

# Minnesota West Community and Technical College

## 2011 Final Report on Fast Track Initiative

Project Participant, Discipline, and Location .....	2
Putting Students on the Fast Track .....	2
Determining Participants .....	2
Objectives/Outcomes .....	3
Review of Objectives/Student Learning .....	3
Assessment of Student Learning.....	3
Campus by Campus Breakdown.....	4
Supplies/Additional Learning Software.....	5
Transferability of Learning Outcomes/ Cross Curriculum Skill Development.....	5
Teaching Tasks and Timelines.....	5
Reading/Study Skills.....	6
English/Writing.....	6
Math/Algebra .....	7
Computer Skills .....	7
Summary of Project Impacts/Lessons Learned.....	7
Positive Impacts .....	7
Negative Impacts .....	7
Improvements Needed/Issues .....	8
Student Feedback.....	8
Appendix A – Survey Results / Student Feedback- Summer 2011 .....	10
Appendix A-1 Canby Campus .....	10
Appendix A1-1: Canby Student Scores .....	13
Appendix A1-2: Canby Cumulative Reviews.....	17
Appendix A1-3: Canby Student Feedback .....	18
Appendix A-2 Granite Falls Campus.....	20
Appendix A-2-1: Granite Falls Student Scores .....	22
Appendix A2-2: Granite Falls Cumulative Reviews .....	25
Appendix A2-3: Granite Falls Student Feedback .....	26
Appendix A3: Jackson Campus .....	28
Appendix A3-1: Jackson Student Scores.....	30
Appendix A3-2: Jackson Cumulative Reviews .....	32
Appendix A3-3: Jackson Student Feedback .....	33
Appendix A4: Pipestone Campus .....	34
Appendix A4-1: Pipestone Student Scores .....	36
Appendix A4-2: Pipestone Cumulative Reviews .....	39
Appendix A4-3: Pipestone Student Feedback .....	40
Appendix A-5: Worthington Campus .....	42
Appendix A5-1 Worthington Student Scores .....	44
Appendix A5-2: Worthington Cumulative Reviews.....	46
Appendix A5-3: Worthington Student Feedback .....	47

## **Minnesota West Community and Technical College 2011 Final Report for Fast Track Initiative**

### **Project Participant, Discipline, and Location**

The 2011 report was prepared by Kayla Westra, project coordinator for Minnesota West Community and Technical College, with input from faculty who taught within the program.

Discipline areas covered within the program were as follows: Math, Reading/Developmental Studies, and English.

This program was offered at the following campuses: Canby, Jackson, Granite Falls, Pipestone, and Worthington.

Participating instructors were as follows: Dan Roos, Karsten Piper, LouAnn Williamson, Jim John, Gaye Winter, Linda Pesch, Lori Stearns, Laine Rieger, and Kathy Janssen.

Site coordinators were as follows: Lynn Vander Plaats, Pipestone; LouAnn Williamson, Worthington; Linda Pesch, Canby; Lori Stearns, Jackson; and Laurel Christianson, Granite Falls.

### **Putting Students on the Fast Track**

Many students come to their first semester of college unprepared or underprepared to succeed in their coursework. While most students have received a one day orientation to college, this orientation covers mostly administrative information and not academic and study skills. Fast Track gives students the specific tools for success before they begin college-level courses. The goal of this initiative is to better prepare students for a successful college experience, focusing on reading, writing, math, and study skills.

As part of the Fast Track initiative, the STSK0090 course, Basic Skills Preparation, was offered on five campuses in August 2011. The students met with instructors five days in one week. This course included a mix of both local and nonlocal students; a distributed representation of the college student population was attained. This course was offered at zero cost to the student.

### **Determining Participants**

Campus marketers, registrars, recruiters, advisors, program coordinators, and college faculty worked together to place students into the course. In prior years, a significant part of this project involves working with area high schools to identify students who would benefit from the program, as well as sharing information gathered regarding high school students, placement scores, and developmental programs.

The goal for 2011 was to have 100 students participate. Eighty-three (83) students registered for the program, and seventy-one (71) participated in the 2011 Fast Track program.

## **Objectives/Outcomes**

The objectives and student outcomes for the Fast Track program are as follows:

- Develop college level study skills, time management, note taking, scheduling, and homework habits.
- Manage time more effectively.
- Understand how to manage college workload.
- Understand how to use resources available to them.
- Analyze assignments and clarify instructor expectations.
- Understand baseline expectations of college level reading, writing, and math abilities and skills.
- Understand student code of conduct.
- Understand what is required of a responsible, self-motivated learner.

## ***Review of Objectives/Student Learning***

Students successfully completed the coursework and achieved mastery of the objectives.

Students completed specific activities that showed mastery; as an example, students completed schedules for Fall 2011 semester and incorporated time management techniques. Students completed multiple assignments and tests in the areas of reading, writing, and mathematics. These included both traditional and online tests.

Students were shown the available resources and participated in hands on demonstrations. Instructors discussed clarifying expectations, and this was practiced in course assignments. Extensive discussion occurred on instructor expectations and classroom expectations.

This course helped students be more confident in their testing and placement, and should also help them in their first semester at Minnesota West. This success should then be carried forward for second, third, and fourth semesters.

## ***Assessment of Student Learning***

Students took the Accuplacer test before and after completing the course. Scores were compared and analyzed. A significant gain was noted in the number of the courses “jumped” by the group of students. The following table shows the results for the 2011 initiative.

### College-Wide Placement

Original Placement	Updated Placement	Total
Math 0091	Math 0092	0
Math 0092	Math 0098	6
Math 0098	Math 0099	8
STSK091	STSK095	3
STSK095	STSK1104	3
STSK1104	No reading required	5
ENGL 0090	ENGL 0095	5
ENGL0095	ENGL1101	5
<b>Total Courses Jumped</b>		<b>36</b>

### Campus by Campus Breakdown

Original Placement	Updated Placement	C	Students/Location			
			J	GF	P	W
Math 0091	Math 0092					
Math 0092	Math 0098	2		2	1	1
Math 0098	Math 0099	1	3	1	3	
STSK091	STSK095			2		1
STSK095	STSK1104	3				
STSK1104	No reading required	2	2		1	
Engl 0090	Engl 0095	3		2		
Engl 0095	Engl 1101	2		1	2	
<b>Total Courses Moved</b>		<b>13</b>	<b>5</b>	<b>8</b>	<b>7</b>	<b>2</b>

Seventy-one (71) students who completed the course, many of them succeeded in moving up one or more courses. Some students moved up two classes. A number of students did not change in their placement scores. Even so, these students showed an appreciation for the content, delivery, and opportunity. Entrance requirements have been reduced, and the likelihood of “correct” placement at initial entry is higher. Therefore, fewer changes in course placement are expected.

The change in the test scores was an interesting phenomenon. Some students dropped in their scores, but the majority showed substantial improvement, even if they didn't change courses. Some students admitted that if they had already attained the highest placement in an area (such as ENGL1101), then they did not try within that section.

Additionally, after working with the 2005, 2006, 2007, 2008, 2009, and 2010 participants, a definite social and emotional connection has been observed with the participants. It's hard to measure assuredness and self-confidence, but the instructors can feel and see the different attitudes the student participants have demonstrated toward the college and their collegiate goals.

### ***Supplies/Additional Learning Software***

Students were provided with the supplies needed to be successful from day 1 of their college courses. Students were provided with the following:

- Binder
- Planner
- Calculator
- Highlighter
- Pens and Pencils
- Notebook
- Lexar USB Flash Drive
- Lanyard

Additionally, ALEKS math software was purchased and used to assist students in learning math concepts on several sites. Costs for supplies came from a college-wide budget and are not covered in this report.

### ***Transferability of Learning Outcomes/ Cross Curriculum Skill Development***

This course (STSK0092) is not transferable to other institutions. However, this course included objectives and outcomes that will apply to other coursework and be of benefit to the students.

All courses require students to study and prepare efficiently and to manage their time effectively. Because most courses require writing skills, additional preparation in the English area benefits all students. Effective math skills are also required in many of the courses and programs offered at Minnesota West.

Extensive instructional time was spent on good study habits and how to be a successful student. This carries over to all areas of study.

### ***Teaching Tasks and Timelines***

Course preparation began in May 2011 and continued through August 2011. Faculty worked with other instructors within their discipline to provide consistent instruction.

Instructors spent time from May through August 2011 preparing materials and working on administrative details, including contacting students.

Over approximately 12 weeks, instructors and site coordinators spent 1 to 2 hours a week to develop materials, contacting students, following up with students, and finalizing course preparation. The course began in August 2011.

Tasks included were as follows:

- Course Design and Redesign
- Course Development and Modification
- Meetings (conferences between instructors on all campuses)
- Set Up of Online Course
- Recruitment of Students
- Contact Students
- Coordinate Building Services
- Coordinate Student Services

Instruction began on August 8 and continued through August 12. Each instructor had discipline specific classroom instruction for 1.5 hours per day/five days each week.

The following subject matter was covered by each instructor.

### **Reading/Study Skills**

1. Survival Tips/Goal Setting
2. Time Management
3. Stress Management
4. Learning Styles
5. Reading Your Textbook/Textbook Notes

### **English/Writing**

1. Parts of Speech
2. Verb Tense
3. Subject/Verb Agreement
4. Consistent Person
5. Parallelism
6. Capitalization
7. Punctuation Usage
8. Spelling
9. Coordination/Subordination
10. Run Ons and Comma Splices
11. Journal Writing
12. Descriptive Essay

## **Math/Algebra**

1. Arithmetic operations of fractions
2. Arithmetic operations with decimals and percentages and application word problems
3. Order of arithmetic operations
4. Absolute value
5. Operations with elementary algebraic expressions
6. Operations with polynomial expressions
7. Operations with rational expressions
8. Solving linear algebraic equations in one variable
9. Linear graphing and slope
10. Algebraic word problem applications
11. Solving formulas for different variables
12. Solving simple algebraic inequalities
13. Scientific notation
14. Basic algebraic polynomial factoring

## **Computer Skills**

1. Logging in to student account and updating information
2. Logging in to D2L and using features of D2L
3. Logging in to SmartThinking and features of SmartThinking.
4. Logging into student email and using student email.
5. Navigating college web site for important information.

## **Summary of Project Impacts/Lessons Learned**

### ***Positive Impacts***

Positive impacts were shown in several areas.

1. Students developed an early connection with faculty, students, facilities, technical support, staff, student services, and the LARC.
2. Students were exposed to a large amount of content in a short time.
3. Students interacted well.
4. Students showed a positive attitude.
5. Math software used at all sites.
6. Students practiced time management skills. They were consistently in the classroom and working on outcomes.
7. Students gained experience learning in an ITV environment.

### ***Negative Impacts***

Some negative impacts were observed.

1. Work outside of class is nearly impossible due to other responsibilities and short time frame.
2. Students' wide variety of readiness led traditional class setting learning to be problematic, but plans implemented from previous year helped alleviate.

3. ITV not a positive for many students.

### ***Improvements Needed/Issues***

If this course is offered in the future, several areas could be enhanced or improved.

- Consider allowing students to attend just the section they had difficulty with.
- Review section setup (three separate sections) to see if this best meets student needs. Lowest satisfaction in this area.
- Work to get instructors on all campuses in all areas (reduce ITV if possible).
- Incorporate shorter lunch period.
- Incorporate additional time to work on computer/in lab within college systems.
- Continue to review and modify content.
- Housing is an issue for out of state students.

Note that discussion has already begun to do Freshman Seminars before the semester start (STSK1110), which would cover many of these things, but which does not include Accuplacer retesting on discipline-specific content.

### ***Student Feedback***

Student feedback was extremely positive. Many felt that the opportunity to take this course and the lessons learned within the course will benefit them as they pursue their education.

Students completed a survey (Appendix A) and ranked several areas of instruction. The cumulative summary of the results is below. Students overwhelmingly agreed that this course was effective and of benefit to them. The personal comments from students are listed in Appendix A. The information below is an overall percentage for all campuses.

<b>Statement</b>	<b>Percentage of Agree/Strongly Agree Responses</b>				
	<b>C</b>	<b>J</b>	<b>GF</b>	<b>P</b>	<b>W</b>
This course will help me in my future courses.	90	86	80	92	100
This course has prepared me to be a more successful college student.	75	71	80	100	85
The format of the course (three sessions on three different areas) worked well.	70	86	71	75	85
I have learned things that I didn't know or remembered things I had forgotten.	95	86	100	92	100
The instructors were well prepared.	95	86	87	38	100
The instructors covered material that will be helpful for me to know.	100	86	80	85	100

I would recommend this course to other incoming freshman.	95	86	86	100	100
---	----	----	----	-----	-----

Perhaps the greatest accomplishment in the course was that it helped students be more successful in their testing and placement and gave them some confidence that with hard work they could improve themselves. This should carry them through their educational experiences at Minnesota West.

# Appendix A – Survey Results / Student Feedback- Summer 2011

## Appendix A-1 Canby Campus

Project Faculty: Linda Pesch – Reading and Study Skills  
Gayle Winter – English  
Kathy Janssen - Math

Project Start Date:  
2011-08-08  
Project End Date:  
2011-08-12

### Project Abstract:

Many of our students come to their first semester of college unprepared to start college. The goal is to better prepare students for a successful college experience, focusing on reading, writing, math, and study skills.

This pre-first year seminar will be held one week (5 days) prior to the start of fall semester for up to 30 students on each campus. This course will be offered at no cost to the student. Students who complete receive two credits for STSK0092, Basic Skills.

---

### **Outcomes – The project met expectations.**

#### **Objectives**

After completing this course, students will be able to

- Develop college level study skills, time management, note taking, scheduling, and homework habits.
- Manage time more effectively.
- Understand how to manage college workload.
- Understand how to use resources available to them.
- Analyze assignments and clarify instructor expectations.
- Understand baseline expectations of college level reading, writing, and math abilities and skills.
- Understand student code of conduct.
- Understand what is required of a responsible, self-motivated learner.

#### **Did your outcomes meet your expectations?**

- Achieve collaboration and partnerships
- Enhance quality and continuous improvement of programs
- Facilitate transition from high school to college/university

### **Commentary:**

Overall, our objectives were met. Students met staff and faculty as well as developed solid connections with them. Students were introduced to the LARC and appropriate staff for disability services and tutoring. Students also met with the financial aid coordinator and bookstore staff. Students ensured their questions regarding books, financial aid, and courses were answered.

The faculty who were onsite during the week offered their time to answer questions and give tours. Students indicated they felt better connected and better prepared.

Students were exposed to a great deal of information over the five days. They were exposed to different types of lectures, ITV, worksheets, handouts, and computer homework. Students were expected to log in and do different tasks in D2L as an avenue to expose them to D2L and online learning. Students discussed the different styles of learning and teaching so as to better understand what works best for them and how to accommodate should they be in an environment that doesn't work for them. Students did comment that would have liked even more variety and opportunity to focus on individual needs. Canby had 22 students and it was not always possible to work individually with students.

Fast Track provides a great opportunity for students to transition from high school to college or the workforce to college. The set up of the week is intense and rigorous giving students a sense of what will occur when classes begin. The course is flexible enough to change to meet student needs and provide an opportunity for students to make mistakes without consequence. For example, a large portion of the first day focused on understanding important accounts. Students commented that Fast Track helped them to remember previously learned information as well as learn new information. Some appreciated the different styles of the teachers and some students made it clear that some of the information and techniques utilized did not mesh with their best style of learning. Students also commented that they appreciated having the opportunity to learn some of the information prior to the real thing along with having access to staff and faculty before the semester started. Some students made it clear they would have liked an opportunity to focus more on the areas they had specific need in as well as a dislike for the ITV nature of the math section.

Outcomes anticipated from this project:

#### **Did your outcomes meet your expectations?**

- Student Learning
- Student assessment
- Improved retention

Commentary:

Students indicated they got an early start on many things that would be helpful for their future success. Students also commented that they were able to go over information they had forgotten or gain new information. Students appreciated having the opportunity to get comfortable with school. Several students indicated they didn't like some of the delivery methods, in particular having math through ITV. Others also suggested they would have rather focused on their weaker areas rather than all areas. Overall, all students indicated the program was beneficial.

I was impressed with some of the improvements students made.

There were some students who made substantial improvements along with those that made small improvements. Unfortunately, one student refused to retest in reading and sentence by not showing up for that portion. Another student was not present for any of the retesting. One student that had a significant decrease in the reading score actually slept on and off through this portion of the Accuplacer. This and another significant decrease in the reading resulted in an overall decrease in reading scores. Eight of the 22 students moved up 13 courses while 19 of the 22 students had increases in one or more of the three areas.

Students appeared to be positive about their ability to make it in college. They were positive in their comments that Fast Track would help them and gave them opportunity to learn new things as well as review information they had forgotten. Student comments indicate they felt comfortable with the faculty they worked with and the staff they met.

### **Narrative**

We received great feedback from students as to what they would like to see implemented and what they felt was positive. Overall they appreciated the variety of methods used but made suggestion for further individualization and variety which is difficult to implement in the time frame we have. I frequently see the students from Fast Track and they are comfortable asking for assistance because they know who staff and faculty are. They have also commented that it is impressive and nice that people remember their names and who they are. Since Fast Track I have also heard numerous comments that students appreciate having been able to maneuver student account, student email, and D2L ahead of time so they didn't have to deal with it when it really counted. The biggest complaint or frustration that was indicated not only on the surveys but also face to face were that some students did not appreciate sitting through information they didn't feel was pertinent to them or not being able to spend more time on the areas they felt they needed the most help. The other frustration was not having an instructor physically on site for math which was the area many of the students wanted to focus on.

### **Assessment:**

See appendices A1-1, A1-2, and A1-3 for Canby student achievement scores and feedback. Students took the Accuplacer test before and after completing the course. Scores were compared and analyzed. Additionally, students will be tracked after their first semester and during their first year. Note that a couple of students had significant decreases in areas on the Accuplacer which inevitably skewed overall data.

### **Assessment Summary:**

Twenty-two (22) students participated in Fast Track on the Canby Campus. Overall, students demonstrated improvement in learning, test taking ability, and knowledge of important functions at the college. Eight students moved 13 courses while 19 students demonstrated improvement in one or more areas. Canby chose to do a short review on Friday morning and have students test in reading and sentence. They then came back to review in math, have lunch and then retested in math. One student did not show for retesting at all and another did not show for reading and sentence but did come for math. Sentence and Math all showed overall improvement while reading had a decrease. However, the overall improvement in reading was affected by the student who slept through the reading and another student that had a significant decline in score.

## Appendix A1-1: Canby Student Scores

Student Name	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 1				
Reading Comp.	49	51	2 +	2 (Read and Engl)
Sentence Skills	62	52	None	None
Arithmetic	N/A	85	None	None
Elem. Algebra	40	30	None	None

Student Name	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 2				
Reading Comp.	61	52	None	none
Sentence Skills	92	73	None	None
Arithmetic	n/a	55	None	None
Elem. Algebra	33	32	None	None

Student Name	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 3				
Reading Comp.	48.5	59	10.5+	2 (Read and Engl)
Sentence Skills	55.7	57	1.3+	None
Arithmetic	37.7	43	5.3	none
Elem. Algebra	34.6	34	None	none

Student Name	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 4				
Reading Comp.	80	Didn't take	None	None
Sentence Skills	75	Didn't take	None	None
Arithmetic		40	None	None
Elem. Algebra	31	33	2+	None

Student Name	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 5				
Reading Comp.	95	83	None	none
Sentence Skills	83	91	8+	None
Arithmetic	37	84	47+	None
Elem. Algebra	47	59	12+	1

Student Name	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 6				
Reading Comp.	68	88	20+	2 (Read and Engl)
Sentence Skills	70	71	1+	None
Arithmetic	n/a	74	None	None
Elem. Algebra	34	49	15+	None

Student Name	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 7				
Reading Comp.	67	71	4+	None
Sentence Skills	76	74	None	None
Arithmetic	63	88	25+	None
Elem. Algebra	91	68	None	None

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 8				
Reading Comp.	77	65	None	None
Sentence Skills	85	65	None	None
Arithmetic	36	30	None	None
Elem. Algebra	26	n/a	None	None

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 9				
Reading Comp.	52	65	13+	None
Sentence Skills	59	72	13+	None
Arithmetic	46	27	None	None
Elem. Algebra	41	n/a	None	None

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 10				
Reading Comp.	75	83	8+	2(Read and Eng)
Sentence Skills	71	106	35+	None
Arithmetic	n/a	44	None	None
Elem. Algebra	27	28	1+	None

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 11				
Reading Comp.	65	73	8+	None
Sentence Skills	65	64	None	None
Arithmetic	n/a	69	None	None
Elem. Algebra	69	50	None	None

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 12				
Reading Comp.	51	54	3+	None
Sentence Skills	73	61	None	None
Arithmetic	n/a	69	None	None
Elem. Algebra	38	32	None	None

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 13				
Reading Comp.	86	80	None	None
Sentence Skills	65	76	11+	None
Arithmetic	93	n/a	None	None
Elem. Algebra	37	49	12+	None

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 14				
Reading Comp.	86	85	None	None
Sentence Skills	78	72	None	None
Arithmetic	77	100	23+	None
Elem. Algebra	26	36	10+	1

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 15				
Reading Comp.	89	60	None	None
Sentence Skills	66	68	2+	None
Arithmetic	n/a	92	None	None
Elem. Algebra	51	32	None	None

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 16				
Reading Comp.	76	Didn't take	None	None
Sentence Skills	59	Didn't take	None	None
Arithmetic				
Elem. Algebra	41	Didn't take	None	None

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 17				
Reading Comp.	85	102	17+	None
Sentence Skills	83	110	27+	None
Arithmetic	n/a	108	None	None
Elem. Algebra	49	48	None	none

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 18				
Reading Comp.	48	50	2+	2(Read & Engl)
Sentence Skills	54	50	None	None
Arithmetic	31	33	2+	None
Elem. Algebra				

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 19				
Reading Comp.	48	46	None	None
Sentence Skills	65	46	None	None
Arithmetic	28	44	16+	1
Elem. Algebra	50	34	None	none
College Level				

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 20				
Reading Comp.	83	100	17+	None
Sentence Skills	90	103	13+	None
Arithmetic	n/a	96	None	None
Elem. Algebra	44	32	None	None

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 21				
Reading Comp.	55	47	None	None
Sentence Skills	73	70	None	None
Arithmetic	46	111	65	None
Elem. Algebra	n/a	70	None	None

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 22				
Reading Comp.	78	27	None	None
Sentence Skills	48	70	22+	none
Arithmetic	39	59	20+	None
Elem. Algebra	30	24	None	None

## Appendix A1-2: Canby Cumulative Reviews

### Canby Placement Scores

Content Area	Increase Overall	Average Increase
Reading Comp.	-25.5/20	-1.275
Sentence Skills	+75.3/20	+3.765
Arithmetic/Elem. Algebra	+108.7/21	+5.176

### Canby Course Changes

Original Placement	Updated Placement	Number of Students
Math 0091	Math 0092	
Math 0092	Math 0098	2
Math 0098	Math 0099	1
Math 0099	Math 1111	
STSK 091	STSK 090	
STSK090	STSK095	3
STSK095	No reading required	2
Engl 0090	Engl 0095	3
Engl 0095	Engl 1101	2
<b>Total Courses Moved</b>		13

### Appendix A1-3: Canby Student Feedback

Statement	Percentage of Agree/Strongly Agree Responses
This course will help me in my future courses.	90
This course has prepared me to be a more successful college student.	75
The format of the course (three sessions on three different areas) worked well.	70
I have learned things that I didn't know or remembered things I had forgotten.	95
The instructors were well prepared.	95
The instructors covered material that will be helpful for me to know.	100
I would recommend this course to other incoming freshman.	95

#### Student comments from feedback form:

##### Best Part of the Course Was:

- It refreshed things that I had forgotten
- Math
- Free Lunch
- Refreshing the materials not used since leaving Canby High school 35 years ago.
- The Aleks program really helped me remember what I had been taught back in high school.
- Being able to get a head start on what college life is like.
- a refresher on the simple stuff that I forgot from high school
- Using the pie chart helped me when I could ask to explain.
- meeting people
- I learned things that i forgot about
- we went over things that we may have forgotten and learned things that we didn't already know
- meeting new people, and free lunch :D
- making things easier to understand
- having fun while learning and it was nothing like high school. the teachers where great and didn't mind us having drinks in class.
- Having help on the math section reminded me about all the stuff i had forgotten in the past.
- aleks
- Getting comfortable with the school.
- I would say the best part of this course was the cool people and actually learning and remembering the stuff that is important. Oh and the cupcakes!
- The information that was passed. Instructors were great!!

### **One Thing I Might Change About This Course Is:**

- don't do tv for math, I think it didn't help
- Individualize the sessions. Focus more on the weaker of the subjects first.
- Nothing
- Having never seen Algebra it would be nice to have an instructor onsite to assist other students to get started with the right steps, operations and laws of Algebra.
- I would change the class to be only mandatory for the areas or area the student needed help in.
- The thing that I would change the most is that actually have someone that will teach you what you need to learn in the math section instead of just having all of our assignments thrown at us and telling us to just get to work. I did not learn anything new in the math class at all and that was the part that I needed the most!
- make the online math different. too easy to get side tracked
- I don't know for sure but the first day or two in math was kind of mess.
- number the pages
- nothing
- I would make the math different because I feel like we didn't really get taught anything
- the math class, how it was on the tv
- the math part. not very understandable
- you should only or have the option on what classes u need to work on like need math the math or just need English then only have English.
- I would give the option for the student if they want to skip one part of the accuplacer that they already passed.
- don't make everybody do math and English, separate it so if you don't need English you don't have to spend time that you could be studying on math instead.
- More practice test.
- nothing
- The rude, disrespectful students overwhelming the class assistant during testing times, made it very hard to test!!!!

## Appendix A-2 Granite Falls Campus

Campus Coordinator: Laurel Christianson

Faculty: Laine Rieger, Study Skills; Karsten Piper, English; Kathy Janssen, Math

Project Start Date:

2011-08-08

Project End Date:

2011-08-12

Project Abstract:

Many of our students come to their first semester of college unprepared to start college. The goal is to better prepare students for a successful college experience, focusing on reading, writing, math, and study skills.

This pre-first year seminar will be held one week (5 days) prior to the start of fall semester for up to 30 students on each campus. This course will be offered at no cost to the student. Students who complete receive two credits for STSK0092, Basic Skills.

---

**Outcomes – We had 15 students successfully complete the course.**

### Objectives

After completing this course, students will be able to

- Develop college level study skills, time management, note taking, scheduling, and homework habits.
- Manage time more effectively.
- Understand how to manage college workload.
- Understand how to use resources available to them.
- Analyze assignments and clarify instructor expectations.
- Understand baseline expectations of college level reading, writing, and math abilities and skills.
- Understand student code of conduct.
- Understand what is required of a responsible, self-motivated learner.

### Did your outcomes meet your expectations?

- Achieve collaboration and partnerships
- Enhance quality and continuous improvement of programs
- Facilitate transition from high school to college/university

Commentary:

We had 15 students start the Fast Track Program, and all of the students completed the program. Of the 15 students, eight would be considered non-traditional (53%).

The Granite Falls Campus approached Fast Track with three major objectives:

1. Expose students to the campus, instructors, student services and other students prior to the start of the semester in order to create a familiar and comfortable learning environment in which the students feel welcome in the college and educational atmosphere.
2. Transfer basic computer, study, and organizational skills that will help the students with college.
3. Assist students with improving their Accuplacer scores in an attempt to have them take less developmental courses.

Granite Falls Campus feels that we successfully accomplished all goals.

Goal Area 1: Students worked with the instructors in Math, English, and Study Skills. They especially connected with the on-campus facilitator and instructor. In addition, the students met and visited with staff in the areas of financial aid, reception, admissions, LARC, disability services, bookstore/business office, IT, and custodial. Finally, students formed bonds with each other as they participated in class discussions and group work, as well as socialized as they ate meals together. These connections are still evident during the first week of the semester, as they meet each other in the hallways, in classes, and at a D2L orientation.

Goal Area 2: Students were introduced to D2L, email, and the online student services. In addition, during the study skills portion of the course, students learned study skills, time management, goal setting, stress management, and test-taking strategies. All of these will be beneficial throughout their college career. In addition, email etiquette and academic honesty were covered, as well as instructor expectations and productive approaches to staff and instructors. Finally, there was exposure to a traditional class, ITV class, and computer lab class which allowed students to experience diverse classroom settings that they may encounter during their college career.

Goal Area 3: Students were able to increase their placement in 10 courses. Two students increased their placement in two areas. A total of 6 students (out of 15) improved their placements. Students numerically improved their scores 8 points on average in each of the testing areas.

## Appendix A-2-1: Granite Falls Student Scores

<b>Student Name:</b>	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 1				
Reading Comp.	61	58	None	
Sentence Skills	82	62	None	
Arithmetic				
Elem. Algebra	23	28	+5	MATH0098

<b>Student Name</b>	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 2				
Reading Comp.	60	54	None	
Sentence Skills	57	71	+14	
Arithmetic	31	33	+2	
Elem. Algebra				

<b>Student Name</b>	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 3				
Reading Comp.	93	76	None	
Sentence Skills	87	96	None	
Arithmetic		40		
Elem. Algebra	31	24	None	

<b>Student Name</b>	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 4				
Reading Comp.	79	83	+4	
Sentence Skills	88	92	+4	
Arithmetic		37		
Elem. Algebra	33	23	None	

<b>Student Name</b>	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 5				
Reading Comp.	43	54	+11	STSK0095 & ENGL0095
Sentence Skills	48	47	None	
Arithmetic		20		
Elem. Algebra	21			

<b>Student Name</b>	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 6				
Reading Comp.	86	59	None	
Sentence Skills	65	76	+11	
Arithmetic		47		
Elem. Algebra	25	31	+6	MATH0098

<b>Student Name</b>	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 7				
Reading Comp.	69	87	+18	ENGL1101
Sentence Skills		78		
Arithmetic	48			
Elem. Algebra	32	26	None	

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 8				
Reading Comp.	55	53	None	
Sentence Skills	68	71	+3	
Arithmetic				
Elem. Algebra	81	63	None	
College Level Math	20			

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 9				
Reading Comp.	55	56	+1	
Sentence Skills	50	51	+1	
Arithmetic				
Elem. Algebra	36	25	None	

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 10				
Reading Comp.	85	67	None	
Sentence Skills	66	69	None	
Arithmetic				
Elem. Algebra	49	38	None	

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 11				
Reading Comp.	107	108	+1	
Sentence Skills	71	71	None	
Arithmetic		96		
Elem. Algebra	30	59	+29	MATH0099/1105/1107

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 12				
Reading Comp.	28	27	None	
Sentence Skills	31	37	+6	
Arithmetic	20	20	None	
Elem. Algebra				

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 13				
Reading Comp.	107	84	None	
Sentence Skills	88	95	+7	
Arithmetic				
Elem. Algebra	28	34	+6	

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 14				
Reading Comp.	65	41	None	
Sentence Skills	48	37	None	
Arithmetic				
Elem. Algebra	27	23	None	

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 15				
Reading Comp.	45	56	+11	STSK0095 & ENGL0095
Sentence Skills	60	72	+12	
Arithmetic	22	24	+2	
Elem. Algebra	21			

## Appendix A2-2: Granite Falls Cumulative Reviews

### Granite Falls Placement Scores

Content Area	Increase Overall	Average Increase
Reading Comp.	46 points/6 students	+7.66
Sentence Skills	58 points/8 students	+7.25
Arithmetic/Elem. Algebra	50 points/6 students	+8.33

### Granite Falls Course Changes

Original Placement	Updated Placement	Number of Students
Math 0091	Math 0092	
Math 0092	Math 0098	2
Math 0098	Math 0099/1105/1107	1
STSK0090	STSK0095	2
STSK0095	No reading required	
ENGL0090	ENGL0095	2
ENGL0095	ENGL1101	1
<b>Total Courses Moved</b>		8

### Appendix A2-3: Granite Falls Student Feedback

Statement	Percentage of Agree/Strongly Agree Responses
This course will help me in my future courses.	80
This course has prepared me to be a more successful college student.	80
The format of the course (three sessions on three different areas) worked well.	71
I have learned things that I didn't know or remembered things I had forgotten.	100
The instructors were well prepared.	87
The instructors covered material that will be helpful for me to know.	80
I would recommend this course to other incoming freshman.	86

#### Student comments from feedback form:

#### Student comments from feedback form:

Most students gave multiple comments on what they liked best, and what they would change.

#### The best part of this course was:

- I loved the software!!!! I'm going to use it as long as I can.
- Karsten rocked. It really helped me to review long forgotten principals of writing. The Aleks software ROCKED! I loved the Aleks software for the math portion of this class.
- I liked working with the Alec program, and how it showed you how to do the problems if you did not know how.
- aleks was awesome and English was awesome
- The best part of this course was the aleks program it really helped freshen up my math skills.
- i learned different a lot of things
- study skills
- Learning the ALEKS program & meeting a few new people.
- I liked it all
- Getting used to the ITV rooms
- refreshing the things I forgot from high school.
- The study skills.
- The teachers and making new friends.
- The best part of this course was meeting new people and being at the school for 1 week before school started so i was used to it.
- I really enjoyed study skills with Laine, there were some things about myself and my learning styles I didn't know. I also liked the exercise we did about how we spend our time in a 24hr day.

One thing I might change about this course is:

- Maybe have work sheets in front of us to go over! I'm a hands on visual person...
- You might consider that math would be better served with a live instructor. The ITV classroom setting really did not fulfill my expectations. I found myself not really listening due to the distractions of the other campuses being noisy. This confirms my suspicion that I will not take a ITV math class in the future.
- I think it was laid out good.
- offer the aleks class a couple of weeks before the class
- more time to be able to work
- taking longer on math portion
- I would not put two ITV courses in a row, although the lunch break in between made them both easier to stay focused.
- i wouldn't change anything
- doing more work so the students understand it more.
- not so long course times.
- Not having the instructor for math, i remember more math using the AIEKS.
- Giving us a little longer break between classes.
- One thing I'd change about the class is having it all in the classroom with the teacher in stead of the Math and English over itv.
- I think in math class there should either be a an instructor in class instead of on ITV. I do like the Aleks however!

## Appendix A3: Jackson Campus

Campus Coordinator: Lori Stearns

Project Faculty: Lori Stearns, Study Skills  
Kathy Janssen, Math  
Karsten Piper, English

Project Start Date:

2011-08-08

Project End Date:

2011-08-12

Project Abstract:

Many of our students come to their first semester of college unprepared to start college. The goal is to better prepare students for a successful college experience, focusing on reading, writing, math, and study skills.

This pre-first year seminar will be held one week (5 days) prior to the start of fall semester for up to 30 students on each campus. This course will be offered at no cost to the student. Students who complete receive two credits for STSK0092, Basic Skills.

---

**Outcomes – We had 12 students successfully complete the course.**

### Objectives

After completing this course, students will be able to

- Develop college level study skills, time management, note taking, scheduling, and homework habits.
- Manage time more effectively.
- Understand how to manage college workload.
- Understand how to use resources available to them.
- Analyze assignments and clarify instructor expectations.
- Understand baseline expectations of college level reading, writing, and math abilities and skills.
- Understand student code of conduct.
- Understand what is required of a responsible, self-motivated learner.

### Did your outcomes meet your expectations?

- Achieve collaboration and partnerships
- Enhance quality and continuous improvement of programs
- Facilitate transition from high school to college/university

Commentary:

We had 14 students start the Fast Track Program, and 12 of the students completed the program. Of the 12 students, only one would be considered non-traditional. Previous years more of the class was non-traditional.

The Jackson Campus approached Fast Track with three major objectives:

4. Expose students to the campus, instructors, student services and other students prior to the start of the semester in order to create a familiar and comfortable learning environment in which the students feel welcome in the college and educational atmosphere.
5. Transfer basic computer, study, and organizational skills that will help the students with college.
6. Assist students with improving their Accuplacer scores in an attempt to have them take less developmental courses.

Jackson Campus feels that we successfully accomplished all goals.

Goal Area 1: Students worked with the instructors in Math, English, and Study Skills. It was obvious that most formed a bond with these instructors. In addition, the students were familiarized with the staff responsible for registration, financial aid, and LARC services. Finally, students formed early friendships with each other.

Goal Area 2: Students were introduced to D2L, email, and the online student services. In addition, during the study skills portion of the course, students learned study skills and time management that will be beneficial throughout their college career. They also discussed instructor expectations and the best way to deal with instructors. Finally, there was exposure to a traditional class, ITV class, and computer lab class which allowed students to experience diverse classroom settings that they may encounter during their college career.

Goal Area 3: Students were able to increase their placement in 5 courses. A total of four students (out of 12) improved their placements. Students numerically improved their scores 16 points on average in Math, 9 points in Reading Comp. and 7 points in Sentence Skills.

## Appendix A3-1: Jackson Student Scores

Student Name	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 1				
Reading Comp.	57	54		
Sentence Skills	--	89		
Arithmetic	53	--		
Elem. Algebra	64	81	+17	

Student Name	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 2				
Reading Comp.	88	83		
Sentence Skills	82	88	+6	
Arithmetic	71	--		
Elem. Algebra	57	70	+13	

Student Name	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 3				
Reading Comp.	88	102	+14	
Sentence Skills	78	88	+10	
Arithmetic	49	--		
Elem. Algebra	38	62	+24	0098 TO 0099

Student Name	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 4				
Reading Comp.	69	80	+11	0095 TO ENGL COMP
Sentence Skills	101	82		
Arithmetic				
Elem. Algebra	42	69	+27	0098 TO 0099

Student Name	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 5				
Reading Comp.	58	61	+3	
Sentence Skills	48	47		
Arithmetic		39		
Elem. Algebra	47	36		

Student Name	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 6				
Reading Comp.	78	85	+7	
Sentence Skills	92	98	+6	
Arithmetic				
Elem. Algebra	45	60	+15	0098 TO 0099

Student Name	Initial Score	End Score	Gain (+ or None)	Gain in Class
Student 7				
Reading Comp.	71	49		
Sentence Skills	68	68		
Arithmetic	79	94	+15	
Elem. Algebra	24	29	+5	

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 8				
Reading Comp.	45	43		
Sentence Skills	42	46	+4	
Arithmetic	21	20		
Elem. Algebra				

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 9				
Reading Comp.	67	77	+10	0095 TO ENGL COMP
Sentence Skills	75	87	+12	
Arithmetic		74		
Elem. Algebra	27	23		

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 10				
Reading Comp.	ACT 18	88		
Sentence Skills	ACT 16	87	+	
Arithmetic		104		
Elem. Algebra		48		

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 11				
Reading Comp.	ACT 18	28		
Sentence Skills	ACT 15	55		
Arithmetic				
Elem. Algebra	ACT 16	51		

<b>Student Name</b>	<b>Initial Score</b>	<b>End Score</b>	<b>Gain (+ or None)</b>	<b>Gain in Class</b>
Student 12				
Reading Comp.	81	63		
Sentence Skills	ACT 15	72		
Arithmetic		103		
Elem. Algebra		40		

## Appendix A3-2: Jackson Cumulative Reviews

### Jackson Placement Scores

Content Area	Increase Overall	Average Increase
Reading Comp.	45 points/5 students	+9
Sentence Skills	41 points/ 6 students	+6.8
Arithmetic/Elem. Algebra	116 points /7 students	+16.5

### Jackson Course Changes

Original Placement	Updated Placement	Number of Students
Math 0091	Math 0092	
Math 0092	Math 0098	
Math 0098	Math 0099	3
STSK0090	STSK0095	
STSK0095	ENGL 1101	2
<b>Total Courses Moved</b>		<b>5</b>

### Appendix A3-3: Jackson Student Feedback

Statement	Percentage of Agree/Strongly Agree Responses (7 of 12 did computer survey)
This course will help me in my future courses.	86%
This course has prepared me to be a more successful college student.	71%
The format of the course (three sessions on three different areas) worked well.	86%
I have learned things that I didn't know or remembered things I had forgotten.	86%
The instructors were well prepared.	86%
The instructors covered material that will be helpful for me to know.	86%
I would recommend this course to other incoming freshman.	86%

#### Student comments from feedback form:

##### The best part of the course was:

- Study skills
- Lunch!
- Teachers were fantastic!
- Remembering forgotten things
- D2L and ALEKS Math program
- Tips to be better students
- Refresh my memory
- I really hope I have you as a teacher! You're awesome!!

##### One thing I might change about the course was:

- Moving from room to room
- Class periods too long, I found myself drifting off
- Math—need more examples, ALEKS doesn't cut it

## Appendix A4: Pipestone Campus

Campus Coordinator: Lynn VanderPlaats

Project Faculty: Jim John, Math; Karsten Piper, English; Louann Williamson, Study Skills/Reading

Project Start Date:

2011-08-8

Project End Date:

2011-08-12

Project Abstract:

Many of our students come to their first semester of college unprepared to start college. The goal is to better prepare students for a successful college experience, focusing on reading, writing, math, and study skills.

This pre-first year seminar will be held one week (5 days) prior to the start of fall semester for up to 30 students on each campus. This course will be offered at no cost to the student. Students who complete receive two credits for STSK0092, Basic Skills.

---

**Outcomes – We had 14 students successfully complete the course.**

### Objectives

After completing this course, students will be able to

- Develop college level study skills, time management, note taking, scheduling, and homework habits.
- Manage time more effectively.
- Understand how to manage college workload.
- Understand how to use resources available to them.
- Analyze assignments and clarify instructor expectations.
- Understand baseline expectations of college level reading, writing, and math abilities and skills.
- Understand student code of conduct.
- Understand what is required of a responsible, self-motivated learner.

### Did your outcomes meet your expectations?

- Achieve collaboration and partnerships
- Enhance quality and continuous improvement of programs
- Facilitate transition from high school to college/university

Commentary:

We had a wonderful group of students this year at the Pipestone Campus and we feel we met our objectives. Students developed solid connections with faculty and staff. Students became familiar with the LARC, campus tutor, technical support, and student services

staff as well as with the campus layout. Students were exposed to a large amount of content in a short time and were given opportunities to apply what they learned. They completed multiple assignments and tests in all areas (reading, writing, and mathematics). They learned how to use D2L and used it for some of the coursework. Students were also exposed to instruction over ITV. The English and Reading and Study Skills component was taught via ITV. While some students expressed some anxiety about ITV learning, they were very comfortable with it by the end of the program. The software program for math was very well received. The students appreciated that they could work on this math software for weeks after the Fast Track Program to improve their math skills. We also had a past Fast Track student who was the mentor for the program and this was very helpful especially in the ITV classes.

There were many older students who were very anxious about returning to college. They were especially appreciative that we offered this program to brush up on their skills. All students felt more confident in starting college by the end of this program. They can now serve as mentors for other newcomers.

**Did your outcomes meet your expectations?**

- Student Learning
- Student assessment
- Improved retention

Commentary:

Though only a few students were able to “jump” classes, all expressed gratitude for being reminded of conventions and expectations we covered in class. All of the students seemed encouraged and assured that they could “make it” in college if they make success a priority.

## **Narrative**

Use this space to discuss other positives/negatives of the project.

**Assessment:**

See appendices A4-1, A4-2, and A4-3 for Pipestone student achievement scores and feedback. Most students took the Accuplacer test before and after completing the course. Scores were compared and analyzed. Additionally, students will be tracked after their first semester and during their first year.

**Assessment Summary:**

Fourteen students started and completed the program. In the overall report, we did not count the two students who had either waived scores or ACT scores. Overall, students showed improvement in learning as well as gained experience in navigating the college and successfully completing the learning tasks. Of the 14 students in the program, 6 students moved up in 7 classes. The students showed gains in several areas, as outlined in the attached appendices. The area that showed the largest increase was in the math area.

### Appendix A4-1: Pipestone Student Scores

Student Name	Initial Score	End Score	Gain (+ or none)	Gain in Class
<b>Student #1</b>				
Reading Comp.	64	53	None	
Sentence Skills	60	64	+4	
Arithmetic	33	28	None	
Elem. Algebra				

Student Name	Initial Score	End Score	Gain (+ or none)	Gain in Class
<b>Student #2</b>				
Reading Comp.	52	51	None	
Sentence Skills	72	74	+2	
Arithmetic	40			
Elem. Algebra	29	61	+32	Math 0098 to Math 0099

Student Name	Initial Score	End Score	Gain (+ or none)	Gain in Class
<b>Student #3</b>				
Reading Comp.	81	80	None	
Sentence Skills	81	100	+19	ENGL0095 to ENGL1101
Arithmetic		78		
Elem. Algebra	27	27	None	

Student Name	Initial Score	End Score	Gain (+ or none)	Gain in Class
<b>Student #4</b>				
Reading Comp.	97	101	+4	
Sentence Skills	113	107	None	
Arithmetic				
Elem. Algebra	27	30	+3	

Student Name	Initial Score	End Score	Gain (+ or none)	Gain in Class
<b>Student #5</b>				
Reading Comp.	90	90	None	
Sentence Skills	110	108	None	
Arithmetic	38	43	+5	
Elem. Algebra	24	26	+2	

Student Name	Initial Score	End Score	Gain (+ or none)	Gain in Class
<b>Student #6</b>				
Reading Comp.	76	48	None	
Sentence Skills	67	53	None	
Arithmetic				
Elem. Algebra	47	58	+11	MATH 0098 to MATH 0099

Student Name	Initial Score	End Score	Gain (+ or none)	Gain in Class
<b>Student #7</b>				
Reading Comp.	110	99	None	
Sentence Skills	79	79	None	
Arithmetic				

Elem. Algebra	27	37	+10	
---------------	----	----	-----	--

Student Name	Initial Score	End Score	Gain (+ or none)	Gain in Class
<b>Student #8</b>				
Reading Comp.	74	85	+11	STSK0095 to ENGL 1101
Sentence Skills	70	67	None	ENGL 0095 to ENGL 1101
Arithmetic				
Elem. Algebra	27	31	+4	

Student Name	Initial Score	End Score	Gain (+ or none)	Gain in Class
<b>Student #9</b>				
Reading Comp.	56	72	+16	
Sentence Skills	61	66	+5	
Arithmetic				
Elem. Algebra	43	33	None	

Student Name	Initial Score	End Score	Gain (+ or none)	Gain in Class
<b>Student #10</b>	Bachelors Degree			
Reading Comp.	Waived	41	n/a	
Sentence Skills	Waived	50	n/a	
Arithmetic	Waived	31	n/a	
Elem. Algebra	Waived		n/a	

Student Name	Initial Score	End Score	Gain (+ or none)	Gain in Class
<b>Student #11</b>				
Reading Comp.	76	31	None	
Sentence Skills	87	64	None	
Arithmetic				
Elem. Algebra	26	59	+33	Math 0092 to Math 0099
College Level Math				

Note: The student above finished her test in approximately 15 minutes. She said she didn't care what her reading and writing scores were.

Student Name	Initial Score	End Score	Gain (+ or none)	Gain in Class
<b>Student #12</b>				
Reading Comp.	58	55	None	
Sentence Skills	55	74	+19	
Arithmetic		24	None	
Elem. Algebra	27		None	

Student Name	Initial Score	End Score	Gain (+ or none)	Gain in Class
<b>Student #13</b>				
Reading Comp.	ACT	94	n/a	
Sentence Skills	ACT	118	n/a	
Arithmetic	ACT		n/a	
Elem. Algebra	ACT	87	n/a	
College Level Math	ACT	22	n/a	

Student Name	Initial Score	End Score	Gain (+ or none)	Gain in Class
<b>Student #14</b>				

Reading Comp.	82	74	None	
Sentence Skills	58	61	+3	
Arithmetic				
Elem. Algebra	48	56	+8	Math 0098 to Math 0099

## Appendix A4-2: Pipestone Cumulative Reviews

### Pipestone Placement Scores

Content Area	Increase Overall	Average Increase
Reading Comp.	-32	-2.91
Sentence Skills	+27	+2.45
Arithmetic/Elem. Algebra	+90	+7.50

Note: Did not count students who had waived test or ACT scores. Also did not count student who rushed through test in 15 minutes.

### Pipestone Course Changes

Original Placement	Updated Placement	Number of Students
Math 0091	Math 0092	
Math 0092	Math 0098	1
Math 0098	Math 0099	3
STSK091	STSK095	
STSK095	STSK1104	
STSK1104	No reading required	1
Engl 0090	Engl 1101	2
<b>Total Courses Moved</b>		7

### Appendix A4-3: Pipestone Student Feedback

Statement	Percentage of Agree/Strongly Agree Responses
This course will help me in my future courses.	92.3 %
This course has prepared me to be a more successful college student.	100 %
The format of the course (three sessions on three different areas) worked well.	75 %
I have learned things that I didn't know or remembered things I had forgotten.	92.3 %
The instructors were well prepared.	38.46 %
The instructors covered material that will be helpful for me to know.	84.62 %
I would recommend this course to other incoming freshman.	100 %

#### Student comments from feedback form:

##### The best part of the class was:

- I didn't know what an ITV class was and it helped show me what it actually was.
- The best part of this course was learning how to use all the things on the school web site before everyone else. That alone helped me relax about starting school.
- I think the best part was everyone on staff was very helpful for me. I get very shy when I am around people that I am not familiar with, so I was very comfortable and not as stressed out as I thought I would have been by the end.
- The best part of this course was a first view at a college experience. I refreshed my brain and realized I am still smart with math. All in all I liked getting to know the college and the crash course in learning the web page.
- The best part of this course was the smaller class size. I could get the attention if I needed it. With Mr. Piper all the notes we took in class were available online as well. That helped a great deal if I didn't get everything in class. I can also look back and reference if I have a question.
- Meeting new people.
- The best thing about fast track was you got into the college mode. You also got many things out of the way before college started and you won't have as much stuff to do on the first week of school. There will be less stress.
- The best part was that this course helped me gain more information and help on gaining more points for my test placement.
- Helping me recall information that I had forgotten.
- All the Staff, Lynn, Jim, Reggie, Eileen and Student Mentor Barb were very helpful and encouraging. I really enjoyed the instructors Mr. John, Mr. Piper and Mrs. Williamson.
- Math it refreshes me a lot on so many different stages details of geometry, algebra & etc.
- It is a refresher course for non-traditional students like myself. The math portion was what really helped me because a lot of it I had forgotten after 15 years of being out of school.
- Getting back into the learning process again

One thing I might change about this course is:

- I think that the instructors should have had packets of the papers that they wanted us to be looking over. We were on our own to find these papers online.
- The one thing I might change about this course is to put math in between English and study skills because sitting in the ITV room was a long time in one place. Also it would be nice to have the ITV rooms painted a color because a white room makes me want to fall asleep.
- It would have been nice for the instructors that were over ITV to have the notes up beforehand so we could have printed them off and had them so we wouldn't have had to print off the notes here.
- The one thing I would change is the ITV classes. I would get bored and then distracted. I would not pay much attention in the class because it would not keep my attention.
- There are a few things that I would change about this course. The ITV classes are good but when you are not in the same room with the teacher you need to print out your own sheets that you will be covering in class. I don't mind having to print out items, but not really knowing what to print and just printing what you think you need is costly. It also makes me feel unprepared for the next class. Something else I would suggest is that if the class supervisor is going to try and print the papers a head of time for the class; to get them pasted out before class time. Instead of interrupting the first 10-15 minutes of class. The teacher/students get distracted and/or just start teaching the class and you miss the beginning and spend time trying to figure out what they are talking about.
- The classes got to be very long and very repetitive. Also there is a lot of extra talking from the other students.
- Make sure the ITV teachers have everything all printed for you so you don't have to go searching for it and find the right one.
- Maybe as a beginner before someone takes the Accuplacer test so that they can freshen up on the skills before taking the test since sometimes people haven't had math or an English class for over a year or more.
- nothing
- Making sure we all have handouts ahead of time so we can follow along. It was a little stressful to try and find the materials we were discussing in class on D2L. Barb was a big help and copied materials when we were in class. But it all worked out ok in the end. Thank you very much. Enjoyed the week!
- Please have handouts of all the topics that we need to cover before it starts.
- Nothing I think it is great just the way it is. Thanks sooo much!!!!
- One of the teachers had never taken the Accuplacer test and didn't know what kind of questions were on the test and didn't have an answer key so most of the time told us the wrong answers.

## Appendix A-5: Worthington Campus

Project Faculty: Dan Roos, English; Kathy Janssen, Math; LouAnn Williamson, Reading/Study Skills

Project Start Date:

2011-08-08

Project End Date:

2011-08-12

Project Abstract:

Many of our students come to their first semester of college unprepared to start college. The goal is to better prepare students for a successful college experience, focusing on reading, writing, math, and study skills.

This pre-first year seminar will be held one week (5 days) prior to the start of fall semester for up to 30 students on each campus. This course will be offered at no cost to the student. Students who complete receive two credits for STSK0092, Basic Skills.

---

**Outcomes – We met the objectives of the project.**

### Objectives

After completing this course, students will be able to

- Develop college level study skills, time management, note taking, scheduling, and homework habits.
- Manage time more effectively.
- Understand how to manage college workload.
- Understand how to use resources available to them.
- Analyze assignments and clarify instructor expectations.
- Understand baseline expectations of college level reading, writing, and math abilities and skills.
- Understand student code of conduct.
- Understand what is required of a responsible, self-motivated learner.

### **Did your outcomes meet your expectations?**

- Achieve collaboration and partnerships
- Enhance quality and continuous improvement of programs
- Facilitate transition from high school to college/university

#### Commentary:

We met our objectives. Our numbers were low this summer; however, the students we did have were great! We felt that students developed solid connections with us and will hopefully feel comfortable coming to see us as they may have questions throughout the academic year. Students became familiar with the LARC and were shown the wide variety of uses of it. Students were also made aware of the technical support, and student services support available. Students were exposed to a large amount of content in a short time and were given opportunities to apply what they learned. They were shown how to access student email, D2L etc... Mary also provided them with a template for them to use when trying to remember passwords for multiple items. They completed multiple assignments and tests in all areas (reading, writing, and mathematics). For the English component, students were assigned a paragraph writing assignment for which they had to demonstrate their ability to use the D2L drop box. Students found this very helpful. Students were also exposed to ITV. The reading/study skills component was done via ITV. The ALEKS program for math was very well received.

#### Outcomes anticipated from this project:

- Student Learning
- Student assessment
- Improved retention

#### Commentary:

Two of the eight students were able to “jump” classes; however, after visiting with them after retaking their Accuplacer all those who did not “jump” classes understood that the goal was to make sure that they were appropriately placed in the right courses.

## **Narrative**

### **Assessment:**

See appendices A5-1, A5-2, and A5-3 for student achievement scores and feedback. Students took the Accuplacer test before and after completing the course. Scores were compared and analyzed. Additionally, students will be tracked after their first semester and during their first year.

### **Assessment Summary:**

Eight students participated in the program. Overall, students showed improvement in learning as well as gained experience in navigating the college and successfully completing the learning tasks. Of the 8 students in the program, 2 students moved up in 2 classes. The students showed gains in several areas, as outlined in the attached appendices.

### Appendix A5-1 Worthington Student Scores

Student #1	Before	After	Gain	Class Change
Reading Com.	56			
Sentence Skills	79			
Arithmetic				
Elem. Algebra	106			

Student #2	Before	After	Gain	Class Change
Reading Comp.	32	64	+32	Reading 0095
Sentence Skills	40	54	+14	
Arithmetic				
Elem. Algebra	35	29	-6	

Student #3	Before	After	Gain	Class Change
Reading	78	81	+3	
Sentence Skills	101	98	-3	
Arith.				
Elem. Algebra	66	75	+9	

Student #4	Before	After	Gain	Class Change
Reading	88	79	-9	
Sentence Skills	66	99	+33	
Arithmetic	98			
Elem. Algebra	42	52	+10	Math 0098

Student #5	Before	After	Gain	Class Change
Reading	49	69	+20	
Sentence Skills	64	68	+4	
Arithmetic	20	22	+2	
Elem. Algebra				

Student #6	Before	After	Gain	Class Change
Reading	51	39	-2	
Sentence Skills	50	49	-1	
Arithmetic	25	21	-4	
Elem. Algebra				

Student #7	Before	After	Gain	Class Change
Reading	27	32	-5	
Sentence Skills	54	41	-13	
Arithmetic	23	20	-3	
Elem. Algebra				

Student #8	Before	After	Gain	Class Change
Reading	75			
Sentence Skills	74			
Arithmetic				
Elem. Algebra	44			

## Appendix A5-2: Worthington Cumulative Reviews

Original Placement	Updated Placement	Students/Location				
		C	J	GF	P	W
Math 0091	Math 0092					
Math 0092	Math 0098					1
Math 0098	Math 0099					
STSK0090	STSK095					1
<b>Total Courses Moved</b>						2

---

## Appendix A5-3: Worthington Student Feedback

Statement	Percentage of Agree/Strongly Agree Responses
This course will help me in my future courses.	100
This course has prepared me to be a more successful college student.	85
The format of the course (three sessions on three different areas) worked well.	85
I have learned things that I didn't know or remembered things I had forgotten.	100
The instructors were well prepared.	100
The instructors covered material that will be helpful for me to know.	100
I would recommend this course to other incoming freshman.	100

### The best part of this course was

- It was humorous, so that made the course memorable
- Refreshing my memory and how nice the teachers are.
- it was a good review in helping me be ready for college.
- Meeting new people and refreshing my math and English skills.
- The instructors were very helpful
- the food but also i would say the reading class and English.
- I got to feel how college is before i start college and meet new students and teachers. I have also learned many things that would help me for the courses i am going to be taking.

### One thing I might change about this course is

- nothing
- I wouldn't change nothing
- getting to choose which class you take based on what you need to score higher on for the test.
- The one thing I would change is probably more time in each class.
- Nothing
- don't give us math class
- I don't think I have anything that i want it to change. Everything was fine to me.