

# DACC Math Department Guidelines for CCDM, MATH, STAT Placement

5/3/2023

HOLISTIC PLACEMENT is initial placement considering multiple measures including high school GPA, high school math class grades, standardized assessment scores, college academic performance, and the student's response to a Holistic Math Placement Interview Survey and/or review of Course Skills Required (see below).

**Continuing, Readmitted and Transfer Students** without a CCDM, MATH or STAT course successfully completed with a grade of C- or better – use holistic placement

1. Place student according to established placement charts if student has ACT/SAT, ACCUPLACER, COMPASS, or has taken the MPE.
2. If student does NOT have a math assessment as listed above, interview the student – refer to the INTERVIEW SURVEY at the end of this document (can be administered by advisor) and discuss the COURSE SKILLS REQUIRED table (listed below).  
Begin with: “How long has it been since your last math class? If it has been over 2 years, you may want to take a refresher course – start with the lower level.”

**New or Incoming Students** – use holistic placement

1. Place student according to established placement charts if student has ACT/SAT, ACCUPLACER, COMPASS, or has taken the MPE. Students with GED or HiSET scores may place according to the following table:

GED Score	HiSET Score	Course Placement
0-164	0-7 on subtests	CCDM 105N
165-174	8-14 on subtests	CCDM 114N or integrated CCDM 114N/MATH1215G
175-200	15-20 on any subtest	Math 1215G or MATH 1130G

2. If a new student does NOT have a math assessment as listed above, then consider the following measures:
  - a. Is the student's high school or undergraduate GPA a 2.0 or better?
  - b. Did the student earn a grade of **B-** or better in their most recent high school algebra course?

If YES to both measures, student may place in MATH 1215G or MATH 1130G.

If NO to either measure, then interview the student using the INTERVIEW SURVEY below. Student may either start with CCDM 105N or CCDM 114N dependent on their confidence level and skill level (self-placement).

Begin with: “How confident are you about your skills in mathematics? How long has it been since your last math class? If longer than 2 years, you may want to begin with a lower level.”

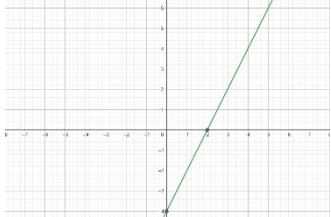
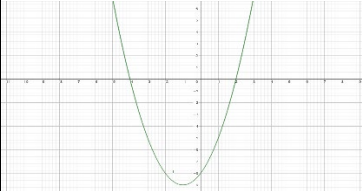
Keep in mind:

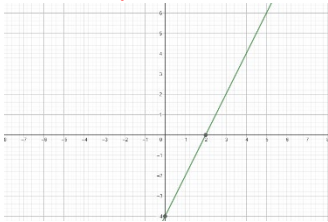
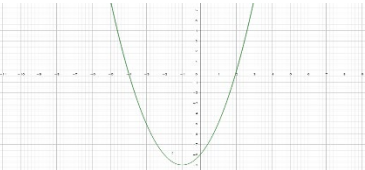
CCDM 114N is equivalent to a beginning algebra course or Algebra I in high school.

MATH 1215G is equivalent to Algebra II or intermediate algebra course in high school.

## Course Skills Required

Profiles of what a 105, 114, and 1215G student can/can't do

Course Placement	Can do...	Cannot do...
CCDM 105N	<ul style="list-style-type: none"> <li>Any student can start in this course</li> </ul>	<ul style="list-style-type: none"> <li>Fraction operations (+, -, x, /) Ex. <math>\frac{2}{3} + \frac{7}{8}</math></li> <li>Percents Ex. What is the amount of tax on an item that cost \$96, if the tax rate is 6%</li> <li>Rounding/estimating decimals. Ex. Round 2.369 to the nearest hundredths.</li> <li>Operations with decimals Ex. <math>4.78 \div 0.002</math></li> <li>Operations with signed numbers (+, -, x, /) Ex. <math>-2 + 4 (5-7) - (-9)</math></li> </ul>
CCDM 114N	<ul style="list-style-type: none"> <li>Fraction operations (+, -, x, /) Ex. <math>\frac{2}{3} + \frac{7}{8}</math></li> <li>Percents Ex. What is the amount of tax on an item that cost \$96, if the tax rate is 6%</li> <li>Rounding/estimating decimals. Ex. Round 2.369 to the nearest hundredths.</li> <li>Operations with decimals Ex. <math>4.78 \div 0.002</math></li> <li>Operations with signed numbers (+, -, x, /) Ex. <math>-2 + 4 (5-7) - (-9)</math></li> </ul>	<ul style="list-style-type: none"> <li>Solve linear equations Ex. <math>5(x-4)+5x=10(2-x)</math></li> <li>Graph linear equations Ex. <math>4x - 2y = 8</math>  </li> <li>Factor Ex. Factor <math>2x^2 - 9x + 4</math></li> <li>Graph quadratic function Ex. <math>y = x^2 + 2x - 8</math>  </li> <li>Interpret application problems/word problems Ex. The length of a building is twice its width. If the floor area is 288 square feet, what are the length and width?</li> </ul>

<p>Math 1215G</p>	<ul style="list-style-type: none"> <li>• Solve linear equations Ex. <math>5(x-4)+5x=10(2-x)</math></li> <li>• Graph linear equations Ex. <math>4x - 2y = 8</math></li> </ul>  <ul style="list-style-type: none"> <li>• Factor Ex. Factor <math>2x^2 - 9x + 4</math></li> <li>• Graph quadratic function Ex. <math>y = x^2 + 2x - 8</math></li> </ul>  <ul style="list-style-type: none"> <li>• Interpret application problems/word problems Ex. The length of a building is twice its width. If the floor area is 288 square feet, what are the length and width?</li> </ul>	<p>Solve, simplify, manipulate:</p> <ul style="list-style-type: none"> <li>• Logs and exponents Ex. Solve. <math>\log_5(x + 2) = 3</math> Ex. Solve. <math>5(2)^{3x} = 20</math></li> <li>• Rational Functions Ex. Add. <math>\frac{x+5}{x-3} + \frac{x+6}{x+4}</math></li> <li>• Radicals Ex. Solve. <math>7\sqrt[3]{4x - 5} = 21</math> Ex. Simplify <math>\sqrt[3]{80x^6y^{11}}</math></li> <li>• Systems of equations Ex. Solve. <math>\begin{cases} x + y = 6 \\ 2x - 3y = 8 \end{cases}</math></li> </ul>
<p>Other questions to ask for borderline students only</p>	<p>Confidence Anxiety Level of motivation Independent learner</p>	<p>Mostly positive answers: move up Mostly negative or uncertain answers: move down</p>

# Holistic Math Placement Interview Survey

## Non-cognitive Interview Questions for Borderline Students

**Instructions:** Mark each of the following true or false (T or F). Give the survey to your advisor.

- \_\_\_ I feel confident when I do math.
- \_\_\_ I consider myself good at math.
- \_\_\_ I enjoy doing math homework.
- \_\_\_ I hold myself to a high standard in math classes. I need an A or B to feel successful.
- \_\_\_ I expect to do well on math tests as long as I study enough.
- \_\_\_ I think math skills are important in my chosen major.
- \_\_\_ I ask for help when I don't understand my math homework.
- \_\_\_ I am disciplined; I do my math homework right away rather than putting it off.
- \_\_\_ I am not satisfied until I really understand a concept deeply.
- \_\_\_ I don't mind when math is challenging.
- \_\_\_ I have taken and passed a math class within the last 2 years.
- \_\_\_ I will have plenty of time to spend on my math homework.

Advisors:

1. Use the COURSE SKILLS REQUIRED table (can do/can't do chart above) to narrow placement down as much as possible.
2. If a student is borderline between two courses, then use the above survey.
  - a. A student who marks TRUE on 8 or more of these statements may be offered the higher of the two classes, but may elect to take the lower.
  - b. A student who marks TRUE on less than 8 of these statements should be placed in the lower of the two courses.