

1. Assessment Plan - Four Column



PIE - Natural Sciences: Math & Computer Science Unit

Narrative Reporting Year

2017-18

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Program Planning Dialog: In anticipation of the passage of AB 705, the department unanimously approved a change in the math placement system based on the MMAP model in August 2017. The Multiple Measures Committee, led by David Beydler, worked with IT, counseling, instruction, among other departments to implement the new assessment questionnaire that students access through their portal. That questionnaire will place them into a math class based on their self-reported high school GPA, last high school math class, and the grade in that class. Students will be directed to a web page that will show what material they should know going into that class and what they will learn. Students will have the option of selecting a class that is lower if they feel that they are not prepared for the class that they have been placed into by the results of the questionnaire. David was appointed by ASCCC to serve on the statewide AB 705 Implementation Advisory Committee.

David was instrumental in the development of the Assessment Questionnaire (AQ), the Student Success Inventory (SSI), and led the department's curriculum committees in developing student messaging and sample content for each math course that students can place into. The sample content is now available on the department's website, thanks to Jennifer Turner. These resources are publicly available and can be used by students, faculty, and counselors for placement assistance.

Corequisite courses for Math 51, Math 71, Math 130, and Math 180 were created. A committee of 11 math faculty (Debbie Rivers (co-chair), Baochi Nguyen (co-chair), Kambiz Khoddam, Joe Terreri, Irving Lai, Lisa Morales, Laura Wohlgezogen, Melody Summers, Jeff Wakefield, Hoang-Quyen Nguyen, and David Beydler) have worked throughout the year to develop the corequisite courses Math 5, Math 7, Math 13, and Math 18. These four courses have now been fully approved by the Chancellor's Office. Kambiz Khoddam coordinated the development of supplemental materials for these corequisite courses so students won't have to purchase additional materials. These supplemental materials, along with sample syllabi and sample finals, will all be made available on our department website to faculty teaching corequisite courses. This committee also developed a corequisite brochure refined by Baochi, which included mini flowcharts of the new corequisite model. This committee also developed a student letter to help market these new courses and the new placement process to current Mt. SAC students. These materials were presented to students in nearly 150 Math and LERN classes. The corequisite committee will be conducting its first Corequisite Training Day for faculty scheduled to teach corequisite in Fall 2018. Over 15 math faculty members will be attending this training.

English and math faculty partnered up to present their new placement models and corequisite courses at the Spring 2018 Flex Day. There has been a great deal of collaboration between these two departments this year. The Math & CS Department is appreciative of all of the assistance and insight that Margie Whalen, Michelle Dougherty, Ned Weidner, and Gary Enke provided throughout the year. We look forward to continued collaboration with the English department in 2018-2019. Plans to develop a Math/English first-semester experience will be investigated in collaboration with Pathways and Bridge.

The Math & CS Department was disappointed that no full-time hires were given to the department. With the new placement system, there is a projected growth that full-time hires would have helped in staffing those classes. As such, it will be difficult to staff the 33 unstaffed classes (as of May 9, 2018) by hiring adjunct faculty. It anticipated

that many of these classes will be canceled. The Math & CS Department continues to lose quality adjunct faculty to nearby colleges who are hiring full-time positions.

The Math & CS Department's adjunct pool grew to 52 faculty. Janet McMullin was appointed as Adjunct Faculty Coordinator.

Discussed dual enrollment at West Covina High School, Ganesha High School, Bonita High School, and iPoly High School for 2018-2019. Math 180 and Math 181 were agreed to be taught at Bonita High School and an instructor has been hired.

Issues with staffing caused no dual enrollment class to be offered at Ganesha High School. Due to the size of the population of students that were tested at West Covina High School, no dual enrollment courses are going to be taught since there were not enough students who tested into a college level course or into Math 71. As of May 9th, professors are still being sought to teach two dual enrollment links that iPoly High School is requesting. Foreseeable issues include staffing, evaluation of faculty, scalability of model, and calendar inconsistencies between high schools and Mt. SAC. Department discussions have not been supportive of this model. At a time when we are struggling to staff our own math classes, it is nearly impossible to staff off-campus classes.

The department website received a major face-lift this year thanks to Jennifer Turner. There is now a corequisite component (www.mtsac.edu/math/corequisite). This website now offers detailed information about new courses, updated flowcharts, faculty resources, and links to other resources.

Established a Math Success Lab in 16D. Continued discussion regarding using the Math Success Lab as a support center for at-risk students and students wanting to place into higher courses. Instructor-led topical workshops, coordinated by Christine Sun, were offered Fall 2017 and Spring 2018 focusing on Math 71 student success. Workshops were run by 5 math faculty members (Anton Butenko, Grace Peng, Cynthia Nguyen, Tim Takashima, and Hoang-Quyen Nguyen).

A campus-wide Academic Support Team was formed to assist under-prepared students. These meetings are attended by support labs across campus and academic disciplines impacted by the new placement model. Rene Pyle, James Abbott, Jennifer Turner, and leaders from our Multiple Measures committee represent our department at these meetings.

Increased sections of Math 70S and Math 110S offered. Continued growth of this sequence will require training of additional faculty. Designated space in an easily accessible location is needed to organize and store course materials. Pending AB 705 guidelines for Statistics may have a direct impact on the future of these courses. Our Statistics sequences may need to be revisited once official guidelines are given to us by the Chancellor's Office.

The Math & Engineering Club (MEC) was very active this year and hosted several events. These events can be found on the club's website <https://sites.google.com/view/mtsacmec>. Some of this year's events include:

- Factoring and Integration Rallies (Fall 2017 and Spring 2018)
- STEM Talks, where 5 students gave 10-15 minute talks on what inspires them about STEM.
- Weekly 2-hour tutoring sessions on Fridays for students who can benefit from math tutoring. There were several volunteer student tutors as well as faculty volunteers (Brian Rolle, Tim Takashima, and David Beydler).
- Guest speakers included Mt. SAC math faculty (Scot Childress and David Beydler) and a former Mt. SAC student (Paul Chiu).
- Participation at Debbie Borocho Day (MEC Booths), where club members created and hosted hands-on activities for attendees.
- Won the Lip Sync competition at Puttin' on the Hits.

The Math 110 and Math 110H unit increase was put on hold due to an issue with the course being part of the certificates or degrees of other programs. Jimmy Tamayo will be contacting those programs to ask them to submit a revision to their certificate or degree to reflect the unit change. This must occur prior to EDC's approval of the unit increase of Math 110 and Math 110H.

The CFIT Committee, led by Paula Young and Lisa Morales, compiled contextualized material for Math 51.

Presentations were made by faculty at monthly meetings, including Lisa Morales, Mariano Arellano, and Marissa Case. Mariano developed a Canvas sandbox to house CFIT materials and other instructional materials to be shared by the department.

Paula Young was nominated for the Debbie Boroch Developmental Educator of the Year award.

Michael Hattar was recognized by the Mathematics & Computer Science Department at the 3rd Annual Faculty Association Celebration of Adjunct Faculty.

The Math Corequisite Committee was nominated for the Academic Senate 10+1 Curriculum Award.

David Beydler was nominated for the Academic Senate Outstanding Faculty of the Year award.

The Math & CS Department participated in the 8th Dr. Deborah Boroch Discovery Day. Janet McMullin and Baochi Nguyen coordinated the math event "Water Balloon Launcher: Projectile Motion." Tim Takashima donated the prizes for this event.

Janet McMullin served on the Kepler Distinguished Lecture and Scholarship Committee. The Math & CS Department contributed a Natural Science silent auction gift basket for this event.

Michelle Johnson served as the faculty representative to the Mt. SAC Foundation. Numerous math faculty contribute financially to Math and Computer Science student scholarships and select recipients.

Numerous math faculty members serve as student club advisors, FA and AS reps and Exec board, and other campus-wide committees.

Expanded Bridge/Pathways programs as requested by college leadership. Offered additional sections to better serve students at a variety of times. There is a need for dedicated classrooms for these programs to overcome scheduling challenges. Plan for 2018-2019 is a temporary decrease in course offerings in each program while the impact of the new placement system on the student population of each program.

Discussed the need for an additional computer lab facility and/or an additional CSCI lab in building 61.

Continued dialogue with ESA regarding 61-1420 as a possible new computer lab for CSCI classes. Currently, ESA has agreed to share 61-1420 for classes in the evening, if needed. There is a plan where the lecture part of CSCI classes take place in 61-1420 and then the class moves to 61-1418 for the lab portion of the class. The logistics of such a plan needs to be worked out. This plan would allow for additional CSCI classes to be offered.

External Conditions, Trends, or Impacts: 1. Increasing demand for transfer-level math courses.

2. Decreasing demand for developmental math courses and LERN 48/49 courses.

3. Increasing demand for computer science courses.

4. Increasing demand for CSCI 190 (including intersessions).

5. AB 705 implementation that will impact placement of students matriculating from high school and possible intermediate algebra prerequisite for statistics.

6. Potential impact of AB 1805, which would require us to inform all students of their "rights to access transfer-level coursework."

7. Decision by administration to consider participated in dual enrollment programs at West Covina High School, Bonita High School, Ganesha High School, and iPoly High School.
8. Decision by administration to increase student enrollment.
9. Decision by administration to expand Bridge and Pathways program.
10. Decision by state to support CAP.

Internal Conditions, Trends, or Impacts : 1. Total number of credit sections (Math + CS) reached 680 (Summer/Fall/Winter/Spring) for 2017-18, exceeding 2016-17 levels of 647 sections offered.

2. Total credit enrollment at census exceeded 2016-17 levels: In 2017-18, 18,202 students were enrolled at the first census week, versus 17,851 students in 2016-17. Data from SSR0039-A.

3. Increase in total offerings from 245 in Fall 2016 to 267 in Fall 2017 while still holding high fill rates (86.2% Fall 2016 and 81.2% Fall 2016). Data from SSR0038-B.

4. Increase in total offerings from 253 in Spring 2017 to 259 in Spring 2018 while still holding high fill rates (81.5% Spring 2017 and 77.4% Spring 2018). Data from SSR0038-B.

5. Increase in total offerings from 69 in Summer 2016 to 73 in Summer 2017 while still holding high fill rates (75.7% Summer 2016 and 74.9% Summer 2017). Data from SSR0038-B.

6. Increase in total offerings from 80 in Winter 2017 to 81 in Winter 2018 while still holding high fill rates (79.0% Winter 2016 and 77.9% Winter 2017). Data from SSR0038-B.

7. Initial course offerings of Math 260 and Math 290 starting Fall 2018. Need to examine demand to offer one or both of these courses during intersessions. The last Math 285 will be offered Fall 2018.

8. Initial course offerings of Math 5, Math 7, Math 13, and Math 18 starting Fall 2018.

Critical Decisions Made by Unit: 1. New math placement system based on high school GPA and math coursework was adopted.

2. Four new math corequisite courses were approved (Math 5, Math 7, Math 13, and Math 18).

3. Expanded support in 16D. Student support offered includes ALEKS-based instruction, instructor-led workshops, Math Placement Test Info Sessions, and SI sessions.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement:

1. Students participated in the AMATYC Student Mathematics League (a national math competition), organized by Steve Zicree.

2. Students participated in the Putnam Math Competition, organized by Horia Pop.

3. Hosted Integration and Factoring Rallies each semester. Over 100 Mt. SAC math students participated in these competitions.

4. The Math Department and the Math and Engineering Club participated in Dr. Deborah Boroch Discovery Day.

5. Math/Computer Science students were selected as recipients for this year's Math & Computer Science Scholarship. Five \$600 scholarships were awarded.
6. Tim Takashima awarded HMT Memorial Scholarships to hard-working students in need.
7. Teams participated in the ACM (Association for Computer Machinery) programming competition.

Notable Achievements for Theme B: To Support Student Access and Success:

1. In response to increased demand for Calculus sequence, six additional Calculus courses were offered.
2. In response to increased demand for Statistics, fifteen additional Statistics courses were offered (Math 110/110S).
3. In response to increased demand for math courses and lack of support for additional full-time hires, seventeen new faculty were added to the adjunct pool.
4. In response to increased demand for Computer Science courses, additional sections were offered.
5. Visited math and LERN classes to inform students about the new placement model and options for support and acceleration in their math requirements.
6. Our new placement model and corequisite courses will increase student access to our math courses.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: Worked with BSSOT Coordinator Shannon Rider to secure funding for corequisite brochures, Corequisite Faculty Training Day, 6 faculty that are attending CAP conference, and faculty stipends.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration:

1. The MARC, TMARC, and Computer Lab in building 61 continue to serve, support, and assist student collaborative learning. These facilities continue to be in high demand and maximize capacity during peak hours of operation.
2. The centralized math program in building 61 continues to foster student-to-student, student-to-faculty, and faculty-to-faculty communication, cooperation, and collaboration.
3. English and math faculty collaborated to present their new placement models and corequisite courses at the Spring 2018 Flex Day, and have jointly participated in numerous campus-wide implementation meetings.
4. A campus-wide Academic Support Team was formed to assist under-prepared students. These meetings are attended by support labs across campus and academic disciplines. This is a campus-wide collaborative effort to develop a support plan for disciplines impacted by the new placement model.
5. The Math Success Lab coordinated dialogues for how to best support developmental math students. This effort involved Student Services, the Assessment Center, math faculty, and 16D staff.

Contributors to the Report: Jimmy Tamayo - Math & Computer Science

Kambiz Khoddam - Math & Computer Science

Debbie Rivers - Math & Computer Science

Melody Summers - Math & Computer Science

David Beydler - Math & Computer Science

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>	
<p>Dev Math Success - Increase student success in our Developmental Math Program. Status: Active Goal Year(s): 2016-17 Date Goal Entered (Optional): 09/01/2016</p>	<p>Completed - New MARC/T-MARC/Computer Lab furniture Describe Plans & Activities Supported: Funding to replace chairs in the MARC, TMARC, and Computer Lab. Lead: Jimmy Tamayo One-Time Funding Requested (if applicable): 20000 Type of Request: Furniture Planning Unit Priority: Medium What would success look like and how would you measure it?: Delivery of complete order.</p>	<p>Reporting Year: 2016-17 % Completed: 100 Student furniture for the MARC and TMARC has been delivered. This furniture, especially chairs, will help to make the MARC, T-MARC, and Computer Lab a more comfortable and welcoming environment where students will want to come and study to improve course grade. (06/08/2017)</p>	
	<p>Completed - Early Alert Taskforce Lead: Baochi Nguyen What would success look like and how would you measure it?: Implementation of an early alert option in faculty portal.</p>	<p>Reporting Year: 2016-17 % Completed: 100 Early Alert System is in place and can be accessed in faculty portal. (06/21/2017)</p>	<p>: Data will be evaluated in 2017-2018 academic year. (06/21/2017)</p>
	<p>In Progress - Summer Math Bootcamp Lead: Baochi Nguyen What would success look like and how would you measure it?: Offer 3rd pilot year of a Summer Math Bootcamp.</p>	<p>Reporting Year: 2016-17 % Completed: 100 Summer Math Bootcamp is ongoing and will be offered for the 3rd time in Summer 2017. (06/21/2017)</p>	<p>: Data will be evaluated in the 2017-2018 academic year. (06/21/2017)</p>
	<p>In Progress - Math Placement Test Information Sessions Lead: David Beydler Type of Request: Research, Student Services What would success look like and how would you measure it?: Students take appropriate level math placement test.</p>	<p>Reporting Year: 2017-18 % Completed: 75 Math Placement Test Info Sessions were run Summer 2017, Fall 2017, Winter 2018, and Spring 2018. In response to declining demand for these info sessions, David Beydler developed a Math Placement Video that, once finalized, will be available on the Assessment Center website. The future of the Math Placement Test Info Sessions has yet to be decided. (05/25/2018)</p>	
		<p>Reporting Year: 2016-17 % Completed: 100 Math Placement Test Info Sessions were funded by the Title</p>	

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V grant. Attendance from Fall 2014 to Summer 2015 was 375 students. Attendance from Fall 2015 to Summer 2016 increased to 907 students (about a 2.4 times increase). Attendance numbers for Fall 2016 to Summer 2017 are pending.

Surveys were handed out at the end of each Math Placement Test Info Session. Here is the data collected from students who attended info sessions between Fall 2015 and Summer 2016:

-96% either "Strongly Agreed" or "Agreed" that they knew which level math placement test to take after attending the info session.

-99% either "Strongly Agreed" or "Agreed" that they knew how to prepare for the math placement tests after attending the info session.

-99% either "Strongly Agreed" or "Agreed" that they found the info session helpful.

-97% either "Strongly Agreed" or "Agreed" that they would recommend the info session to a friend.

26 students took the same-level placement test before and after attending a Math Placement Test Info Session (between Fall 2015 and Summer 2016). 69% of these students received a higher score after attending the info session.

(06/17/2017)

Related Documents:

[2014-2015 Math Placement Test Info Session Report.pdf](#)

[2015-2016 Math Placement Test Info Session Report.pdf](#)

In Progress - Bridge/Pathways/Math Department Coordinator

Describe Plans & Activities

Supported: Funding

Lead: Jimmy Tamayo

One-Time Funding Requested (if applicable): 6000

Planning Unit Priority: Medium

What would success look like and how would you measure it?: An

Reporting Year: 2017-18

% Completed: 0

This position was not created/funded. This is now a second request for funding. (05/25/2018)

Reporting Year: 2016-17

% Completed: 0

This is an initial request that this position be considered and funded for 2017-2018 academic year. (06/21/2017)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	<p>ongoing coordinator position with 2 LHE reassigned time per semester.</p> <p>In Progress - Corequisite Model Exploration</p> <p>Describe Plans & Activities</p> <p>Supported: Faculty time and funding at non-instructional rate</p> <p>Lead: Baochi Nguyen and Debbie Rivers</p> <p>Type of Request: Facilities</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: Creation and implementation of corequisite course(s).</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 50</p> <p>4 math corequisite courses have been developed for Fall 2018 implementation. Additional math corequisites (Math 11 for statistics and Math 15 for trigonometry) may be developed in 2018-2019 in response to AB 705 guidelines. (05/25/2018)</p> <hr/> <p>Reporting Year: 2016-17</p> <p>% Completed: 0</p> <p>Course(s) is in initial planning stage pending multiple measures (high school transcripts) adoption. (06/21/2017)</p>
	<p>In Progress - Multiple Measures Model Exploration</p> <p>Describe Plans & Activities</p> <p>Supported: Non-instructional hourly compensation during Summer 2017. Possible reassigned time during Fall 2017. Title V and BSSOT funding are being explored.</p> <p>Lead: David Beydler</p> <p>Type of Request: Research</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: Creation and implementation of new multiple measures model.</p>	
	<p>Full Funding Requested -</p> <p>Conference and travel funding</p> <p>Describe Plans & Activities</p> <p>Supported: CAP attendance (Debbie Rivers, Kambiz Khoddam, Melody Summers, Hoang-Quyen Nguyen, Baochi Nguyen, and David Beydler). Pathways Institute attendance (Lisa Morales and Irving Lai).</p> <p>Lead: David Beydler</p>	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	<p>One-Time Funding Requested (if applicable): 10000 Type of Request: Professional Development Planning Unit Priority: Medium What would success look like and how would you measure it?: That all 8 faculty members be fully funded.</p>	
<p>Math appreciation - Promote in students an appreciation for the value of a mathematics education via application problems. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19 Date Goal Entered (Optional): 09/01/2016</p>	<p>In Progress - Create contextualized beginning algebra (Math 51) lessons. Describe Plans & Activities Supported: 5 LHE of reassigned time for faculty to research and develop materials (1 LHE per discipline). Lead: Scott Guth One-Time Funding Requested (if applicable): 8000 Planning Unit Priority: Medium What would success look like and how would you measure it?: Completed supplemental materials for each discipline.</p>	<p>Reporting Year: 2017-18 % Completed: 50 Some contextualized Math 51 lessons are available in the Math Department sandbox on Canvas. This repository of instructional material may be expanded in 2018-2019. No reassigned time has been given to date. Reassigned time is needed to complete this goal. (05/25/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 50 Some supplementary modules have been developed. (06/21/2017)</p>
	<p>In Progress - Promote Math & Engineering Club Describe Plans & Activities Supported: Funding for competition prizes & guest speaker. Lead: Mariano (Tovy) Arellano On-Going Funding Requested (if applicable): 1000 Planning Unit Priority: Medium What would success look like and how would you measure it?: Increased club membership and distinguished guest speakers from other colleges.</p>	<p>Reporting Year: 2017-18 % Completed: 75 This is an ongoing active club. Funding is still requested for club-sponsored events and guest speakers. (05/25/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 100 This is a current and active club. (06/21/2017)</p>
<p>Math quality & consistency - Maintain a quality mathematics</p>	<p>No Funding Requested - Replace Projector Screens in Classrooms</p>	<p>Reporting Year: 2017-18 % Completed: 50</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>program with more consistency in instruction. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19 Date Goal Entered (Optional): 09/01/2016</p>	<p>Describe Plans & Activities Supported: 25 motorized projector screens (PSS PE1610123MW 123in Motorized Projection Screen 652 x 1045) & installation costs. Lead: Jimmy Tamayo One-Time Funding Requested (if applicable): 35000 Planning Unit Priority: Low What would success look like and how would you measure it?: Replace projector screens in all math & computer science classrooms. Full Funding Requested - 100 Wall-Mounted Jumpseat in building 61 Describe Plans & Activities Supported: Bench and installation quote from www.southwestsolutions.com Lead: Jimmy Tamayo One-Time Funding Requested (if applicable): 40000 Planning Unit Priority: Medium What would success look like and how would you measure it?: 100 new benches purchased and installed.</p>	<p>Broken projector screens were replaced by new manual screens through Presentation Services. No funding request was necessary to pay for the cost of these repairs. Future repairs of manual projector screens will be completed through Presentation Services. (05/09/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 0 This is a repeated request. (06/21/2017)</p> <hr/> <p>Reporting Year: 2017-18 % Completed: 0 It was determined that there were logistical issues with the possible installation of the jumpseats. (05/09/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 0 This request is replacing the original request for narrow benches in hallways. Hazardous hallway conditions exist and will be eliminated by these jumpseats. (06/21/2017)</p>
	<p>Full Funding Requested - Recessed Instructor Classroom Workstations Describe Plans & Activities Supported: 20 recessed instructor classroom workstations Lead: Jimmy Tamayo One-Time Funding Requested (if applicable): 50000 Planning Unit Priority: High What would success look like and how would you measure it?: 20 recessed instructor classroom workstations purchased and installed.</p>	<p>Reporting Year: 2017-18 % Completed: 0 \$50,000 was funded to replace the instructor desks in the classrooms in building 61. The Department Chair, Associate Dean, and Dean would like to purchase desks so that the monitor is recessed to improve the line of sight for students, encloses all cables to reduce a tripping hazard, and to provide a better input connector for faculty who use their laptop computers for their lectures. However, there were issues with the purchasing of new desks since these desks do not meet "campus standard". Matthew Judd had several conversations regarding this issue with presentation services and IT. During one conversation in which Matthew Judd, John Vitullo, Jimmy Tamayo, and Maria Valdez were</p>

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	<p>No Funding Requested - Update to winged whiteboard rooms. Describe Plans & Activities Supported: Purchase and install front/side boards and construct winged front boards where needed. Lead: Jimmy Tamayo One-Time Funding Requested (if applicable): 6000 Planning Unit Priority: High What would success look like and how would you measure it?: Side boards and winged front boards purchased and installed in all rooms.</p>	<p>present, it was presented that in order to replace the table with a desk that would require re-wiring each classroom would cost \$20,000 for each classroom. The decision was made to put this request on hold for 2017-2018 and re-submit the request for the classroom desks for 2018-2019. (05/09/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 0 This is a repeated request. 10-year old workstations do not meet the instructional technology needs of our classrooms. (06/21/2017)</p> <p>(06/21/2017)</p> <p>Reporting Year: 2017-18 % Completed: 100 White boards have been installed in 61-3302 and 61-3406. (05/09/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 50 White boards have been delivered to rooms, but not installed. (06/21/2017)</p>
	<p>In Progress - Full-time Tenured Track Math Faculty Positions Describe Plans & Activities Supported: 3 new full-time tenured track math faculty positions + 1 replacement position (Heidi Parra) Lead: Jimmy Tamayo Type of Request: Human Resources Planning Unit Priority: High What would success look like and how would you measure it?: Hiring 3 new full-time tenured track math faculty positions + 1 replacement</p>	<p>Reporting Year: 2017-18 % Completed: 0 No full-time faculty positions were given to Math & CS during the 2017-2018 academic year. This puts the department in a difficult position in terms of staffing classes for Summer 2018 and Fall 2018 in anticipation of the implementation of the new placement system and the piloting of the corequisite courses. The request for these positions will be re-submitted at the Division level when faculty prioritization occurs during summer 2018.</p> <p>Many Summer 2018 courses are currently on hold due to</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	position (Heidi Parra)	<p>lack of staffing. Additional courses could fill had we been given full-time instructors. Nearly 40 Fall 2018 classes are currently unstaffed (as of May 25, 2018). We have lost adjunct faculty to full-time positions at other colleges. Our adjunct pool is bleak and very few applications have been submitted in 2017-2018. Staffing is at a critical level. (05/09/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 0</p> <p>These faculty positions will be requested in 2017-2018 to accommodate the recent growth of the department and will provide students a more consistent program where full-time faculty are readily available. This will be the department's highest request in 2017-2018. (06/21/2017)</p>
<p>Goals and planning - Increase participation in setting goals and planning for department improvement. Status: Active Goal Year(s): 2016-17 Date Goal Entered (Optional): 09/01/2016</p>	<p>In Progress - Create a PIE Committee Describe Plans & Activities Supported: Faculty volunteers Lead: David Beydler, Debbie Rivers, Kambiz Khoddam, and Melody Summers Planning Unit Priority: Medium</p>	<p>Reporting Year: 2017-18 % Completed: 100</p> <p>A standing PIE Committee has been in place since the end of Spring 2017. This committee had hoped to keep our PIE report updated month-to-month throughout 2017-2018. Unfortunately, entry did not happen according to plan due to the late release of the 2017-2018 PIE document. (05/25/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 100</p> <p>Committee has been formed and this will be a working committee in 2017-2018. (06/21/2017)</p>
<p>Access - Increase student access to our program. Status: Active Goal Year(s): 2016-17, 2017-18 Date Goal Entered (Optional): 09/01/2016</p>	<p>No Funding Requested - Math & CSCI Department Office Signage Describe Plans & Activities Supported: Installation of two signs that read: Sign 1: Math & Computer Science (placed above the office door in 61-1622). Department Office Sign 2: Math & Computer Science</p>	<p>Reporting Year: 2017-18 % Completed: 100</p> <p>Signage completed through Division office thanks to the efforts of Associate Dean, John Vitullo. New sign above main corridor, added sign about department office, and signs indicating directions of department office and adjunct office were all completed during Spring 2018. (05/09/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 0</p> <p>This is a repeated request. (06/21/2017)</p>

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

(to replace the sign above the entrance of building 61 corridor). This sign will replace the sign that currently reads "Math Faculty Department Offices".

Note: These signs should be the same size and font as the sign above the adjunct faculty office in 61-1650.

Lead: Debbie Rivers
Planning Unit Priority: High
What would success look like and how would you measure it?: Installation of the signage.

College-level math success - Increase the success of students in our 100-level courses who matriculate from our Developmental Math Program.
Status: Active
Goal Year(s): 2016-17
Date Goal Entered (Optional): 09/01/2016

Completed - Statway Conference
Lead: Scott Guth
What would success look like and how would you measure it?: Faculty attendance at conference.

Reporting Year: 2016-17
% Completed: 100
Faculty attended conference in Summer 2016 and have begun teaching 70S and 110S. (06/21/2017)

In Progress - Statway Training
Describe Plans & Activities
Supported: Instructors to lead training, facilities, and funding for registration and meals.
Lead: Scott Guth
One-Time Funding Requested (if applicable): 3000
Type of Request: Facilities, Marketing, Professional Development
Planning Unit Priority: High
What would success look like and how would you measure it?: At least 3 faculty need to be trained.

Reporting Year: 2017-18
% Completed: 100
At least 3 faculty were trained in August 2017. (05/25/2018)

In Progress - Market 16D as a Math Success Center
Describe Plans & Activities
Supported: ALEKS support staff, faculty support, ALEKS licenses,

Reporting Year: 2016-17
% Completed: 0
Statway training will take place on our campus August 2017. (06/21/2017)

Reporting Year: 2017-18
% Completed: 50
A collaborative effort has taken place between Student Services, the Assessment Center, math faculty, and 16D

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>faculty-led workshops, faculty training, and marketing of facility. Lead: Baochi Nguyen, Cameron Troxell, Christine Sun, David Beydler Type of Request: Facilities, Marketing, Professional Development, Technology Software Systems - new Planning Unit Priority: Medium What would success look like and how would you measure it?: Increased student utilization. Full Funding Requested - Funding for faculty training and reassigned time for development Describe Plans & Activities Supported: Investigate a plan for a statistics with corequisite (Math 110 + Math 11) model in which Statway can be used to help students who are underprepared for the rigor of a Math 110 course. Lead: Scott Guth Type of Request: Facilities , Staffing, Instructional Supplies, Professional Development Planning Unit Priority: Medium What would success look like and how would you measure it?: A mutually agreed-upon portion of Math 110 + Math 11 would be offered using a Statway model provided this model gets Math 110 curriculum committee approval and department approval. Full Funding Requested - Funding for faculty development, coordination, and training Describe Plans & Activities Supported: First-semester</p>	<p>staff throughout the 2017-2018 academic year. Academic support meetings continue to look at 16D and its best uses for student support. (05/25/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 100 This is an ongoing marketing strategy to promote services offered in the Math Success Center (16D). (06/21/2017)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>experience in which first-semester students will take English with a corequisite and math with a corequisite to fulfill a 12-unit full-time load status. Collaboration between English, math, Bridge, and Pathways to develop the model. Most likely BSSOT funding would be used for this.</p> <p>Lead: Gary Enke, Michelle Dougherty, Debbie Rivers, David Beydler</p> <p>Type of Request: Facilities , Staffing, Instructional Supplies, Marketing, Professional Development, Research Support, IT Support</p> <p>Planning Unit Priority: Medium</p> <p>What would success look like and how would you measure it?: To offer 3 cohorts of first-semester experience Spring 2019.</p>	
<p>Professional development - Promote an environment that enhances the professional and personal development of faculty and classified members in the department.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19</p> <p>Date Goal Entered (Optional): 09/01/2016</p>	<p>In Progress - Secure a Permanent Adjunct Coordinator Position</p> <p>Describe Plans & Activities Supported: Funding for position, funding for adjunct professional development, and clerical support.</p> <p>Lead: Janet McMullin and Jimmy Tamayo</p> <p>Type of Request: Human Resources, Professional Development</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: Secure adjunct coordinator position.</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 100</p> <p>Janet McMullin was secured as adjunct coordinator, and will continue in this role during the 2018-2019 academic year. (05/25/2018)</p> <hr/> <p>Reporting Year: 2016-17</p> <p>% Completed: 100</p> <p>This position has been secured for the 2017-2018 academic year. Janet McMullin will serve as Adjunct Coordinator for math & computer science. (06/21/2017)</p>
<p>Technology - Acquire and maintain state-of-the-art instructional technology, equipment, facilities and</p>	<p>In Progress - Equip an Additional Computer Science Classroom</p> <p>Describe Plans & Activities</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 0</p> <p>This request will be submitted for equipment prioritization</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>infrastructure. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19 Date Goal Entered (Optional): 09/01/2016</p>	<p>Supported: Purchase and install 24 computer stations, 1 instructor computer and workstation, printer, server, and software licenses for a new computer classroom in building 61, room 1420. Lead: Horia Pop, Tuan Vo, and Jimmy Tamayo One-Time Funding Requested (if applicable): 50000 Type of Request: Equipment - new, Facilities, Furniture, Workstation , Technology Equipment - new, Technology Software Systems - new Planning Unit Priority: High What would success look like and how would you measure it?: Acquire additional classroom in building 61 (preferably 61-1420). Purchase and install 24 computer stations, 1 Instructor computer and workstation, printer, and server. Purchase software licences.</p>	<p>for 2018-2019 pending department approval. The discussion of the conversion of 61-1420 is prompting the movement of this request to the Division level for prioritization ranking. This continues to be a top funding priority for our department. (05/09/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 0 This is an initial request. Our computer science program cannot expand without securing a classroom in building 61 (61-1420) for this purpose. Technology is needed to support this expansion. (06/21/2017)</p>
<p>CSCI student success - Increase student success in the Computer Science Program. Status: Active Goal Year(s): 2016-17 Date Goal Entered (Optional): 09/01/2016</p>		
<p>CSCI access - Increase student access to our program. Status: Active Goal Year(s): 2016-17 Date Goal Entered (Optional): 09/01/2016</p>	<p>In Progress - Expand Computer Science Program Describe Plans & Activities Supported: Secure an additional classroom in building 61 (preferably 61-1420) for a computer science lab. Lead: Debbie Rivers, Kambiz Khoddam, Jimmy Tamayo</p>	<p>Reporting Year: 2017-18 % Completed: 0 Further discussion on the use of 61-1420 as a future computer science classroom continued during the 2017-2018 academic year. A current compromise with ESA is that the classroom may be used by Math & CS in the afternoon and evening. This can lead to the use of the classroom for CSCI lectures. Classes would move to 61-1418 for CSCI labs</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Type of Request: Facilities
Planning Unit Priority: High
What would success look like and how would you measure it?: Securing 61-1420 as a computer science classroom.

after lecture. More discussion regarding a possible conversion is needed. 61-1420 should be converted to a computer classroom if it is going to support a growing Computer Science program. This classroom could also be used to accommodate hybrid math classes. (05/09/2018)

Reporting Year: 2016-17
% Completed: 0
 This is an initial request to secure 61-1420 as an additional computer science classroom to increase student access to computer science classes. This program is in high demand and students are being turned away for lack of facilities to expand program. (06/21/2017)

<p>Increase Corequisite Course Awareness - Increase student awareness of the availability of Math 5, Math 7, Math 13, and Math 18. Status: Active Goal Year(s): 2018-19</p>	<p>Tables and chairs to be available at the beginning of semesters and intersessions. These will be needed in the lobby of Building 61. Describe Plans & Activities Supported: Math faculty and student volunteers from the Math and Engineering Club will be present in the lobby of Building 61 at a "Math Information Table". Students can obtain information regarding the corequisite courses along with information about where they may find they classes, faculty offices, tutoring centers, and the Natural Sciences Division office. Lead: Debbie Rivers Planning Unit Priority: Medium</p>	
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