



The Pathway to Success Strategic Plan

2014-15 End-of-Year Report: Goals 1-3

Goal Initiative #: Goal 1, Initiative 2

Initiative Title: Math Intervention

Initiative Chairs: Bob English, Dave Sivley

1. Specific accomplishments/achievements since 2013-14 report:

This is the combined result of 2 programs which began fall 2012 from this initiative to raise the retention rate of COT transfer students, which had been persistently below university averages for many years. Math Intervention focused on building analytical skills while the Mentor Program provided general support for these transfer students. Below are the fall 2014 results.

- Increased the 2-year graduation rate of FT COT transfers to 25% including summer 2014
- The 2-year retention increased to 54% + 25% grads = 79% total success
- Increased the 1-year retention of fall 2013 cohort to 84% (excluding 11% early grads)
- Total success (grads + continuing) reached 95%
- Reduced the 1-year loss rate to 5%

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

- None

3. Benchmark table and benchmark detail:

Initiative Benchmarks	FY 2013A	FY 2013G	FY 2014A	FY 2014G
COT Transfers: 1-year retention of new full-time bachelor's degree seekers to return and begin their 2nd year (Program began Fall 2012 with first retention results Fall 2013. Prior baseline was 49%)	84%	50%	84%	75%
Surprise jump in 1-year graduation for the 2013 cohort graduating by summer 2014			11%	
1-year total retention success (Graduated or continued enrollment to begin 2nd year at ISU)			95%	
1-year loss rate (those who did not graduate and are no longer enrolled at ISU)			5%	
COT Transfers: 2-year graduation rate of new full-time bachelor's degree seekers by end of 2nd year (Program began Fall 2012. First 2-year graduation results are Spring 2014 grads in the Fall 2015 report)			25%	17%
2-year retention, excluding graduates (returning to begin 3rd year) (Prior baseline was 28%)			54%	
2-year total retention success (Graduated or continuing enrollment to begin 3rd year at ISU) (Prior baseline was 44%)			79%	
2-year loss rate (those who did not graduate and were no longer enrolled to begin 3rd year at ISU) (Prior baseline was 56%)			21%	

4. Total Funding Allocation for 2014-15:

- \$121k

5. Expenditures as of report date (*include both expenditures and encumbered costs*):

- \$77k through Feb 2015

6. Anticipated Remainder June 30, 2015:

- None

7. Initiative accomplishments since inception of strategic plan:

- Improved 1-year retention of COT transfers from 49% to 84% (excluding early grads)
- Improved 1-year total success (grads + continued enrollment) from 51% to 95%
- Reduced the 1-year loss rate from 49% to 5%
- Improved 2-year graduation rate from 16% to 25%
- Improved 2-year retention from 28% to 54% (excluding grads)
- Total 2-year success (grads + continued enrollment) improved from 44% to 79%
- Reduced the 2-year loss rate from 56% to 21%

8. Looking ahead, what recommendations do you have for the future of this initiative:

- The math weakness of incoming COT students continues at an alarming rate. For many, Math Prep makes the difference in their ability to succeed. We request funding for this to become an ongoing program in COT.

9. What barriers do you anticipate for full implementation of these recommendations?

- None

10. At this point in the implementation of the strategic plan, do you believe that there are new points of emphasis for your initiative? If so, please explain.

- Yes. Some of our students need more than the 3-week refresher offered in our 100-level courses. We have experimented with a couple tech courses which allowed an extended time for students to work on math skills. These have been successful. It's time to consider what courses might be offered to help our weaker students who need a semester of math rebuilding, with emphasis toward the needs in technology.

11. Looking back from this point in the implementation of the strategic plan, do you see any missed opportunities related to your initiative?

- No

12. Has this initiative been sufficiently integrated into your operations?

- Yes. Both programs have expanded.
- During these 2 ½ years, the Mentor Team has been assigned 530 COT transfer students, assisting and at times, pushing these students toward success. Of this group, 442 have either graduated or were still enrolled for the 2014 semester. This has become a significant portion of the overall COT student body. Because of the importance of providing support for all undergraduates, Dr. Kara Harris was appointed to the newly created position of Associate Dean for Student Success. She has begun a number of new programs with particular focus on retention and persistence to graduation.

- The work to strengthen math skills has been expanded beyond the original target of just transfer students to include all students in COT. Beginning with fall 2013, Math Prep was integrated into 100-level courses, strengthening the skills of our newest students. Separately, the voluntary program offered online continues to be utilized by our incoming students who are self-motivated and want to prepare for college. To date, over a thousand students have been strengthened by their work in Math Prep.

13. Do you see opportunity for this project to work more closely with another initiative(s) or University department such that greater impact might be possible (*briefly explain*)?

- We've learned some important lessons which can be shared.