

*Valencia Community College
Supplemental Learning (SL):
Identification, Development,
Evaluation, and Modifications to SL*

*Student Success Institute Developmental Mathematics Learning Roundtable
November 15, 2006*

Gaps Identified by Valencia for AtD



**Gap 1. Between under prepared students
and college-ready students**

Gap 2. Between ethnic groups

**Gap 3. Between math course success
rates and success rates in other
disciplines**

Targeted Courses

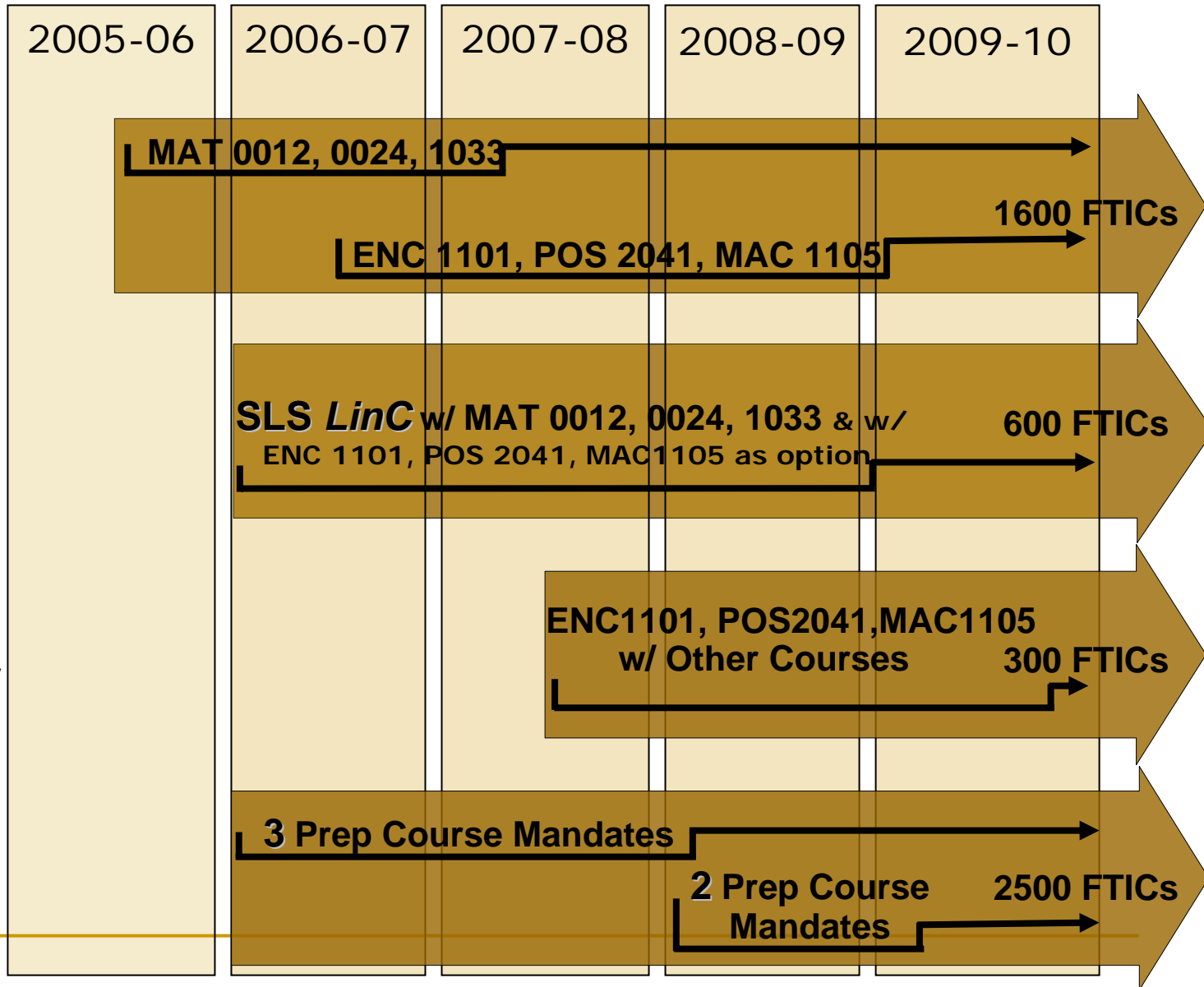
Developmental Math Courses

- MAT0012
- MAT0024
- MAT1033

Gateway Courses

- MAC1105
- ENC1101
- POS2041

Strategy Four Year Implementation Timeline



Supplemental Learning College-wide Development Process



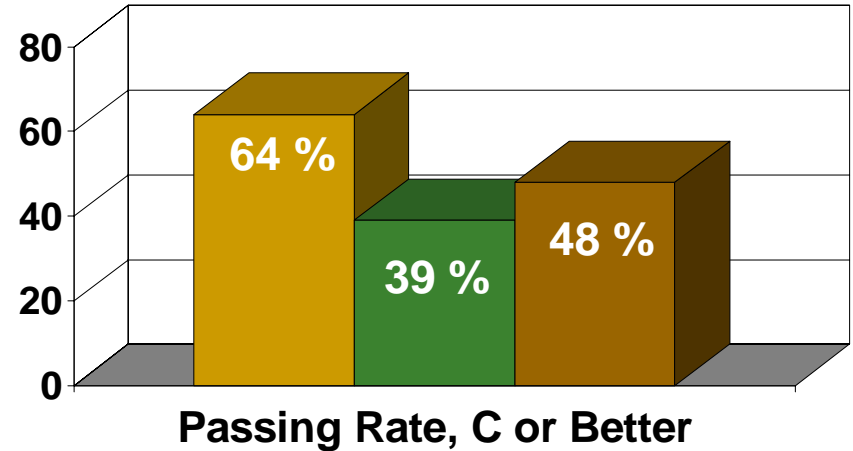
- Go to Mathematics Department meetings and discuss the philosophy behind SI and identify interested full-time faculty.
 - Identify a campus leader on each campus.
 - Organize an information session about SI for adjunct professors.
 - Create a college-wide coordinating team to discuss implementation and training.
 - Discuss campus plans with college-wide group.
 - Establish a college-wide training program for SL leaders and SL professors.
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Creating a “Culture of Inquiry” Quick Overview

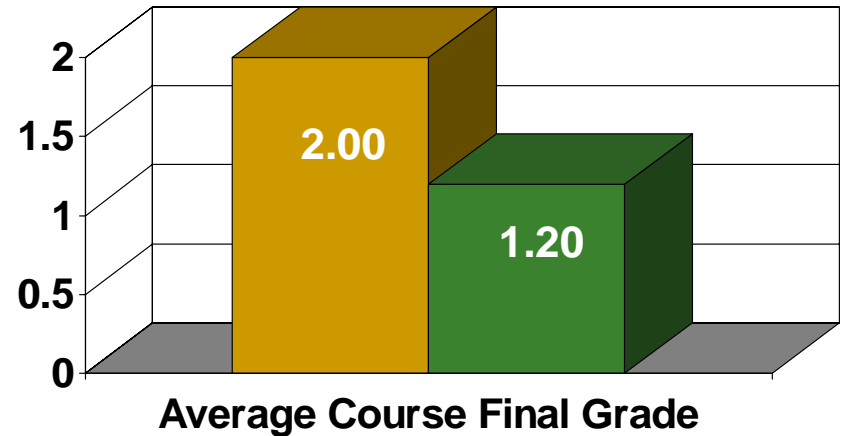


- 407 FTIC Students in 34 sections of SL math; 900+ total enrollments in SL.
- Students were unaware at registration that their math course was an SL section.
- FTIC SL-Cohort = 44.2% Caucasian, 23.6 Hispanic, 20.6 African American, 2.5% Asian, and 9.1% Other.

SL-Lower Level Math course enrollees who attend at least one SL session show higher success rates.



■ Attended ■ Never Attended ■ College Baseline

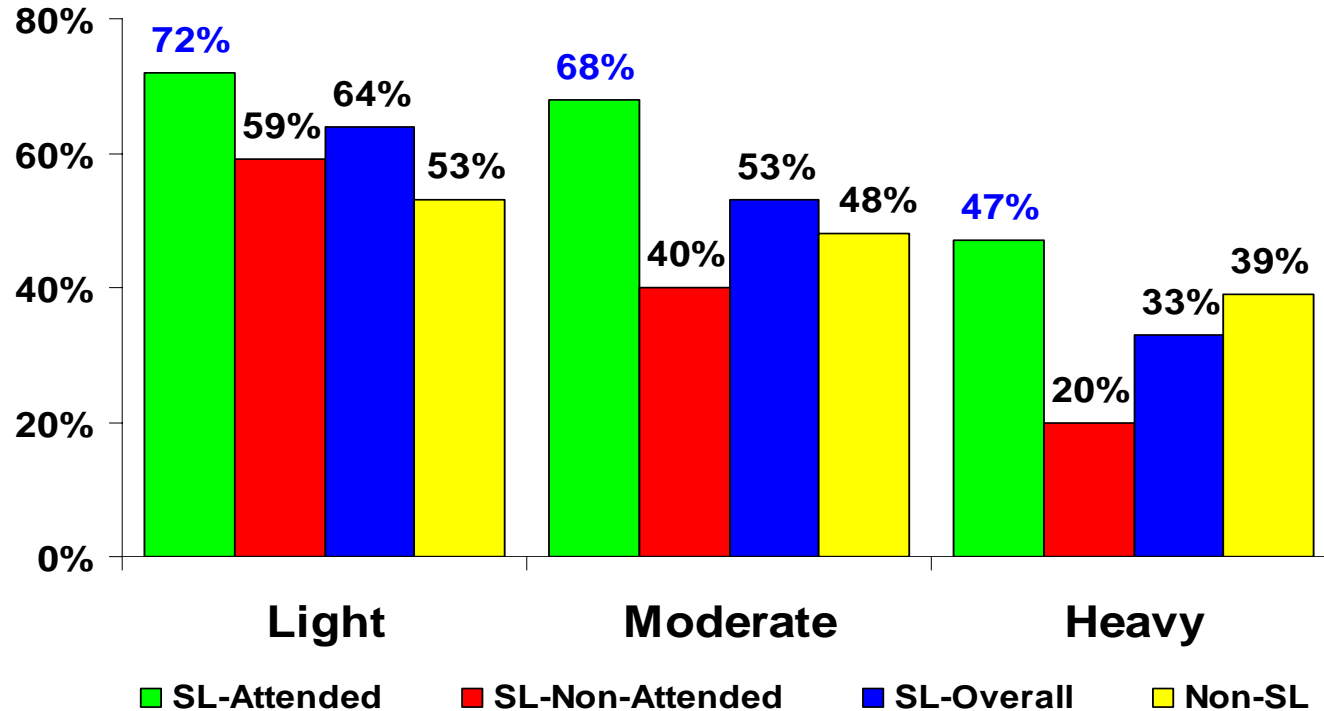


(Includes both FTIC and Non FTIC students)

Note: 47% of the sample population opted to attend at least one SL session.
Population in SL Math courses equals 862 students..

FTIC Math students attending at least one SL session show higher success rates at *every* remediation level

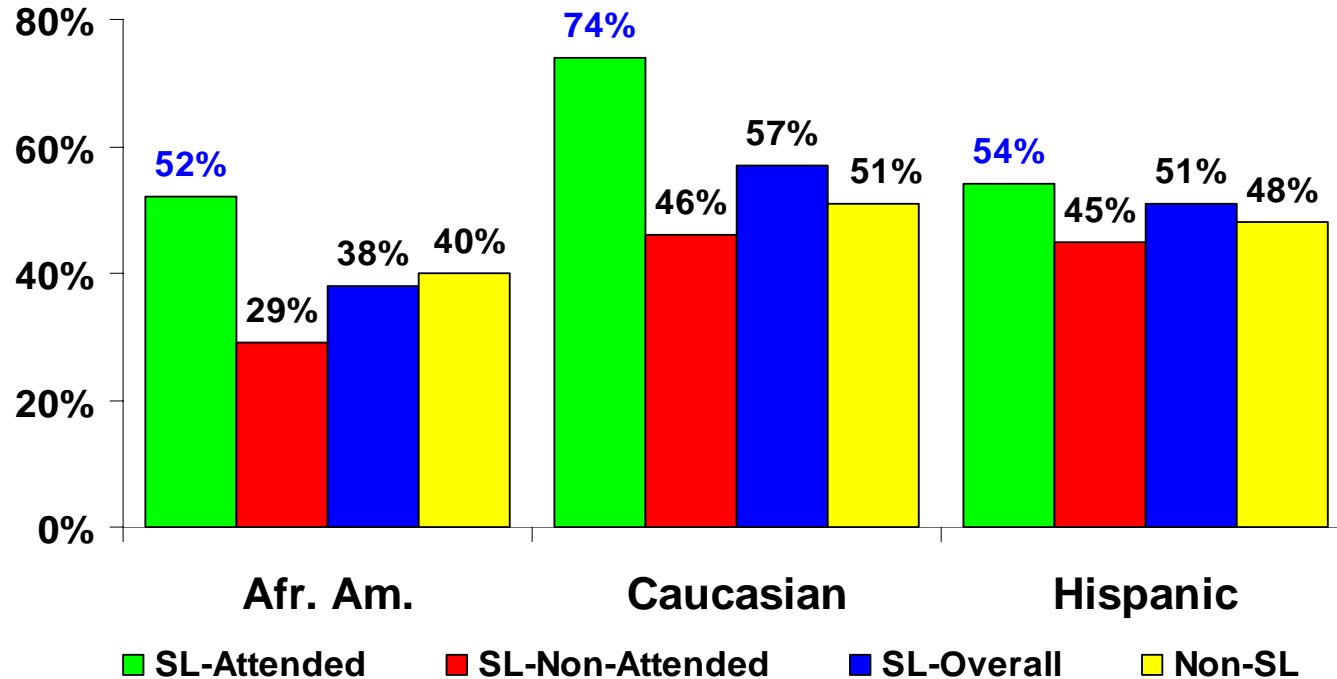
FTIC Students with a Grade of C or Better in Lower Level Math* by Mandate Level



*Courses: Math 0012, 0024 and 1033

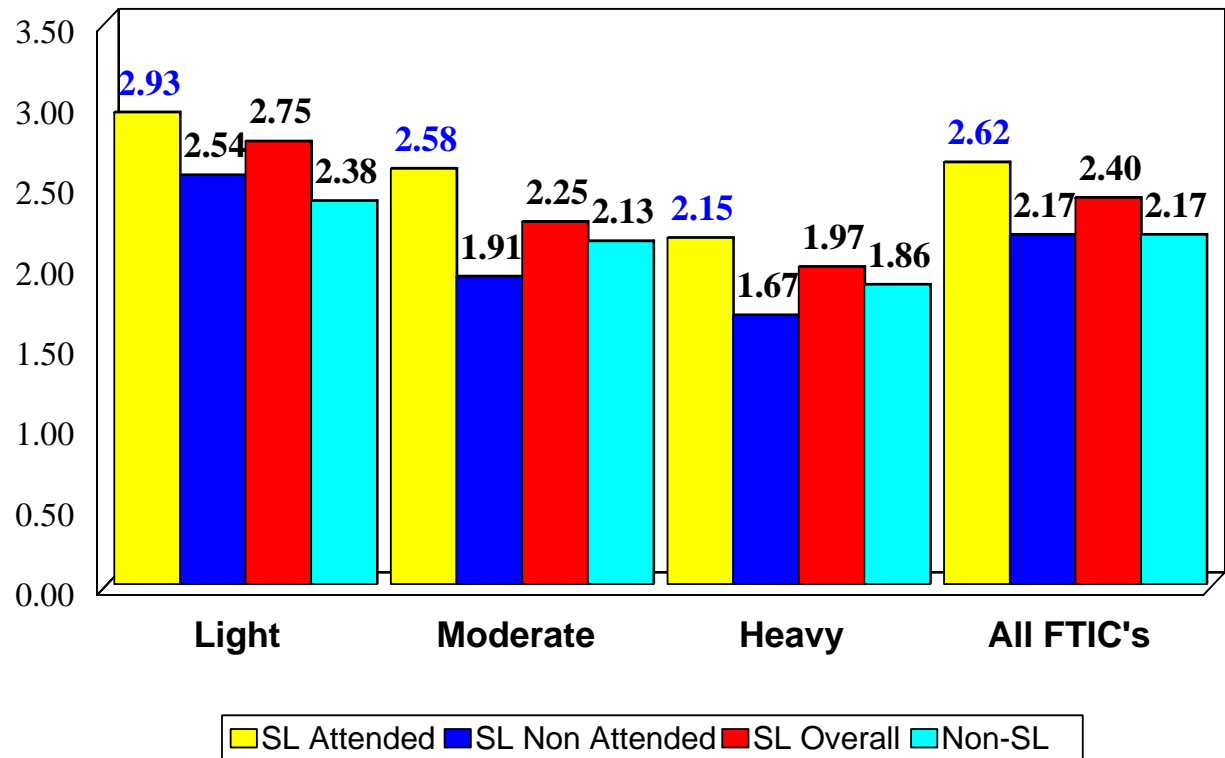
FTIC Math students attending at least one SL session show higher success rates in *every* ethnic group

FTIC Students with a Grade of C or Better in Lower Level Math by Ethnicity



Supplemental Learning: Findings, Spring 2006

FTIC Average GPA's in Lower Level Math Courses
by Mandate Level
Spring, 2006

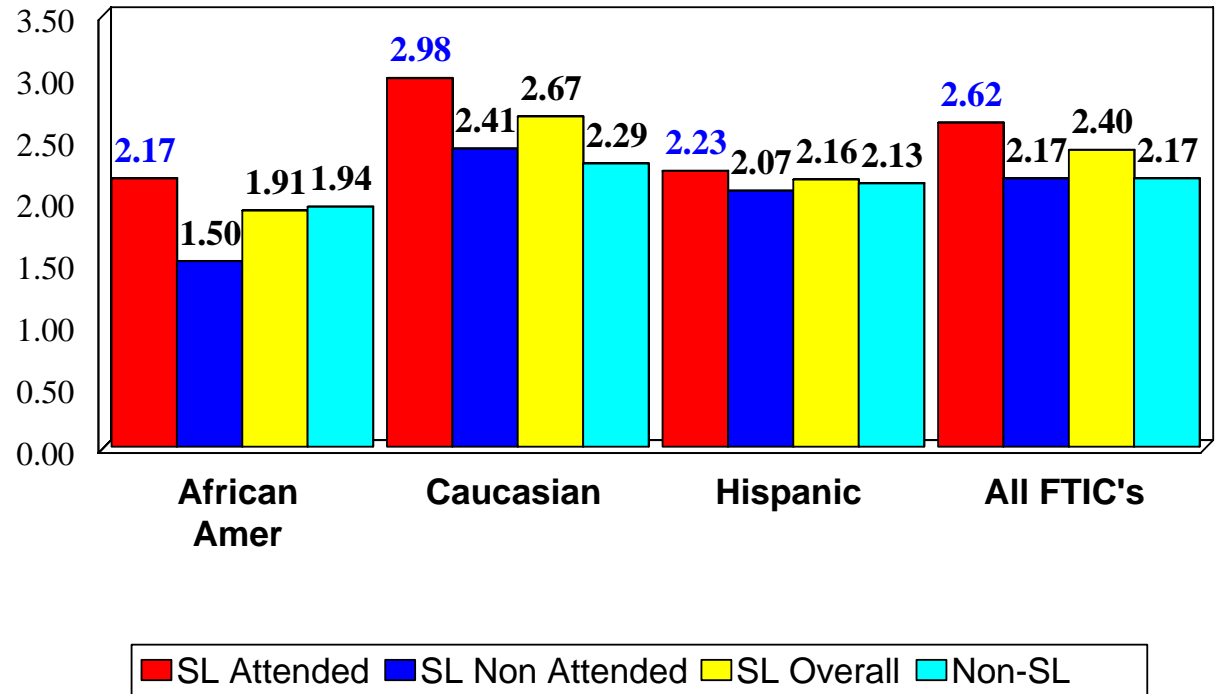


FTIC Math students attending at least one SL session show higher GPAs in every remediation level

Supplemental Learning: Findings, Spring 2006

FTIC Math students attending at least one SL session show higher GPAs in every ethnic grouping

FTIC Average GPA's in Lower Level Math Courses by Ethnicity
Spring, 2006



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