

A - Program mission

Has your program mission or primary function changed in the last year?

No

B - Program changes

Were there any noteworthy changes to the program over the past year? Include new courses, certificates, degrees, articulation agreements, etc...

We moved Math for Teachers (Math 105) to a hybrid model to better serve our working teacher's aids that are taking that course.

We linked support courses to parent courses to ensure consistent communication between instructor and support students. Also to solve the problem of pacing in different classes.

C - Two-year program mapping

Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Yes it is, and no there were not.

D - Staffing changes

Were there any staffing changes?

No

E - Program Successes

What were your program successes in the last year?

We installed whiteboards in math classrooms to implement the "building thinking classrooms" model in many of our classes. Several people attended the grading for equity seminar. We continued to link classes to support so that students have the same instructor for support as they do the parent class. We have several Stats classes using stat crunch which has been a success and improving our technology. We have several CCAP changes with added classes. Amanda Lombard is our CCAP coordinator and she is building a system to support and evaluate our classes. We have many OER classes. We implemented having an afternoon Math 182 to offer differing times for that class which was able to run. With the new rule of only picking 50% DL during each round we have many more people teaching DL.

F - SLOs

1. Please summarize key results from this cycle's assessment.
2. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
3. Please summarize recommendations and/or accolades that were made within the program/department.
4. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

PLO evaluations:

Math 131

Need prereqs, the students are not prepared. They are struggling to meet the PLO's.

Math 141

PLO #1 75% passed,

PLO #2 72% passed

Goal was met, have more classes providing data, review the questions for the next PLO cycle to make sure they are still on target to address the PLO topics for the new cycle

Math 182/183/184

PLO #1 Math 184 - 53% passed, Math 183 67% passed, Math 182 68% passed. Improved from last. Close to goal
Struggle with low readiness, need bootcamps, preskills more targeted towards the class separate review that instructors can pull from built on my open math

Math 135/181

PLO #1 Math 135 - 60% passed, Math 181 58% passed

Improvement, small sample

Math 181 students are underperforming due to AB 705

PLO #2 Math 135 70% passed, Math 181 58% passed

Encourage students to access resources and support. Embedded tutors help.

Stats:

PLO #1 59% passed This matches passing rate for the class.

PLO #2 64% passed This exceeds the passing rate.

PLO#___ is about the material from the beginning of the course, maybe the numbers could go up by giving the problem at the beginning of the course not at the end.

Math 100/105

PLO #1 : 68% success (28/41 low numbers) in Math 100

79% success (27/33 only 1 class) in Math 105

PLO #2: 59% (24/41) in Math 100

82% (27/33) in Math 105. ** This PLO aligns with the goals of the students

For Math 105 PLOs 1 & 2 are critical to the overall educational goals for those students. The white boards and new techniques from the BTC (what does BTC stand for?) book appear to have enhanced the skills and learning of these particular PLOS in these particular classes.

For Math 100 low OVERALL numbers indicate low retention in the two reporting classes. The students who completed did well but the dropping of the class is having some impact.

These numbers could also be low since part-time instructors were not required to enter or assess for data.

Math 105 - These students are future teachers and will mostly need support meeting outside of college pressures.

These interruptions of life could be pulling down numbers. (could be true for most students)

Math 100 - There is some hope for change with offering math 100 online too.

Math 105 - Hybrid in the spring to meet student time constrains

Math 100 - Math 100 offered online this fall (no summer data?)

Hopefully, more white boards in classrooms could increase active participation.

Some classes will flip and could include more supervised practice.

G - Distance Education

1. Which courses were reviewed for regular and substantive interactions (RSI)?

We reviewed two Math 131, a STAT C1000.

2. What were some key findings regarding RSI?

Instructors are consistently and regularly posting course content and notifications about the course for students. Interactions and contact occur via email and office hours. Content is being posted and graded assignments are posted regularly. Ask my instructor option enabled on homework so students can ask direct questions as they arise

a. Some strengths:

Online homework provides instant feedback, instructional videos in some classes made by instructors. Instructors connect regularly with students via email. Graded quizzes and exams with feedback given.

b. Some areas of possible improvement:

Requiring office hours attendance or math center attendance would increase student to instructor contact. Student to student interaction could be encouraged through the people page or discussion boards. Allowing students to respond to announcements creates an avenue for discussion as well. Creating group projects where students can work together. Making the people tab available on Canvas.

3. What is the plan for improvement?

Notify the department of these areas for improvement during the department retreat. And ask instructors to make the suggested changes above.

I - Validation for Planning Process

Validation for Program Planning Process:

I. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

We will do validation in year six.

Innovative Scheduling:

A - Data Analyzed

What data were analyzed and what were the main conclusions?

MATH 100

| MATH 100 | Retention | Success |
|----------|-----------|---------|
| Overall | 82% | 55% |
| Online | 84% | 61% |
| FTF | 82% | 53% |

STAT C1000

| STAT C1000 | Retention | Success |
|------------|-----------|---------|
| Overall | 77% | 54% |
| No Support | 77% | 53% |
| Support | 91% | 71% |

MATH 131

| MATH 131 | Retention | Success |
|------------|-----------|---------|
| Overall | 78% | 33% |
| No Support | 77% | 34% |
| Support | 80% | 30% |

MATH 141

| MATH 141 | Retention | Success |
|------------|-----------|---------|
| Overall | 62% | 26% |
| No Support | 61% | 29% |
| Support | 72% | 11% |

MATH 181

| MATH 181 | Retention | Success |
|------------|-----------|---------|
| Overall | 78% | 51% |
| No Support | 79% | 52% |
| Support | 72% | 44% |

a. Support chained to parent class

After viewing the data (see below) it seems success and retention increased some in the classes with support. All other support classes did not seem to impact retention or pass rates.

b. Hybrid 105

This class was a success. Surveys were sent out to students and there was a majority of positive feedback.

c. 100 online

We had several different instructors teach math 100 online this year and there was a positive pass rate. We will continue to offer this course online. We will watch enrollment as to the number of sections.

d. Dropping course enrollment for math classes with support

We do not have anyone in place to advocate for this. It will be tabled.

e. Computer Lab/cart with software to see screens

This continues to be a need - a new lab or a new cart with computers.

f. Flipped class model

Several instructors are using the flipped class model and it is very successful. Students like it and there is a lot of engagement during class with students working together.

g. Skills online class

We have this put together. One of our instructors provided much of her support material and we created a Canvas shell that any instructor can pull from. The assignments are titled by topic and aligned with the Stewart Calculus book for easy retrieval. This will help with gaps in student's algebra skills if they are willing to engage with the material.

h. Calc 2 midmorning and Calc 1 two more sections

These were a success. Calculus 2 was taken off the midmorning for fall. We hope that these will be offered on a regular basis in the future.

B - Challenges

Looking through a lens of equity, what do you perceive as a challenge with student success or access in your area of focus?

1. Having support chained to parent class challenges:

Success rate in parent course

Limited options for students in scheduling

AB 705 and 1705

2. Hybrid 105 challenges:

Enrollment/waitlist

Students who are not online savvy

3. Math 100 online Challenges:

Students who are not online savvy or self motivated

4. Dropping course enrollment for math classes with support challenges:

Room availability

Money/Admin approval

Having a person in the right room to advocate for this

5. Computer Lab/cart with software to see screens challenges:

Room availability

Money/Admin approval

Having a person in the right room to advocate for this

6. Flipped class model challenges:

Lack of funding for tutors

7. Skills online class challenges:

Money and time for this project

8. Calc 2 midmorning and Calc I two more sections challenges:

Coordinating with other departments

Conflicts with labs

C - Innovation

Looking through a lens of access, equity and student success, what are your plans for innovation in this area?

Having support chained to parent class

Hybrid I05

Math 100 online

Dropping course enrollment for math classes with support

Computer Lab/cart with software to see screens

Flipped class model

Skills online class

Calc 2 midmorning and Calc I two more sections

D - Measurement

How will you measure the results of your plan? How will you know you have been successful?

Having support chained to parent class

Success rate of parent and support class

Hybrid I05

Success rate and student survey

Math 100 online

Enrollment and success rate

Dropping course enrollment for math classes with support

Comparison of pass rate with regularly filled classes

Computer Lab/cart with software to see screens

Having a computer lab that math faculty have consistent access to

Flipped class model

Success rate, student survey

Skills online class

Completion of project

Calc 2 midmorning and Calc I two more sections

Enrollment


E - Resources

What resources are needed for your program this year? E.g. Facilities, Equipment, Staffing, Technology, Other?


1. We need a new M-400, M-300 and W building. We have tiles falling off the ceiling, leaks in offices and classrooms, there is faculty concern about asbestos and mold. The walls are thin and it is difficult to teach with another person lecturing next door, and test days are difficult for students with noise pollution. The heating and cooling systems in the buildings do not work efficiently and students are uncomfortable on hot and cold days. We struggle with student engagement. One solid way to increase engagement is to give students a place where they want to come to learn and areas where they can stay after class and study. Our students are in desperate need of inviting places where small groups can gather and learn.
2. We would like to have a Stat crunch site licence paid for for classes using that tool
3. We would like an AI tool like Descript or a program of our choosing to help faculty transition their existing videos to make them fully accessible. Many of us have hundreds of hours of video.
4. We continue to need a computer lab. The entire math department shares 1 computer lab with the computer science department.
5. The math center needs to be expanded with more rooms for students to study in.
6. We need a 12 month admin for STEM. There are many faculty and student needs that are going unmet during the summer.
7. We need more classrooms. Our classroom space is maxed out in the morning hours and we are not able to add any more classes.

8. We need faculty stipends to re-record all instructional videos that are not ADA compliant.

Program Review Signature Page:


Laurene Lee (May 30, 2026 08:19:33 PDT)
Program Review Lead

May 30, 2026
Date


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May 30, 2026
Date


Vice President, Academic Affairs

Jun 15, 2026
Date










Program Review Write up Innovative Scheduling 2025_2026


Final Audit Report

2026-06-15


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|-----------------|--|
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