Co-Req Math

ANNUAL
REPORT OF PROGRAM DATA
2021

UNIVERSITY of HAWAI'I®
MAUI COLLEGE

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

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.

2. Analysis of the Program/Unit

Discuss the Program's or Unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

As we continue through Zoom and online classes, completion rates are mixed at the different levels. Those placed into college level courses completed their college level courses at a higher rate than the previous AY 2019 (78% this AY vs 66%, with a slightly larger enrollment). The students that placed below college level and completed their college level courses were mixed, but indicate that there was a drop in completion of the college level. For the students that fall into this category, face to face instruction was so important because students were able to interact with each other and the instructors were able to see what they were doing in terms of organizing their work and being able to correct misconceptions of ideas.

In general, the completion rates for each individual course increased (as did enrollments).

College: Maui Community College
Program: Co-Req Math

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 2018	395	277	70%	118	30%
Fall 2019	334	234	70%	100	30%
Fall 2020	280	195	70%	85	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.

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

	AY 2018-19			AY 2019-20			AY 2020-21		
Math Placement	Enrolled	Completed [2]	% Completed College Level	Enrolled	Completed [2]	% Completed College Level	Enrolled	Completed [2]	% Completed College Level
College	135	92	68%	126	83	66%	135	105	78%
1-level	55	29	53%	51	33	65%	29	15	52%
2+ levels	231	108	47%	163	61	37%	168	68	40%
No Placement	121	57	47%	171	81	47%	135	71	53%
TOTAL	542	286	53%	511	258	50%	467	259	55%

[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

	AY 2018-19			AY 2019-20			AY 2020-21		
Math Course	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed
75X	132	88	67%	146	94	64%	168	112	67%
78	-	-	-	-	-	-	16	15	94%
82	55	19	35%	50	30	60%	38	24	63%
88	27	18	67%	27	18	67%	32	28	88%
100	82	44	54%	103	52	50%	100	44	44%
103	240	141	59%	210	138	66%	185	148	80%
115	404	249	62%	422	272	64%	393	284	72%

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.

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.

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.

The non-STEM pathway completion data dropped again for AY 2020. I still believe it is due to the new materials and there were more instructors new to the new computer program and they also had to figure the different program out along with the students. If the completion data continues to drop, a re-evaluation of the textbook and/or computer program will be needed. Faculty working on the new STEM pathway continues and a target of Fall 2022 is expected for the roll out.

Revisions on anything at this time seems impossible. As faculty and students indicated longing to be back in face to face live classes, enrollments for those classes are failing to fill. We may need to rethink how to deliver classes in the future after all that has happened and see how to best assign fully asynchronous classes, to live Zoom classes, and face to face classes and utilizing whatever best practices has been working and exploring what changes that may need to be made for each of these deliveries.

5. Resource Implications

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

We are still short on a full-time position. Having at least one of our two lost positions will have another to ease the lecture budget we keep hemorrhaging and will add to the collaboration for the new pathways and planning as we continue to move in the direction of improvement for student success.

☐ **I am NOT requesting additional resources for my program/unit.**