



General Studies - Mathematics

**Wisconsin Indianhead Technical College
General Studies - 804**

**2018
Program Review**

ACADEMIC PROGRAM REVIEW PROFILE

Program Number & Name: General Studies - Math 80400		
Program Academic or Assistant Dean	Title and Location	Phone and e-mail
Ted May	Academic Dean General Studies Math and Science	Ext. 3242 Ted.May@witc.edu
Team Lead(s)	Title and Location	Phone and e-mail
<i>Example:</i>	<i>Welding Faculty Member</i>	<i>Ext. 9999</i>
<i>Bill Smith</i>	<i>New Richmond</i>	<i>bill.smith@witc.edu</i>
Todd Hoff	Math Instructor - Rice Lake Campus	Ext. 5361 Todd.Hoff@witc.edu
Pat Kinney	Math Instructor - Ashland Campus	Ext. 3110 Pat.Kinney@witc.edu
Team Members	Title and Location	Phone and e-mail
Lisa Fiorio-Martinsen	Academic Support Instructor- Ashland Campus	Ext. 3132 Lisa.Fiorio-Martinsen@witc.edu
Andy Bangsberg	Info Tech Web Analyst Instructor - New Richmond Campus	Ext. 4313 Andy.Bangsberg@witc.edu
Rachel Berg	Counselor - Rice Lake Campus	Ext. 3242 Rachel.Berg@witc.edu
Paul Kalin	Machine Tool Technician Instructor - Superior Campus	Ext. 6335 Paul.Kalin@witc.edu
**If you have more than 8 team members, right click the within the member table above and choose insert row above or below.		
Self-Study Areas:		
Required Elements: Analysis of trends from Program Effectiveness Data Profile, Analysis of results of previous program improvement plans, Progress/results of TSA (including program & employability essentials)		

Choose from a minimum of 2 of the following other areas to study	<input type="checkbox"/> Academic Advising <input type="checkbox"/> Accreditation/National or State Standards, Regulations, Compliance <input type="checkbox"/> Advisory Committees <input type="checkbox"/> Assessment of Student Learning <input checked="" type="checkbox"/> Budgeting Efficiencies/Costs per FTE <input type="checkbox"/> Career Outlook/Future Occupational Trends <input type="checkbox"/> Career Pathways <input checked="" type="checkbox"/> Collaboration/Partnerships <input checked="" type="checkbox"/> Curriculum Currency/modifications <input checked="" type="checkbox"/> Delivery Methods/Distribution of Offerings/Scheduling <input type="checkbox"/> Dual Enrollment <input type="checkbox"/> Equipment <input type="checkbox"/> Facilities <input type="checkbox"/> Faculty Credentialing/Development Needs <input type="checkbox"/> Online/Technology <input type="checkbox"/> Recruitment <input type="checkbox"/> Other _____
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Program Information:		
Capacity (new students admitted/year): N/A		
Number of Faculty:	FT: <input checked="" type="checkbox"/> 5	PT: <input checked="" type="checkbox"/> 1
Statewide Curriculum:	Yes? <input type="checkbox"/>	No? <input checked="" type="checkbox"/>
Program Accredited by:		
Date of Last Accreditation		
Date of Next Accreditation		
Is a visit required? If so, when is the next visit?		
Program Licensed by:		
Date of Last Licensing:		
Date of Next Licensing:		
Is a visit required? If so, when is the next visit?		
Please list other program and individual association and organizational memberships:		

SELF-STUDY CATEGORY RESULTS

Program and Category

Program: General Studies - Math

Category: Analysis of Trends from Program Data Profile

Resources Contact(s) for this Category:

Strengths	Opportunities
WITC pass rates are above average. Students taking pre-algebra show increased success in subsequent classes. Math courses have flexibility to include applications specific to programs. Math foundations course offerings correlate to increased pass rates in Tech Diploma math courses.	Offer increased support to students by working more closely with academic support center. <ul style="list-style-type: none"> Helping to train staff in math pedagogy Inviting staff to take our courses to become more familiar with the students' needs. Designing materials and curriculum to help students with basic math needs Developing our own materials (to replace text books) for technical diploma classes.

**If you have more than 8 strengths and opportunities, right click the within the table above and choose insert row above or below.

What items in this category MUST be addressed on our improvement plan?	Working with academic support to create strategies to better support students in mathematics.
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What items in this category MIGHT be addressed on the improvement plan?	Explore the creation of a math lab to support students.
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Team Rating

Please indicate by an (X) the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Additional Comments: (optional)

The math team works well together and is eager to provide data based recommendations on providing support for students in math.

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: General Studies - Math			
Category: Analysis of results of previous program improvement plans			
Resources Contact(s) for this Category:			
Strengths		Opportunities	
Developed a district wide calculator policy. Gathered data and statistics to support math placement and the use of the pre-algebra course as preparation for other associate degree math courses.		Still having some issues on facilities and needed equipment to run a successful math classroom. Data on placement will no longer be useful under open enrollment model.	
**If you have more than 8 strengths and opportunities, right click the within the table above and choose insert row above or below.			
What items in this category MUST be addressed on our improvement plan?	Continue to collect data on success rates to compare success rates before and after implementation of open access model.		
What items in this category MIGHT be addressed on the improvement plan?	Will deal with facility issues on an individual basis at each campus.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Additional Comments: (optional)

With the change to open access statistics will be essential to determine the impact of the new initiative and impact on student success and retention.

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: General Studies - Math			
Category: Progress/results of TSA (includes program outcomes and Employability Essentials)			
Resources Contact(s) for this Category:			
Strengths		Opportunities	
		TSA is not applicable to General Studies.	
**If you have more than 8 strengths and opportunities, right click the within the table above and choose insert row above or below.			
What items in this category MUST be addressed on our improvement plan?			
What items in this category MIGHT be addressed on the improvement plan?			
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: General Studies - Math	
Category: Budgeting efficiencies / cost per FTE	
Resources Contact(s) for this Category:	Kevin Salmon

Strengths		Opportunities	
Many classes combined between campuses through ITV and online.		Cost of textbooks has risen over the last few years. Further combining of classes in the future to eliminate some small course sections.	
**If you have more than 8 strengths and opportunities, right click the within the table above and choose insert row above or below.			
What items in this category MUST be addressed on our improvement plan?	Explore lower cost options for text books. May include creating our own custom materials and/or exploring open source options. Track net cost of textbooks (initial cost – buy back value) to evaluate cost to students.		
What items in this category MIGHT be addressed on the improvement plan?	Scheduling (combining sections) is not controlled by math faculty but faculty is open to revising schedules to be more cost-effective.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			
Requests have been received from students to attempt to reduce cost of text books.			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: General Studies - Math	
Category: Delivery Methods/Distribution of Offerings/Scheduling	
Resources Contact(s) for this Category:	Pat Kinney
Strengths	Opportunities

Courses offered in a variety of formats to fit students' needs and preferences. Classes are scheduled to accommodate program scheduling.	Spring technical diploma math offerings (traditionally first semester programs). Could increase offerings to high schools and industry.		
**If you have more than 8 strengths and opportunities, right click the within the table above and choose insert row above or below.			
What items in this category MUST be addressed on our improvement plan?	Gather data to monitor the utilization and effectiveness of success hours for the open enrollment model.		
What items in this category MIGHT be addressed on the improvement plan?	Work on providing more options for students who need alternative scheduling or who need courses outside of the standard program sequence. Explore increasing offerings to high schools and business/industry.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			
The effectiveness of success hours needs to be evaluated quickly and alternatives formulated if needed.			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: General Studies - Math	
Category: Collaboration /Partnerships	
Resources Contact(s) for this Category:	
Strengths	Opportunities

<p>Offer dual credit to high schools through articulation and transcribed credit. Work with programs to adjust applications within courses to meet program needs. Provide support to programs with math applications within their classrooms / shops. Work with counselors on student placement.</p>	<p>Provide more tools for counselors and admissions for helping students select math courses that best fit their needs / abilities. Work with academic success to ensure assistance offered to students best matches up with what is taught in the math classroom. Work with support staff to enrich skills in math instruction. Partnerships with business and industry to provide short term training. Provide community training through workshops and academies. Partnerships with high schools to provide more offerings through ITV. Develop a plan/process for reviewing HS transcribed credit agreements.</p>

****If you have more than 8 strengths and opportunities, right click the within the table above and choose insert row above or below.**

<p>What items in this category MUST be addressed on our improvement plan?</p>	<p>Provide tools for counselors (possibly sample problems for each course and/or introductory videos for each course) to help them recommend appropriate courses for students. Provide support to academic support in order to help them better assist students in math.</p>
<p>What items in this category MIGHT be addressed on the improvement plan?</p>	<p>Increase partnerships with high school and industry to provide more courses for those populations.</p>

Team Rating

Please indicate by an (X) the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Additional Comments: (optional)

For the open enrollment initiative to be successful, the math team will need to provide support up front and continued support and adjustments to give students the best opportunity to be successful.

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: General Studies - Math	
Category: Curriculum Currency/modifications	
Resources Contact(s) for this Category:	
Strengths	Opportunities
Most courses can be adjusted to use applications specific to program needs. There are a variety of courses with varying competencies to select from. Courses offered through a variety of formats (Face-to-face; ITV; online)	A second semester technical diploma math course containing competencies like logarithms and exponentials would potentially serve programs based on electronics and engineering. There are opportunities to offer more courses to high schools through the ITV network. Provide support and resources to assist students admitted under the upcoming open access policy. Scheduling of ITV with success hours should be addressed.
**If you have more than 8 strengths and opportunities, right click the within the table above and choose insert row above or below.	
What items in this category MUST be addressed on our improvement plan?	Increased offerings of math classes (high school, business and industry, community education, etc.) [i.e. offerings for parents who want to help their children with their K-12 classes.].
What items in this category MIGHT be addressed on the improvement plan?	
Team Rating	

Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			
Exploring options for new offerings is essential to increase college enrollments.			

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	General Studies - Math	
Defined Outcome	Compare and contrast textbook possibilities that could meet students needs feasible.	
Metric (How will you measure whether or not the outcome has been attained successfully?)* <i>Enter answer below</i>		
Analysis of the cost of textbooks, buy-back options, convenience to materials, relevancy to class objectives, e		
Action Plan/Action Items & Person(s) Responsible: <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>	Timeline & Resou <i>Example: 1) Fall 2018</i>	
Request curriculum development funding to create our own custom materials for Technical Diploma math courses. Evaluate open source math materials for possible use. Look for more affordable alternatives for purchasing current textbooks. Change packaged textbooks when possible to make it easier for students to purchase textbooks from other vendors. Use net cost (new cost – buy back value) to evaluate cost of textbooks to students.	Todd Hoff - Wait for Program Dean. Program Dean. Pat Kinney - spring Todd Hoff - fall 2019 Kevin Salmon-	
**If you have more than 8 action items, right click the within the table above and choose insert row above or below.		
Note: (A mid-year and year-end update will be required each year during implementation.)		
Implementation Update (June 30, 2019):		
Instructions: Enter update text in box below, check a box below, and enter metric and results		

Nov. 1, 2018

Instructors have explored some open source options. The use of MyMathLab and other technology in distance learning courses remains a useful learning tool and makes open source materials more difficult to implement.

Math faculty are discussing possible requesting curriculum development time and funding to create our own course specific materials where appropriate.

Apr. 1, 2019

Math faculty have taken steps to assure consistency of textbooks between sections of the same course at each individual campus. Some changes have been made to include MyMathLab in face-to-face sections of courses to create more consistency.

Instructors have searched for cheaper materials that still meet students' needs with little success. The possibility of creating custom materials for each course and program is still being discussed but would require financial backing (i.e. curriculum development funds) from the college.

Many textbook bundles have been separated into individual texts to make it easier for students to purchase texts from other sources.

May 4, 2020

Instructors continue to explore cheaper textbook options. We have examined Cengage products for business students (who use Cengage unlimited so their math text would be no additional charge). Instructors have explored WebAssign - the online homework and assessment platform for Cengage math products - and have reported not liking the functionality of the product. Todd started a test course for Math with Business Applications in WebAssign to explore the function more deeply.

For Technical diploma courses, instructors have agreed to start putting together their own materials in order to begin the transition away from purchased textbooks. The group decided against creating district wide materials because the variety of programs taking those courses and the lack of consistency between campuses as to what programs require each course.

<input type="checkbox"/> Met (include metric result)	
<input checked="" type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

Thank you for continuing to explore cost-effective options for students. Please include some metrics of current costs and proposed options in the next update.

VP, Academic Affairs Comments:

Implementation Update (January 31, 2020):

Nov. 1, 2019

Math faculty are exploring creating our own materials for Applied Math (Math 303). Also exploring switching Course to a College Math course and using our own created materials for that course as well.

We have been pricing around other textbooks but have not found anything cheaper that still covers the course c continue exploring options and will seek approval for curriculum development funding to develop materials for

<input type="checkbox"/> Met (include metric result)	
<input checked="" type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

Please include some of the costs you are using in your analysis and potential savings being explored in your next update.

VP, Academic Affairs Comments:

Implementation Update (June 30, 2020):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2021):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (June 30, 2021):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2022):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (June 30, 2022):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2023):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

VP, Academic Affairs Comments:

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	General Studies - Math	
Defined Outcome	Create and assemble information / materials that will help admissions better advise students on math options and to help students chose which math options to pursue within the open access admissions model.	
Metric (How will you measure whether or not the outcome has been attained successfully?)* <i>Enter answer below</i>		
Counselors and admissions staff use the materials provided and are comfortable with the amount of information available to staff and students while selecting math courses.		
Action Plan/Action Items & Person(s) Responsible: <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>		Timeline & Resources: <i>Example: 1) Fall 2018 – Need IT time to implement</i>
<p>Determine strategy for and create sets of sample problems for counselors to use with prospective students to help determine the skill level and preparedness for their program math courses. Also to help determine if they should seek extra assistance in math before the start of their scheduled course. Possibly create videos to post online for students to view to help determine their level of preparedness for math courses.</p> <p>Nov. 1, 2018 Update:</p> <ul style="list-style-type: none"> - Sets of questions been created for several courses for counselors to use in assisting students to assess their readiness for WITC math courses. The videos named above will be created from those questions. 		<p>Ingrid and Pat - Fall 2019. WIDS curriculum and counselors</p> <p>Todd - Fall 2020. WIDS curriculum and counselors.</p>

****If you have more than 8 action items, right click the within the table above and choose insert row above or below.**

Note: (A mid-year and year-end update will be required each year during implementation.)

Implementation Update (June 30, 2019):

Instructions: Enter update text in box below, check a box below, and enter metric and results

Nov. 1, 2018: Math faculty have created sets of questions for several Math courses for Counselors to use to help students evaluate their readiness for a math course. Each set is 4 to 6 math questions typical of the entry level skills students would be expected to demonstrate entering the course.

Videos will be created illustrating worked out solutions for the problems created above and links to those videos will be shared with counselors upon completion and review of the math faculty.

Apr. 10, 2019:

Math faculty has created a document containing information for counselors outlining when the Pre-Algebra course would be appropriate/necessary for students to take. The document also provides information counselors may use to help students decide if they wish to enroll in Pre-Algebra before taking their required math course. The document has been shared with Pam Brunclik and Justin Johnson and they will distribute to the counselors.

A statement is being created to be added to the list of resources for students to add the Pre-Algebra course with a description to that list.

Over the summer and next fall, videos will be created providing solutions to the sets of math questions provided to counselors for each course. Each video will provide solutions along with some feedback on what the best options are for students based on their performance on the questions. Pat and Todd are currently scheduled to work on these videos.

The possibility of creating some generic BlackBoard sites has been discussed. Potential sites include:

1. Math foundations – A BB site containing the materials for Math Foundations that may be used by students to review; math tutors to use as resource materials to use with students; and ABE faculty.

2. Math placement – The possibility of creating a BB site with different math placement questions (using BB test generator) to help students assess their math skills and to provide feedback to students on their readiness to take their intended math courses. **(Might possible use other online sources to create these assessments.)**

May 4, 2020:

The group agrees this goal has been reached and our work here is effectively complete. There may be need to some fine tuning and additional resources as demand requires over time.

We consider this item CLOSED.

<input type="checkbox"/> Met (include metric result)	
<input checked="" type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

Thank you for your continued communication with Student Services to determine proper math placement for students. Please include metrics of math placement success in the next update, if possible. Thank you.

VP, Academic Affairs Comments:

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Implementation Update (January 31, 2020):

Nov. 1, 2019

A challenge exam has been created for Pre-Algebra to aid students needing to meet a requirement to enter Intermediate Algebra or Introductory Statistics.

Working on creating a bridge workshop during winter break to help students further prepare for entering the Intermediate Algebra course. It was offered for the first time in January with 3 students participating.

Otherwise, this item is pretty much completed.

<input type="checkbox"/> Met (include metric result)	
<input checked="" type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

Do we have any data on improved completion rates due to the proper placement of students due to your efforts? Please include that information in your next update.

VP, Academic Affairs Comments:

Implementation Update (June 30, 2020):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	

<input type="checkbox"/> Not Met (include metric)	
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Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2021):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (June 30, 2021):

<input type="checkbox"/> Met (include metric result)	
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<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2022):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (June 30, 2022):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2023):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	General Studies - Math
Defined Outcome	<i>Provide adequate support for students in courses after changing to the open access model. To include providing resources to Academic Success Center to help them assist students.</i>
Metric (How will you measure whether or not the outcome has been attained successfully?) <i>*Enter answer below</i>	
Pass rates in courses will be the same or higher after implementation of open access as they were before the change.	

Action Plan/Action Items & Person(s) Responsible: <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>	Timeline & Resources: <i>Example: 1) Fall 2018 – Need IT time to implement</i>
Implement success hour for each course. Gather data to evaluate the effectiveness and be prepared to make adjustments if necessary. Provide support and resources for academic support to help them support students' math needs in the open access model.	Pat Kinney. End of fall 2019. Support staff with access to data. All math faculty. As needed. Input from students and academic support staff.

****If you have more than 8 action items, right click the within the table above and choose insert row above or below.**

Note: (A mid-year and year-end update will be required each year during implementation.)

Implementation Update (June 30, 2019):

Instructions: Enter update text in box below, check a box below, and enter metric and results

Nov. 13, 2018 update:

Math faculty are meeting the new Math Lab instructors and tutors and are working with them to set up scheduling and to encourage students to utilize the Math Lab. Progress varies by campus, but students appear to be starting to utilize the Math Lab for help with course concept.

Math faculty has expressed interest in being involved in training of the Math Lab instructors in order to provide better continuity for students.

Apr. 1, 2019:

Math placement materials listed in #2 above would also be helpful for supporting students in choosing the appropriate math courses.

Math faculty have worked and will continue working with Math Lab faculty to provide materials and information to help them help students succeed. Math success hours will be added to all math faculty schedules to create scheduled rooms and times for students to receive additional contact time with the instructors. Scheduling of success hours will remain flexible so instructors may adjust scheduling during the semester to better line up with the schedules of students needing assistance.

****This item will be on going and cannot be restricted to one assessment cycle.****

May 4, 2020

With the WTCS requiring extra hours to be added to many technical diploma math courses, we are reconsidering the need for Math Success Hours on math instructors' schedules. Instructors agree that the students who utilized those hours the most we not technical diploma students. The most need has come from students in Math with Business Applications and Math for Health Professionals. We will discuss how to proceed with these hours in a future meeting.

A test out has been created for Pre-Algebra in order to give students another option for meeting the requirement to take Intermediate College Algebra with Applications and Statistics. Math instructors also created a "Math Workshop" to be scheduled for 2 weeks in January and 2 weeks in August to help prepare students for their upcoming math class prior to the start of the semester.

Since Pat Kinney is retired, he will no longer be responsible for this item. The data gathering is complete, so the major portion of the work is finished. Math instructors will share the responsibility of monitoring student needs in this area and recommending adjustments and additional resources.

<input type="checkbox"/> Met (include metric result)	
<input checked="" type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

Thank you for your continued work for student success. Please include metrics on pass rates and student use of the Math labs in your next update, if possible.

VP, Academic Affairs Comments:

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Implementation Update (January 31, 2020):

Nov. 1, 2019

Have implemented Math Success hours and have finally completely staffed the Math Labs with math tutors.

Working on creating a Bridging Workshop over winter break to prepare students for Intermediate Algebra.

****No other items that need to be addressed in this area at this time, but will continue to be assessed on a regular basis.****

<input type="checkbox"/> Met (include metric result)	
<input checked="" type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

Please connect with Tim McRaith to gather metrics on pass rates and student use of the Math labs in your next update.

VP, Academic Affairs Comments:

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Implementation Update (June 30, 2020):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2021):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (June 30, 2021):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2022):

<input type="checkbox"/> Met (include metric result)	
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<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (June 30, 2022):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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Implementation Update (January 31, 2023):

<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	

Divisional Dean Comments:

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VP, Academic Affairs Comments:

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