

**STUDENT SUCCESS CERTIFICATE APPLICATION
FOR TEACHING FACULTY**

Mountain Empire Community College
Student Success Initiative

Purpose: Utilizing pedagogy and data to improve student success and college outcomes.

**Application due to Dean
No later than May 1, 2007**

Sylvia Brown
Name

Assistant Professor, Mathematics
Title

Mathematics Arts and Sciences
O/T Program or A&S Discipline Division

1. Describe the opportunity for improvement.

Each year, many students test into the decision zone on the math portion of the Compass test. Some of these students are placed in a more intense MTH 2 or MTH 3 than needed. The opportunity for improvement that I intend to pursue is the development of less-intensive course offering, or "Fast Track" course for MTH 2 and MTH 3, which can be completed in 1-2 weeks of fast-paced instruction.

It is my hypothesis that many decision zone students will be successful in this review course, and will be successful in subsequent developmental or college-level math courses.

A. I have already reviewed student outcomes data available to me through program review, division/college planning, or records/data that I have maintained for courses/programs.

Yes **No**

Please describe the recent student outcomes data that you have reviewed for course(s) or program(s) for which you are responsible.

Student outcomes data related to courses may include grade distributions, course completion rates, success in next succeeding course in sequence, or other relevant standards, etc. Program outcomes data would include data identified in program review, such as student learning outcomes, retention, transfer, graduation, or employment rates.

My recent MTH 2 classes have had a final exam average of 75% and in 2005-2006, 66% of all MTH 2 students were successful. In the summer of 2006, the success rate for all MTH 2 classes was 68%

My recent MTH 3 classes have had final exam average of ___% and in 2005-2006, 41% of all MTH 3 students were successful. In the summer of 2006, the success rate for all MTH 3 classes was 69%

B. I request other data for my student success planning (describe data needed).

C. Describe how you plan to use your data as a baseline for improvement.

I will be comparing the final exam averages of traditional MTH 2 and MTH 3 courses with the final exam scores of "Fast Track" MTH 2 and MTH 3 courses that I plan to develop and pilot.

- 1. Present a one-year timetable for implementing strategies to improve outcomes. Your plan will be incorporated into your Division's Annual Plan.**

I plan to create a "Fast Track" course for MTH 2 and MTH 3 students. The course will be designed for those who need a review, rather than intensive instruction.

(The timetable is the start-up schedule used in 2006.)

January 2006- I plan to visit Montgomery College in Rockville, Maryland to benchmark and observe Fast Track courses offered by Mr. Coe. Fast Track courses are offered between the Christmas Break and Spring Semester (which starts in the third week in January at Montgomery College.) Mr. Coe has authored the textbooks used for Fast Track Pre-Algebra, Elementary Algebra, and Intermediate Algebra at Montgomery College.

Spring 2006 - I will receive 3 credit hours release time through Achieving the Dream to develop 2 Fast Track courses to be offered in summer 2007. The MTH 2 course will be offered for 1 credit hour (rather than 3 credit hours) and can be completed in 1 week. The MTH 3 course will be offered for 2 credit hours (rather than 5 credit hours) and can be completed in two weeks.

Summer 2006 - I will conduct a pilot of MTH 2 and MTH 3 and collect student outcomes data.

- 3. Describe the professional development activity that you plan to complete to improve the class/program or division outcomes. (Faculty should indicate one or more opportunities below that they plan to utilize. Documentation of the professional development will be included on the approval form for the Certificate).**

I plan to:

- Participate in campus-based or other workshops supported/coordinated by Achieving the Dream.

Name Workshop(s):

- Participate in other pedagogically or assessment based conferences/workshops. Describe training that you plan to attend and relevance to desired outcomes.

- Benchmark practices on other campuses to determine how other professionals are effectively addressing similar issues.

Name professionals/college(s) to be contacted and nature of discussion to be initiated.

Mr. Coe at Montgomery College in Rockville, Maryland was a presenter at a VMATYC conference and discussed how his college was using Fast Track classes to assist students who are almost ready for a higher level developmental math course. As a result of the Fast Track courses, the stronger developmental math students can spend less time and money in developmental math.

- Engage in extensive literature review through independent study and prepare a document summarizing the literature and how you plan to incorporate these findings to improve student success.

Describe the literature topic that you plan to review and the relevance to the desired outcomes.

- Engage in other activities that my supervisor and I feel would improve student outcomes and aid me in using data.

Describe the activity recommended and approved by your supervisor.

Signature of Faculty Member _____ Date _____

Signature of Division Dean _____ Date _____

12/2/06