



PROGRAM REVIEW

Instructional Program Review Template

Year : Plan Type: Program :

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- Program Information
- Data Analysis
- Critical Reflection of Assessment Activities
- Evaluation of Previous Plans
- Planning
- Resource Requests
- Author Feedback
- PRC Response

5.1 Program Plans

Based on data analysis, student learning outcomes and program indicators, assessment and review, and your critical reflections, describe the actions to be taken for the next academic year in order of importance (from #1 at the top = highest priority and down from there).

Please be specific. This section and section 6 should include a detailed justification so that the resource prioritization committees understand your needs and their importance. Plans should be actionable, measurable and not just resource requests.

[List related institutional planning goals.](#)

#	Program Plans	<u>Related Institutional Planning Goals</u>	Relationship to Previous Assessment	Expected Impact on Program/Student Learning	Resources Needed
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<p>1</p> <p>Perform a deeper analysis and comparison between institution wide online success rates and online success rates in math courses. Brainstorm ideas on how to increase success rates in online math courses including reducing cap size for online courses.</p>	<p>AP - Goal 1: #2, 3, 5; Goal 2: #7 EMP - Goal1: d; Goal 2: a; Goal 4: a; Goal 5: a</p>	<p>The assessment tool on the CR website will not generate the past CLO assessment reports for Math 15 so I can not site specific dialogue from previous assessment. However, it is clear looking at the data that success rates in online math courses are lower than institution wide online success rates. Thus, students are not achieving the CLOs. This needs to be investigated and an action plan for increasing online math success rates needs to be developed.</p>	<p>Lowering the cap for online courses will allow instructors to give more substantive feedback and devote more time to individualized assistance.</p>	<p>No</p>	<p>Edit Delete Raise Priority Lower Priority</p>
<p>2</p> <p>In order to attract new online students from across the state it is necessary to join the CVC-OEI to promote online math courses. The department should investigate options for ensuring math courses are added to the CVC-OEI, identify characteristics of classes that would appeal to students across the state and come up with a strategy for developing courses which would entice students across the state to enroll.</p>	<p>This plan is related to the financial viability of the College and therefore is related to all institutional planning goals. The world is currently in the midst of a fundamental shift in how courses are delivered due to the COVID-19 pandemic. Students are increasingly interested on online learning opportunities. Since there are not locality requirements for online learning, the online "local" would be all community college students in the state. The inability to reach online students in other regions of the state must impact the long term viability of the College.</p>	<p>The number of sections offered by the math department has been reduced by almost 20% in the past year and almost one-third over the past two years. There is no indication that this decreasing trend will change. The current spring 2021 schedule of math courses is only being taught by 13.5% Associate faculty. Any more courses cut from the schedule will reduce this percentage further. This is down from 28.1% for 2019-20 which is down from 56.7% for 2016-17. The percentage of courses taught by associate faculty district wide has been relatively stable at about 60% over these same time periods. Enrollments in online math courses have increased by about 150% over the course of the this same time period indicating an interest from students for more online math course offerings.</p>	<p>Promoting math courses to a broader, statewide community of students will likely improve the diversity of our student body. Our local students will benefit from being in online courses with other students living in other parts of the state. Shifting the mindset that our online math students are a statewide demographic means that by increasing our online course offerings statewide we in effect are increasing student access.</p>	<p>No</p>	<p>Edit Delete Raise Priority Lower Priority</p>

3 Faculty will participate in professional development activities related to improving post AB 705 pedagogy and Addressing Equity Gaps in STEM	Vision of Success Goal #3 - We are looking to improve instructional practices to close the equity gaps in success of Black or African American, Hispanic or Latino, and Two or More Race students that we have identified in our data analysis.	Participation in CAP has been ongoing for many years and has informed CR faculty on how to modify curriculum and instructional practice in order to meet the needs of students.	Black or African American, Hispanic or Latino, and students of Two or More Races will have success rates comparable to other students in our program.	Yes	Edit Delete Raise Priority Lower Priority
4 Review success and retention data for MATH-30/30S	Vision for Success Goal #1 since MATH-30 is a transfer-level math course. Research indicates students who successfully complete their transfer-level math course are much more likely to complete their educational program.	Upon assessment in the Fall 2019 semester (first time offered), it was noted that much of what the students struggle with is the math review skills and student success skills. We will look into ways to incorporate these into the course.	More students are able to successfully complete Math 30 than in previous years. Also, that it will take less time for students to complete Math 30 than it would have taken them before.	No	Edit Delete Raise Priority Lower Priority
5 Discuss adding a required assessment of projects in the Math 5 COR, as well as, ways to support faculty in incorporating projects into Math 5.	EMP Strategic Goal & Initiative #1c&d - promoting innovative pedagogy and providing professional development to support faculty in adopting such strategies.	This came out of Math 5 Assessment of CLO#1 in F2019	Promote more relevant pedagogy and assessment of CLOs in Math 5.	No	Edit Delete Raise Priority Lower Priority
6 Develop a "Math Review for the TEAS Test" course for Pre-Nursing Students preparing to take the TEAS test for entry into the nursing program.	Related to annual Plan Goal #3 Deliver strong individual support for students. With guided pathways and AB 705 being implemented, nursing students are no longer required to take intermediate algebra and many students choose to take transfer level Statistics for their math requirement. Due to this, many students need a review of topics from Algebra in order to be prepared for the TEAS test they must pass in order to be accepted into the nursing program.	This plan will address ILO #2 Students will reach their career, transfer or personal goals. The last time this outcome was assessed it was noted that there had been a decrease in the number of students transferring to HSU. Eliminating the number of courses below transfer level math as well as providing students with math review and support will aid them in completing their degree and potentially transferring to HSU with their newly revamped RN to BSN program.	The anticipated impact is that there will be an increase in the number of students who pass the TEAS test which is required for entry into the nursing program.	No	Edit Delete Raise Priority Lower Priority

<p>7</p> <p>Create single courses that include both the math core and the support course. For example, instead of Math-15 and MATH-15S there would be a single course (e.g., MATH-16) that includes the 4-unit core and 1 unit of support lab. The intent is to improve the registration and advising experience so students are able to benefit from the support course model without the confusion of registering for two separate courses, which are currently listed in different spots in WebAdvisor.</p>	<p>Annual Plan goals #1 and #3 (Provide accessible, affordable, high-quality education. Deliver strong individual support for students). Having one course for both the core and support would allow students to more easily identify and register for the proper course that matches their needs.</p>	<p>Institutional Outcome #1: Students will successfully acquire program outcomes and complete degrees and /or certificates. Having a single Math 15 and Math 30 course with support being part of the same course description will reduce registration confusion and ultimately lead students to completing the correct course for their academic goal.</p>	<p>The anticipated impact is students being able to enroll in the supported course that best matches their academic needs with minimal confusion to all involved parties.</p>	<p>No</p>	<p>Edit Delete Raise Priority Lower Priority</p>
<p>8</p> <p>Provide advising through pathways initiatives including development of a core course for STEM majors.</p>	<p>Related to Education Master Plan: Promote and encourage a learning community among students, faculty, and staff. Strengthen communication and working relationship between instruction and student development. Strategic Plan: SP.1.1. Match student readiness with educational pathways.</p>	<p>We anticipate that the pathways will allow students to more efficiently achieve their academic goals. This will lead to better retention and persistence and allow the college to fully achieve ILO #1.</p>	<p>This plan will address the need expressed in assessment of ILO#1: Institutional Outcome #1: Students will successfully acquire program outcomes and complete degrees and /or certificates. The last ILO#1 assessment referenced student exit surveys that cited student difficulties with Counseling/Advising, a desire for more general education courses, and a desire for more workshops related to advising.</p>	<p>No</p>	<p>Edit Delete Raise Priority Lower Priority</p>
				<p>No ▾</p>	<p>Add</p>

The vision for success goals are institutional planning priorities for the next several years. You can find the full Vision for success document at this link ([Vision for Success Goals](#)). Please comment on how your area is planning to address the following during this academic year:

1. Increase the number of completers (including AA-T degrees, AA/AS degrees, and certificates)
2. Decrease the number of average total units a student must take to complete (For example, a discussion of Guided Pathways work in your area might be appropriate here, or larger efforts your

area is undertaking to decrease total units to completion)

3. Equity (What is your area doing to promote equity across student groups?)

4. Increase the number of students finding living-wage work in a related field of study (CE areas only need to complete this section)

1. Increasing the number of completers.

By improving the supported courses (for MATH-15 and MATH-30) and simplifying the enrollment (from two linked courses to one course) more students will enroll which will lead to more completers (assuming same or improved success rate). Likewise, considering the math courses with C-ID approval and how they affect programs at the college will lead to a comprehensive understanding of how math curriculum is connected to other degrees. Finally, by considering modifications that will increase the success rate of online students, and strategically pursuing which courses to offer in this format, the number of completers will naturally increase.

2. Decrease number of average total units a student must take to complete.

As discussed in Section 2.3 (Success and Retention) the curriculum changes that have occurred in the mathematics program, specifically around the Introduction to Statistics course, have led to more students completing this course than in the prior