



COLL155

What a Difference One Credit Makes

Abstract:

For the first time, the DABCC Tutor Center has experienced a decline in the number of students serviced. This decrease occurred one semester after the decision was made to make all parttime students ineligible for COLL155 Math/English Supplement course. COLL155 was initially created to address the problem of fulltime students in jeopardy of losing their financial-aid. However, until recently many parttime students who were enrolled in both a Math and English course were allowed to take COLL155. This study looks at the contribution this decision may have had in the 19% decrease in number of students served by the Tutor Center.



COLL155

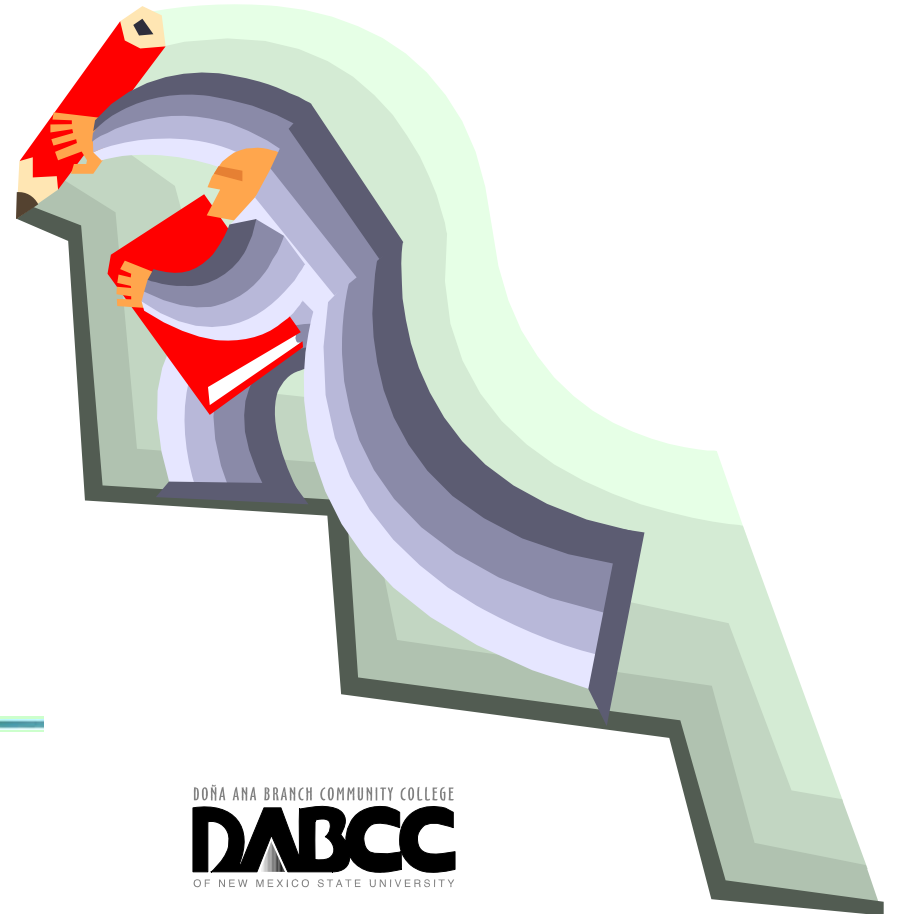
What a Difference One Credit Makes

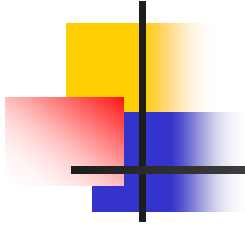
Presented by:

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February , 27 2004

New Mexico Higher Education
Assessment & Retention
Conference





COLL155

Supplement Math/English



History of COLL155 Math/English Supplement

- Designed by DABCC College Advising Staff and Developmental Studies Division to assist FT students in jeopardy of:
 - Losing Lottery scholarship or financial-aid due to withdrawing from or failing a class;
 - Being suspended from DABCC due to low GPA.
- First offered as a 4.0 credit mid-term class in the Fall 1998.
- COLL155 was not advertised in the schedule.
- Math and English instructors were instructed to pass-on information to students who might benefit from this course.



Target Population of COLL155 Math/English Supplement

Math and English Students who:

- Have few or no absences in their Math or English course.
- Are attempting assigned work, but are struggling to keep-up.
- Have a 70% or less in their Math or English course.

Note: Although it was designed for full-time students, for most semesters, any student enrolled in a Math and/or English course was allowed to enroll.



Expected Outcomes

COLL155 Math/English Supplement

Students who successfully complete COLL 155 will:

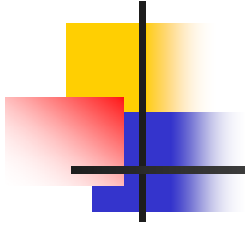
- Pass their Math and/or English class with a C or better.
- Earn a studies skill grade as positive reinforcement for using good student behavior.
- Continue on to the next semester with a record of success.
- Maintain their full-time student status as required by Financial-aid and insurance plans.



Expectations of a COLL155 Math/English Supplement Student

Students in COLL155 are expected to:

- Attend a minimum of 90% of their Math or English course.
- Attempt a minimum of 90% of assignments in their Math or English course.
- Attend office hours at least 3 times during the semester.
- Meet with a tutor a minimum of 12 times during a semester.



The DABCC Tutor Center



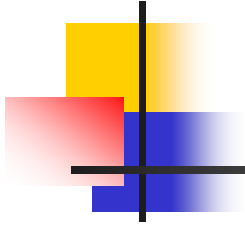
History of The DABCC Tutor Center

- Created after a piloted peer-to-peer student mentor program in Student Services and Dev. Studies indicated that this type of intervention improved student performance.
- Full-time Academic Tutorial Services Coordinator was hired in the Fall of 1997.
- Tutor Center was initially located in the front office of the Developmental Studies office and served between 100 and 180 students in a given semester.
- By Fall 2003, each satellite campus has its own Tutor Center and the main campus Tutor Center occupies an office that is over 1500 sq. feet.



Who is Served by The DABCC Tutor Center Today

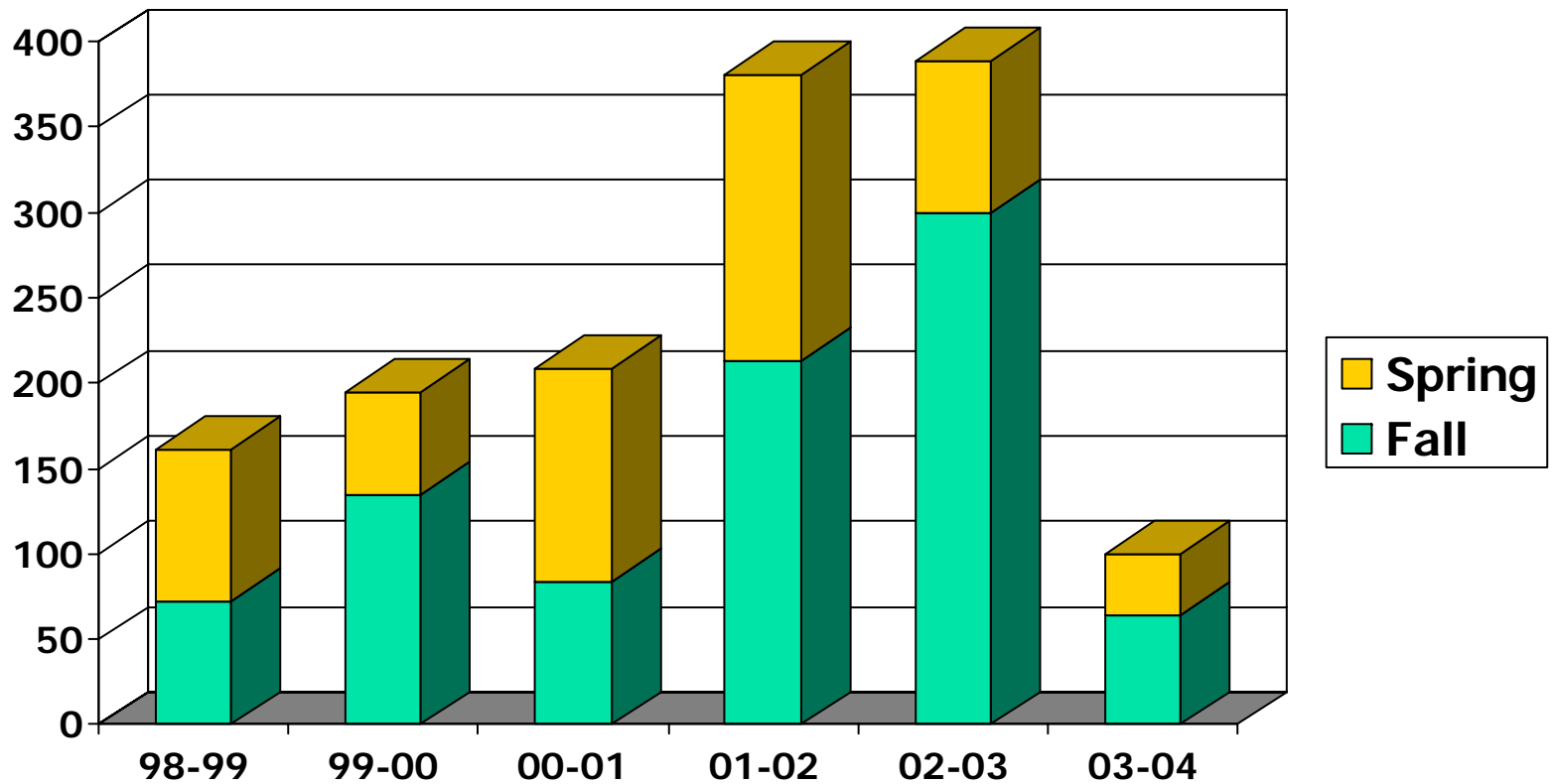
- By the Fall 2003, the Tutor Center served over 520 students in over 30 courses or subject areas, including:
 - ✓ Developmental English
 - ✓ Freshmen English
 - ✓ Sophomore English
 - ✓ Developmental Math
 - ✓ Freshmen Math
 - ✓ Sophomore Math
 - ✓ Communications
 - ✓ Computer Science
 - ✓ Chemistry
 - ✓ Nursing
 - ✓ Physics
 - ✓ Water Technology
 - ✓ Psychology
 - ✓ Accounting
 - ✓ Biology
 - ✓ Electronics
 - ✓ Sociology



Enrollment Trends in COLL155 Math/English Supplement

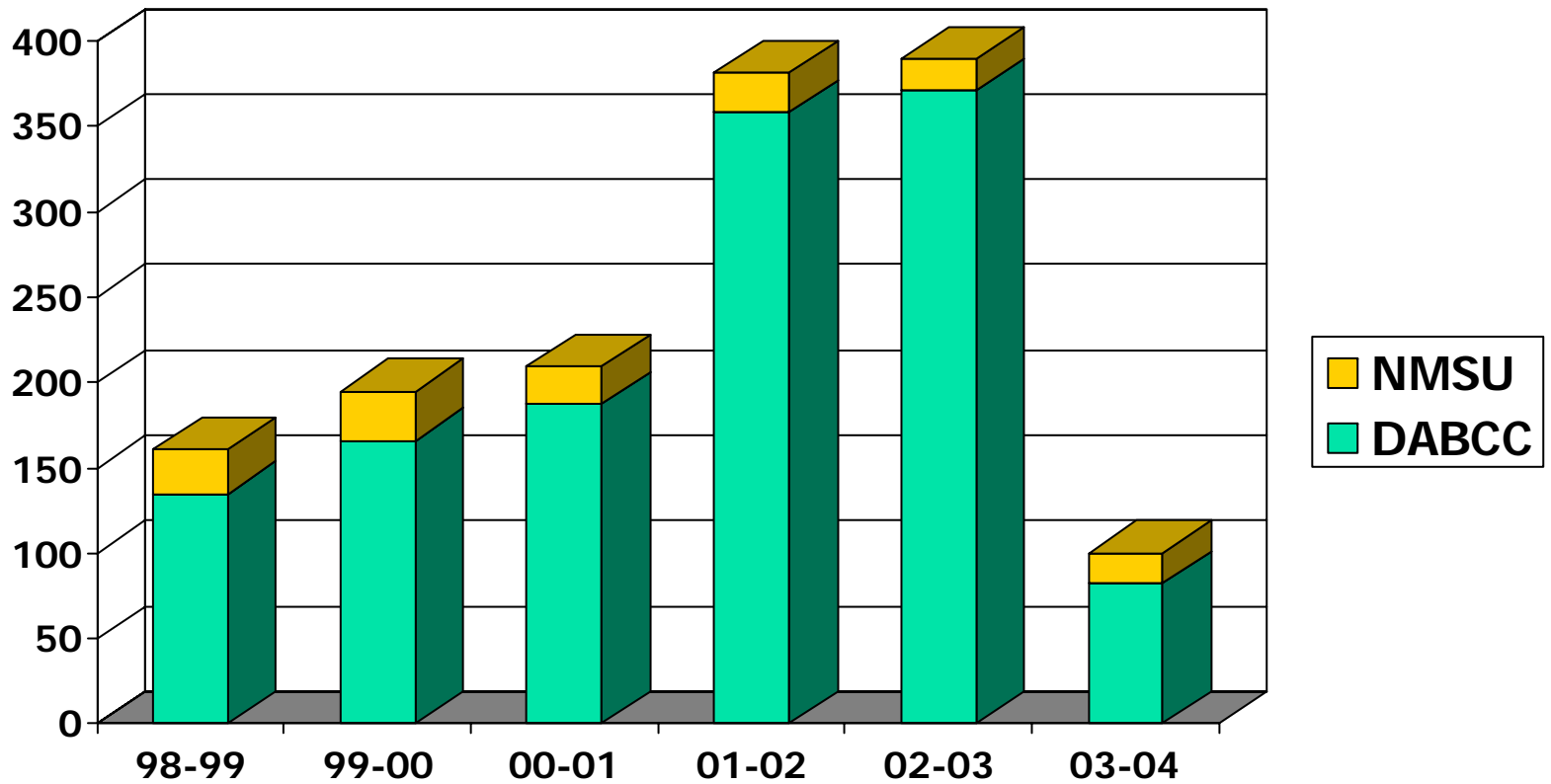


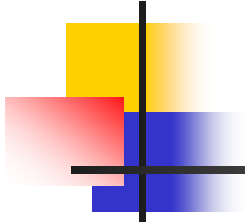
Enrollment in COLL155 By Semester





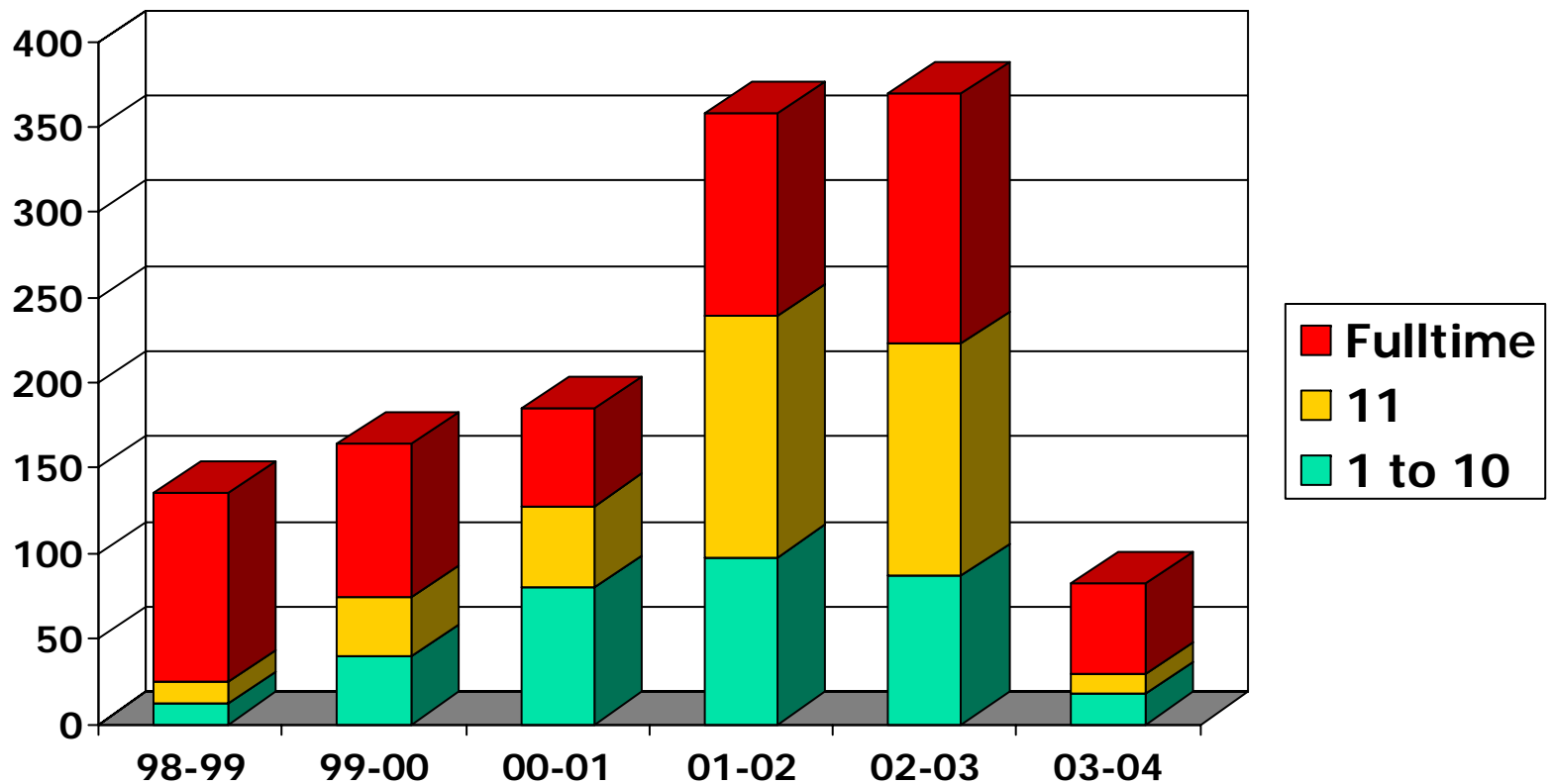
Enrollment in COLL155 By Campus





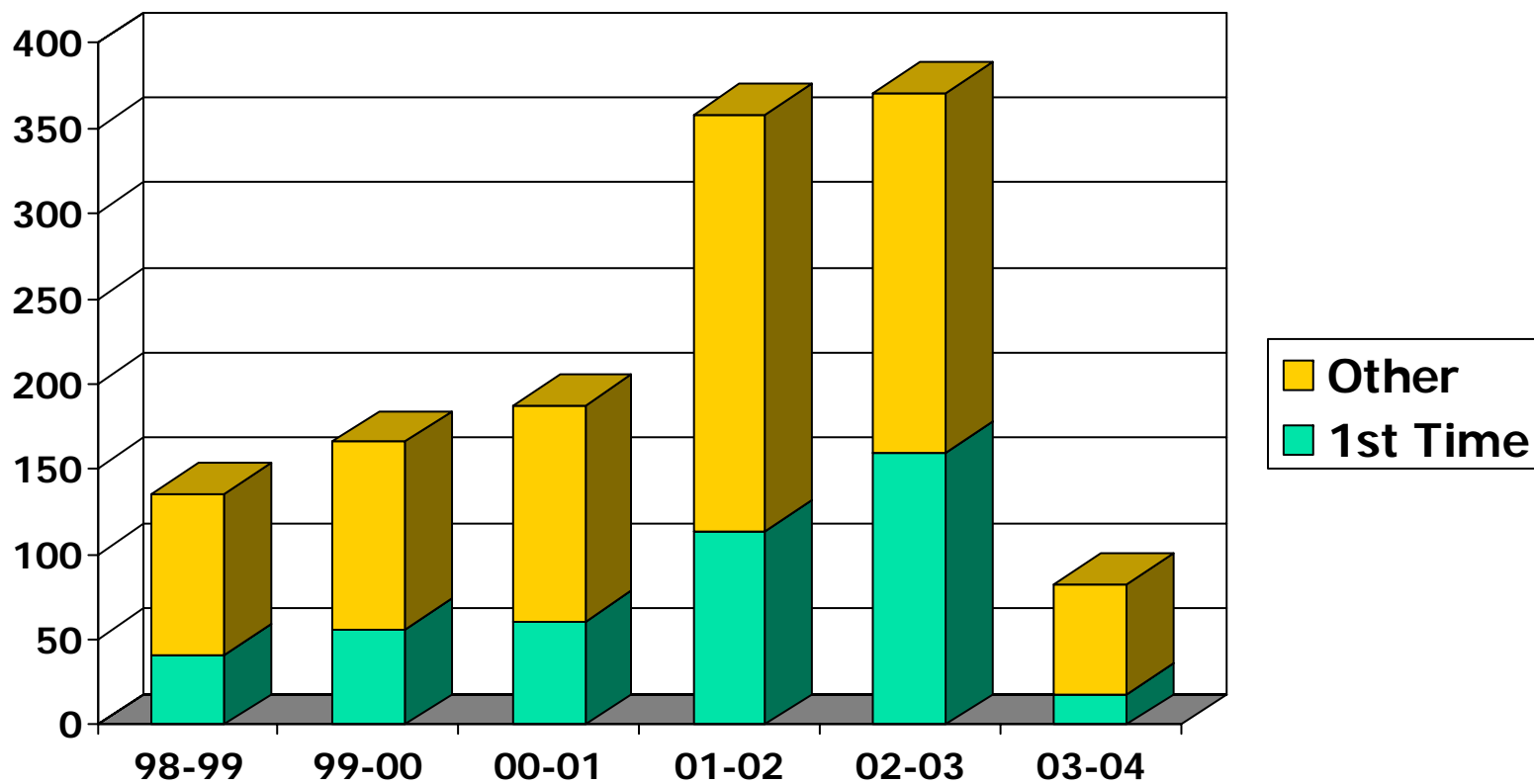
Enrollment Trends in COLL155 for DABCC Students

Enrollment in COLL155 By Credit Load



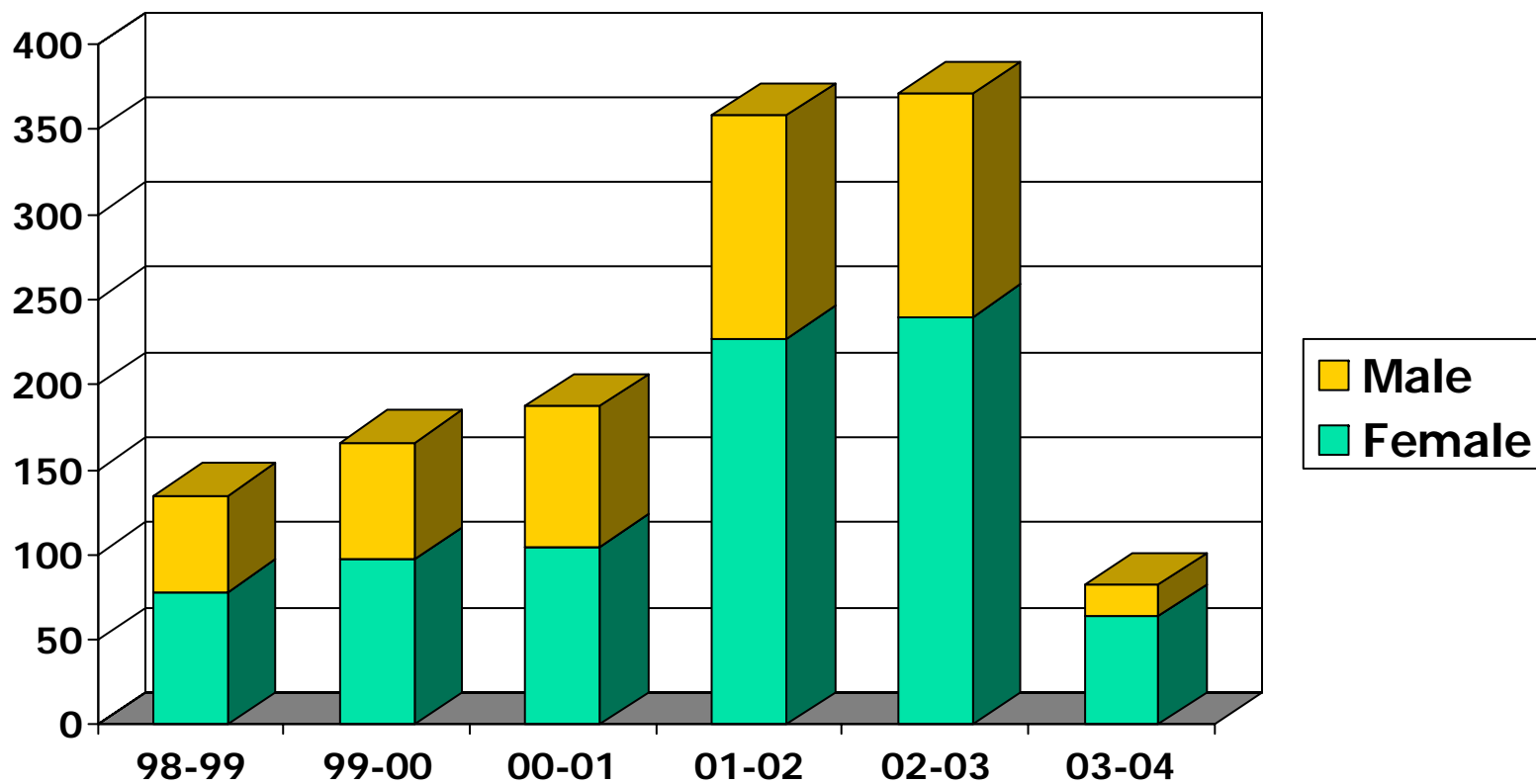


Enrollment in COLL155 By Enrollment Status



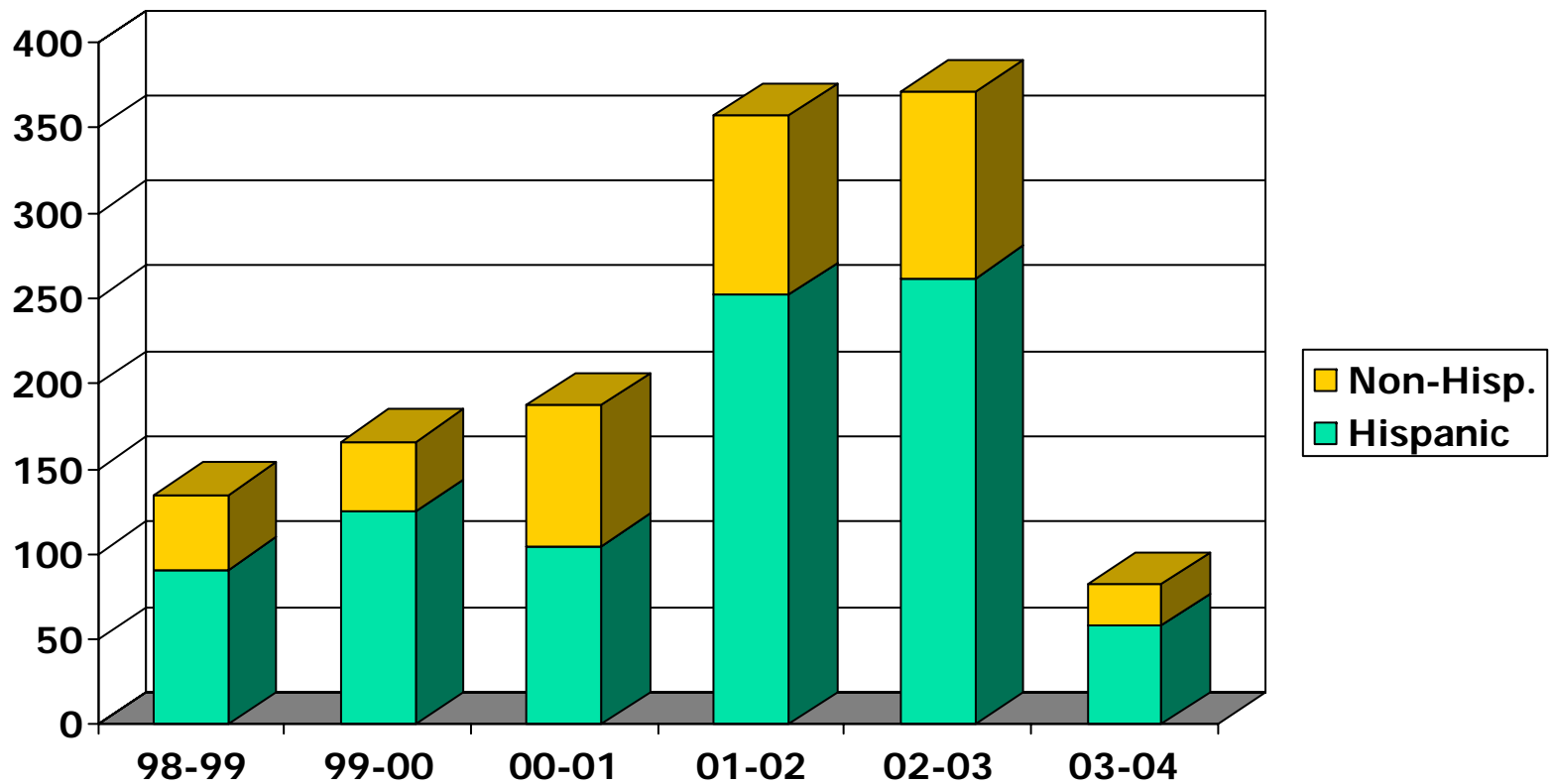


Enrollment in COLL155 By Gender





Enrollment in COLL155 By Ethnic Group





Why Did the Enrollment Drop by 75%?

Spring 2003 Policy Change:

- Academic advisors were no longer allowed to enroll students into COLL155.
- Students could only be added to COLL155 by either the General Studies Division Dean or a Dept. Chair.
- Only students enrolled in 12 or more credits were allowed to add COLL155.



Snapshot of COLL155's Optimal Academic Year

I'm defining the 2001-2002 academic year as the "optimal" year because:

- Both Fall and Spring semesters saw a significant increase in the number of enrolled students.
- Students were still allowed to enroll through their academic advisor.
- No policy changes were made during this academic year.



Snapshot of COLL155's Optimal Academic Year

Characteristic of students in the 2001-2002 academic year:

- DABCC students enrolled: 358
- First-time Freshmen enrolled : 114 or 32%
- Females students enrolled: 227 or 63%
- Hispanic students enrolled: 252 or 70%
- Hispanic females enrolled: 162 or 45%
- Hispanic males enrolled: 90 or 25%
- Non-Hispanic females enrolled: 65 or 18%
- Non-Hispanic males enrolled: 41 or 12%



But was COLL155 Successful?

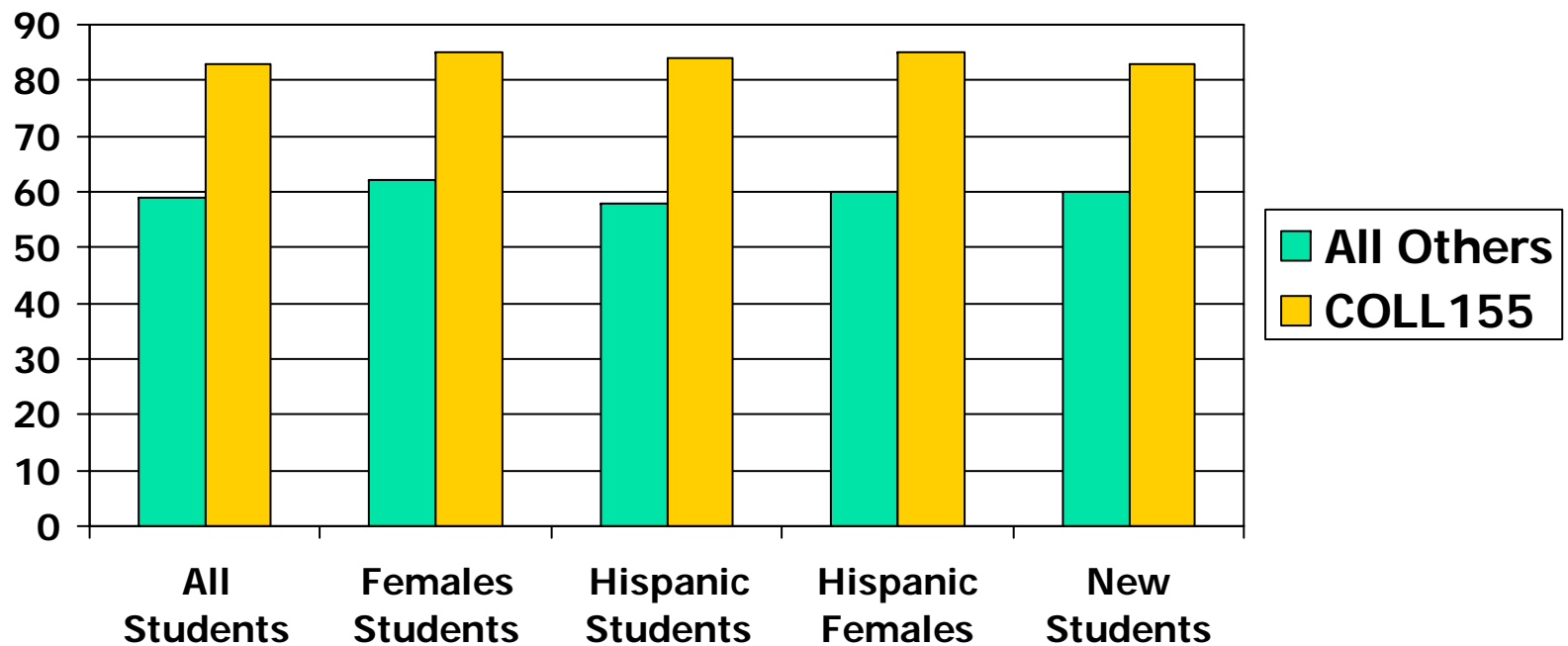
Recall that an expected outcome of COLL155 is that students will pass their Math and English classes with a C or better.

Of the 1,299 DABCC students who have enrolled over the years in COLL155, 929 (or 72%) have successfully completed COL155. How successful were these 929 students in their Math and English classes?



Pass-rates of Successful COLL155 Students

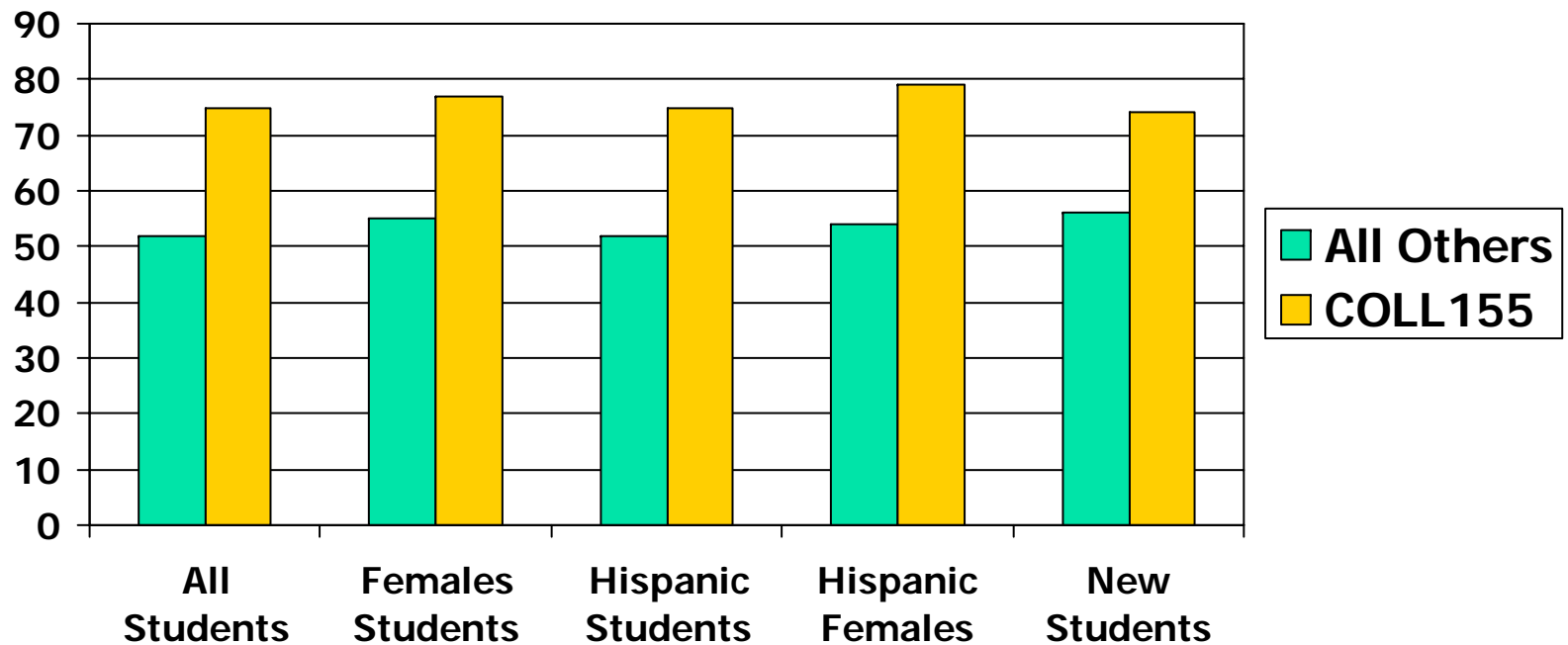
English Class





Pass-rates of Successful COLL155 Students

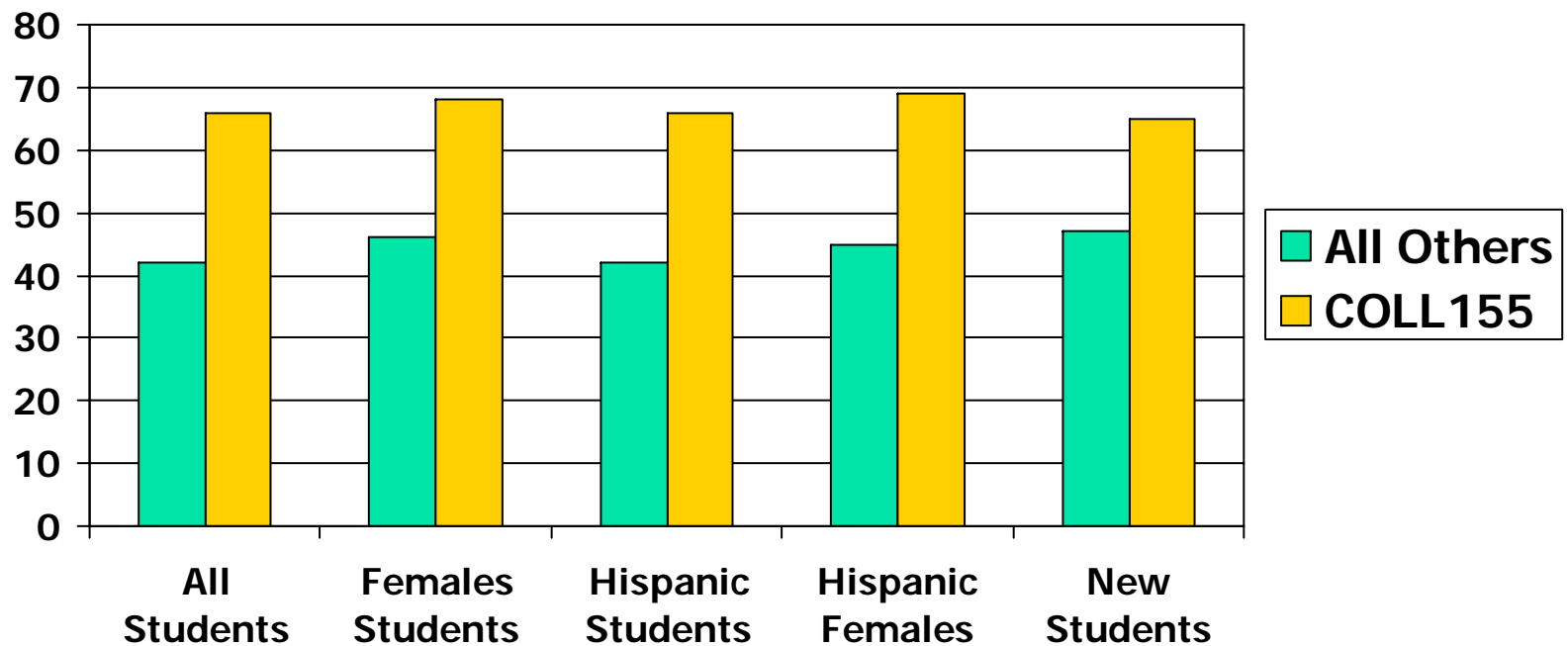
Math Class





Pass-rates of Successful COLL155 Students

Math and English Classes





COLL155 Relationship to the Tutor Center

When gathering data for the Title V Annual Performance Report it was discovered that number of students served by the Tutor Center decreased from 642 in the Fall 2002 to 520 in the Fall 2003.

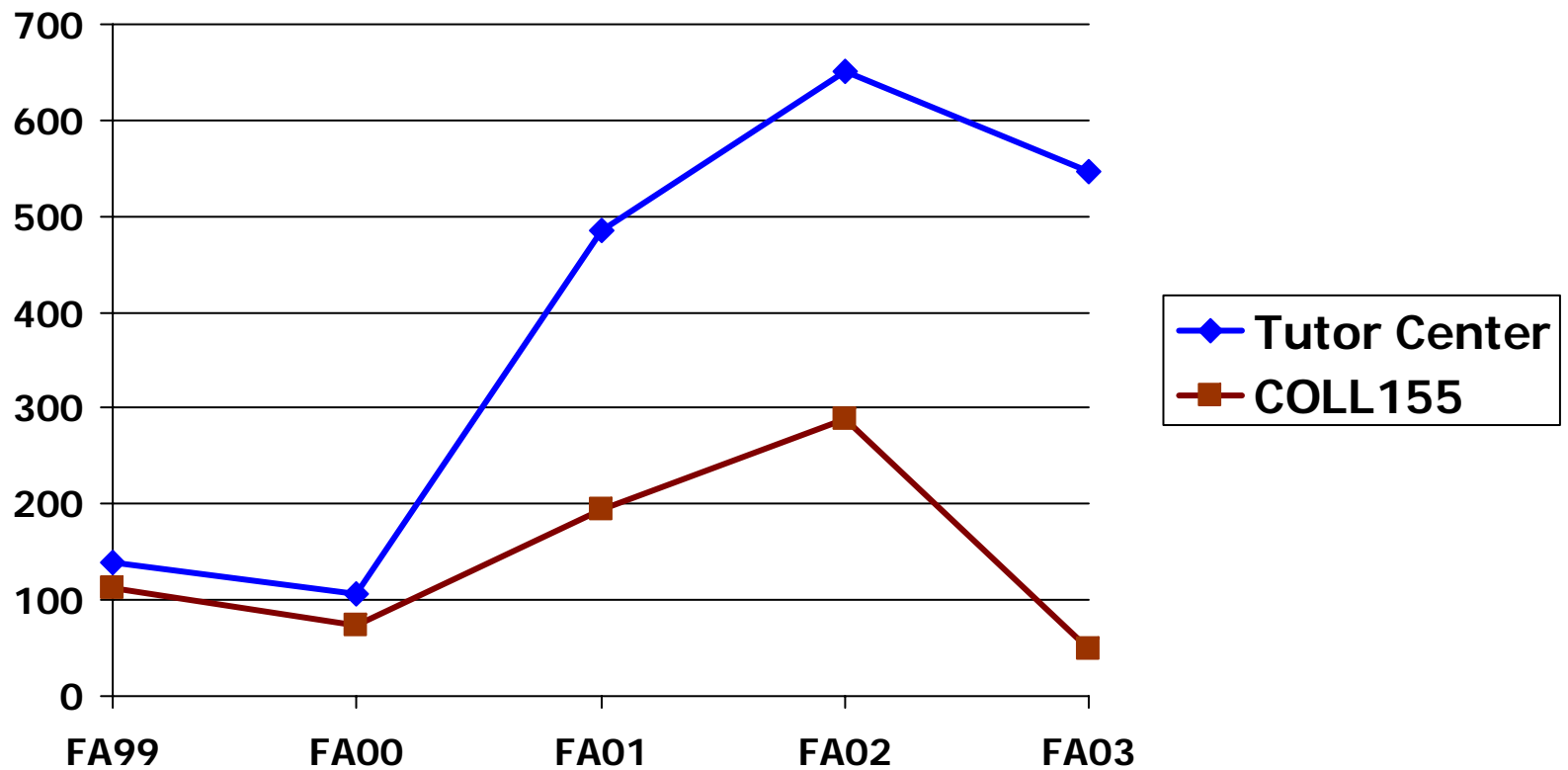
(Note: these numbers reflect students served by November 1 of that year.)

Because this was the first time a Fall-to-Fall decrease in the number of students served by the Tutor Center occurred, we were curious to find out what happened.

The first thing we looked at was the relationship between COLL155 and the Tutor Center.



COLL155 Relationship to the Tutor Center





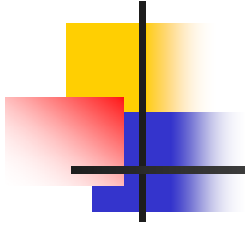
Factors which may have affected Tutor Center visits for Fall 2003:

- Opening of the East Mesa Center:
 - 447 students took all of their courses at the (EMC) only.
 - EMC Tutor Center was opened 20.5 hours per week with only 3 tutors to serve students.
- Tutor Center at the Las Cruces Campus moved from the ABE Center in the QLC, to room 83.
- Decrease enrollment in COLL155
 - The number of new students enrolled in COLL155 decreased from 150 in the Fall 2002 to 15 in the Fall 2003.
 - The number of new students utilizing the Tutor Center decreased from 159 in the Fall 2002 to 19 in the Fall 2003.



What do the Data Suggest?

- COLL155 students are much more likely to be successful in Math and English than other students.
- Hispanic COLL155 are much more likely to be successful in Math and English than other Hispanic students.
- Female COLL155 are much more likely to be successful in Math and English than other female students.
- A relationship seems to exist between the number of new students utilizing the Tutor Center and the number of new students enrolled in COLL155.



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- Questions?
 - Suggestions?
 - Discussion?