



Getting Started On the Right Foot: Day 1 Diagnostics

Logan Maxwell, Mathematics & Engineering Chair

Dayna Ford, Developmental Math Director



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

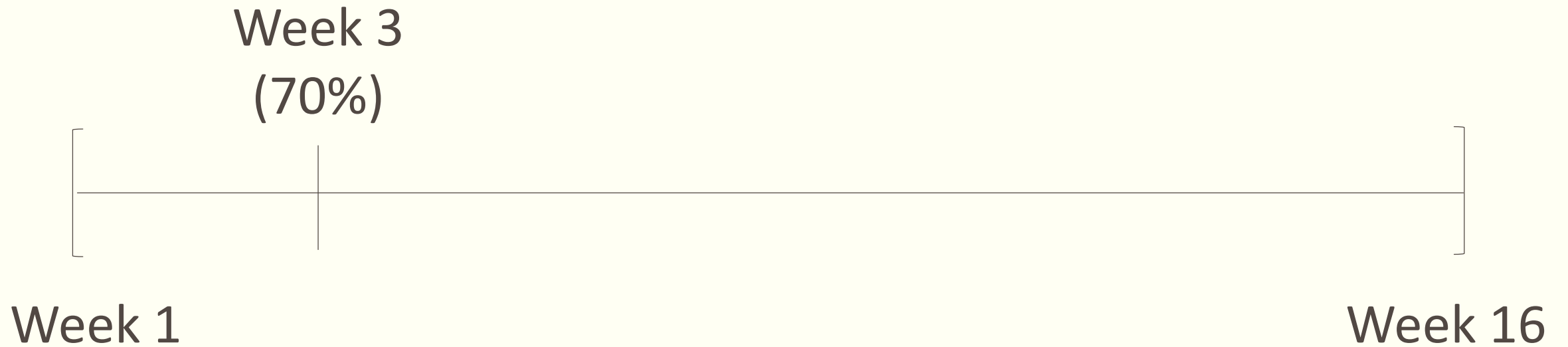
- Enrolled: 539
- Attempted Diagnostic: 495
- 92% participation

▪ MATH 1342

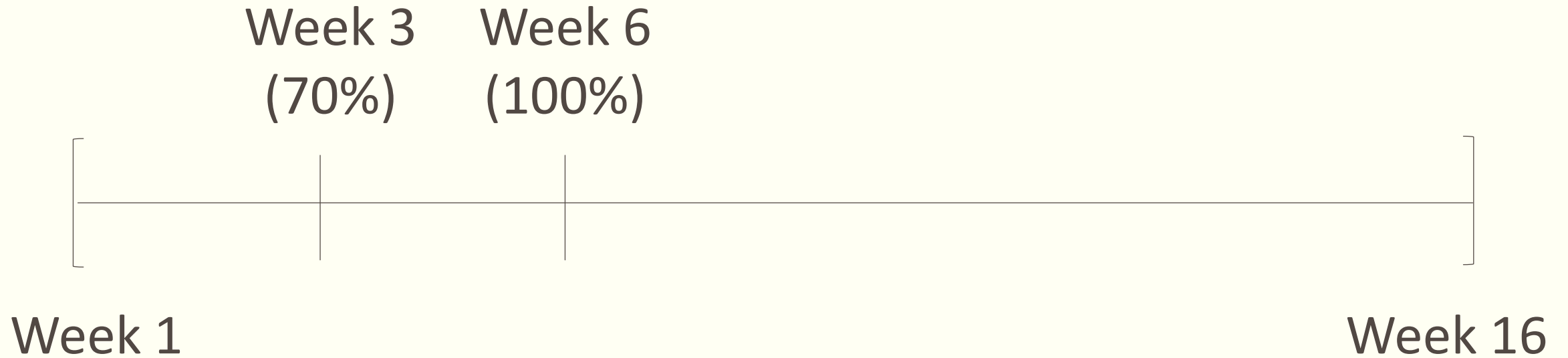
- Enrolled: 243
- Attempted Diagnostic: 230
- 95% participation

Knowledge Check	Initial	Successful Completers	A	B	C	D/F
MATH 1314	39%	46%	57%	44%	35%	29%
MATH 1342	62%	67%	71%	65%	62%	54%

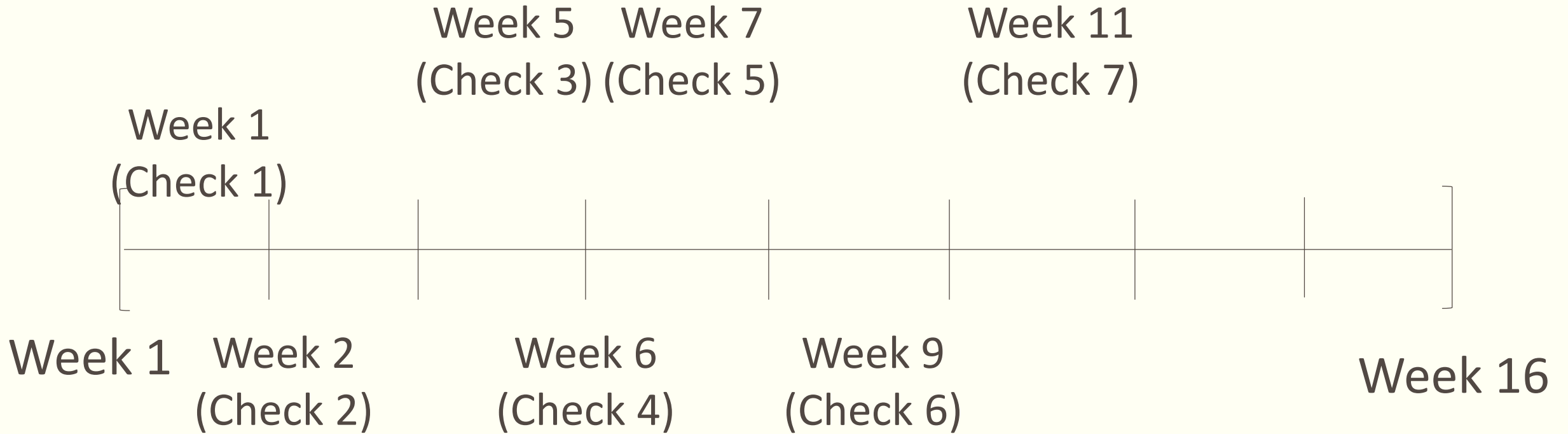
Initial Implementation



Adjusted the Following Semester



Current Practice – Example: MATH 1314





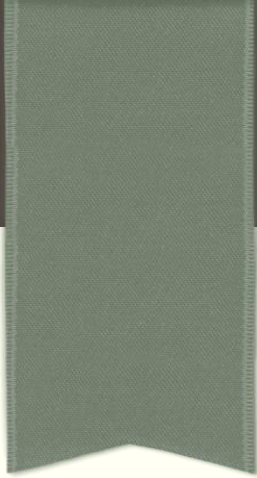
COREQUISITE COURSES

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



FUTURE PLANS

- Lessons learned
- Week 0 Diagnostic



QUESTIONS



CONTACT US

Logan Maxwell – maxwell@grayson.edu

Dayna Ford – fordd@grayson.edu