

Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: Mathematics

Date: 10/15/16

Program Type:

Instructional

Student Services

Administrative Unit

(circle the answer)

College or District Mission Statement:

It is the Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Program Mission:

COA's Math Department is dedicated to providing a comprehensive and flexible program that enables students to transfer to a four-year institution with a major in Mathematics, Applied Mathematics, or other math- or science-oriented fields. Students who have completed the program will be mathematically prepared to succeed in junior level courses of the mathematics major, and will have already satisfied the math breadth requirements to graduate in any major.

Date of Last Comprehensive Program Review:

11/14/2015

Date of Comprehensive Program Review Validation:

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

offerings with appropriate hardware and software.		Ongoing: _____ (date)	California Acceleration Project to help develop accelerated courses such as Math 206. Hybrid instruction improvement will not move as quickly without a designated mathematics computer lab; this goal will be placed lower on the priority list until then.
Student Success and Student Equity Math Jam is a 1 or 2 week intensive that helps students with both improved scores on assessment of placement into initial math course or, more commonly, to build math skills leading into a semester to mitigate mathematical rust from time off. Regarding the latter, there will be an emphasis on non-transferable courses, but trigonometric assistance will be provided for calculus students. Supplemental instruction (SI) is a separate section of Learning Resources (LRNRE) that is linked with a math course that offers support for students in the form of soft skills and general assistance with concepts. These SI courses will be linked with non-transferable math classes.	1. PCCD Strategic Goals (list the specific goal here <u>A.2, A.4, C.2, D.1</u>). 2. College Goals: (list the specific goal here <u>ILO 1,2</u>).	Completed: _____ (date) Revised: <u>8/21/16</u> (date) Ongoing: _____ (date)	The plan was to pilot a prototype of Math Jam in August 2016, but the plans fell through. Now, the plan is to pilot a prototype of Math Jam in January 2017. With secured grant funding, the department will no longer pursue supplemental instruction. Instead, the department will pursue co-requisite courses, which functions similar to a supplemental instruction course in that the co-requisite course will be linked with the parent course.
Professional Development, Institutional and Professional Engagement, and Partnerships Attend, participate and present at local conferences about teaching and teaching mathematics. Develop relationships with high school teachers to learn about common core curriculum and	1. PCCD Strategic Goals (list the specific goal here <u>A.1, A.3, A.4, B.2, D.1</u>). 2. College Goals: (list the specific goal here <u>ILO 1, 2</u>).	Completed: _____ (date) Revised: _____ (date) Ongoing: <u>10/12/16</u> (date)	The district has secured a grant to bridge the gap between high school, community college and university mathematics. The department has designated 2-3 faculty, with support of the chair, to participate. Currently, this is the only representation the department has with committees. The department will continue to try to

brainstorm other innovative programs. Have representation on campus committees: Senate, Curriculum, PRIEC, Technology, SSSP			increase representation on committees.
Other Program Improvement Objectives or Administrative Unit Outcomes Hire 2 full-time faculty	1. PCCD Strategic Goals (list the specific goal here <u>A.1, A.3, A.4, B.2, D.1</u>). 2. College Goals: (list the specific goal here <u>ILO 1,2</u>). _____.	Completed: _____ (date) Revised: <u>10/12/16</u> (date) Ongoing: _____ (date)	The department is replacing a full-time faculty departure; this counts as one. The department is requesting another full-time faculty member.
Other Program Improvement Objectives or Administrative Unit Outcomes	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). **Comments about changes:**

Ethnicity

2016 Fall Alameda

Ethnic Group	Total Headcount	% Of
Asian	474	31.8%
Hispanic / Latino	367	24.6%
Black / African American	304	20.4%
White	203	13.6%
Two or More	83	5.6%
Unknown / NR	48	3.2%
Pacific Islander	10	0.7%
American Indian	2	0.1%
Grand Total	1491	100.0%

Ethnicity


2015 Fall Alameda

Ethnic Group	Total Headcount	% Of
Asian	476	32.9%
Hispanic / Latino	373	25.8%
Black / African American	289	20.0%
White	150	10.4%
Two or More	91	6.3%
Unknown / NR	55	3.8%
Pacific Islander	8	0.6%
American Indian	3	0.2%
Grand Total	1445	100.0%

The year over year change in ethnic make-up of students enrolling in mathematics courses has not dramatically changed. The largest notable difference is the increase in percentage of white students enrolling in mathematics courses. It must be mentioned that many Arab speaking students mark themselves as white.


B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

Fall'16 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
MATH	40	1516	1517	198.87	17.28	216.15	2.30	0.63	9.00	11.93	18.11 

This semester, the department offered 40 sections, including 3 through dual enrollment. The number of students served is 1516 with a productivity of 18.11 as of October 11, 2016.

Fall'15 Alameda

SUB	SECT	CENSUS	ENRL	FTEF RESD	FTEF NONR	FTEF TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
MATH	37	1499	1492	204.80	9.16	213.96	2.86	0.56	6.20	9.62	22.25 

In the Fall 2015 term, 37 sections were offered serving 1499 students with a productivity of 22.25. This decrease in productivity is partially due to the 3 dual enrollment courses offered this Fall 2016 term which has enrolled less students than normal in the first semester of dual enrollment implementation. The department requests new productivity numbers to exclude the dual enrollment courses.

C. Student Success (retention and completion rates, # of student contacts, etc.). **Comments about changes:**

Success

Course	2014 Fall	2015 Spring	2015 Fall	2016 Spring
MATH 13 - INTRO TO STATISTICS	59.84%	58.37%	54.70%	63.40%
MATH 2 - PRECALCULUS/GEOMETRY	56.86%	66.15%	54.70%	73.60%
MATH 201 - ELEMENTARY ALGEBRA	53.87%	46.19%	48.10%	55.00%
MATH 202 - GEOMETRY	48.72%	73.33%	82.60%	44.40%
MATH 203 - INTERMEDIATE ALGEBRA	57.94%	53.30%	58.40%	57.50%
MATH 225 - MATH FOR TECHNICIANS	85.71%	75.00%	63.20%	80.00%
MATH 250 - ARITHMETIC	54.48%	34.68%	47.30%	53.30%
MATH 253 - PRE-ALGEBRA	59.85%	52.63%	63.00%	48.70%
MATH 3A - CALCULUS I	58.62%	67.57%	52.50%	61.20%
MATH 3B - CALCULUS II	70.59%	50.00%	71.40%	38.10%
MATH 3C - CALCULUS III	74.29%	65.00%	63.30%	76.20%
MATH 3E - LINEAR ALGEBRA	70.97%	NA	83.30%	NA

MATH 3F - DIFFERENTIAL EQUATIONS	NA	55.17%	NA	48.30%
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MATH 50 - TRIGONOMETRY	69.05%	65.35%	68.00%	51.10%
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	54.26%	56.97%	58.05%	58.05%
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Success rates overall have hovered just under 60%. In the non-transfer courses, the success rates are particularly low which can be due to many factors relating to living in poverty which include needing to work, family responsibilities, stress at home and first generation college student issues. Many of these factors are not solvable with the traditional curriculum of the mathematics sequence as the content is designed to prepare students for calculus and not improve students' lives immediately. Instead, the department is looking to reduce the number of non-transfer courses to complete college-level math courses.

Retention

2014 Fall	2015 Spring	2015 Fall	2016 Spring
80.17%	75.14%	80.80%	79.88%

Retention has remained somewhat constant over the past 2 years. The department would like to increase retention which would occur through professional development of faculty including incorporating student services and creating positive learning environments.

D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:

Face-to-Face Courses	2014 Fall	2015 Spring	2015 Fall	2016 Spring
MATH 13 - INTRO TO STATISTICS	59.84%	58.37%	54.70%	63.40%
MATH 2 - PRECALCULUS/GEOMETRY	56.86%	66.15%	54.70%	73.60%
MATH 201 - ELEMENTARY ALGEBRA	53.87%	46.19%	48.10%	55.00%

Hybrid	2014 Fall	2015 Spring
MATH	54.20%	50.46%
MATH 13 - INTRO TO STATISTICS	37.70%	65.85%
MATH 2 - PRECALCULUS/GEOMETRY	NA	NA
MATH 201 - ELEMENTARY ALGEBRA	60.00%	NA

MATH 203 - INTERMEDIATE ALGEBRA	57.94%	53.30%	58.40%	57.50%	MATH 203 - INTERMEDIATE ALGEBRA	77.14%	41.18%
MATH 3B - CALCULUS II	70.59%	50.00%	71.40%	38.10%	MATH 3B - CALCULUS II	NA	NA
	54.26%	56.97%	58.05%	58.05%	Grand Total	54.20%	50.46%

Overall, success rates are similar for hybrid and face-to-face courses. The department offers at most 4 hybrid courses per term and will look for professional development for faculty teaching these course offerings. This includes taking the EDT courses offered at Merritt College.

E. Other program specific data or unplanned events that reflect significant change in the program.

The department, in conjunction with other colleges in the district, developed multiple measures placement that utilize student's high school GPA and last math course taken as a means of initial placement of mathematics course. This placement will be an additional measure beyond the traditional placement test.

Further, the department is working with the rest of the district on a collaboration between OUSD, PCCD and CSU East Bay to Bridge the Gap between educational segments in math. A team of 2-3 faculty will be participating on this project.

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

The data below is of success rates for Fall 2014 and Spring 2015. * Denotes populations with less than 15 students per semester and will not be included in disproportionate impact calculations. Thus, the baseline for disproportionate impact will be Asian in both terms below.

Ethnicity	2014 Fall	2015 Spring	Disproportionate Impact F14	Disproportionate Impact S15
American Indian/Alaskan Native*	64.71%	52.00%	*	*
Asian	77.88%	77.84%	No	No
Black/African American	54.23%	55.39%	Yes	Yes
Filipino	72.62%	69.36%	No	No
Hispanic	61.88%	61.86%	Yes	Yes
Multiple	60.43%	60.19%	Yes	Yes
Other Non white*	91.67%	85.19%	*	*
Pacific Islander*	66.67%	53.85%	*	*
Unknown/Non Respondent	66.67%	72.22%	No	No
White Non Hispanic	73.04%	73.25%	No	No
Grand Total	66.77%	67.50%		

African-American, Latino and Multiple race students have disproportionate impact with mathematics overall. Since the college serves a large amount of Southeast Asian students, it is also likely that those students are disproportionately impacted, yet they are lumped into Asian as a whole and are overlooked. The department is looking to shorten the sequence and increase access to college-level courses which will increase enrollment into college level courses and may decrease success rates, but will increase the number of students completing their mathematics requirements in a shorter period of time (less than 2 years). Additionally, the department will create a boot camp for students called Math Jam. Originally, Math Jam was intended to help students improve their placement test scores to begin their community college math career at a higher level. Now, and one of the primary purposes the department is bringing Math Jam to the college, it serves the purpose of preparing students for their math classes being held the week before school starts. This preparation mitigates any rust lost over the winter or summer break and build mathematical momentum going into the semester. As a result, students will feel more confident, be and feel more prepared mathematically.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

The math department will begin to look at improving placement policies that increase the number of students placing into college-level mathematics, particularly statistics for non-STEM, non-Business or non-Allied Health majors that require intermediate algebra or calculus. This type of practice occurs at several colleges across the state and is increasing in popularity. In fact, the state has given a grant to colleges to develop these policies.

Equity money has been allocated to Math Jam. This seed money will be used to initiate a pilot. Further iterations of math jam will come from the Basic Skills transformation grant. Further innovations will come through the Basic Skills transformation grant. These include developing a pre-statistics course, co-requisite statistics course, accelerated STEM algebra course, and Math Jam. The hope is to increase the number of students completing college-level mathematics courses within 2 years.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

Very little has changed department wide on pedagogy. However, new accelerated courses are in development.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

These new accelerated courses are a result of a state grant to reduce the number of non-transfer math courses students have to take.

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

All courses in the department were assessed last academic year (15-16). This coming year, all courses will be assessed as well as a program learning outcome. Over a 3-year cycle, all SLO's for courses will be assessed, 1-2 assessments per year. Attached is a 3-year timeline.

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

The department meets once a month to discuss SLO assessments and analyze data. There is no evidence of the dialogue, although the conversations and data could be posted somewhere online. We are looking for what other departments to do share evidence of the dialogue.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

Course assessments primarily reflection instructional pedagogies. Funding has been secured through the Basic Skills grant to provide professional development for all faculty: attendance at the California Mathematics Council of Community Colleges (CMC³) annual fall conference. Additional professional development activities will be investigated to improve course assessment development, performance and student learning. Accompanying this update is a report of last year's SLO assessments including action plans.

VI. Additional Questions

A. For CTE

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.
- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

B. For Counseling:

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?
- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

C. For Library Services:

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below.

	This Academic Year:	Previous Academic Year(s)	Explanation of Changes
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			

	This Academic Year	Previous Academic Years (s)	Explanation of Changes
Total Library Materials Expenditures			

Total Print Book Collection (titles)			
Total E-book Collection (titles)			
Total Database Subscriptions			
Total Media Collection (titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions- Describe – (optional)			
Other Circulations Transactions – Describe – (optional)			
Total Circulation Transactions			

D. For Student Services and/or Administrative Units:

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

- Briefly describe any changes that have impacted the work of your unit.

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
2 new full-time faculty	Yes			Increase capacity of department with projects and representation on institutional committees	ILO 1,2	A.1, A.3, A.4, B.2, D.1

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Computers for a dedicated mathematics computer lab	No	Improve hybrid offerings with technology		Increase access for students taking hybrid and improve instruction through technology in face-to-face courses.	ILO 1,2	A.1, A.4, C.2

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Dedicated Math computer lab	Yes			Provides Access to Math instructors and students for learning through technology	ILO 1,2	A.1, A.3, A.4, B.2, D.1

- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?


Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Funding for attending professional development conferences	Yes	Offer accelerated 6 unit Algebra course as pathway to calculus for STEM majors and accelerated pathway to statistics		Development in working with students who need the most help is not regularly offered at the school. PD would exist outside the school and faculty will participate in these opportunities.	ILO 1,2	A.1, A.3, A.4, C.2, D.1

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016

College of Alameda

MISSION



The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION


The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

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1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
 2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
 3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
 4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
 5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

<p>Strategic Goals</p>	
<p>A: Advance Student Access, Equity, and Success</p>	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>

<p>B: Engage and Leverage Partners</p>	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p>C: Build Programs of Distinction</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
<p>D: Strengthen Accountability, Innovation and Collaboration</p>	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>