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

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

Description: Percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within three years of their first term of enrollment.

Denominator: First-time fall associate degree and transfer pathway students (i.e., students with a curriculum code that begins with an A or P) during their first fall.

Numerator: Of those in the denominator, the number earning a standard letter grade of A, B, C, or P in at least one credit-bearing (course number >=100) Math course within three years (by the end of the third summer term).

Baseline: 2019 NCCCS Performance Measures System Baseline =19.5 %
Standard: 2019 NCCCS Performance Measures Average College Percentage = 41.5%
Target: 2019 NCCCS Performance Measures System Excellence Level = 46.2%
(2019 NCCCS Performance Measures for Student Success Report, Final)

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 Measures for Student Success 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 Measures for Student Success Report
*Past results associated with 2016 proposed measures

Year	Cohort	Enrolled	Enrolled & Successful	% College-Level MAT Enrollment	% Enrolled and Successful
2017-18 Fall 2015 Cohort	716	439	343	61%	47.9%

Source: NCCCS Performance Measures for Student Success Report

2018-2019 Strategies / Action Items:

Item #	Strategies / Action Items *(Action items identified in the 2017-18 year-end report)*	Results *(What has been the progress / results of the strategies / action items to reach the projected outcomes? Please use data; numbers / percent to justify outcomes.)*
1	Strategy: Carry forward action items from previous year. 1) Reach outside our division for curriculum math support. 2) Alert other divisions to their role in the math performance measure. 3) Increase AA enrollment in credit bearing math within student's first 2 years. Action: Monitor training of advisors and continue dialogue amongst division deans regarding placement of students into math courses.	The College Transfer Advising Center as well as our QEP Facilitator have held training sessions for faculty advisors recommending that students take a math the first semester they enroll, if they are ready. We have increased our enrollment in credit bearing math courses from 42% enrolled in 16-17 (Fall 2015 Cohort) to 61% enrolled in 17-18 (Fall 2015 Cohort).
2	Strategy: Prepare for the implementation of RISE (see above). Action: Discover what other CC are doing in the pilot and utilize small group common curriculum planning sessions to develop our co-requisite model.	Math Chair has been involved in various meetings with local as well as state representatives to prepare for the implementation of RISE. Our department held numerous common planning sessions for each course that will have a co-req section (Mat 110, 121, 143, 152, and 171). In these sessions, we discussed how and what we needed to incorporate into our co-req sections. We plan to pilot a couple of sections of Mat 071 with our Mat 171 courses Spring 2020.
3	Strategy: Enroll Students in math in a timely manner. 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.	It is evident from our 61% enrollment in credit-bearing math courses, that we have been enrolling students in math earlier in their program of study.

2019-2020 Strategies / Action Items:

Item #	Action Items *(Identify new strategies/action items and/or use the same strategies/action items from previous year.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Strategy: Prepare for the implementation of RISE. Action: Pilot a couple of sections of Mat 071 with our Mat 171 courses Spring 2020. (Curriculum Math Department)	Hold a department meeting to discuss what worked well and what we may need to change before full implementation Fall 2020. Also, ensure we have enough faculty to be able to offer enough sections of the co-req model courses along with our regular math offerings.
2	Strategy: Prepare campus for the implementation of RISE. Action: Provide training for all faculty advisors detailing how to place students into the correct math course based on high school GPAs and other factors. For example, enroll students in Mat 171 stand-alone or Mat 171/071 co-req model or Transition Center. (Tammy Bishop)	Meet with math faculty to verify that students were correctly placed into courses.

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.)*

Based on the performance measure data, we have finally achieved a "green" light on the Student Success Rate in College-Level Math Courses, Fall 2015 Cohort. We increased from 30.3% to 47.9% based on the state's new formula for success. We still have "in house" retention and success rates around 70% each semester. By increasing our enrollment into the credit bearing math courses, this obviously helped to improve our numbers.

In addition, the state changed our description to read: Percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within THREE years of their first term of enrollment. In the past, this was TWO years and we were not able to capture our Innovative High School and some of the Career and College Promise students into the formula because they did not take a college level math until their junior year of high school, which was outside of the two-year window of time. Therefore, we now can capture these students into the state's calculation, thus increasing our numbers even further.

Finally, the state mandated RISE (Reinforced Instruction for Student Excellence) must be fully implemented Fall 2020. We are going to pilot a couple of Mat 071 sections to go with our Mat 171 courses Spring 2020. We will assess our efforts Spring 2020 and develop our plan for Fall 2020. We have been working on this new model for several semesters. We always strive collaboratively as a department to be one of the best programs in the state. Now the reports are finally beginning to show that from the state level. Only 20 colleges in the state earned a "green" light in math. We are extremely proud of our "GREEN" light and our ranking in the state.