Getting Started On the Right Foot: Day 1 Diagnostics

Logan Maxwell, Mathematics & Engineering Chair

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LIVE & LEARN

- Initial version (pencil/paper)
- Utilizing technology
- Current version (individualized)
ADVISING/PLACEMENT

- Current Practice
- Purpose of Diagnostic Assessment
- Data
DAY 1 DIAGNOSTIC DATA

▪ **MATH 1314**
  - Enrolled: 539
  - Attempted Diagnostic: 495
  - 92% participation

▪ **MATH 1342**
  - Enrolled: 243
  - Attempted Diagnostic: 230
  - 95% participation

<table>
<thead>
<tr>
<th>Knowledge Check</th>
<th>Initial</th>
<th>Successful Completers</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D/F</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1314</td>
<td>39%</td>
<td>46%</td>
<td>57%</td>
<td>44%</td>
<td>35%</td>
<td>29%</td>
</tr>
<tr>
<td>MATH 1342</td>
<td>62%</td>
<td>67%</td>
<td>71%</td>
<td>65%</td>
<td>62%</td>
<td>54%</td>
</tr>
</tbody>
</table>
Initial Implementation

Week 3
(70%)

Week 1  Week 16
Adjusted the Following Semester

Week 3 (70%)  Week 6 (100%)
Current Practice – Example: MATH 1314

Week 1
(Check 1)

Week 2
(Check 2)

Week 5
(Check 3)

Week 7
(Check 5)

Week 9
(Check 6)

Week 11
(Check 7)

Week 16
COREQUISITE COURSES

- Use in all sections
- Importance to co-requisite sections
- Future implementations
FUTURE PLANS

- Lessons learned
- Week 0 Diagnostic
QUESTIONS
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