Co-Req Math

2020
ANNUAL REVIEW OF PROGRAM DATA

UNIVERSITY of HAWAI'I®
MAUI
COMMUNITY COLLEGE

1. Program or Unit Description

Statement and brief description of the program including a listing of the program level Student Learning Outcomes (SLOs).

As this is a course, not a program, there are no program level SLO's.

For MATH 103 + 88 and MATH 115 + 78, the single learning outcome of the co-req course is to support students who placed just below the threshold for the college-level course, so they can complete the college-level course in one semester.

We have been offering a 5 week model for MATH 115. This class was reserved for the fully online AA degree.

In Fall 2018, we offered our developmental MATH 75X class as a co-requisite with MATH 100 and a separate MATH 75X class as a co-requisite with MATH 115.

In Spring 2019, we offered an 8 week/8 week model for MATH 75X and MATH 115. These classes were reserved for our Title III cohort.

2. Analysis of the Program/Unit

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

In AYE 2019, the MATH 88 completion rate was 67%, which is above the overall MATH 103 completion rate of 59%. I believe by the system definition, this is the only "1-level below" course we offered in AYE 2019. I'm concerned, because the "1-level below" completion rate provided does not match up. We really need to fix this language, because with the changes to developmental math in the system, and especially at UHMC, this language is no longer accurate.

For the MATH 75X/100 co-req, 100% of students who took MATH 75X passed the course, they all stayed enrolled in MATH 100, and 100% passed that course. The sample size was very small. (n=5)

For the MATH 75X/115 co-req, 3 out of 5 students who took MATH 75X passed the course. Of those 3, 2 passed MATH 115.

For the 8 week/8 week MATH 75X/MATH 115, of the 8 students who took MATH 75X, 5 passed. Of those 5 students, 4 passed the MATH 115.

70% of new students enrolled in Math in their first year in AYE 2019. Considering two thirds of our students are part-time, and our initiative is for students to take both math and English in their first year, and many English courses are 6 credits, I believe 70% is a good number. What can we do to get this number closer to 100%? We were supposed to hire another full-time math faculty, but due to budget constraints, this position is left vacant. Additionally, due to the effects of COVID, we are offering more classes completely online and asynchronous both as 16 week and 5 week courses, to give part-time students more flexibility and as synchronous classes via Zoom.

3. Program Student Learning Outcomes or Unit/Service Outcomes

a) List of the Program Student Learning Outcomes or Unit/Service Outcomes
b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.
c) Assessment Results.
d) Changes that have been made as a result of the assessment results.

N/A

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.
* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Specify how the action plan aligns with the College's Mission and Strategic Plan.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

We have recently changed textbooks and revamped the nonSTEM pathway. This caused a drop in completion data for AYE 2019, I believe partly because of the new materials and format. The faculty that were working on the new STEM pathway started in Spring 2020, but due to budget constraints, couldn't continue and complete all the work. They continue to finish on their own time to get to a roll out date aimed for possibly Fall 2021.

The physical redesign is also put on hold as all classes are fully asynchronous online or synchronous via Zoom. No one from the Math department is teaching on campus through Spring 2021. We continue to look for software that would aid in making learning more conducive and collaborative.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

We lost two math positions and are cutting back on using lecturers. Math would benefit in filling at least one of those positions as that would cut down on the use of lecturers for courses students need.

We are working with The Learning Center to streamline tutoring since losing our own Math Lab and tutors.

Appendix: ARPD data

Table on the following page.

College: Maui Community College
Program: Co-Req Math

ENROLLMENT GOAL: 100% of new students enroll in Math in their first year

Fall Semester	New Students [1]	Enrolled in Any Math	% Enrolled	Did Not Enroll	% Not Enrolled
Fall 2017	504	373	74%	131	26%
Fall 2018	395	277	70%	118	30%
Fall 2019	334	234	70%	100	30%

[1] Entering fall as first-time freshmen or first-time at campus transfers, no prior Math courses, classified, degree-seeking only.

EFFICIENCY BY PLACEMENT GOALS:

1. By 2021, 75% of students placed at one level below college-ready standards will complete their college-level Math course within one semester of enrolling in Math.
2. By 2021, 70% of students placed at two or more levels below college-ready standards will complete their college-level Math course within one year of enrolling in Math.

Math Placement	AY 2017-18			AY 2018-19			AY 2019-20		
	Enrolled	Completed [2]	% Completed College Level	Enrolled	Completed [2]	% Completed College Level	Enrolled	Completed [2]	% Completed College Level
College	196	145	74%	135	92	68%	126	83	66%
1-level	56	37	66%	55	29	53%	51	33	65%
2+ levels	233	95	41%	231	108	47%	163	61	37%
No Placement	131	69	53%	121	57	47%	171	81	47%
TOTAL	616	346	56%	542	286	53%	511	258	50%

[1] First-time attempters/enrolled in Math; no prior subject history; classified, degree-seeking only.
[2] Completed within one semester for College and 1-level, within two semesters for 2+ and no placement levels.

STUDENT LEARNING GOAL: All students meet course student learning outcomes.

Math Course	AY 2017-18			AY 2018-19			AY 2019-20		
	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed
75	208	122	59%	-	-	-	-	-	-
75X	-	-	-	132	88	67%	146	94	64%
82	116	69	59%	55	19	35%	50	30	60%
88	33	25	76%	27	18	67%	27	18	67%
100	53	42	79%	82	44	54%	103	52	50%
103	286	190	66%	240	141	59%	210	138	66%
115	480	336	70%	404	249	62%	422	272	64%