



# APAC NEWSLETTER

JULY, 1984

JANET KIME, EDITOR

VICKI WILSON -- APAC'S FIRST ADVISER OF THE YEAR

— Kathleen Waldron

This year at the APAC spring party the organization bestowed its first annual Adviser of the Year award to Vicki Wilson. Vicki worked in the psychology department as an academic adviser for almost twelve years. During that time she established a peer advising system, developed career courses, workshops, and newsletters for psychology majors, and prepared handouts galore! (I'll remember Vicki for her comment, "If you say something twenty times, write it down.") Vicki also regularly sent questionnaires to majors to help determine their needs, and to find out what her graduates were doing. She was responsible for developing one of the most professional advising offices on campus, and was always willing to help other advisers on campus improve their own systems. Vicki was on the original steering committee when APAC was established in 1976. She has presented workshops for APAC, the UW Women's Information Center, the National Association of Advisers and Counselors, and the American Psychological Association. The book *To Work*, which she co-authored with Pat Lunneborg, was published. While working in the psychology department, Vicki finished her masters and Ph.D. in Educational Psychology. This June she left the UW and started work in Olympia evaluating state programs. She has promised to write an article for the APAC Newsletter on what it is like to leave advising and work on the "other side." She'll be missed!

ASSOCIATION OF PROFESSIONAL ADVISERS AND COUNSELORS  
ARTS AND SCIENCES CENTRAL ADVISING OFFICE

# NEW MATH PLACEMENT TESTS

Students who wish to register for MATH 105/156 or MATH 124 in Autumn quarter must take one of the new math placement tests. Most entering freshmen who attended Washington high schools should have already taken the appropriate test. Arts and Sciences Central Advising has received individual score sheets for each of these students and will be placing them in each new student's file. Both Central Advising and the Testing Center have a master list of students and scores, if an individual score report is lost. Students who have not taken a math placement test yet can take one at the Testing Center in Schmitz Hall. The test fee is \$10.

There are two new tests: the Intermediate Algebra Test, to determine if a student has accumulated the information UW includes in intermediate algebra and is ready for pre-calculus; and the Pre-Calculus Test, to determine if a student has accumulated the information UW includes in MATH 105 and is ready for MATH 124. Students in our MATH 105, 156, and 124 classes were given trial tests last year and their performance on the tests was compared to their performance in the math classes. The scores were divided into three groups which reflect the proportion of students which actually passed the class in which they were enrolled when they took the placement test. For new students, these three groups now suggest a student's chance of passing the class. Below are the scoring scales for the new tests.

## Intermediate Algebra Test — 45 questions

<u>raw score</u>	<u>group</u>	<u>% correct</u>	<u>chance of passing MATH 105 or 156</u>
45-24	I	100-53%	75%
23-21	II	52-47%	50%
20-0	III	46-0%	33%

## Pre-Calculus Test — 40 questions

<u>raw score</u>	<u>group</u>	<u>% correct</u>	<u>chance of passing MATH 124</u>
40-26	I	100-65%	75%
25-21	II	64-53%	50%
20-0	III	52-0%	25%

Group I: Students who place in Group I of either test should be encouraged to take the course they have placed into. A student who receives a very high score on the intermediate algebra test should be encouraged to take the pre-calculus test. There is no charge for taking the pre-calculus test for students who took the intermediate algebra test (and vice-versa).

Group II: Students who place in Group II of either test could go either way. The adviser should discuss the situation with the student and make a recommendation based on the student's own anxiety or enthusiasm and any coursework done after the test was taken.

Group III: Students who place in Group III of either test have failed and should take the course they were trying to place out of. A student who receives a very low score on the pre-calculus test should be encouraged to take the intermediate algebra test. A student who receives a very low score on the intermediate algebra test and wants to pursue a field requiring math should be encouraged to do some remedial work at a community college.

Students who completed one year of calculus in high school were not required to take the pre-calculus placement test. Advisers should not assume, however, that such students are ready for MATH 124. If the student's math achievement score is below 60, the student should probably be encouraged to take the Pre-Calculus Test. Students who completed a year of high school calculus and have math achievement scores in the high 60's should be encouraged to take the calculus placement test at the Testing Center; they may be ready to start with MATH 125 or 126 and receive credit for the quarters they skip over.

The honors calculus sequence, MATH 134, 135, 136, has been redesigned into a less theoretical sequence and should be of interest to more students than in the past. The new sequence will cover the material of the first two years of calculus: MATH 124, 125, 126, 238, 327, and 328. Students do not have to be referred to the math advisers for permission to take MATH 134 any more. The math department is currently working on the criteria advisers should use to place students in MATH 134; meanwhile, a good candidate would be a student who has completed a year of high school calculus and has a math achievement score of at least 70.

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