A CA Success: A FREE Co-Req College-Ready Math System – The Consortium Grows!

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NLET Exhibitor Booth #413 – NO sales
California’s AB 705 resulted in the 114 community colleges experimenting with ways for students to succeed in transfer level mathematics without placement tests or developmental education prerequisites. Presenters will share a new math collaboration among National University in San Diego, the National Laboratory for Education Transformation, colleges and high schools.
2020 AMATYC session – goals/outcomes

- Faculty will understand the differences between practice software and individualized systems that include social-emotional factors, as well as learning gaps.
- Faculty will learn the value of including mindset assistance within co-req models.
- Participants will experience a demonstration of the system and will learn about how this can be an effective way to design and deliver co-requisite courses to support student success.

See demo at booth 413.
Brief history of JITM

Problem: Extreme cognitive diversity among our student population in a traditional system not currently flexible enough to accommodate the wide array of academic needs.
Brief history

Solution: Navigate every learner from their *current* skill levels towards their goals using specific guidance and pathways that are data-driven, uniquely personalized, and dynamic.
Brief history

Overarching Goal:

***************************

To Enhance Student Outcomes by Delivering a Tailored Educational Experience to Each Learner by Adapting to Their Individual Performance.
Brief history

Enhancing Student Success through ............

• Goalsetting and career exploration tools
• Variety of aligned learning resources
• Continuous formative feedback
• Behavior guided nudging
• Comprehensive student dashboard
• Data analytics for student navigation and outcome measurements
The Precision Learning Process ........

1. Students first engage in a pre-assessment Knowledge Check to determine their current level of topic understanding/proficiency.
2. If the learner assesses well, they simply move on to the next MC.
3. If the learner does not assess above the established threshold, the system serves up a curated learning resource covering the MC.
4. The learner is then re-assessed to determine proficiency.
5. If knowledge level is determined adequate, they move on, if not, they are offered another learning resource.
6. This process can repeat a few times if necessary.
Brief history & use

Provides Faculty Dashboard to track student progress
Brief history & use

Presents course as a collection of Micro-competencies
Brief history & use

Presents formative micro-assessments along with a variety of Learning Resources
### Brief history & use

**Faculty View of Student Dashboard: Formative Scores**

<table>
<thead>
<tr>
<th>Name</th>
<th>MTH12A-15021-1902: Score</th>
<th>C1: Integers and Rational Score</th>
<th>C2: Real Numbers Score</th>
<th>C3: Exponents and Order of Score</th>
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**Algebra II on NuNav2.** Faculty Dashboard View. Course started on April 9, 2018. This data was pulled on August 10, 2018. From a calendar perspective, students should have completed 1/3 of the course by now (Competency C5).

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This micro-competency in this course is related to understanding KC: Properties of Integers. Before we begin teaching, we need to determine your level of understanding of this concept with a Knowledge Check so we know how to guide your learning.

The results of this check do not reflect on your grade, it simply guides the learning process. If you assess above a certain threshold (80%), you are automatically advanced to the next micro-competency, and are not required to engage in further learning activities for this concept. If you assess below 80%, you will be offered a learning resource to study in order to increase your knowledge in this area.

Please click the button below to start the Knowledge Check.
Evaluate the expression. Note that this is not an absolute value expression.

\[-(-21) = \]
 KC: Properties of Integers

Time spent on KC: Properties of Integers is 0 hrs 3 mins 52 seconds

Max Attempts: 1 | Attempts Remaining: 0

3/5 correct  
question attempted 4/5

You got 3 out of 5 right.  
Here is some study material that will help you understand the concepts of this micro competency better. Click "Start Learning" on the right.

Attempts Summary

<table>
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<tr>
<th>Attempt #</th>
<th>Date and Time of Attempt</th>
<th>Result</th>
<th>Report</th>
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<td>Show Report</td>
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Watch this video to learn about absolute value and negative signs in front of parenthesis.

Start Learning
This year – building the consortium

Consortium/workgroup

• Faculty who teach either Pre-calculus, College Algebra, or another first transfer level course
• Faculty whose students need remedial support while in the current course
• Faculty who are interested in FREE online support system
• Faculty who want individualized support for their students
• Faculty who want to assist in developing formative assessment questions and research OER support
Why participate

• Improve support for your students
• Pinpoint what topics you need to review with the entire class & what topics just a few students need
• Join a community of colleagues working together
• Work on developing more questions that capture misconceptions as quickly as possible
• Oh, yeah…. We have stipends
Next steps

Consortium/workgroup

• Are you interested in working with us?
• What’s your interest?
• Are you interested in piloting this free service for your students?
• Do you know of other faculty to join us?
• What else?
Come learn more...

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