The MAP Program:
A Targeted Tutoring Intervention for Students Repeating a Course

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Michele Doney (mdoney@jjay.cuny.edu)
Manuel Chaparro
Blanka Angyal

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Group Discussion

1. What targeted interventions do you currently offer?

2. Is there an at-risk target population you'd like to serve that you aren't serving now? How would you do it if you could?
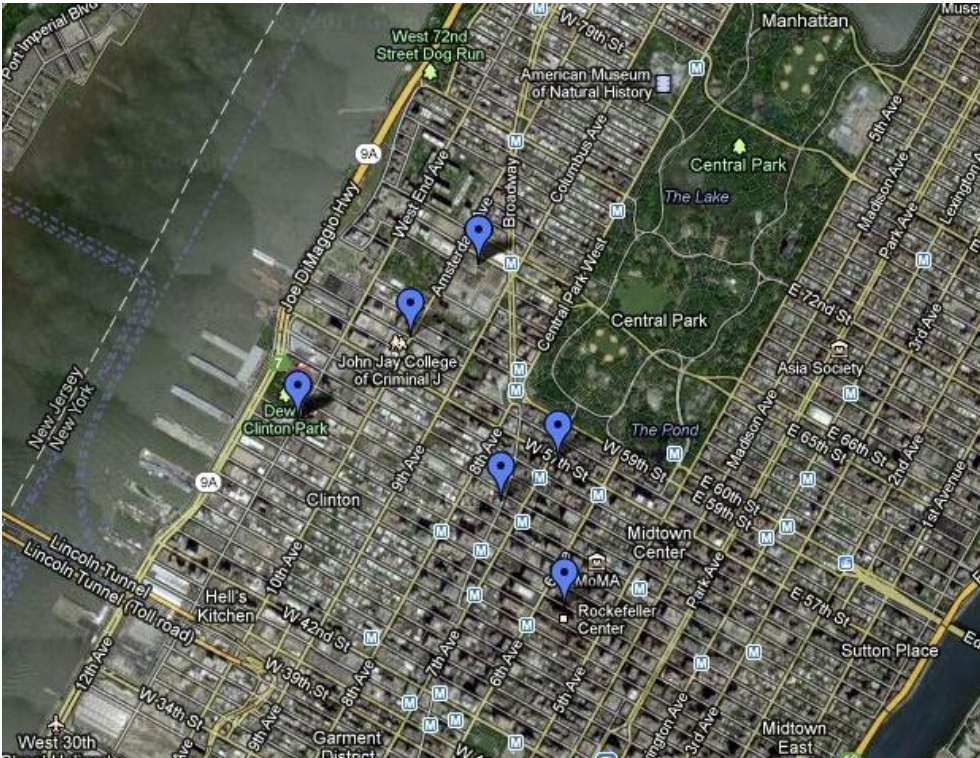
Let's Talk About...

- Context:
  - John Jay College
  - The MSRC
  - Our Programs

- The Math Advancement Program (MAP):
  - Program Description
  - Eligibility/Target Population
  - Outreach
  - Requirements
  - Pros & Cons
  - Outcomes/Assessment
  - Next Steps

John Jay Is...

- "Educating for Justice"
- Part of the 19-campus CUNY system
- Commuter
- 13,000 undergraduates
- 80% NYC residents
- 64% underrepresented minorities. Hispanic Serving

- Lots of first generation & NNES students
- One-year retention rate (FA10 entering class): 78%
- Six year graduation rate for all majors: 38%
- FOS majors: In FA10, there were 905 students in the major. In the 09-10 AY, 39 of them graduated.
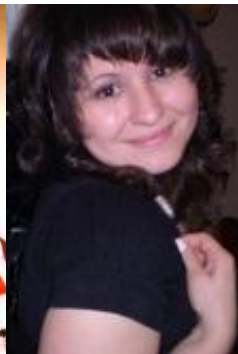
John Jay Is...

John Jay Tutoring Is

- Ranked highest in student satisfaction among the 8 CUNY senior colleges
- Ranked third in student satisfaction among all 17 CUNY undergraduate colleges

Source: CUNY Student Experience Survey 2012

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The Math & Science Resource Center Is...

Leadership Team (all of us also tutor)	2 f/t 1 p/t
Tutors	20 p/t
FWS Clerical	15 p/t

The Math & Science Resource Center Is...

Course Coverage	32 courses in math, science & statistics
Service Population, FA12	4,600 students in 230 sections
Tutoring, Workshops & Review Sessions (AY 2011-2012)	8,660 visits 1,500 students, some for multiple courses
Computer lab (AY 11-12)	15,830 logins
Resource Library (AY 11-12)	2,410 checkouts
Study Room	High traffic (uncounted)

Programs For Everyone

- Small Group "Pairs" tutoring
- Community hour workshops
- Final exam reviews

Target Populations/ Targeted Interventions

- AS Program

- Intensive Tutoring Program (ITP)

- Individual tutoring for disabled students

- Math Advancement Program (MAP)

MAP: Program Description

- One-on-one tutoring
- Every week: same day, same time, same tutor
- Scheduled at beginning of semester
- Uses only experienced tutors
- Participants can supplement with small group appts
- Personal outreach from MAP tutor when student is absent

MAP: Eligibility/ Target Population

- Students with unsuccessful previous attempts (repeaters)

- Transcript shows previous grade of F, FIN, R, or any form of W

- Originally only math

- Now includes all MSRC-tutored courses

MAP: Outreach

- Mailing & Email Blast : Obtain mailing list from DoIT 2 weeks before start of semester
- Only F/FIN/R repeaters get the mailing/email
- W repeaters are welcome to participate if they find out about us in another way:
    – Web page
    – Instructor classroom announcement/syllabus
    – Word of mouth

MAP: Requirements

- Contract signed by deadline (end of first week of classes, before TutorTrac "goes live")
- Attendance requirements:
  - Cannot miss more than 2
  - Cancellation counts as miss
  - "No such thing as an excused absence"
- Attendance strictly enforced for first 12 weeks, then case by case

Math & Science Resource Center

Math Advancement Program (MAP)

Tutee Contract

_____ _____@jjay.cuny.edu
Student name (last, first)   *John Jay email*

_____ _____ _____ _____
Address   *City*   *State*   *Zip*

_____ (_____) _____ -- _____
Last 4 digits of SSN   *Best phone number to reach you*   *Course for MAP*

Your weekly one-on-one tutoring session (as assigned by the center director):

_____ _____ _____A.M./P.M.
Tutor   *Day*   *Time*

Please **read** the contract carefully, **initial** next to each item, then **sign and date** the contract in the spaces provided.

1. I will be on time for all scheduled appointments and I will check in at the reception desk upon arrival. I understand that if I am more than ten minutes late for an appointment, it will count as an absence. (_____)
2. If I miss more than two MAP appointments FOR ANY REASON, my participation in the MAP program will be terminated. I understand that in MAP, cancellation and lateness both count as missed appointments. I understand that there is no such thing as an excused absence in MAP. (_____)
3. I will attend all class sessions and take notes. (_____)
4. I will bring my classnotes, textbook, syllabus, pencil, and paper to every tutoring session. (_____)
5. I will attempt to work all of the example and homework problems before each tutoring session. I will come prepared to my sessions with a list of questions or problems I want to work on. (_____)
6. If I will be late or miss an appointment, I will call the center at 646-557-4635 and email my tutor directly at _____ (_____)
7. I understand that communication from the center goes directly to my John Jay email address, and I will check my John Jay email regularly. (_____)
8. I understand that my tutor will not help me directly with any graded assignment. Instead, my tutor will work with me on mastering concepts so that I may complete my graded assignments on my own. (_____)
9. When asked to do so, I will complete surveys and evaluations to help the center assess and improve the quality of the MAP program. (_____)

My signature below indicates that I have read the contract, I understand it, and I agree to meet all of its terms. I understand that failure to meet the terms of the contract will result in the termination of my participation in MAP.

_____ _____/_____/_____
Student's signature   *Date (mm/dd/yyyy)*

MAP: Pros & Cons

- Pros:
  - Uses existing staff
  - Fits within existing budget
  - Lends itself nicely to quantitative assessment
  - Everybody loves it! Tutors, students, faculty, administration
  - Effective

- Cons:
  - Inflexible
  - Reduces capacity
  - Contract-signing period is hectic!!!
  - Requires weekly tracking

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MAP: Outcomes

- Student Outcomes:
  - Rubric Data
  - Student Satisfaction
  - Course Grades
  - Retention
- Effectiveness:
  - Conversion Rates

MAP: Outcomes

- Student Outcomes: Course Grades (see handout)
  - Successful completion = C or better
  - MAP completers 20 percentage points higher than non-participants
  - Impact higher for repeaters of F/FIN/R than for W
  - College-level math: the higher the course # the bigger our impact
  - Lowest-performing group is actually the non-completers: Why?

MAP: Outcomes

- Student Outcomes: Retention, Completers vs. Non-Participants (see handout)
  - 2,3,4 & 5 semesters later, of students who are still enrolled, MAP completers are less likely to be on academic probation
  - 2,3,4 & 5 semesters later, of students not enrolled, MAP completers are more likely to have graduated and less likely to have been dismissed or dropped out
  - 2, 3, and 4 semesters later, MAP completers are more likely still to be enrolled
  - By the 5th semester, MAP completers are a little less likely to still be enrolled. However, of those no longer enrolled, MAP completers are still more likely to have graduated and less likely to have been dismissed (see above). Oddly, they are suddenly by far the most likely not to be registered. Low n?
  - Non-completers are still a puzzle: They're generally less likely than Non-participants to have been dismissed if they're gone, but generally more likely to be on probation if they're still here.

MAP: Outcomes

- Conversion Rates (see handout)
  - Contracts per Invitation
  - Completions per Contract
  - Successful Outcomes per Completion (C or better)

MAP: Next Steps

- Increase conversion rates!

- Additional funding= greater capacity, expansion of eligibility
  - Start inviting W's again
  - MAP for Veterans?
  - MAP for Everybody!!!