College	138	62
Waycross College	20	55
TWO-YEAR COLLEGES	2696	56
SYSTEM	8255	63

* Includes students who entered in Fall Quarter, 1988, as full-time students, had not previously been enrolled in college, and were classified as Developmental Studies students.

TABLE 3

**NUMBER OF QUARTERS IN DEVELOPMENTAL STUDIES
FOR STUDENTS WHO EXITED IN 1989-1990**

	ENGLISH					READING					MATHEMATICS				
	CUMULATIVE % EXITING AFTER					CUMULATIVE % EXITING AFTER					CUMULATIVE % EXITING AFTER				
	Number	1	2	3	4	Number	1	2	3	4	Number	1	2	3	4
	Exiting	qtr	qtrs	qtrs	qtrs	Exiting	qtr	qtrs	qtrs	qtrs	Exiting	qtr	qtrs	qtrs	qtrs
Georgia Institute of Technology	17	82	94	100	100	19	79	95	100	100	15	60	87	100	100
Georgia State University	567	64	93	98	99	547	67	91	98	99	572	28	58	85	98
Medical College of Georgia	1	0	100	100	100	1	0	100	100	100	0				
University of Georgia	379	60	90	99	100	387	65	86	98	100	308	56	79	98	100
UNIVERSITIES	964	63	92	98	100	954	67	89	98	100	895	38	66	90	99
Albany State College	213	55	80	95	97	223	1	63	94	99	169	36	60	83	96
Armstrong State College	351	72	91	98	99	330	75	90	99	100	834	52	77	91	98
Augusta College	275	56	75	85	100	209	54	79	89	100	493	44	72	83	100
Clayton State College	289	79	93	99	100	181	72	88	98	100	418	29	62	90	99
Columbus College	117	38	78	90	96	67	6	67	94	100	177	6	54	88	96
Fort Valley State College	204	42	73	86	96	172	59	76	88	97	184	26	64	86	96
Georgia College	222	28	67	83	100	162	65	88	97	100	255	36	67	90	100
Georgia Southern College	770	65	91	99	100	913	92	99	100	100	461	14	61	83	100
Georgia Southwestern College	91	43	73	87	98	48	42	77	90	96	65	38	69	80	91
Kennesaw State College	123	51	78	92	98	120	80	96	98	100	436	11	75	94	98
North Georgia College	74	61	84	100	100	51	75	94	98	100	76	64	83	93	100
Savannah State College	304	35	77	94	99	289	35	77	96	100	336	32	72	90	98
Southern College of Technology	136	90	99	100	100	85	81	99	100	100	129	43	88	100	100
Valdosta State College	204	59	83	91	99	180	52	82	92	99	226	2	57	84	97
West Georgia College	224	64	92	99	100	187	58	83	99	100	347	35	76	95	100
SENIOR COLLEGES	3597	58	84	94	99	3217	64	87	96	100	4606	32	70	89	99
Abraham Baldwin Agricultural College	214	50	80	90	100	160	75	88	96	100	203	38	69	86	100
Atlanta Metropolitan College	180	45	81	94	98	168	45	75	92	99	232	40	69	86	97
Bainbridge College	44	86	98	100	100	39	74	95	100	100	72	43	85	96	100
Brunswick College	80	46	86	100	100	69	80	94	100	100	55	9	85	98	100
Dalton College	104	56	84	97	99	83	72	88	100	100	119	36	83	94	97
Darton College	212	59	84	94	97	150	41	74	88	94	215	35	74	89	96
DeKalb College	1010	38	87	94	99	706	40	79	90	98	1550	44	97	99	100
East Georgia College	57	82	93	100	100	38	82	100	100	100	87	52	84	99	100
Floyd College	162	60	83	97	99	113	83	96	97	98	151	41	75	92	97
Gainesville College	281	85	97	99	100	189	78	90	97	99	407	46	79	92	98
Gordon College	74	54	86	95	100	100	52	81	96	100	120	43	78	96	99
Macon College	313	79	93	100	100	277	85	96	99	100	494	68	90	97	100
Middle Georgia College	131	71	91	97	100	122	69	89	97	99	173	58	86	96	99
South Georgia College	171	46	76	88	98	156	58	87	92	97	175	21	58	87	98
Waycross College	91	58	76	91	100	29	79	90	100	100	52	38	85	94	100
TWO-YEAR COLLEGES	3124	55	87	95	99	2399	60	85	94	99	4105	45	85	95	99
SYSTEM	7685	57	86	95	99	6570	63	87	96	99	9606	38	76	92	99

NUMBER OF QUARTERS IN DEVELOPMENTAL STUDIES FOR STUDENTS WHO EXITED IN 1989-1990

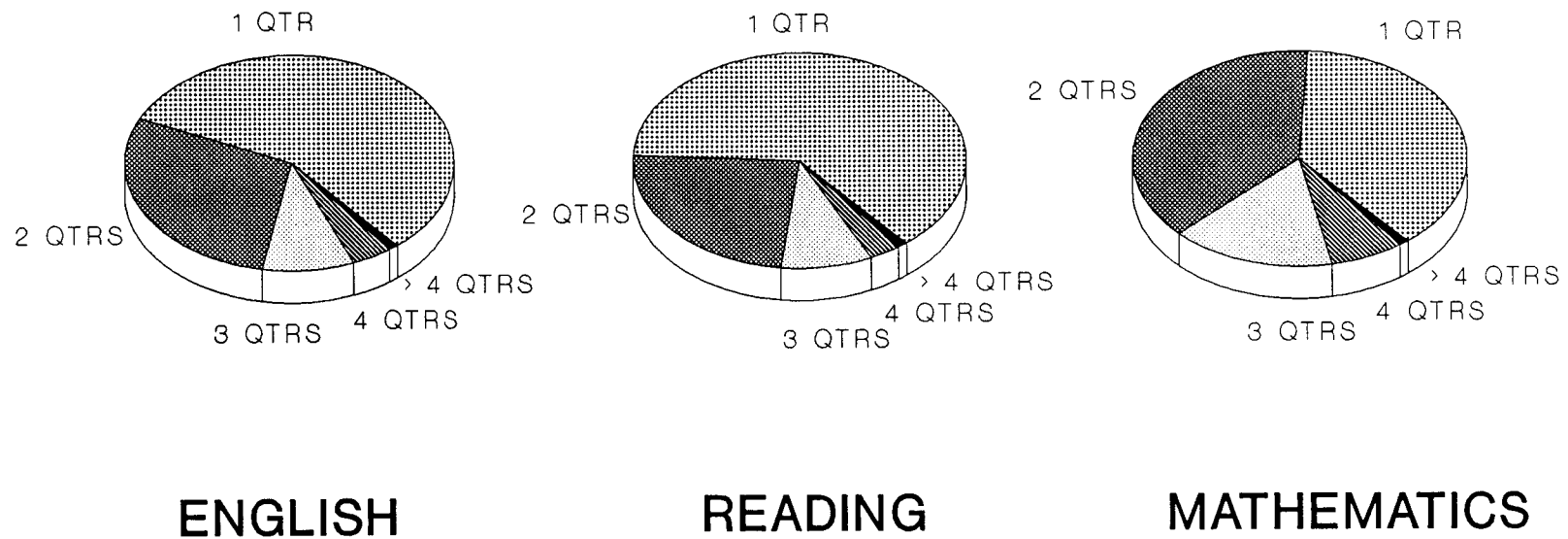


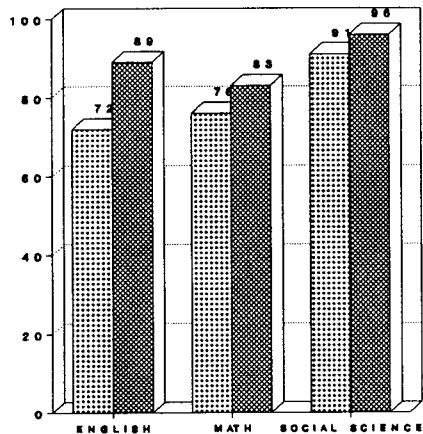
FIGURE 1

TABLE 4

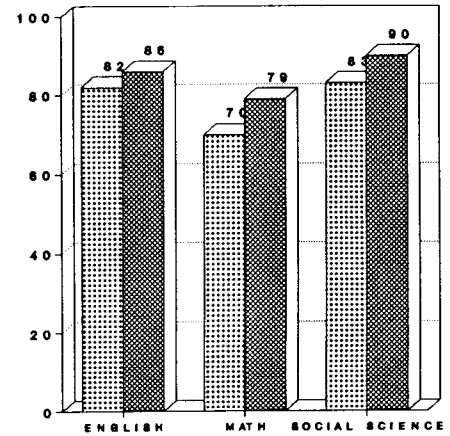
PERCENTAGE OF STUDENTS PASSING FIRST CORE CURRICULUM COURSE

	ENGLISH				MATHEMATICS				SOCIAL SCIENCE			
	DS		NON-DS		DS		NON-DS		DS		NON-DS	
	N	%PASS	N	%PASS	N	%PASS	N	%PASS	N	%PASS	N	%PASS
Georgia Institute of Technology	3	100	1867	98	12	17	2061	87	9	89	3539	98
Georgia State University	2071	70	5091	83	1494	76	5663	84	2642	91	12244	96
Medical College of Georgia	1	100	13	92	0		16	81				
University of Georgia	371	88	2813	94	371	79	5061	80	417	93	5045	96
UNIVERSITIES	2446	72	9784	89	1877	76	12801	83	3068	91	20828	96
Albany State College	553	74	85	65	534	61	140	43	496	76	301	69
Armstrong State College	218	90	1561	94	320	74	2200	83	132	84	1102	93
Augusta College	185	64	756	75	397	61	701	67	222	82	1371	87
Clayton State College	245	91	817	91	423	81	791	81	168	85	1268	87
Columbus College	312	85	2283	88	348	81	2468	84	545	85	4838	91
Fort Valley State College	291	73	320	51	283	34	326	79	237	69	352	75
Georgia College	164	92	892	97	152	76	875	91	384	80	1744	94
Georgia Southern College	764	90	1967	95	409	68	1860	79	615	82	1864	90
Georgia Southwestern College	100	66	349	79	63	73	346	80	70	89	705	92
Kennesaw State College	704	94	795	92	713	76	1413	83	1129	90	2516	92
North Georgia College	53	85	400	91	67	83	522	92	46	94	404	97
Savannah State College	479	74	97	74	508	82	254	89	382	85	222	90
Southern College of Technology	123	70	586	80	114	71	546	77	41	83	472	90
Valdosta State College	313	70	2675	80	188	54	1456	67	336	76	2664	86
West Georgia College	228	75	1430	81	44	64	1479	72	147	89	1702	88
SENIOR COLLEGES	4732	82	15013	86	4563	70	15377	79	4950	83	21525	90
Abraham Baldwin Agricultural College	245	56	743	72	214	66	462	77	315	90	1205	94
Atlanta Metropolitan College	318	87	1367	81	166	85	756	91	347	91	433	89
Bainbridge College	31	97	177	94	46	98	225	93	21	91	249	87
Brunswick College	75	68	293	71	54	87	394	84	34	85	532	92
Dalton College	100	78	620	87	133	74	577	83	487	93	716	94
Darton College	179	80	490	83	202	77	286	81	198	83	781	93
DeKalb College	539	78	3326	82	1311	58	2052	61	603	94	4474	92
East Georgia College	58	67	139	74	40	78	95	92	20	95	109	82
Floyd College	130	86	446	89	116	89	215	76	58	90	601	93
Gainesville College	245	65	753	80	441	67	585	79	202	94	1058	95
Gordon College	299	81	300	92	233	76	304	90	245	78	315	94
Macon College	372	74	1231	81	284	58	982	62	280	55	2171	77
Middle Georgia College	129	50	566	79	99	83	150	94	120	97	733	97
South Georgia College	110	62	266	86	95	73	210	85			419	94
Waycross College	70	84	138	93	65	77	149	84	93	94	199	96
TWO-YEAR COLLEGES	2900	74	10855	82	3499	68	7442	75	3023	87	13995	90
SYSTEM	10078	77	35652	86	9939	70	35620	80	11041	86	56348	92

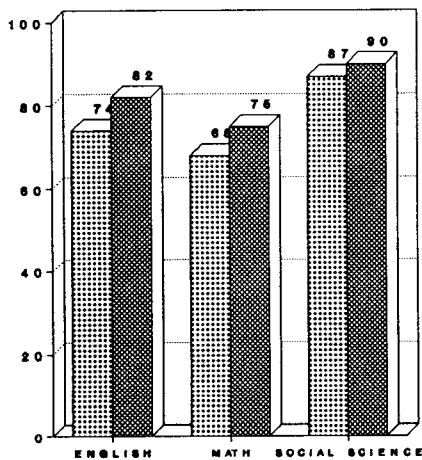
PERCENTAGE OF STUDENTS PASSING FIRST CORE CURRICULUM COURSE 1989-1990



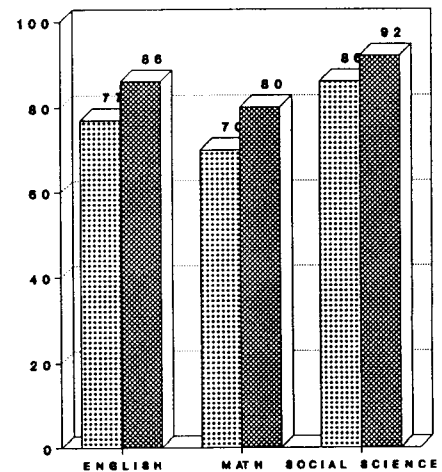
UNIVERSITIES



SENIOR COLLEGES



TWO-YEAR COLLEGES



SYSTEM

DS NON-DS

FIGURE 2

(Students are shown as former Developmental Studies in English or mathematics if they took a Developmental Studies course in the area. For students enrolled in Developmental Studies reading, social science was used as the first Core Curriculum course.)

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA

244 WASHINGTON STREET, S.W.

ATLANTA, GEORGIA 30334

OFFICE OF THE EXECUTIVE VICE-CHANCELLOR

*Copy
to Harold B.*

December 14, 1987

TO: Chief Academic Officers
University System of Georgia

FROM: David S. Spence *DSS*
Executive Vice Chancellor

SUBJECT: Changes in Developmental Studies Placement Procedures

The following two changes in the procedures for screening students for Developmental Studies are to be implemented with Summer Quarter, 1988 admissions:

1. The Board of Regents has approved a change in the minimum SAT scores required for regular freshmen admission without further screening for Developmental Studies. Effective with admission for Summer Quarter, 1988, students scoring below 350 on either section of the SAT (or below comparable scores on the ACT) must be screened for Developmental Studies placement. The previous policy required Developmental Studies screening for students with SAT scores below 330.
2. The Collegiate Placement Examination (CPE) will replace the Basic Skills Examination for Developmental Studies placement and exit testing. The System minimum score on the English, Reading, and Mathematics CPE is a scale score of 75.

Institutions are urged to be cautious in setting scores on the SAT and CPE above the System minimums for 1988 admissions. Both the admissions policy and the placement tests are new, and the effects of the changes on the Developmental Studies program are not known. The new admissions policy, for example, requires CPE testing for two group of students not previously subject to testing: those with College Preparatory Curriculum deficiencies in English or mathematics and those who have been out of school for five years and have not taken the SAT. In addition, the effects of the new test cannot be predicted with great precision. Although the fall quarter experimental testing of the CPE provided information about the potential effects of the new tests, there were many problems with the data collected that may have influenced the results of the analyses.

Except for those institutions that must raise their minimum SAT scores for exemption of Developmental Studies screening to 350, it is recommended that institutions maintain their current SAT requirements for Developmental Studies placement.

MEMORANDUM

December 14, 1987

Page 2

Provided below is information showing the estimated relationship between BSE and CPE scores for the range of minimum BSE scores currently used. As this table indicates, the new minimum score of 75 on the CPE corresponds approximately to a 67 on the BSE in reading and in English and a 71 on the BSE in mathematics. If your institution's current BSE minimum scores are less than these, the institution's CPE minimum scores should be set at the new System minimums. If your minimum scores are above these BSE scores, the table may be used as a guide in setting CPE scores higher than the System minimum scores. However, caution should be used in setting higher scores given the lack of experience with the new tests.

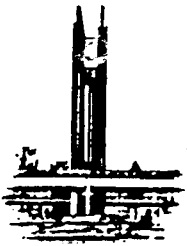
ESTIMATED CORRESPONDENCE
BETWEEN BSE AND CPE SCALE SCORES

ENGLISH		READING		MATH	
BSE	CPE	BSE	CPE	BSE	CPE
67	75	67	75	71	75
68-69	76	68-69	76	72-73	76
70	77	70-71	77	74	77
71-72	78	72-73	78	75	78
73-74	79	74-75	79	76	79
75-78	80	76-78	80	77	80
				78-79	81
				80-81	82
				82-83	83
				84-85	84

Additional information about the CPE, including a summary of student performance on the experimental testing and the scale score conversion tables, will be sent to the Director of Developmental Studies at each institution.

cc: Chancellor H. Dean Propst
Presidents
Directors of Developmental Studies

Trimble



A Two-Year Unit of the University System of Georgia

Floyd College

P.O. Box 1864, Rome, Georgia 30163-1801

May 24, 1989

MEMORANDUM

TO : All Division Chairmen

FROM : Wesley C. Walraven, Dean *W*

SUBJECT: Annual Faculty Evaluations
1988-89

Don't forget to prepare an evaluation for your first and second year faculty for Academic Year 1988-89. If you have not prepared evaluations on the other faculty members, please do those also. Needless to say, evaluations gained a new significance when the recent auditing team asked to see them.

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA

244 WASHINGTON STREET, S.W.

ATLANTA, GEORGIA 30334

OFFICE OF THE EXECUTIVE VICE-CHANCELLOR

July 23, 1990

Memorandum

To: Chief Academic Officers
Registrars
Directors of Admissions
Directors of Developmental Studies

From: Executive Vice Chancellor David S. Spence
Vice Chancellor Thomas F. McDonald



Subject: **System Format for Recording Developmental Studies Status on Transcripts**

University System Developmental Studies Procedure I.C. states, "Transcripts for all students screened for Developmental Studies shall include placement and current status in each Developmental Studies area in a system-approved format." Previously, the Developmental Studies testing information was to be maintained in the system-approved format on the student's permanent record. Beginning Summer Quarter, 1990, the information is to be posted on the transcripts of all entering students screened for Developmental Studies.

The approved format requires that the following information be placed on a student's transcript each time the student takes the Collegiate Placement Examination (CPE).

1. Name of Test (CPE)
2. Type of Test (English, Reading, Mathematics)
3. Scale Score
4. Date of Test
5. Identification (E, X, P, L, U, N,)

The definitions of the Identification codes are:

- E = Exited Developmental Studies area after successfully completing all required coursework and CPE.
- X = Exempted Developmental Studies area by scoring high enough on CPE and meeting other institutional requirements for exemption.
- P = Placed in Developmental Studies area.
- L = Area was satisfied through alternative procedures approved by the Chancellor for international students and students whose native language is not English.
- U = Unsuccessful exit attempt
- N = Career degree student who did not exempt Developmental Studies in this area but whose program does not require Developmental Studies in this area.

Page 2

An actual entry on the transcript would appear as follows: CPER/68/0990/P. This entry indicates that the Collegiate Placement Examination in Reading was administered in September, 1990, and that the student received a scale score of 68 and was placed in Developmental Studies Reading.

If there are any questions about the implementation of this procedure, please contact Dr. David Morgan.

cc: Chancellor H. Dean Propst
Executive Vice Chancellor David S. Spence

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, S. W.
ATLANTA, GEORGIA 30334

July 30, 1982

MEMORANDUM

TO: Committee Members, Academic Committee on Developmental Studies

FROM: Mary Ann Hickman
Assistant Vice Chancellor *MAH*
Academic Affairs

You will be pleased to know that your Developmental Studies Policies were approved by the Administrative Committee of Academic Affairs during their July business meeting. The Policies will be presented to the Presidents in August.

MAH:pm
enclosure

REVISED CONSOLIDATED LIST
OF
PROPOSED POLICIES FOR
DEVELOPMENTAL STUDIES

RECEIVED

JUN 7 1982

DEAN OF THE COLLEGE

1. Each institution in the University System of Georgia shall have a separate department/division of Developmental Studies. This department/division shall be charged with helping those students admitted to its program to attain predetermined levels of competence in writing, reading, and mathematics.
2. The department* shall have a separate budget and staff. The chairman** shall report directly to the chief academic officer of the institution or his/her designee.
3. Any entering freshman scoring below 330 on either the SAT-V or SAT-M shall be required to take an additional test*** prescribed by the Board of Regents to determine whether he/she will be a general admissions or Developmental Studies student. All institutions shall maintain the right to determine their own standards of admission within the guidelines set by the Board of Regents.
4. The Board of Regents shall establish system-wide minimum scores on the prescribed placement test for acceptance for general admission. A student scoring below the system minimum on any section of the test shall be classified as a Developmental Studies student.

Institutions may specify higher standards and may impose additional measures for placement of students in general admissions or Developmental Studies.

5. Courses in the Developmental Studies program shall include but not be limited to English, reading, and mathematics. Institutions should be responsive to the special needs of Developmental Studies students for personal, financial, academic and career counseling.
6. Developmental Studies departments/divisions shall provide academic advisement to insure that students are informed about their Developmental Studies requirements and to interpret to the students Developmental Studies regulations.

*Department refers to department or division.

**Chairman refers to the academic officer responsible for Developmental Studies.

***Test currently is the Basic Skills Examination, an Achievement Test developed by the University System of Georgia.

7. No degree credit shall be earned in Developmental Studies courses, but institutional credit shall be awarded.
8. Developmental Studies students shall be required to take Developmental Studies courses designed to increase competency in areas where they have demonstrated weaknesses.
9. Until Developmental Studies requirements have been satisfied, students shall not be permitted to take credit courses which require the content or the skills of the Developmental Studies courses as prerequisites. Institutions shall identify those courses which have one or more Developmental Studies courses as prerequisites.
10. A student may not accumulate more than thirty (30) hours of degree credit courses before finishing Developmental Studies courses. A student who accumulates thirty (30) degree credit hours and has not completed required Developmental Studies courses, may enroll only in Developmental Studies courses until requirements are complete.
11. In order to exit Developmental Studies courses, students must satisfy the institution's requirements for each courses.

To exit a Developmental Studies area (mathematics, reading, English), students must score at least the system minimum on the appropriate part of the prescribed test. An exit writing sample is also required in Developmental Studies English.

12. Students who do not complete requirements for a Developmental Studies area (reading, English, mathematics) after four attempts shall be excluded from Developmental Studies and from programs which include courses for which there are Developmental Studies prerequisites. Institutions may devise stricter standards for excluding students who are not making satisfactory progress in completing their Developmental Studies courses.
13. All time spent in Developmental Studies course work shall be cumulative within the University System. Students shall not be allowed more than four (4) quarters in any one area. Each institution may establish re-entry policies for Developmental Studies students so long as a student is not considered for re-entry in any unit of the University System in less than one academic year.
14. The grading system used in Developmental Studies courses shall be identical with that approved for credit courses within the University System with one exception, the addition of an "in progress" grade to indicate progress which while satisfactory is insufficient for exiting the course. The approved symbols, then, will be A, B, C, D, W, F, U, V, K, I, and IP. Each symbol, except IP, will carry the same definition in Developmental Studies as in regular credit courses. Each institution may use any of these symbols and add others appropriate for its programs.
15. Each institution shall have a transfer policy and apply it consistently to all former Developmental Studies students transferring to the institution.

DEAN OF THE COLLEGE

JUN 7 1982

RECEIVED

SAVANNAH STATE COLLEGE
State College Branch
Savannah, Georgia 31404

DEPARTMENT OF SPECIAL STUDIES

February 19, 1980

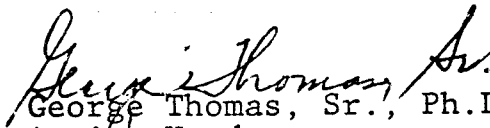
Dr. H. Dean Propst
Vice Chancellor
University System of Georgia
244 Washington Street
Atlanta, GA 30334

Dear Dr. Propst:

Enclosed you will find a copy of the survey done in System institutions during the fall 1979. I hope you will find it useful.

Thank you for receiving this information.

Sincerely,


George Thomas, Sr., Ph.D.
Acting Head

cc: Dr. Charles Wade
Vice President

Dr. Clyde W. Hall
President

INSTITUTION

BASIC SKILLS
EXAMINATION SCALE SCORESNO. OF ACADEMIC LEVELS
TAUGHT IN EACH AREA

	Math	Reading	English	Math	Reading	English
Georgia Tech.	60	60	60	1	1	1
Southern Tech.	80-60**	66-60**	70-60**	1	1	1
Georgia State				1	1	1
Medical College	No Course Offered Below Sophomore Level			0	0	0
Univ. of Ga.	79-80**	68-69**	68-69**	2	1	2
Albany State	70	65	70	2	3	1
Armstrong State	63	63	63	2	1	1
Augusta	60	60	60	2	1	2
Columbus	66-70**	66-70**	66-70**	2	2	2
Fort Valley	62-63**	62-63**	60-61**	2	2	2
Georgia College	70	70	70	3	3	3
Georgia Southern	75-70**	75-70**	75-70**	2	2	3
Ga. Southwestern	72	66	68	1	1	1
North Georgia	69-70**	68-69**	67-68**	2	1	2
Savannah State	63	63	63	1	2	2
Valdosta State	63-64**	63-64**	64-65**	1	1	1
West Georgia	67	67	67	1*	1*	1*
ABAC	60-62-70**	65	62-67**	2	1	2
Albany Junior	64-65	64-65	69-70	3	2	2
Atlanta	69-67**	69-67**	69-67**	2	2	2
Bainbridge	62-65, 66**	61-65, 66**	66	2	2	1
Brunswick	72	67	66	2	1	2
Clayton	76	71	70	2	1	1
Dalton	70	65	70	3	3	3
Emanuel	68	64	64	1	1	1
Floyd	75	65	68-65**	2	1	2
Gainesville	74	68	70	1	1	1
Gordon	70	66	66	1	1	1
Kennesaw	76	65	69	1	1	1
Macon	78-60**	69-60**	65-60**	2	1	1
Middle Ga.	66	62	63	2	1	1
South Ga.	65	65	65	3	3	3
Waycross	68-69**	68-69**	65-66**	2	1	2

*Individualized

**First number denotes entrance score, second number denotes exit score.

This survey was done during the fall quarter, 1979, by George Thomas, Sr., Chairman, State Sub-Committee on Special Studies Mathematics, Savannah State College.

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, S. W.
ATLANTA, GEORGIA 30334

OFFICE OF THE VICE-CHANCELLOR

March 18, 1980

M E M O R A N D U M

TO: Presidents
University System of Georgia

FROM: Geo. A. Christenberry *Geo. A. Christenberry*

SUBJECT: Special Studies Program Report
Summer/Fall, 1979

Enclosed is a copy of the Summer/Fall, 1979 report on the Special Studies Program. Please note that consolidated information for the University System is provided at the bottom of each page of the report. The report follows the format of the information supplied to the Office of Academic Development by each institution. We appreciate your assistance in providing us with this information and hope that you will find the consolidated report of interest.

Enclosure

cc: Acting Chancellor Vernon D. Crawford
Dr. H. Dean Propst
Dr. Haskin Pounds
Dr. Mary A. Hickman
Special Studies Chairpersons

UNIVERSITY SYSTEM OF GEORGIA
SPECIAL STUDIES PROGRAM
SUMMER/FALL, 1979 REPORT

Page 1 of 4

Summer, 1979

Institution	N Required Enrollment			N Withdrawals			% Withdrawals			N Asked to Withdraw			% Asked to Withdraw			N Completing Requirements			% Completing Requirements		
	*B	*O	*T	B	O	T	B	O	T	B	O	T	B	O	T	B	O	T	B	O	T
Georgia Institute of Tech.		-			-			-			-			-			-			-	
Georgia State University	175	81	256	10	3	13	5	3	5	8	1	9	4	1	3	19	22	41	10	27	16
University of Georgia	1	30	31	0	2	2	-	6.7	6.5	-	-	-	-	-	-	1	8	9	100	27	29
Medical College of Georgia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Albany State College	25	-	25	3	-	3	12	-	12	4	-	4	16	-	16	7	-	7	28	-	28
Armstrong State College	3	10	13	-	1	1	-	8	8	-	-	-	-	-	-	-	3	3	-	23	23
Augusta College	42	88	130	6	9	15	14.3	10.2	11.5	5	3	8	11.9	3.4	6.2	7	25	32	16.7	28.4	24.6
Columbus College	45	36	81	1	1	2	2	3	2.5	5	3	8	11	8	10	-	2	2	-	6	2
Fort Valley State College	43	4	47	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Georgia College	32	15	47	-	-	-	-	-	-	2	-	2	6.2	-	4.2	23	10	33	71.8	66.6	70.2
Georgia Southern College	10	21	31	2	2	4	20	10	13	4	-	4	40	-	13	-	6	6	-	29	20
Georgia Southwestern College	13	12	25	-	1	1	-	8	4	3	2	5	23	17	20	5	4	9	38	33	36
Kennesaw College	4	88	92	1	7	8	25	8	9	1	10	11	25	12	12	-	21	21	-	24	23
North Georgia College	1	24	25	-	1	1	-	4.17	4	1	1	2	100	4.17	8	-	12	12	-	50	48
Savannah State College	58	5	63	-	-	-	-	-	-	4	-	4	6.4	-	6.3	14	2	16	22.2	3.2	25.4
Southern Technical Institute	7	48	55	-	4	4	-	8	7	-	4	4	-	8	7	2	11	13	29	23	24
Valdosta State College	24	21	45	3	2	5	12.5	9.5	11.1	6	2	8	25	9.5	17.7	3	6	9	12.5	28.6	20
West Georgia College	24	39	63	1	2	3	4	5	5	7	3	10	29	8	16	6	3	9	25	8	14
Abra. Baldwin Agri. College	25	38	63	3	1	4	12	3	6	11	6	17	44	16	27	3	8	11	12	21	17
Albany Junior College	101	106	207	15	7	22	15	7	11	9	4	13	9	4	6	14	29	43	14	27	21
Atlanta Junior College	127	5	132	8	4	12	6	80	9	3	-	3	2	-	2	45	2	47	35	40	35
Bainbridge Junior College	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	33	33
Brunswick Junior College	10	34	44	2	2	4	20	6	9	5	7	12	50	21	27	3	15	18	30	44	41
Clayton Junior College	32	121	153	11	39	50	34.4	32.2	32.7	-	2	2	-	1.7	1.3	4	19	23	12.5	15.7	15
Dalton Junior College	3	62	65	3	9	12	100	14.5	18.5	-	1	1	-	1.6	1.5	-	5	5	-	8.1	7.7
Emanuel Cty. Junior College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Floyd Junior College	25	70	95	-	9	9	-	13	9	-	1	1	-	1	1	11	33	44	44	47	46
Gainesville Junior College	11	170	181	2	14	16	18.2	8.2	8.9	-	1	1	-	.6	.6	2	20	22	18.1	11.8	12.2
Gordon Junior College	16	12	28	1	1	2	6.3	8.3	7.1	-	-	-	-	-	-	1	4	5	6.3	33.3	17.9
Macon Junior College	31	64	95	7	8	15	23	13	16	3	4	7	9	6	8	4	17	21	13	27	22
Middle Georgia College	20	33	53	-	1	1	-	3	2	1	-	1	5	-	2	3	5	8	15	15	15
South Georgia College	54	105	159	5	3	8	9.3	2.9	5	5	8	13	9.4	7.6	8.2	10	21	31	18.5	20	19.5
Waycross Junior College	9	21	30	2	-	2	22	-	7	1	3	4	11	14	13	-	-	-	-	-	-
UNIVERSITY SYSTEM	971	1365	2336	86	133	219	8.9	9.7	9.4	88	66	154	9.1	4.8	6.6	187	314	501	19.3	23	21.4

*Black *Other *Total

3/18/80

UNIVERSITY SYSTEM OF GEORGIA
SPECIAL STUDIES PROGRAM
SUMMER/FALL, 1979 REPORT

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Summer, 1979

Inst.	Mathematics Exit									Reading Exit									English Exit								
	N Required			N Exit			% Exit			N Required			N Exit			% Exit			N Required			N Exit			% Exit		
	B	O	T	B	O	T	B	O	T	B	O	T	B	O	T	B	O	T	B	O	T	B	O	T	B	O	T
GIT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
GSU	101	51	152	19	15	34	18	29	22	62	57	119	13	20	33	20	35	27	88	16	104	21	5	26	23	31	25
UGA	1	16	17	1	6	7	100	37.5	41	1	17	18	1	7	8	100	41	44	1	25	26	1	12	13	100	48	50
MCG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALS	19	-	19	5	-	5	26	-	26	15	-	15	5	-	5	33	-	33	18	-	18	9	-	9	50	-	50
ARS	2	3	5	-	2	2	-	66	40	2	6	8	2	3	5	100	50	62	1	5	6	1	3	4	100	60	67
AUG	21	40	61	10	20	30	47.6	50	49.2	16	37	53	8	32	40	50	86.5	75.5	23	36	59	11	25	36	47.8	69.4	61
COC	20	19	39	3	7	10	15	37	26	-	-	-	-	-	-	-	-	-	18	12	30	3	5	8	17	42	27
FVS	20	1	21	5	-	5	25	-	23.8	8	1	9	4	1	5	50	100	55.6	8	1	9	3	-	3	37.5	-	33.3
GCM	19	10	29	13	6	19	68.4	60	65.5	19	8	27	12	6	18	63.2	75	66.6	14	7	21	9	4	13	64.3	57.1	61.9
GSC	8	16	24	-	7	7	-	44	30	7	16	23	1	7	8	14	44	35	10	18	28	-	7	7	-	39	25
GSW	10	8	18	3	4	7	30	50	39	5	7	12	2	-	2	40	-	17	6	5	11	2	3	5	33	60	45
KEN	3	77	80	-	21	21	-	27	26	2	29	31	-	9	9	-	31	29	4	50	54	-	13	13	-	26	24
NGC	1	8	9	-	7	7	-	87.5	77.9	-	14	14	-	9	9	-	64.3	64.3	-	18	18	-	11	11	-	61.1	61.1
SSC	23	1	24	16	1	17	67	100	71.2	33	2	35	6	2	8	18	100	22.8	34	2	36	9	2	11	24	100	30.6
STI	2	20	22	1	12	13	50	60	59	-	-	-	-	-	-	-	-	-	2	13	15	-	8	8	-	62	53
VSC	7	5	12	2	1	3	28.6	20	25	13	7	20	1	3	4	7.6	42.9	20	10	10	20	7	7	14	70	70	70
WGC	13	11	24	5	4	9	38	36	38	13	7	20	1	5	6	8	71	30	14	8	22	4	2	6	29	25	27
ABAC	5	2	7	2	2	4	40	100	57	9	17	26	3	9	12	33	53	46	9	13	22	1	6	7	11	46	32
ALC	66	74	140	24	23	47	36	31	34	44	24	68	5	10	15	11	42	22	72	34	106	12	14	26	17	41	25
ATL	77	1	78	30	-	30	38	-	38	63	2	65	41	2	43	65	100	66	54	3	57	30	1	31	55	33	54
BAN	-	2	2	-	-	-	-	-	-	-	1	1	-	1	1	-	100	100	-	-	-	-	-	-	-	-	-
BRC	11	33	44	4	9	13	36	27	30	10	19	29	2	7	9	20	37	31	9	19	28	-	8	8	-	42	29
CJC	25	80	105	11	39	50	44	48.8	47.6	23	81	104	6	33	39	26.1	40.7	37.5	29	107	136	6	28	34	20.7	26.2	25
DJC	2	36	38	-	14	14	-	38.9	36.8	3	29	32	-	3	3	-	10.3	9.4	3	51	54	-	3	3	-	5.9	5.6
EJC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FJC	13	43	56	5	23	28	38	53	50	6	9	15	2	4	6	33	44	40	20	44	64	7	23	30	35	52	47
GAN	6	107	113	1	23	24	16.7	21.4	21.2	8	72	80	3	28	31	37.5	38.9	38.8	7	90	97	2	15	17	28.6	16.7	17.5
GDN	12	5	17	4	4	8	33.3	80	47.1	5	7	12	5	5	10	100	71.4	83.3	10	9	19	3	6	9	30	66.7	47.4
MAC	31	62	93	6	24	30	19	38	32	50	67	117	7	15	22	14	22	18	48	65	113	8	8	16	16	12	14
MID	7	11	18	4	6	10	57	55	56	-	-	-	-	-	-	-	-	-	2	7	9	-	3	3	-	43	33.3
SGC	5	6	11	1	2	3	20	33.3	27.3	9	4	13	3	3	6	33.3	75	46.2	31	29	60	6	16	22	19.4	55.2	36.7
WAY	2	12	14	1	6	7	50	50	50	3	11	14	-	7	7	-	64	50	7	12	19	1	5	6	14	42	32
U.SYS.	532	760	1292	176	298	464	33.1	39.2	35.9	429	550	979	133	231	364	31	42	37.2	552	709	1261	156	243	399	28.3	34.3	31.6

3/18/80

UNIVERSITY SYSTEM OF GEORGIA
SPECIAL STUDIES PROGRAM
SUMMER/FALL, 1979 REPORT

Page 3 of 4

Summer, 1979

Inst.	Success Rate/College Math										Success Rate/College SoScience										Success Rate/College English									
	N Surveyed			N Passing			% Passing			*All	N Surveyed			N Passing			% Passing			*All	N Surveyed			N Passing			% Passing			*All
	B	O	T	B	O	T	B	O	T		B	O	T	B	O	T	B	O	T		B	O	T	B	O	T	B	O	T	
GIT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
GSU	2	3	5	2	2	4	100	66	80	65	1	-	1	1	-	1	100	-	100	80	9	2	11	5	2	7	55	100	63	60
UGA	2	14	16	2	12	14	100	86	88	89	5	33	38	5	29	84	100	85	90	92	4	29	33	4	26	30	100	90	87	93
MCG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALS	30	-	30	16	-	16	53	-	53	75	38	-	38	20	-	20	53	-	53	68	40	-	40	23	-	23	57	-	57	73
ARS	1	15	16	-	9	9	-	56	56	66	-	-	-	-	-	-	-	-	-	84	1	4	5	1	2	3	100	50	60	73
AUG	22	23	45	15	23	38	68	100	84	91	40	98	138	37	89	126	93	91	91	95	16	52	68	4	32	36	25	62	53	73
COC	12	15	27	5	10	15	42	67	56	65	54	57	111	35	37	72	65	65	65	78	49	29	78	24	14	38	49	48	49	57
FVS	31	3	34	24	3	27	77	100	79	74	10	2	12	6	1	7	60	50	58	63	51	3	54	39	2	41	77	67	76	73
GCM **	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
GSC **	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
GSW	2	1	3	1	-	1	50	-	33	70	7	7	14	4	7	11	57	100	79	88	3	4	7	1	4	5	33	100	71	79
KEN	1	15	16	1	8	9	100	53	56	52	2	29	31	1	24	25	50	83	81	72	1	12	13	-	8	8	-	67	62	74
NGC	-	10	10	-	7	7	-	70	70	87	3	12	15	2	10	12	67	83	80	93	-	-	-	-	-	-	-	-	-	79
SSC	9	-	9	-	-	-	-	-	-	42	6	-	6	2	-	2	33	-	33	33	5	-	5	3	-	3	60	-	60	50
STI	1	11	12	1	4	5	100	36	42	49	1	1	2	1	-	1	100	-	50	94	1	4	5	-	2	2	-	50	40	60
VSC	9	9	18	3	3	6	33	33	33	66	4	7	11	4	4	8	100	57	73	81	7	10	17	2	5	7	29	50	41	66
WGC	6	10	16	4	8	12	67	80	75	84	15	15	30	13	13	26	87	87	87	94	12	12	24	7	8	15	58	67	63	61
ABAC	5	11	16	2	8	10	40	73	63	63	5	19	24	1	17	18	20	89	75	75	8	18	26	1	9	10	13	50	38	40
ALC	17	17	34	7	11	18	41	65	53	61	10	25	35	5	22	27	50	88	77	56	9	12	21	2	7	9	22	58	43	77
ATL	16	1	17	12	1	13	75	100	76	78	14	1	15	9	1	10	64	100	66	71	14	4	18	10	4	14	71	100	77	77
BAN	2	1	3	1	1	2	50	100	67	81	2	2	4	2	2	4	100	100	100	96	1	-	1	1	-	1	100	-	100	96
BRC	-	-	-	-	-	-	-	-	-	84	-	3	3	-	3	3	-	100	100	89	4	5	9	3	4	7	75	80	78	82
CJC	1	13	14	1	12	13	100	92	93	94	4	32	36	4	30	34	100	94	94	94	3	19	22	2	12	14	67	63	64	79
DJC	-	15	15	-	7	7	-	47	47	53	-	15	15	-	10	10	-	67	67	89	-	14	14	-	4	4	-	29	29	67
EJC	1	4	5	1	1	2	100	25	40	80	2	1	3	2	1	3	100	100	100	90	3	5	8	1	4	5	33	80	63	74
FJC	-	7	7	-	5	5	-	71	71	80	2	4	6	1	3	4	50	75	67	95	5	26	31	3	21	24	60	81	77	81
GAN	1	20	21	-	16	16	-	80	76	87	1	37	38	1	32	33	100	86	87	93	2	16	18	-	5	5	-	31	28	53
GDN	4	4	8	3	4	7	75	100	88	84	2	3	5	1	2	3	50	67	60	65	11	6	17	5	3	8	46	50	47	69
MAC **	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MID	5	9	14	4	9	13	80	100	93	93	1	2	3	-	2	2	-	100	67	96	-	4	4	-	3	3	-	75	75	77
SGC	7	18	25	7	18	25	100	100	100	96	15	26	41	14	22	36	93	85	88	90	5	8	13	-	4	4	-	50	31	33
WAY	2	6	8	1	6	7	50	100	88	88	1	3	4	1	3	4	100	100	100	93	2	1	3	1	1	2	50	100	67	87
J.SYS.	187	241	428	111	176	287	59	73	67	-	240	401	641	167	335	502	70	84	78	-	262	270	532	138	160	298	53	59	56	-

* % Passing All Students taking Mathematics, Social Science, English.

** Not Reported

3/18/80

UNIVERSITY SYSTEM OF GEORGIA
SPECIAL STUDIES PROGRAM
SUMMER/FALL, 1979 REPORT

Page 4 of 4

Fall, 1979

Inst.	Special Studies Headcount						Special Studies Participants																		Average Class Sizes			
	*A	*B	*C	*D	*E	*F	Total			N Required			% Required			N Vol/Refer			% Vol/Refer			Math	Read	Engl	Coun			
							B	O	T	B	O	T	B	O	T	B	O	T	B	O	T							
GIT	10	-	1	-	33	44	10	34	44	3	1	4	30	3	9	7	33	40	70	97	91	-	-	8	-			
GSU	427	-	6	11	297	741	427	382	809	427	314	741	100	82	91	-	68	68	-	18	18	15.2	14.9	18.0	38.0			
UGA	41	-	1	-	226	268	41	227	268	41	226	267	100	100	100	-	1	1	-	-	-	18.4	15.8	18.4	17.5			
MCG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
ALS	410	-	-	1	-	411	410	1	411	410	1	411	100	-	100	-	-	-	-	-	-	20.0	25.0	20.0	10.0			
ARS	62	-	5	1	257	325	62	263	325	48	131	179	77	50	55	14	132	146	23	50	45	21.0	16.0	23.0	-			
AUG	152	1	14	11	435	613	150	462	612	133	371	504	89	80	82	17	91	108	11	20	18	26.6	23.1	23.6	-			
COC	145	-	2	2	230	379	145	234	379	139	198	337	96	85	89	6	36	42	4	15	11	27.0	28.0	28.0	-			
FVS	517	-	1	-	17	535	517	18	535	504	13	517	98	72	97	15	3	18	3	28	3	30.0	30.0	15.0	-			
GCM	84	-	-	-	169	253	138	276	414	84	169	253	61	61	61	54	107	161	39	39	39	23.0	25.0	26.0	25.0			
GSC	88	1	1	1	493	584	88	448	536	82	411	493	93	92	92	6	37	43	7	8	8	22.0	22.0	20.0	20.0			
GSW	82	-	-	1	98	181	82	99	181	81	96	177	99	97	98	1	3	4	1	3	2	18.0	19.0	16.0	19.0			
KEN	23	-	10	5	689	727	23	704	727	22	561	583	96	80	80	1	143	144	4	20	20	33.7	28.3	26.2	-			
NGC	32	1	1	5	149	188	32	156	188	32	143	175	100	92	93	-	13	13	-	8	7	20.0	20.0	23.0	-			
SSC	387	-	-	-	13	400	397	13	400	387	13	400	100	100	100	-	-	-	-	-	-	21.0	20.8	19.6	-			
STI	52	-	2	4	184	242	46	196	242	45	182	227	98	93	94	1	14	15	2	7	6	34.0	25.0	24.0	24.0			
VSC	83	-	-	-	138	221	83	138	221	77	131	208	93	95	94	6	7	13	7	5	6	18.3	23.6	21.3	-			
WGC	289	1	1	1	283	575	289	286	575	289	286	579	100	100	100	-	-	-	-	-	-	21.0	25.0	29.0	-			
ABAC	114	-	-	-	804	918	114	804	918	80	248	328	70	31	36	34	556	590	30	69	64	40.0	28.0	26.0	49.0			
ALC	256	1	3	6	389	655	256	399	655	248	322	570	97	81	87	8	77	85	3	19	13	30.0	22.0	22.0	18.0			
ATL	306	-	-	-	25	331	306	25	331	305	25	330	99	100	99	1	-	1	1	-	1	21.0	20.0	23.0	26.0			
BAN	18	-	1	-	52	71	18	53	71	17	38	55	94	72	77	1	15	16	6	28	23	12.6	13.6	14.0	-			
BRC	60	-	-	3	108	171	60	111	171	57	105	162	95	95	96	3	6	9	5	5	4	26.0	25.0	25.0	23.0			
CJC	90	7	3	6	753	859	92	767	859	79	488	567	86	64	66	13	279	292	14	36	34	27.7	21.4	24.5	15.2			
DJC	8	-	1	-	328	337	8	329	337	5	234	239	63	71	71	3	95	98	37	29	29	24.0	19.0	22.0	-			
EJC	28	-	2	-	64	94	28	66	94	11	35	46	40	53	49	17	31	48	60	47	52	20.0	18.5	20.3	-			
FJC	60	-	1	-	264	325	60	265	325	56	255	311	93	96	96	4	10	14	7	4	4	26.0	19.0	23.0	-			
GAN	56	1	8	3	499	567	56	511	567	56	503	559	100	98	99	-	8	8	-	2	1	30.0	26.0	17.0	21.0			
GDN	89	-	-	-	144	233	89	144	233	77	85	162	87	59	70	12	59	71	13	41	30	21.0	19.0	21.0	34.0			
MAC	78	-	-	5	150	233	78	155	233	50	56	106	64	36	45	28	99	127	36	64	55	29.0	24.0	28.0	25.0			
MID	82	2	-	13	141	238	82	156	238	73	138	211	89	88	89	9	18	27	11	12	11	31.0	20.0	28.0	29.5			
SGC	166	-	2	2	249	419	166	253	419	156	223	379	94	88	91	10	30	40	6	12	9	24.0	28.0	27.0	-			
WAY	37	-	-	-	133	170	37	133	170	35	82	117	95	62	69	2	51	53	5	38	31	24.0	20.0	19.0	17.0			
U.SYS.	4332	15	66	81	7814	12308	4380	8108	12488	4109	6084	10193	94	75	82	271	2024	2295	6	25	18	24.6	22.5	21.9	22.7			

*A=Black American; B=American Indian or Alaskan Native; C=Asian or Pacific Islander; D=Hispanic; E=All Other; F=Total

3/18/80

UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

OFFICE OF THE VICE CHANCELLOR

October 16, 1979

M E M O R A N D U M

TO: Presidents
University System of Georgia Institutions

FROM: Geo. A. Christenberry *Geo. A. Christenberry*

RE: SUMMARY OF SPRING/SUMMER SPECIAL STUDIES REPORT

A copy of the system-wide summary of the information submitted in the Spring/Summer Quarterly Reports for the Special Studies Program is attached for your information. Dr. Dean Propst will be happy to answer questions and/or receive any comments and suggestions which you may have about this report.

GAC/ch

Attachment

cc: Acting Chancellor Vernon D. Crawford
Dr. H. Dean Propst
Special Studies Chairpersons

UNIVERSITY SYSTEM OF GEORGIA
SPECIAL STUDIES PROGRAM
QUARTERLY REPORT

System-wide
Institution

Person Submitting Report

Spring, 1979

Previous Quarter and Year

Summer, 1979

Current Quarter and Year

SPECIAL STUDIES STUDENT is a student who is required to take and pass one or more courses and the Basic Skills Examination in the Department of Special Studies.

NOTE: The above definition of SPECIAL STUDIES STUDENT should be used by registrars when reporting the number of Special Studies Students on the Quarterly Enrollment Report. For this report, except where noted, all students enrolled in Special Studies courses, including volunteers and referrals, should be reported.

It is important that the total required enrollment figure reported in this form (line 11-b) be the same as the figure given on lines 01.09 and 12.09 in the registrar's Quarterly Enrollment Report.

PREVIOUS QUARTER EVALUATION REPORT

1. How many students required to take Special Studies did not remain in college for the full quarter last quarter?
 - a. Total number of students required to enroll in Special Studies?
Black 2,969 Other 3,101 Total 6,070
 - b. Number who withdrew during the quarter?
Black 146 Other 292 Total 438
 - c. Percent who withdrew during the quarter?
Black 4.9 Other 9.4 Total 7.2
 - d. Reasons for withdrawing?

2. How many students required to take Special Studies were asked to withdraw from school for academic reasons at the end of last quarter?
 - a. Total number of students required to enroll in Special Studies?
Black 2,969 Other 3,101 Total 6,070
 - b. Number asked to withdraw at the end of the quarter?
Black 286 Other 266 Total 552
 - c. Percent asked to withdraw at the end of the quarter?
Black 9.6 Other 8.6 Total 9.1

7. Of the former Special Studies mathematics students who took college level Mathematics courses last quarter, how many were successful in the courses?

a. Number of students surveyed?

Black 549 Other 752 Total 1,301

b. Number passing courses?

Black 347 Other 491 Total 864

c. Percent passing courses?

Black 63.2 Other 65.3 Total 66.4

d. Including all students who took mathematics courses, what percent passed?

Total 71.4 average

8. Of the former Special Studies reading students who took college level Social Science courses last quarter, how many were successful in the courses?

a. Number of students surveyed?

Black 837 Other 1,136 Total 1,973

b. Number passing courses?

Black 620 Other 920 Total 1,540

c. Percent passing courses?

Black 74.1 Other 81.0 Total 78.1

d. Including all students who took social science courses, what percent passed?

Total 82.5 average

9. Of the former Special Studies English students who took college level English courses last quarter, how many were successful in the courses?

a. Number of students surveyed?

Black 845 Other 1,035 Total 1,880

b. Number passing courses?

Black 467 Other 603 Total 1,070

c. Percent passing courses?

Black 55.3 Other 58.3 Total 56.9

d. Including all students who took English courses, what percent passed?

Total 63.0 average

NOTE: THREE INSTITUTIONS DID NOT REPORT ITEMS 7,8,9.
ONE INSTITUTION DID NOT REPORT ITEM 8.

UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, S. W.
ATLANTA, GEORGIA 30334

OFFICE OF THE VICE CHANCELLOR

January 17, 1979

M E M O R A N D U M

TO: Presidents
University System of Georgia Institutions

FROM: John W. Hooper *J. W.*

RE: SPECIAL STUDIES QUARTERLY REPORT

A copy of the Summer/Fall Quarterly Report for the Special Studies Program is attached for your information. Dr. Charles Nash will be happy to answer questions and/or receive any comments and suggestions which you may have about this report.

The Special Studies Quarterly Report form will be changed beginning this quarter. You should receive it by the first week of February. Dr. Nash will also be pleased to respond to any questions which you may have with regard to the new form.

sr

ATTACHMENT

cc: Chancellor George L. Simpson, Jr.
Dr. Jerry M. Williamson
Dr. Charles R. Nash

University System of Georgia
Special Studies Report
Summer and Fall 1978

The attached tables answer the following questions related to the University System of Georgia Special Studies Program:

Table I How many students were asked to withdraw and/or dropped out of Special Studies on their own accord during Summer Quarter 1978?

Answer: A total of three hundred and twelve (312) students withdrew during Summer Quarter 1978. Three (3) percent of the black and two (2) percent of the "other" withdrew. Forty (40) percent of the total who dropped out were required to do so.

Table II How many students completed their final Special Studies requirements during Summer Quarter 1978?

Answer: During Summer Quarter, five hundred and six (506) students completed their final Special Studies requirements. Four (4) percent of the black and four (4) percent of the "other" students enrolled completed requirements. Thirty-five (35) percent completing were black and sixty-five (65) percent were "other." Note: Thirty-eight (38) percent of the students enrolled in Special Studies during the Summer Quarter were black.

Table III How many students exited Special Studies mathematics Summer Quarter 1978?

Answer: Four hundred and twenty-six (426) students completed mathematics requirements during the quarter. This was sixty-one (61) percent of the total number of students attempting mathematics exit examination. Fifty-four (54) percent of the blacks and seventy (70) percent of the "other" who attempted the exit criteria exited mathematics. Of the total who exited, thirty-five (35) percent were black and sixty-five (65) percent were "other." Although they had passed the exit test,

How many students took placement test(s), tested into Special Studies, but did not show for Fall Quarter registration?

Answer: A total of seven hundred and twenty-two (722) students did not show. Forty-four (44) percent were black.

How many students are classified "Special Studies" but are not taking Special Studies courses this quarter?

Answer: Six hundred and ninety-nine (699) students were required, but did not take Special Studies courses this quarter.

Table VII What was the average size of classes in mathematics, reading, English, and support services during Fall Quarter?

Answer: The average class sizes were: support services 22, mathematics 25, reading 20, and English 21. The ranges were: mathematics 4-46, reading 3-35, and English 3-31.

During Fall Quarter 1978, six thousand, eight hundred and ninety-two (6,892) students were enrolled in mathematics, four thousand, nine hundred and eighty (4,980) in reading, six thousand, two hundred and thirty-four (6,234) in English and one thousand, seven hundred and seventy (1,770) in support services courses.

Table VIII What is the total Special Studies enrollment by several categories?

Answer:	Fall Quarter	---	Total	12,126*
	New Students			6,740
	Volunteers			3,431
	Veterans			1,126
	Black			4,608
	All Other			7,471

*Includes 47 students who are classified as Special Studies students but are not taking Special Studies courses.

University System of Georgia
Special Studies Report

Summer Quarter 1978

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Table I

Institution	Voluntary Withdrawals		Required Withdrawals		Total		Percentage Enrollment	
	Black	Other	Black	Other	Black	Other	Black	Other
Georgia Tech								
Southern Tech	3	15	2	12	5	27	56	40
Georgia State	4	3	4	2	8	5	9	6
Medical College								
Univ. Georgia	1	1			1	1	11	1
Albany State	4		22		26		47	
Armstrong State								
Augusta	4	4	7	6	11	10	26	10
Columbus	4	3	1		5	3	12	6
Fort Valley								
Georgia College	1	1	7		8	1	16	2
Georgia Southern	3	1	4		7	1	37	5
Ga. Southwestern			3	1	3	1	33	8
North Georgia								
Savannah State	5		3		8		17	
Valdosta State	1			1	1	1	5	5
West Georgia	1	3	3	2	4	5	24	16
ABAC	3		7	6	10	6	37	6
Albany Junior	10	10	5	1	15	11	20	11
Atlanta Jr.	8	2	2		10	2	10	17
Bainbridge Jr.								
Brunswick Jr.	2	4	2	2	4	6	20	12
Clayton Junior	1	15		1	1	16	3	7
Dalton Junior		3		2		5		6
Emanuel Cty. Jr.								
Floyd Junior	3	14		2	3	16	11	18
Gainesville Jr.	3	8	1		4	8	25	5
Gordon Junior	3				3		15	
Kennesaw Junior	1	13			1	13	14	8
Macon Junior	5	4	1	3	6	7	6	3
Middle Georgia		5				5		6
South Georgia	3		8	1	11	1	22	1
Waycross Junior	1	5			1	5	8	14
Totals	74	114	82	42	156	156	15	8

University System of Georgia
Special Studies Report
Students Completing Mathematics Requirements
Summer Quarter 1978

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Table III

Institution	Black		Other		Total		Passed Test Not Exited	
	Number	%	Number	%	Number	%	Black	Other
Georgia Tech								
Southern Tech	1	100	7	70	8	73		2
Georgia State	9	31	13	43	22	37	2	9
Medical College								
Univ. Georgia	4	57	10	38	14	42	1	5
Albany State	5	50			5	50	1	
Armstrong State			1	33	1	33		
Augusta	4	29	12	52	16	43		
Columbus	1	8	16	67	17	46	2	1
Fort Valley	3	75			3	75	1	
Georgia College	10	63	5	83	15	68		
Ga. Southern	4	67	5	63	9	64		
Ga. Southwestern	1	50	2	100	3	75		
North Georgia	2	67	3	75	5	71		1
Savannah State	13	50	2	100	15	54		
Valdosta State	6	100	8	100	14	100		
West Georgia			7	78	7	78		2
ABAC	7	70	1	25	8	57	1	3
Albany Junior	10	34	18	90	28	57		
Atlanta Junior	32	78	2	100	34	79		
Bainbridge Jr.								
Brunswick Jr.	4	100	7	100	11	100		
Clayton Junior	6	100	33	100	39	100		
Dalton Junior	1	100	9	36	10	38		7
Emanuel Cty. Jr.	3	100	3	100	6	100		
Floyd Junior	4	50	18	64	22	61	1	2
Gainesville Jr.	1	50	27*		28*			3
Gordon Junior	3	60	8	89	11	79		
Kennesaw Jr.	1	100	15	65	16	71		2
Macon Junior	9	39	25	69	34	58	5	16
Middle Georgia	1	100	3	100	4	100		
South Georgia	1	50	2	50	3	50		
Waycross Junior	4	100	14	93	18	95		
Totals	150	54	276	70	426	61	14	53

*Include students who entered previous quarter.

University System of Georgia
Special Studies Report
Students Completing English Requirements
Summer Quarter 1978

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Table V

Institution	Black		Other		Total		Passed Test Not Exited	
	Number	%	Number	%	Number	%	Black	Other
Georgia Tech								
Southern Tech			8	67	8	67		2
Georgia State	12	40	12	63	24	49	1	2
Medical College								
Univ. Georgia	4	50	48	80	52	76	1	2
Albany State	13	42			13	42		
Armstrong State			9	100	9	100		
Augusta	5	33	9	69	14	50		
Columbus	5	42	8	53	13	48		
Fort Valley	10	100	10*		20			
Georgia College	5	56	3	100	8	67		
Ga. Southern	3	27	3	38	6	32	4	4
Ga. Southwestern	3	60	5	100	8	80	2	
North Georgia	2	100	2	33	4	50		
Savannah State	4	16	1	20	5	17		
Valdosta State	2	33	2	66	4	44		
West Georgia			10	77	10	67	2	2
ABAC	1	10	8	73	9	43	6	2
Albany Junior	4	100	13	87	17	89		
Atlanta Junior	23	100	2	67	25	96		
Bainbridge Jr.			3	100	3	100		
Brunswick Jr.	3	60	11	73	14	70		
Clayton Junior	2	100	24	100	26	100		
Dalton Junior	1	100	15	75	16	76		2
Emanuel Cty. Jr.	4	100	3	100	7	100		
Floyd Junior			10	40	10	29		
Gainesville Jr.	5	100	25	69	30	73		2
Gordon Junior	5	56	5	100	10	71		
Kennesaw Jr.	2	100	15	68	17	71		
Macon Junior	7	50	31	84	38	75		1
Middle Georgia	6	38	15	47	21	44	3	3
South Georgia			2	29	2	20		
Waycross Junior	4	100	5	100	9	100		
Totals	135	49	317	73	452	63	19	22

*Includes students who entered previous quarter.

University System of Georgia
Special Studies Report
Average Class Size
Fall Quarter 1978

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Table VII

Institution	Mathematics		Reading		English		Support Services		Percentage Part-time Faculty
	No. of Students	Average Class size	No. of Students	Average Class size	No. of Students	Average Class Size	No. of Students	Average Class size	
Georgia Tech									
Southern Tech	169	28	75	25	101	20	23	23	
Georgia State	409	26	259	24	342	24	109	55	
Medical College									
Univ. Georgia	125	18	170	17	207	17	225	19	
Albany State	215	22	202	20	340	23	35	12	
Armstrong State	226	19	45	15	199	25			
Augusta	390	33	251	21	266	24	18	18	
Columbus	195	22	135	19	162	20	62		
Fort Valley	316	35	306	26	217	24			
Georgia College	31	4	29	3	30	3			
Ga. Southern	246	25	239	20	259	20	64	16	
Ga. Southwestern	111	16	115	14	118	15	130	14	
North Georgia	114	23	123*	25					
Savannah State	264	18	321	17	319	19			
Waldosta State	140	23	144	21	145	21			
West Georgia	164	21	240	27	263	26			
BAC	228	46	281	35	547	24	377	38	
Albany Junior	324	27	197	22	294	23	49	25	
Atlanta Junior	439	24	226	23	169	21			
Bainbridge Jr.	41	14	41	14	37	12	1	1	
Brunswick Jr.	151	30	127	25	156	31			
Clayton Junior	535	30	227	23	241	24	234	15	
Dalton Junior	214	24	134	1ab	189	27	16	1	
Emanuel Cty. Jr.	44	22	20	10	25	6			
Lloyd Junior	191	27	114	16	276	25			
Milledgeville Jr.	275	28	247	27	280	23	134	22	
Oconee Junior	129	26	88	18	110	22	56	28	
Okefenokee Jr.	426	39	141	24	234	23			
Oglethorpe Junior	335	26	172	19	233	26	151	22	
Middle Georgia	221	37	127	21	141	24	20	20	
South Georgia	159	23	129	22	241	22			
Waycross Junior	65	16	55	18	93	19	66	17	
Totals	6,892	25	4,980	20	6,234	21	1,770	22	

Language Arts which also includes English

University System of Georgia
Special Studies Report
Student Retention

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Summer and Fall Quarters 1978

Table IX

Institution	Number of Students Not Returning			No. and % of Students Exited or Retained For Fall Quarter					
	Fall	from	Summer	Black			Other		
	Black	Other	Total	Exited	Retained	%	Exited	Retained	%
Georgia Tech									
Southern Tech	1	6	7	1	11	92	12	96	95
Georgia State				12	151	100	12	123	100
Medical College									
Univ. Georgia	3	3	6	1	11	80	9	47	95
Albany State	7		7	12	191	97			
Armstrong State		4	4		6	100	13	17	88
Augusta	2	11	13	8	33	95	13	63	91
Columbus	9	3	12	26	51	90	17	39	82
Fort Valley	5		5	5		98		13	100
Georgia College	2	1	3	16	41	97	7	10	94
Ga. Southern	2	1	3	5	18	92	4	31	97
Ga. Southwestern		2	2	1	16	100	5	4	82
North Georgia		1	1	2	3	100	2	8	92
Savannah State	6		6	8	72	93			
Valdosta State	4	1	5	5	15	83	6	12	95
West Georgia	6	6	12	2	31	85	9	40	89
ABAC	1	5	6	6	26	97	28	62	95
Albany Junior	24	28	52	10	132	86	28	88	81
Atlanta Junior	59	5	64	33	67	63	2	9	69
Bainbridge Jr.		3	3		8	100		9	75
Brunswick Jr.	3	10	13	3	18	88	10	26	78
Clayton Junior	7	39	46	3	30	83	18	101	75
Dalton Junior	1	4	5	2	1	75	28	24	93
Emanuel Cty. Jr.	4	6	10		12	75	3	7	63
Floyd Junior	3	16	19	2	22	89	16	111	89
Gainesville Jr.	5	49	54	3	25	85	39	146	79
Gordon Junior	4		4	2	24	87	6	7	100
Kennesaw Jr.	3	27	30	1	6	70	17	109	82
Macon Junior	10	13	23	4	26	75	10	33	77
Middle Georgia	8	5	13	1	54	87	6	45	91
South Georgia	49	31	80	1	52	52	8	81	74
Waycross Junior	4	14	18	2	9	73	1	16	55
Totals	232	294	526	177	1,162	85	329	1,377	85

University System of Georgia
Special Studies Report
Summer and Fall 1977

The attached tables answer the following questions related to the University System of Georgia Special Studies Program:

Table I How many students were asked to withdraw and/or dropped out of Special Studies on their own accord during Summer Quarter 1977?

Answer: A total of 320 students withdrew during Summer Quarter 1977. Seventeen (17) percent of the black and nine (9) percent of the "other" withdrew. Fifty (50) percent of the total who dropped out were required to do so.

Table II How many students completed their final Special Studies requirements during Summer Quarter 1977?

Answer: During Summer Quarter, 565 students completed their final Special Studies requirements. Twenty-two (22) percent of the black and twenty (20) percent of the "other" students enrolled completed requirements. Forty (40) percent completing were black and sixty (60) percent were "other". Note: Thirty-nine (39) percent of the students enrolled in Special Studies during the Summer quarter were black.

Table III How many students exited Special Studies mathematics Summer Quarter 1977?

Answer: Four hundred and fifty-five (455) students completed mathematics requirements during the quarter. This was sixty (60) percent of the total number of students attempting mathematics exit examination. Forty-nine (49) percent of the blacks and sixty-nine (69) percent of the "other" who attempted the exit criteria exited mathematics. Of the total who exited, thirty-six (36) percent were black and sixty-four (64) percent were

How many students took placement test(s), tested into Special Studies, but did not show for Fall Quarter registration?

Answer: A total of 850 students did not show. Thirty-eight percent were black.

How many students are classified " Special Studies" but are not taking Special Studies courses this quarter?

Answer: Nine hundred and seventy-five students were required, but did not take Special Studies courses this quarter.

Table VII What was the average size of classes in mathematics, reading, English, and support services during Fall Quarter?

Answer: The average class sizes were: support services 21, mathematics 26, reading 22, and English 23. The ranges were: mathematics 12-40, reading 12-45, English 6-27, and support services 14-32.

During Fall Quarter 1977, 6,958 students were enrolled in mathematics, 5,298 in reading, 6,722 in English and 1,635 in support services courses.

Table VIII What is the total Special Studies enrollment by several categories?

Answer:	Fall Quarter	---	Total	11,772
	New Students			6,644
	Volunteers			2,106
	Veterans			1,364
	Black			5,026
	All Other			6,596
	(Race Not Identified)			150

University System of Georgia
Special Studies Report
Summer Quarter 1977

Table I

Institution	Voluntary Withdrawals		Required Withdrawals		Total		Percentage Enrollment	
	Black	Other	Black	Other	Black	Other	Black	Other
Georgia Tech	-	-	-	-	-	-	-	-
Southern Tech	-	-	-	-	-	-	-	-
Georgia State	3	1	11	-	14	1	12	1
Medical College	-	-	-	-	-	-	-	-
Univ. Georgia	-	-	-	-	-	-	-	-
Albany State	8	-	-	-	8	-	11	-
Armstrong State	-	1	-	-	-	1	-	1
Augusta	1	2	4	1	5	3	9	3
Columbus	1	-	9	1	10	1	19	2
Fort Valley	3	-	38	-	41	-	73	-
Georgia College	3	2	3	-	6	2	11	3
Georgia Southern	-	-	-	-	-	-	-	-
Ga. Southwestern	1	2	1	1	2	3	25	27
North Georgia	-	-	1	-	1	-	1	-
Savannah State	4	-	7	-	11	-	12	-
Valdosta State	-	1	13	3	13	4	39	33
West Georgia	1	1	2	1	3	2	14	10
ABAC	2	2	14	6	16	8	29	6
Albany Junior	12	15	6	7	18	22	26	15
Atlanta Jr.	5	-	-	-	5	-	4	-
Bainbridge Jr.	-	-	-	-	-	-	-	-
Brunswick Jr.	1	4	6	5	7	9	33	28
Clayton Junior	2	18	-	5	2	23	8	13
Dalton Junior	-	5	-	-	-	5	-	7
Emanuel Cty. Jr.	-	2	-	-	-	2	-	12
Floyd Junior	5	14	1	1	6	15	25	16
Gainesville Jr.	2	17	-	-	2	17	29	12
Gordon Junior	-	1	-	-	-	1	-	4
Kennesaw Junior	-	6	-	1	-	7	-	6
Macon Junior	1	3	-	4	1	7	5	29
Middle Georgia	2	2	1	-	3	2	12	4
South Georgia	2	-	3	4	5	4	9	9
Waycross Junior	-	2	-	-	-	2	-	50
Totals	59	101	120	40	179	141	17%	9%

University System of Georgia
Special Studies Report
Students Completing Mathematics Requirements
Summer Quarter 1977

Table III

Institution	Black		Other		Total		Passed Test Not Exited	
	Number	%	Number	%	Number	%	Black	Other
Georgia Tech	-	-	-	-	-	-	-	-
Southern Tech	-	-	10	53	10	53	-	-
Georgia State	13	36	17	46	30	41	1	6
Medical College	-	-	-	-	-	-	-	-
Univ. Georgia	2	100	1	100	3	100	-	-
Albany State	13	48	-	-	13	48	-	-
Armstrong State	-	-	1	25	1	25	-	-
Augusta	14	36	30	57	44	48	-	-
Columbus	16	64	20	74	36	69	-	-
Fort Valley	10	67	-	-	10	67	1	-
Georgia College	7	47	8	100	15	65	-	-
Ga. Southern	2	29	8	73	10	56	-	-
Ga. Southwestern	1	100	-	-	1	100	-	-
North Georgia	-	-	2	40	2	40	-	-
Savannah State	14	38	7	70	21	45	-	-
Valdosta State	1	20	2	50	3	33	-	-
West Georgia	5	71	2	100	7	78	2	-
ABAC	1	13	1	11	2	12	-	2
Albany Junior	15	83	24	96	39	91	-	-
Atlanta Junior	29	56	1	50	30	56	-	-
Bainbridge Jr.	-	-	-	-	-	-	-	-
Brunswick Jr.	1	100	7	100	8	100	-	-
Clayton Junior	2	100	42	100	44	100	-	-
Dalton Junior	-	-	20	77	20	77	-	4
Emanuel Cty. Jr.	-	-	-	-	-	-	-	-
Floyd Junior	4	80	17	74	21	75	1	1
Gainesville Jr.	-	-	19	66	19	63	1	2
Gordon Junior	2	50	4	67	6	60	-	-
Kennesaw Jr.	1	50	11	65	12	63	-	-
Macon Junior	7	70	19	63	26	65	1	3
Middle Georgia	-	-	10	59	10	42	-	-
South Georgia	5	56	7	100	12	75	-	-
Waycross Junior	-	-	-	-	-	-	-	-
Totals	165	49%	290	69%	455	60%	7	18

University System of Georgia
Special Studies Report
Students Completing English Requirements

Summer Quarter 1977
Table V

Institution	Black		Other		Total		Passed Test Not Exited	
	Number	%	Number	%	Number	%	Black	Other
Georgia Tech	-	-	-	-	-	-	-	-
Southern Tech	-	-	-	-	-	-	-	-
Georgia State	7	19	5	50	12	26	-	-
Medical College	-	-	-	-	-	-	-	-
Univ. Georgia	-	-	-	-	-	-	-	-
Albany State	26	81	-	-	26	81	4	-
Armstrong State	-	-	-	-	-	-	-	-
Augusta	32	80	33	79	65	79	-	-
Columbus	18	86	8	40	26	63	-	-
Fort Valley	5	56	-	-	5	56	1	-
Georgia College	10	59	8	80	18	67	-	-
Ga. Southern	1	14	4	44	5	31	-	-
Ga. Southwestern	-	-	3	75	3	75	-	-
North Georgia	-	-	2	100	2	100	-	-
Savannah State	6	19	-	-	6	17	-	-
Valdosta State	14	70	2	67	16	70	-	-
West Georgia	4	80	5	83	9	82	-	-
ABAC	3	23	5	42	8	32	1	1
Albany Junior	8	67	12	100	20	83	-	-
Atlanta Junior	49	75	-	-	49	75	-	-
Bainbridge Jr.	-	-	2	100	2	50	-	-
Brunswick Jr.	6	86	5	100	11	92	-	-
Clayton Junior	4	36	31	94	35	80	-	-
Dalton Junior	1	100	6	38	7	41	-	-
Emanuel Cty. Jr.	-	-	-	-	-	-	-	-
Floyd Junior	4	67	3	50	7	58	-	-
Gainesville Jr.	2	67	21	60	23	61	-	2
Gordon Junior	3	100	-	-	3	100	-	-
Kennesaw Jr.	-	-	2	22	2	20	-	-
Macon Junior	7	70	16	76	23	74	-	1
Middle Georgia	7	78	14	82	21	81	-	-
South Georgia	15	45	11	65	26	52	-	-
Waycross Junior	1	50	4	100	5	83	-	-
Totals	233	59%	202	68%	435	62%	6	5

University System of Georgia
Special Studies Report
Average Class Size
Fall Quarter 1977

Table VII

Institution	Mathematics		Reading		English		Support Services	
	No. of Students	Average Class size	No. of Students	Average Class size	No. of Students	Average Class Size	No. of Students	Average Class size
Georgia Tech	-	-	45	45	53	18	-	-
Southern Tech	118	24	57	19	85	28	23	23
Georgia State	361	21	266	27	288	26	114	57
Medical College	-	-	-	-	-	-	-	-
Univ. Georgia	152	19	227	21	230	19	-	-
Albany State	234	30	319	29	348	32	176	29
Armstrong State	276	23	59	15	213	21	-	-
Augusta	300	30	172	19	201	25	11	11
Columbus	232	26	162	32	184	31	73	INA
Fort Valley	321	40	284	28	346	20	-	-
Georgia College	203	29	243	30	311	28	-	-
Ga. Southern	172	19	160	16	183	20	59	15
Ga. Southwestern	109	16	109	16	119	17	121	15
North Georgia	80	40	Language Arts -----		61	20	-	-
Savannah State	523	31	496	31	293	27	-	-
Valdosta State	181	26	183	26	162	20	-	-
West Georgia	82	27	92	12	193	28	335	INA
ABAC	176	35	308	39	709	28	189	47
Albany Junior	343	29	252	25	325	23	50	25
Atlanta Junior	589	28	334	28	289	19	INA	
Bainbridge Jr.	37	12	54	18	58	19	4	4
Brunswick Jr.	100	25	82	21	115	23	-	-
Clayton Junior	476	28	234	21	233	26	188	16
Dalton Junior	204	26	117	LAB	191	24	-	-
Emanuel Cty. Jr.	72	18	42	14	74	19	-	-
Floyd Junior	165	28	87	15	262	24	-	-
Gainesville Jr.	276	25	189	27	236	20	71	24
Gordon Junior	101	25	70	18	129	22	38	19
Kennesaw Jr.	455	35	145	24	230	23	-	-
Macon Junior	277	28	180	20	248	28	97	16
Middle Georgia	134	22	136	23	143	24	20	20
South Georgia	155	31	144	24	154	26	-	-
Waycross Junior	54	18	50	17	56	14	66	17
Totals	6,958	26	5,298	22	6,722	23	1,635	21

University System of Georgia
Special Studies Report
Student Retention
Fall Quarter 1977

Table IX

Institution	Number of Students Not Returning Fall Quarter from Summer Quarter			No. and % of Students Exited or Retained For Fall Quarter					
	Black	Other	Total	Exited	Black		Exited	Other	
					Retained	%		Retained	%
Georgia Tech	-	-	-	-	3	100	-	-	-
Southern Tech	2	11	13	1	3	67	21	42	85
Georgia State	39	23	62	15	167	70	16	121	86
Medical College	-	-	-	-	-	-	-	-	-
Univ. Georgia	1	2	3	2	16	95	1	6	78
Albany State	4	-	4	24	186	98	-	-	-
Armstrong State	-	3	3	1	3	100	2	4	67
Augusta	8	10	18	13	62	90	33	67	91
Columbus	6	7	13	31	66	94	25	45	91
Fort Valley	3	-	3	-	274	99	-	3	50
Georgia College	3	3	6	12	41	95	12	16	90
Ga. Southern	-	1	1	1	12	100	7	21	97
Ga. Southwestern	2	6	8	2	11	87	1	10	65
North Georgia	-	-	-	-	1	100	4	3	100
Savannah State	57	3	60	15	207	79	3	3	67
Valdosta State	3	2	5	13	22	83	3	9	86
West Georgia	5	5	10	10	26	88	12	18	86
ABAC	22	20	42	2	58	73	5	143	88
Albany Junior	20	74	104	11	160	85	36	125	69
Atlanta Junior	37	1	38	40	150	80	3	3	86
Bainbridge Jr.	2	2	4	-	18	90	3	4	78
Brunswick Jr.	1	10	11	3	20	96	4	18	69
Clayton Junior	7	26	33	3	30	83	27	78	80
Dalton Junior	-	8	8	2	-	100	19	43	89
Emanuel Cty. Jr.	-	5	5	-	20	100	6	6	71
Floyd Junior	6	16	22	1	43	88	22	100	88
Gainesville Jr.	3	48	51	-	13	81	25	154	79
Gordon Junior	4	-	4	3	15	82	6	12	100
Kennesaw Jr.	-	17	17	-	7	100	11	75	83
Macon Junior	4	6	10	7	43	93	4	33	86
Middle Georgia	12	32	44	3	27	71	15	27	57
South Georgia	19	6	25	10	62	79	12	41	90
Waycross Junior	-	1	1	1	15	100	1	11	92
Totals	270	348	628	226	1,781	88%	339	1,241	82%