

Accelerated Developmental Math at CCCOnline

CCCS Basic Skills Summit

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Background

- CCCOnline began offering developmental math in Fall 2005.
- CCCO Math Faculty participated in Lumina Peer Learning meeting in February 2006, and were inspired by the CCD Fast Start program.
- Faculty chair began planning how to address particular needs of online learners in a combined MAT 030/060 class
 - advising students into this delivery mode
 - appropriate levels of interaction and support
 - course design (030 five weeks; 060 ten weeks)

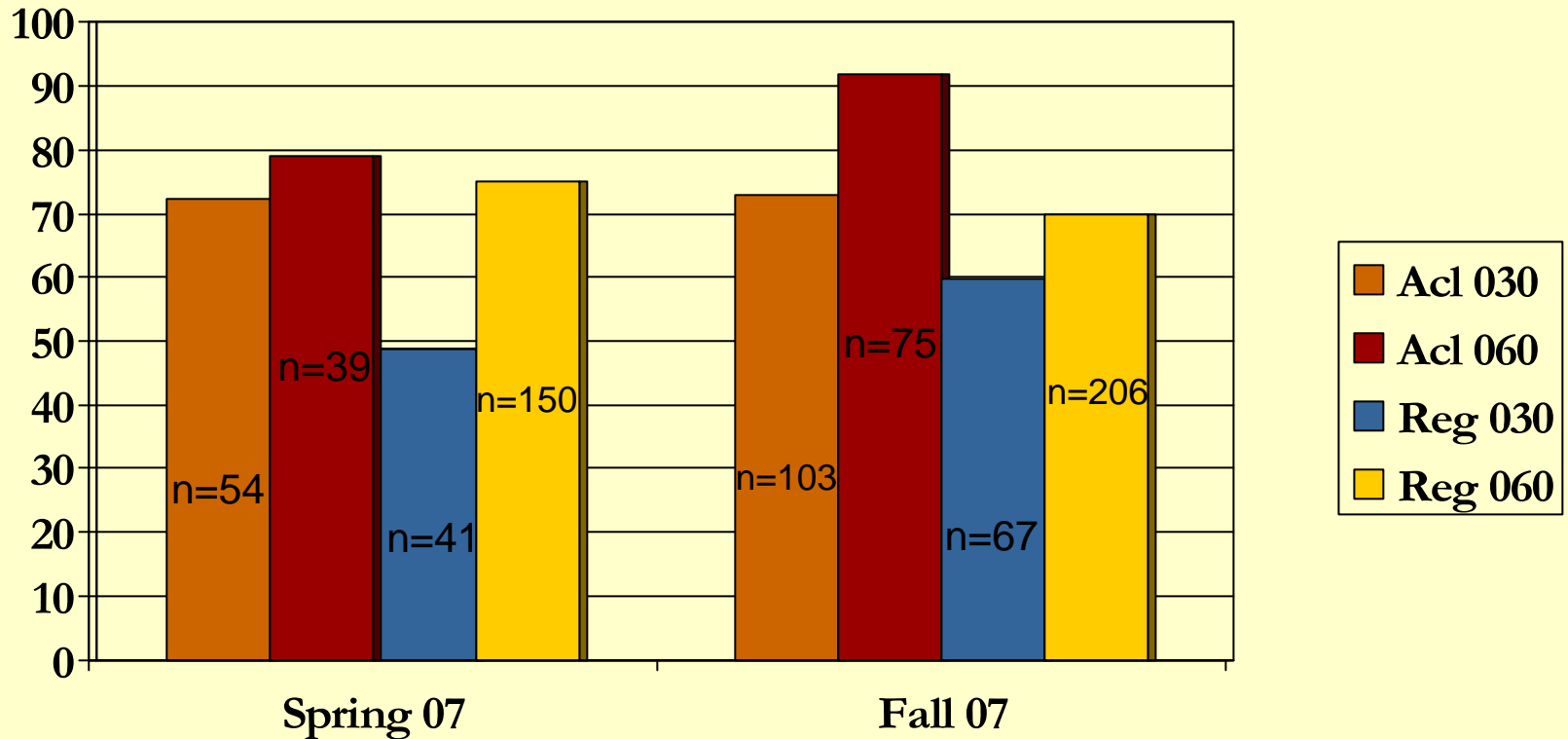


Enrollment

- First accelerated course (MAT 030/060) offered in Spring 2007 to 54 students in 3 sections.
- Fall 2007, 103 students participated in 5 sections.
- Spring 2008, 116 students are registered in accelerated courses.



Percent Passing with a C or Better



Students Completing Higher Levels of Math

- Of the 31 students who successfully completed the accelerated math 030/060 course in Spring 2007, 18 (58%) enrolled in MAT 090 or MAT 106 the following semester with CCCOnline.
- Eleven students completed MAT 090 or MAT 106 with a C or better.
- Seven took MAT 090, but withdrew or were not successful.
- The remaining 13 students did not register for a math course with CCCOnline in summer or fall (but may have taken courses at a land-based campus).
- Follow-on data for the Fall 2007 cohort are not yet available.



Drop Rates

	Spring 2007	Fall 2007
Drop Rate Accelerated 030/060	23.57%	16.12%
Drop Rate Non-accl 030 and 060	17.22%	16.40%



Demographics

	Accelerated 030/060	CCCOOnline Overall
Average Age	29	28
Female	82 %	64 %
Male	18 %	36 %
Ethnicity		
Native American	.097 %	1.38 %
Asian/Pacific Islander	1.94 %	3.12 %
Black	6.8 %	5.46 %
Hispanic	16.5 %	10.31 %
White	69 %	71.08 %
Other/Not Reported	4.86 %	8.65 %



Lessons We are Learning

- Importance of outside tutoring availability
- Importance of support within student learning community
- Frequent communication and quick turn-around for students
- Continuity of faculty between 030 and 060
- Advising improvements needed
- Placement of students who fail 030 into 10-week session
- Growth higher than expected



About our Course: MAT030/060

- Overview
- Practice Tests for Focused Learning
- Discussions to Build Community and Understanding
- Applicable Life Problems



About our Students

- Variety of Students – not all are “bad” at math!
- Our Students’ need for a safe learning environment
- How we provide that sense of safety and encourage them



Contributing Factors to Success

As we can see from the current statistics shown by Rhonda, the success rate of graduating students in the 030/060 combined class is slightly greater than that of the non-accelerated classes.

This may be due in large part to:

- A. Proper class counseling at the onset of registration (Students that score at the low end of the accuplacer are not encouraged to sign up for an accelerated course.)
- B. Students in the accelerated course seem to have motivation to complete both classes in less time. They have more to gain and more to lose.
- C. A sense of continuity with their classmates from one course (030) to the next (060) has helped many students.



Student Quotes

- "Just wanted to let you know that I am also going to take intro algebra. That would be awesome if we were all in the same class!"
- "Maybe we'll be in the same section then. Math is just so not my strong point. It would help knowing there are other people in that class that I already know from this one. "
- "Hopefully we will all be in the same class. Math is not my strong subject either and it would be nice to talk with someone else that I have had past classes with. Hope to see you guys in that class. Take care."
- "Will you be teaching Math 090 in the summer? I enjoyed your class even though I don't like math. You made the class fun. Thanks again."



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