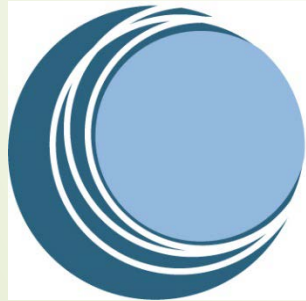


AMP: Adjust My Placement

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- ▶ Kathy Smith kmsmith@cocc.edu



Central Oregon Community College
Mathematics Department



Background of AMP

- Title III
 - ORMATYC 2017 – Carolyn Hamilton
 - UVU campus visit – February 2018
 - Pilot in Fall 2018
 - Revised and offered Winter and Spring 2019
- 




What is AMP?

- 1 credit course
- Pass/No Pass
- Seven weeks (starts week 2), 3 hours per week
- Enrollment cap of 25 students
- Uses ALEKS PPL Learning Modules



AMP Course Description

This course provides a structured setting for students to refresh and review math skills. **As part of this course, students participate in problem solving activities designed to strengthen their critical thinking skills.** The goal of this course is to provide an opportunity for students to be successful in a higher-level math class than originally placed. Math advising is also part of this course.



Assessment for course grade


To receive a "Pass" grade a student must satisfy two of the following three criteria:

- Spend 5+ hours per week working in their learning module outside of class time (minimum of 40 hours total during the course).
- Have no more than two absences.
- Maintain a learning rate of at least 3 topics per hour.

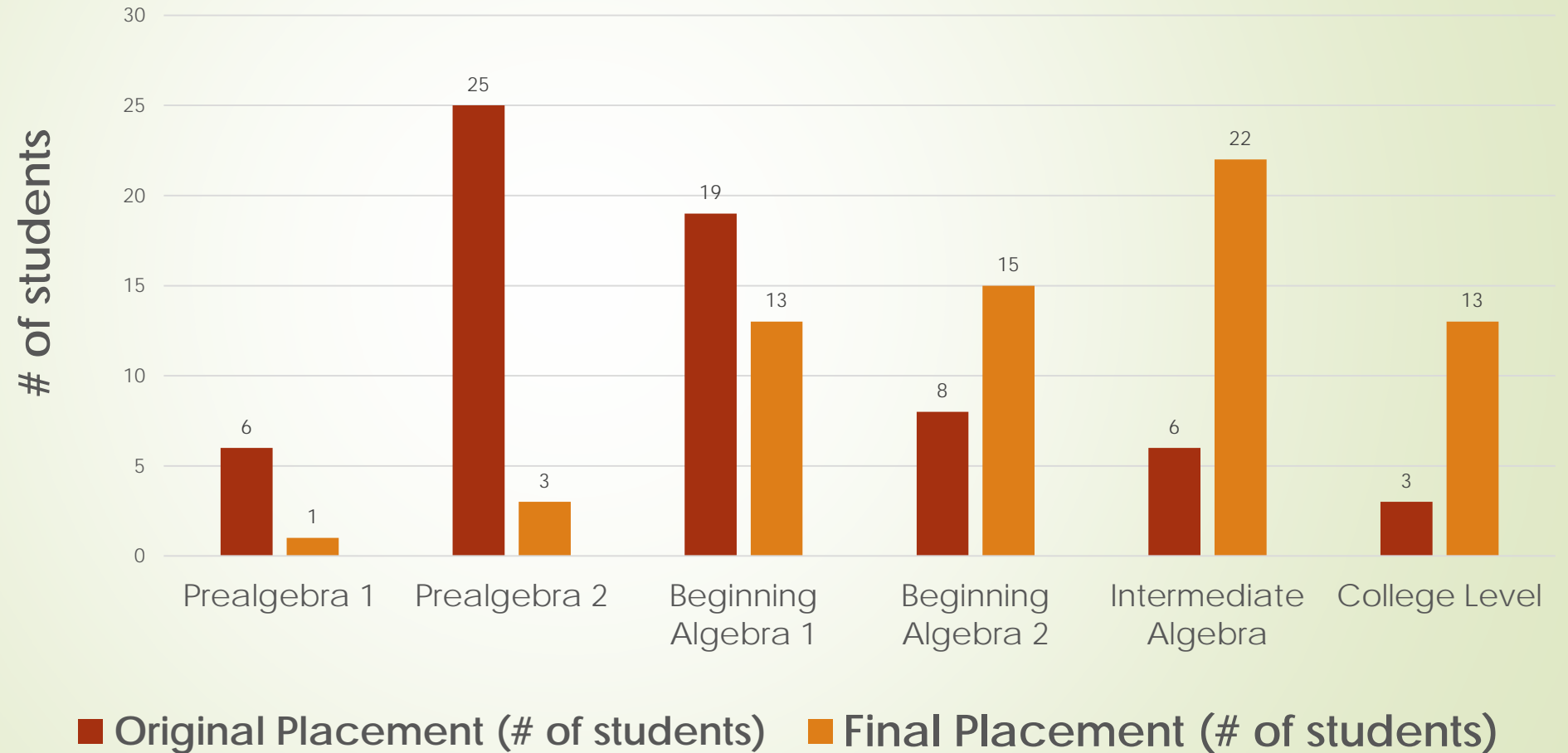
A minimum of 90% completion of your learning pie can be used in lieu of any one of the previous three bullets.



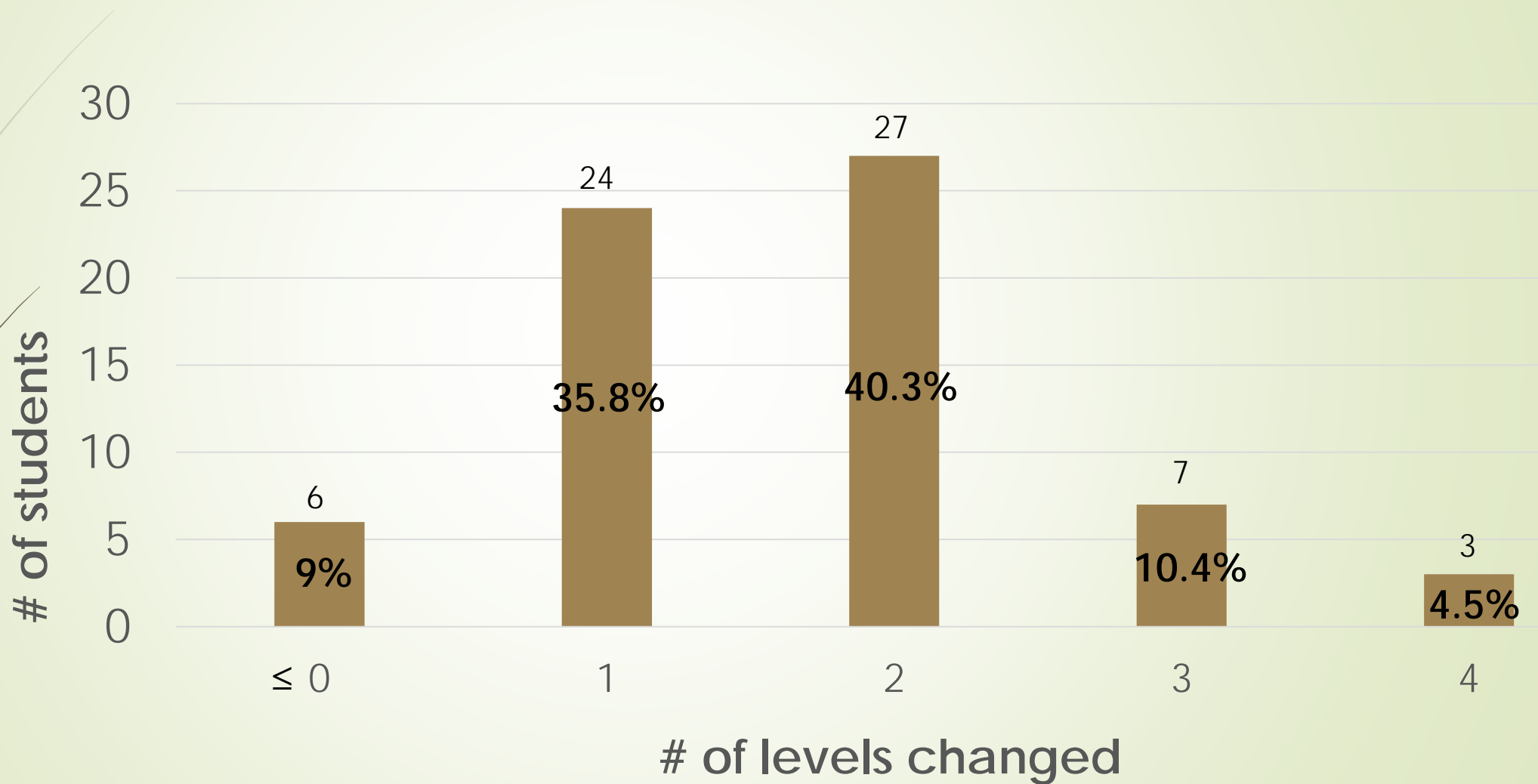
COCC's current math placement

- Method - DSP
 - Levels
 - Developmental Math
 - Prealgebra
 - Beginning Algebra I
 - Beginning Algebra II
 - Intermediate Algebra
 - College Level (4 possible levels)
- 

AMP Student Placement – Fall 2018



Placement Level Change (67 students)



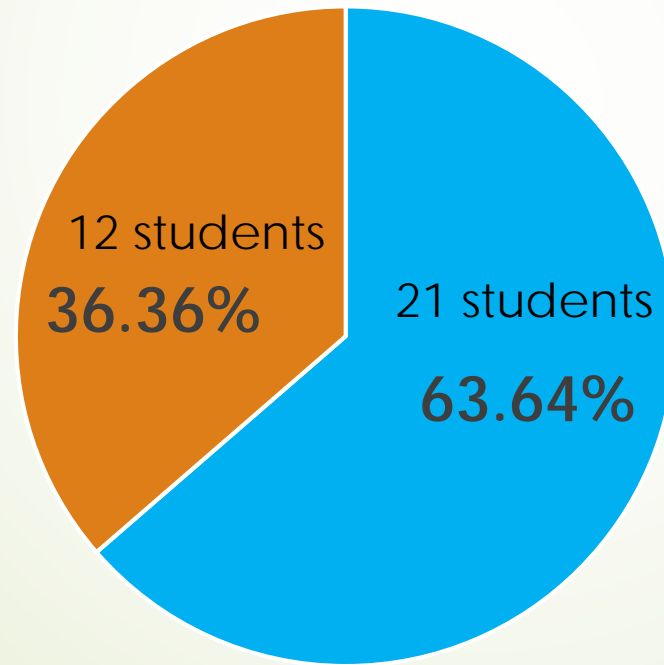


Impact of AMP

- ▶ These 67 students (potentially) saved 111 courses...
- ▶ Assuming 4 credits per course, this is 444 credits...
- ▶ Assuming \$100 per credit this totals a savings of **\$44,400** for those 67 students (average of about \$660 per student)



Preliminary Results – math class in the term following AMP

Winter 2019 math class (33 students)

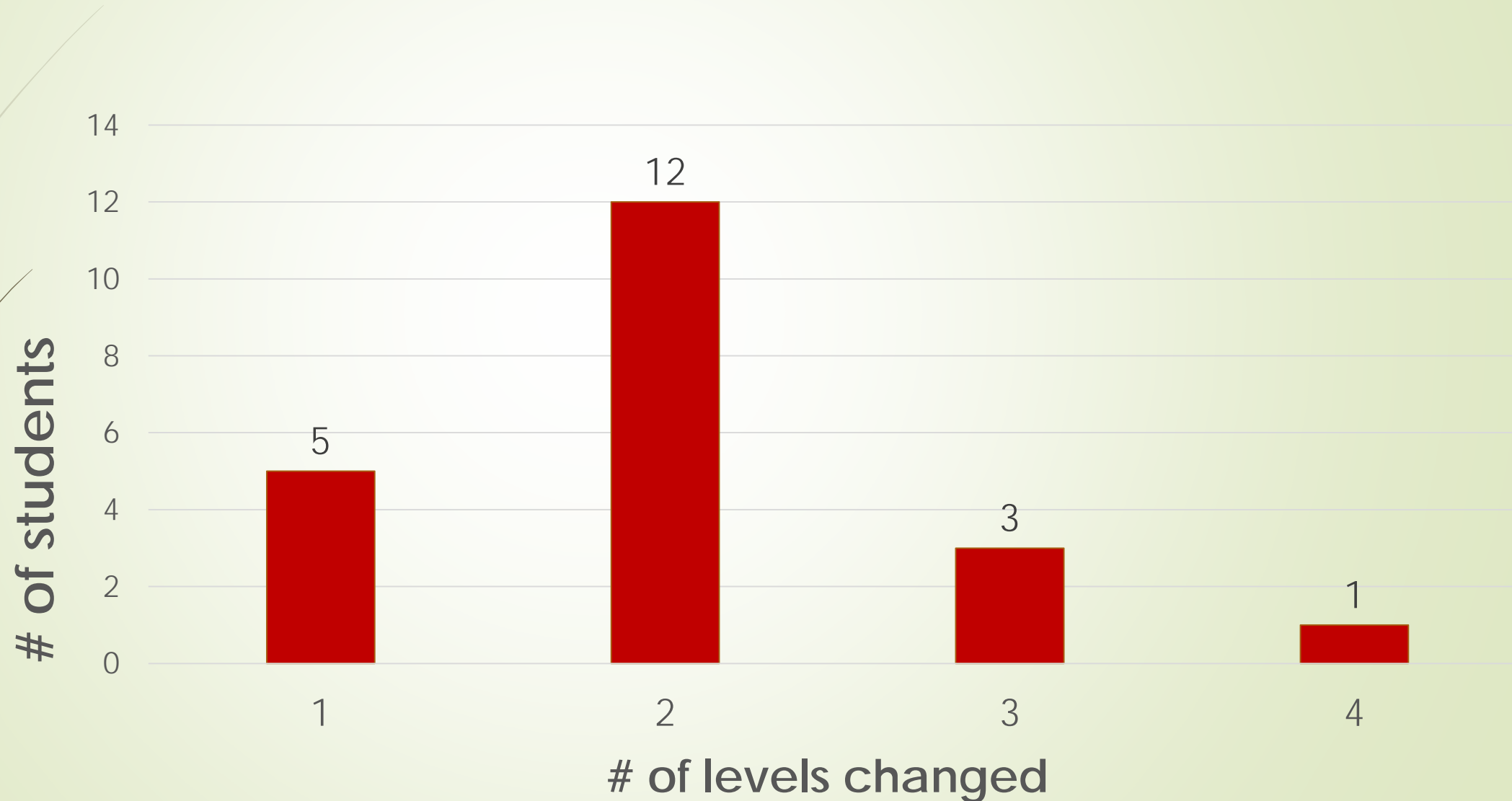


■ successful

■ unsuccessful


- 
- 
- Of the 21 successful students in winter 2019, only 2 were originally placed in college level math but 12 successfully completed their first college level math class.
 - Of the 12 unsuccessful students,
 - 3 received a W
 - 1 received a D (and a NP in AMP in the fall)
 - 8 received an F

The 21 students who were successful in their following math course saved a total of **42 classes**.

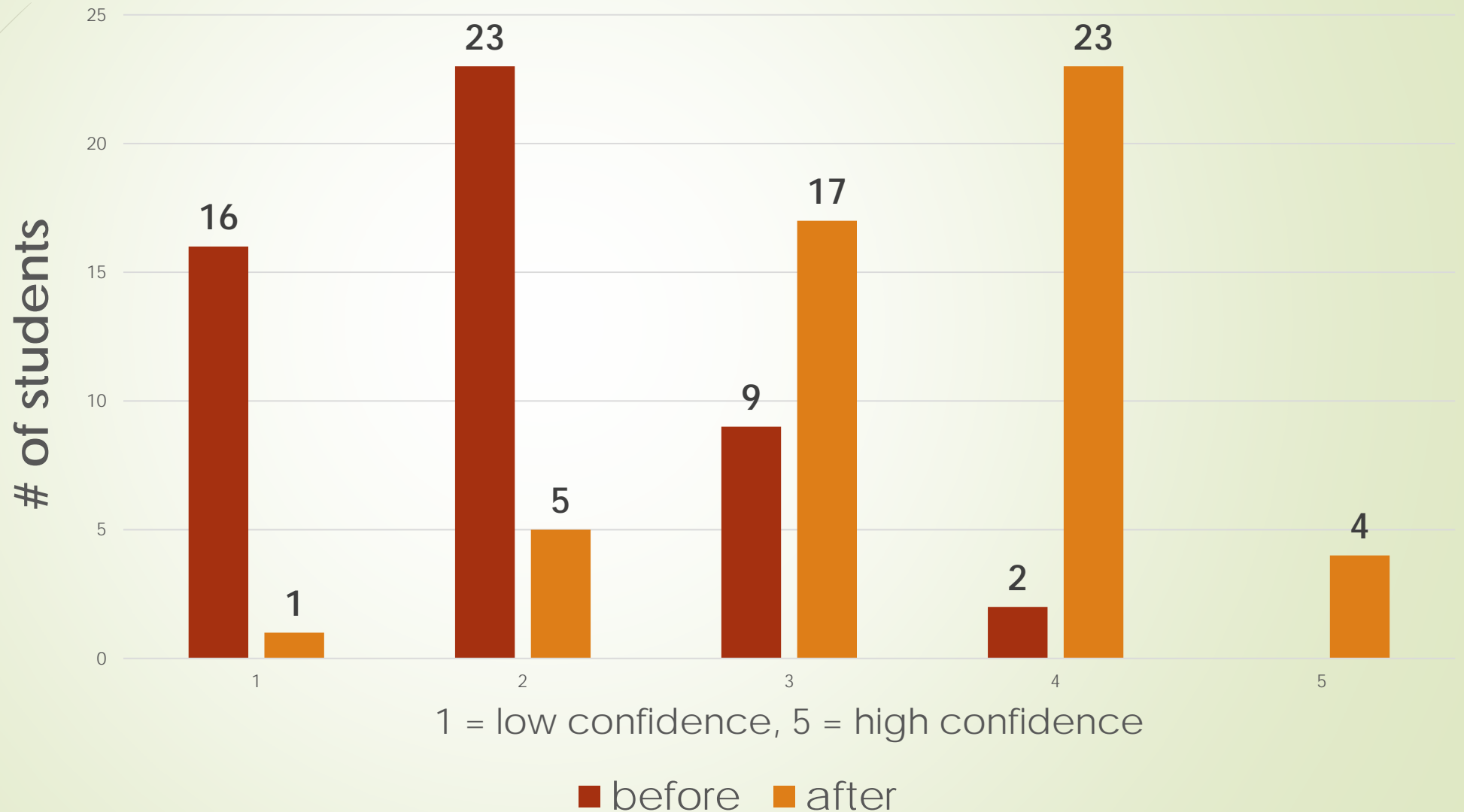




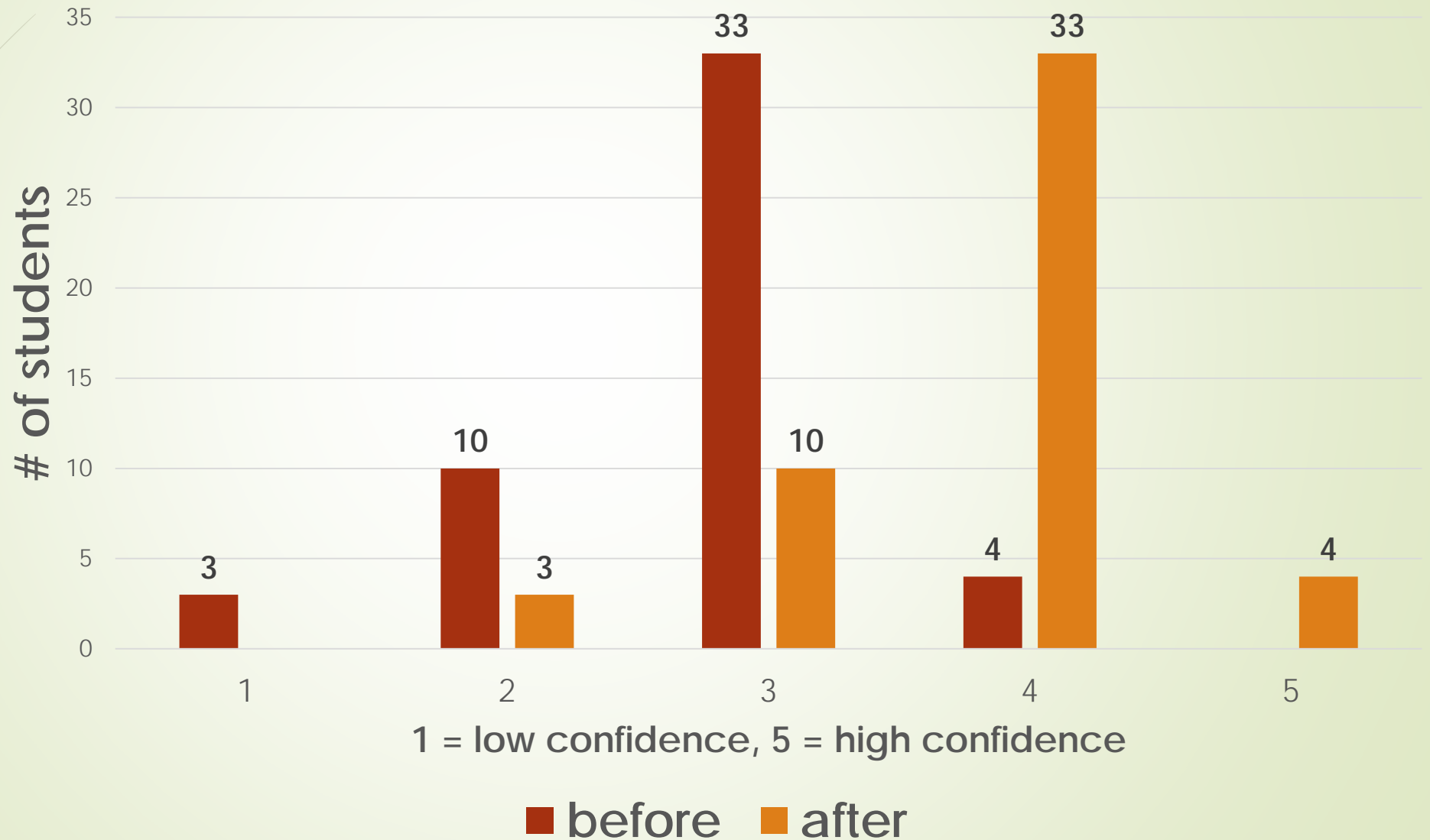
Fall 2018 AMP students

- ▶ 67 total students enrolled
 - ▶ 50 students completed a “pre” and “post” survey asking them to rate their confidence in their placement and math preparedness (1 to 5 with 1 least confident and 5 most confident)
- 

Self Reported Placement Confidence



Self Reported Skill Preparedness Confidence





Student comments



- I hated math! Until I took this class. The instant gratification of knowing whether I had the problem correct or not instantly kept me engaged.
- I am much more confident today in my math skills because of this class.

Student comments



- I'm so happy to have not been placed into a math class that I had originally placed in. I would have been so bored. Thank you for this class:)
- I feel much more confident with my math skills. I think I have the proper foundation now to move up to the next level comfortably and confidently.
- I had not taken a math course in over 4 years and the last one I took I failed. Coming out of this course, I feel accomplished and capable of passing my next math course and I was able to place 2 classes ahead of where I was last.



Student comments

- It had been years since I have took a math class. This was a great refresher, It helped to put my brain back in math mode. I now feel confident in enrolling in a math class because my mind is focused on absorbing math content, thanks to this class. ALEKS is an exceptional program!



Student comments

- ▶ I believe that AMP class helped my math skills a lot. Prior to taking the class I wasn't very confident about taking math. But now, I do. I don't believe that I'm, "bad" at math anymore. In fact, when I put my mind to it I'm pretty decent. But I would've never known without this AMP class.

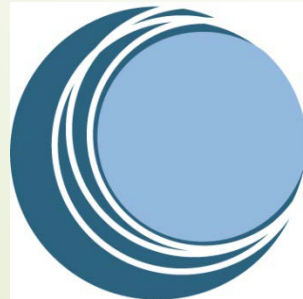


Thank you for attending!

➤ Questions?

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Future of AMP

- Possible summer boot camp
 - Use in lieu of current math placement process
 - Offer at all campuses
- 