QEP Steering Committee Meeting
February 8, 2008

Goal 1: To improve student mastery of competencies in the targeted high risk mathematics courses of College-Prep Mathematics (MAT 0020), College-Prep Algebra (MAT 0024), Intermediate Algebra (MAT 1033), and College Algebra (MAC 1105).

Strategy:

2. Provide learning prescriptions for students who demonstrate need.

Status:

In cooperation with mathematics' chairs, faculty, and support personnel from across the College the committee designed a prescription form in Microsoft Word format that is posted on the QEP Support Committee SharePoint site. The prescription form can be adapted to meet specific faculty and student needs, and can be saved on faculty's personal computer for easy access.

The learning prescription was piloted in several math classes. Instructors found the form more cumbersome and time intensive to tailor for students' individual needs than the Student Support Committee had originally assumed. Faculty and committee members attributed this disparity to the number of competencies required within the four targeted courses, the numerous materials available (e.g., workbooks, computer based tutorials, regular tutoring, videos, etc.), and the large number of students needing assistance who are enrolled at the larger campuses. It was also noted that few students followed through with taking the prescriptions to the Math Support Centers. This may be because the professors did not weigh follow-through into the students' final grades.

The Student Support Committee feels that the prescriptions could be a useful tool for individual professors, even if they may not work on a large scale. The Committee would be happy to work with individual instructors to customize the prescription and to suggest ways to motivate students to follow through on the recommendations made within the prescriptions.

As a result of feedback obtained from the initial implementation of the prescription form, the committee is pursuing alternative ways to provide this information to students. For example, we are currently piloting ALEKS for the supplemental instruction strategy, which has a built-in dynamic prescription for students. It is this prescription that drives student learning within the ALEKS system.