

Community College of Philadelphia
Leadership Institute
2008-2009
Project Proposal

1. Project Title

Placement Preparation Workshops

2. Team Members' names

Kathryn Birster, Jacqueline Butler, Gina Mackenzie

3. Summary of Problem or Challenges

These workshops are a means for students to improve placement test scores and overall placement at the College. They may also assist in familiarizing students with what they will encounter during the placement tests instead of taking the tests with no prior knowledge of what is expected of them. A challenge may lie in the completion of faculty training and the coordination of timing for placement tests in the Assessment Center with the workshop offerings in the Division of Adult Community Education (DACE).

4. Purpose of Project

The purpose of these workshops is to enable incoming students to reach their full academic potential as measured by the college placement, by educating them about both content and stress and time management. The goal is to support students and sharpen skills they already possess, and to ease their stress about the college placement process. Workshops are designed to assist students through the placement process; it is not a guarantee of high placement score.

5. Summary of Research Findings (Institutional Research and Literature Search)

Community College of Philadelphia's Institutional Research Report #89 (January 1996) indicates fear and anxiety surrounding the College's placement tests. Excerpts include:

- "While both age groups shared a number of perceptions about the registration process, there were experiences that distinguished the two groups. Older students were more anxious about placement testing than younger students and were quick to identify the length of elapsed time since attending high school as a principle source of their anxiety. One subset of test anxious students acknowledged that their basic skills were rusty and they welcomed assessment and appropriate course placement since they perceived it would maximize their chances for academic success at the College. Another subset of students were discouraged by what they perceived as their "poor" test performance. Although many of these students were quick to point out that staff tried to assuage their disappointment by explaining that many new students need to brush up on skills, they were nevertheless disheartened." (pp. 4-5)

- “Testing and course placement appears to be potential hurdles for some students. Students who graduated from high school a number of years ago were anxious with the prospect of taking a test and were discouraged with their test results and subsequent course placement. On the other hand, students who viewed assessment as a positive process that would maximize their opportunity for academic success were less intimidated by the testing process.” (pp. 6-7)
- It does not appear as if any local community colleges provide preparation workshops or classes
 - Montgomery County Community College provides assessment testing resources online only (<http://www.mc3.edu/sa/placement/ptinfo.htm>)
 - Bucks County Community College and Delaware County Community College do not even provide online resources.
- However, elsewhere in the country, some community colleges do offer placement test preparation workshops
 - Oakton Community College in Illinois offers test preparation workshops in pre-algebra, elementary algebra, intermediate algebra, geometry, trigonometry, college algebra, and writing. The workshops are \$25 for math or \$20 for writing and are 5 hours long for math or 3 hours long for writing. (<http://www.oakton.edu/learn/testprep.htm>)
 - Portland Community College in Portland, OR, provides a one and a half hour test preparation workshop free of charge. Participants are given online resources for refreshing their skills as well as an understanding of how the tests are administered, what their purpose is and how to prepare for the ACCUPLACER or COMPASS tests. (<http://www.pcc.edu/career/pathways/testing-workshop.html>)
 - Guilford Technical Community College in Jamestown, NC, offers 2-hour workshops in reading, writing, or pre-algebra/introduction to algebra (<http://www.gtcc.edu/docs/rss/docs/CompassBrochure.pdf>)
- In the context of framing our workshops, consider the following:
 - “Available information indicates that factual information is forgotten faster than the ability to explain, interpret, and apply general principles. At the college level the greatest loss is in technical material. The amounts of loss ranges 50-90 per cent on factual information, but only 10-40 per cent in general principles.” (Garry, p. 49)
 - This may point to a potential need for more math workshops than reading/writing workshops
 - “If you once learned something and then forgot it, you probably will relearn it more quickly than when you learned it originally. When you study for a final exam or resurrect a language used in early childhood, the relearning is easier. Tests of recognition and of time spent relearning reveal that we remember more than we can recall.” (Myers, p. 308)

Sources:

Garry, Ralph. *The Psychology of Learning*. New York: The Center for Applied Research in Education, Inc., 1963.

Grosset, Jane. Community College of Philadelphia. *Potential Administrative Barriers to Student Enrollment*. Philadelphia, 1996

Myers, David G. *Psychology*. USA: Worth, 1995

6. Overview of the Project

These non-credit workshops will be offered to assist incoming students who need to take the placement test. The goal is to help students achieve higher scores by accessing knowledge they already possess, and addressing stress management for an optimal testing experience. There would be three options for the placement workshops. Separate workshops would be offered for English and Math. Math workshops would fall into two categories: Level I (Basic Math through Geometry) and Level II (Pre-Algebra, College Algebra and Trigonometry). Students could also opt to take both workshops in a combined course for a total of six hours. Stress management skills would be addressed in both disciplines.

Titles	Clock hours	Cost PP	Descriptions
Placement Workshop English	3hrs	\$20.00	Appendix A
Placement Workshop Math Level I	3 hrs	\$30.00	Appendix B
Placement Workshop Math Level II	3 hrs	\$30.00	Appendix C
Placement Workshop English & Math Lev I	6 hrs	\$39.00	Appendix D
Placement Workshop English & Math Lev II	6 hrs	\$39.00	Appendix E

Enrollment in Math Level I or II would depend on the individual student's comfort level. Registrants of the workshops would be charged a nominal fee as displayed in the chart above. Each individual workshop would be offered in the evenings and/or on Saturdays. To begin, workshops would be offered once a month, but could be increased if demand grew at the discretion of the division. The Placement Liaison from the English Department and a representative from the Math department would train potential faculty to teach these workshops. Testing confidentiality would be maintained through the entire process. No exact questions or prompts would be revealed to the students.

Note: Instructors will be paid at a rate of \$35.00/hour. See appendix F for instructor criteria.

7. Advantage to Students/Benefits to College Community

Upon completion of these workshops, students should improve their student placement into the College and be able to sustain the level at which they test. In addition, the workshops will be financially self-sustaining and generate revenue for the College.

8. Timeline for Completing the Project

Mid-April through May	Advertisements to English and Math faculty regarding workshop opportunity and training requirements – Department Heads
May	Train interested faculty, final selection via DACE
Beg. of June	Implementation - workshops go live

9. Evaluation Plan for the Project

Qualitative	Quantitative	Measurable Outcomes
✓		<ul style="list-style-type: none"> Complete student and instructor surveys on workshop content after the placement test is administered via the college portal, to save on postage.
✓		<ul style="list-style-type: none"> Are these workshops benefiting our incoming students vs. those students incoming without taking this workshop first?
	✓	<ul style="list-style-type: none"> Examine placement scores on both types of tests over a period of several fiscal years, (age, gender, test type, high school vs. professional)
	✓	<ul style="list-style-type: none"> Examine if high placement scoring students are successful in their future Engl/Math course(s).
✓		<ul style="list-style-type: none"> Reassess needs based on programs outcomes

10. Plan for Sharing Results of Project with College Community

A communiqué about the workshop offerings will be sent upon completion and approval of the project to the overall administration of the College. Upon approval of the project by the College's administration, the workshops should be advertised in all College catalogs and a brochure will be produced for college-wide distribution. It would also be offered to students when they register for the placement test through the admissions office. Finally, it would be posted on the College's website and Corporate Solutions may also choose to offer these workshops to their corporate clients as a package for a program cost.

A summary (from each individual) of what you learned by doing the project and how it impacted you as a leader

During the course of the Leadership Institute, I often commented that I feel like I'm in my own little world in my office with minimal interaction with other members of the College community. Despite working with a very specific population on a daily basis for my job, project-wise, I was able to effectively navigate the numerous nuances the College presents to those seeking change. There were some technical areas of the project that I initially didn't understand, but not wanting to appear foolish, I didn't ask for clarification. That did not prove to be the best course of action, and I've learned that good leaders make sure that they know what is going on and that it is okay to ask for an explanation.

I also came to be okay with a little dissension now and then, as long as I truly believed in what I stood for. I learned that I can work with personalities I might not normally encounter on a day to day basis, and that chaos can be okay. I entered the Leadership Institute concerned that people weren't always going to like me and knew that as a leader, I had to get over that. I certainly did overcome it because I'm more confident than ever in my knowledge, skills, and

abilities. People who disagree with me may disagree with the issue we're debating, but it doesn't always have to be personal, and I don't always have to be right!

Kathryn Birster

The Leadership Institute has helped me develop my leadership style by allowing me the opportunity to learn about my own leadership preferences, understand college administration on the local, state and national level, and work with others in a setting to benefit our institution. The L.I. project has focused on the last of those three major areas. Through project inception, development and near completion, I have had the chance to work with a core group of intelligent and devoted individuals. Together we have overcome the obstacles of working with a vast array of departments and personalities at the college. With determination, we will be able to see our project through its implementation at the college this summer. It is quite rewarding to know that teamwork, at the college, can turn the germ of an idea into something that has the potential to benefit hundreds of students each semester.

Gina Mackenzie

My project is one that benefits the students and the college. It is self sustaining and also helps students with their first entrance into the college by offering refresher workshops for the placement exams, Math and English. Workshops will be offered for a nominal fee and this fee will cover instructor and fringe costs for the Division of Adult Community Education/ our college.

I've found a few interesting facts out about myself through this journey. First, I've learned to be a better communicator. Second, I've experienced the "CCP red tape" and survived no scares; because there's "always two ways to skin a cat", so my father used to say. Last and most important is that, leadership has many different levels of privilege. What I mean by that statement is that it made me admire CCP's executive level of administration more with the many goals and tasks that they undertake with each new day in a union environment; Things I simply take for granted every day.

In the end, I had a great time networking with colleagues and I established new avenues and new possibilities. More so, I have a greater understanding of myself and I believe that makes me a better leader and person individually.

Thank you.

Jacqueline Butler

Community College of Philadelphia
 Leadership Institute 2008 – 2009
 Revised Placement Preparation Workshop Budget Narrative

	Expenses	Revenue
Program Coordination /One Time Training from Assessment Ctr. (\$20.00 per hour x 5 hours)	100.00	
Part-time Administrative Student Support Coordination (21 x \$20.00 per hour)	420.00	
<u>Personnel</u> Workshop Instruction (per term) (21 hours x 5 sections of PTPW paid at \$35.00 per hour)	735.00	
3 hours of English instruction per section (105)		
3 hours of Math instruction Level I (105)		
3 hours of Math instruction Level II (105)		
6 hours of combined Engl & Math Lev I (210)		
6 hours of combined Engl & Math Lev II (210)		
<u>Fringe</u> Program Coordination /One Time Training from Assessment Ctr. Instruction (85% x 735)	625.00	
<u>Supplies</u> Duplication of instructor handouts	55.00	
Total Expenses	1,935.00	
Revenue (based on max of 20)		3,160.00
3 hours of English Course (\$20) per person (Section 1) (400)		
3 hours of Math instruction Level I (\$30) (Section 1) (600)		
3 hours of Math instruction Level II (\$30) (Section 1) (600)		
6 hours of combined Engl & Math Lev I (\$39) (Section 1) (780)		
6 hours of combined Engl & Math Lev II (\$39) (Section 1) (780)		
Total Revenue		3,160.00
Total Net Revenue		1,225.00

Notes:

- If enrollment **max is 25**, revenue increases by \$100 for English sessions; by \$150 for Math; by \$175 for combined sessions for net revenue of **\$1,975.00**
- Workshops will be offered for base funding.

Appendix A – Placement Workshop English

NEW COURSE OFFERING

Title: Placement Workshop English

Subject/Course:

Term: 200910 **Clock Hrs:** 3 **Lab:** 0 **FTE:** X **Non-FTE:**

Catalog Description:

This workshop will help prepare new applicants for the reading/writing portions of the college's placement test. It will review test content, test-taking strategies, and time management skills.

Pre-requisites:

None

Marketing Description:

Are you taking the college English placement test and you need time to prepare and refresh? Now is your opportunity to get an English refresher and sharpen your skills at this workshop. This workshop will review items on the college placement test and show you very specific ways to minimize your stress during test taking.

Statement of Purpose:

The purpose of this workshop is to enable incoming students to test their best as measured by the college placement, by educating them about both the content and stress and time management. The goal is to support students, and sharpen skills they already possess and ease their stress about the college placement process.

Course Objective(s):

Upon completion of this course, students should improve their student placement into the college and be able to sustain the level at which they test.

Course Outline:

- I. The Testing Situation
 - a) Location and contact information
 - b) Rules and Regulations
 - c) Test Timing and Order
- II. Stress Management
- III. The Writing Test
 - a) Type of Prompt Used
 - b) Reading an Essay Prompt
 - c) Discussion of Skills being Evaluated
 - i. Grammar/Mechanics
 - ii. Organization – Essay Structure review
 - iii. Content/Development
 - iv. Style
 - d) Practice Essay
- IV. The Reading Test
 - 1. Recall

- 2. Word Recognition
 - 3. Context Clues
 - 4. Tone
 - 5. Inference
 - 6. Cause and Effect
 - 7. Summary
 - 8. Paraphrase
- V. Practice Passage

Materials Required:

Handouts will be provided by the instructor.

Date Approved _____ Division Signature Approval _____

Appendix B – Placement Workshop Math Level I

NEW COURSE OFFERING

Title: Placement Workshop Math_Level I **Subject/Course:** DACE A7027

Term: 200920 **Clock Hrs:** 3 **Lab:** 0 **FTE:** X **Non-FTE:**

Catalog Description:

This workshop will help prepare new applicants to the college for the Math portion of the college's placement exam. It will review math concepts, test-taking strategies, and time management skills.

Pre-requisites:

None

Marketing Description:

Are you taking the college placement for Math and you need time to prepare and refresh? Now is your opportunity to get a Math refresher and sharpen your skills at this workshop. This Level I workshop will review Basic Math skills up to the Pre-Algebra level and show you very specific ways to minimize your stress during the exam. This workshop is designed to assist students through the placement process; it is not a guarantee of high placement score.

Statement of Purpose:

The purpose of this workshop is to enable incoming students to test their best as measured by the college placement, by educating them about both the content and stress and time management. The goal is to support students, and sharpen skills they already possess and ease their stress about the college placement process.

Course Objective(s):

Upon completion of this course, applicants will have sharpened their Math skills and eased their stress about the college placement process.

Course Outline:

- I. Testing Situation
 - a) Location
 - b) Contact Information
 - c) Rules and Regulations
 - d) Test Timing and Order
- II. Stress Management
- III. Math Refresher
 - a) Numerical Skills
 - i. Operations with integers
 - ii. Operations with Fractions
 - iii. Operations with Decimals
 - iv. Positive Integer Exponents, Square Roots & Scientific Notation
 - v. Ratios and Proportions
 - vi. Percentages
 - vii. Averages (Means, Medians and Modes)

b) Geometry

- i. Geometric Angles, triangles, rectangles,
- ii. Geometric circles – diameters, radius, area, circumference, vertexes and arcs
- iii. Geometric hybrids - trapezoids
- iv. Three dimensional shapes

IV. Practice Test

Materials Required:

Handouts will be provided by the instructor

Date Approved _____ Division Signature

Approval _____

Appendix C – Placement Workshop Math Level II

NEW COURSE OFFERING

Title: Placement Workshop Math _ Level II **Subject/Course:** DACE A7028

Term: 200920 **Clock Hrs:** 3 **Lab:** 0 **FTE:** X **Non-FTE:**

Catalog Description:

This workshop will help prepare new applicants to the college for the Math portion of the college's placement exam. It will review math concepts, test-taking strategies, and time management skills.

Pre-requisites:

None

Marketing Description:

Are you taking the college placement for Math and you need time to prepare and refresh? Now is your opportunity to get a Math refresher and sharpen your skills at this workshop. This Level II workshop will explore College Algebra and Trigonometry operations and show you very specific ways to minimize your stress during the exam. This workshop is designed to assist students through the placement process; it is not a guarantee of high placement score.

Statement of Purpose:

The purpose of this workshop is to enable incoming students to test their best as measured by the college placement, by educating them about both the content and stress and time management. The goal is to support students, and sharpen skills they already possess and ease their stress about the college placement process.

Course Objective(s):

Upon completion of this course, applicants will have sharpened their Math skills and eased their stress about the college placement process.

Course Outline:

- II. Testing Situation
 - e) Location
 - f) Contact Information
 - g) Rules and Regulations
 - h) Test Timing and Order
- V. Stress Management
- VI. Math Refresher
 - i. Algebra
 - a. Substituting Values into Algebraic Expressions
 - b. Setting up equations
 - c. Basic Operations with Polynomials
 - d. Factoring Polynomials
 - e. Linear Equations in One & Two Variables
 - f. Exponents and Radicals
 - g. Rational Expressions

- ii. College Algebra
 - a. Functions and Exponents
 - b. Complex Numbers and Matrices (basic operations, equations and determinants)
 - c. Arithmetic and Geometric Sequences and Series
- iii. Trigonometry
 - 1. Trigonometric functions and identities
 - 2. Right-triangle trigonometry
 - 3. Trigonometric equations and inequalities
 - 4. Graphs of Trigonometric functions
 - 5. Special angles (multiples of 30 & 45 degrees)

VII. Practice Test

Materials Required:

Handouts will be provided by the instructor

Date Approved _____ Division Signature

Approval _____

Appendix D – Placement Workshop English & Math Level I

NEW COURSE OFFERING

Title: Placement Workshop English & Math _Level I **Subject/Course:**

Term: 200920 **Clock Hrs:** 6 **Lab:** 0 **FTE:** X **Non-FTE:**

Catalog Description:

This workshop will help prepare new applicants to the college for the Math and reading/writing portions for the college's placement exam. It will review content, test-taking strategies, and time management skills.

Pre-requisites:

None

Marketing Description:

Are you taking the college placement exam for English and Math LI and you need time to prepare and refresh? Now is your opportunity to get a refresher and sharpen your skills at this workshop. This workshop will review items on the college placement exam and show you very specific ways to minimize your stress during test taking. This workshop has Basic Math for those students who need fundamental math skills (included are the operations of Fractions, Decimals, Exponents, Percentages & Geometry), Level I. This workshop is designed to assist students through the placement process; it is not a guarantee of high placement score.

Statement of Purpose:

The purpose of this workshop is to enable incoming students to test their best as measured by the college placement, by educating them about both the content and stress and time management. The goal is to support students, and sharpen skills they already possess and ease their stress about the college placement process.

Course Objective(s):

Upon completion of this workshop, applicants will have sharpened their Math and reading/writing skills and eased their stress about the college placement process.

Course Outline:

For the Reading /Writing Portion

- III. The Testing Situation
 - d) Location and contact information
 - e) Rules and Regulations
 - f) Test Timing and Order
- IV. Stress Management
- III. The Writing Test
 - e) Type of Prompt Used
 - f) Reading an Essay Prompt
 - g) Discussion of Skills being Evaluated

- v. Grammar/Mechanics
- vi. Organization – Essay Structure review
- vii. Content/Development
- viii. Style
- h) Practice Essay

IV. The Reading Test

- 1. Recall
- 2. Word Recognition
- 3. Context Clues
- 4. Tone
- 5. Inference
- 6. Cause and Effect
- 7. Summary
- 8. Paraphrase

V. Practice Passage

Math Portion Level I

I. Math Refresher

c) Numerical Skills

- i. Operations with integers
- ii. Operations with Fractions
- iii. Operations with Decimals
- iv. Positive Integer Exponents, Square Roots & Scientific Notation
- v. Ratios and Proportions
- vi. Percentages
- vii. Averages (Means, Medians and Modes)

d) Geometry

- i. Geometric Angles, triangles, rectangles,
- ii. Geometric circles – diameters, radius, area, circumference, vertexes and arcs
- iii. Geometric hybrids - trapezoids
- iv. Three dimensional shapes

VIII. Practice Test

Materials Required:

Handouts will be provided by the instructor

Date Approved _____ Division Signature Approval _____

Appendix E – Placement Workshop English & Math Level II

NEW COURSE OFFERING

Title: Placement Workshop English & Math_ Level II **Subject/Course:**

Term: 200920 **Clock Hrs:** 6 **Lab:** 0 **FTE:** X **Non-FTE:**

Catalog Description:

This workshop will help prepare new applicants to the college for the Math and reading/writing portions for the college's placement exam. It will review content, test-taking strategies, and time management skills.

Pre-requisites:

None

Marketing Description:

Are you taking the college placement exam for English and Math and you need time to prepare and refresh? Now is your opportunity to get a refresher and sharpen your skills at this workshop. This workshop will review items on the college placement exam and show you very specific ways to minimize your stress during test taking. This workshop has advanced Math for those students who are more fluent in Math (Algebra, College Algebra and Trigonometry), Level II. The workshop is designed to assist students through the placement process; it is not a guarantee of high placement score.

Statement of Purpose:

The purpose of this workshop is to enable incoming students to test their best as measured by the college placement, by educating them about both the content and stress and time management. The goal is to support students, and sharpen skills they already possess and ease their stress about the college placement process.

Course Objective(s):

Upon completion of this workshop, applicants will have sharpened their Math and reading/writing skills and eased their stress about the college placement process.

Course Outline:

For the Reading /Writing Portion

- V. The Testing Situation
 - g) Location and contact information
 - h) Rules and Regulations
 - i) Test Timing and Order
- VI. Stress Management
- III. The Writing Test
 - i) Type of Prompt Used
 - j) Reading an Essay Prompt
 - k) Discussion of Skills being Evaluated
 - ix. Grammar/Mechanics

- x. Organization – Essay Structure review
- xi. Content/Development
- xii. Style
- l) Practice Essay

IV. The Reading Test

- 1. Recall
- 2. Word Recognition
- 3. Context Clues
- 4. Tone
- 5. Inference
- 6. Cause and Effect
- 7. Summary
- 8. Paraphrase

V. Practice Passage

Math Portion Level II

IX. Math Refresher

- i. Algebra
 - h. Substituting Values into Algebraic Expressions
 - i. Setting up equations
 - j. Basic Operations with Polynomials
 - k. Factoring Polynomials
 - l. Linear Equations in One & Two Variables
 - m. Exponents and Radicals
 - n. Rational Expressions
- ii. College Algebra
 - d. Functions and Exponents
 - e. Complex Numbers and Matrices (basic operations, equations and determinants)
 - f. Arithmetic and Geometric Sequences and Series
- iii. Trigonometry
 - a. Trigonometric functions and identities
 - b. Right-triangle trigonometry
 - c. Trigonometric equations and inequalities
 - d. Graphs of Trigonometric functions
 - e. Special angles (multiples of 30 & 45 degrees)

X. Practice Test

Materials Required:

Handouts will be provided by the instructor

Date Approved _____ Division Signature Approval _____

Appendix F – Placement Preparation Workshops Instructor Criteria

The following are the criteria, as determined by the Leadership Institute in coordination with the Divisions of Adult Community Education (DACE), Educational Support Services (ESS) and the Assessment Center.

1. To be eligible, all instructors must successfully complete the workshop instructor training session that will include norming in addition to having at least one semester of experience teaching pertinent developmental courses at CCP or another institution.
 - a. Training will include:
 1. An explanation of Compass/e-write tests.
 2. A tour of and an introduction to the Assessment Center as well as its policies and procedures.
 3. A review of test taking and stress management techniques
 4. For English faculty only: An overview of the norming process for E-Write Essay Reading.
 - b. English faculty will be required to demonstrate an understanding of the E-write grading rubric and the ability to meet the norming criteria for e-write essay reading.
 - c. All instructors must comply with Assessment Center confidentiality guidelines.
2. A list of all instructors, who have successfully completed the training, will be forwarded to the Dean of DACE after each training session.
3. To be eligible, all instructors must submit a copy of their eligibility forms by the established due date each semester to DACE (S3-03). Part-time instructors must also submit a copy of their completed availability forms to DACE in accordance with the established deadlines each semester as outlined in the Adjunct/Visiting Lecturer Collective Bargaining Agreement.
4. New faculty, who want to be considered for workshop instructor assignments, must also meet the criteria as outlined above.
5. While all workshop instructors must be approved and selected by the Dean of DACE, recommendations from the English and Math Departments as well as the Director of Developmental Education regarding faculty who have already successfully met the eligibility criteria may be considered.