



Changing Lives,
Creating Futures

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LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

TO: Dr. Monty Sullivan
LCTCS President

THROUGH: Dr. René Cintrón
Chief Education and Training Officer

FROM: Dr. Adrienne Fontenot
Director of Adult Learning and Educational Programs

SUBJECT: Report on Board of Regents Placement Study

DATE: 07/26/2019

Received
APPROVED

Sp 8-14-19
LCTCS BOARD OF SUPERVISORS

FOR BOARD INFORMATION:

Background: Beginning December 2017, the Board of Regents (BOR) allowed institutions to place students in college-level courses with up to a 3-point deficit from the minimum required scores using co-requisite support.

Attached, please find the report of BOR's Planning, Research & Performance Committee which includes the math and English placement report on the above-mentioned pilot that allows institutions to place students who do not meet minimum placement requirements into college-level math and/or English. Course information, including placement and grades, for all campus course rubrics listed on the matrix was utilized by Board of Regents.

Each institution with <60% pass rate must submit a management board-approved action plan to the Board of Regents for improving student outcomes. Central Louisiana Technical Community College, Louisiana Delta Community College, and Northwest Louisiana Technical Community College are not required to submit an action plan. Bossier Parish Community College, Delgado Community College, Fletcher Technical Community College, Nunez Community College, Northshore Technical Community College, River Parishes Community College, South Louisiana Community College, and SOWELA Technical Community College responded to the report by submitting action plans for board review. A summary of which includes:

- o Redesigning entry-level English and math courses;
- o Expanding accelerated models of co-requisite support;
- o Modifying curriculum to be more reflective of student needs beyond the first English and math courses;
- o Partnering with WorkReady U providers to provide additional support;
- o Utilizing consistent homework systems for students;
- o Implementing more robust tutoring and test preparation options;
- o Incorporating online resources such as Open Campus; and
- o Offering more intense advising sessions.

While the attached action plans are geared to improve student outcomes, the data utilized in the BOR report does not provide a complete account of LCTCS student success in introductory English and math courses. The BOR report captured first-time freshman data only. In the 2017-2018 academic year only 16.9% of LCTCS students were first-time freshmen; in 2018-2019 only 17.1% of LCTCS students were first-time freshmen. The BOR also used ACT sub scores to create the data set used. While LCTCS colleges capture ACT, ACCUPLACER is the assessment tool utilized for placement. By only tracking the success of first-time freshmen, this study is



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eliminating 62.6% of our developmental education population in academic year 2017-2018 and 63.3% in academic year 2018-2019. As LCTCS institutions implement the student supports outlined in the action plans to further reduce the time it takes to pass the college-level course, data is analyzed to capture improvement in student success. The tables on the next page provide information on students enrolled in developmental education courses.

History of Prior Actions: In April 2016, the Board of Regents approved revisions to Academic Affairs Policy 2.18 which allowed institutions to enroll students with a 1-point deficit on the Math ACT and a 2-point deficit on the English ACT provided students were also enrolled in a 1-3 credit hour co-requisite course for additional support.

Fiscal Impact: N/A

Benefits to the System: Increasing student supports paired with decreasing of time in developmental courses will help with retention and completion.



**Approved for Recommendation to the Board
Dr. Monty Sullivan**

8/14/19

Date



Data for Students Enrolled in Developmental Education Courses

Table 1. Student Pass Rate for 2018-2019 Academic Year

Institution	Enrolled Dev. Ed.	Passed Dev. Ed.	Percent Passed
BPCC	2,920	1,927	66%
BRCC	3,624	2,167	60%
CTCC	69	44	64%
DCC	5,483	3,565	65%
FTCC	895	600	67%
LDCC	1,466	910	62%
NTCC	1,767	1,077	61%
NUNEZ	799	455	57%
NWLTC	21	15	71%
RPCC	801	655	82%
SLCC	1,894	1,405	74%
SOWELA	1,435	953	66%
Grand Total	21,174	13,773	65%

Table 2. Student Pass Rate for 2017-2018 Academic Year

Institution	Enrolled Dev. Ed.	Passed Dev. Ed.	Percent Passed
BPCC	3,080	2,052	66%
BRCC	3,377	2,125	63%
CTCC	51	41	80%
DCC	5,592	3,661	65%
FTCC	1,019	641	63%
LDCC	1,423	858	60%
NTCC	2,135	1,238	58%
NUNEZ	870	51788	59%
NWLTC	98	461	90%
RPCC	561	461	82%
SLCC	1878	1371	73%
SOWELA	1438	1042	72%
Grand Total	21,789	14,285	66%

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Table 3. Passing Rates for 2018-2019 Academic Year of Students over 25 years of age

Institution	Enrolled Dev. Ed.	Passed Dev. Ed.	Percent Passed
BPCC	1157	784	68%
BRCC	1259	799	63%
CTCC	27	18	67%
DCC	2477	1658	67%
FTCC	302	210	70%
LDCC	574	352	61%
NTCC	258	169	66%
NUNEZ	459	272	59%
NWLTC	11	9	82%
RPCC	178	152	85%
SLCC	575	427	74%
SOWELA	404	283	70%
Grand Total	7681	5133	67%

Table 4. Passing Rates for 2017-2018 Academic Year of Students over 25 years of age

Institution	Enrolled Dev. Ed.	Passed Dev. Ed.	Percent Passed
BPCC	1178	783	66%
BRCC	1123	755	67%
CTCC	24	21	88%
DCC	2410	1605	67%
FTCC	267	180	67%
LDCC	432	272	63%
NTCC	365	238	65%
NUNEZ	434	270	62%
NWLTC	63	58	92%
RPCC	127	115	91%
SLCC	575	433	75%
SOWELA	417	333	80%
Grand Total	7,415	5,063	68%

PRP Committee, Agenda Item V

REPORT on ACADEMIC AFFAIRS POLICY 2.18 -- FALL 2018 IMPLEMENTATION
MINIMUM REQUIREMENTS for ENTRY-LEVEL, COLLEGE-LEVEL
MATHEMATICS and ENGLISH

BACKGROUND INFORMATION

In April 2016, after four years of pilot efforts and two statewide conferences on developmental education and co-requisite delivery, the Board of Regents approved revisions to the AcAf 2.18 Placement Policy to allow enrollment in a college-level math or English course with a 1-point deficit in the 19 ACT Math (M-ACT) or 2-point deficit in the 18 ACT English subscore, provided students were also enrolled in a 1-3 hour co-requisite support component.

At the December 2017 Board Meeting, in response to national emphasis on co-requisite delivery and requests from institutions for more flexibility in admission and placement, the Board approved another revision. On another pilot basis, the 2017 policy allows a campus to place students in college level courses with up to a 3-point deficit from the minimum scores, with the understanding that students' success would be monitored closely. While not actually changing the minimum placement scores or admission standards, the policy revision allows an institution to consider additional indicators for entry level college math and English and to determine whether it could provide the co-requisite support needed for the student to succeed.

The December policy revision recognized several points:

- While using the ACT subscore as a placement measure is efficient, it provides limited information on student readiness and should be used with other factors to determine whether a student needs accompanying support.
- Several forms of co-requisite support services could be provided, and the institution enrolling underprepared students is expected to provide the co-requisite or supplemental support necessary for these students to be successful.
- Not all students meeting minimum ACT subscores are ready to begin in courses that apply to their major; the scores are not suitable measures of readiness for every entry-level course, for every major.
- Final placement should correlate with a 50% probability of making at least a "B" in the course, or 75% probability of making at least a "C" grade.

The revised policy requires that the actual placement scores be reported for new and first-time freshman students. With approval of the pilot, staff promised to monitor student success and provide results to the Board in Spring 2020, as well as an assessment of the impact and recommendations regarding the pilot. Regents requested more frequent progress reports, starting in Spring 2019, and advised that if student progress was not evident, the pilot could be terminated, either for specific campuses or statewide.

STAFF SUMMARY

Using the Student Profile data submitted for Fall/2018, staff created a database of 30,782 entering freshmen, including admission and placement test scores, high school data, and their course enrollments and performance. Placement scores were normalized to ACT equivalent measures based on the BoR concordance and placement tables. The dataset excluded students with placement scores reported as "0".

Fall 2018 Freshmen Enrolled with <18 English or <19 Math Scores Reported (excluding 0)

Count		ENGLISH Placement		MATH Placement	
		Engl < 18	% <18	Math < 19	% <19
Flagship	5,804	98	2%	406	7%
Statewide	5,886	175	3%	685	12%
Regional	11,297	1,513	13%	3,874	34%
2-Yr	7,795	4,278	55%	5,808	72%
TOTAL	30,782	6,064	20%	10,773	35%

Analysis was restricted to performance of students enrolled in a set of five introductory freshman courses on the Master Articulation Matrix: English Composition; Contemporary Math; Applied Algebra; Finite Math; and College Algebra.

- The review focused on students with ACT English scores <18 or Math <19, the minimum scores for placement in the policy, as well as students with ACT Math scores of 19-21.
- "Passing" a course was determined to mean earning a grade of A, B, or C, since a DFW or I-grade does not correlate well with preparation for or success in a second, related course.
- Though the placement policy states that students should have a 75% chance of completing a course with at least a C-grade, for purposes of this one-semester review a 60% pass rate was used as a preliminary indicator of success in the pilot.

The data suggests that many institutions embraced the opportunity to expand their co-requisite efforts, particularly in math, and enroll students who would not have been admissible prior to the pilot.

Numbers of Enrollments in 1 of 5 Entry-level English/Math Courses, F2017 and F2018

	ENGLISH <18		MATH <19	
	F2017	F2018	F2017	F2018
Flagship	15	65	97	331
Statewide	94	84	251	309
Regional	649	619	1,025	1,513
2-Yr	287	421	265	197
TOTAL	1,045	1,189	1,638	2,350

ENGLISH

The dataset for English included those 1,189 students with placement scores of <18 who had enrolled in CENL 1013 (English Composition I) in the Fall 2018 semester. Of those students, 65% passed the course with a grade of C or better. (Results are also included from Fall 2017 to add perspective.)

English 1013 Performance: English ACT < 18

	Fall 2018		Fall 2017	
	Count	% Pass	Count	% Pass
Flagship	65	83%	15	80%
Statewide	84	76%	94	84%
Regional	619	63%	649	63%
2-Yr	421	62%	287	58%
TOTAL	1,189	65%	1,045	64%

Eight institutions, listed below, did not meet the 60% pass-rate threshold in English in Fall/2018 for the entering students who enrolled with less than the minimum English score for placement. Those with less than 10 students reported in either the total enrollment or number with grades of C or better are displayed as "<10".

<60% Pass (ABC) in English 1301: English ACT <18

Institution	Count	# Pass	% Pass
McNeese	86	50	58%
SOWELA	<10	<10	56%
Nunez	<10	<10	56%
Delgado	227	126	56%
BPCC	13	<10	54%
Grambling	27	14	52%
SUNO	49	24	49%
Nicholls	<10	<10	25%

MATHEMATICS

Four courses were included in the dataset as entry-level mathematics, so the analysis of student performance is a little more complicated than for English. In Fall 2017, a total of 1,638 students with scores below the 19 M-ACT policy minimum were enrolled in one of four gateway math courses with co-requisite support. In Fall 2018, campuses enrolled 712 (or 43%) more students with less than the 19 Math score than in Fall 2017. Of the 2,350 students in the Fall, 1,386 (or 59%) passed their first college-level math course.

F2018	Math ACT <19			Math ACT 19-20		
	Count	Pass (ABC)	%	Count	Pass (ABC)	%
Overall						
Flagship	331	170	51%	509	311	61%
Statewide	309	226	73%	482	331	69%
Regional	1,513	901	60%	1,296	764	59%
2-Yr	197	89	45%	449	208	46%
TOTAL	2,350	1,386	59%	2,736	1,614	59%

The national benchmark for mathematics is M-ACT of 22, primarily focusing on the potential for success in college algebra. The minimum math score in AcaF 2.18 was set at M-ACT 19 in 2008 based on an ACT study of student performance in entry level math courses. The policy allows an institution to determine final placement requirements for individual courses, and it recommends greater than M-ACT 20 for college algebra. Though college algebra had traditionally been the gateway (first) math course in undergraduate curricula, it has also been an unnecessary barrier course for many students, so AcaF 2.16, the BoR's General Education Policy, was revised in 2012 to eliminate the designation of college algebra as the lowest level General Education course in mathematics.

Organizations such as Education Commission of the States and Complete College America have, for years, urged campuses to develop "math pathways" that are more aligned with the chosen major. Data suggests that first-year student success in math correlates strongly with persistence and completion, so some experts advise guiding weaker math students to success in a credit-bearing gateway course even if it does not directly apply to their major. While college algebra is a foundation course for Calculus and most STEM or analytical fields, three of the four math courses considered entry-level are more geared to liberal arts, humanities and social science applications.

Performance in each of the four mathematics courses follows. The policy allows institutions to enroll students with less than M-ACT 19 as long as they also provide co-requisite support to promote student learning. Institutions were advised that success would be monitored closely. In consideration of the placement recommendations for math in the policy, the data includes success rates of students with less than the minimum cutscore (M-ACT 19) and those with M-ACT 19-20.

Contemporary Mathematics (CMAT 1103) provides an introduction to a variety of topics in contemporary math, which may include probability and statistics, elementary number theory, finance theory, graph theory, and numeracy in the real world.

Performance in Contemporary Math (CMAT 1103)

	Math ACT <19		Math ACT 19-20	
	Count	% Pass	Count	% Pass
Flagship	67	87%	66	89%
Statewide	36	92%	21	90%
Regional	79	78%	123	79%
2-Yr	17	41%	28	50%
TOTAL	199	80%	238	79%

Three institutions, listed below, did not meet the 60% pass-rate threshold in Contemporary Math for the entering students who enrolled with math placement scores in one or both of the two groups. The most successful institutions were LSU (133 students, 88% passed) and UNO (49 students, 90% passed.)

<60% Pass (ABC) in Contemporary Math, Fall 2018

Institution	M-ACT <19		M-ACT 19-20	
	Count	% Pass	Count	% Pass
Delgado	16	44%	22	50%
LSUS	<10	44%	<10	100%
Nicholls	<10	56%	86	85%

Applied Algebra (CMAT 1203) emphasizes applications involving solving equations and inequalities, function properties and graphs, and linear, quadratic, polynomial, exponential and logarithmic functions. It is not a pre-calculus course.

Performance in Applied Algebra (CMAT 1203)

	Math ACT <19		Math ACT 19-20	
	Count	% Pass	Count	% Pass
Statewide	255	74%	429	69%
Regional	276	49%	47	55%
2-Yr	12	58%	38	58%
TOTAL	543	61%	514	67%

(The Flagship does not offer Applied Algebra.)

Two institutions, listed below, did not meet the 60% pass-rate threshold in Applied Algebra for the entering students who enrolled with math placement scores in one or both of the two groups. The most successful institutions were UNO (268 students, 81% passed) and UL Lafayette (414 students, 64% passed.)

<60% Pass (ABC) in Applied Algebra, Fall 2018

Institution	M-ACT <19		M-ACT 19-20	
	Count	% Pass	Count	% Pass
ULM	249	48%	44	57%
LSUE	11	55%	33	61%
SUNO	27	56%	<10	33%

Finite Math (CMAT 1313) addresses systems of linear equations, matrices, and matrix algebra; linear inequalities; linear programming; counting techniques (permutations and combinations); probability; an introduction to statistics; and basic concepts in financial mathematics. Of the 394 freshmen in this study who enrolled in Finite Math, 341 (or 87%) were at Southeastern, and their pass rate was 64% for the 208 with Math ACT <19, and 69% for the 133 students with 19-20 Math ACT scores.

Performance in Finite Math (CMAT 1313)

	Math ACT <19		Math ACT 19-20	
	Count	% Pass	Count	% Pass
Statewide	13	31%	1	0
Regional	210	66%	163	70%
2-Yr	3	33%	4	50%
TOTAL	226	64%	168	69%

(The Flagship does not offer Applied Algebra.)

<60% Pass (ABC) in Finite Math, Fall 2018

Institution	M-ACT <19		M-ACT 19-20	
	Count	% Pass	Count	% Pass
LA Tech	13	31%	1	0
NTCC	3	33%	3	33%

College Algebra (CMAT 1213) covers in-depth treatment of solving equations and inequalities; function properties and graphs; inverse functions; linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications; and systems of equations.

Performance in College Algebra (CMAT 1213)

	Math ACT <19		Math ACT 19-20	
	Count	% Pass	Count	% Pass
Flagship	264	42%	443	57%
Statewide	5	20%	31	58%
Regional	948	60%	963	55%
2-Yr	165	45%	379	45%
TOTAL	1,382	54%	1,816	53%

For placement in college algebra, BoR policy recommends that a student have a Math ACT >20, but the minimum placement score remains at 19 unless the student is provided co-requisite support in some fashion. In Fall 2018, campuses enrolled 466 more students with M-ACT <19 than in Fall 2017, with the increases found in the flagship (+192) and regional (+342) sectors. At the same time, though the overall enrollment was down by 1 student among those with M-ACT of 19-20, enrollments in this group increased in the flagship (+59) and the statewide (+11) institutions.

Of the 24 institutions that enrolled students in college algebra with a Math ACT of less than 21, only four reported at least 60% of the students in both data groups as passing the course.

≥60% Pass (ABC) in College Algebra: M-ACT <21

Institution	M-ACT <19		M-ACT 19-20	
	Count	% Pass	Count	% Pass
GSU	37	84%	61	82%
Nicholls	20	70%	83	71%
LSUA	199	61%	41	68%
LDCC	30	60%	13	85%
UNO	0	-	<10	100%

However, the 20 institutions, listed below, did not meet the 60% pass-rate threshold in college algebra for the entering students who enrolled with math placement scores in one or both of the two data groups. (Those groups that did meet the threshold are recognized through italics and a gray color.)

<60% Pass (ABC) in College Algebra: M-ACT <21

Institution	M-ACT <19		M-ACT 19-20	
	Count	% Pass	Count	% Pass
ULL	<10	0%	<10	63%
SLU	<10	0%	208	38%
LSUE	<10	11%	38	34%
Delgado	23	13%	10	40%
BRCC	11	18%	106	38%
Nunez	<10	20%	10	40%
ULM	30	23%	108	55%
LSUS	42	29%	27	70%
La Tech	<10	33%	20	50%
Northshore	<10	33%	10	30%
SUNO	11	36%	6	33%
RPCC	10	40%	25	32%
SUBR	194	41%	115	57%
LSU	264	42%	443	57%
SLCC	25	56%	52	69%
McNeese	81	58%	142	46%
BPCC	17	59%	42	43%
Fletcher	27	59%	28	50%
NSULA	328	76%	172	59%
SOWELA	<10	80%	45	42%

STAFF ANALYSIS

This initial progress report considers only one semester (Fall 2018) of data, but co-requisite delivery for students at or slightly below the placement threshold has been a campus option in Louisiana for several years. The early results are not encouraging, particularly in college algebra which remains a gateway course on many campuses. It is apparent that some institutions may have been too aggressive in enrolling students who require additional support than they were able to serve effectively. Data from the Spring 2019 semester will likely be similar, but campuses could initiate and implement student-centered change for the upcoming Fall semester, the results of which would be reflected in a subsequent analysis in Spring 2020.

Other states have equivalent or lower minimum placement scores than Louisiana but better short- and long-term results due to the systemic implementation of proven co-requisite and other student support models, as well as revisions to math and English curricula and pathways. Students who successfully complete a college level math and English course in their first year of study, including those students who need support in these courses, are known to be more likely to ultimately graduate. Louisiana has taken steps to clear the path for innovation in this area, including the 2012 addition of math options besides college algebra as the required general education math, the 2013 implementation of a co-requisite option for developmental math and English, and last year's lowering of minimum placement scores allowing a multiple-measures option for college math and English placement. However, not enough has been done.

A faculty-driven, best-practice informed approach to improving entry-level math and English performance outcomes could make the difference for Louisiana students at risk of dropping out and adding to the number of citizens with some college and no degree. Louisiana institutions that have successfully implemented some of these strategies can serve as leaders for statewide improvements. In line with the strategies for increasing the state's attainment goal in the new Master Plan, Board of Regents staff will work with systems and campuses to learn from successful programs and provide information and access to resources that can support these efforts throughout the state.

Staff shared the draft report and data with campuses with a request for input and information about existing activities geared toward improving student outcomes:

1. With so many students starting off in College Algebra, what is being done to review and update math requirements, to establish math pathways that align with the major?
2. What co-requisite support is provided? Describe co-requisite options and how student participation is monitored and evaluated, or expectations are adjusted.
3. What plans are underway to prepare for the Fall 2019 entering class?

Replies were received from nearly all universities (LA Tech, McNeese, NSULA, and UNO did not respond), and from half (7) of the 14 two-year institutions including BRCC, CLTCC, Delgado, LSUE, SLCC, SOWELA, and SUSLA. The most common strategies campuses reporting using are co-requisite models; supplemental student support through mentors, tutoring, and intrusive advising; and alternative math pathways, especially non-College Algebra Gen-Ed math options for non-STEM majors. Several campuses indicated plans to evaluate and address their math and English pathways, co-requisite models and other student support systems through faculty convenings and campus-based task forces. For continued participation in the pilot, campuses that did not reach 60% C or better passage for students with placement scores below the minimum will be required to submit management board-approved action plans detailing how they will improve student support and student outcomes for the upcoming academic year.

The Board of Regents will continue to connect with campuses about successful models around our state and the country, and to leverage those resources to provide support to campuses that need it. Dr. Tristan Denley, a nationally recognized advocate for and expert in major-driven math courses and pathways, is giving a math pathways presentation to the Board, followed by a workshop for Louisiana institutions on June 20, 2019. Additional convenings, partnerships, and information sharing will be critical to ensuring college access for Louisiana students, while also ensuring policies and practices are in place to support student success.

STAFF RECOMMENDATION

The Senior staff recommend that the Planning, Research & Performance Committee recommend continuation of the statewide placement pilot currently in place for Academic Affairs Policy 2.18 with deeper engagement with campuses in an attempt to improve student results. Each institution with passage rates (grades of C or better) below 60 percent must submit a management board approved action plan for improving student outcomes by September 15 for Fall 2019 implementation. After Fall 2019 results are received in Spring 2020, staff will report updated outcome information on the success of the pilot and its impact on student performance and make recommendations for action.

Attachment: Data, listed by Pass Rates and by Institution

FALL 2018 - Pass Rates in Entry Level Math -- SSPS Placement Study (Apr'19)

CMAT 1103 CONTEMPORARY MATH				CMAT 1103			
ACT MATH2	Aath <19			ACT MATH2	lath 19-20		
Inst Name	A,B,C %	Count	Total Count	Inst Name	A,B,C %	Count	Total Count
BRCC	0%		1	BRCC	33%	1	3
Delgado	44%	7	16	LSUA	50%	1	2
LSUS	44%	4	9	RPCC	50%	1	2
Nicholls	56%	5	9	McNeese	50%	1	2
Grand Total	80%	160	199	Delgado	50%	11	22
LSU	87%	58	67	NSULA	61%	17	28
NSULA	87%	53	61	Grand Total	79%	189	238
UNO	90%	27	30	Nicholls	85%	73	86
La Tech	100%	6	6	LSU	89%	59	66
				UNO	89%	17	19
				Fletcher	100%	1	1
				La Tech	100%	2	2
				ULM	100%	2	2
				LSUS	100%	3	3

CMAT 1203 APPLIED ALGEBRA				CMAT 1203			
ACT MATH2	Aath <19			ACT MATH2	lath 19-20		
Inst Name	A,B,C %	Count	Total Count	Inst Name	A,B,C %	Count	Total Count
ULM	48%	120	249	Delgado	25%	1	4
LSUE	55%	6	11	SUNO	33%	1	3
SUNO	56%	15	27	ULM	57%	25	44
Grand Total	61%	330	543	LSUE	61%	20	33
ULL	64%	68	107	ULL	64%	196	307
UNO	81%	120	148	Grand Total	67%	342	514
BPCC	100%	1	1	UNO	80%	96	120
				BPCC	100%	1	1
				La Tech	100%	2	2

CMAT 1213 COLLEGE ALGEBRA				CMAT 1213			
ACT MATH2	Aath <19			ACT MATH2	lath 19-20		
Inst Name	A,B,C %	Count	Total Count	Inst Name	A,B,C %	Count	Total Count
ULL	0%		2	NTCC	30%	3	10
SLU	0%		6	RPCC	32%	8	25
LSUE	11%	1	9	SUNO	33%	2	6
Delgado	13%	3	23	LSUE	34%	13	38
BRCC	18%	2	11	SLU	38%	78	208
Nunez	20%	1	5	BRCC	38%	40	106
ULM	23%	7	30	Nunez	40%	4	10
LSUS	29%	12	42	Delgado	40%	4	10
La Tech	33%	1	3	SOWELA	42%	19	45
NTCC	33%	1	3	BPCC	43%	18	42
SUNO	36%	4	11	McNeese	46%	66	142
RPCC	40%	4	10	La Tech	50%	10	20
SUBR	41%	79	194	Fletcher	50%	14	28
LSU	42%	112	264	Grand Total	53%	967	1,816
Grand Total	54%	752	1,382	ULM	55%	59	108
SLCC	56%	14	25	SUBR	57%	65	115
McNeese	58%	47	81	LSU	57%	252	443
BPCC	59%	10	17	NSULA	59%	101	172
FTCC	59%	16	27	ULL	63%	5	8
LDCC	60%	18	30	LSUA	68%	28	41
LSUA	61%	121	199	SLCC	69%	36	52
Nicholls	70%	14	20	LSUS	70%	19	27
NSULA	76%	250	328	Nicholls	71%	59	83
SOWELA	80%	4	5	GSU	82%	50	61
GSU	84%	31	37	LDCC	85%	11	13
				UNO	100%	3	3

F2018 - Entry-level Math (cont'd)

CMAT 1313 FINITE MATHEMATICS				CMAT 1313			
ACT MATH2		Math <19		ACT MATH2		Math 19-20	
Inst Name	A,B,C %	Count	Total Count	Inst Name	A,B,C %	Count	Total Count
La Tech	31%	4	13	La Tech	0%		1
NTCC	33%	1	3	NTCC	33%	1	3
Grand Total	64%	144	226	SLU	68%	91	133
SLU	66%	137	208	Grand Total	69%	116	168
NSULA	100%	2	2	McNeese	75%	6	8
				NSULA	77%	17	22
				BPCC	100%	1	1

FALL 2018 - Pass Rates in Entry Level ENGL -- SSPS Placement Study (Apr'19)

Fall18, <18 w- Eng Grades			
CENL 1013	Pass, ABC		Total
Inst Name	Count	%	Count
ULM	51	86%	59
UNO	31	84%	37
LSUS	54	83%	65
LSLUE	12	80%	15
SLCC	53	78%	68
NSULA	51	74%	69
BRCC	35	71%	49
ULL	27	71%	38
LSUS	12	71%	17
NTCC	2	67%	3
La Tech	6	67%	9
LDCC	5	63%	8
SUBR	134	61%	218
RPCC	11	61%	18
LSUA	55	61%	90
McNeese	50	58%	86
SOWELA	5	56%	9
Nunez	5	56%	9
Delgado	126	56%	227
BPCC	7	54%	13
GSU	14	52%	27
SUNO	24	49%	49
Nicholls	1	25%	4
Grand Total	771	65%	1,189

Source: Fall 2018, Campus SSPS Data reported to BoR

FALL 2018 - Pass Rates in Entry Level Math -- SSPS Placement Study (Apr'19)

[Institutions listed alphabetically.]

CMAT 1103 CONTEMPORARY MATH				CMAT 1103			
ACT: Math <19				ACT: Math 19-20			
Inst Name	A,B,C %	Count	Total Count	Inst Name	A,B,C %	Count	Total Count
BRCC	0%		1	BRCC	33%	1	3
Delgado	44%	7	16	Delgado	50%	11	22
Grand Total	80%	160	199	Fletcher	100%	1	1
La Tech	100%	6	6	Grand Total	79%	189	238
LSU	87%	58	67	La Tech	100%	2	2
LSUS	44%	4	9	LSU	89%	59	66
Nicholls	56%	5	9	LSUA	50%	1	2
NSULA	87%	53	61	LSUS	100%	3	3
UNO	90%	27	30	McNeese	50%	1	2
				Nicholls	85%	73	86
				NSULA	61%	17	28
				RPCC	50%	1	2
				ULM	100%	2	2
				UNO	89%	17	19

CMAT 1203 APPLIED ALGEBRA				CMAT 1203			
ACT: Math <19				ACT: Math 19-20			
Inst Name	A,B,C %	Count	Total Count	Inst Name	A,B,C %	Count	Total Count
BPCC	100%	1	1	BPCC	100%	1	1
LSUE	55%	6	11	Delgado	25%	1	4
SUNO	56%	15	27	La Tech	100%	2	2
ULL	64%	68	107	LSUE	61%	20	33
ULM	48%	120	249	SUNO	33%	1	3
UNO	81%	120	148	ULL	64%	196	307
Grand Total	61%	330	543	ULM	57%	25	44
				UNO	80%	96	120
				Grand Total	67%	342	514

CMAT 1213 COLLEGE ALGEBRA				CMAT 1213			
ACT: Math <19				ACT: Math 19-20			
Inst Name	A,B,C %	Count	Total Count	Inst Name	A,B,C %	Count	Total Count
BPCC	59%	10	17	BPCC	43%	18	42
BRCC	18%	2	11	BRCC	38%	40	106
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Grand Total	54%	752	1,382	Grand Total	53%	967	1,816
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Nicholls	70%	14	20	Nicholls	71%	59	83
NSULA	76%	250	328	NSULA	59%	101	172
NTCC	33%	1	3	NTCC	30%	3	10
Nunez	20%	1	5	Nunez	40%	4	10
RPCC	40%	4	10	ROCC	32%	8	25
SLCC	56%	14	25	SLCC	69%	36	52
SLU	0%		6	SLU	38%	78	208
SOWELA	80%	4	5	SOWELA	42%	19	45
SUBR	41%	79	194	SUBR	57%	65	115
SUNO	36%	4	11	SUNO	33%	2	6
ULL	0%		2	ULL	63%	5	8
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CMAT 1313 FINITE MATHEMATICS				CMAT 1313			
ACT: Math <19				ACT: Math 19-20			
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La Tech	31%	4	13	BPCC	100%	1	1
NSULA	100%	2	2	La Tech	0%	1	1
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SLU	66%	137	208	NSULA	77%	17	22
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LSUA	55	61%	90
LSUS	54	83%	65
LSUS	12	71%	17
McNeese	50	58%	86
Nicholls	1	25%	4
NSULA	51	74%	69
NTCC	2	67%	3
Nunez	5	56%	9
RPCC	11	61%	18
SLCC	53	78%	68
SOWELA	5	56%	9
SUBR	134	61%	218
SUNO	24	49%	49
ULL	27	71%	38
ULM	51	86%	59
UNO	31	84%	37
Grand Total	771	65%	1,189

Source: Fall 2018, Campus SSPS Data reported to BoR

Baton Rouge Community College (BRCC)

BRCC has a plan for MATH that will occur in Fall and Spring.

The college mathematics courses that meet the BOR requirements include Introduction to Contemporary Mathematics course (MATH 1103) and Survey of Algebra (MATH 1203). These courses have a prerequisite of an ACT mathematics sub score 19 or 20.

The MATH 1203 was not offered during the 2018-19 academic year. The MATH 1103 was offered with a passage rate < 60%.

The Student Success Task Force for Mathematics has decided to create three co-requisite courses: 1) Introduction to Contemporary Mathematics with Algebra Foundations I, 2) College Algebra with Algebra Foundations II and 3) Algebra Foundations II with Algebra Foundations I. Co-requisite courses #1 and #2 are planning to begin in the Spring 2020 semester. Co-requisite course #3 is starting during the fall 2019 semester. The Introduction to Contemporary Mathematics course is also being modified and was approved for setup. Survey of Algebra is also going to be offered for the Spring 2020 semester.

For the Fall 2019 semester, the Introduction to Contemporary Mathematics course will have a separate one-hour per week (at least) tutorial session outside of the regular class time.

The plan for corequisite remediation in ENGL composition is as follows:

Students testing two points below the college-level composition threshold (18 ACT) are allowed to register for SPEN 1006, Intensive English Composition, a six-credit-hour co-requisite course that combines college-level instruction for the first three hours per week with additional in-class support for the second three hours. The course ultimately will become ENGL 1006. BRCC will offer a minimum of 15 sections of the course in Fall 2019, with plans to move to scale over the next couple of semesters. Preliminary data from pilot courses showed promising results, with students in spring performing at over 10% higher than their regular ENGL 1013 counterparts. The project is BRCC's Quality Enhancement Plan.

BPCC Action Plan for Improvement of Student Outcomes in MATH 102 and ENGL 101

Bossier Parish Community College's goal to improve student success in MATH 102 and ENGL 101 focuses on heightened awareness of resources for faculty and students and includes the following specific strategies:

1. Reinforce BPCC policies regarding adherence of student placement in these two courses through dissemination of ACT and Accuplacer guidelines to staff, faculty, and advisors, dean reinforcement of entry level scores, and open communication with students.
2. Supplement instruction in Math and English with appropriate Open Campus study materials. Provide access to Open Campus modules to all Math and English students via Canvas.
3. Establish additional hours for tutoring in the Writing Lab, and promote use of the lab in all ENGL 101 courses.
4. Develop and implement a Math lab to provide additional resources and tutoring for math students, and promote use of the lab in all MATH 102 classes.
5. Publish hours for discipline specific tutors available in the Tutoring Center, and promote use of the Center to Math and English students.
6. Foster an atmosphere of open communication among discipline specific faculty to discuss and implement best practices for student success.
7. The Admissions Office will send communications that provide academic resource information to students at peak withdrawal periods.

Delgado Community College

ENGL 110: Intensive English Composition I Action Plan

Delgado Community College is taking several steps to improve the pass rate in Intensive English Composition I, our 5-credit hour composition course for upper-end developmental students. These measures include the following:

1. **ACT placement changes:** Students using ACT scores for placement will need a 16-17 in English to take the course. This past year we piloted letting students who scored a 15 into the class without taking Accuplacer. These students did not perform very well—only 40% passed the course. These students will now be filtered into our Academic Literacy course to better prepare them for college reading, writing, and critical thinking.
2. **Curriculum revision:** Over the last year, a committee worked on the creation of detailed, theme-based course content and assessments for new/adjunct faculty teaching ENGL 110. Includes mostly OER materials.
3. **Professional development:** We will provide professional development on skills-embedded curriculum for faculty during convocation week and early fall semester and provide training for faculty on how best to use lab time.
4. **Embedded tutors:** This fall, we will pilot placing embedded tutors in several sections of ENGL 110.
5. **Writing Center outreach:** we will work with the Writing Center to increase student awareness about center and increase ENGL 110 visits.

Plan to increase the success rate of students enrolled in college-level math courses at Delgado.

Success rates of students in non-developmental mathematics classes during the spring, 2019 semester averaged approximately 55%. The decline in recent years necessitates development of an action plan to increase persistence and performance of students in these classes. The following is the current plan of action for the mathematics department beginning in fall, 2019.

Reduction and elimination of counterproductive class delivery formats

- Students are almost uniformly less successful in distance education mathematics classes. Math online classes and hybrid (online + face to face) will be reduced or eliminated. If online format is deemed to be necessary for a contingent of students, an orientation will be required before classes commence.
- Elimination of fast-pace (7.5 week) classes during the fall and spring semesters

Personal Development

- Professional development will be enhanced for math faculty with less than satisfactory student results (success rate <60%).
- With integration of Dropout Detective™ into Canvas™, lower-performing students can be identified and remediation/advising implemented early in the semester. Student workshops, conducted bi-weekly, will address:

- math anxiety
- confidence building
- emphasis on conceptual understanding over procedure
- replacing counterproductive attitudes with positive attitudes
- Students with academic issues not necessarily limited to mathematics courses will be referred to Title III College Academic Advisors.

Curriculum Revision

- Creation of new 5-hour developmental course designed particularly to prepare the students for college algebra while reducing coverage of lesser used math concepts and skills
- Continuing curriculum review to ensure that the developmental course addresses all skills and concepts necessary in subsequent math course(s)
- Development of a 6-contact-hour (4-2-5) course that combines developmental math with College Algebra for students with higher ACT scores but who have tested below College Algebra on the ACT

July 17, 2019

Louisiana Board of Regents:

Below is our action plan for improving student outcomes in college level Math as requested.

Looking over the data in the Report on Academic Affairs Policy 2.18 – Fall 2018 Implementation, we noticed a couple of things that concerned us:

- 1) CMAT 1213 on the transfer matrix pertains to both our MATH 1000 and 1100 at Fletcher. Which one did they look at for the numbers that gave us our failure rate? Did they look at both? Math 1000 is our corequisite model that we have been running as a corequisite model since Fall 2009. Originally, it required a MATH ACT score of 19 to get in. It was lowered to 18 several years ago (Prior to 2015), and we do not have plans to lower this score. The minimum MATH ACT score to get into our regular (3 credit hour lecture with no corequisite support) college algebra class was 21 prior to Fall 2016. Since Fall 2016 it has been 20.
- 2) There are only 27 students counted with an ACT score of 'less than 19' and 28 students in the ACT score of '19-20'. When each student represents 3.7% of the sample, having a single additional student successfully complete the course would have put our success rate above the 60% threshold ($59\% + 3.7\% = 62.7\%$).

For the Fall 2019 semester will be implementing many of the changes requested of the Board of Regents including running minimal developmental math courses and multiple tracks of corequisite model design course. Our current plan is to have on MATH 0097 Basic Mathematics as our open enrollment, “anyone can start here” course. Students who score below 15 on the MATH section of the ACT test would be required to take MATH 0097. These students would then progress to the MATH 1160/MLAB 1160 Contemporary Mathematics with Integrated Algebra. Student with MATH ACT score from 15 to 17 would start in MATH 1160/MLAB 1160. This plan eliminate MATH 0098 and MATH 0099 from the developmental course sequence. From MATH 1160/MLAB 1160 student could then take Introductory Statistics (MATH 2100). If a degree requires college algebra, students who pass MATH 1160/MLAB 1160 will take MATH 1000/MLAB 1000 which is the corequisite model version of college algebra. We currently have a total of 8 sections of MATH 1000 offered for Fall 2019 with a current enrollment of over 140 students. With all these changes taking place this fall, to add any additional change would just cloud up the data. We suggest moving forward with the current changes for at least one academic year without any other changes.

For reference purposed I have add our new math course lineup below.

MATH 0097 – BASIC MATHEMATICS (3-3-0-0)

Prerequisite(s) None

This course is designed as a foundation of arithmetic concepts for students with limited mathematical background. The major topics include operations with whole numbers, integers, decimals, fractions, and mixed numbers, properties of real numbers, order of operations, ratios, rates, percents, proportions, basic equations, and numerical square roots. A grade of "C" or better must be earned to satisfactorily complete MATH 0097. (320104)

MATH 1160 – CONTEMPORARY MATHEMATICS WITH INTEGRATED ALGEBRA (3-3-0-0)

Prerequisite(s) 0097 Concurrent enrollment in MLAB 1160 and a grade of "C" or better in MATH 0097 or satisfactory scores on placement test

An introduction to topics in contemporary mathematics that integrates a review of designated items in elementary algebra. Contemporary Mathematics topics may include the theory of finance, perspective and symmetry in art, formal Aristotelian logic, graph theory, probability and odds, statistics, elementary number theory, optimization, numeracy in the real world, and historical topics in mathematics that have influenced contemporary mathematics. (Topics will vary.) Credit in MATH 1160 is equivalent to MATH 1170. Credit cannot be earned for both MATH 1160 and MATH 1170. (Louisiana Common Course Number: CMAT 1103). (270101)

MLAB 1160 – CONTEMPORARY MATHEMATICS WITH INTEGRATED ALGEBRA LAB (3-3-0-0)

Prerequisite(s) Concurrent enrollment in MATH 1160 and satisfactory scores on placement test

This course is taught in conjunction with specially designated contemporary mathematics sections. Course is graded S/U.

MATH 1000 – COLLEGE ALGEBRA (3-3-0-0)

Prerequisite(s) Concurrent enrollment in MLAB 1000, and a C or better in MATH 1160 or MATH 1170 or satisfactory score on placement test

In-depth treatment of solving equations and inequalities, function properties and graphs, inverse functions, linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications, systems of equations. Credit in MATH 1000 is equivalent to MATH 1100. Credit cannot be earned for both MATH 1000 and MATH 1100. (Louisiana Common Course Number: CMAT 1213). (270101)

MLAB 1000 – SUPPLEMENTAL INSTRUCTION IN COLLEGE ALGEBRA (3-3-0-0)

Prerequisite(s) Concurrent enrollment in MATH 1000, and C or better in MATH 1160 or MATH 1170 or satisfactory score on placement test. This course will be taught in conjunction with specially designated college algebra sections. Course is graded S/U. (270101)

MATH 1100 – COLLEGE ALGEBRA (3-3-0-0)

Prerequisite(s) C or better in MATH 1170, or D or better in MATH 1000, or satisfactory scores on placement test

In-depth treatment of solving equations and inequalities, function properties and graphs, inverse functions, linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications, systems of equations. Credit cannot be earned for both MATH 1000 and MATH 1100. (Louisiana Common Course Number: CMAT 1213). (270101)

We anticipate these changes will improve our outcomes in the courses identified.

Sincerely,



Regina C. Verdin, Ed.D.
Vice Chancellor for Academic Affairs
Fletcher Technical Community College
Email: regina.verdin@fletcher.edu | Ph: 985-448-5908

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310 St. Charles Street
Houma, LA 70360

**Math Co-Requisite Action Plan
Northshore Technical Community College
Fall 2019**

Per the Fall 2018 Implementation Report from PRP Committee, Northshore Technical Community College is asked to submit an action plan for two courses which are listed as being below a 60% completion benchmark. For NTCC, the two courses are College Algebra (CMAT 1213) and Finite Math (CMAT 1313). The details of the action plan for both courses is provided below.

Expansion of Pilot to Increase Sample Size

The sample size for both of courses in Fall 2018 is very low with College Algebra only reporting on ten total students and Finite Math only three students. The small sample size leaves little room for error to achieve a 60% benchmark. For Fall 2019, NTCC will increase the number of co-requisite sections offered from the Fall 2018 period.

Mid-Term and Summative Report from Math Department Chair

The Math Department Chair at NTCC is heavily involved in the design and execution of the co-requisite model at the college. Progress for both College Algebra and Finite Math will be placed on a “heightened monitoring” status at the college and will be closely assessed. The Math Department chair will submit both a mid-term and summative report on achievement levels for each section of co-requisite courses offered in Fall 2019 in both College Algebra and Finite Math. Recommendations and feedback for improvement will be included in both reports, in addition to achievement data. Both reports will be presented to and reviewed by the Academic Affairs Committee.

Mid-Term Grades

At NTCC, mid-term grades are strongly recommended to faculty, but not required. For both the co-requisite College Algebra and Finite Math co-requisites, the college will work with the Math Department chair to ensure mid-term grades are submitted for all sections in Fall 2019.

Mainstreaming

Many of the pilot sections NTCC has run so far includes students only in the pilot developmental range and not students who place directly into college level. In Fall 2019, NTCC will seek to include more students who place on-level into pilot courses along pilot-level students to achieve mainstreaming. Studies show that mainstreaming can have a positive effect on achievement for students placing at a lower-level.

Planning Meetings and Trainings

The Math department chair and the Associate Provost of Academics will collaborate to host three formal meetings with faculty teaching co-requisite College Algebra and Finite Math sections during Fall 2019. Meetings will be held at the beginning, mid-term, and end of the semester and will serve as a time for training and collaboration towards improvement.

Plan for Improving Pass Rates in College-Level Math and English Courses In Response to the Louisiana Board of Regents' Request

Nunez Community College will undertake the following in Fall 2019 to support student success in college-level Math and English courses.

Math

- 1) In Fall 2019, all developmental Math courses will be offered in a compressed, eight-week format (Fast Lane 1 & Fast Lane). The courses are being paired with the next course in the sequence, so that students, by enrolling in both Fast Lane sessions, can complete both MATH 099 and a college level Math course in one semester. To ensure the most opportunities for success, students who are not successful in Fast Lane 1 classes will have the option to retake a course in the same semester. Nunez is not currently offering a co-requisite Math course.
- 2) In Spring 2019, Nunez piloted an approach to College Algebra that has shown success for the University of New Orleans, which includes time during scheduled class time for independent and guided work. This strategy acknowledges that students with many outside responsibilities including work and family have difficulty finding time outside of class to prioritize traditional homework. This method ensures that students spend at least a minimum time in practice. This will be expanded to all College Algebra classes in Fall 2019.
- 3) Nunez Currently offers options for students to fulfill college-level Math requirements outside of College Algebra, but those classes are not used widely and often are cancelled or run with low enrollment. An effort is underway through advising and developing awareness among program managers to inform students outside of STEM programs about options for MATH 1200 Survey of Mathematical Concepts, and MATH 1203 Applied Algebra to fulfill college level Math requirements.
- 4) Our Student Success Center will continue to offer and expand support workshops that coordinate with content in Math courses.

English

- 1) The English faculty developed four credit hour co-requisite English Composition (ENGL 1009) course which will fulfill the college-level English Composition requirement and will be open to any student with an ACT score of 15 or above. The course will be offered for the first time in Fall 2019 with a plan to offer additional sections in Spring 2019.
- 2) Our Student Success Center will continue to offer and expand writing support workshops that coordinate with content in composition courses.

Additional Support:

Plans are underway to offer preplacement testing sessions to students through Work Ready U to support student performance, especially for students who have been out of school for some time.

Revision of developmental content and delivery methods are continuing.

Questions concerning Nunez's plan for improving passage rates in College-Level Math and English courses may be sent to Tonia Loria, Vice Chancellor of Academic Affairs via email at tloria@nunez.edu.



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Plan for Improving Pass Rates in College-Level Math Courses In Response to the Louisiana Board of Regents' Request

In fall 2019, River Parishes Community College (RPCC) will:

- 1) Begin offering a co-requisite course for students with M-ACT scores of 16-18, to allow students to take Algebra Foundations II and College Algebra as a 3 credit + 3 credit course. Prior to fall 2019, RPCC was not offering any co-requisite math courses.
- 2) Also in the fall 2019 semester, we will begin offering an accelerated, 1st 8-week, Algebra Foundations II course followed by an accelerated, 2nd 8-week, College Algebra course for all students who do not have the required test scores to place directly into College Algebra.
- 3) For all College Algebra courses, we will begin using a consistent homework system: Hawkes Learning. With this system we will require that all Instructors/Professors teaching College Algebra use the same curriculum, homework assignments, quizzes and exams.
- 4) RPCC's Adult Basic Education program is offering a "Math Blitz" program during the Summer 2019 to help students prepare for the Algebra Foundations II + College Algebra courses or to retake the Accuplacer to get into (and be prepared for) College Algebra.

Beyond College Algebra:

- 1) The RPCC Math Department is working on alternate math pathways so that students can complete entry-level math program requirements with college-level math classes other than College Algebra. RPCC anticipates having the new math pathways developed and implemented for the start of summer 2020.
 - a. The goal is to use Finite Math as a "stepping stone" class to create other pathways for students. We will create a co-requisite course that goes with Finite Math for students with a M-ACT of 16-18 to take Algebra Foundations II and Finite Math as a 3 credit + 3 credit course.

Additional Faculty Support:

- 1) RPCC Math Faculty are working on logistics to offer additional help outside of the classroom. This would include, but is not limited to, Faculty-based tutoring through TRIO Student Support Services, study sessions before exams, and homework help for students throughout the semester.

Questions concerning RPCC's plan for improving passage rates in College Algebra may be sent to Dr. Emily Campbell, Interim Vice Chancellor of Academic & Student Affairs via email at ecampbell@rpcc.edu

July 19, 2019

Response to Board of Regents

Re: Collaborative Learning/Success in MATH 1105 for <19 ACT

SLCC had a total of 56 students enrolled in collaborative learning courses in Fall 2018. According to the BOR report, 45 of the students were considered first-time, full-time students. From an in-depth analysis, the following was discovered:

Fall 2018	Total # of students in CLP	A, B, C	D	F	W
	56	33	5	9	9
Success/Fail Rates		58.93%	8.93%	16.07%	16.07%
Without "W"s	47	70.21%	10.64%	19.15%	

Of the 14 students who did not succeed, 5 retook the course in Spring, 2019 resulting in 2-A's, 2-C's, and 1-F. The data allows us to focus on the problem of lower success rates tied to students who withdraw from courses. Of students who actually completed the course, SLCC has a 70.21% success rate. Further analysis of the 9 students who withdrew from the course is displayed below:

Student	# of failed or withdrawn courses compared to total courses taken	# of courses withdrawn in Fall 2018	# of courses failed (D or F) in Fall 2018	Comment for Spring 2019
1	3 out of 4	2	1	Did Not Reschedule
2	6 out of 7	2	4	Retook and earned a B
3	4 out of 4	4	0	Failed 3 out of 5 courses
4	4 out of 4	2	2	Did Not Enroll
5	2 out of 4	2	0	Failed 3 out of 3 courses
6	5 out of 5	2	3	Failed 3 out of 5 courses
7	2 out of 4	2	0	Withdrew from 2 courses and Failed 2 courses out of 4
8	2 out of 5	2	0	Failed 2 out of 4 courses
9	6 out of 6	6	0	Did Not Enroll

SLCC Initiatives to Address Success Rate:

1. SLCC will be implementing more intrusive advising from the 5-week progress reporting period as an early alert intervention with students who are considering withdrawing from the course or experience difficulty early in the semester. SLCC has purchased the Starfish program to assist in this endeavor.
2. Supplemental instruction is also being piloted in MATH 1105 sections.
3. SLCC Retention Council is currently exploring LCTCS withdrawal data to better understand needed support and services.
4. Further in-depth analysis of data is being conducted to aid in the implementation of other strategies for student success.

Darcee Bex, M.Ed.

Dean of STEM, Transportation & Energy

SOWELA Technical Community College

1. SOWELA has redesigned its two entry-level math courses, MATH 1100 [CMAT 1213] and MATH 1000 [CMAT 1203]. MATH 1100 has been strengthened to provide an appropriate pathway for students planning to transfer to four-year institutions and enter degree programs requiring Calculus. SOWELA also recommends a Math ACT of at least 21 or an equivalent score on other placement tests for students in this pathway. MATH 1000 has been modified to emphasize content and applications beneficial for students entering a second-level (non-Calculus) math courses such as Elementary Statistics.
2. SOWELA is expanding its accelerated model of co-requisite support. Additional sections of 7-week MATH 0099/7-week MATH 1100 will be offered in the fall semester. Students participating in the accelerated courses must have a Math ACT of 17-18 and are expected to master the same criteria as students in MATH 1100. SOWELA has eliminated developmental reading (READ 0099 Transitional Reading) as a stand-alone course. However, we recognize that a large number of students need a refresher of critical reading skills to succeed in many college-level courses. To continue serving the needs of all our students, SOWELA faculty members have re-designed ENGL 0098 and ENGL 0099 to incorporate critical elements of reading comprehension. Additionally, sections of 7-week ENGL 0099/7-week ENGL 1010 will be offered in the fall semester. Students participating in the accelerated courses must have a English ACT of 17 and are expected to master the same criteria as students in ENGL 1010.
3. During 2018-2019 mathematics faculty conducted a thorough review of developmental and entry-level math courses. Particular focus was given to modifying curriculum with the intent of structuring two pathways reflective of student needs beyond the first college-level math course. Specific instructional strategies, teaching examples, and even homework lessons were standardized to assure continuity of instruction across all faculty.

Also, in collaboration with the Literacy Council of Southwest Louisiana, SOWELA may identify and apply for a grant to develop an alternative approach to assisting underprepared students. The plan will likely focus on utilizing OER materials to develop a short-term, intensive program that will allow students who are academically underprepared the opportunity to participate in self-study modules, online guided homework, and in-person study sessions. When students complete these structured activities they will retake the entrance exams in the hope of entering directly into college level courses.