



2015-16 End-of-Year Report Academic Department Success Plan

Department: Mathematics and Computer Science

Department Chair: Liz Brown

Person Primarily Responsible for Preparing this Report:
Liz Brown

Please answer the following questions in two or three pages and submit to your Dean by October 3. Your Dean will review and advance to Academic Affairs by October 10¹ and will offer you feedback by Oct. 17. This report will help inform your 2016-2019 Student Success Plan update that will be due to your Dean by Nov. 4.

1. **Specific accomplishments/achievements this past year (briefly explain using bullet points, noting any changed/adapted):**
 - **Course transformation of MATH 102—very successful. Improved DFW rates despite increased rigor and the retirement of a faculty member who gave everyone A's in previous years.**
 - **Course Transformation of MATH 115—successful for those who implemented. We had 3 faculty who did not implement the changes with fidelity and their students experienced a drop in completion rates.**
 - **Remedial Math--with the move of remedial mathematics back in our department, after being handled by Ivy Tech, we have hired several staff. The program has reintegrated very well and student outcomes from the spring semester 2016 are the best they have ever been. Students are completing MATH 015 and MATH 035 with a 69.86% and 70.6% pass rate, respectively. This is significantly above past results and significantly above national results for remedial mathematics courses. Students are leaving MATH 035 well prepared to succeed in MATH 115 and MATH 241. The changes implemented this year have definitely had a positive impact on student success and the entire staff, led by Alison Breiding and Christine Taylor are to be commended.**
 - **MATH 116—Precalculus was added to the curriculum. This course is specifically for students who test into calculus and then it becomes obvious that they have gaps in their background. This course starts at the 5-week mark and has the same number of credits as MATH 131. Fall 2016 is the first semester for implementation**
 - **CS 101—this course was revamped to serve the needs of students in CS 151 (undergoing course transformation this year) who need a slower-moving course. This course starts at the 5-week mark and has the same number of credits as CS 151. Fall 2016 is the first semester for implementation.**

The above are in support of Action step 2 for Freshman retention goals for success in freshmen-level classes.

2. **Objective/Actions Not Achieved (briefly explain using bullet points):**

¹ Note that the Dean will request a refinement to the report if it is not suitably addressing the questions.

- Peer assistants were not funded for our freshmen classes for majors. We received funding in Spring 2015 and then *nothing* for Fall 2015 and Spring 2016.
 - We have not yet revived Pi Mu Epsilon Honor Society. We will continue to work on this. We can make inroads in the spring semester on this. Fall is just too busy to start a new initiative.
 - Bring the Math Tutoring Center back to the Department in the basement of Root Hall. (This was needed for action step #2 and our other goals.) This objective was not achieved. Administration decided it is better for an undegree-ed individual with zero mathematics background to train tutors and run a math tutoring center. The fact that the tutoring is not housed in the department, resourced, and under the control of the department has hampered our student success efforts. For example, we were first told that SIs for math would be handled through the MWC and then, at the beginning of the semester, were told that it would be handled elsewhere. Students continue to not have tutoring available for enough hours for MATH 241, MATH 102, MATH 122, MATH 123, MATH 129, MATH 131, and MATH 132. There is no one in the MWC that can tutor courses beyond Calculus II.
3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps, including with respect to their linkage to student learning outcomes.

We **MUST** have the math tutoring resourced and brought back into the department. This will help with student success goals for our majors and for students in our service courses.

4. Do you see opportunity for this project to work more closely with another department, college, or unit such that greater impact might be possible (*briefly explain*)?
5. Is there anything else about your initiative you feel important to detail?

I have detailed this in other locations. I am happy to discuss math tutoring at any time.