

## VMATYC Direct Enrollment Pilot Project Statement

The direct enrollment pilot project currently planned by the VCCS has two main goals:

- eliminate the barriers of high stakes placement testing and
- allow students the opportunity to enroll in credit level mathematics as soon as possible while providing the necessary resources to help them be successful in those courses.

These are admirable goals, and are fully supported by the members of VMATYC. However, we believe that the timeline for the implementation of this pilot project is setting up our students for failure. With a deadline for creating the Fall 2020 schedule only months away and many parts of the pilot project still in flux, **VMATYC strongly urges delaying the pilot project implementation until Fall 2021**. This will allow a greater chance of success for the pilot, and greater success for our students.

The members of VMATYC are also very concerned about the process over the past year, and strongly encourage the VCCS to consider the following:

1. **Communication.** Most of our members are unaware of many of the details of this pilot. Staffing and future planning decisions have been made at some schools based on rumors and gossip. We request that all VCCS colleges, not just those in the pilot, receive regular updates and information about the project.
2. **Data.** We request that the data used to design and implement this pilot be widely disseminated. This will be the third major overhaul of the mathematics program at the VCCS level in the last ten years. We are concerned that our students' math education has been changing without looking at the data. In our most recent changes, we implemented corequisite classes for entry-level courses in Fall 2018. We have not had the time to fully understand the impact of those classes on success rates in the corequisite credit-level classes or in the subsequent classes in which those students enroll. Since the VCCS is committed to the success of our students, we propose studying those data and identifying successes and weaknesses so that the corequisite courses in the direct enrollment pilot project can be even more successful than what we currently have. We want our students to succeed, and we are willing to change our methods to make that happen, but changes must be driven by data and not by current trends.
3. **Math Faculty Involvement.** Math faculty, many of whom have worked in the VCCS for decades, should be involved in the planning process for changes in the mathematics program. VMATYC is comprised of the math content and teaching experts within the two-year colleges of Virginia. The direct enrollment pilot project's initial committee had no mathematics faculty members. Only after hearing a rumor of the committee being formed did one math faculty member ask to be added to the membership. As math faculty, we are professionally committed to student success in math, and we have critical expertise and experience needed to help guide any programs designed to help our students, and should be involved in any initiative from its outset.

The members of VMATYC are deeply committed to increasing student success. We feel that trying to implement this pilot project by Fall 2020 is not in the best interests of our students. **We strongly urge that the VCCS delay the implementation of the direct enrollment pilot project to ensure that it will be as successful as possible. The mathematics faculty of the VCCS request to be informed about the project, to examine the relevant data, and to be involved as partners in creating the positive change we all seek.**