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| **Performance Agreement (Submit Plans for AY 2025)** (AY 2025 Funding Cycle) | | |
| **Due by July 1, 2024:** | | |
| 1. **Please detail your institution’s commitment to implementing math pathways, including** 2. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and 3. the list of the group members that will lead this work on campus. | | 20 Points  (a = 10 pts)  (b = 10 pts) |
| * 1. **Process & Estimated Timing** | | |
| **Abbreviations Key:**  **CIM (**CourseLeaf Curriculumonline curriculum change system)  **LAS (**Fairmount College of Liberal Arts and Sciences)  **MATH 011** (Beginning Algebra)  **MATH 013** (College Algebra Supplement) Current 2 hour supplement companion to MATH 111.  **MATH 012** (Intermediate Algebra)  **MATH 111** (College Algebra)  **MATH 131 (**Contemporary Mathematics)  **STAT 171** Introductory Statistics (new pathways stats course)  **STAT 370** Elementary Statistics (current stats course) **ENGL 011** (Syntax, Logic and Organization)**ENGL 013** (Basic Skills for ESL I) **ENGL 015 (**Basic Skills for ESL II)  **ENGL 101 (**College English I)  **ENGL 100** (English Composition) [college English for non-native-speaking students]  **Process:**  In order to implement Math Pathways, WSU will use a collaborative process, with the primary work done by the math department with assistance from the LAS dean, provost office, university registrar, and Office of Planning and Analysis.   * The Provost will schedule regular meetings of Math faculty and college leadership to provide assistance and support during the implementation period. * The Registrar’s Office will provide consultation and guidance for course scheduling and development of a process to enroll students into co-requisite courses for students needing math support. * The Office of Planning and Analysis will identify the potential number of students needing support, based on the projected course enrollments for the discipline-specific pathway math courses (to enable enrollment projections and faculty resource needs). * The university General Education Committee will monitor progress and curricular change and approvals, through the CIM process and updates from the math department. * The math department will:   + Review MATH 111 and MATH 131 course content and structure.   + Develop a new STAT 171 course, and submit for curriculum approval through CIM.   + Create co-requisite courses replacing the developmental courses, MATH 011 and MATH 012. * Submit suspension of MATH 011 and 012 through curriculum approval process (CIM). * Discuss and consider multiple ways to offer co-requisite instruction:   + - Each course has its own corequisite, for example, MATH 111 has MATH 111A, with content dedicated for success in that course; or     - A single co-requisite course that would be used for all three pathway math courses (perhaps numbered MATH 100), that offers the foundational logic and deductive/inductive reasoning skills required for success in any pathway math course.     - Whether co-requisite courses are in 8-week or 15 week format.     - Whether to design both options and measure success between the two in order to ensure the best possible math education.     - Decide which option will better serve the needs of students. * Implement placement procedures congruent with systemwide placement measures.   **Timeline:**  **Summer 2024**     * Begin review and revision of Math 111 course to ensure alignment with student needs. * Pilot a co-requisite MATH 131 course which includes a first draft of co-req support material and 2 extra class hours. * Begin development of materials to be used in future co-requisite MATH 111, MATH 131, Math 171 courses.   **Fall 2024**   * Continue to offer MATH 111/013 (College Algebra with Supplement), with some sections using the new corequisite materials in the 2-hour “supplement” of the course, to be assessed later as comparative data. * Review the MATH 131 Contemporary Mathematics course content to ensure it aligns with the needs of our students and develop relevant corequisite materials for this course. * Develop the STAT 171 course and relevant co-requisite materials for this course. * Submit revised MATH 111, MATH 131, STAT 171 courses through CIM (university curriculum approval process). * The provost office will submit STAT 171 to KBOR for systemwide course substitution (formerly STAT 370). * Begin regular meetings of math faculty and LAS dean and provost to assess progress and identify issues and resource needs. * General Education Committee will monitor progress and receive updates from math department and provost office. * University Registrar will provide guidance for course scheduling and enrollment process as needed and through regularly scheduled meetings with math department and LAS dean. * Provost office will provide support for professional development for faculty and disseminate information and videos, as available to those unable to attend KBOR workshops. * Office of Planning and Analysis will provide preliminary course enrollment projections for course scheduling for Fall 2025. * Submit all undergraduate program changes through CIM to include required math pathway course for the Fall 2026 catalog. * Revise degree maps to include the required math pathway course for each major.   **Spring 2025**   * Co-requisite courses will be offered for MATH 111, 131, and STAT 171 on a pilot basis. * Assess student completion and success data with assistance from Office of Planning and Analysis. * Make revisions as needed to course content and structure based on assessment data. * General Education Committee will monitor progress and receive updates from math department and provost office. * Continued support from Registrar, provost office, and LAS dean.   **Fall 2025/Spring 2026**   * Offer at least one section of co-requisite courses for MATH 111, 131, and STAT 171 for students requiring supplement. * Begin implementation of math placement process. * Submit course suspension for MATH 011 and MATH 012. * Registrar will work with math department to schedule Fall 2026 co-requisite sections of pathway math courses. * Continued support from provost office and LAS dean to ensure smooth transition to implementation of co-requisite math sections. * Math department review of student success data with input from Office of Planning and Analysis. * General Education Committee will monitor progress and receive updates from math department and provost office.   **Fall 2026**   * Full implementation of gateway math courses and corequisites. * General Education Committee will monitor progress and receive updates from math department and provost office. * Full implementation of placement process. | | |
| * 1. **List of Group Members** | | |
| **Name** | **Title** | |
| Mark Arrasmith | Assistant to the Chair and Senior Educator | |
| Stephen Brady | Associate Professor, College Algebra Director, and Undergraduate Coordinator | |
| John Hammond | Director of GTA Instruction and Senior Educator | |
| Brien Bolin | LAS Associate Dean | |
| Linnea GlenMaye | Associate Vice President Academic Affairs | |
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| 1. **Please detail your institution’s commitment to implementing corequisite math support developmental education, including** 2. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and 3. the list of the group members that will lead this work on campus. | | 20 Points  (a = 10 pts)  (b = 10 pts) |
| * 1. **Process & Estimated Timing** | | |
| **Process:**   * The LAS dean, associate dean and the Provost Office will work with the math department to assist with coordination and implementation of course revisions through the university curriculum process (CIM). * The university registrar and Provost Office will work with department leadership to clarify and implement processes to accomplish course revision and scheduling of courses. * The Provost Office will arrange monthly meetings for updates, resource needs, and problem solving. * General Education Committee will monitor progress and receive updates from math department and provost office. * The Math Department will form a Leadership Team to coordinate the development of the Math Pathways courses and Corequisites with the following members of the department:   + Mark Arrasmith, Assistant to the Chair and Senior Educator   + Stephen Brady, Associate Professor, College Algebra Director, and Undergraduate Coordinator   + John Hammond, Director of GTA Instruction and Senior Educator  Leadership will form three gateway course teams with responsibility for developing co-req course content and materials.Math 111: College Algebra Team  * + Develop the relevant corequisite materials for the algebra courses.   + Stephen Brady, College Algebra Coordinator and Associate Professor   + Montana Loibl, Assistant Educator  Math 131: Contemporary Mathematics Team  * + Review and revise the current Contemporary Mathematics course to ensure it meets the needs of our students and developing relevant corequisite materials.   + Rachel Heckman, Associate Educator   + Aubrey Wolfe, Assistant Educator  Stat 171: Introduction to Statistics Team  * + Develop the new Introduction to Statistics course and relevant corequisite materials.   + Alexandra Gallegos, Associate Teaching Professor   + Mark Arrasmith, Senior Educator   **TIMELINE**  **Fall 2024**   * Submit STAT 171 for approval through curriculum process (CIM), including co-requisite option. * Soft pilot of MATH 111/013 (College Algebra with Supplement), with some sections using the new co-requisite materials. * Develop co-requisite material for STAT 171 and MATH 131 Contemporary Math. * Submit co-requisite supplement through curriculum review (CIM).   **Spring 2025**   * Pilot at least one co-requisite section for MATH 111, STAT 171, MATH 131. * Assess the student completion and success of students enrolled in co-requisite sections, with assistance of Office of Planning and Analysis.   **Fall 2026**   * Full implementation of co-requisite Math 111, STAT 171, MATH 131 * Full implementation of placement process * Continuing assessment of student completion and success rates, with assistance of Office of Planning and Analysis. | | |
| * 1. **List of Group Members** | | |
| **Name** | **Title** | |
| Mark Arrasmith | Assistant to the Chair and Senior Educator | |
| Stephen Brady | Associate Professor, College Algebra Director, and Undergraduate Coordinator | |
| John Hammond | Director of GTA Instruction and Senior Educator | |
| Rachel Heckman | Associate Educator | |
| Alexandra Gallegos | Associate Teaching Professor | |
| Mark Arrasmith | Senior Educator | |
| Montana Loibl | Assistant Educator | |
| Ziqi Sun | Professor and Chair | |
| Brien Bolin | LAS Associate Dean | |
| Linnea GlenMaye | Associate Vice President Academic Affairs | |
| 1. **Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it's understood that many are currently doing corequisite English)** 2. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and 3. the list of the group members that will lead this work on campus. | | 20 Points  (a = 10 pts)  (b = 10 pts) |
| **Process Overview:** Currently, ENGL 101 is the college level English course and ENGL 011, 013, and 015 are developmental courses. ENGL 100 is the college-level English course for non-native speakers, which may include placement into a pre-college developmental course (ENGL 013 or 015). To replace the developmental courses, the English department will develop and implement ENGL 100A and 101A as co-requisite English classes with co-req components, replacing ENGL 011, 013, and 015. A pilot of ENGL 101A will be conducted in fall of 2024, and at least one section of English co-requisite will be offered in Fall/spring 2025, with full implementation starting in fall of 2026.  Melinda DeFrain, Co-Requisite and ESL Coordinator, will develop new curricula for ENGL 100A (for ESL learners formerly placed in ENGL 013 or 015) and 101A (for students formerly placed into ENGL 011) to begin in fall 2025 with at least one section of each co-req offered. Each co-req course will reflect the Kansas Core Outcomes and parallel the major assignments for WSU’s revised ENGL 101. In addition to emphasizing the updated core outcomes through measurable goals and objectives, these courses will aim to better acculturate students to the college campus, college-level expectations and available resources. Utilizing the accompanying 2-3 hour weekly co-req (co-req hours are yet to be decided), students will have increased opportunity to improve their writing at the sentence, paragraph, and essay level via scaffolded assignments and exercises that correspond with outcomes for major assignments in each course (scaffolding approaches use individualized support and sequential skill building). For continuity, each co-req section will be under the guidance of the instructor for their English 101 section.  Feedback from the course instructor, students, and course data will be evaluated to guide revision of both courses each semester before the Fall 2026 full implementation (AY 24/25 and AY 25/26). ENGL 100A and 101A will then fully launch in fall of 2026. ENGL 011, 013, and 015 will cease to be offered at that time. **Process:**  1. The LAS dean, associate dean and the Provost Office will work with the English department to assist with coordination and implementation of course revisions through the university curriculum process (CIM). 2. The university registrar and Provost Office will work with department leadership to clarify and implement processes to accomplish course revision and scheduling of courses. 3. The Provost Office will arrange monthly meetings for updates, resource needs, and problem solving. 4. General Education Committee will monitor progress and receive updates each semester from the English department and provost office. 5. The English Department will: 6. Develop Co-Requisite Course Structure:    1. Design the curriculum for ENGL 100A and 101A, integrating academic support within the college-level courses.    2. Define course content, learning outcomes, co-req components, and support mechanisms. Collaborate with faculty, instructional designers, and support staff to ensure alignment with college-level standards.    3. Pilot ENGL 101A:    4. Conduct a pilot program for ENGL 101A in fall 2024.    5. Select pilot sections, recruit instructors, and enroll students. Gather feedback and data. 7. Track Enrollment and Success Rates:    1. Monitor enrollment numbers, course completion rates, and student performance in ENGL 100A and 101A.    2. Collect and analyze data on student demographics, grades, and retention rates to assess the impact of the corequisite model. In addition to general data on grades and retention, specific data on student performance will come from entry diagnostic exams, final exams, and self-assessments. 8. Evaluate Student Support Utilization:    1. Measure the usage and effectiveness of academic and non-academic support services.    2. Survey students and track attendance in co-req sessions and other support activities. Assess the correlation between support utilization and student success. 9. Faculty Training and Development:    1. Provide professional development for faculty and GTAs (primary instructors for each) teaching ENGL 100A and 101A.    2. Organize workshops and training sessions focused on corequisite pedagogy, just-in-time instruction, and support integration. Ensure faculty are equipped to address diverse learners. 10. Resource Allocation:     1. Ensure adequate resources are available for the pilot and full implementation phases.     2. Secure funding for additional development and training. Ensure funding is stable for GTAs positions. Allocate classroom and co-req spaces conducive to corequisite instruction. 11. Support Student Transition and Success:     1. Facilitate smooth transitions from developmental to college-level English skills.     2. Develop clear pathways and support structures via scaffolded approaches in writing and research exercises for students, ensuring continuity and coherence in their educational journey. 12. Work with LAS dean and associate dean, the provost office, and university registrar:     1. to coordinate and implement course revisions through the university curriculum process (CIM).     2. to clarify and implement processes to structure course scheduling options.     3. to arrange monthly meetings for updates, resource needs, and problem solving.  **Timeline** **Fall 2024**   * Complete the pilot of ENGL 101A by the end of fall 2024 with resources and funding provided by LAS Dean. * Review pilot data, gather feedback, and make necessary adjustments based on pilot outcomes. Prepare for updated 101A and pilot 100A in spring 2025 leading to full-scale implementation in fall 2026. * Submit ENGL 100A and 101A through CIM. * Pilot one section of ENGL 101A (Cohort of ENGL 011 students taking 101 and associated co-req) * Provide updates to General Education Committee. * Provost will support faculty participation in KBOR professional development and disseminate videos and information to those who cannot attend. * Work with university registrar to work out course scheduling and course naming for co-req English sections.   **Spring 2025**   * Assess data from ENGL 101A pilot, make needed changes, and run another single section. * Pilot ENGL 100A section. Students who complete ENGL 101A but fail can opt to take ENGL 101 or 101A the following semester. * English department will provide updates to General Education Committee and Faculty Senate.   **Summer 2025**   * Assess data from pilot 100A and second attempt at 101A and make changes with input from Office of Planning and Analysis.   **Fall 2025**   * Offer one section each of 100A and 101A. * Provide updates to General Education Committee. * Submit catalog changes through CIM for fall 2026 catalog.   **Spring 2026**   * De-activate/suspend ENGL 011, 013, and 015 classes in CIM process and remove from Fall 2026 course schedule. * Assess data from Fall 2025 100A and 101A sections with input from Office of Planning and Analysis. * Offer at least one section each of 100A and 101A co-requisites. * Review Accuplacer Test ahead of fall 2026 launch. * Provide update to General Education committee. * Provide update to Faculty Senate. * Finalize course materials, train additional faculty, and ensure all administrative processes are in place for a smooth transition. * Incoming fall 2026 students placed in appropriate ENGL 101 or co-req courses via AP, ACT, RSAT scores or Accuplacer.   **Summer 2026**   * Assess data with assistance of Office of Planning and Analysis for Spring 2026 100A and 101A sections. Make any needed changes ahead of launch.   **Fall 2026**   * Fully implement ENGL 100A and 101A, replacing ENGL 011, 013, and 015. * Fully implement English placement process | | |
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| * 1. **List of Group Members** | | |
| **Name** | **Title** | |
| Melinda DeFrain | CoReq and ESL Coordinator | |
| Daren DeFrain | Professor and Director of the Writing Program | |
| Fran Connor | Associate Professor and Chair | |
| Brien Bolin | Associate Dean and Professor | |
| Linnea GlenMaye | Associate Vice President Academic Affairs | |
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| 1. **Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:** 2. lists of individuals broken down by who will participate in professional development for    * **English and math corequisite support developmental education** (including math and English faculty, advisors, and institutional research staff);    * **Math Pathways** (including faculty and advisors);    * **Course Placement Measures for gateway and corequisite math and English courses** (including math and English faculty, advisors, institutional research staff, and testing center personnel); and 3. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for    * English & math corequisite support developmental education;    * Math Pathways; and    * Course Placement Measures   will receive the information missed (e.g. provide video recordings and professional development documentation, etc.). | | 20 Points  (a = 10 pts)  (b = 10 pts) |
| * 1. **List of Individuals for Professional Development** (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff) | | |
| **Name** | **Title** | |
| Melinda DeFrain | CoReq and ESL Coordinator | |
| Daren DeFrain | Professor and Director of the Writing Program | |
| Fran Connor | Associate Professor and Chair | |
| Brien Bolin | Associate Dean and Professor | |
| Mark Arrasmith | Assistant to the Chair and Senior Educator | |
| Stephen Brady | Associate Professor, College Algebra Director, and Undergraduate Coordinator | |
| John Hammond | Director of GTA Instruction and Senior Educator | |
| Rachel Heckman | , Associate Educator | |
| Alexandra Gallegos | Associate Teaching Professor | |
| Montana Loibl | Assistant Educator | |
| Ziqi Sun | Professor and Chair | |
| Zach Brown | Director Strategic Enrollment Student Services, Barton School | |
| Andrew Myers | Director Scholarships and Student Services-Cohen Honors College | |
| Emily Stevens | Director Academic Advising, College of Applied Studies | |
| Andrea Gartman | Director Academic Advising, Engineering | |
| Kristen Bosch | Director of Academic Advising-College of Fine Arts | |
| Mandy Konecny | Director of Enrollment Management and Student Success, Health Professions | |
| Patricia Phillips | Director Academic Advising, Liberal Arts | |
| Aaron Hamilton | Director OneStop Student Services | |
| Jacquelyn Johnston | Director, Academic Advising, Online Education | |
| David Wright | Chief Data Officer | |
| Ashlie Jack | Senior Associate Vice President, Academic Affairs | |
| Brett Bruner | Assistant Vice President, Academic Affairs | |
| Gina Crabtree | University Registrar | |
| Kim Sandlin | Director Student Success | |
| Alicia Newell | Assistant Vice President Student Affairs | |
| Carolyn Speer | Director Office of Instructional Resources | |
| **List of Individuals for Professional Development** (Math Pathways – include faculty and advisors) | | |
| **Name** | **Title** | |
| Mark Arrasmith | Assistant to the Chair and Senior Educator | |
| Stephen Brady | Associate Professor, College Algebra Director, and Undergraduate Coordinator | |
| John Hammond | Director of GTA Instruction and Senior Educator | |
| Rachel Heckman | , Associate Educator | |
| Alexandra Gallegos | Associate Teaching Professor | |
| Mark Arrasmith | Senior Educator | |
| Montana Loibl | Assistant Educator | |
| Ziqi Sun | Professor and Chair | |
| Patricia Phillips | Director of Advising, LAS | |
| Brien Bolin | Associate Dean, LAS | |
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| **List of Individuals for Professional Development** (course placement measures for gateway and corequisite math and English courses – includemath and English faculty, advisors, institutional research staff, and testing center personnel**)** | | |
| **Name** | **Title** | |
| Mark Arrasmith | Assistant to the Chair and Senior Educator | |
| Stephen Brady | Associate Professor, College Algebra Director, and Undergraduate Coordinator | |
| John Hammond | Director of GTA Instruction and Senior Educator | |
| Melinda DeFrain | CoReq and ESL Coordinator | |
| Daren DeFrain | Professor and Director of the Writing Program | |
| Fran Connor | Associate Professor and Chair | |
| David Wright | Chief Data Officer | |
| Brett Bruner | Assistant Vice President, Academic Affairs | |
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| Andrea Gartman | Director Academic Advising, Engineering | |
| Kristen Bosch | Director of Academic Advising-College of Fine Arts | |
| Mandy Konecny | Director of Enrollment Management and Student Success, Health Professions | |
| Patricia Phillips | Director Academic Advising, Liberal Arts | |
| Aaron Hamilton | Director OneStop Student Services | |
| Jacquelyn Johnston | Director, Academic Advising, Online Education | |
| Bobby Gandu | Assistant Vice President, Strategic Enrollment Management, Admissions | |
| Brett Bruner | Assistant Vice President Student Success & Persistence | |
| Gina Crabtree | University Registrar | |
| Kim Sandlin | Director Student Success | |
| Alicia Newell | Assistant Vice President Student Affairs | |
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| * 1. **Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)**   1. The Math Department will participate in all of the KBOR Professional Development opportunities surrounding Math Pathways and Corequisites and will disseminate information to all math faculty:   * The department will continue to offer weekly pedagogy discussions, * John Hammond, Director of GTA Instruction will facilitate the GTA and new instructor training and mentoring as they teach these important courses.  1. The English Department will participate in all KBOR Professional Development opportunities and will facilitate professional development internally by:  * Providing professional development for faculty and GTAs (primary instructors for each) teaching ENGL 100A and 101A. * Organizing workshops and training sessions focused on:   + corequisite pedagogy,   + just-in-time instruction,   + and support integration. * Providing materials and training opportunities, ensuring that faculty are equipped to address the needs of diverse learners.  1. The Academic Advising Team (AAT), which consists of college advising leads, along with OneStop and Online advising, will provide information and training to the professional advisors throughout the campus. They will meet bi-weekly, and will include information sessions on the new math pathways, placement, and co-requisite sections, for the specialized advisors, including TRIO and adult learner advisors. 2. The Faculty Senate will receive updates every semester on progress toward implementation of math and English pathways, and information on how WSU is structuring its corequisite courses and placement. 3. The Fairmount College of Liberal Arts and Sciences LAS) will schedule monthly meetings with English and Math faculty to assess progress, disseminate information from KBOR and internal discussions, and consider revisions to course structure, resources (including number of sections and faculty/GTAs), and student success. 4. The Provost will receive regular updates from the LAS Dean on progress and will assist with dissemination of training opportunities and professional development for English and math faculty and staff. 5. Training videos will be posted and link information will be shared by Provost Office, as they become available. | | |
| 1. Please provide a link to all [academic degree maps](https://onedrive.live.com/?authkey=%21AKboAYKlwpw5ghw&cid=39104D38F3C558D6&id=39104D38F3C558D6%2197485&parId=39104D38F3C558D6%2197455&o=OneUp) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges. | | 20 Points |
| <https://www.wichita.edu/academics/majors/degree_maps/index.php> | | |