

EO 1110 Data Summit
February 13, 2020
Tools: Data to Findings to Action

Category 3 & 4 Tools in Mathematics/B4

Attitudinal survey data: given in class in Spring, 2020 to all Corequisite students.
DFW and SLO student data collected and analyzed
Units completed toward degree.
Anecdotal information collected in focus meetings

Other “tools” included multiple support teams made up of faculty, staff, and admin. These teams addressed various areas relevant to EO 1110 implementation including basic registration and advising operations, curriculum and professional development emphasizing active learning models, collaboration between instructors of multiple section offerings.

Program Challenges:

1. Grading to ensure foundational proficiency and GE completion
2. Transparency of corequisite course and corresponding parent GE course
3. Meaningful Early Start experience
4. Scheduling coordination: Instructors/rooms/other support programs
5. Student enrollment and tracking
6. Multiple digital learning platforms: ALEKS, MyStatLab, MyMathLab

Program Changes

1. Renumbering of corequisite courses to indicate parent course
2. New on-site Early Start program the week before school starts
3. Curriculum initiative started to swap to single learning platform
4. Attempting to assign both components, GE Math and support, to a single instructor

Primary Tool:

The primary “tool” used to provide findings and actions in AY 18-19 was the DFW rate data in the GE Math classes.

Findings:

The findings in AY 18-19 were that category 3 students did much better in their GE math courses than category 4 students. Category 4 DFW rates ranged up to 45% in some supported GE B4 courses.

Anecdotal information indicated that category 4 students did not attend class as often as other GE B4 students.

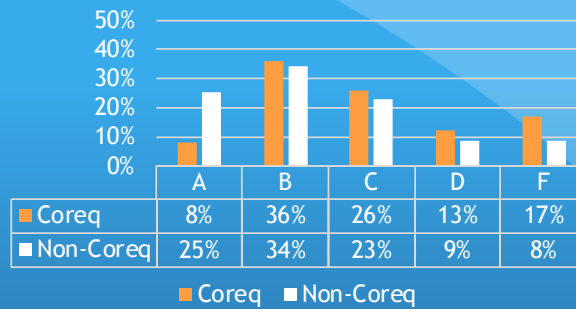
Actions:

As a result of the higher DFW rates for Category 4 students we engaged in added curriculum development in the first semester support courses for these students. Curriculum was changed to emphasize elements of foundational proficiency in order to prepare students for the second semester in our “stretch” program. We also have initiated the use of Learning Assistants in half of the GE B4 courses for category 4 students in the spring 2020 semester. The anecdotal information received regarding attendance prompted a change in data collection to include attendance data and to emphasize early intervention when students miss class.

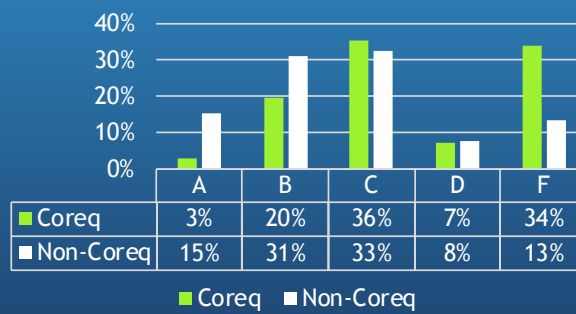


GRADES for Introductory Statistics

Fall 2018 INTRO TO STATS Grades



Spring 2019 STATS Grades



Ford & Boyd, HICE January 2020

