

Title III Project Report: The Math Learning Community, Spring 2007

Submitted by: Ilene Katz & Wayne Takakuwa

May 24, 2007

The project was to develop the Math Learning Community and to create integrated curriculum for Math 151A, Personal Development 111 (Strategies for College Success), and Math 199 (Success in Math).

The project was very successful and gratifying. We completed the following planned activities:

Nov-Dec

- Publicized the learning community - successful
- 19 students enrolled and 2 added later
- Kenn Waters enrolled many of the students on the women's basketball team [Kenn and the coach remained a great source of support throughout the semester.]
- Preliminary plans to integrate all 3 courses were made.

Dec.-March

- Completed the plan for how to integrate the 3 courses. [We continued to modify this all through the semester.]
- A LAPSI leader was hired. The students bonded with the LAPSI leader. Their attendance and participation was excellent.
- The students bonded with each other. They met to study together. Some students went from thinking that they could not do math, to tutoring their classmates.

March-June

Outcomes/Assessment

- We administered the Learning Community Survey provided by Vicki Curtis. The results were uniformly positive.
- Attendance and retention results.
 - When students were absent they either contacted one of the Professors, or we contacted them. Attendance was better than my (Sam's) previous 26 years experience with math classes. There were many personal issues that interfered with some of the students attending class, but they came back as soon as they could.
 - 3 students withdrew.
 - One because she was overloaded and the instructors counseled her to withdraw.
 - One student had surgery, missed a month, and toward the end of the semester was forced to move due to a rent-increase eviction. She is requesting a medical withdrawal.

- One student withdrew in the 3rd or 4th week of class.
 - 18 students finished the class. They all passed the Math 151A class with a C, B or A. None of the students who persisted received a D or F grade. This is the best result in one of my math classes in 26 years of teaching math.
 - One student found herself too busy to complete all 3 Learning Community courses, but did complete the math class.
- Attitudes toward math improved impressively. Students were more comfortable taking math tests.
- Students came to be collaborative, laugh, and ask and answer questions with ease.
- Each student completed a Learning Portfolio by listing the study skills and learning methods that worked best for them; topics included time management, relaxation, math study skills, test taking skills, and multiple intelligence based learning strategies. The Learning Portfolio template is attached.
- Many of the students had kinesthetic intelligence, so the math lessons were often kinesthetic.
- The 3 Math Learning Community courses were integrated.
 - The first week of the course was completely co-taught by Sam and Wayne as a way for students to become familiar and comfortable with the Learning Community structure and purpose.
 - Wayne and Sam met for 30-40 minutes each week to integrate their lessons/activities. Monday's schedule was PD 111 from 12:00 – 1:00 pm and Math 151A from 1:10 – 2:10 pm. Sam attended and participated in the PD lessons and Wayne attended and participated in the Math 151A lessons.
 - Math 199 was taught on Friday's from 12:00 – 1:00 pm: topics were coordinated with PD 111 and Math 151A.
 - Many times Wayne or Sam introduced a learning skill, and then it was used in the math lesson.
 - Note taking skills were introduced, and then used in the math lessons. A plan for studying for tests was developed, and the students were reminded to use it before each test.

Comparative Data (From Ohlone Research website)

Success of Math Learning Community, Math 151A compared to success in regular Math 151 & 151A:

	% & # of Students who passes with A,B,C or CR
Math 151 & 151A, 2004-2005	44.4% (65)
Math 151 & 151A, 2005-2006	52.5% (62)
Math 151A Spring 07 MLC	90% (18)

We found this combination of courses and LAPSI to be very successful and rewarding for the students, faculty and LAPSI leader. We plan to do it again next spring.

Recommendations:

1. Advertising and outreach for the Math Learning Community should take place in October, 1-2 weeks before the deadline to withdraw from fall classes.
2. The basic structure of the Math Learning Community worked very well and should be maintained for next year's program.
3. The primary textbook for this PD 111 should be changed from *Cornerstone, Building on your Best* to *Master Student* which is more effective for students with lower-level English skills. Student had a wide range of English skills, and the students with lower English skills had difficulty with the text.

II. Revision of Course Outlines

Course Content and instructional methods for the 3 courses were not changed. Course Outlines do not need to be modified.

Thank you for the support of Title III.

Submitted by Sam Katz and Wayne Takakuwa