

Mathematics Department
Mid-Year Progress Report for Academic Year 2014-2015
March 2015

Mid-Year Progress

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Implement Supplemental Instruction In Some Basic Skills Math Courses

All math instructors were strongly encouraged to look for potential Supplemental Instruction Leaders in their classes. During the summer of 2014 one Basic Skills Math Instructor had a list of at least twelve potential leaders submitted and a couple of other instructors submitted a few names as well. However, by the beginning of the fall semester, only one student followed through with the commitment and went to the leader training held during the week before school started. Unfortunately, this same student resigned as a leader after just conducting one session.

The Math Department continued the search for good candidates for leaders throughout the fall 2014 semester but still was unable to find students who were qualified and interested. Many students claimed that they simply did not have the extra time to take on the responsibility. Others stated that they wanted to tutor math, but had no desire to be a student leader for SI. So for the Math Department, SI was never implemented during the fall semester.

Now, six weeks into the spring 2015 semester, one instructor just had a former statistics student of his come forward and volunteer to be an SI leader for a morning Math 20 class. This student was a good student in Statistics and shows characteristics of good student behavior and is highly motivated to become a teacher. He has said he would like to become a leader of SI in Math so the process has now begun to see if he can be trained and possibly started in conducting some Math SI sessions this semester.

All Instructors Provide 3 Hours Per Week of One-to-One or Small Group Math Tutoring in the LAC

The Math Instructors at the IWV campus all agreed to conduct three office hours per week in the Learning Assistance Center (LAC) as a way to improve student success in courses at the transfer level. For one instructor, the fall semester started off very slow in terms of students coming into the LAC for help with almost no students coming in for the first 6 weeks of the semester. The instructor continued to maintain the three hours weekly and by the seventh week a couple of students came in for help with homework. They found the one on one tutoring with the instructor to be very helpful and it wasn't long before other students in the same statistics course were coming in for help as well. Since the students do their homework online, it was very convenient for the small group of students that regularly showed up to sit at one bank of computers and the instructor could then circulate to help students on a one on one basis. After a few weeks the instructor noted that the same group of students would be helping each other and discussing how to solve the problems among themselves before the instructor even showed up. This collaborative and relaxed learning environment clearly could not occur to the same extent within the confines of an instructor's office. Clearly, this type of academic support was greatly appreciated by the students and in a few cases made the difference between success and failure in the course.

The full-time instructor at the KRV site made himself available to help students at the KRV LAC during the fall of 2014. Not only did this help to improve the math program at KRV but several students have become interested in higher level math course offerings at the site as well.