

## SAMPLE ONLY: Math 65/95 Accelerated Redesign 2016-2018

### Project Activity and Evaluation Plan

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Project	Core Theme Associated Plan(s)	Timeline Champion	Outcomes	Evaluation & Data
Accelerate traditionally taught Math 65/95 courses	Learning & Achievement SP 1.1 Title III Math Department	Dr. Kypriotakis August 2016 December 2017	<ol style="list-style-type: none"> <li>Increase <b>student success</b> in developmental math courses 65 and 95.</li> <li><b>Accelerate students</b> through the last two courses in the development math pathway by combining MTH 65 and 95.</li> </ol>	Pass rates in college level math course Pass rates in accelerated math courses

Project Activities	Timeline Champion	Resources and Impact	Project Status Update
Activity 1: Course Redesign	Dr. Kypriotakis Summer 2016 Fall 2016	Staff time; course development funds	
1.1 Open resources	Dr. Kypriotakis Summer 2016 Fall 2016	Staff time	
1.2 Topic sequence and pace for individualized learning	Dr. Kypriotakis Summer 2016 Fall 2016	Staff time	
1.3 Registration process	Dr. Kypriotakis Summer 2016 Fall 2016	Staff time; work with registrar and ESPS to determine appropriate placement and registration process	
1.4 Transcript process	Dr. Kypriotakis Summer 2016 Fall 2016	Staff time; work with registrar to determine appropriate transcript of Math 65/95 including billing process	

Project Activities	Timeline Champion	Resources and Impact	Project Status Update
Activity 2: Deliver and evaluate course	Dr. Kypriotakis Summer 2016 Fall 2016		
2.1 Recruit first time math 65 and math 95 students	Dr. Kypriotakis Summer 2016	Staff time with support from ESPS	
2.2 Teach course	Dr. Kypriotakis Fall 2016	Staff time	
2.3 Evaluate outcomes and report out	Dr. Kypriotakis Winter 2017 Spring 2017	Staff time; data team review	

## Evaluation Plan -

Outcome	Indicator	Threshold	Baseline
1. Increase <b>student success</b> in developmental math courses 65 and 95.	1A. Measured by the student pass rate in the Math 95 course	Green: 85% Yellow: Between 70% and 85% Red: < 70%	60%
2. <b>Accelerate students</b> through the last two courses in the development math pathway by combining MTH 65 and 95.	2A. Measured by the subsequent course student pass rate in the first college level math course	Green: 80% Yellow: Between 70% and 80% Red: < 70%	68%

## Data Requirements

### Data tracking categories:

1. Students who enrolled in MTH 65/95 course (developmental pathway) for the first time
2. Student demographics – age, gender, race/ethnicity

### Elements for review within each category tracked:

1. Course pass rates in the combined math 95
2. Course pass rates in subsequent math course (Math 111, Math 105, Math 211 or Math 243)

### Graphs:

1. Student demographic pie chart based on elements for review

2. Longitudinal bar graph of course pass rates

**Baseline Data:**

1. Fall 2012 through Spring 2016 Math 65, Math 95, Math 105, Math 111, Math 211, Math 243 pass rates

Data Terms *to be added with assistance from the data team based on the specific elements for the project.*

Timeline Data Collection and Evaluation Activities – **add specific data collection timeline information; detailed steps for collection and analysis of data that is not included in the planning project document**

Data Collection and Evaluation Activities	Due Date	Champion	Completion Date
Gather baseline data	7/2016	IR	
Update baseline data for ATD	7/2016	IR	
Develop initial evaluation plan	9/2016	Dr. Kypriotakis	
Review initial achievement for fall 2016	2/2017	Data Team	
Communicate results to campus	4/2017	Dr. Kypriotakis	

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