“Ready for Success”

Presentation by:
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Pilot Program

The "Ready for Success" Program was a cooperative effort between Itawamba Community College, Shannon High School, Tech Prep, and local community organizations.

The over-all purpose was to reduce the number of remedial college courses students would be required to take when entering as freshmen.

Planning Timeline

- Steering Committee meetings
- August 5 – Meeting with Shannon High School teachers during Professional Development Day
- August 8 – Homeroom Meeting with all of the high school juniors
- August 18-22 – ACCUPLACER testing conducted
- September – Open House at SHS to present information to students and parents and sign-up for the program
- Spring Semester – Implementation of the Program

Steering Committee Activities

- Selecting Committee members
- Addressing issues
  - Student eligibility and requirements
  - Objectives of the Program
  - Funding
  - Scheduling
  - Methods of implementation
- Setting up the timelines
- Scheduling events and instruction

Student Requirements

- Must have completed at least 12 Carnegie units and must be classified as a junior or 11th grader
- Must be working toward a high school diploma
- Must have taken the ACCUPLACER tests
- Must have obtained an unconditional written recommendation from the high school principal or counselor

Additional "Success" Details

- Students must complete an ICC application for admissions packet.
- Students will receive 3 hours institutional credit at ICC for successful completion of the course.
- Instruction will be provided to students at NO cost to the students.
- The course will be taught at Shannon High School by ICC faculty members.
- Students must adhere to Lee County School and ICC's attendance policies.

Course Objectives

- There is a full set of Objectives listed in your CD for the following:
  - Study Skills and Reading Learning Objectives,
  - English Learning Objectives, and
  - Math Learning Objectives.

Study Skills and Reading Learning Objectives

- The student will become acquainted with his/her strengths and weaknesses in study skills.
- The student will demonstrate an understanding of crucial factors needed to be a master student.
- The student will demonstrate an understanding of the mode of learning that is best suited for him/her.
- The student will describe and discuss procedures for planning, monitoring, and managing time.
- The student will develop an understanding of how memory is a process and how to use mnemonic devices and other traps for the memory.
- The student will demonstrate knowledge of how to successfully read a passage and comprehend it to the best of his or her knowledge.
- The student will identify major factors in the observing, recording, and reviewing process of taking notes.
- The student will identify key points to prepare for and take tests.
- The student will be introduced to the Ten Steps to Building College Reading Skills.
- The student will demonstrate his/her level of reading comprehension as indicated by the Nelson-Denny Pre-Test of Reading.
- The student will practice identifying different components given in dictionary entries.
- The student will work practice exercises using the context to figure out the meaning of words. These will contain examples, synonyms, and antonyms.
- The student will recognize the main idea of a passage of reading.
- The student will identify major and minor supporting details of a passage of reading.
- The student will locate main ideas in different parts of the passage.
- The student will understand relationships that involve examples, comparison and/or contrast, and cause and effect.
- The student will understand relationships that involve addition and time.
- The student will be able to make inferences.

English Learning Objectives

- Student will become acquainted with the resources available for writing in the Learning Resource Center and demonstrate proficiency in grammar and mechanics.
- Students will identify the subjects and verbs of sentences in order to avoid structure errors or run-ons (fused sentences) and fragments.
- Students will recognize different kinds of sentence fragments and convert fragments into complete sentences.
- Students will identify fused sentences and comma splices.
- Students will create varied sentence patterns using techniques of coordination and subordination.
- Students will use Standard English subject-verb agreement.
- Students will recognize verb tenses, be able to construct each, and use correctly.
- Students will select adjectives and adverbs correctly in writing sentences.
- Students will apply comma rules to written sentences.
- Students will write sentences using apostrophes correctly.
- Students will demonstrate correct use of quotation marks, colons, and semicolons in writing.
- The students will rewrite sentences using correct word choice for academic writing.
- The students will apply the rules correctly for capitalization in writing.
- The students will generate three paragraphs free of major grammar errors, using the steps to the writing process, and correct the paragraph formatting.

Math Learning Objectives

- The student will add, subtract, multiply, and divide fractions, decimals, integers, and polynomials.
- The student will be able to change fractions to decimals, decimals to fractions, decimals to percents, fractions to percents, and percents to fractions.
- The student will be able to solve word problems involving percents.
- The student will be able to understand the fundamental properties of algebra.
- The student will be able to simplify numerical expressions involving exponents and using the rules or order of operations.
- The student will be able to find the slope and intercepts of a given line, and graph the line.
- The student will be able to solve linear equations and inequalities and absolute value equations and inequalities.
- The student will be able to write equations of lines.
- The student will be able to understand and apply the laws of exponents.
- The student will be able to factor polynomials, and solve quadratic equations by factoring.
- The student will be able to will be able to simplify expressions with square root.
- The student will be able to identify geometric figures
- The student will be able to identify functions, and use function notation
- The student will be able to calculate the area and perimeter of plane figures
- The student will be able to calculate the volume of solid figures
- The student will be able to identify similar figures, and solve problems with them.
- The student will be able to discover how mathematics is used in a variety of fields.

Funding Sources

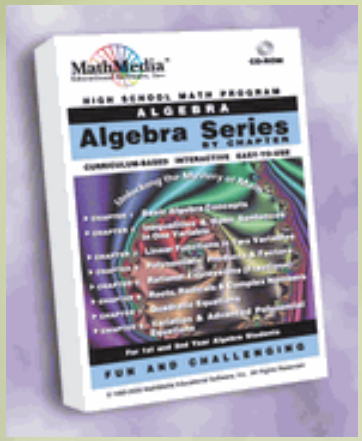
- Funding came from several sources:
  - Shannon High School,
  - Itawamba Community College,
  - Tech Prep, and
  - A Grant from the Create Foundation.

Why? What are the Benefits to the College?

- Community College Mission to serve the community
- Obvious recruitment tool for students but also business and industry
- Guaranteed Tuition from all five counties
- Obligation to give back

Methods of Implementation

- Direct Instruction
- Tutorials
- Computer Based Programs
  - English
    - Criterion Program
    - EnglishGrammar101
  - Math
    - MathMedia Programs
      - Basic Math Series
      - Algebra Series



Scheduling Events/Timeline

- Meeting with the Faculty
- Meeting with Homerooms
- ACCUPLACER Testing
- Open House
- Instruction in the Spring
  - Monday and Wednesdays – English, reading, study skills
  - Tuesdays and Thursdays – Math
  - Fridays – "Fabulous Friday" special events/lecture
  - ACT – Instruction/Tutorial

Meeting with the Faculty

- Importance of meeting with the faculty
  - Selling the Program (“Buy In”)
  - Explaining the purpose of the Program
  - Explaining the benefits to the students
  - Informing the faculty of what would be involved

Homeroom Meetings

- The purpose of homeroom meetings with all of the Junior students included:
  - Explaining the students' roles in the "Ready for Success Initiative" (concerning the testing, etc.),
  - Presenting each student with a planner, and
  - Explaining or selling the initiative to the students.

The Testing Process

- Every Junior (about 140 students) was tested with the ACCUPLACER.
  - Students were tested over a one week period.
  - Teachers and administrators provided support.
  - The test and its results were explained to the students.
  - Immediate feedback after testing was provided to the students.
  - Students were given sling-back bags for participating.

Open House Interaction

- Students and parents were encouraged to attend the Open House; students were given a T 'Shirt for attending with their parents. Explanations were provided for the following:
  - The purpose and agenda for "Ready for Success,"
  - The testing process, and
  - The importance of improving the test scores.

--Consequently--

When parents and students were allowed to sign up for the program, 27 students initially signed up, and 18 students finally participated in the program.

(Scheduling problems prevented some students from participating.)

The Program Inception

- The Program began during the spring semester.
  - The first day the students were reminded why improving their performances was important and why college was important.
  - They were also given books and materials to be used during the semester.
  - They were also given overviews of each area and told what would be covered during the semester.

The Program Schedule

- The Program was scheduled for five days a week (block schedule), 1:17 until 2:54 each day.
  - Monday and Wednesday – English, reading, and study skills instruction
    - ICC English Instructor
    - ICC College Skills instructor
  - Tuesday and Thursday – Math instruction
    - ICC math instructor
  - Fridays – Special events/speakers

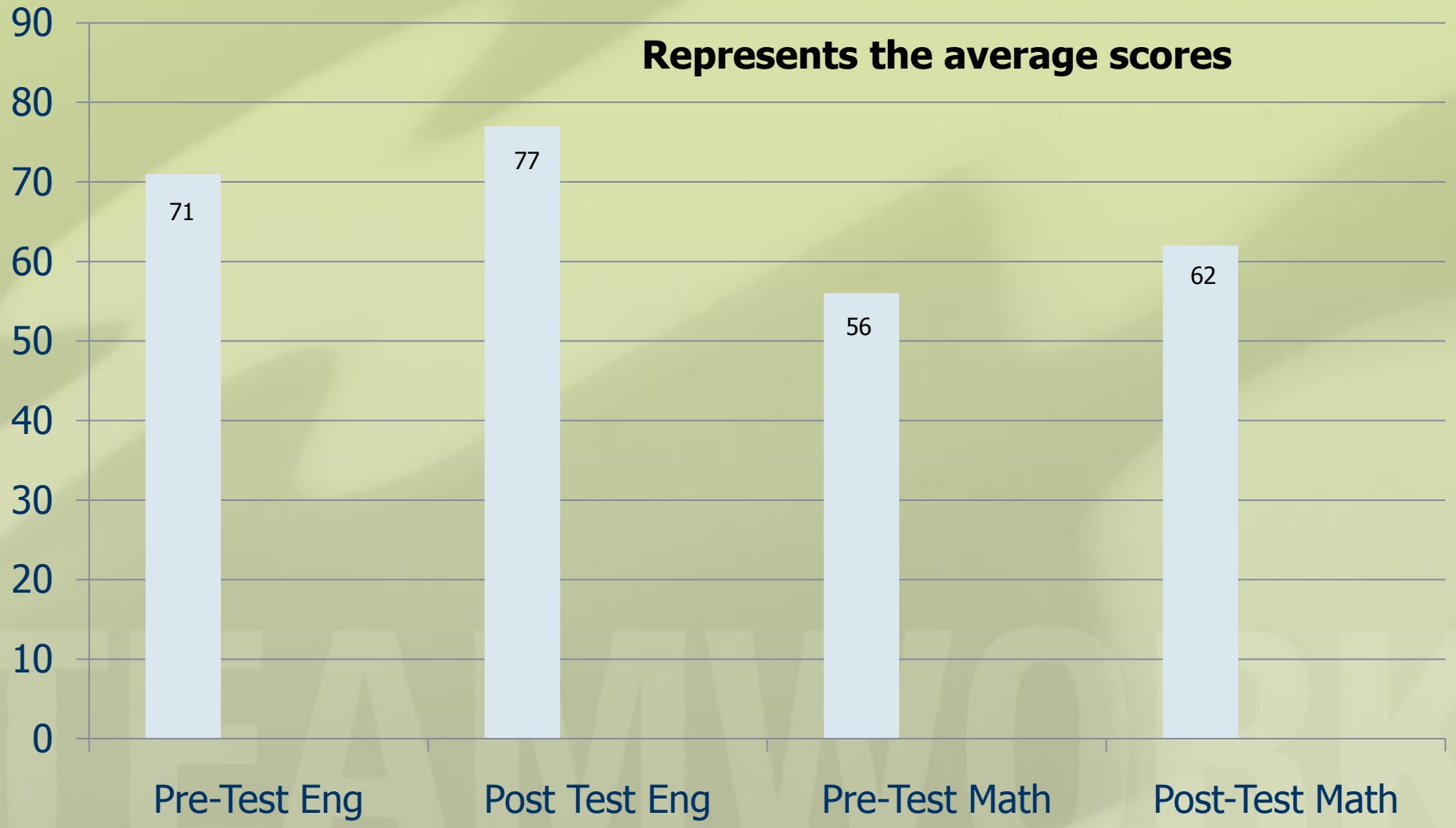
"Fabulous Fridays"

- Speakers from all facets of the college were featured.
  - ICC admissions/Financial aid/Housing
  - Meet the Indians (cheerleaders, fashion squad, band, dance troupe, athletics)
  - Speaker on interpersonal and social skills
  - Allied Health Programs
  - Phi Beta Lambda and Phi Theta Kappa
  - ICC Student Services/ Counseling
  - North MS. Med. Center – about health careers
  - ONE MONTH – Special ACT instruction and Tutorials
  - Taking the Residual ACT
  - ICC day Tour
  - Post testing
  - Completion Celebration

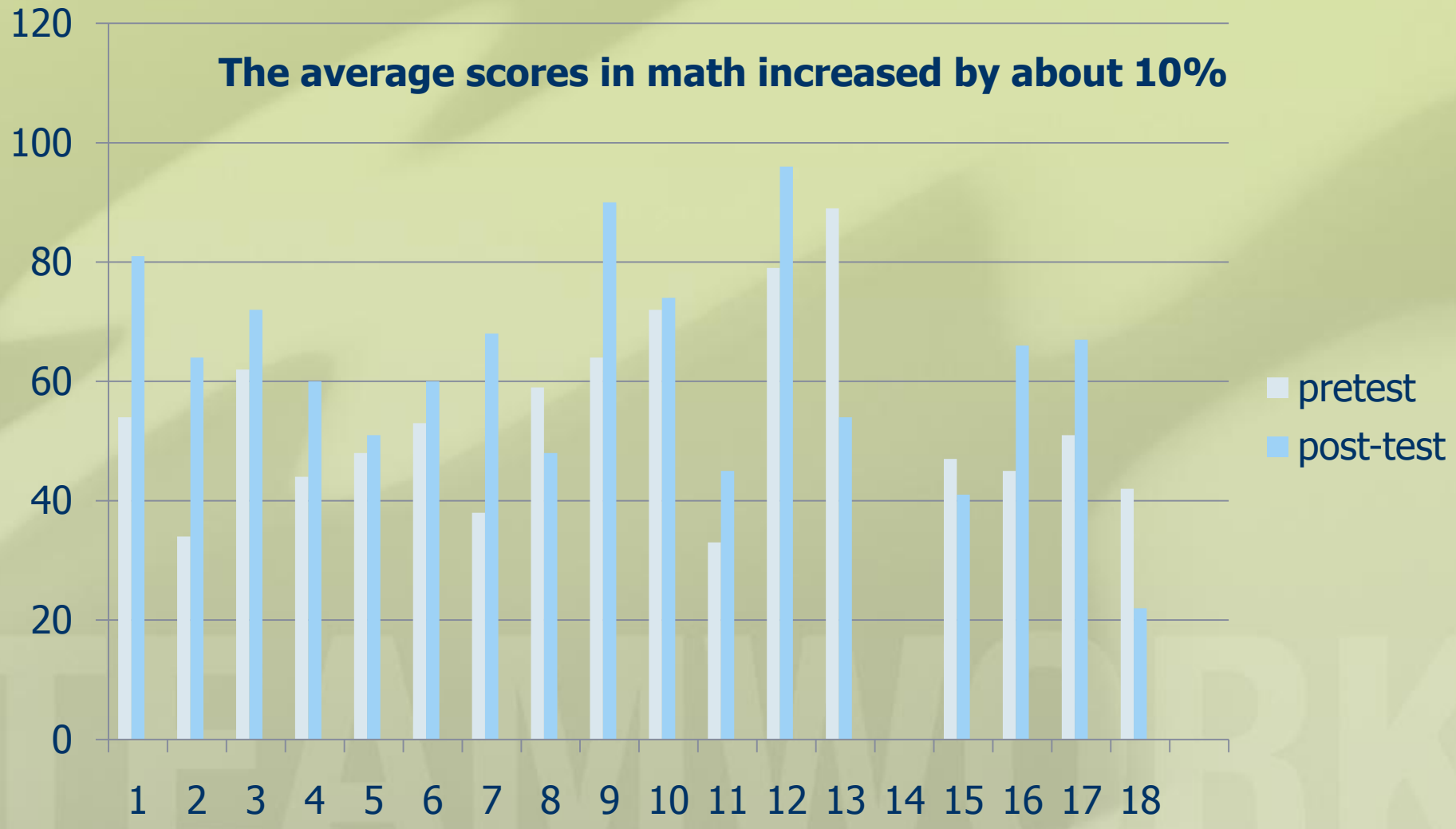
RESULTS

All want to be learned,
but no one is willing
to pay the price.
- Juvenal
It takes a great deal
of elevation of thought
to produce a very little
elevation of life.
- Ralph Waldo Emerson
Education is that which
discloses to the wise and
disguises from the foolish
their lack of
understanding.
- Ambrose Bierce

Looking at the Results



Students' Math ACCUPLACER

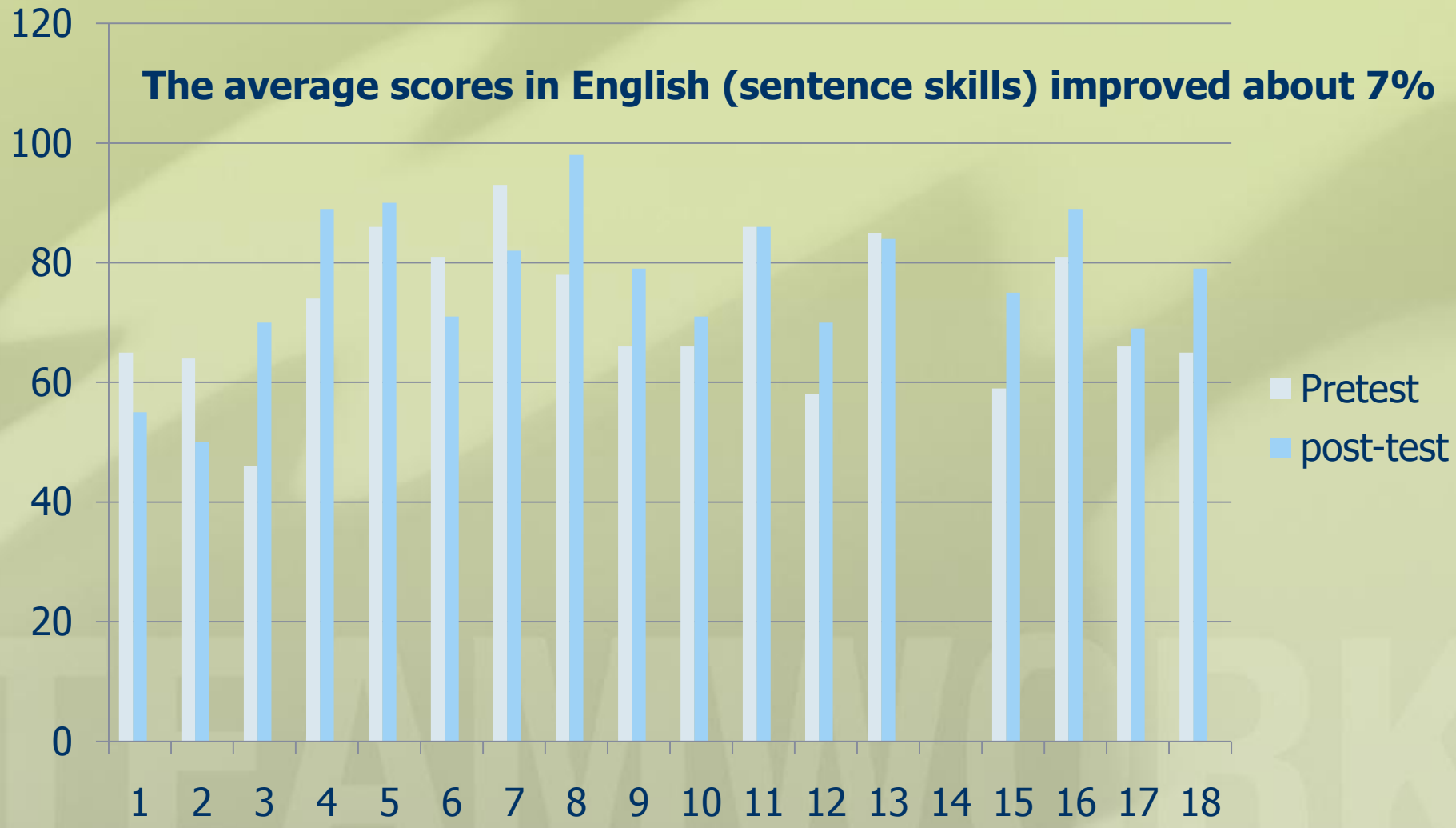


Math ACCUPLACER Scores

* Fund. Of Math
** College math II
*** Intermediate Algebra
**** College Algebra

Students	Math Pre-Test	Math Post-test
1	54 **	81 ****
2	34 **	64 ***
3	62 ***	72 ***
4	44 **	60 ***
5	48 **	51 **
6	53 **	60 ***
7	38 **	68 ***
8	59 ***	48 **
9	64 ***	90 ****
10	72 ***	74 ***
11	33 **	45 **
12	79 ****	96 ****
13	89 ****	54 **
14		
15	47 **	41 **
16	45 **	81 ****
17	51 **	67 ***
18	42 **	22 *

Students' English ACCUPLACER



English (Sentence Skills) ACCUPLACER

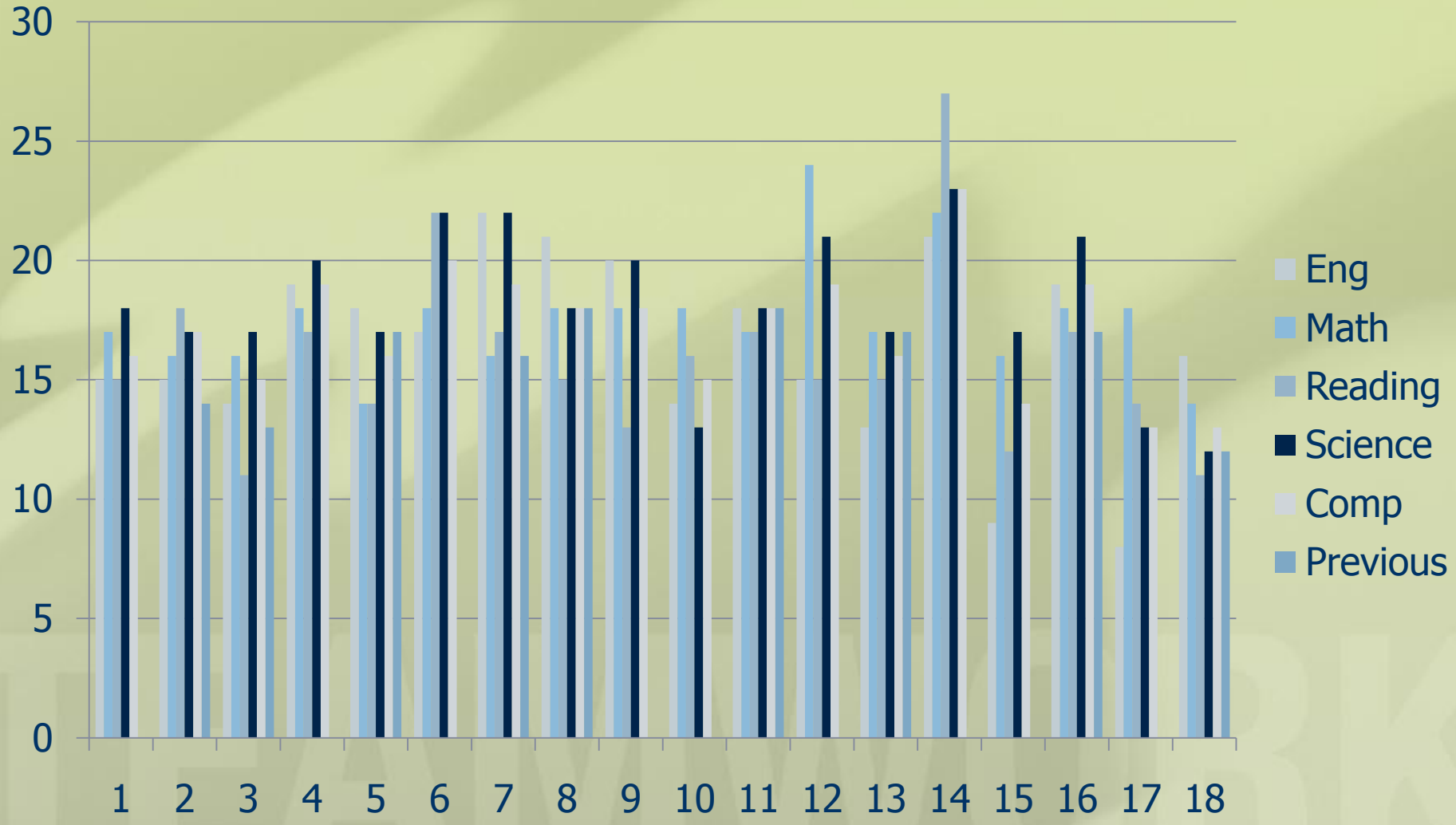
* Beginning English

** Intermediate English

*** English Comp I

Students	English Pre-Test	English Post-Test
1	65 *	55 *
2	64 *	50 *
3	46 *	70 **
4	74 **	89 ***
5	86 ***	90 ***
6	81 ***	71 **
7	93 ***	82 ***
8	78 ***	98 ***
9	66 *	79 ***
10	66 *	71 **
11	86 ***	86 ***
12	58 *	70 **
13	85 ***	84 ***
14		
15	59 *	75 ***
16	81 ***	89 ***
17	66 *	69 *
18	65 *	79 ***

Students' ACT Scores



ACT Scores

*Beginning Eng	**Intermediate Eng.	***Eng. Comp I	
*Fund. Of Math	**College Math II	***Intermediate Alg.	**** College Alg.
*Reading Comp I	**Reading Enhancement I	None	

Students	English ACT Sub	Math ACT Sub	Reading ACT Sub
1	15 **	17 ***	15 **
2	15 **	16 **	18 None
3	14 **	16 **	11 *
4	19 ***	18 ***	17 None
5	18 ***	14 *	14 **
6	17 ***	18 ***	22 None
7	22 ***	16 **	17 None
8	21 ***	18 ***	15 **
9	20 ***	18 ***	13 *
10	14 **	18 ***	16 None
11	18 ***	17 ***	17 None
12	15 **	24 ****	15 **
13	13 *	17 ***	15 **
14	21 ***	22 ****	27 None
15	9 *	16 **	12 *
16	19 ***	18 ***	17 None
17	8 *	18 ***	14 **
18	16 ***	14 *	11 *

Evaluation and Changes

- Eliminate the "Fabulous Fridays."
- Change to a two-day program.
  - One Day math
  - One Day English/Reading/Study Skills
- Have several special events during the year.
  - Indian Day
  - ACT Training
  - On Campus Programs
  - Others to be decided

On Your CDs

- The Remediation Facts – Power Point
- The "Ready for Success" Power Point
- Support Materials/Articles
  - Who's Responsible? Taking Sides on Remedial Classes By Meg Sommerfeld
  - Paying Double: Inadequate High Schools and Community College Remediation
  - Postsecondary Remedial Education
  - Help or Hindrance? The Effects of College Remediation on Academic and Labor Market Outcomes
  - College Remediation Rates Stuck at 30 Percent
  - American Student Readiness for College-Level Mathematics (Power Point)
  - College Catch-up: Students Not Ready for College (Video)
- 330+ Educational Web Sites (categorized)

Thank You, Questions?

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TECH PREP
making the connection

ICC