

Co-Req Math



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY *of* HAWAII®
MAUI COLLEGE

1. Program 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, 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.

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

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 are hiring another full-time math faculty. Additionally, we are offering more classes online both as 16 week and 5 week courses, to give part-time students more flexibility.

I believe the enrollment data must be off. The most recent data I saw shows 70+% of students placing into college-level courses, but the data provided does not reflect that.

3. Program Student Learning Outcomes

- a) List of the Program Student Learning Outcomes
- b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
- c) Assessment Results
- d) Changes that have been made as a result of the assessments.

N/A

4. Action Plan

Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

We have recently changed textbooks and revamped the nonSTEM pathway. I believe this change will be positively reflected in the AYE 2020 ARPD course completion data. For Spring 2020, two faculty are being given 3 credits each to work on the STEM pathway. Our course with the lowest completion rate is MATH 82, which is the only pre-requisite for MATH 103. We have been trying to offer it online, but students are not doing well, so we are going to stop for now.

We'd like to redesign the math classrooms and math lab to make them environments which are more conducive to learning and for collaboration.

5. Resource Implications

(physical, human, financial)

Money to fund the 6 credits for the 2 faculty has been requested to the system.

We have requested a mobile laptop cart through student tech fees. This is in the procurement phase.

We still need to request/find funding for classroom redesign. I plan to work with the English Department Chair on this.

Appendix: ARPD data

College: **Maui Community College**
Program: **Co-Req Math**

Print ARPD

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

Table 1. Percent of New Students Attempting Math in their First Year

| Fall Semester | New Students ¹ | Enrolled in Any Math | % Enrolled | Did Not Enroll | % Not Enrolled |
|---------------|---------------------------|----------------------|------------|----------------|----------------|
| Fall 2016 | 430 | 305 | 71% | 125 | 29% |
| Fall 2017 | 504 | 373 | 74% | 131 | 26% |
| Fall 2018 | 395 | 277 | 70% | 118 | 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.

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Table 2. Strategic Directions: College-Level Math Completion by Placement, New Students ¹

| Math Placement | AY 2016-17 | | | AY 2017-18 | | | AY 2018-19 | | |
|----------------|------------|------------------------|---------------------------|------------|------------------------|---------------------------|------------|------------------------|---------------------------|
| | Enrolled | Completed ² | % Completed College Level | Enrolled | Completed ² | % Completed College Level | Enrolled | Completed ² | % Completed College Level |
| College | 185 | 107 | 58% | 196 | 145 | 74% | 93 | 66 | 71% |
| 1-level | 28 | 14 | 50% | 56 | 37 | 66% | 33 | 17 | 52% |
| 2+ levels | 300 | 77 | 26% | 233 | 95 | 41% | 143 | 68 | 48% |
| No Placement | 98 | 35 | 36% | 131 | 69 | 53% | 73 | 35 | 48% |
| TOTAL | 611 | 233 | 38% | 616 | 346 | 56% | 342 | 186 | 54% |

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.

Table 3. Math Course Completion Rates, All Students

| Math Course | AY 2016-17 | | | AY 2017-18 | | | AY 2018-19 | | |
|-------------|------------|-----------|-------------|------------|-----------|-------------|------------|-----------|-------------|
| | Enrolled | Completed | % Completed | Enrolled | Completed | % Completed | Enrolled | Completed | % Completed |
| 75 | 320 | 171 | 53% | 208 | 122 | 59% | - | - | - |
| 75X | - | - | - | - | - | - | 132 | 88 | 67% |
| 82 | 184 | 89 | 48% | 116 | 69 | 59% | 55 | 19 | 35% |
| 88 | 10 | 8 | 80% | 33 | 25 | 76% | 27 | 18 | 67% |
| 100 | 10 | 6 | 60% | 53 | 42 | 79% | 82 | 44 | 54% |
| 103 | 283 | 159 | 56% | 286 | 190 | 66% | 240 | 141 | 59% |
| 115 | 468 | 304 | 65% | 480 | 336 | 70% | 404 | 249 | 62% |