

**Appendix C**  
**Program Review Validation Form and Signature Page**

**Laney College**

**Discipline, Department or Program: Mathematics (MATH)**

**Part 1: First Level Validation: Assessment of department performance and/or needs in specific areas (to be completed by sections leads and division deans)**

<b>Program Review Elements</b>	<b>Validation</b>  <i>In Progress: department is moving to align with college goals</i>  <i>Meets college goals: department aligns with college goals</i>	<b>Comments</b>  <b>Laney College Goals:</b> <b>#1 Student Success:</b> Develop new and strengthen existing interventions and strategies to increase students' access and success. <b>#2 Accreditation:</b> Ensure a collaborative process to successfully complete the necessary actions that lead to the reaffirmation of Laney College's accreditation on an unconditional (non- warning) status. <b>#3 Assessment:</b> Ensure completion of the Assessment cycle for SLOs and PLOs. <b>#4 Resources:</b> Increase, develop and manage the College's resource capacity in the areas of facilities, technology, personnel, finances and public and private partnerships, in order to advance the quality of education provided.
3. Curriculum: To be completed by curriculum committee representative	<input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Meets College Goals	The vast majority of the math curriculum is current. Only 3 courses needed to be updated at the time that the program review was written and there was a plan to
4. Assessment To be completed by assessment coordinators	<input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Meets College Goals	Moving forward, the college will need data comparing assessment results for DE vs Face-to-Face courses, and comparing assessment results for courses with
5. Instruction	<input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Meets College Goals	The math department excels in the area of instruction and most instructors are engaged partners with the other math faculty in the effort to provide cohesive
6. Student Success	<input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Meets College Goals	The rigor of many math courses combined with the fact that the majority of our students are lack solid foundations in basic math principles provide context for
7. Resources	<input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Meets College Goals	The requests for resources in staffing, both faculty and student workers, are accurate and well substantiated. The department has a very high-functioning math lab
8. Community, Institutional, and Professional Engagement and Partnerships	<input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Meets College Goals	There is considerable faculty engagement within the college between math instructors and those from other disciplines. Also, two faculty members have been actively engaged in collaborative efforts with local high
9. Professional Development	<input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Meets College Goals	The math faculty serve as a model in the are of professional development. They collaborate on an ongoing basis as a department and many of the faculty
10. Discipline, Department or Program Goals and Activities	<input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Meets College Goals	The math department excels in meeting the college goals with thoughtful analysis of strengths and the identification needed resources for continued progress.

## MATH – PROGRAM REVIEW COMMENTS CONT'D

### 3. Curriculum:

The vast majority of the math curriculum is current. Only 3 courses needed to be updated at the time that the program review was written and there was a plan to address them. The math department has been hard at work collaborating with one another and other community college math instructors to enhance our curriculum with more strategically focused basic skills course.

### 4. Assessment:

Moving forward, the college will need data comparing assessment results for DE vs Face-to-Face courses, and comparing assessment results for courses with multiple sections. The college will provide information and resources to make these comparisons.

### 5. Instruction:

The math department excels in the area of instruction and most instructors are engaged partners with the other math faculty in the effort to provide cohesive quality instruction, such that students are able to advance successfully through related courses and become empowered to advance their own learning. Instructors within math have implemented progressive and highly effective pedagogical approaches that have worked well for students. Math has also advanced its online presence with 4 hybrid courses. Due to their commitment to course integrity the math department has opted not to adopt any fully-online courses until testing methods have become more secure. Math effectively meets the college goals related to instruction. We anticipate even greater progress since the Math department recently contributed to the college being awarded a major Basic Skills Initiative Grant.

### 6. Student Success:

The rigor of many math courses combined with the fact that the majority of our students are lack solid foundations in basic math principles provide context for the relatively low completion percentages. However, until we have a rubric that takes these features into account we will do a comparative analysis with the other 3 colleges. Laney consistently leads the district in the area of student success and comes in at only 10% below other Laney courses.

#### 7. Resources:

The requests for resources in staffing, both faculty and student workers, are accurate and well substantiated. The department has a very high-functioning math lab that has become a valued resource for students throughout the district. This has contributed to a growing need for more tutors and funding. The need for technology in math classrooms persists and the observation regarding the terrible condition of many of the classrooms is regrettably astute.

#### 8. Community, Institutional, and Professional Engagement and Partnerships

There is considerable faculty engagement within the college between math instructors and those from other disciplines. Also, two faculty members have been actively engaged in collaborative efforts with local high schools to provide effective bridges for incoming high school students.

#### 9. Professional Development:

The math faculty serve as a model in the area of professional development. They collaborate on an ongoing basis as a department and many of the faculty engage in committee work at the college and district level that enhances their contribution to both the department and the college.

#### 10. Discipline, Department or Program Goals and Activities

The math department excels in meeting the college goals with thoughtful analysis of strengths and the identification needed resources for continued progress.

**Part II. Overall Assessment of the Program Review Report (to be completed by deans).**

<b>Review Criteria</b>	<b>Comments:</b>
<p>1. The narrative information is clear and all elements of the program review are addressed.</p> <p>2. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p>3. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p>4. The resource requests are connected to the discipline, department or program planning goals and are aligned with the college goals.</p>	<p>The narrative is very clearly stated and thorough throughout the report.</p> <p>The conclusions and recommendations are date-driven and astute.</p> <p>The discipline and department goals are stated in a detailed manner that highlights both accomplishments and areas for growth.</p> <p>The resource requests are very logically tied to the discipline, department and program goals. They also align closely with the college goals.</p>

**Part III. Program Review Rating (to be completed by division dean)**

Rating	Comments (Required if Improvement Needed)
<input checked="" type="checkbox"/> 1. Accepted  Complete the signatures below and submit to the Vice President of Instruction.	
<input type="checkbox"/> 2. Improvement Needed  Provide improvement plan that indicates areas in the report that require major revision. Discuss report along with a reasonable timeline for re-submission. Notify the vice president of instruction of the need to re-submit. Please note that program reviews that are late run the risk of not being included in the various resource prioritization processes of the college and the district.	

Improvement Needed Signatures

**Discipline, Department or Program Chair (Acknowledgment of Improvement Needed)**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Division Dean**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Part IV. Signatures**

**Validation Team Lead Signatures**

**1. Curriculum: Validated by Curriculum Committee Representative(s)**

<u>Anne Agard</u>	<u>Anne Agard</u>	<u>5-5-16</u>
Print Name	Signature	Date

**2. Assessment: Validated by Assessment Coordinator(s)**

<u>HEATHER SISNEROS</u>	<u>Heather Sisneros</u>	<u>5.5.16</u>
Print Name	Signature	Date

**3. Division Dean**

<u>DENISE RICHARDSON</u>	<u>Denise Richardson</u>	<u>4/28/16</u>
Print Name	Signature	Date

**4. Received by Vice President of Instruction**

<u>Jill Gilkey</u>	<u>Jill Gilkey</u>	<u>5-5-16</u>
Print Name	Signature	Date

**5. Discipline, Department or Program Chair (Acknowledgement of Program Review Rating)**

<u>Hungwen Chang</u>	<u>Hungwen Chang</u>	<u>4/22/2016</u>
Print Name	Signature	Date