

**LANEY COLLEGE**  
**Peralta Community College District**  
**Annual Program Update Template 2014-2015**

<b>I. Overview</b>			
BI Download:	10/24/2014	Dept. Chair:	(vacant position)
Subject/Discipline:	MATH	Dean:	Denise Richardson
Campus:	Laney College		
Mission Statement	<p>The Laney College Mathematics Department not only teaches students specific knowledge that they will need in their chosen careers but also teaches them critical thinking, reasoning, and working as part of a team—skills they will need to be competitive in the job market. The program offers an AS-T in Mathematics.</p> <p>Mathematics education is at a crossroads. Educators across the nation are reevaluating current instructional methodologies in light of recent technological developments and pedagogical studies. The Laney College Mathematics Department continues to maintain its tradition of embracing these new technologies and methodologies.</p>		

<b>II. Enrollment</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Census Enrollment F11	1,502	1,770	2,926	1,017	7,215
Census Enrollment F12	1,501	1,610	2,686	1,050	6,847
Census Enrollment F13	1,499	1,987	2,913	1,018	7,417
Sections F11	32	43	69	22	166
Sections F12	32	39	64	22	157
Sections F13	33	52	71	24	180
Total FTES F11	198.45	242.83	353.05	129.94	924.27
Total FTES F12	211.20	219.76	352.09	142.30	925.35
Total FTES F13	212.58	269.56	362.17	139.90	984.21
Total FTEF F11	8.87	11.60	19.28	5.34	45.09
Total FTEF F12	9.03	10.60	18.78	5.93	44.34
Total FTEF F13	9.73	14.07	20.32	6.53	50.65
FTES/FTEF F11	22.38	20.93	18.31	24.33	85.95
FTES/FTEF F12	23.38	20.73	18.74	23.98	86.83
FTES/FTEF F13	21.84	19.16	17.82	21.41	80.23

Note: Attendance Method "X" classes are excluded from the calculations.

### III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F11	1,432	1,662	2,598	953	6,645
Total Graded F12	1,445	1,560	2,481	1,011	6,497
Total Graded F13	1,511	1,966	2,839	1,032	7,348
Success F11	807	970	1,444	427	3,648
Success F12	884	899	1,488	504	3,775
Success F13	873	1,014	1,560	498	3,945
% Success F11	0.56	0.58	0.56	0.45	0.55
% Success F12	0.61	0.58	0.60	0.50	0.58
% Success F13	0.58	0.52	0.55	0.48	0.54
Withdraw F11	310	484	596	329	1719
Withdraw F12	246	426	514	272	1458
Withdraw F13	330	630	703	320	1983
% Withdraw F11	0.22	0.29	0.23	0.35	0.26
% Withdraw F12	0.17	0.27	0.21	0.27	0.22
% Withdraw F13	0.22	0.32	0.25	0.31	0.27

### IV. Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F11	4.86	3.15	6.64	3.31	17.96
Contract FTEF F12	2.39	3.39	8.26	2.47	16.51
Contract FTEF F13	3.32	3.33	8.40	2.47	17.52
TEMP FTEF F11	4.00	7.80	11.86	1.81	25.47
TEMP FTEF F12	6.09	7.00	9.57	2.87	25.53
TEMP FTEF F13	5.87	9.93	10.91	3.40	30.11
Extra Service FTEF F11	0.00	0.65	0.77	0.22	1.64
Extra Service FTEF F12	0.55	0.21	0.95	0.60	2.31
Extra Service FTEF F13	0.54	0.80	1.01	0.67	3.02
Total FTEF F11	8.86	11.60	19.27	5.34	45.07
Total FTEF F12	9.03	10.60	18.78	5.93	44.34
Total FTEF F13	9.73	14.07	20.32	6.53	50.65
% Contract/Total F11	0.55	0.27	0.34	0.62	0.3985
% Contract/Total F12	0.26	0.32	0.44	0.42	0.3724
% Contract/Total F13	0.34	0.24	0.41	0.38	0.3459

## V. Qualitative Assessments

<p><b>CTE and Vocational:</b> Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	<p>No Change- Refer to 2012 Program Review</p>
<p><b>Transfer and Basic Skills:</b> Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>The following changes have been made to our class offerings since the writing of the 2013-14 APU. (1) The department added a second section of Math 15 (Math for Liberal Arts Students), staffed by our new contract faculty member Rina Santos, to accommodate for the Athletes Learning Community. (2) In response to a recent surge in demand for Math 3E, we doubled the number of sections offered each semester, from one to two, to better serve our students. (3) A significant increase in demand for Math 11 also prompted the department to triple the number of sections offered from one to three per year for the current academic year.</p> <p>In regard to basic skills and program completion, Rina Santos, Kathi Roisen, and John Yee from the Math Department played a crucial role in piloting the Math Jam, funded by CAA, in January 2015 for new CTE students to help strengthen their basic skills. In general, we are increasing our participation in learning communities, such as the CTE Pathway, Gateway to College, APASS, UBAKA, the Foundation Skills Pathway Program, and the Athletes Learning Community.</p>

## VI. Course SLOs and Assessment

<p>Number of active courses in your discipline</p>	<p>35</p>
<p>Number with student learning outcomes (SLOs)</p>	<p>35</p>
<p>Number of courses that have assessed at least one SLO in the past academic year, 2013-2014 (see your TaskStream report for data):</p>	<p>33</p>
<p>Percent of courses that have assessed at least one SLO last year, 2013-2014:</p>	<p>94.3%</p>
<p>Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):</p>	<p>28 or 80%</p>

If the percent of courses you plan to assess is not 100%, explain why here.

Our lecture courses Math 201, 203, 221 have their respective self-paced versions: 210, 211, 220, each divided into 1- or 0.5-unit modules. Every semester the SLOs chosen for assessment in a lecture course are also assessed in the corresponding self-paced course to allow for meaningful comparison. This necessarily targets only some modules, leaving out the remainder, giving the false impression of "courses" left unassessed. If we counted Math 210ABCD as one class, Math 211ABCD as one class and Math 220ABCDEFG as one class, we would be at 100%.

Briefly describe the general types of assessment methods you are using. (For example: common test questions, student papers evaluated with a rubric, student projects evaluated with a rubric, safety observation checklists, etc.)

Across different sections of a course, we use common test questions, which are graded using a common rubric, with a commonly adopted criterion of "success".

List two examples of the **most important plans for changes and improvements** as a result of what you learned during the course SLO assessment process in the past academic year (Fall 2013- Spring 2014). State the course number for each example so that the details of the assessment findings and action plans can be located in TaskStream. \*

\* This will be verified by checking in TaskStream.

**Example:** Chem 30A, Departmental safety policies need to be revised and all instructors need to be made aware of new policies. Lab techs to start monitoring lab safety.

1. A set of SLO assessment questions will be developed for each SLO in each of our courses. Upon approval by the department, questions in each set will take turns to be used for multiple assessment cycles to enable consistent comparison of results. This is not written in TaskStream.
2. In Spring 2015 there will be an SLO day, where we will discuss how to improve our courses and reflect upon assessment results from previous semesters. Our focus will be on change. This is in addition to the meeting at the start of every semester (at our flex day department meeting) where the assessment results are discussed before classes begin. We feel that time available at those meetings is not adequate for in-depth discussions about changes we would like to make. We plan on holding such mid-semester SLO day every semester from now on. This is not written in TaskStream.

List two examples of the **most significant changes/improvements your department has made** as a response to assessment results in the past academic year (Fall 2013-Spring 2014). State the course number and the academic year it was assessed for each example so that the details of the assessment findings, action plan and status report can be located in TaskStream. \*

(\* This will be verified by checking in TaskStream.)

(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)

**Example:** ESL 283, assessed Fall 2012. In Fall 2013, projects were made an integral part of this High Beginning Speaking/Listening course to engage students more deeply in the target language.

1. [Pertaining to Status Report for Math 220G, Fall 2013—Spring 2014] Few of our students in Math 220 sequence (designed for CTE students) successfully complete the whole sequence; Among those who do, few do so within the expected time frame. To address this issue an online homework system (MathXL) was introduced by Kathy Williamson into the course for voluntary use, in the hope that the many built-in study aids (lecture videos, e-book, worked-out problems, interactive help, e-mail access to the instructor, etc.) would provide more structure to help those struggling with focus and persistence. Since it was not yet made mandatory, an opportunity was created for the instructor to compare student behavior and outcomes between those who didn't use MathXL and the few who elected to use it. The latter group included a student who had been referred to the system in light of her prior record of failing in one of the harder modules (220F) of the self-paced course. This student subsequently passed 220F with a "B", thanks to the help of MathXL.
2. [Pertaining to Action Plan for Math 3F, Fall 2013—Spring 2014] To provide more flexibility for our students making their way to the most advanced math course offered (Math 3F), we are in the process of changing Math 3C from a co-requisite of Math 3F to a recommended preparation. The proposal has been approved by Laney Curriculum Committee. The department also played an important role in ensuring that all colleges offering Math 3F make formal proposals to enable the change, as required by CIPD.

## VII. Program Learning Outcomes and Assessment

	Fall 2014
Number of degrees and certificates in your discipline (If your department doesn't offer any degrees or certificates, you don't have to answer the rest of the questions regarding program assessment.)	1
Number of degrees and certificates with PLOs entered into TaskStream: (* This will be verified by checking in TaskStream.)	1
Number of degrees/certificates that have assessed at least one PLO in the past year:	0
If less than 100% of your programs have assessed at least one PLO last year, what is your plan for assessing program outcomes for all degrees and certificates?	This was solely due to the nature of PLO assessment cycles, rather than a lack of diligence. In fact, we completed the assessment in a timely fashion during the 2011-2014 three-year cycle, with the Taskstream record subsequently locked, by design, preventing further assessment until the following cycle, which started with the current academic year. We have scheduled the next assessment to be this semester, in the academic year 2014-15

List two examples of the most important plans for changes and improvements as a result of what you learned during the program (PLO) assessment process in the past academic year (Fall 2013-Spring 2014). State the program name for each example so that the details of the Assessment Findings and Action Plan can be located in TaskStream. \*

(\* This will be verified by checking in TaskStream.)

1. We plan on raising awareness among our students about the Associate Degree for Transfer in Math, so that those who do complete all the required courses actually apply for the degree. The advertising campaign will be conducted primarily in higher-level (capstone) courses—Math 3C, 3E, and 3F.
2. We were pleased with our results, with the exception of consistency, which is to be described below. In light of this we have no further plans for changes except striving to maintain what we have achieved.

List two examples of the **most significant changes/improvements your department has made** as a response to program (PLO) assessment. State the program name and assessment cycle for each example so that the details of the Assessment Findings, Action Plan and Status Report can be located in TaskStream. \*

(\* This will be verified by checking in TaskStream.)

(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)

We have tried to inform instructors of the assessment plans early in the semester to allow each teacher time to incorporate them into their lesson planning. This is intended to improve consistency across classes. It is also intended to ensure that students are given adequate class time for learning the particular topic for which we would like to assess the efficacy of our approaches to teaching.

## VIII. Strategic Planning Goals

Check all that apply.

- Advance Student Access, Success & Equity
- Engage our Communities & Partners
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance & Sustain Mission

Describe how goal applies to your program.

We pride ourselves in continuing to be the largest department in the district (FTES-wise), in leading the college in learning assessment, and in regularly updating all of our course outlines. We believe in having at the very least the same level of expectations of ourselves as we have of our students.

In the past year, our involvement in shared governance continued to increase, with members of our department serving on the Learning Assessment Committee, the Foundation Skills Committee, the Faculty Prioritization Committee, the leadership of the Academic Senate, and the leadership of the campus tenure review process, etc. We continue to bring in new part-time instructors with fresh ideas and systematically share what we have learned with them.

The department is also more than ever actively participating in the development and expansion of learning communities, as mentioned above in Section V.

## IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

## X. Action Plan

Please describe changes in your program since your last program review or annual program update that requires additional resources not addressed in your last program review or annual program update. If additional resources are need, please reference data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). In describing changes, consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans, goals and specific action steps for the coming year.

Anecdotal evidence has pointed to issues about long waits for drop-in tutoring service at the Math Lab since sometime last semester (Fall 2014). As the Math Lab plays a very important role in the operation of the Math Department and our students' learning experience, such anecdotal evidence provided by our own students, faculty, and staff is being taken seriously. At the current funding level, we can only provide on average a maximum of 80 fifteen-minute tutoring sessions per day, Monday through Thursday, a reality that frustrates many students. Given the impending raise of tutor hourly pay, the situation is expected to worsen significantly very soon. To cope with the situation, systematic monitoring of the Lab operation is being designed, with the goal of enabling informed and adaptive tutor scheduling strategies to best utilize the resources currently available. We are also looking for modest funding to enable us to offer in-house tutor training that is math-specific and conducted by our own faculty and staff, to supplement the more general purpose, formal tutor training classes currently in existence on campus. International students on student visa are disproportionately represented in our pool of math tutors, primarily because of their talents, a situation likely unique to the Math Lab among the instructional labs on campus. The fact that these international students come from an educational experience in mathematics quite different from that in the United States presents us with a challenge as well as an opportunity. We would like to provide them with hands-on, practical, on-going, on-the-job regular training to harness their power while avoiding pitfalls. We aim to use such a modest investment to help maximize the benefit of every dollar funded for tutor salary, while at the same time also providing a unique learning opportunity for the tutors themselves.

	<b>XI. Resource Needs: Using the Excel Spreadsheet (separate document)</b>
<b>FORM A</b>	Please describe the need and prioritize any NEW faculty requests.
<b>FORM B</b>	Please describe and prioritize any NEW <b>equipment, material, and supply</b> needs. For Instructional Equipment & Library Material (including instructional equipment repairs).
<b>FORM C</b>	Please describe and prioritize any NEW facilities needs using Form C.
<b>FORM D</b>	Please describe the need and prioritize any NEW classified and student worker requests.
<b>TECH FORM</b>	Laney College Technology Equipment Request Form: Please list your computer and other technology needs in this form.