# Momentum and First Year Retention Planning Template

## Math and English in the First Year

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Questions to Consider</th>
<th>Rate How Far Along You Are on a Scale of 1 to 5</th>
<th>What Changes Are Needed / Desired Outcomes</th>
<th>Key Steps &amp; Timeframe</th>
<th>Responsible Party</th>
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| Examine enrollment and completion of gateway math and English courses in the first year. | • What percent of students complete gateway math and English in their first year? 50% currently; goal 80%  
• What programs do not have math and English in their first year? All academic maps include 1st year math & English  
• What is the gender, racial, ethnic, and socioeconomic breakdown of those not succeeding in math and English? Need to review, in light of performance metrics for NH, PELL, STEM  
• Based on the data collected, are there particular groups that need to be specifically targeted? | _5 We fully understand the data and are using it to move forward  
_4 We understand the data and are starting to use it  
_3 We understand the data but are not using it  
x 3 We are developing opportunities to acquire new data relating to the use of learning assistants in English for scaling to math  
_2 We need a better understanding of the data  
_1 We haven’t looked at the data | A1. Examine for NH, PELL, STEM the percent of students successfully completing 1st year math & English  
A2. Run pilot on Eng 100 to replicate successful Eng 100T pilot  
A3. Review math pathway for potential corequisite structure opportunity in STEM pathway | O1 & O2 Parking lot for now | A1. IRO  
A2. VCAA/Dean  
A3. VCAA/CNHS/English chair  
A3. VCAA/CNHS/Dean/ math chair |
| All new entering students will enroll in gateway math and English courses in their first academic year. | • Are all students defaulted in STAR to take gateway math and English courses during the first year? Yes  
• Do you have campus targets for the percent of new entering students who will enroll in gateway math and English courses in their first year? 98% (some students need to enroll in English Language Institute) | _5 Completely implemented  
_4 Mostly implemented  
_3 Working on it  
_2 Plan to do this, but have not started  
_1 No plans to do this | See action step A3 above | See action step A3 above | VCAA/Dean  
CNHS/math chair |
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| All programs of study are aligned with the appropriate math pathway. | • Have all programs at your campus assessed learning outcomes of gateway math courses and aligned their gateway math requirement to the most appropriate course?  
• Have math faculty worked with academic disciplines to assess learning outcomes for each program and revised gateway math courses to meet those needs?  
• Are all math pathways aligned to meta-majors? | __5__ Completely implemented  
_x__4__ Mostly implemented  
__3__ Working on it  
__2__ Plan to do this, but have not started  
__1__ No plans to do this | Statistics already aligned with social science pathways  
See action A3 above | A4 Review Survey of Math, Applied Calculus, Spring 2019 | VCAA/Deans/VCAA curriculum support staff |
| Assess institutional capacity and constraints. | • How many sections of college level math and English will you need to accommodate all students in their first year?  
• What space and scheduling constraints do you have for offering math and English in the first year for all students? | __5__ Completely implemented  
_x__4__ Mostly implemented  
__3__ Working on it  
__2__ Plan to do this, but have not started  
__1__ No plans to do this | There are sufficient sections of college level math and English and sufficient space in which to offer them over the period of one academic year  
A5 Work on peak shifting of demand for English between the fall and spring semester (mostly done) | A5. Ongoing | VCAA/Dean CAS/ VCAA curriculum support staff |
| Build a team of representatives from key offices that are committed to building your strategy. | • Does your campus team consist of people who can address the action steps mentioned above? | _x_5 We have a solid campus team who are working together  
_4_ We have a campus team but have not yet started the work  
_3_ We have a portion of the team in place  
_2_ We are still identifying team members  
_1_ We do not have a team yet |  |  | VCAA, Dean CAS, Dean CNHS, English chair, Math chair, Advising director, VCAA curriculum support staff, campus IRO |