

Just In Time Remediation for AAS and Early College Students

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Rational

- Students generally struggle with science courses.
- Students are being placed into science courses without appropriate educational preparation.
- Students mathematics skills are often lacking.
- Early College High School and AAS students are particularly at risk.
- Students often fear science courses.

Target Courses

- General Chemistry I and II
- Forensic Chemistry I and II

Target Audience

- Students enrolled in CHM 151 and 152.
 - Students at our Stokes Early College were our pilot group.
- Students enrolled in CJC 251 and 252
 - Students in our Forensic Science program
 - This group was not part of the initial pilot due to changes in the course content.
 - This group will be part of our second cohort.

What we did in 2019FA

- Students were given an opportunity to attend hour long sessions on Monday and Wednesday mornings before the beginning of labs.
- The instructor picked remedial topics that were appropriate to the lecture topic to present each day.
- The instructor also answered any questions that students brought to the session.
- These sessions took place during each week of class.

What we did in 2020SP due to COVID-19

- Prior to March 9, we operated our sessions as we did in the fall semester.
- Following March 16, these sessions were held as Blackboard Collaborate meetings.

Participation

	2019FA	2020SP
Total Students	18	13
Students regularly participating	2	2
Grade Average for Participants	91.1	97.3
Grade Average for non Participants	77.3	85.8
Withdrawals from Course	0	7
Participants Chemistry Background	None	CHM 151

Student Comments

- Kendall,
 - “This program allowed me to do well in a class that I feared. Thank you for doing this.”

- Alyssa,
 - “I had not taken high school chemistry. This helped me do well in college chemistry.”

Best Practices

- Make sure that all students are aware of the times and days this program is available. Remind them weekly!
- Always plan ahead with content and focus content on skills needed for upcoming material.
- Be prepared to move the program online.
- Whenever possible, record the sessions for future viewing.
- Keep it light. Students are already stressed because of the content.

Conclusion

- Low participation limits the conclusions that can be formed from this study.
- This method was effective with students who participated.
- More work is needed with larger cohorts of students.