Hispanic Students Achieve Improved Outcomes with Computer-Assisted Instruction in Mathematics and English Language

Presented by:

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Learning Resources Division

Miami Dade College, Kendall Campus

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Preparate: "Educating Latinos for the Future of America"

March 11th , 2011

San Antonio, TX

Yianni (John) Vassiliou

- Sixteen years experience Student & Academic Affairs , Learning Resources – Higher Ed
- Nine years as an Adjunct Professor (College Success Skills) at Miami Dade College
- Five years as the Director of the Testing Department at MDC's InterAmerican Campus
- Director ,Computer Courtyard - Learning Resources Division at MDC's Kendall Campus (S.O.C.R.A.T.E.S. Tutoring Services & NSSM Lab)
- Coordinator of Title III Grant – "Strengthening Institution's Program"
- Member of MDC's College Academic & Student Support Council (CASSC) Research & Testing Committee for five years
- Ph.D in Higher Education Leadership at Florida Atlantic University (Dissertation stage)

Member of :

- Association of the Study of Higher Education (ASHE)
- American Educational Research Association (AERA)
- College Reading and Learning Association (CRLA)
- Commission on Adult Basic Education (COABE)
- Council for the Study of Community Colleges (CSCC)
- Association of Colleges for Tutoring and Learning Assistance (ACTLA)
- National College Testing Association (NCTA)
- Florida Association of College Test Administrators (FACTA)
- The Chair Academy
- Native of Greece ...... but speaks Spanish as well !!!

- Historical background of Tutoring Center
- S.O.C.R.A.T.E.S. Tutoring Center
- Using data to inform decisions
- Identifying student and institutional needs and selecting appropriate resources/software to address targeted student populations
- Miami Dade College, Kendall Campus Study results utilizing A+dvancer to enhance college readiness
- Anticipating future challenges & dealing with realities
- Services provided at S.O.C.R.A.T.E.S. Tutoring Center
- Q & A

➢ Finding resources drastically reduced in 2008-09 academic year

➢ SAIL Lab was no longer funded under Perkins guidelines

❑ SAIL Lab services still needed since:

✓ 75% MDC students are not college-ready & 55% retake placement test

➢ Created S.O.C.R.A.T.E.S. Tutoring Center – *fee $95.00*

❑ *Student Oriented Center for Retention & Advancement through Technology & Educational Support*

✓ 60 days access to software/individualized instruction (A+dvancer)

✓ 3 hrs tutoring (face-to-face and/or online)

✓ English Language Skills, Reading, and Mathematics

➢ Title III Grant funding opportunity - *Strengthening Institutions Program*

❑ *strengthen academic programs and improve the academic success of students at high risk of attrition or failing to graduate on time by:*

✓ *implementing and improving student services, tutoring, and counseling programs*

✓ *S.O.C.R.A.T.E.S. concept (fee based services) and data used for grant submission and institutionalization plan after grant funding ends*

- ➤ Need to enhance "college-readiness" for CC students
  - ❑ 45 % or 6.8 million credit students enrolled annually in CCs (AACC, 2007)
  - ❑ 60 % or 4,080.000 students of CC FTIC need remediation (AtD, 2006)
    - ✓ 27 % completed remediation (cohort of 36,389 students /20 AtD colleges ,2002)
  - ❑ 831,165 in FL 2007-08 unduplicated headcount or 13 % (FLDOE ,2009)
    - ✓ 70 % or 581,816 require remediation (OPAGA report, 2008)
  - ❑ 69% of MDC's students are Hispanics
  - ❑ Aprx. 65,000 students at MDC require remediation annually (75%)
  - ❑ Aprx. 36,000 students (55%) re-test (seek placement test preparation)
- ➤ Need to increase retention & graduation rates
  - ❑ 45 % earn degrees and 41 % earn certificates within 6 years (NCES ,2003)
- ➤ Need to consider the different learning styles in today's CC students
  - ❑ Background (race, ethnicity, gender, socio-economic, family/1st in college, etc.)
  - ❑ individualized approach

Enrollment

- ❑ 10,173 First-Time-In-College (FTIC)
- ❑ 69 % Hispanic
  - ✓ 7,020
- ❑ 19 % Black Non-Hispanic
  - ✓ 1,933
- ❑ 8 % White Non-Hispanic
  - ✓ 1,220

College-Readiness

- ❑ 36.0 % Hispanic
  - ✓ 2,527 / 7,020
- ❑ 18.7 % Black Non-Hispanic
  - ✓ 361 / 1,933
- ❑ 45.7 % White Non-Hispanic
  - ✓ 558 / 1220

MDC Institutional Research Survey 2008-09 Facts

❑   *Student are dropping out because:*

➤ Working while in college   72.0 %

   ❑   79.0 % nationwide (NCES 2006)

➤ Working FT   45.1 %

   ❑   41.0 % nationwide (NCES 2006)

➤ Caring for dependents   31.9 %

   ❑   35.0 % nationwide (NCES 2006)

➤ Lack of finances   52.0 %

   ❑   45.0 % nationwide (Pell & Institutional Aid)

   ❑   9.8 % Stafford Loans

➤ Long commute to & from college weekly (6 or more hrs)   35.5 %

➤ *Academically unprepared   25.2 %*

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- ➢ Length of Study : → 06/18/07 – 08/01/09

- ➢ MDC Kendall Campus S.O.C.R.A.T.E.S. Tutoring Services

- ➢ Students / subject areas completed: → 180/216

- ➢ Subject Areas: → Reading, Sentence Skills, & Math

- ➢ Assessments: → CPT / Accuplacer & *A⁺dvancer*
  - ❑ Reading, Sentence Skills, Algebra, Arithmetic

- ➢ Length of Assistance: → 60 days
- ➢ Methods of Assisting:
  - ❑ Pre-test (CPT / Accuplacer)
  - ❑ Skills Assessment (*A+dvancer*)
  - ❑ Online instruction using A+dvancer assigned coursework (90 minutes +)
  - ❑ Workshops on selected topics of assigned coursework
  - ❑ Post-test (CPT / Accuplacer)
  - ❑ Tutoring by:
    - ✓ phone
    - ✓ Face-to-face
    - ✓ Online tutoring by Go-To-Meeting
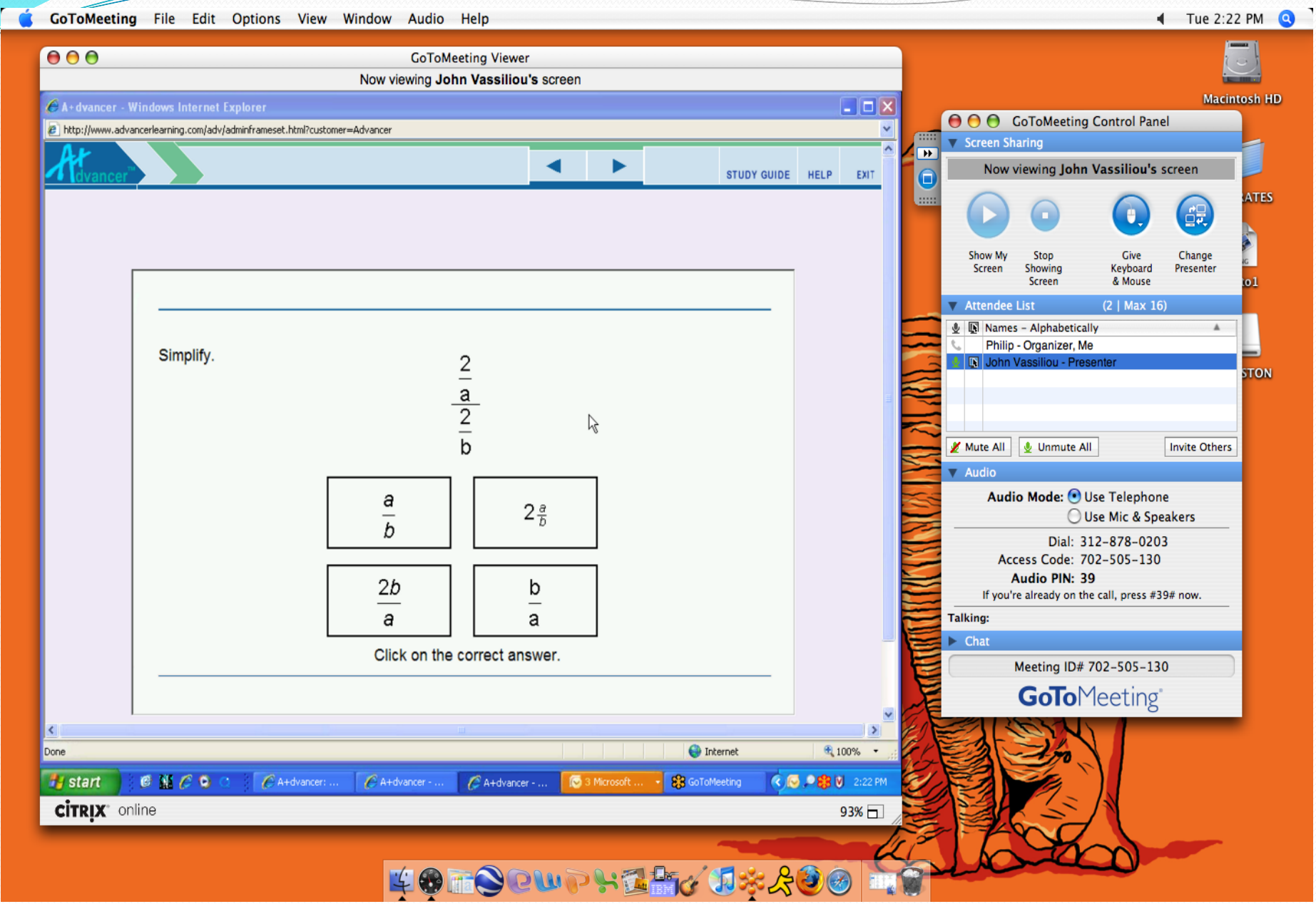
Miami Dade College

Remote Tutoring provides the ultimate in convenience!
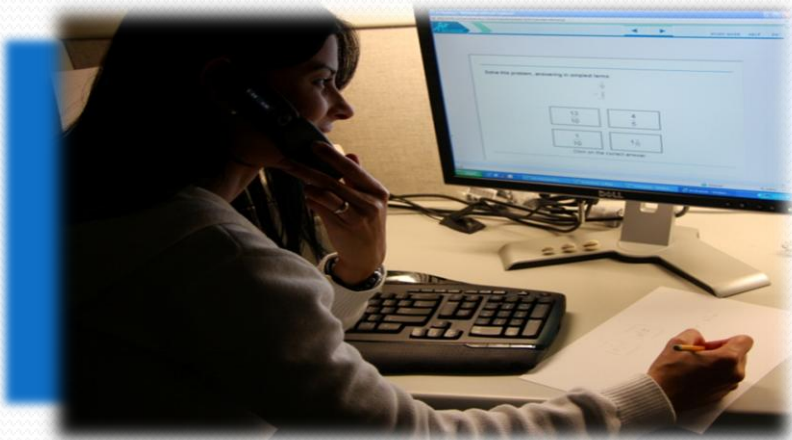
Receive tutoring and never leave the comforts of your own home or office.

Remote tutoring assistance is available from any computer with internet access.

For more information, call (305) 237-0851 or visit the MDC, Kendall Campus, Computer Courtyard, Room 2141

Remote Tutoring via GoToMeeting

Choose the expression that correctly uses the distributive property to remove the parentheses from this expression.

$$3(n - 7) + 4(n + 2)$$

3n - 21 + 4n + 8	3n - 7 + 4n + 8
3n - 7 + 4n + 2	3n - 21 + 4n + 2

3(n-7) + 4 (n+2)

A+dvancer - Windows Internet Explorer

http://www.advancerlearning.com/adv/adminframeset.html?customer=Advancer

STUDY GUIDE   HELP   EXIT

Choose the expression that correctly uses the distributive property to remove the parentheses from this expression.

$$3(n - 7) + 4(n + 2)$$

3n - 21 + 4n + 8	3n - 7 + 4n + 8
3n - 7 + 4n + 2	3n - 21 + 4n + 2

Done   Internet   100%

Home   Insert   Page L   Refere   Mailin   Review

Paste   Font   Paragraph   Styles   Editing

Clipboard

$3(n-7) + 4(n+2)$

start   3 Internet Explorer   2 Microsoft Office ...   Document4 - Micros...   GoToMeeting   2:35 PM

Why A+dvancer ?

- ➤ Online software provides 24/7 access
  - ❑ anytime, anywhere learning

- ➤ Prescriptive Skills Diagnostic Assessment
  - ❑ aligned with college-readiness proficiencies

- ➤ Individually Prescribed Instruction
  - ❑ designed to meet student specific learning needs
  - ❑ *system assigns automatically individualized lesson plan*
  - ❑ refreshes essential skills for college success
  - ❑ ensures student's engagement with assigned lessons
  - ❑ provides lessons for study within a content area with post-test & mastery test in each lesson to ensure mastery of skills

A+dvancer™

Add a new user

*First name: Iwanna

Middle name:

*Last name: Learnmore

*Log-on name (must be unique): il@aol.com

Password (recommended):

User ID (student number, etc.):

User type: Student

Select a campus: A+dvancerDemo school

Assign to class: A+dvancer Class: A+dvancerDemo school

Assign diagnostic assessment tests:

Subject Area	Assign Assessment Test	Assign Coursework Automatically
Arithmetic	☐	☐
Elementary Algebra	☑	☐
College Algebra	☐	☐
College Trigonometry and Pre-Calculus	☐	☐
Reading Comprehension	☐	☐
Sentence Skills	☐	☐

| Units inventory | 3989 units | 4145 units |

A+dvancer™

ADMINISTRATION   USERS   CLASSES   LESSONS   PROGRESS   REPORTS

Student Assessment Test Detail

District: A+dvancerDemo **School:** A+dvancerDemo school **Class:** A+dvancer Class **Student:** Learnmore2, Iwanna - teach me

Generated by: Billingsley, Paul

Wednesday, September 13, 2006 10:49:53 AM

List: A+dvancer Test(s) 4/27/2006 11:38 **Test:** Elementary Algebra Test

Click a column heading to sort the report by that item. Click the column heading again to change the sort order from ascending to descending. The up or down arrow next to a sorted column heading will indicate how the report is currently sorted.

Advancer Skill	Date	#?	Correct	Mastered
Add radicals and algebraic fractions	Apr 27, 2006	3	0	no
Combine like terms	Apr 27, 2006	3	1	partial
Evaluate algebraic expressions - A	Apr 27, 2006	2	1	partial
Evaluate algebraic expressions - B	Apr 27, 2006	3	1	partial
Factor quadratic expressions	Apr 27, 2006	2	0	no
Factor the difference of squares	Apr 27, 2006	2	0	no
Multiply binomials	Apr 27, 2006	2	1	partial
Multiply whole numbers by a binomial	Apr 27, 2006	2	2	yes
Order and size of rationals	Apr 27, 2006	2	1	partial
Perform operations with signed numbers	Apr 27, 2006	2	0	no
Solve linear equations with integer coefficients	Apr 27, 2006	3	2	partial
Square binomials	Apr 27, 2006	2	0	no
Word problems and algebraic equations	Apr 27, 2006	3	0	no
Totals		31	9	1

Questions answered correctly on this assessment: 29%

Skills demonstrated as mastered on this assessment: 8%

Printer Friendly Version   **Export Report to File**   **Finished**

A+dvancer

Iwanna Learnmore
This course expires: 5/28/2005

Select a lesson:

Lessons marked with
an " • " have already
been completed

- Basic Operations 1
- Distributive Property
- Basic Operations 2
- Integer Operations
- Like Terms
- Polynomials
- Evaluating Expressions
- Roots and Radicals

◀ BACK

NEXT ▶

Basic Operations 1

Select an activity: **STUDY** **PRACTICE** **MASTERY** ESSAY

Minimum Required:	10 min	80%	80%
Your Performance:	11 min	80%	–

BACK

Student Assignment Detail

School: Windham Regional Career Center Math 1 **Class:** A+dvancer Class **Student:** Anthony, Ashley **List:** Sentence Skills Test Coursework
List Expiration Date: Thursday, August 30, 2007 7:20:38 AM

Some report totals are rounded to the minute. Click a column heading to sort the report by that item. Click the column heading again to change the sort order from ascending to descending. The up or down arrow next to a sorted column heading will indicate how the report is currently sorted.

Date	Lesson	Type	Score	Max	% Score	Time
6/1/2007 07:48:30	Parts of a Sentence 1	Study	0	0	0	00:21:53
6/1/2007 07:52:44	Parts of a Sentence 1	Study	0	0	0	00:04:01
6/1/2007 08:03:09	Parts of a Sentence 1	Practice Test	100	100	100	00:10:13
6/4/2007 07:10:15	Parts of a Sentence 1	Mastery Test	80	100	80	00:04:16
6/4/2007 07:27:52	Parts of a Sentence 1	Essay	0	0	0	00:17:06
6/4/2007 07:30:29	Parts of a Sentence 1	Essay	0	0	0	00:02:21
6/4/2007 07:31:32	Parts of a Sentence 1	Essay	0	0	0	00:00:37
6/4/2007 07:47:56	Parts of a Sentence 2	Study	0	0	0	00:15:53
6/4/2007 07:53:41	Parts of a Sentence 2	Practice Test	50	100	50	00:05:34
6/4/2007 07:57:51	Parts of a Sentence 2	Practice Test	40	100	40	00:03:53

Printer Friendly Version   **Export Report to File**   **Finished**

- ➢ **Improved Reading Score**
  - ✓ 44 of 57   **77 %**

- ➢ **Time Spend :**
  - ✓ 5 hrs & 34 min

- ➢ **Net Gain**
  - ✓ + 9.51

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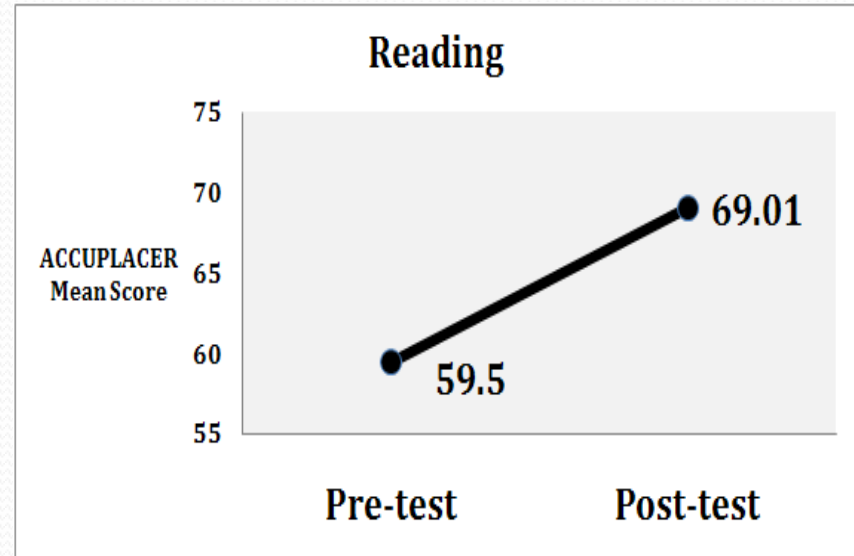
- ➢ **Improved Sentence Skills Score**
  - ✓ 21 of 27   **78 %**

- ➢ **Time Spend :**
  - ✓ 13 hrs

- ➢ **Net Gain**
  - ✓ + 8.54

Reading

ACCUPLACER Mean Score

75
70 — 69.01
65
60 — 59.5
55

Pre-test   Post-test

Sentence Skills

ACCUPLACER Mean Score

75
70 — 69.88
65
60 — 61.34
55

Pre-test   Post-test

Study Findings – Arithmetic/Algebra
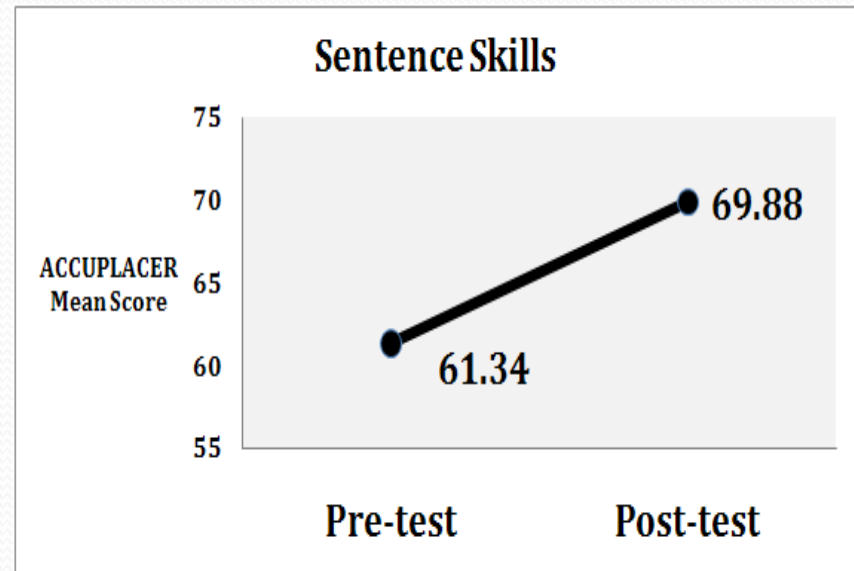
➢ **Improved Arithmetic Score**
  ✓ 61 of 69   **88 %**

➢ **Time Spend:**
  ✓ 9 hrs

➢ **Net Gain**
  ✓ + 19.75
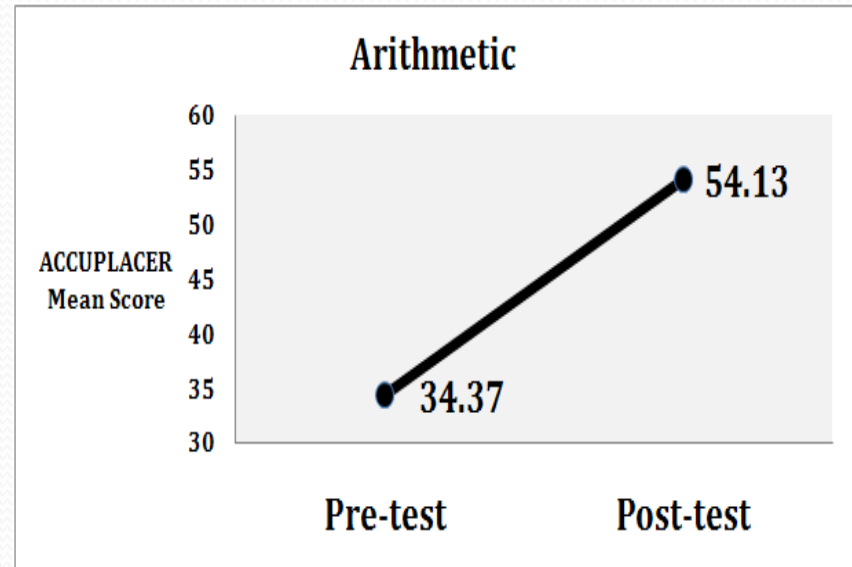
➢ **Improved Algebra Score**
  ✓ 55 of 63   **87 %**

➢ **Time Spend :**
  ✓ 9 hrs & 40 min

➢ **Net Gain**
  ✓ + 20.49

Arithmetic

ACCUPLACER Mean Score

Pre-test: 34.37
Post-test: 54.13

Algebra

ACCUPLACER Mean Score

Pre-test: 46.04
Post-test: 66.53

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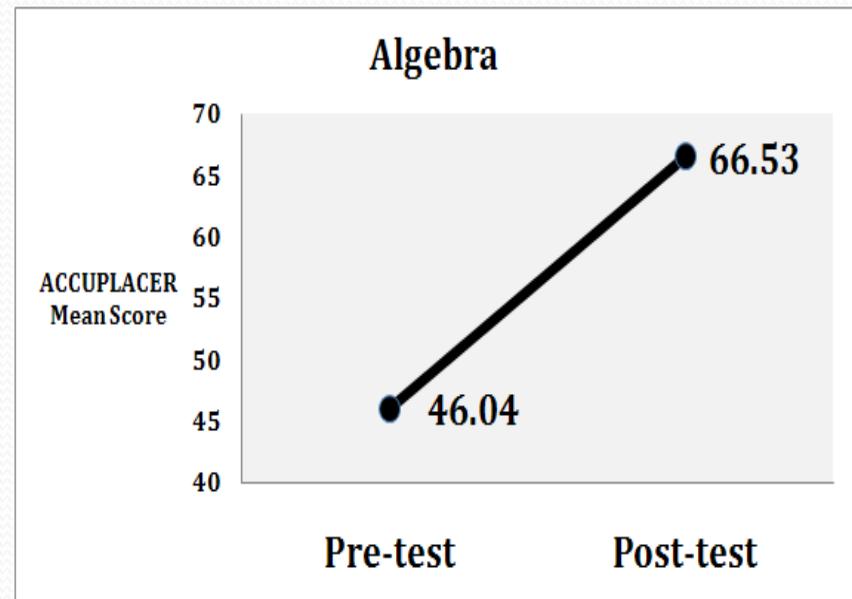
➤ 180 of 216 improved placement test scores   83 %
➤ 136 of 216 place into the higher level - Post-test   63 %

Post-Assesement Placement

   ✓ 62 of 180 placed into College Level   34 %
   ✓ 74 of 180 placed into higher College Prep Level   41 %

Post-Assistance Course Progression

➤   171 of 216   (79 %)   enrolled next
➤   153 of 171   (90 %)   passed course
➤   10 of 171   (6 %)   did not pass course
➤   8 of 171   (5 %)   withdrew from course
➤   45 of 216   (21 %)   did not enroll in any course at MDC

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- 138 of 180   students had Hispanic background   77 %
- 172 of 216   subject areas   80 %
- 149 of 172   improved placement test scores   87 %
- 98 of 149   place into the higher level - Post-test   66 %

Post-Assesement Placement

- ✓ 48 of 149 placed into College Level   32 %
- ✓ 50 of 149 placed into higher College Prep Level   34 %

Post-Assistance Course Progression

- 136 of 172   (79 %)   enrolled next
- 122 of 136   (90 %)   passed course
- 7 of 136   (5 %)   did not pass course
- 7 of 136   (5 %)   withdrew from course
- 36 of 172   (21 %)   did not enroll in any course at MDC
- 100 of 136   (74 %)   completed college-prep sequence

- Avg college-prep completion rate at MDC was 58.2% (2004 cohort)

SUMMER 2006-3 / SUMMER 2008-3 Progress

Name	Pre-Test Date	Pre-Test	Pre Placement	Post-Test Date	Post Test	Post Placement	2007-1	2007-2	2007-3	2008-1	2008-2	2008-3
Male	06/18/07	ARITH - 35	MAT 0020	07/27/07	ARITH - 65	MAT 0024	MAT 0024 U		MAT0024	MAT 1033	MAC 1105	
Male	06/18/07	ALG - 35	MAT 0020	07/27/07	ALG - 38	MAT 0024	MAT 0024 U		MAT0024	MAT 1033	MAC 1105	
Female	06/19/07	ARITH - 25	MAT 0002	06/29/07	ARITH - 27	MAT 0002	MAT 0002 P		MAT 0002	MAT 0024 W	MAT 0024 W	*
Female	06/25/07	ALG - 65	MAT 0024	08/02/07	ALG - 77	MAT 1033	MAT 1033				MAC 1105	
Male	06/25/07	REA - 52	REA 0002	08/02/07	REA - 85	EXEMPT				ENC 1101 D	ENC 1101	
Male	03/16/07	ALG - 63	MAT 0024	07/03/07	ALG - 75	MAT 1033	MAT 1033	MAC 1105	END			
Male	06/20/07	REA - 76	REA 0003	07/11/07	REA - 79	REA 0003	REA 0003	ENC 1101		ENC 1102		
Male	06/25/07	REA - 35	REA 0001	8/6/O6	REA - 48	REA 0001		REA 0001	REA 0002/0003		ENC 1101	
Male	06/25/07	SSK - 41	ENC 0002	8/6/O6	SSK - 32	ENC 0002		ENC 0002	ENC 0020	ENC 0021	ENC 1101	
Female	06/06/07	ARITH - 23	MAT 0002	07/12/07	ARITH - 69	MAT 0024	MAT 0024 P	MAT 0024 P		MAT 0024 P		*
Female	06/06/07	ALG - 28	MAT 0002	07/12/07	ALG - 33	MAT 0024	MAT 0024 P	MAT 0024 P		MAT 0024 P		*
Female	06/13/07	ARITH - 27	MAT 0002	08/03/07	ARITH - 33	MAT 0020	MAT 0020	MAT 1033 D		MAT 1033	MAC 1105	
Female	06/13/07	ALG - 37	MAT 0002	08/03/07	ALG - 60	MAT 0020	MAT 0020	MAT 1033 D		MAT 1033	MAC 1105	

MAT Course Progression at MDC

Miami Dade College

## How well are MDC students progressing through Math courses?

46.6% MAT0002 Enrollment and Pass Rates | 77% Successful Students Progression to MAT0024 | 37.3% Success in MAT0024

Fall 2005-1	Fall 2006-1	Fall 2007-1	Fall 2008-1	Spring 2005-2	Spring 2006-2	Spring 2007-2	Spring 2008-2	Spring 2005-2	Spring 2006-2	Spring 2007-2	Spring 2008-2
1,834	1,736	1,781	1,943	608	603	601	814	193	240	239	309
44.2%	44.8%	44.2%	53.1%	75.1%	77.5%	76.3%	79.0%	31.7%	39.8%	39.8%	38.0%
							Direct Placement Success:	56.3%	58.5%	61.2%	51.9%

40.9% MAT0020 Enrollment and Pass Rates | 82.2% Successful Students Progression to MAT1033 | 52.3% Success in MAT1033

Fall 2005-1	Fall 2006-1	Fall 2007-1	Fall 2008-1	Spring 2005-2	Spring 2006-2	Spring 2007-2	Spring 2008-2	Spring 2005-2	Spring 2006-2	Spring 2007-2	Spring 2008-2
3,922	3,830	3,869	4,048	1,424	1,246	1,315	1,288	641	665	691	749
45.6%	39.1%	40.7%	38.4%	79.6%	83.3%	83.4%	82.8%	45.0%	53.4%	52.5%	58.2%
							Direct Placement Success:	63.7%	60.0%	62.6%	63.9%

46.2% MAT0024 Enrollment and Pass Rates | 74.2% Successful Students Progression to MAT1033 | 55.6% Success in MAT1033

Fall 2005-1	Fall 2006-1	Fall 2007-1	Fall 2008-1	Spring 2005-2	Spring 2006-2	Spring 2007-2	Spring 2008-2	Spring 2005-2	Spring 2006-2	Spring 2007-2	Spring 2008-2
2,484	2,417	2,481	2,527	866	812	931	791	426	418	537	507
46.6%	45.0%	50.4%	42.8%	74.8%	74.6%	74.5%	73.1%	49.2%	51.5%	57.7%	64.1%
							Direct Placement Success:	63.7%	60.0%	62.6%	63.9%

CAI vs. Traditional

Advanced a Level (passed initial course), Registered for the Next Level (retained), and Passed the Next Level Course (succeeded)
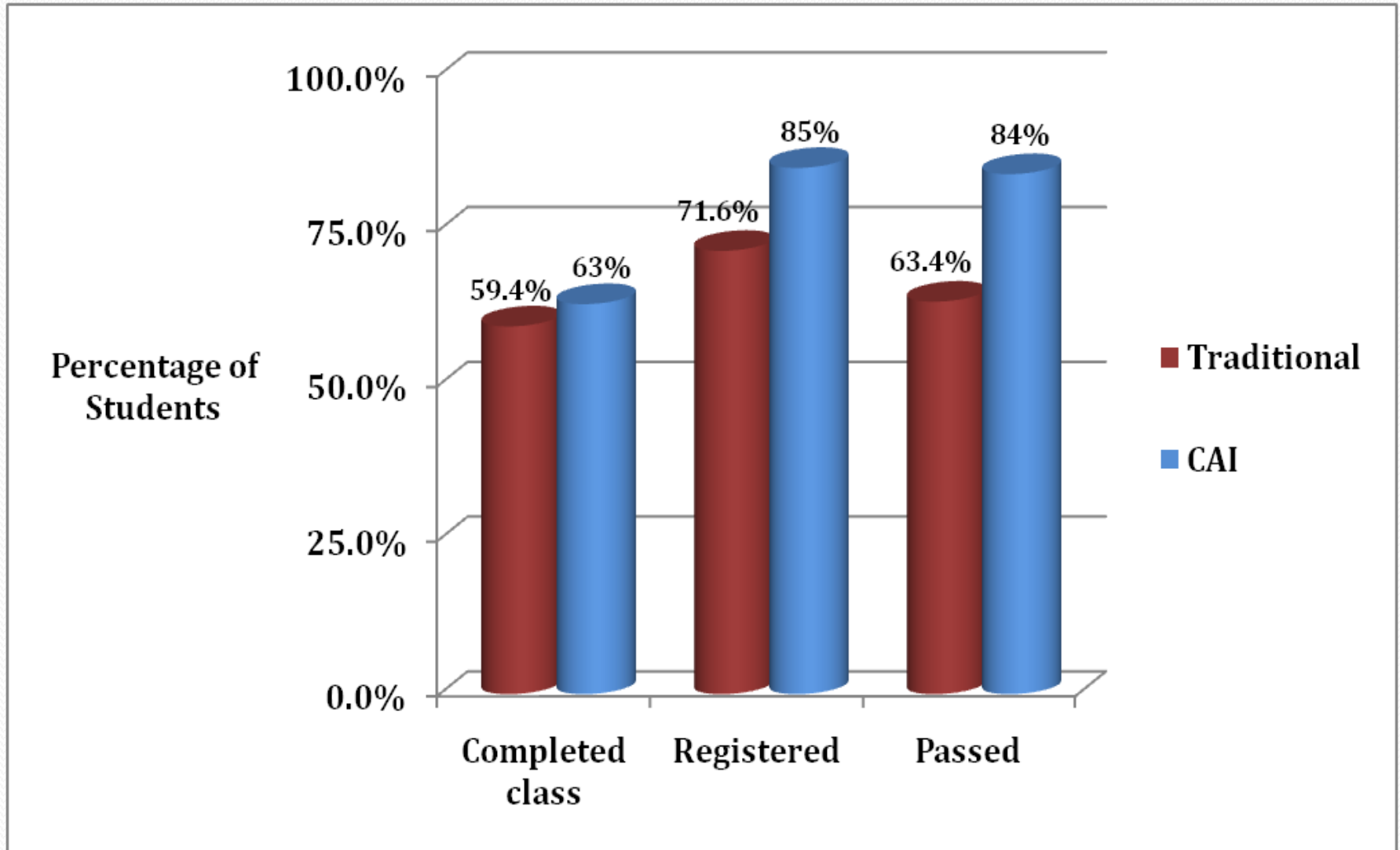
➢ *Title III, Title IV, and Title V (U.S. Dept. of Education)*
  - ✓ *projects addressing Developmental Education*

➢ *Title III*
  - ✓ *Strengthen Institutions with large numbers of economically disadvantaged students*
  - ✓ *Funded under various reauthorizations of the Higher Education Act of 1965*

➢ *Title IV*
  - ✓ *provide funds for Talent Search, Upward Bound, Student Support Services, and TRIO Programs*

➢ *Title V*
  - ✓ *funds to support Hispanic-serving institutions*
  - ✓ *funded under HEA of 1965*

Miami Dade College

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF LEGISLATION AND CONGRESSIONAL AFFAIRS
07/01/2009

The Honorable Lincoln Diaz-Balart
U.S. House of Representatives
Washington, DC 20515

Dear Representative Diaz-Balart:

I am pleased to inform you that **MIAMI DADE COLLEGE, KENDALL CAMPUS** has been selected to receive funding under the STRENGTHENING INSTITUTIONS PROGRAM (031A). This grant will be in the amount of **$314,333.00** for the period 10/01/2009 through 09/30/2010. It is anticipated that the grant will be for a total **of 5 year(s)**. Accompanying this letter you will find both an explanation of the purpose of the STRENGTHENING INSTITUTIONS PROGRAM and a brief description of the activities that will be funded under the grant to MIAMI DADE COLLEGE, KENDALL CAMPUS.

The grantee will be notified officially of their selection by the Department in the next few days. Please feel free to share this information with the grantee and others as you see fit. I hope you find this information useful. If the Office of Legislation and Congressional Affairs can provide any further information in this regard or assistance in any other matter, please do not hesitate to contact me or my staff at (202) 401-1028.

Sincerely,
Gabriella Gomez
Assistant Secretary,
Office of Legislation and Congressional Affairs
Reference Grant Award Number: #P031A090128
FLORIDA - 21

Purpose of project:

Miami Dade College-Kendall Campus, in collaboration with Inter American Campus and Medical Center Campus, will implement and improve student services, and **tutoring programs**.

The **goal:**

To strengthen academic programs by increasing passing rates, retention rates, and on-time graduation rates among high-risk students.

Objectives in the five-year project period:

1. Provide, a minimum of **4,500** at-risk students with intensive assessment, tutoring, and other student services.
2. Increase total passing rates among at-risk students by **12** percentage points.
3. Increase retention rates among at-risk students by **10** percentage points.
4. Increase the percentage of at-risk students graduating from degree programs within three years by **nine** percentage points.

Strategies to achieve these objectives include:

(1) identifying at-risk students earlier in their programs using proven computer-based and outcome-based learning assessment methods,
(2) implementing new programs to **increase access to online and face-to-face** student services and **tutoring** among at-risk students,
(3) more effectively guiding at-risk students into **tutoring**, and other student services.

Orientation Video

http://www.youtube.com/watch?v=GkjzMdE7YCA
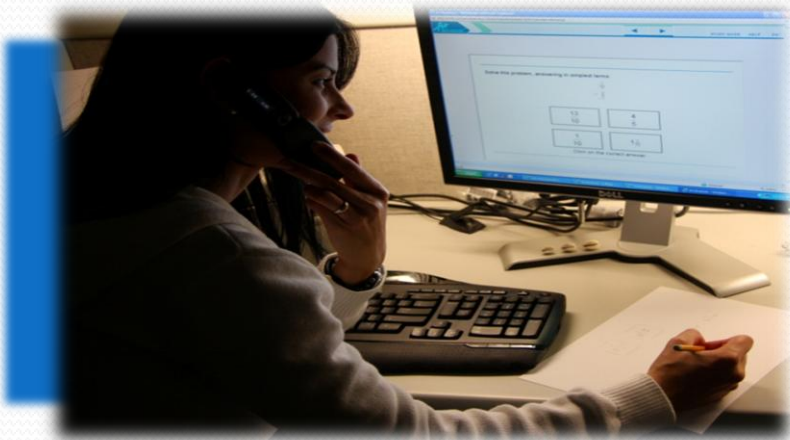
Student Resources Video

http://www.youtube.com/watch?v=9vaGIipHV3c

For more information, call (305) 237-0851
or visit the MDC, Kendall Campus,
Computer Courtyard, Room 2141

➢ **Positive Reinforcement**

Verbal and nonverbal positive reinforcement.

➢ **Listening Skills**

Waiting for students to ask questions and waiting for responses after asking questions.

➢ **The Student's Ideas**

Encouraging and acknowledging student ideas, yielding to student ideas, active listening by paraphrasing ideas, redirecting student questions, and delayed positive reinforcement.

➢ **Importance of Student Verbalization**

Giving the tutoring session a conversational quality, clarifying thinking, increasing the number of student questions, helping the tutor diagnose the learning difficulty, improving student confidence, and helping students answer their own questions.

➢ **Questioning Skills**

Use of questions for both diagnosis and teaching, both closed- or open-ended. Use of **Socratic** questioning to lead students to correct concepts and procedures.

➢ **Helping the Student Become an Independent Learner**

Letting the student do the work; offering study tips, problem solving strategies, and test-taking strategies; referring to the text and notes; and encouraging the use of other campus study resources.

➢ **Direct Techniques**

Giving feedback, correcting errors, questions with explanations, using visuals and real life examples, and summarizing key points.

❑ **Angel LMS, A+dvancer, Smarthinking, and subject specific training (BS in content area)**

Miami Dade College

EDU002 - 571789

Course | Calendar | Content | Resources | Communicate | Report

Home || Course

Student

Map

⊞ expand ⊟ collapse

Course
Calendar
⊿ Content
Resources
Communicate
Report

EDU002 - 571789

Refresh

Course News ‒

View: Past Present All | Display: Headlines Abstracts
Monday, January 11, 2010
Welcome to your Online Student Support Center
Click below to learn how to navigate through your course and discover all the resources available to you.
Complete Details

Discussion Forums ‒

Smarthinking Q & A
A+dvancer Q & A

Course Resources ‒

⊟ Communicate links
  A+dvancer Learning Online Test Prep
  Career Search FACTS.org
  Description of Personality types by Myers-Briggs
  FAFSA
  Learning Styles Survey
  Multiple Intelligences Survey
  Personality Types Survey
  Smarthinking Online Tutoring

Syllabus

Course Syllabus

Live Office Hours ‒

There are no office hour sessions scheduled.

Grades ‒

10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

Lessons Completed 41%

Last updated: 3/24/2010 3:52:46 PM - Refresh

If you have any questions, please contact Support.

Map
What's New
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Online Tutoring

A+dvancer - Windows Internet Explorer

http://www.advancerlearning.com/adv/adminframeset.html?customer=Advancer

Advancer

◀ ▶ STUDY GUIDE   HELP   EXIT

Factor this expression. Check by multiplying factors.

$$x^3 + 3x^2 + 2x + 6$$

Type the correct answer, then press Enter.

Actions   Show   Edit   Tools   Set-up   Help

rotate
▼0 ▲

Page: 1

Hi Ben. Please help me factor the expression

$$x^3 + 3x^2 + 2x + 6$$

*Greetings John.
Take it one step at a time.
If the polynomial is already in descending order, what is the next step?*

I think I need to factor next

Correct. What is the common monomial once you factor out the first two terms then the next two terms?

I get $x(x^2 + 3) + 2(x + 3)$

Excellent. Notice the common factor, (x+3). How would you put the like terms together using the distributive property?

Is it $(x^2 + 2)(x + 3)$?

Math Character   Greek Character   Language Character   Chemistry Character

Enter Question   End Session

Actions   Show   Edit   Tools   Set-up   Help

Page: 1

Hello Louis, this is Sylvia, and I have a question for you. Can you please help me factor this expression:

$3X^2 - 3X - 18$

Sure. First, take the GCF out: $3(X^2 - X - 6)$

Math Character   Greek Character   Language Character   Chemistry Character

Online Student Support Center

Miami Dade College

Course Calendar Content Resources Communicate Report

Home || Course > Content

Student

Map

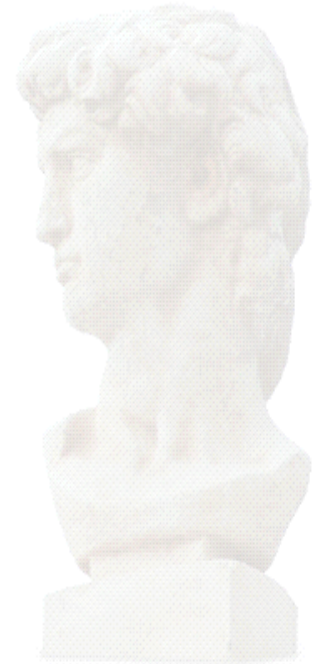⊞ expand ⊟ collapse

Course
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Content

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📁 **Smarthinking Resources**
Online Tutoring

📁 **A+dvancer Resources**
CPT Test Prep

📁 **Student Life Skills**

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EDU002 - 571789

Course　Calendar　Content　Resources　Communicate　Report　Automate　Manage

Home || Course > Report

JOHN VASSILIOU - Editor

Map

⊞ expand ⊟ collapse

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guide

Reports Console

| **Report Settings** | Saved Reports |

Choose Report

Category　　　　　　　Report　　　　　　　　　　　　User(s)

| Class ▾ | Activity Logs ▾ | ▸ |

All Users ▾

Configure Report

[-] Collapse

Starting [2 days ago ▾] 📅 Ending before [Now ▾] 📅

Select report view [Chart ▾]

[Run] [Print Preview] [Send Report] [Export] [Save]

New report category chosen. Press the 'Run' button to run new report.

➢ Program & Services Orientation

➢ CE non-credit and Web-enhanced courses with access to Angel LMS

➢ Individualized Learning Approach (A+dvancer)

➢ Tutoring
  - ❑ face-to-face (MDC Tutors)
  - ❑ Online (MDC and Smarthinking Tutors – both use same platform)

➢ Access to Online Student Support Center
  - ❑ Assisting with FACTS.org website
  - ❑ Academic Advisement & Study Plan
  - ❑ Assistance with FAFSA online form
  - ❑ Satisfaction Surveys
  - ❑ Study Skills Resources
  - ❑ Learning Styles, Personalities & Multiple Intelligences Inventories
  - ❑ Time Management & Finance Management Quiz
  - ❑ "Course" Progress / Grades (A+dvancer lesson plan completion and monitoring)

➢ Data collection

➢ Tracking of participants:
  - ✓ Success
  - ✓ Retention
  - ✓ Degree Completion

➢ Data Reporting to MDC administrators and Federal Government (DoE – Title III)

ADMINISTRATION   USERS   CLASSES   LESSONS   PROGRESS   REPORTS

View and Print Reports

Select a report from the following prescriptions, then click the **Continue** button.

Lesson Reports

Class ALS Skills Mastered
Class Assessment Detail
Class Assignment Detail
Class Assignment Test Detail (by student)
Class Roster
Class Standard Attainment
Student ALS Skills Mastered
Student Assessment Detail
Student Assessment Test Detail
Student Assignment Detail

Administrative Reports

Class Roster
List of Active Classes
List of Active Students
List of Active Users
List of Activities
Student Unit Usage Statement
Unit Daily Usage Detail Statement
Unit Daily Usage Summary Statement

Continue

Time On Task by Subject
Class: Technical Math 3
Reporting Dates: Sunday, February 20, 2005 3:13:00 AM to Tuesday, January 22, 2008 1:59:00 PM

Generated by: Reed, Laura

Tuesday, January 22, 2008 1:59:54 PM

Some report totals are rounded to the minute. Click a column heading to sort the report by that item. Click the column heading again to change the sort order from ascending to descending. The up or down arrow next to a sorted column heading will indicate how the report is currently sorted.

First Name	Last Name	Arithmetic(hh:mm)	Elem Algebra(hh:mm)	Reading Comp(hh:mm)	Sent Skills(hh:mm)
Megan	Harris	09:27	00:00	00:00	00:00
Drew	Kennison	08:35	00:00	00:00	00:00
Melissa	Kent	09:07	00:00	00:00	00:00
Sarita	Krugman	05:38	00:00	00:00	00:00
Travis	Mann	00:00	12:06	00:00	00:00
Seth	Matthews	00:00	12:14	00:00	00:00
Travis	Noyes	12:36	00:00	00:00	00:00
Nicole	Talbot	00:00	08:17	00:00	00:00
Brandi	Viluauskas	10:30	00:00	00:00	00:00
	Total	103:23	32:37	00:00	00:00

Time indicated for each
subject area represents
assessment and coursework
time on task combined.

Printer Friendly Version   Export Report to File   Finished

Miami Dade College

2010-1 TITLE III
READING 0001

	ID Number	Name	Gender	Age	Ethnic Background	Pre-Test Score	Initial Placement	Date	Post-Test Score	Post Placement	Date	Min A+	Enrolled 2010-1	Enrollment Date	Expiration Date	A+ % 10/29/10	A+ % 10/22/10
Active in A+dvancer																	
1	J11V115111	JV	F	26	Hispanic	47	REA 0001	09/08/10				2,200		09/16/10	12/14/10	100	100
2	J11V115112	JV	M	18	Hispanic	41	REA 0001	07/26/10				347		08/02/10	10/27/10	41	41
3	J11V115113	JV	F	33	Hispanic	46	REA 0001	02/24/10				509		08/04/10	11/02/10	100	100
4	J11V115114	JV	M	20	Hispanic	50	REA 0001	07/20/10				209		09/27/10	12/25/10	38	38
Completed/Retested																	
1	J11V115115	JV	M	19	Hispanic	48	REA 0001	08/13/10	73	REA 0003	08/27/10	284	Y	08/19/10	10/27/10	100	
2	J11V115116	JV	F	18	Non-Hispanic	40	REA 0001	08/03/10	76	REA 0003	08/20/10	3,380	Y	08/04/10	11/07/10	100	
3	J11V115117	JV	M	18	Hispanic	50	REA 0001	07/28/10	65	REA 0002	08/16/10	375	Y	08/03/10	11/01/10	73	
4	J11V115118	JV	F	18	Hispanic	44	REA 0001	06/22/10	29	REA0001	08/17/10	533	Y	08/02/10	10/31/10	100	
5	J11V115119	JV	M	31	Hispanic	43	REA 0001	07/21/10	67	REA 0002	08/09/10	509	Y	08/02/10	10/20/10	100	
6	J11V115110	JV	F	19	Hispanic	42	REA 0001	03/11/10	50	REA 0001	08/12/10	417	Y	08/09/10	11/07/10	100	
7	J11V115121	JV	F	18	Non-Hispanic	39	REA 0001	08/12/10	66	REA 0002	09/16/10	987	N	08/20/10	11/18/10	100	
8	J11V115122	JV	M	22	Hispanic	50	REA 0001	09/22/10	85	EXEMPT	10/12/10	362	N	09/28/10	12/26/10	100	
9	J11V115123	JV	M	18	Hispanic	50	REA 0001	07/30/10	72	REA 0003	10/27/10	809	N	08/05/10	11/03/10	100	
10	J11V115124	JV	M	30	Hispanic	46	REA 0001	10/21/10	76	REA 0003	10/29/10	1,030	Y	10/25/10	01/23/11	100	
No Post-Test but Registered													Enrolled 2010-2				
1	J11V115125	JV	F	18	Hispanic	43	REA 0001	08/03/10	N/A	N/A	N/A	310	REA0001	08/06/10	11/04/10	76	

Updated on Oct 29/10

- 656 of 937 post-tested   70 %
- 477 of 656 placed into higher level   73 %

Post-Assessment Placement

- ✓ 232 of 477 placed into College Level   35.5 %
- ✓ 245 of 477 placed into higher College Prep Level   37.5 %

Post-Assistance Course Progression

- 758 of 937 enrolled   81 %

Contact:

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Learning Resources Division

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