



2018-19 Annual Program Update

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The Mathematics Department offers a rich curriculum to meet the diverse needs of students at Laney College. Our course offerings include those transferable to four-year colleges/universities, those tailored for programs in career and technical education, along with those designed to help students strengthen their basic skills.

List your Faculty and/or Staff

FULL TIME FACULTY

Christine Will
David Ross
Hungwen Chang
Frederic Bourgoin
Derrick Smith
In Park
Katherine Williamson
Rina Santos
Tracy Camp
Nick Shaposhnikov

PART TIME FACULTY

Joseph Almeida
Oscar Bascara
Otto Bischof
William Breder
Julie Chung
Flor Feldman
Kathy Fung
Jen Gerry
Matthew Hubbard
Seth Lavender
William Lepowsky
Weijian Liang
Munlok Lum
Uchechris Okpalaugo
Efrem Rensi

Calvin Rouse
Danielle Ta
Tony Tran
Van Tran
Anna Werner
Timothy Wutke
John Yee
Zhi (Tony) Zeng
Loretta Jolin Scheu
Rahim Noorbakhsh
Amit Singh

STAFF (Instructional Assistant)
Ronald Asseko

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

1. Re-evaluate the content of our Calculus sequence.
S (Status) - Completed.
CG (College Goal) - Offer students the highest quality curriculum and services
DG (District Goal) - Advance Student Access, Equity, and Success
A document was created that lists the content of calculus sequences from neighboring 4-year colleges and presented at a Discipline meeting in the spring '18 semester. A comparison of our content to the average 4-year college showed that our content is current with theirs.
2. Re-examine the purpose of Math 221
S – In Progress
CG - Offer students the highest quality curriculum and services
DG - Advance Student Access, Equity, and Success
3. Update Course Outlines of Record (CORs) on a regular basis.
S – In Progress
CG - Promote a collaborative institutional culture for communication, governance and decision-making
DG - Strengthen Accountability, Innovation and Collaboration
4. Obtain C-ID designation for all courses with C-ID descriptors.
S – In Progress
CG - The Mathematics Department offers a rich curriculum to meet the diverse needs of students at Laney College. Our course offerings include those transferable to four-year colleges/universities, those tailored for programs in career and technical education, along with those designed to help students strengthen their basic skills.
DG - Strengthen Accountability, Innovation and Collaboration

5. Increase hybrid offerings.
S – In Progress
CG - Offer students the highest quality curriculum and services
DG - Advance Student Access, Equity, and Success
6. Increase the use of pencasting
S - No Longer Applicable
CG - Offer students the highest quality curriculum and services
DG - Advance Student Access, Equity, and Success
7. Redesign the developmental mathematics curriculum
S – In Progress
CG - Offer students the highest quality curriculum and services
DG - Advance Student Access, Equity, and Success
8. Re-activate the old AA degree
S – Completed
CG - Offer students the highest quality curriculum and services
DG - Advance Student Access, Equity, and Success
The AA in Mathematics was reinstated by September 2016.
9. Complete assessment cycles for SLOs in all courses
S – In Progress
CG - Promote a collaborative institutional culture for communication, governance and decision-making
DG - Advance Student Access, Equity, and Success
10. Change our Program Learning Outcomes (PLOs).
S – In Progress
CG - Offer students the highest quality curriculum and services
DG - Advance Student Access, Equity, and Success
11. Change the number of Student Learning Outcomes (SLOs) to three per class.
S – Completed
CG - Promote a collaborative institutional culture for communication, governance and decision-making
DG - Strengthen Accountability, Innovation and Collaboration
Each course in the Mathematics Department now has 3 SLOs.
12. Increase instructor hours in the Math Lab, and reinstate Friday hours.
S – In Progress
CG - Offer students the highest quality curriculum and services
DG - Advance Student Access, Equity, and Success
13. Hire additional instructional assistants for the Math Lab
S – In Progress
CG - Offer students the highest quality curriculum and services

DG - Advance Student Access, Equity, and Success

14. Increase the number of documents available to instructors in our Dropbox
 - S – No Longer Applicable
 - CG - Cultivate a culture of belonging, pride and self-reflection for continuous improvement
 - DG - Strengthen Accountability, Innovation and Collaboration
15. Make use of in-class tutors
 - S – In Progress
 - CG - Offer students the highest quality curriculum and services
 - DG - Advance Student Access, Equity, and Success
16. Increase computer access for students
 - S – In Progress
 - CG – Promote equality
 - DG - Advance Student Access, Equity, and Success
17. Create instructor-directed study groups with tutors (especially for hybrid courses)
 - S – In Progress
 - CG - Offer students the highest quality curriculum and services
 - DG - Advance Student Access, Equity, and Success
18. Create in-house tutor training program.
 - S – In Progress
 - CG - Offer students the highest quality curriculum and services
 - DG - Advance Student Access, Equity, and Success
19. Increase attendance at conferences.
 - S – In Progress
 - CG - Promote a collaborative institutional culture for communication, governance and decision-making
 - DG - Strengthen Accountability, Innovation and Collaboration
20. Investigate zero-unit courses
 - S – In Progress
 - CG - Offer students the highest quality curriculum and services
 - DG - Advance Student Access, Equity, and Success
21. Search for and study successful and innovative designs of algebra-rich accelerated pathways at other colleges around the state
 - S – Completed
 - CG - Offer students the highest quality curriculum and services
 - DG - Build Programs of Distinction

The BSSOT (Basic Skills Transformation) Grant has allowed the college to create and deliver new accelerated algebra courses designed to get incoming basic skills level students to a transfer level course more effectively. The Department has modeled its courses, Maths 240 and 230 on courses that were developed at Santa Anna College.

22. Create support courses for Statistics, Precalculus, and Trigonometry in response to AB 705

S – Completed

CG - Offer students the highest quality curriculum and services

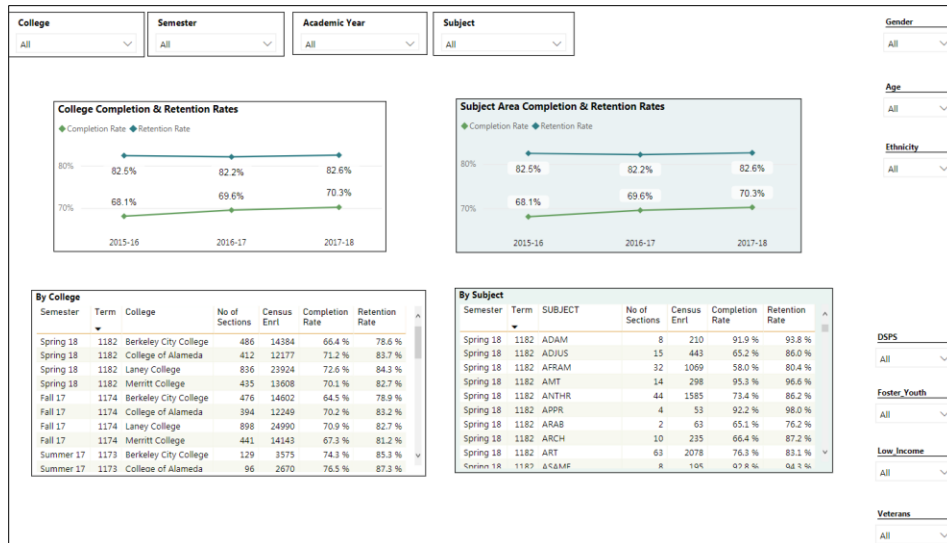
DG - Advance Student Access, Equity, and Success

Maths 213, 215, and 216 have gone through campus Curriculum Committee, district CIPD, and have been approved at the State level as of December 2018. These three courses will be offered along side of existing courses and provide, essentially, just-in-time remediation for students placed in Statistics, Precalculus, or Trigonometry, respectively. Students with high school GPAs in various ranges who are placed in transfer level courses may be recommended or strongly recommended to take one or more of these support courses while taking the associated transfer level course.

Describe your current utilization of facilities, including labs and other space

While Mathematics courses are held all over campus, the majority are grouped in the G-complex, in G 203 - to G 211. The Math Lab (a tutoring center, and resource center for students taking self-paced Algebra and Math for the Trades courses) occupies G 201; it contains about 30 computers for students to access the internet. G 201 also is equipped with a ceiling mounted projector and computer station like many of the smart classrooms on campus. G 202 is a small room that connects G 201 with G 203 and houses 4 computers plus a large laser printer for classified and faculty use. Several faculty members have offices in the west wing of the 5th floor of the Tower building, and some faculty members have office space in the G 201-212 quad area. A small office space, G 204, has been set up as additional space (to G 202) for part-time faculty.

Program Update



Program Update Power BI dashboard

Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

On average, retention in Laney Mathematics classes was very similar to college-wide retention. Completion in Mathematics mirrored increases in college-wide completion, but note, the level of completion was below college-wide completion on average by about 8 percentage points. This difference between subject area completion and college-wide completion is almost identical to the same comparisons at the other 3 Peralta campuses, however Laney college enjoys the highest average completion of the 4 campuses.

Completion data by age reveal that 16 to 18 year olds perform at a slightly higher level than 19 to 29 year olds, then the completion really starts going up in the various categories, with a major exception being the 55 to 64 year old category, which showed a 3 year decline. But then ages 65 and above showed radically high rates of completion.

Certainly performance gaps exist among identified ethnicities; consider the completion rates for the most recent academic year: American Indian 50%, Asian 77.8%, African American 51.3%, Hispanic 51.3%, Pacific Islander 32.4%, and White 76.1%. And performance gaps exist in the other noted categories: DSP&S 76.9% (the outlying pinnacle in a remarkable 3-year upward trend, 53.3% --> 57.1% --> 76.9%), Foster Youth 41.3%, Low Income 61.9%, and Veterans 58.0%. Nearly all these numbers are unchanged from the data culled for the previous Comprehensive Program Review.

The most significant changes in Community College Mathematics will come in the '19-'20 academic year, when the full impact on completion (i.e. success) will be seen. Based on experiences from other colleges who have piloted the placement strategies that are now mandated by AB 705, we are expecting completion rates in transfer level courses to plummet to about 40-50%. While this sounds dire, data have shown that students have a higher chance of eventually passing a transfer level class (with "support", as

recommended) compared to the historic model of placing a student in a basic skills course that is considered prerequisite to the transfer level course.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

All lecture courses in the Mathematics Department contain 3 SLOs each. The reasoning for 3 SLOs/course is that, with a prescribed 3-year SLO Assessment cycle, one SLO would be chosen to be assessed each academic each year. The Department has been on top of SLO assessment and reporting for all its courses, as described in the plan above, with results, reflections, and action plans entered into the online program curriQunet.

PLO data, which had been loaded into Taskstream (a previous online program which was used for hosting SLO/PLO data) is now no longer retrievable. The Department plans to continue PLO assessment as soon as practical.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

Brief description of funded request	Source (any additional award outside your base allocation)	Total Award Amount	Outcome/Accomplishment
Two full-time Instructors		One instructor	Hired Nick Shaposhnikov

--	--	--	--

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff				
Personnel: Student Worker				

Personnel: Part Time Faculty				
Personnel: Full Time Faculty	Hire Instructor to replace tenure track instructor who left the position to follow husband to out-of-state job.	\$60000	\$12000	\$72000

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		

Supplies: Instructional Supplies		
Supplies: Non-Instructional Supplies		
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		
Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		

Facilities: Labs		
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		