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| **Berkeley City College’s mission is to provide our diverse community with**  **educational opportunities, promote student success, and to transform lives.** |

**Introduction and Directions**

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

The Program Review 2021-22 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this Program Review.

The Program Review is intended to primarily focus upon planning for the subsequent two years and institutional effectiveness. The Program Review process directly leads to the institutional resource allocation process and budget planning for the following academic year (2022-23). This is an opportunity for each administrative unit, support service program, and department to reflect on progress made and identify areas of program improvements to achieve equitable student success and elimination of achievement gaps. In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals.

If you have questions regarding other material in the Program Review, please contact your Dean or Manager. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

**Please email the completed Program Review to your Dean by November 30, 2021.**

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| **COLLEGE PROFILE** |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9).  This 2-page dashboard will provide information on the characteristics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors. |

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| **College Outcomes** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-21** |
| Full Time Equivalent Students (FTES) | 4,140 | 3,864 | 3,696 | 3,290 |
| Efficiency  (Productivity; avg faculty-student ratio) | 13.4 | 13 | 13.2 | 14.3 |
| Success Rate (%) | 67% | 69% | 67%\* | 74% |
| Degrees + Certificates Awarded (#) | 1,021 | 948 | 1,106 | 1,014 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1uzclwbMDUQPLY-nkDx1sq8Dy6ODICv-6?usp=sharing)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| 1. **DEPARTMENT DESCRIPTION**   Please verify the mission statement for your department. If your program has not created a mission statement, provide details on how your department supports and contributes to the College’s mission. | | |
| Our mission in the Berkeley City College Mathematics Department is to ensure that every student graduates, transfers or progresses into a career as a disciplined, literate and ethical individual, proficient at using mathematics and quantitative reasoning appropriately to analyze and solve complex problems in the real world.  Berkeley City College offers an extensive list of math courses in a variety of formats and times throughout the day to help fit the life and learning styles of all our students.  We are very pleased to offer the [Associate in Science Degree for Transfer (AS-T)](https://www.berkeleycitycollege.edu/math/files/2020/06/BCC-2020-2021-MATHMATICS-AS-T.pdf). Upon completion of the AS-T in mathematics, students may transfer to California State University (CSU) system. Completion of the sequence of math courses in the AS-T satisfies the math requirements for transfer to the University of California system (UC) into the mathematics major. | | |
| **Name(s) of member(s) completing this Program Review** | **Department/Program** | **Completion Date** |
| Claudia Abadia | Math |  |
| **List faculty names and/or staff with assignments in fall 2021.** | | |
| Full Time | Part Time | |
| Claudia Abadia  Salvador Garcia  Shawn McDougal  Michael Orkin  Kelly Pernell  Mark Rinker  Rick Wing  Dmitriy Zhiv | Naima Azgui  Lloyd Bland  Elizabeth Chemouni  Arash Farahmand  Latha Gopinath  Fan Ching Kuo  Daniel Najjar  Eugene Russakovskii  Gaston Sanchez Trujillo  Mei Tsai | |

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| **II. STUDENT EQUITY & SUCCESS** |
| Using the data dashboards provided below, review and reflect upon the outcome trends for your department. You may use data from other sources if available.  [Click here if you would like to view BCC’s Planning Documents](https://www.berkeleycitycollege.edu/prm/bcc-plans/) (Education Master Plan, College Strategic Goals, Student Equity Plan, District Strategic Goals, Vision for Success, Guided Pathways, Technology Plan, Facilities Plan)    For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |

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| **3A.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. | | |
| **What are your enrollment trends in the past three years?** | | |
| Over the past three years enrollment has declined in Math. The department has seen a reduction in the number of sections offered. Part of this can be attributed to AB705 and the COVID-19 pandemic. | | |
| **When the data for your department are disaggregated by student ethnic groups, what trends do you observe and how do plan to address them over the next three years?** | | |
| *Disaggregate the data and outcomes as far down as a possible then ask:*   * + *What trends do you notice when examining course success rates for disproportionately impacted student populations? Which factors do you believe have the greatest impact (positive or negative) and cause variation between student course success rates between faculty in your department? Describe some specific methods your department/unit is planning or implementing to address these equity gaps. How will you evaluate the efficacy of these interventions?*   + *How has pivoting to online instruction contributed to potential reductions in student success? Provide some specific examples of practices that faculty in your department have found ineffective in the online environment.* | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Zoom Tutoring  Proper Mix of class modalities | Dual enrollment with BHS and Berkeley Adult School | More intentional scheduling to support BCC learning communities like UMOJA and Puente. |
| **What would you recommend that we do to increase student enrollment in your department?** | | |
| Survey students to see what the best mode of instruction fits student need that also ensure student success. We need to offer all the classes needed for the Math ADT. If we had a degree audit program we could see what courses are needed in the future. Perhaps,we should coordinate with Counseling, English, and ESOL departments to determine block schedules of English/ESOL and Math courses in mornings, afternoons, and online. This way, students may have an easier time planning a full time load of courses each term. We should also offer a few late start courses in Math 1 and Math 13 to catch students who may drop the first few weeks of classes because of a slow start. We may be able to retain them in a term if they can start again with a new section. | | |

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| **3B.** [**Course Completion and Retention Rates Dashboard – Instruction**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  *If you need more guidance with this item, click here for additional support.* [Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://www.berkeleycitycollege.edu/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf). | | |
| **On page 3 of the “Course Completion and Retention Rates by Subject” dashboard, what are the completion and retention trends by gender, age, ethnicity in your department?** | | |
| From year to year it appears as if each ethnic group had a higher retention rate, with all ethnic groups increasing by approximately 5% (excepting the Pacific Islander group which showed a much larger increase due to the small sample size) . This may be due to the impact of Covid 19 and the zoom classes which allowed easy access for those with the proper software. However, it should be noted that (also due to Covid 19) enrollments were down across all four colleges of the Peralta Community College District. | | |
| **What disproportionately impacted (DI) population(s) showed outcomes gains in your program area and which need more support?** | | |
| Overall, every student group seemed to show a 5% increase in the retention rate (year to year). | | |
| **How do these outcome trends compare to the college average?** | | |
| BCC BCC Math  Completion Retention Completion Retention  2020-2021 71 85.3 2020-2021 68.3 84  2019-2020 67.6 87.7 2019-2020 63.3 83.2  2018-2019 69.1 81 2018-2019 59.6 74.9  Although school completion rates were higher than Math Department completion rates, Math department completion have increased more during the school years under consideration. Math retention rates have also increased more than the school’s retention rates, although the math retention rates were lower to start with. | | |
| **What questions do you have about the trends?** | | |
| At the very least (temporarily), Math department trends are improving. | | |
| **Based on input you’ve received from students, what have they expressed as their need (s) to complete and succeed in your courses? (support your recommendations with examples) e.g., offer diff modalities; timing of day).** | | |
| The Math department has fully implemented AB 705 and has added support classes to the large number of sections of Pre-Calculus (Math 1) and Statistics (Math 13). We also need to vary our course offerings at different times of the day to attract more students. | | |
| **How will these outcome trends you identified in this section affect your department goals and plans for the next three years?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Counseling  Ask for degree Audit | Develop a yearly schedule instead of a clone of each semester. |  |

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| **3C.** [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd) | | |
| **On page 1 of the “Degrees and Certificate Awards Trends” Dashboard, what are the award trends for your department (overall, by gender, age, and ethnicity).** | | |
| The dashboard does not allow me to see the degree trend for the department. Math is required for every ADT. The Math department also supports other disciplines. The department offers prerequisite courses for Business, the sciences, and many other majors. | | |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
| Typically, the minority students seem to be about 5% points behind in terms of completion, especially males of color. | | |
| **How do these outcome trends compare to the college average?** | | |
| The trends at BCC are roughly comparable with the overall college average. | | |
| **Based on input you’ve received from students, what have they expressed as their need (s) to complete their degrees and/or certificates? (support your recommendations with examples)** | | |
| We need to offer the full range of classes for the math program. We also need to offer classes like math 16B for business majors, however Laney College offers this class once a year as BCC does not have enough student interest to support one full section. The department is also in the process of updating the Math ADT to include more elective courses. | | |
| **How will these outcome trends you identified in this section affect your department goals and plans for the next three years?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| We will still continue to expand our student population through high school and adult education avenues. | If enrollment trends drop slightly, this might mean we will not be able to offer as many classes to the part-time faculty. |  |

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| **3D.** [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9) |
| **This dashboard does not provide data by subject. Reflect on what you can do to affect student transfer. How may your department help to support BCC student transfer?** (e.g., serve on panels, strengthen GP in your dept, change curriculum, increase number of AD-Ts, etc.) |
| The BCC Math department will continue to increase its offerings of the Calculus sequence (Math 3A-Math 3F) as the need arises. The department is also considering adding Math 11 (Discrete Mathematics) to the course curriculum to increase the number of electives for Math majors and computer science students. |

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| **3E. Curriculum** |
| View the department’s curriculum through the lens of student equity outcomes. BCC outcome data suggests that disproportionately impacted groups of students experience low rates of success. |
| **How do you plan to adjust the curriculum to advance student equity and address DI student outcome gaps?**  Examples include: making adjustments to lesson plans based on student assessment outcomes; review pedagogy and revise assignments for culturally relevant content; simplify student processes and make service areas student-centered; manage class discussions and student participation; review best practices, etc.). |
| Some faculty members have adopted an equity grading rubric. Part of this includes allowing late submissions without any penalty and raising the minimum grade to 50% instead of 0%. |

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| In the boxes below, add improvement actions that are directly related to **Student Equity & Success**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: | Math Department |
| Action Name: | Zoom Access to classes and tutoring |
| Description: | Train instructors and tutors in best practices for using Zoom for instruction and tutoring |
| Completion timeline: | Ongoing |
| Responsible person: | Math instructors and LRC |

**III. PROGRAM GOALS**

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| 1. **List your current Department Goals.** | | |
| Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program. | | |
| 1. **How do the goals align with the College goals? If so, which ones?** | | |
| **Berkeley City College Goals**   * **GOAL I:** Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success. * **GOAL II:** Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program. * **GOAL III:** Enhance Career-Technical Education Certificates and Degrees: Enhance BCC’s 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one’s career. * **GOAL IV:** Increase Transfer and Transfer Degrees: Ensure that all of BCC’s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options. * **GOAL V:** Ensure Institutional Sustainability: Increase BCC’s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term. | | |
| The Math Department has adopted the college's goal:  Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.  This goal aligns with PCCD District Goals:  Goal 1: Promote Equity  Goal 3: Offer Students the highest quality curriculum and services  Status Update:  Department faculty are working with administrators, the Learning Resources Center, and students on developing a tutor training program.  The department developed and is currently offering three support classes for Math 13 Intro to Statistics, Math 1 Pre-Calculus, and math 50 Trigonometry to remain in compliance with AB 705. All three support classes have been submitted and approved by the state.  The department has developed a self-guided placement tool for students and counselors to assist with AB 705 implementation and Guided Pathways. | | |
| 1. **Assess your facilities utilization (including labs, support for online learning, and other spaces) and for each year, indicate if the space is insufficient. If so, what are the needs and why? \****Note that facility needs and planning are addressed in the Facility Master Plan for the college, including the planning for new buildings.* | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| The Math department occupies office space in rooms 353 and 355. Another full time faculty member shares an office with two non-Math faculty members in room. Most part time Math faculty members’ also use room 355 for their office hours, other used room 112 located in the Learning Resources Center (another program is now using this space). Four full time faculty members use room 353. Three full time faculty members and all part time faculty members use room 355.  The Math Lab class is room 321. The Math department has a laptop cart and storage in this classroom. Room 322 also has an additional laptop cart for Math department use.  The office space is not sufficient for our part time faculty. During prime time office space can get crowded.  These considerations need to be addressed. The department needs more office space. | The departmental needs of office space needs to be adjusted in the future, and the department has a continuing need for office space, both at 2050 Center Street and also in the new building. | The departmental needs of office space needs to be adjusted in the future, and the department has a continuing need for office space, both at 2050 Center Street and also in the new building. |
| 1. **What are the essential functions of your department, any unique characteristics or trends? Provide specific examples.** | | |
| The Math Department is essentially a department that offers many service courses which are required in other disciplines. Although the number of declared math majors may be small, most other majors require a certain level of math in their curriculum. These needs of students requiring math classes is ongoing and with the advent of a more technological society, we do not see that math enrollment trends will decline in the future. It should also be noted that the new funding formula for community colleges requires that students achieve a certain level of math in their first year. | | |
| 1. **Describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, district and college governance have an impact on the support services your department provides. (e.g., partnered with dual enrollment and contract Ed programs at K-12 districts and high schools; support staff at high schools have access to Canvas to follow along and support students; allow tutors into the classes; Guided Pathways, AB 705, etc.)** | | |
| AB705 has changed how we offer our classes. The majority of our class offerings are now Math 1 and Math 13 since our remedial offerings are now minimal. Dual enrollments are also a method of increasing our enrollments, note our collaboration with Berkeley High and the Oakland School of the Arts. We are also looking into forming a partnership with Berkeley Adult School. | | |

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| Based on your responses to questions 4-8, are there areas that need improvements? If so, add improvement actions below. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: | Math |
| Action Name: | Collaboration with other schools and organizations. |
| Description: | Increase the number of dual enrollment sections offered. |
| Completion timeline: | Ongoing |
| Responsible person: | Math Faculty and BCC Administration |

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| 1. **ASSESSMENT** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan.  *Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, the Program Review resource allocation requests require the completion of assessment in order to qualify.* |
| **9A. List and describe the department/program’s progress and reflection on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs). If your department/program offers a degree or certificate, please describe the department’s progress on Program Learning Outcomes (PLOs).** |
| The math department is up to date on assessments in all courses. Within Curricunet, it shows that Math 3C was not assessed in Fall 2020. It was; the data has not yet been submitted.  The department offers several sections of the same course. To collect consistent SLO assessment data, the department uses a common SLO exam for each course and an assessment rubric to score each student who takes the exam.  In recent meetings this year to discuss SLO assessment, our department has expressed concerns about the accuracy of our SLO results. For each SLO in a course, we only use one math problem to assess student mastery. If a student is weak in a particular topic, they may not demonstrate proficiency or mastery on the SLO exam if the single SLO exam question is on that topic. However, there are many topics within a math course that can be applied to a specific SLO (eg for calculation, interpretation, analysis, representation, and communication). The student may indeed be proficient in the SLO, yet score below proficiency on the SLO exam. Therefore, our common SLO exams assessment results may not accurately reflect student learning and mastery.  The department offers one program: an Associate of Science Degree for Transfer (AS-T). We have recently experienced a high turnover in the SLO Liaison position. The department should plan for a PLO assessment and review in the coming year. |
| **9B. What improvement plans did your department identify upon the assessment of each program? How has your department used the results of assessment to improve student learning outcomes and/or curriculum? Please be as detailed as possible.** |
| The math department has met a few times with the Assessment Committee Chair and Curriculum Specialist to help assist in making improvements to our SLO data collection.  In May 2021, we decided to move towards having each instructor input their own SLO data into Curricunet. In the past, The SLO Liaison collected data from each instructor and then submitted a collective report into Curricunet. Having each instructor submit their individual SLO results will help help us analyze the learning and mastery of courses offered in different modalities (face-to-face, hybrid, and online). |
| **9C. Describe how the program has made use of information from the data it has from program and student learning outcomes in Round 4 (last cycle of the last 3 years) for continuous improvement.  Include the three most significant plans for improvements as a result of the assessment process with timelines.**[Click here to view your Assessment Calendar](https://peralta4-my.sharepoint.com/personal/ncayton_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncayton%5Fperalta%5Fedu%2FDocuments%2FAssessment%20Info%20for%20APU&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9uY2F5dG9uX3BlcmFsdGFfZWR1L0VrUF9iTld5cFJCSnYwNzhMM1pjcFk0Qk52MzBzZXRjQ2RpZFFwR3FWMUNCV2c_cnRpbWU9RGktQjZ4cGYyRWc) |
| As mentioned above, the math department acknowledges that the SLO results for many student learning items may not be accurate because we only use one exam question to assess each SLO.  Recently, the college received an Accreditation recommendation to improve the college's consistent use of disaggregated student data for informing decisions, in particular in the area of student learning outcomes assessment.  For this reason, the math department has decided on the following improvement plan:  - (Fall 2021) Math faculty will submit their own individual SLO assessment results to Curricunet. This will improve data analysis of math courses offered in different modalities (online, face-to-face, hybrid).\  - Offer workshops/training sessions to math faculty on how to submit SLO data results and Action Plans to Currcinet  - (Spring 2021) Administer SLO Assessments via Canvas so we may collect SLO assessment data disaggregated by ethnic background, gender, etc.  - Add all math faculty as "instructors" to the Math Resources Canvas shell that has already been created.  - Add Rubrics and Outcomes for each student learning outcome within this Math Resources shell so that all math faculty have access to the outcomes to assign/align for any assignment they give to students.  - Add all common SLO assessment exams for each course and align Canvas Rubrics and outcomes to each exam. This will give access to all math faculty to import SLO exams to all of their future courses.  - (Spring 2021) Assess each SLO with more than one math problem.  - Offer workshop/training sessions to math faculty that show them how to add rubrics and outcomes to various Canvas assignments within their courses. |
| **9**D**. How does your department, program, or unit ensure that students are aware of learning or service area outcomes?** |
| All faculty list student learning outcomes in their course syllabi. Many faculty emphasize student learning outcomes when presenting various topics within their courses. They explain the importance of calculation, representation, analysis, and communication throughout their courses. |
| **9**E**. Besides your syllabi, where are the service area and/or program level outcomes published? If on a website, please specify the URL.** |
| The math department uses the same student learning outcomes for each course offered at the college because we strive to develop the skills of a quality mathematician at each level of study. In addition to course syllabi, the student learning outcomes are listed on the math department's website at  https://www.berkeleycitycollege.edu/math/student-learning-outcomes/ |

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| In the boxes below, add improvement actions that are directly related to **Assessment.** If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: | Mathematics |
| Action Name: | Canvas SLO Assessment Integration |
| Description: | Assess SLOs via Canvas for all math courses. |
| Completion Timeline | Spring 2021 |
| Responsible person: | Kelly Pernell as SLO Liaison; all math faculty as participants |

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| 1. **ENGAGEMENT** |
| **10A. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty/staff/admin participate in.** |
| Kelly Pernell-Academic Senate Secretary, Assessment Committee Member, Department's SLO Liaison, TRC Member for a math department faculty member and the DSPS Coordinator  Claudia Abadia-Department Chair Council, TRC Member for Math department faculty members  Rick Wing-TRC Member for Math department faculty members  Mark Rinker- Academic Senate representative for the Math department  Dmitriy Zhiv- Curriculum Committee |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| Michael Orkin is on Board of Trustees of Lincoln University. He routinely appears on radio and TV to discuss statistics relative to lottery odds. He also publishes various articles on statistics, with one example being “Chance” magazine.  In the future, elementary or basic skill Math classes may be offered at the Adult School as part of concurrent enrollment and as a solution to help students who are not at the level of the support courses (Pre-Calculus, Statistics or Trigonometry).. |
| **10C. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.** |
| Adjunct faculty members are encouraged to participate in departmental activities and training. They are encouraged to take on leadership roles in the department. |
| 1. **10D. Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships support your area to meet its goals.** |
| The Math department work in conjunction with the Disabled Student Office, the Veterans Office, and Counseling to meet the students’ needs. |

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| In the boxes below, add improvement actions that are directly related to Engagement. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion Timeline |  |
| Responsible person: |  |

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| **VI. Prioritized Resource Requests** |
| In the boxes below, add a 3-year resource requests for your department/program that *have not been funded by existing funding sources*. Work with your supervisor to estimate costs. If there are no resource requested, leave the boxes blank.  [Click here to view the Resource Request Process and Timeline](https://drive.google.com/file/d/1AaC-W2_qjNaYbe6h8WjQ4_HIX43eBctx/view?usp=sharing) |

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| **Resource Category** | **Description/Justification** | **Estimated Annual Salary Costs** | **Estimated Annual Benefits Costs** | **Total**  **Estimated**  **Cost** | **Overall**  **Priority Ranking (1=Most important)** |
| **Personnel** |  |  |  |  |  |
| Classified Staff | Help with Math department projects, LRC coordination, Math web site maintenance and student OER resources | Need assistance from Dean or VPI |  |  | 6 |
| Student Worker | Embedded tutors for support courses and other courses | Need assistance from Dean or VPI |  |  | 4 |
| Part Time Faculty | A dedicated counselor (5-10 hours a week) focused on helping students in support classes that would result in more collaboration with student services for students required to take the support courses. | Need assistance from Dean or VPI |  |  | 5 |
| **Professional Development** | Description/Justification | | | Estimated Cost |  |
| Department wide PD needed | Faculty Stipends for :  Guided Pathways  Developing non-credit courses to be offered at the Adult school.  Curricunet SLO submission training  Canvas Training on Rubrics and Outcomes alignment  CMC^3 Conference Fees | | | $500 stipend per faculty member | 8 |
| Personal/Individual PD needed | Equity Grading | | | $200 stipend per faculty member | 9 |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software (for whom or role?) | Notability for iPad users | | | $10 per iPad user | 10 |
| Books, Magazines, and/or Periodicals |  | | |  |  |
| Instructional Supplies | Two Classroom set of TI84 Plus CE graphing calculators (30 calculators with charging station and cables) | | | $9000 | 7 |
| Non-Instructional Supplies | Toner cartridges for printer used by Math faculty in a year. | | | $700 | 14 |
| **Technology & Equipment** | Description/Justification  *Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/drive/folders/1SityYoJ8rYTzcYq_Iwtr59fJ6205LWIX?usp=sharing) *to verify whether it has already included.* | | | Estimated Cost |  |
| New |  | | |  |  |
| Replacement | Replace desktop computers in room 353 and room 355 for Math department faculty with new desktop computers equipped with a webcam. | | | $8000 | 3 |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms | Classroom analysis to ensure that Math classes fit in their classroom. Also the department requests more permanent use of room 322, in addition to room 321, and permanent use of another classroom to store the new laptop cart and hold classes. | | | Need assistance from Dean or VPI | 1 |
| Offices | Dedicated office space is needed for adjunct faculty. Currently more than 12 part timers share one desk in room 355. | | | Need assistance from Dean or VPI | 2 |
| Labs |  | | |  |  |
| Other | Slide out shelf for use with teacher desk-8 | | | $1600 | 13 |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials (including streamline media needs) | College Mathematics Journal Lifetime Membership | | | $2500 | 15 |
| Library collections |  | | |  |  |
| OER |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description | Food budget to continue tutor training sessions  $35 AMATYC membership to participate in the annual student mathlete competition | | | $1500  $35 | 11  12 |

**Thank you for your time and effort in completing the Program Review!**

**Please email the completed Program Review to your Dean by November 30, 2021.**