



# Leopard Dreams

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## Students benefit from Math Placement Tutoring

**M**ath Placement Tutoring is offered on the Zero-Week schedule as an opportunity for students to refresh their math skills to ensure proper placement. Faculty are available to assist students needing developmental math courses using a diagnostic tool and a personalized online math tutorial. At the end of the week, students can retest using the Accuplacer exam, and course schedules are revised so that they start off in the appropriate class from the very first day of the semester.

During the fall, seven students retested after participating in the Zero-Week tutoring sessions. Six of these students increased their Accuplacer math score and three of them improved their score by two courses. One student, Autumn, was able to increase her score enough to be placed directly into college algebra, bypassing all developmental math courses.

At the end of the fall semester, it is exciting to see that Autumn successfully completed college algebra and

is now enrolled in pre-calculus for the Spring term. Math placement tutoring saved Autumn valuable time toward her degree by providing her with the opportunity to refresh her math skills and retest during Zero-Week in lieu of enrolling in a developmental math course for an entire semester.



### Strategy Team Leaders

#### Attendance Accountability

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#### Continuous Orientation

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#### Retention Alert

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#### Zero-Week

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### Future Strategy Teams

#### Placement Testing Study Statway

#### QEP Coordinator

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## Strategy Team Updates

### Attendance Accountability

In the Fall 2010 semester, all students in Math 0310 and 0330 sections taught on the main campus were invited to participate in the Peer Involvement Program. There were 30 sections with a total enrollment of 570 students. Of the 30 sections, 6 sections had no participation. Of the 570 students, 163 participated in the Peer Involvement Program which equates to approximately 28.6% involvement. The retention rate for all 30 sections was approximately 79.86%. The 6 sections that did not have any student participation had a 79.2% retention rate. The retention rate for the 24 participating sections was approximately 87.3%, an increased retention rate of more than 7%. Student self-selection, instructor buy-in and Retention Alert usage could be potential factors of

bias.

### Continuous Orientations

Based on anecdotal feedback from faculty involved with conducting the Continuous Orientation sessions and after a cursory review of the learner survey data, the Continuous Orientation strategy appears to be a success. Faculty teaching classes where these orientations were being conducted saw firsthand results when learners in their class immediately began utilizing one of the services that was discussed in an orientation session.

After one full semester of offering the Continuous Orientation sessions, the strategy team has suggested a few improvements that will be implemented during the spring semester.

(1) The minute orientations will

be provided to more than just developmental English learners. Students taking classes in developmental reading, study skills, and certain sections of computer information science, criminal justice, credit level English, and career/technical business classes will be included in the pilot.

(2) Some orientation sequencing changes will be made so the information provided over the course of the semester is provided at the most appropriate time for the learners.

(3) Some existing orientations will be consolidated into one single orientation and some new orientations will be added.

(4) Online versions of the orientations will be developed for online class sections that will be part of this semester's expanded group.

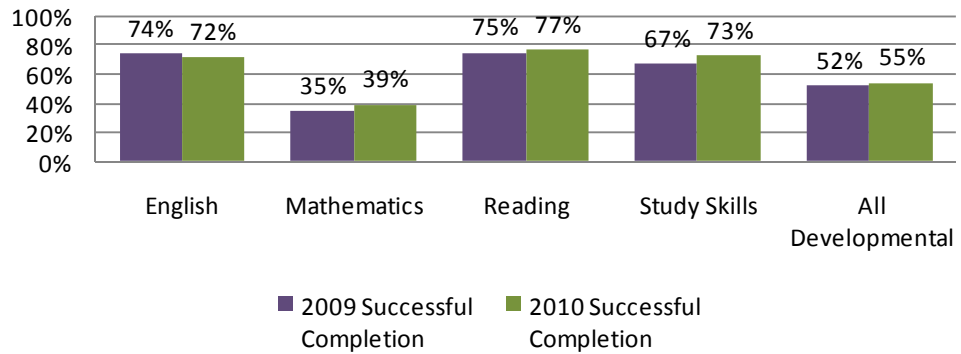
(5) A few departments, such as

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## Increased Success in Developmental Education

### Successful Completion of Developmental Courses



Fall 2010 analysis of course completion indicates that 3 of our 4 developmental education areas show an increased percentage of students earning course grades of A, B, or C at the end of the term as compared to Fall 2009 end of term grades. Mathematics increased by 4%, reading increased by 2%, study skills showed a 6% increase, and English declined slightly by 2%. The overall successful course completion rate of developmental education courses increased by 3%.

## Strategy Team Updates

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Financial Aid, are planning just-in-time workshops the week after the faculty members have presented the minute orientations so learners can obtain additional information from the subject experts.

(6) A final change is that we will offer orientation sessions over 14 weeks opposed to 15 weeks. This will provide faculty members time to administer Survey 2 the week prior to final exam week. Administering Survey 2 during finals week caused many problems such as finding computer lab space and time during the final exam schedule to administer the survey. We also hope this will improve the number of responses we receive on Survey 2. Our survey response rate was less than half of what we received for the mid-semester survey.

### Retention Alert

During the first semester implementation of Retention Alert, the faculty and staff initiated 869 cases. Six case managers took on the responsibility of managing the

cases. Obviously, efficiency and prioritizing was a topic of discussion at the Retention Alert committee meetings. The discussions included the possibility of automating some processes, efficiently corresponding to interested parties, and working out logistical processes. The committee added two faculty positions to their number with the idea of getting direct feedback from the classroom. The committee will be seeking additional faculty members to join the committee.

Adrian Sora, director of recruitment and retention is optimistic about further implementation of the software. Mr. Sora has received positive feedback from students regarding the interventions. He reported that some students expressed gratitude that the college demonstrated concern about each student's success. Mr. Sora is excited about analyzing the data obtained through the tracking software to help the college identify promising retention strategies.

### Zero-Week

Spring Zero-Week was held January 10-14, 2011. Orientation topics included: new students, student life, online tools, eLearning, international students, money management, health science students, veterans affairs, Taylor students, TRiO, criminal justice students, transfer processes, computer information systems students, campus parking, basic computer literacy, and campus tours.

Math placement tutoring also was held during the week to encourage developmental math students to refresh their math skills and possibly test into higher level math courses.

Orientation guides were given to all students attending Zero-Week. These guides serve as a quick reference for the activities and services available to students at the College.

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