



# PROGRAM REVIEW

## Instructional Program Review Template

Year : 
 Plan Type: 
 Program :

Last edited on 10/27/2020 by R-EUREKA\Amber-Bunt  
 Submitted on 11/7/2019 by R-EUREKA\Angelina-H

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

**4.1 Describe plans/actions identified in the last program review and their current status. What measurable outcomes were achieved due to actions completed? Include the impact of completed and uncompleted plans.**

**Action plans may encompass several years; an update on the current status, or whether the plan was discarded and why.**

Number	Program Plans	Current Status	Describe Impact of Action

1	Consider consolidating program learning outcomes for the Liberal Arts and Associate for Transfer mathematics degrees.	After Department meeting discussions, the faculty decided to leave the two math degrees "as is". The AS-T degree has specific requirements for Math transfer students, but the LA-Math degree serves students in math-related fields. So, there is a need for different outcomes.	Nothing was changed, so there was not an impact.	<a href="#">Edit</a>
2	Develop a "Foundations of Algebra" course for potential STEM students who place below the College Algebra level (using new AB705 guidelines).	Math-130, foundations of algebra was developed and approved. A section of Math 130 is scheduled for the Spring 2020 semester.	Math 130 will be taught for the first time during the Spring 2020 semester, so there is no impact yet. The intended impact is to allow STEM-bound students who lack algebra skills an option to review elementary and intermediate algebra. The other intended impact is removal of confusion caused by inactivation of Math-380 and habit of students enrolling in intermediate algebra as preparation for non-STEM academic pathways.	<a href="#">Edit</a>
3	Develop more online transfer-level math options to provide access to students. Develop online contemporary Mathematics course (Math 5).	Online Math 5 and Math 30 were developed, approved and scheduled for Fall 2019	These additional online course provide more access for students by providing additional sections that can be completed on a more flexible schedule.	<a href="#">Edit</a>

4	Provide faculty training and workshops related to implementation of the support courses for Math 15 and Math 30.	Trainings for implementation of Math-15S and Math-30S (support courses) were held during the Spring 2019 semester.	Course material developed and trainings conducted by support course coordinators provides students with curriculum that is based on the best practices being used throughout the state.	<a href="#">Edit</a>
5	Provide computer-based learning resources that allow students to effectively engage in group work and to use the wide array of visualization and learning resources available through software and online. This mode of learning requires students have access to a computer classroom.	A new computer classroom (SC202) was created in one of the math classrooms. This provides a venue for computer based learning.	An additional computer classroom now exists (starting Fall 2019) where math classes are taught in the science building. The impact of this change is that more students will engage in computer-assisted learning, which has been shown to be beneficial for students in support courses and in applied curriculum such as what is presented in statistics and contemporary math courses. Analysis of course success will be conducted to evaluate this expected impact.	<a href="#">Edit</a>
6	Evaluate the continued need for Math 380 and Math 376. The CORs for these courses are planned for Spring updates. Since these courses are not planned to be scheduled for the 19-20 academic year, the department needs to consider longer-term need of these courses	Math-380 was inactivated in the Spring of 2019. The one section of Math-376 (District-wide) was cancelled for Fall 2019. The faculty will discuss the curriculum and need for pre-algebra classes, before making a decision about whether to retain, inactivate, or update Math-376.	The Math Curriculum is now AB705 compliant. Students entering at the Math-380 level previously required at least 3 semesters to pass a transfer-level math course. With new placement and support courses, that is no longer the case. The impact is to be compliant with AB705. Additionally data will be analyzed to determine the success, retention, and persistence of students who are now in these new pathways.	<a href="#">Edit</a>

7	<p>Provide students with reliable resources to succeed in math review and support courses. Find MyOPen Math replacement models to use in Math 301,302,303 (as replacement for OPTIMATH).</p>	<p>A stipend was provided for a Math Faculty to create MyOpenMath modules to replace the ones previously used for Math Review courses - completed January, 2019</p>	<p>Students now have access to learning modules that are not dependent on the local CR server. The MyOpenMath modules allow an interactive online learning environment. The impact of this action is a learning environment in the math review courses that is not prone to the computer glitches that were present with Optimath. Anecdotally, there has been less student frustration observed compared to the complaints that were frequent with Optimath.</p>	<p>Edit</p>
8	<p>Evaluate Math Lab curriculum and physical location. The faculty will consider only offering a non-credit Math Lab option. The faculty will also consider a move of the Eureka Campus Math Lab to a different location within the LRC.</p>	<p>This evaluation was conducted. The physical space of the Eureka Campus Math Lab remains the same. However, the courses have been reduced to one credit Math Lab course (Math 52) and one non-credit course (Math 252). No separate Math Lab courses are being offered at the DN Campus. Instead the instructor provides assistance to students outside of class using office hours.</p>	<p>Students benefit from the flexibility of the non-credit Math course, but still have the option of taking the credit course (Math 52) one time to benefit from the student support modules that are part of the "for-credit" class.</p>	<p>Edit</p>

9	Ensure successful Math Lab coordination. This includes recording of student hours, scheduling of faculty and student tutors, calculator rentals, and other logistical aspects of the Math Lab	A new permanent Math Lab Coordinator was hired to ensure successful coordination of the Math Lab. The Coordinator oversees the duties described in this plan.	Students benefit from the coordination and services provided by the Math Lab Coordinator. The coordinator is not an instructor, but they do have a mathematics background and can help direct students to resources and get them set up for successfully completing their math course work. The coordinator also facilitates the rental of calculators which is a benefit for students who don't have the resources to purchase a calculator.	<input type="button" value="Edit"/>
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#### 4.2 Describe how resources provided in support of the plan(s) contributed to program improvement:

A new course, MATH-130 (Foundations of Algebra for Math-Intensive Fields) was developed to provide STEM transfer students a specific course to review/learn algebra skills. This is an improvement to the program by providing a specific support for the STEM pathway.

An online version of MATH-5 (Contemporary Mathematics) was developed to provide non-STEM students with additional options for completing this general education transfer-level course. This has improved the program by providing more access to courses that meet academic goals of students.

For the new support courses (MATH-15S and MATH-30S), faculty course coordinators were appointed. The coordinators have contributed to program improvement by creating and populating online repositories where materials are shared among faculty,