

# Co-Req MATH



## 2020 ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®  
**HAWAII**  
COMMUNITY COLLEGE

## 1. Program or Unit Description

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Hawaii CC teaches mathematics but does not have a first-year math program. However, we do teach first year math courses. There are no program SLOs, the SLOs for math courses are the same as for the program they belong to (Liberal Arts, AS Natural Science, etc.). We have developed an experimental co-req math course that is targeted for incoming students with math skills below that of a general college level course but who do not want to spend an extra semester taking pre-college math to catch up.

## 2. Analysis of the Program/Unit

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*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).*

*Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year's action plan, etc.). Include external factors affecting the program or unit. Instructional programs must include ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.*

Fifty-seven percent of first year Hawai'iCC students enrolled in a math class in their first two semesters. This does not meet the enrollment goal of 100% enrollment in a math class during the first year of study.

The efficiency goal for 2021 is to have 75% of students placed at one-level below college ready to pass college-level math within a semester of enrolling in math. In 2019-20, 38% of students one-level below college-level math passed college-level math in the first semester. This is substantially below the goal of 75%. For students who placed two-levels below, the 2021 goal is 70% passing college-level math within one year of enrolling in math. In the 2019-20 year, 34% of students placed two-levels below completed college-level math. In general, our lowest level math placers are still far below the goal set – there is a lot of work to do with our most math-challenged students over the next year. Interestingly, 75% of students who had no math placement passed college-level math within two semesters of enrolling in 2019-20.

We find the data presented to be confusing. Although these are presented as learning outcomes on the data sheet, it is actually passing grades that are being measured, not learning outcomes. In addition, the stated goal of 100% enrollment is not achievable, especially in an Open Doors institution where many students are part time and many are enrolled for specific courses, not to complete a major that requires mathematics.

2020 Hawai'i Community College ARPD  
 Program: Co-Req MATH

College: [Hawai'i Community College](#)  
 Program: [Co-Req Math](#)

Print ARPD

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

Fall Semester	New Students <sup>1</sup>	Enrolled in Any Math	% Enrolled	Did Not Enroll	% Not Enrolled
Fall 2017	516	295	57%	221	43%
Fall 2018	442	257	58%	185	42%
Fall 2019	495	283	57%	212	43%

<sup>1</sup> 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 <sup>2</sup>	% Completed College Level	Enrolled	Completed <sup>2</sup>	% Completed College Level	Enrolled	Completed <sup>2</sup>	% Completed College Level
College	261	164	63%	288	175	61%	301	191	63%
1-level	17	5	29%	8	3	38%	52	20	38%
2+ levels	160	45	28%	102	35	34%	90	31	34%
Technical Math	1	-	-	0	-	-	0	-	-
No Placement	47	22	47%	25	17	68%	16	12	75%
TOTAL	486	236	49%	423	230	54%	459	254	55%

<sup>1</sup> First-time attempters/enrolled in Math; no prior subject history; classified, degree-seeking only.

<sup>2</sup> 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
25	-	-	-	-	-	-	-	-	-
26	240	102	43%	174	97	56%	-	-	-
76	16	10	63%	7	6	86%	-	-	-
82X							128	78	61%
100	326	224	69%	339	205	60%	323	202	63%
103	101	63	62%	67	38	57%	66	33	50%
115	65	24	37%	71	33	46%	139	101	73%

### 3. Program Student Learning Outcomes or Unit/Service Outcomes

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- 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.*

There are no Student Learning Outcomes for co-req math. These courses are reviewed under the Liberal Arts PLOs. Math 135 and 241 were assessed in the 2018-19 year but are not a part of the co-req math sequence.

### 4. Action Plan

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*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 are working on improving the instruction of our remedial math courses to try to meet the needs of those who enroll with math skill levels that are below - often significantly below - college level. We have created an experimental co-req math course that accompanies Math 100 to determine success levels compared to a pre-req course followed by Math 100. We plan to analyze success rates when we have run enough sections to be meaningful.

We have also changed our remedial math courses to better align with UHCC, creating a 4-cr experimental math course to replace the 5-cr algebra (MATH 82x) prerequisite for MATH 100 and

115 which do not require the material nor hours to prepare for. We plan to apply for a regular course once we have taught the experimental course for a year.

We intend to improve the alignment of MATH 103, 135, 140, 241 and 242 with the rest of the UHCC.

## 5. Resource Implications

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

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

Faculty will continue to need resources for training in co-req and pre-college math instruction. There should be funds to send math faculty to instructional workshops at least once per year and to meet with other UHCC faculty at least once per year. Tutors and peer mentors are required to maintain a high instructor:student ratio for classrooms where students are struggling. We have lost two faculty positions in the past semester and would like to replace them and bring the program back to a full cohort of math faculty.