

Developmental Math Group

The Developmental Math courses are

- Basic Math (Math 190);
- Algebra I (Math 151, 151A & B)
- Algebra II (Math 152, 152A & B)
- Intermediate Algebra (Math 153)

The Developmental Math Group consists of faculty who have worked on the portion of Program Review associated with the Developmental Math courses. For the 2008-09 academic year, the faculty are VP Singh, Tania Munding, Ilene Katz, Mylene Pelimiano, Anh Nguyen and Linda Messia.

The group has developed a set of goals:

1. Students will be successful in developmental math courses.
2. Students will move seamlessly from the developmental math program to degree-credit math courses.
3. Upon entering Algebra I, successful 190 math students will perform at least as well as students who place directly into Algebra I
4. Successful developmental math students will become better prepared for college credit courses than other students.

Students have a variety of choices depending on their individual students learning styles: lectures, split classes (190A/B/C, 151A/151B, and 152A/152B), American Sign Language Math classes, self-paced, computer-based, and hybrid classes.

Technology has been integrated into the course work in different ways. Self-paced and online classes are using computer software packages (Hawkes Learning and MyMathLab). In most of the classes, the students are given the choices of doing their homework on the computers or on papers. In addition, video tapes are available of the Basic Math lectures. The students in 190 self-paced classes can benefit by checking them out and taking them home to watch them.

A Learning Community "Success in Algebra" is offered every semester. It is designed to help students conquer algebra and to practice strategies for learning math.

Embedded tutors (LAPSI) were introduced in some of the algebra classes. This method allows students learn better because the tutors attend lectures with the students and get familiar with the teachers' style and expectation. In addition, LAPSI is better able to involve the students in the group work.

For the Spring 2008 semester, Algebra I instructors handed out the diagnostic test during the first week of school. Upon receiving the results of the test, students came to the MLC to work on the worksheets to make up any deficiencies they may have discovered.

Students have access to get help in several ways:

Math Learning Centers are offered at both campuses where the students can get help from instructors, Math Coordinator on duty or tutors, one on one tutoring, and LAPSI. We also have tutor available during the self-paced classes and individual help from the instructors during their office hours.

5.1.1 Basic Skills Initiative

The Ohlone College Basic Skills Initiative started with informal dialogue organized by Dr. Jim Wright (Vice President of Academic Services) in 2005 during the program review discussions on Math and English. As the Academic Senate gained momentum and came up with the State Basic Skills initiative, Ohlone College was way ahead in the process of working on its basic skills program.

The Basic Skills Initiative Team, over the past 18 months, has been attending regional and local trainings conducted by the state academic senate throughout the state. These trainings led to the creation of the action plan needed to implement a basic skills program at Ohlone College. Three Math faculty serve on the BSI Team: Mylene Pelimiano, Anh Nguyen, and Linda Messia. Math Lab Coordinator Suba Marti also participated and volunteered her time and expertise to the team.

Following the campus wide input session in the Spring of 2007, an action plan for the 2008-2009 year was put together by the team, and is being implemented at various stages.

Basic Skills Course Coordinators were identified by the Dean. Their primary role is to act as a liaison between the BSI Coordinator and course instructors. Self-paced Algebra I. Mylene Pelimiano represents Basic Math; Anh Nguyen, Algebra I; and Linda Messia, self-paced Algebra I. Coordinators meet 2-3 times with instructors each semester to discuss the course and associated issues. Discussions include how well course outcomes are being accomplished, and how course effectiveness can be improved. Coordinators also meet with new instructors if needed and share pertinent information about the course with them; field questions from instructors throughout the year; and communicate any relevant news as appropriate.

Currently, the math BSI group is working on creating a new prealgebra course which will be offered in the Fall 2010. This PreAlgebra course will be inserted between Basic Math and Algebra I. The Basic Math course will be tailored and will include a study skills component. This is a major change in our math 190 classes. The new basic math course will become Math 191 and the new PreAlgebra course Math 192.

Recommended Interventions

1. Develop and offer lab courses for those who need help after the diagnostic test.
2. Course coordinators in Developmental Math must meet with others who teach Math 151, and 152 at least twice a year to get training.
3. Continue to collect do survey (like in the past).
4. Make modifications in the Basic Math course (scale back and add study skills) to support the new PreAlgebra course.
5. Implement departmental final exams in all developmental sections; flag students who have repeated a course three times earning a grade of D, F, W or I. Provide counseling and personal development support to help these students.
6. Faculty teaching developmental mathematics sections should schedule a class tour of the Math Lab during the first or second week of classes.
7. Provide monetary compensation to adjunct faculty who schedule office hours in the Math Lab to meet with their students, or any student, needing additional help outside the classroom.
8. Offer 151/152/153 self-paced in the same classroom.