

Planning Council Sub-Committees 2017-18 Performance Measure Year End Reporting Form

Performance Measure: Student Success Rate in College-Level Math Courses

Purpose: To ensure students are successfully completing credit-bearing Math courses within their first two academic years.

Description: Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within two years of their first term of enrollment.

Denominator: First-time fall 2015 curriculum students who are enrolled in an associate degree program or a transfer pathway program (i.e., their curriculum code begins with an “A” or “P”) during the fall of 2015.

Numerator: Of those in the denominator, the number earning a grade of “C” or better in at least one credit-bearing Math course (not including the lab record) within their first two academic years (through the end of the summer 2017 term).

Baseline: 2018 NCCCS Performance Measures System Baseline = 10.1%

Standard: 2018 NCCCS Performance Measures Average College Percentage = 32.5%

Target: 2018 NCCCS Performance Measures System Excellence Level = 32.5%
(NCCCS Draft - 5/10/2018, 3rd Draft Revision)

Math

Year	Students	Successes	% Success
2008-09	n/a	n/a	53%
2009-10	n/a	n/a	57%
2010-11	n/a	n/a	65%
2011-12	277	184	66.4%
2012-13	239	144	60.3%
2013-14	245	153	62.4%

Source: NCCCS Performance Measure Report

Year	Students	# Enrolled in Math	Successes	% Success
2013-14 Fall 2012 Cohort*	704	n/a	141	20.0%
2014-15 Fall 2013 Cohort	773	290	219	28.3%
2015-16 Fall 2014 Cohort	626	229	171	27.3%
2016-17 Fall 2015 Cohort	684	289	207	30.3%

Source: NCCCS Performance Measure Report

**Past results associated with 2016 proposed measures*

2017-2018 Strategies / Action Items:

Item #	Strategies / Action Items	Results <i>(State the progress/results of the strategies identified. Provide number/percent accomplished.)</i>
1	<p>Strategy: Reach outside our division for curriculum math support.</p> <p>Action: Increase committee size to include more technical division representation.</p>	<p>Added two members from other divisions: Janeil Marak, Allied Health and Haleigh Wilhide from Business and Computing Technologies.</p>
2	<p>Strategy: Alert other divisions to their role in the math performance measure.</p> <p>Action: Continue to meet with division deans to encourage curriculum changes.</p>	<p>Met with division deans to encourage curriculum changes, where possible. Several areas did made changes in program outline to ensure math would be taken early in the program.</p>
3	<p>Strategy: Increase AA enrollment in credit bearing math within student's first 2 years.</p> <p>Action: Extensive training for all advisors to follow the pathways developed for AA. Person(s) responsible: Kristie Norton and Charles Gilmore</p>	<p>Developed a handout emailed to campus stating our delivery of course offerings and days/times/length to assist advisors when registering students into the proper math course.</p> <p>In addition, several trainings were provided as follows:</p> <p>College Transfer Faculty - Krisitie Norton - Dates of training sessions: Sept 28, Oct. 2, Oct. 3, & Oct. 4. Title of Training: Understanding the New Pathways. All college transfer faculty were to attend one session. These pathways were developed by Brandon Jenkins along with department chairs. The pathways encourage students to enroll in curriculum math either the first of second semester.</p> <p>All Faculty - Tammy Bishop - Dates of training sessions: 10/25 at 3pm, 10/26 at 3pm, and 10/30 at 9, 10, and 11am. Title of Training: "Placement into the new DMA courses based on the NC-DAP". All faculty were to attend one session. These sessions informed faculty about the importance of proper placement into the DMA courses which lead to a more efficient transfer into curriculum math courses. The new DMA courses will "speed" up the students' track into curriculum. DMA 010, 020, 030 is now DMA 025 (8 weeks) and DMA 040 and 050 is now DMA 045 (8 weeks). DMA 060, 070, and 080 will remain in the course offerings.</p> <p>All Faculty - Ashley Hildabrand - Dates of training sessions: September sessions were held on: 7th @ 9, 13th @ 11, and</p>

		<p>the 18th @ 2. October sessions were held on: 12th @ 9:30, 16th @ 1:30, and the 26th @ 3:30. Title of training sessions: Interpreting Placement Test Scores. All faculty were to attend one session. These sessions were held to help faculty understand the placement testing process and how to interpret the scores so all students would be placed properly into either DMA or MAT courses.</p> <p>ACA 122 College Transfer Faculty - Charles Gilmore- Dates of training session: September 30, 2017. This session was held to ensure ACA 122 faculty encourage students to sign up for math as early as possible.</p>
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2018-2019 Strategies / Action Items: *(Identify new strategies and/or use the same strategies from previous year. For assessment of strategies, state how you plan to evaluate/assess the results of the strategy.)*

Item #	Strategies / Action Items
1	<p>Strategy: Carry forward action items from previous year.</p> <p>Action: Monitor training of advisors and continue dialogue amongst division deans regarding placement of students into math courses.</p>
2	<p>Strategy: Prepare for the implementation of RISE (see above).</p> <p>Action: Discover what other CC are doing in the pilot and utilize small group common curriculum planning sessions to develop our co-requisite model.</p>
3	<p>Strategy: Enroll Students in math in a timely manner.</p> <p>Action: Analyze the disaggregated data from the performance measure report to pinpoint the students we are not serving and review their pathways to determine the possibility of enrolling students in a curriculum math course earlier in their program of study.</p>

Overall assessment of Performance Measure: *(Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.)*

We were pleased that we made an increase in our numbers from 27.3% to 30.3%. However, the math “in-house” retention and success rates are above 70% each semester. So, we know if we can get them enrolled into our courses, they can be more successful than this measure portrays. As mentioned in our meeting minutes from the past year, we are still concerned with the Innovative High School and Career and College Promise students negatively impacting our results. Fall 2019 we are going to implement the state mandated RISE (Reinforced Requisite Instruction for Student Excellence. We have no idea how this will impact student success. In past years, the statewide CIP changed our courses drastically. Then, the statewide change in the DMAs (again) 025,

045, 065 could have impacted the measure. Now, the new statewide initiative of RISE may impact the measure. There has been so much past change in the mathematics area the state continues to revise our offerings, it has been difficult to pinpoint the exact causes of our “lower” percentage in math. We are not substantially low since the “green” excellence percentage is 32.5% and we had 30.3%. In fact, we only needed 16 more students enroll and be successful in a college level math course to be “green”. We plan to continue our efforts to improve student success in college level mathematics.