

Facilities Remodel Request

Requested By: **Rolando Regino**

Department: **Mathematics, STEM**

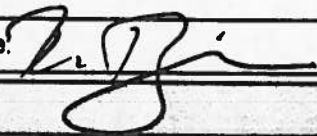
Date Submitted: **3/08/2012**

Contact Number: **x2530**

Will your department fund the remodel/repair? **N/A** If yes, provide funding information:

Please describe in detail what you would like to have done: **Please see attached documentation.**

Dean or Director Approved **Y** **N**

Approving Signature: 

M&O Evaluation

Estimated Material Cost \$

Use Internal Labor: **Y** **N***

Estimated Man Hours to Complete:

Estimated Equipment Costs \$

Preference Points (1 Per Item, Circle all that apply) Total _____

*Safety Effectiveness

* Staff Increase

*Instructional

*Habitability

* Code Violation

* ADA Accomadation

* Mandated

* Lease Agreement

Facility Committee Action/Approval

Request Approved: **Y** **N**

Scheduled for FY _____

Project Priority for Fiscal Year: **1** **2** **3** **4** **5** (Circle One)

(See Reverse for Priority Definitions)

Facility Committee Chair _____ Date _____

Recommended Funding Source:

V.P. of Admin Services _____ Date _____

Scheduling

Date Received:

Received By:

Estimated Start Date:

Estimated Completion Date:

Actual Completion Date:

Actual Cost \$

Work Order Number(s):

Date Requestor Notified of Completion:

* Attach Internal Labor Work Deferment Form

The Math Department serves over 4,500 students each semester, yet has no math lab. The department endeavors to change the Math climate on campus beginning with the Fall 2012 semester.

Currently, Math students only have a part-time, off-and-on math lab in 21-157 with limited tutoring services. Since the process for hiring tutors as well as the budgeting of the tutors has been unclear in recent years, the Math Department has held back from requiring students to attend a math lab as part of their coursework. It is the Math Department's whole-hearted desire to meet the needs of its students with a full-time math lab with ample tutoring availability. This is documented in the Math Department minutes from February 24, 2012 (see attached, items #11, 12 and 15). It has also been a definite goal which has been requested in the last several PRAISE reports (see attached PRAISE for 2011-2012~ section 1, page 2 and goal A2 on page 3; PRAISE 2010-2011~ item 4 on page 4, prior requests at top of page 5).

The Math Department is currently seeking an HSI grant in which it is requesting funding for 250 hrs/week of Math tutoring for each of the next 5 years. Part of the application will be to address the process for the hiring and training of tutors. The grant will also provide for a person to oversee the scheduling and supervision of the tutors. It is the Math Department's desire to create an atmosphere where students can come to study and learn mathematics as well to as create a "math lounge". The current part time classroom/lab in 21-157 will not support the volume of students it intends to utilize the facility, especially since the Math Department expects to require students taking Math 10, 12, 50, and 90 courses to attend the lab each week. This would mean approximately 3,000 students spending an hour each in the lab each week. According to best practices, the additional time spent in the lab will contribute to higher success, persistence, and retention rates (see attached minutes of Nov. 18th, 2011 math dept. mtg., item 3; also see minutes of Sept. 30th, 2011 math dept. mtg., item 5c).

The Math Department needs your help! It seeks a location which will handle the volume of student use that is projected. The needs will be minimal as far as capital outlay is concerned; the HSI grant will help offset the costs by supplying computers, tables, and room partitions. Internet accessibility will also be required.

Math Department Meeting Minutes– February 24, 2012

In attendance:

Full-time faculty: Anh Weis, Mary Lynn Doan, Said Ngobi, Bob Carlson, Jeff Redona, Jeff Ridge, Stephen Toner, Nichole DuBal

Part-time faculty: Diane Maass, Lyudmila Shved, Juliana Yankey, Billy Berseth, Russ Wheeler, Linda Kelly, Jarod Ratliff, Monica Prado

1. During the morning session, the department reviewed the curriculum mapping in TracDat which had been input during January. For each of the Program Level Outcomes, each course was assigned a value: (1=introduced, 2= knowledge, 3=proficiency)
2. Jeff Ridge demonstrated the i-clicker technology. I-clickers have been installed in each of our 7 classrooms on campus. Software installation should be complete on Monday, 2-27-12. Jeff Ridge and Steve Toner also reported out about Jarom Viehweg's presentation of the Mobi Interwrite tablet system. Faculty wishing to try some of these new technologies (i-clickers, smart pens, Interwrite tablets) should let Steve know. We should be receiving \$3,000-4,000 in the next few weeks, our department's share of the interest on the GIC funds.
3. Our AS-T major and Pre-calculus class have not yet been approved at the state level. No action has been taken on adding geometry to the Math 104 curriculum. It was decided to add this topic to the March dept. meeting agenda.
4. The AiM classes got off to a bit of a rocky start. Due to low enrollment, classes were opened up to students during winter who were not aware of the additional tutor session going along with the class. In addition, tutors were not hired in time for the start of the semester. The green-screen software, camera and computer are just now arriving. They will be housed in the Communications Center on campus. We need to make an effort to use the equipment later this spring.
5. Due to some errors in reporting to the state, we are lower than we expected on FTES. We are adding 3 sections of Math 10 online this spring. Nichole DuBal will be teaching these sections. It appears that we will be adding classes to both the summer and fall schedules to make up additional FTES. Work should begin on the fall schedule next month; we'll see then how many sections might get added.
6. Steve demonstrated the TracDat software and explained how it works to the department. We began a review of our Program Level Outcomes. We decided to drop PLO #1, beginning with Define. We reversed the order of the Develop and Interpret PLO's so that there was a better flow. In the Communicate PLO, we changed the word "thoughts" to "theories". The revised PLO's are listed here:

Math Dept. PLOs (revised 2-24-2012):

Students will be able to:

1. **calculate** arithmetic, algebraic, geometric, spatial, and statistical quantities using appropriate technology.
2. **estimate** arithmetic, algebraic, geometric, spatial, and statistical solutions.
3. **solve** arithmetic, algebraic, geometric, spatial, and statistical expressions, equations, functions, and problems using appropriate technology.
4. **represent** mathematical information numerically, symbolically, graphically, verbally, and visually using appropriate technology.

5. **interpret** mathematical and statistical models such as formulas, functions, graphs, tables, and schematics, drawing conclusions and making inferences based on those models.
6. **develop** mathematical and statistical models such as formulas, functions, graphs, tables, and schematics using appropriate technology.
7. **communicate** mathematical theories and ideas clearly and concisely to others in the oral and written form.

7. The department then summarized these PLOs with the following three goals for the math program:

Students will demonstrate:

1. **Mathematical correctness and proficiency.**
2. **Proficiency in mathematical language and notation**
3. **The ability to interpret real world situations and apply mathematical concepts.**

8. The department then looked at the SLO's for each course and suggested changes:

- Math 12- Russ Wheeler pointed out that the SLOs sent out by the office of Instruction differed from those Steve sent out. (note~ those sent by Instruction were correct. Change made in new file to be sent out.
- Math 90 – change "and" to "and/or" for next semester.
- Math 105 and H105 – change "and" to "and/or" for next semester.
- Math 132 – Mary Lynn suggested that we look at these again due to the changes in the course description last year. (note~ follow up needed here)
- Math 227 - change "and" to "and/or" for next semester.
- Math 231 – Mary Lynn will work to re-write these.
- Math 270 – Jeff Redona wants to re-write SLO #1, perhaps splitting it into two SLOs.

9. Work is still needed to examine the results of the assessment from last fall for each SLO. Each is to be reviewed and actions need to be listed for each.

10. It was decided that we would continue to assess our classes each semester. It is easy to do and will help to provide data which will be vital in applying for grants in the future. In after-meeting discussion, it was pointed out that since we are assessing our "outcomes", we should only be including data from those students who actually passed the classes. (This was consistent with the morning SLO presentation and verified by Dr. Kildal in discussion later that afternoon.) **Henceforth, we will only record assessment data for those students who actually pass our classes.**

11 Steve Toner, Mary Lynn Doan, Patrick Malone, and Bob Carlson went on a trip during January to DeAnza Community College and Santa Barbara City College to look at their programs. They saw very healthy programs which included student success and successful tutoring strategies. It turns out that Santa Barbara City College actually defines Basic Skills to include courses up through our Intermediate Algebra. Based on their findings, and meetings since then, the following changes were suggested. These changes and suggestions were met with enthusiasm and **fully endorsed by all those in attendance:**

- The math dept. wants to move the existing Basic Skills Math into the math department.
- We want to re-define Basic Skills to include courses up to Math 90.
- We wish additional BSI funds to support tutors.
- We wish to be in charge of the hiring and scheduling of tutors.

- The math department serves over 4,000 students each semester. We want a dedicated Math Lab with staffing and sufficient tutors to meet their needs.

12) Steve informed the department of the search for a Math Lab location. We decided that we would like to host the Math Lab in 10-4 until something else pans out. Jeff Ridge and Anh Weis were anxious to get a math club started and have a place where math students could both study, get tutoring, and hang out.

13. The group who went on the trip to DeAnza also shared their vision of a program similar to that at DeAnza. We envision a two-semester program for Math 50 and Math 90 for high-risk students. Classes would meet four days a week for two hours. Students and teachers would remain the same for both semesters. Students would be on an attendance contract. Faculty would work as a team along with a counselor for the program. Tutors would be generated from within the program. For students, the classes would be 4 units, but for faculty, it would count as 8 units, due to the double time spent in class. Steve and Mary Lynn are meeting with the grant writers from the Foundation to help make this a reality.

14. Jeff Redona shared that the existing structure of the basic skills math classes is not working. He suggests that next year, the BSKL 6, 7 and 8 classes be dropped and that BSKL 9 become Math 9, with details to be worked out soon, upon approval of the Math department taking the basic skills math program under its wings.

15) The Math Lab is currently only scheduled for afternoon hours due to a shortage of tutors and Sri's need to cover the ATC mall area. The math department expressed its disappointment in the lack of funding and support.

16. Mary Lynn and Steve are meeting with grant writers to help make all of these changes become reality.

**PROGRAM REVIEW, ALLOCATION AND INSTITUTIONAL STRATEGIES FOR
EXCELLENCE (P.R.A.I.S.E.) REPORT**

PLANNING YEAR 2011-2012 (Budget Year 2012-2013)

INSTRUCTIONAL AND NON-INSTRUCTIONAL DEPARTMENTS

DUE DATE: DECEMBER 1, 2011

An important part of the Program Review process is the consultation and input of all members of the department. Please have each member of the department sign below to acknowledge that they were able to provide input.

NOTE: This signature is an indication that you had an opportunity to provide input in the process.

SEND AN ELECTRONIC COPY TO: Your area supervisor or dean, **Lisa Harvey** (Academic Senate President), **Deedee Orta** (Finance and Budget Committee), **Virginia Moran** (Institutional Effectiveness Committee), **Dave Hollomon** (Facilities Committee), **Shane Thomas** (Technology Committee), **Peter Allan** (VP Instruction and Student Services), **Sherri Pierce** (Diversity Committee).

Name of Faculty	Status
Bob Carlson	Full Time Faculty
Mary Lynn Doan	Full Time Faculty
Joseph Estephan	Full Time Faculty
Patrick Malone	Full Time Faculty
Pat Mauch	Full Time Faculty
Arda Melkonian	Full Time Faculty
Dave Moser	Full Time Faculty
Said Ngobi	Full Time Faculty
Jeff Redona	Full Time Faculty
Jeff Ridge	Full Time Faculty
Stephen Toner	Full Time Faculty
Anh Weis	Full Time Faculty
Sunanda Abeysekera	Associate Faculty
Maurice Badibanga	Associate Faculty
Billy Berseth	Associate Faculty
Maria Mendoza	Associate Faculty
Marilou Dungca	Associate Faculty
Benjamin Egiebor	Associate Faculty
Lee Farber	Associate Faculty
Tom Gummo	Associate Faculty
Dane Hinrichsen	Associate Faculty
Roger Hodkin	Associate Faculty
Ted Jenkins	Associate Faculty
John Kaucher	Associate Faculty
Linda Kelly	Associate Faculty
Diane Maass	Associate Faculty
Adam Moore	Associate Faculty
Trent Naeve	Associate Faculty
Tung Nguyen	Associate Faculty
David Petersen	Associate Faculty
Karl Plumlee	Associate Faculty
Mustifizur Rahman	Associate Faculty
Robert Ramirez	Associate Faculty
Di Reagan	Associate Faculty
Louis Shahin	Associate Faculty; Professor Emeritus
Lyudmila Shved	Associate Faculty
Jarom Viehweg	Associate Faculty
Russ Wheeler	Associate Faculty
Juliana Yankey	Associate Faculty

**PROGRAM REVIEW, ALLOCATION AND INSTITUTIONAL STRATEGIES FOR
EXCELLENCE (P.R.A.I.S.E.) REPORT**

PLANNING YEAR 2011-2012 (Budget Year 2012-2013)

INSTRUCTIONAL AND NON-INSTRUCTIONAL DEPARTMENTS

Program (a/k/a Department or Service Area: Mathematics)

Section I: Abstract

In one page or less, highlight your department's achievements and/or accomplishments over the past year. Also, describe any new goals your department has set for the next two to three years. Briefly describe what may help or hinder your department in achieving these goals.

The Mathematics Department provides excellent education to students of VVC through a wide range of mathematics courses taught by highly qualified instructors whose primary objective is student success. We continue to monitor our success regularly, driving our decisions based on data. This past year, we have completed all of the paperwork for a Math AS-T degree; we are waiting for final approval from the Chancellor's Office.

Our first, primary goal, is the hiring of more full-time tenure-track mathematics faculty. We have been requesting four new FT math faculty each year in our PRAISE reports since fall 2008. While it appears that one new FT faculty member may be hired for spring 2012, we have also recently lost Cherie Reardon to retirement, increasing all the more our need for more faculty.

Our second department goal is to have a dedicated Math Lab, running from 8 am – 9 pm five days per week, staffed, with appropriate computers and software. In addition to hosting tutoring, we would like this lab to also host pre-assessment for students new to VVC, as well as serve as a lab which students will be required to attend as part of some of our course offerings, primarily aimed at our developmental students. We serve thousands of students each semester, but do not currently have the means to require mandatory lab time in our developmental level courses, which is a high priority and need to help promote greater student success.

A third department goal is to increase our training and use of technology in the classroom. In recent years, most of our faculty have changed their teaching styles to include Elmo document cameras. We have also recently received a grant from Verizon to run special AiM classes, also funding us for some video and green screen technologies. We wish to purchase and start to use i-clickers and Smart pens in our classrooms on a regular basis, as Smart pens will be an "easy" technology that faculty can use to record explanations to math exercises, as well as simple lecture capture, without a lot of training and special computer skills.

As a final goal, we wish to seek special funding, via grants to consider course and program redesigns.

The math department assessed most all of its math classes in the fall 2008 semester, establishing a baseline. We intend to do the same again this current fall semester, fully "closing the loop" on most of our classes after we meet and discuss the results at the start of the spring 2012 semester. The remaining two courses, offered in spring only, will have their assessments completed in June 2012.

Section II: Department Needs and Justification (include all items listed here on the budget worksheet)

- A. Review of Prior Requests**—List and briefly describe requests you have made in previous P.R.A.I.S.E. reports that have not been funded and that are still important to your department. Include dates and frequency of requests. Discuss the reasons these requests are still important to your department and which department goals they will achieve.
- B. New Request**—Describe your department's need for supplies, equipment, facilities, staff, faculty and any other budgetary considerations. Explain how these items/staff will enhance your department.

A. Prior Requests

1. We have been requesting four new FT math faculty each year in our PRAISE reports since fall 2008. While it appears that one new FT faculty member may be hired for spring 2012, we have also recently lost Cherie Reardon to retirement, increasing all the more our need for more faculty. As Math 90 is a graduation requirement and many of our students enter VVC two levels below Math 90, there is a great need for consistent, quality mathematics courses.

We propose that as a part of the Master Planning process, that the needs of the student population are taken into greater consideration; as a result of closed math classes, many students needing Math courses are taking courses haphazardly in other disciplines which don't necessarily keep them on track for meeting their grad requirements and education plans. The data for waitlists and student registration show hundreds (if not thousands) of students who cannot successfully register for math courses each term due to limited offerings. We propose that VVC examine the true educational needs of students and their educational goals, and instead of "rolling over" scheduled offerings from year to year, offer courses which more appropriately meet the needs of the students and community. We believe, based on the waitlist and registration data, that this examination will more than justify additional offerings of mathematics sections and the NEED for more mathematics faculty.

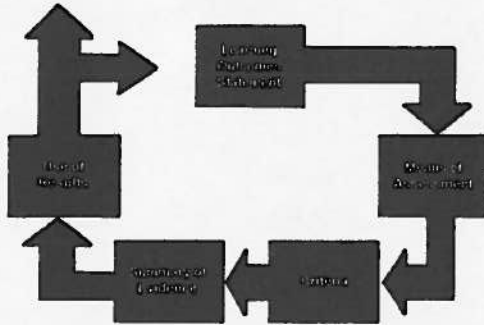
2. The math department has been asking for a dedicated math lab, with computers, software and staffing for the past four years in PRAISE reports. Each semester, we serve over 4,000 students, but are only using *one* of our classrooms as a Math Lab for a *portion* of a day. The current lab situation is not adequate for requiring lab time for any of our courses on the scale that is needed to help raise student success. We need a math lab open and staffed daily from 8 am – 9 pm in order to meet the needs that a lab requirement in our developmental courses would create. We intend to add a Math Lab requirement in our developmental courses, but are not able to do so until we have a dedicated lab, These extended hours will also necessitate the hiring of additional support staff. We would also like funds to create an environment conducive to study, including tables for tutoring and motivational math posters for the walls.

B. New Requests

1. We wish to make a one-time purchase of twenty-five (25) LiveScribe Echo Smart pens for use by math faculty. This technology will support both on-campus and online instruction and help the math faculty to communicate more effectively with students both in and out of the classroom. As we will soon have 13 full-time math faculty, we place 13 pens as a priority request, with an additional 12 pens for checkout by part-time faculty. We highly value the support of our part-time faculty and regrettably request the additional 12 pens as a second-level priority, understanding the demands of budget prioritizations. We wish to purchase starter notebook packs for each teacher to accompany the Smart pens.

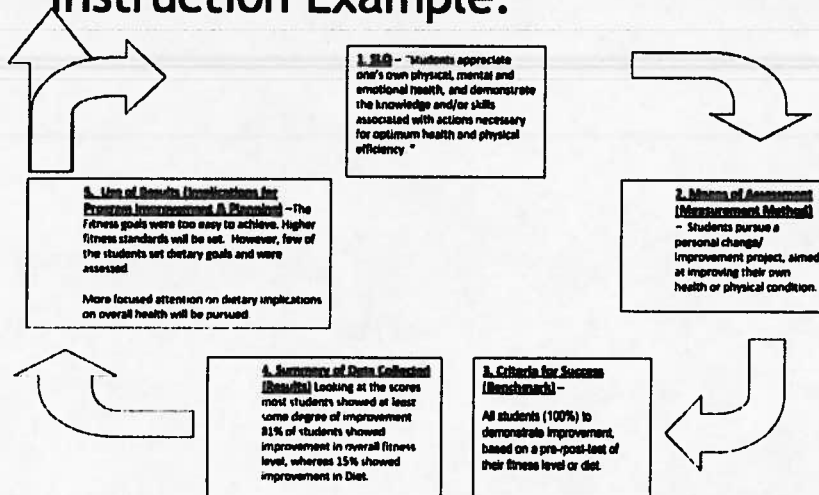
Section III--Student Learning Outcomes (Instructional)

All courses (not classes), programs, certificates and degrees must have SLOs and Assessments by fall 2012. Programs include instructional and non-instructional. Please use the SLO worksheet to complete this section using the example from the Nichols Model below.



Below is the example of an actual course from the Nichols Model

Instruction Example:



1. SLO–"Students appreciate one's own physical, mental and emotional health, and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency. "
2. 2. Means of Assessment (Measurement Method)–Students pursue a personal change/ improvement project, aimed at improving their own health or physical condition.
3. Criteria for Success (Benchmark)–
4. All students (100%) to demonstrate improvement, based on a pre-/post-test of their fitness level or diet.
5. Summary of Data Collected (Results) Looking at the scores most students showed at least some degree of improvement. 81% of students showed improvement in overall fitness level, whereas 15% showed improvement in Diet.
6. Use of Results (Implications for Program Improvement & Planning)–The Fitness goals were too easy to achieve. Higher fitness standards will be set. However, few of the students set dietary goals and were assessed.

More focused attention on dietary implications on overall health will be pursued.

III. Student Learning Outcomes and Assessment

The Math Dept. has been continually been assessing its courses based upon available data. What follows is a narrative of the assessment that has been occurring over the past three years.

- **Spring 2008 – All department SLOs written.**
- **Fall 2008 – all fall courses have assessment questions included in final exams. Results saved as a baseline (see Section IV).**
- **Spring 2009 – Analysis of Math 50A-50B success rates (data-driven). The department "closed the loop" in choosing to eliminate the 50A-50B sequence of courses and establish a new Pre-Algebra course.**
- **Fall 2009 – New Pre-Algebra course developed.**
- **Spring 2010 – Discussion of potential Business Calculus class. It was determined that the need was not there at the given time.**
- **Fall 2010 – Attendance at C-ID workshops. Need for change in Math 231 prerequisites discovered and affected.**
- **Fall 2010 – Analysis of need of Pre-calculus class found.**
- **Spring 2011 – Development of AS-T math major. All paperwork completed and submitted.**
- **Fall 2011 – Math department determines need for change in Math 50 prerequisites (data-driven). Department "closes" the loop by determining changes needed.**
- **Fall 2011 – Math department previews VVC Accuplacer and Compass placement and diagnostic tests for possible changes and long-term use.**
- **Fall 2011 – VVC math department begins plans to co-develop a Bridge BMAP high-school program with built-in assessment.**
- **Fall 2011 – all courses have SLO assessment questions included in final exam.**

The math department plans to review all of the SLO assessment results from Fall 2011 final exams and "close the loop" on all but two of its courses during February 2012.

Department SLOs and GE-LOs have been written already. The following Program Level Outcomes (PLOs) are still in the drafting stages:

Students will be able to:

1. **define** arithmetic, algebraic, geometric, spatial, and statistical concepts.
2. **calculate** arithmetic, algebraic, geometric, spatial, and statistical quantities *using appropriate technology.*
3. **estimate** arithmetic, algebraic, geometric, spatial, and statistical solutions.
4. **solve** arithmetic, algebraic, geometric, spatial, and statistical expressions, equations, functions, and problems *using appropriate technology.*
5. **represent** mathematical information numerically, symbolically, graphically, verbally, and visually *using appropriate technology.*
6. **develop** mathematical and statistical models such as formulas, functions, graphs, tables, and schematics *using appropriate technology.*
7. **interpret** mathematical and statistical models such as formulas, functions, graphs, tables, and schematics, drawing conclusions and making inferences based on those models.
8. **communicate** mathematical thoughts and ideas clearly and concisely to others in the oral and written form.

Section IV—Additional Information

As discussed in section III above, here are the SLO assessment results from the Fall 2008 semester.

Fall 2008 Math SLO Assessment

Math Level	Objective 1		Objective 2		Objective 3		Objective 4		Objective 5	
	x	n	x	n	x	n	x	n	x	n
10	15	20	11	20	17	20				
10	19	22	18	22	19	22				
10	49	56	36	56	47	56				
10	5	13	8	13	10	13				
10	23	47	27	47	40	47				
10	29	38	18	34	27	32				
10	29	42	24	38	31	36				
10	11	22	7	22	13	22				
10	16	31	20	31	23	31				
	196	291	169	283	227	279				
	67.35%		59.72%		81.36%					

50	32	36	30	32	33	35	36	41	37	42
50	23	32	26	32	24	32	20	32	24	32
50	21	32	21	32	22	32	18	32	20	32
50	19	36	28	36	23	36	12	36	21	36
50	12	20	6	20	13	20	4	20	9	20
50	5	29	8	29	11	29	12	29	9	29
50	18	41	21	41	25	41	14	41	20	41
50	34	46	32	46	38	46	34	46	35	46
50	15	22	13	22	18	22	7	22	8	22
50	11	32	21	32	17	32	6	32	9	32
50	20	32	17	30	20	26	14	30	19	25
	210	358	223	352	244	351	177	361	211	357
	58.66%		63.35%		69.52%		49.03%		59.10%	

50A	12	21	15	21	15	21	4	21
50A	17	28	14	28	22	28	18	28
	29	49	29	49	37	49	22	49
	59.18%		59.18%		75.51%		44.90%	

50B	3	4	3	4	3	4
	75.00%		75.00%		75.00%	

90	44	61	40	61	20	61
90	26	29	24	29	22	29
90	21	28	15	28	24	28

90	19	34	4	34	23	34
90	16	29	7	29	15	29
90	3	4	3	4	2	4
90	111	120	105	120	102	120
90	12	19	5	19	5	19
90	54	65	37	52	43	60
	306	389	240	376	256	384
	78.66%	63.83%	66.67%			

104	23	23	18	23
104	24	30	20	30
	47	53	38	53
	88.68%	71.70%		

105	21	27	19	27	18	27	24	27
105	30	38	28	38	31	35	25	36
105	14	19	18	19	6	19	10	19
	65	84	65	84	55	81	59	82
	77.38%	77.38%	67.90%	71.95%				

228	12	13	9	10	10	10
	92.31%	90.00%	100.00%			

**PROGRAM REVIEW, ALLOCATION, AND INSTITUTIONAL STRATEGIES FOR
EXCELLENCE (P.R.A.I.S.E.) REPORT
PLANNING YEAR 2010-2011**

INSTRUCTIONAL DEPARTMENTS

Program: Mathematics

DEPARTMENT FACULTY/STAFF INPUT

An important part of the Program Review process is the consultation and input of all members of the department. Please have each member of the department both full-time and part-time sign below to acknowledge that they were consulted with during the process and were able to provide input.

NOTE: This signature does not indicate necessary approval of the data or the analysis or evaluation of the information contained inside this document. It is an indication that you had an opportunity to provide input in the process. **AN E-MAIL INVITING INPUT FROM THE NAMES LISTED BELOW WAS SENT DURING SPRING 2011 SEMESTER. THIS REPORT IS BASED ON FEEDBACK RECEIVED FROM THOSE WHO CHOOSE TO CONTRIBUTE TO THIS REPORT.**

Please make sure you send a copy of your program review to each of the following committees:

Academic Senate – Lisa Harvey
Finance and Budget – Deedee Orta
Facilities – Dave Hollomon

Institutional Effectiveness–Marc Skuster
Vice President Instruction–Mark Zacovic
Your area Dean

Name of Faculty or Staff Member	Status
Bob Carlson	Full Time Faculty
Mary Lynn Doan	Full Time Faculty
Joseph Estephan	Full Time Faculty
Patrick Malone	Full Time Faculty
Pat Mauch	Full Time Faculty
Arda Melkonian	Full Time Faculty
Dave Moser	Full Time Faculty
Said Ngobi	Full Time Faculty
Jeff Redona	Full Time Faculty
Jeff Ridge	Full Time Faculty
Stephen Toner	Full Time Faculty
Anh Weis	Full Time Faculty
Sunanda Abeysekera	Associate Faculty
Maurice Badibanga	Associate Faculty
Billy Berseth	Associate Faculty
Maria Chapman	Associate Faculty
James Dorn	Associate Faculty
Marilou Dungca	Associate Faculty

**PROGRAM REVIEW, ALLOCATION, AND INSTITUTIONAL STRATEGIES FOR
EXCELLENCE (P.R.A.I.S.E.) REPORT
PLANNING YEAR 2010-2011**

INSTRUCTIONAL DEPARTMENTS

Program: Mathematics

Benjamin Egiebor	Associate Faculty
Lee Farber	Associate Faculty
Tom Gummo	Associate Faculty
Dane Hinrichsen	Associate Faculty
Roger Hodkin	Associate Faculty
Ted Jenkins	Associate Faculty
John Kaucher	Associate Faculty
Linda Kelly	Associate Faculty
David Longshore	Associate Faculty; Professor Emeritus
Diane Maass	Associate Faculty
Trent Naeve	Associate Faculty
Tung Nguyen	Associate Faculty
Mohammed Ai Nouh	Associate Faculty
David Petersen	Associate Faculty
Karl Plumlee	Associate Faculty
Mustifizur Rahman	Associate Faculty
Robert Ramirez	Associate Faculty
Di Reagan	Associate Faculty
Cherie Reardon	Associate Faculty; Professor Emeritus
Louis Shahin	Associate Faculty; Professor Emeritus
Moinuddin Syed	Associate Faculty
Russ Wheeler	Associate Faculty

PART I. ABSTRACT (EXECUTIVE SUMMARY) *In one page or less, include any pertinent information on your Department you find important for the reader to know. Highlight new achievements and accomplishments over the last year. Please also describe any goals you have for the department for the next 2 to 3 years.*

The Mathematics Department provides excellent education to students of VVC through a wide range of mathematics courses taught by highly qualified instructors whose primary objective is student success. The math department sets as its primary goal to continue this excellence in mathematics education through the addition of four new full-time tenure-track mathematics faculty and through offering a wide range of math courses that meet the needs of all VVC students. It has been five years since the last full-time math instructor was hired (Said Ngobi in August 2006). Since August 2006, the department has lost three full-time members. Due to a contractual reduction in additional classes taught by full-time faculty (from 2.0 to 1.6 load), the mathematics department is experiencing a shortage of qualified instructors. A remedy for this problem would be to contractually restore the 2.0 load.

**PROGRAM REVIEW, ALLOCATION, AND INSTITUTIONAL STRATEGIES FOR
EXCELLENCE (P.R.A.I.S.E.) REPORT
PLANNING YEAR 2010-2011**

INSTRUCTIONAL DEPARTMENTS

Program: Mathematics

With the addition of a waitlist beginning with the summer 2009 semester, the demand for math classes could be tangibly measured, providing a meter stick for student demand. In the fall 2009 semester, for example, on the first day of classes, there were 1666 students on wait lists; had the math faculty not already increased many of its class sizes (mainly online), closer to 1900 students would have been turned away.

The department continues to monitor and assess the success and failures of its offerings. To this end, we have revised our course sequence to introduce a revised pre-algebra course. We have also introduced honors courses in college algebra as well as in both first and second semester calculus. We intend to begin offering Pre-calculus in the fall 2012 semester to strengthen our upper division offerings.

The department continues to collaborate with each other to improve instructional methods and the use of technology in the classroom. Each of our on-campus classrooms includes an Elmo document camera and digital overhead projector. Faculty have modified their instructional strategies to utilize this technology effectively. We continue to increase our technological knowledge with in-service presentations regarding MyMathLab and Aleks software programs. At department meetings, we have begun the process of sharing instructional techniques as well as technological skills.

The department wishes to join the new C-ID efforts to establish an AS-T degree which will help our students earn mathematics degrees at the institutions into which they transfer. At the time of this writing, the AS-T in mathematics is pending approval at the state level.

These goals meets two of the district's goals: First, to offer educational programs that lead to meaningful and measurable student learning and success through seamless transfer opportunities to colleges, universities, and careers, and second, to increase the number of students served through recruitment, persistence, and retention strategies.

PART II. Departmental Needs *Please emphasize your department's need for supplies, equipment, facilities, staff and any other budgetary considerations.*

1. The increase in student enrollment at VVC and the recent increase in the math requirements for the AA/AS degree (from Math 50 to Math 90) have increased the total FTES generated by the math department (#1 program on campus in terms of FTES generation) as well as the need for additional full-time tenure-

PROGRAM REVIEW, ALLOCATION, AND INSTITUTIONAL STRATEGIES FOR
EXCELLENCE (P.R.A.I.S.E.) REPORT
PLANNING YEAR 2010-2011

INSTRUCTIONAL DEPARTMENTS

Program: Mathematics

- track mathematics faculty. We have requested 4 additional faculty on the last three PRAISE reports; we maintain that request again this year.
2. It is evident from the number of students on wait lists that there is an **extreme** demand for more math sections each semester, further pointing to the need for more full-time faculty.
 3. The math department currently has 12 full-time and 28 part-time faculty. Basic supplies for the department run \$2764 annually. We also maintain a departmental membership to AMATYC at the cost of \$455 per year. We wish to have these amounts continued for the coming years. We have not had an increase in the supply budget in three years, even though the cost of supplies has increased significantly. We wish to renew our Maple software license at an approximate annual expense of \$5,000.
 4. The mathematics department wishes to create a one-stop Math Lab, open from 8 am – 5 pm daily. It should be outfitted with computers and mathematics software. Since our current instructional aide will be leaving us at the end of the spring 2011 term, a full-time instructional aide needs to be hired to staff this lab. Budget estimate: \$20,000 for lab and computers; \$50,000 for personnel.
 5. The mathematics department wishes to use an ELMO document camera, digital projector and internet access at each of its off-campus locations. Monies should be allocated to each off-site location to support the development of smart mathematics classrooms at each satellite location.

PART III: Review of Prior Requests *Provide information on requests made in previous program reviews that have never been addressed. Include pertinent information such as date of the request and whether the department still needs what was requested.*

In both the 2008-2009 and 2009-2010 program reviews, we requested four new full-time tenure-track mathematics faculty be hired. In the 2006-2007 academic year, we had 15 full-time mathematics faculty. We are currently down to 12, having lost Louis Shahin to retirement in June 2007, Michael Butros to the Physics department in February 2008, and Cherie Reardon to retirement in December 2010. We again request an additional four full-time tenure-track mathematics faculty. A shortage of qualified part-time faculty members makes this request even more critical. The mathematics department has had to cancel one section during each of the past three semesters for lack of an available, part-time faculty. All of the full-time mathematics faculty regularly teach in excess of their 1.0 load. We have no contractual ability for more coverage from full-time faculty under the current 1.6 instructional load limit.

PROGRAM REVIEW, ALLOCATION, AND INSTITUTIONAL STRATEGIES FOR
EXCELLENCE (P.R.A.I.S.E.) REPORT
PLANNING YEAR 2010-2011

INSTRUCTIONAL DEPARTMENTS

Program: Mathematics

The math department lost its one-stop Math Lab when the Advanced Technology building opened. Since then, math tutoring has occurred in the mall area within the technology building, which is hardly conducive to study. In the spring of 2010, we were given a room to host the Math Lab during afternoon hours only. We have requested a dedicated, one-stop Math Lab for student mathematics and tutoring support in each of the last two PRAISE reports. We again request a dedicated Math Lab with instructional aide support, along with the computers and software to support our discipline. We lack the ability to properly serve over 4500 (headcount) students each semester with a Math Lab which is open only 4 hours in the afternoon.

PART V: Student Learning Outcomes *“Student Learning Outcomes” are the knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular course or program. “Assessment” is the documented process of measuring student achievement of intended learning outcomes, reviewing and analyzing the results, and using the results to plan for the improvement of teaching and learning.*

Please explain how your department has implemented assessments for classes, certificates and/or programs. It is important to talk about any and all assessment processes. These would include embedded assessment.

In the spring 2008 semester, SLOs were submitted for all math courses. SLO items were included within tests and final exams during the fall 2009 term. Faculty reported baseline results regarding the student success of these items. We plan to follow-up and compare results in the fall 2011 semester.

The math faculty regularly assesses the quality of our courses and instruction. Each semester at department meetings we have examined the success rates and retention rates of our courses. We have had discussions, as a department, of ways in which to improve student success. Minutes from these meetings and e-mail threads reflect our discourse. As a result of our analyses, we discontinued our Math 50A and Math 50B courses two years ago and established a new pre-algebra pathway. We continue to monitor the success of our pre-algebra course, comparing two different teaching strategies: traditional with the use of MyMathLab, and a more hands-on approach with the use of the Aleks software.

Having recognized that the Honors Statistics course has not been as successful as we had hoped, we have recently decided not to offer this course until we have a larger student population with more rigorous study skills.

**PROGRAM REVIEW, ALLOCATION, AND INSTITUTIONAL STRATEGIES FOR
EXCELLENCE (P.R.A.I.S.E.) REPORT
PLANNING YEAR 2010-2011**

INSTRUCTIONAL DEPARTMENTS

Program: Mathematics

Recently, having recognized that students in our calculus classes seem unprepared for the rigor of calculus, we have chosen to reactivate our pre-calculus course with revised curriculum for the fall 2012 semester.

The process of writing student learning outcomes, performing assessment and making changes to improve student learning is referred to as "Closing the Loop". So please explain how your department has successfully closed the loop in classes, certificates and/or programs.

The math department has regularly maintained its student learning outcomes by reviewing its courses offered through CurricuNet. After sending representatives to the C-ID workshops to prepare for the new AS-T in mathematics degree, it was discovered that our Math 231 (Linear Algebra) course had a prerequisite of College Algebra, not aligning with the calculus prerequisite or co-requisite required by most other colleges. We immediately submitted changes to the curriculum committee last fall to raise our prerequisites on this course in anticipation of the AS-T degree.

PART V: ADDITIONAL EXPLANATIONS *Include any additional information necessary to support your department's needs.*

According to the 2008-2009 Expenditures for Instructional Activities Report, the Mathematics program was ranked #1 in FTES generation. We ranked #6 in Program Costs per FTES, generating an exemplary ranking in productivity and cost efficiency. This further justifies that we should have our existing departmental budget maintained without any cuts and merit additional full-time, tenure-track mathematics faculty.

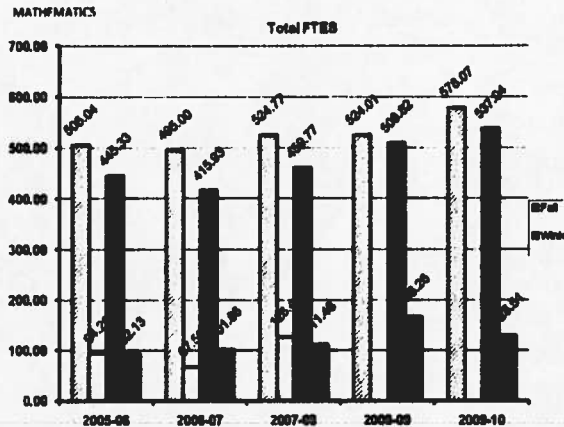
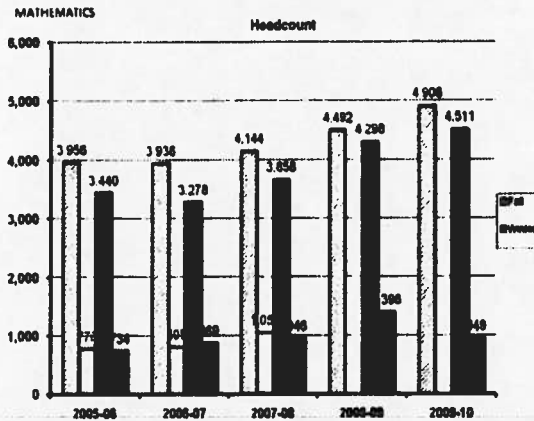
According to the 2010-2011 student enrollment data available at http://www.vvc.edu/offices/oie/program-review_home.shtml, both the math student headcount and total FTES generated by the math department has been growing extensively the past four years with an overall retention rate remaining steady at approximately 87%, as illustrated in the following histograms and table.

This growth is further evidence of the need for additional full-time, tenure-track mathematics faculty.

**PROGRAM REVIEW, ALLOCATION, AND INSTITUTIONAL STRATEGIES FOR
EXCELLENCE (P.R.A.I.S.E.) REPORT
PLANNING YEAR 2010-2011**

INSTRUCTIONAL DEPARTMENTS

Program: Mathematics



term	headcount	seat_count	course_count	section_count	fes	retention	success
20057	11286	31386	647	1713	3935.335046	83.9	59.02
20061	3668	5160	183	289	568.034662	87.58	71.62
20063	10598	28110	678	1773	3469.529133	84.07	58.07
20065	4674	6660	274	442	738.943052	87.66	67.87
20067	11062	30290	651	1695	3798.473881	85.74	59.25
20071	4074	5691	191	301	434.592573	87.35	71.3
20073	10438	27001	633	1622	3462.502866	84.38	61.09
20075	4908	7200	257	434	790.626865	90.14	70.45
20077	11393	30823	610	1518	4034.404926	86.42	62.32
20081	4613	6440	182	269	707.615049	87.77	72.26
20083	11988	29985	632	1536	3790.013337	87.71	63.85
20085	5694	8172	248	396	918.169341	92.13	73.59
20087	13018	34521	604	1502	4369.469909	88.2	63.91
20091	3455	4600	140	189	474.992382	87.36	70.95
20093	13705	34712	658	1589	4265.146663	88.11	63.58
20095	6882	10224	262	447	1120.188186	89.15	69.16
20097	13815	38144	640	1616	4728.7126	86.89	61.44
20101	203	251	14	15	27.371621	98.8	90.76
20103	12867	35971	651	1564	4401.937727	86.74	62.82
20105	5803	8704	254	432	989.031247	88.77	69.74

**PROGRAM REVIEW, ALLOCATION, AND INSTITUTIONAL STRATEGIES FOR
EXCELLENCE (P.R.A.I.S.E.) REPORT
PLANNING YEAR 2010-2011**

INSTRUCTIONAL DEPARTMENTS

Program: Mathematics

District-Adopted Goals

The goals of Victor Valley Community College are to:

- create sustainability and environmental stewardship for our colleagues, our students, and our community.
- become an agile learning organization consistent with the needs of students and the communities that the college serves.
- offer educational programs that lead to meaningful and measurable student learning and success through seamless transfer opportunities to colleges, universities, and careers.
- increase the number of students served through recruitment, persistence, and retention strategies.
- provide affordable and attractive options for members of the community seeking a post secondary education, which includes an environment in which diversity thrives.
- develop and deliver enriching courses for community members and businesses seeking additional training and development.

Math Department Meeting Minutes– November 18, 2011

In attendance:

Full-time faculty: Anh Weis, Mary Lynn Doan, Patrick Malone, Joe Estephan, Said Ngobi, Bob Carlson, Jeff Redona, Jeff Ridge, Stephen Toner

Part-time faculty: Diane Maass, Lyudmila Shved, Juliana Yankey, Adam Moore, Tom Gummo, Billy Berseth, Mustafizur Rahman

Administration: Tim Johnston

1. Tim Johnston presented a model for Pre-Assessment Workshops based on the model of Antelope Valley College. Basically, they allow students to come into their Math Lab any time prior to taking their assessment exam to take a pre-assessment designed to discover students' strengths and weaknesses. It would be offered for free as an attempt to help students "bone-up" on their math skills prior to taking the assessment test. The idea is to help students place as high as they are able to, keeping in mind that studies show that the longer students remain at the community college level, the lower their change of making it to graduation.

Tim, along with Steve, also re-explained the BMAP program that the local high schools are going to be developing as part of the Bridge program to help students place higher upon entrance into VVC. Essentially, high school juniors in the Bridge program would be able to take the VVC assessment exam at the end of their junior year. As reality sets in, many will be encouraged to take accelerated classes modeled after Math 50 and Math 90 during their senior year instead of taking their senior year off from math, which is all too common. Students would then take the assessment test again at the end of their junior year, along with a final exam designed by VVC faculty, in hopes that the students will be able to place into Math 90 or Math 105 when they apply to VVC.

Part of what Chris Piercy wants to do with the Bridge students is to have them take a Diagnostic Test. This will allow the high schools, the students, and their parents to get a reality check on how the students are doing specifically in a variety of areas. Accuplacer, who administers our placement exam, also has a diagnostic exam which we will be previewing on Nov. 30th at 3 pm. Any who are interested in seeing the exam may attend.

Steve mentioned that while at AMATYC, he connected with the folks from ACT who offer a similar placement and diagnostic set of exams, at what appears to be a much cheaper price. Currently we are paying about \$1.86 per unit for our placement exams. If a student advances from one exam to another, they could use up to 3 units for one exam. The diagnostic exams from Accuplacer cost 2 units apiece. The Compass exam, by comparison, could cost as little as \$1.26 per unit. Students taking the assessment exam do not purchase additional units while advancing through the levels. Also, the Compass exam allows students to seamlessly go from assessment mode into diagnostic mode. Steve asked the department if they would like to look at this exam, which was generally agreed upon. Compass is being used at Antelope Valley College and Fullerton College.

We discussed the various tests, including the free MDTP exam, which some schools are also using as part of multiple measures for placement. We decided that if it were possible, we would like to look into using the MDTP as a pre-assessment instrument for those coming in to VVC for assessment prior to taking the assessment exam for entrance into VVC, then look at the Accuplacer versus the Compass exams for the actual placement and diagnostic exams we continue to use.

2. While Tim Johnston was still here, we discussed the academic warning letters that are going out to students with either low grades or low gpa's. We also talked about how students will not be able to take classes beyond three attempts (including withdrawals) starting this coming summer. There will be no "grand-fathering" of students' previous attempts when the measure takes affect next summer.

3. Math Lab update: Our spring hours will be Mon-Fri 12:45 – 9:00 pm in room 21-157. Steve has met with Lori Kildal, Rolando Regino, and Paul Williams to hash out plans for a dedicated Math Lab starting next fall. Tentatively, the plan is to run the lab, starting next fall, from 9:15 am until 5:45 pm. This would be a good time to start requiring students to use the lab a certain number of hours over the course of the semester in a class such as Math 10 (for on-campus daytime sections) as a general rule to help get student success up.

4. The BSKL Plato license is set to expire at the end of spring. We discussed various options for next year. Jeff Redona has two main options he is exploring, one from Hawkes Learning Systems. The other plan would be to use Aleks for each of the BSKL courses, with a much smaller PIE for students to complete.

5. Dept. Chairs and Synergy- We discussed the call to revisit department structures on campus. This would likely have no effect on the math department, since we are large enough as a single discipline.

6. Spring and Summer Schedules- Spring is pretty-much staffed. Two Math 105's, a math 104, and a Math 10 were left open for the new FT-hire that we should have in place for spring. Summer has also been scheduled and staffed. Steve created five "shadow" classes in case additional classes are able to be added. We have no answers as to what will be happening with FTES levels in the spring and whether the state's cut numbers will finally land on at this time....

7. Assessment & SLOs- Steve explained the situation with our accreditation, as well as the senate and union positions. We had a discussion in which we all pretty much agreed that we have to continue the path we have set for assessment of our SLO's this next month. Said, Bob and Steve are working on getting the questions together for us to add to our final exams at the end of the semester. Directions will be forthcoming in the next couple of weeks on how we will proceed. Next spring when we meet, we will be able to go over the SLO analysis and "close the loop" completely for most of our courses.

8. AiM classes in Spring 2012- Steve reported on the special classes being offered this spring. Help will be needed in recruiting the students to meet the specific criteria. Please read and pass along the info to your Math 10 and Math 50 students which was emailed to the Math 10 and Math 50 teachers earlier in the week. As part of these special classes, we will be getting a computer, cameras and green screen technology to help make math videos! We are also purchasing a green body-suit with the grant money. Since clickers will be part of the class

experience of these classes, we will likely be trying to buy a teacher clicker for each of our math classrooms so that any teacher who wants will eventually be able to use the technology.

Steve also shared the Livescribe pen and how easy it is to create videos and "pen-casts". There was much excitement over the technology. Steve will look into purchasing these with leftover department funds, as well as by putting a request for them in the department's program review.

9. Supply cabinet Key Location- Since faculty from other department have been raiding our supplies, the key has been moved. It is in the office next to Steve's old office in the Liberal Arts building, where the water and microwave are. Open the top hutch of the cabinet on the east wall of the room. Our blue #1 key will be there.

10. Follow-Up: Our Math AS-T major has been put on hold at the Chancellor's office since we are under warning in our accreditation. Math 116, Pre-Calculus, has been approved locally, but we still need a control number from the Chancellor's office before we can offer it, as we cannot receive funds for offering it until we get the proper coding from the state.

At our last meeting, we had discussed offering Geometry in our Math 90 class. This ran into several roadblocks, including concerns from the counselors. It has been suggested that we consider adding Geometry content into the Trigonometry class instead. This met with general favor at the meeting.

At the last meeting, we were discussing lab components in our Math 10 classes, success rates in our math 10 and Math 12 classes, as well as the option of letting students who finish BSKL courses skip through Math 10. We had decided to look at the success rates of students from Math 10 and 12 into Math 50, based on the grade received in Math 10 and Math 12. The data from that study is shown below:

2008FA cohort - Math 10 into Math 50

term	20087				
Count of did					
cohort	grade	next course	next grade	Total	
MATH_10	A	MATH 50	A	23	24.7%
			B	24	25.8%
			C	12	12.9%
			D	8	8.6%
			F	10	10.8%
			FW	1	1.1%
			W	15	16.1%
	MATH 50 Total			93	
	B	MATH 50	A	7	8.0%
			B	16	17.3%
C			18	19.0%	
D			20	21.2%	
F			29	30.6%	
FW			1	1.1%	
W			19	20.1%	
MATH 50 Total			91		

	C	MATH 50	A	3	2.5%
			B	6	5.0%
			C	18	15.0%
			D	23	19.2%
			F	41	34.2%
			FW	2	1.7%
			W	27	22.5%
MATH 50 Total				120	

Notes:

Students included in this study were found to have successfully taken 'MATH 10' as their first math course (in 2008FA) and proceeded to take 'MATH 50' as their next attempted course. (Terms included: 2008FA – 2011SP)

2008FA - Math 12 into Math 50

term	20087
------	-------

Count of did					
cohort	grade	next course	next grade	Total	
MATH 12	A	MATH 50	A	7	21.9%
			B	9	28.1%
			C	7	21.9%
			D	4	12.5%
			F	1	3.0%
			FW	1	3.0%
			MATH 50 Total		
	B	MATH 50	A	2	6.3%
			B	9	28.1%
			C	14	43.8%
D			4	12.5%	
F			15	46.9%	
W			1	3.0%	
MATH 50 Total				46	
C	MATH 50	A	1	3.0%	
		B	4	12.5%	
		C	10	31.3%	
		D	4	12.5%	
		F	12	37.5%	
		FW	1	3.0%	
		W	1	3.0%	
MATH 50 Total				34	

Based on these results, we decided the following:

- a. We will change the prerequisites for entrance into Math 50 to a C or better in Math 12 or a B or better in Math 10. Students having a C in Math 10 should take Math 12 prior to moving on to Math 50.
- b. Students completing the BSKL sequence shall be allowed to take the assessment test again to place into either Math 10, 12 or 50.

11. Amatyc Report

Here are the cities for the next few years of conferences: 2012 Jacksonville, 2013 Anaheim, 2014 Nashville, 2015 New Orleans, 2016 Denver, 2017 San Diego.

Steve attended the conference in Austin, TX, earlier this month and came back with several ideas and models he shared with those present. One was for a program called Bridge to Success, www.b2s.aacc.edu. Another idea was for a room re-design for classrooms, called "Math ELITEs" which can be found at www.TeachingCollegeMath.com. He also shared about a successful program that they have at De Anza College called Math Performance Success Program. He thought we should some day take a field trip up to Cupertino to see what they are doing firsthand.

As a college, we are currently not a Title V Hispanic Serving Institution due to some paperwork not getting filed. Lisa Harvey is doing everything she can to get us back to a position in which we can start seeking after some grant money to start some of these types of programs at our campus.

12. Online Classes – Dept. of Education mandate. We discussed the email that Peter Allan sent out two weeks ago. Steve reported that this was a conversation topic at AMATYC. Some schools, such as Berkeley, have told area community colleges that they will not accept their courses unless at least 50% of the points earned in the class are proctored. This is generally a trend across the nation that we will have to come to grips with somewhere down the road. We decided to wait and see what the college comes up with in the next few months as part of the master planning process.

13. Our PRAISE report is due Dec. 1st. Steve will be busy working on it over Thanksgiving weekend (as will most of the department chairs on campus). We decided that we want to emphasize the usual: more math teachers and a dedicated math lab. We also decided that we want to request funds for clickers for our classrooms and Smart pens for the faculty, if possible.

14. Odd-and-ends: Steve brought up the possibility of our scheduling a lunch hour next fall into our schedule for more meetings, presentations, guest speakers, etc. This was generally thought of as a good idea, if practical. It was suggested that we have a department Christmas party this year if there was enough interest.

Next semester we will try to meet three times since this meeting ran long and there is so much to work on.

Math Department Meeting – September 30, 2011

In attendance:

Full-time faculty: Patrick Malone, Joe Estephan, Pat Mauch, Jeff Ridge, Bob Carlson, Jeff Redona, Said Ngobi, Steve Toner

Part-time faculty: Russ Wheeler, Juliana Yankey, Lyudmila Shved, Tom Gummo, Billy Berseth, Diane Maass, Mustafa zur Rahman, Adam Moore

1. Review of Minutes of last meeting
2. General Update –
 - a. Math 116 (Pre-calculus) – We are waiting on coding from the chancellor's office before we can begin to offer this course. Hopefully we will know within the next couple of weeks, prior to scheduling summer school.
 - b. Math AS-T major – All of the paperwork for our major was turned in last spring. We are waiting to see if it has been approved at the chancellor's office level. Due to staffing changes at both VVC and in Sacramento, we have yet to hear its status.
 - c. At the academic senate meeting, each department was asked to take a look at CLEP exams offered in their department to see if credit could be granted for placement purposes of students taking these exams. Said Ngobi volunteered to help Steve Toner look at the CLEP course exam descriptions to help placement.
 - d. Spring and Summer 2012 schedules – Spring schedules are being input into the computer this week. Part-time faculty on the priority list should be able to start picking their classes in a few weeks. It looks like summer is going to be increased beyond last summer's offerings.
 - e. Advance in Mathematics (AiM) classes – There are going to be some extra math classes on the schedule this spring being funded through a grant from Verizon. These classes will have class caps of 25 students, have tutors within the classes, and will use technology such as clickers and extra videos to help in student learning. Through this grant, we are going to be able to get some video equipment and some green-screen technology. There are still two Math 50's and one Math 10 needing a teacher. If interested, please let Steve Toner or Jeff Redona know.
 - f. At the Bridge meeting with local high school math teachers on Sept. 23, a discussion arose about students being able to repeat their VVC assessment exam. After discussing the matter with Tim Johnston and Virginia Moran, Steve Toner brought the topic to the department for conversation. It costs VVC up to \$6 per assessment test given. Currently, students cannot test again within 3 years without special permission from a counselor. **As a department, we decided we would like to develop an Academic Policy (AP) for allowing students to retake their VVC math assessment exams. We determined, after much discussion, that it would be appropriate to allow one retake per term, after a 2-week waiting period. Students wishing to take re-takes would pay a fee to offset the costs.** It was also suggested we get a demo of the Accuplacer diagnostic test to see if this might be helpful for placement for our VVC students.
3. Excerpts from Visiting Team's Report - We looked at a couple of the comments made by the visiting team in their report, dated March 14-17, 2011. Item 2 dealt with SLO's. Steve mentioned the importance of making sure that all of our SLO's are listed on our syllabi, consistent with each other and

with the course outlines. We also noted a comment regarding online courses. In short, we need to ensure that what we are teaching online is exactly the same content as what we teach on-campus, save for a difference in delivery technique.

4. SLO's and Assessment – We had a discussion regarding our need to assess our SLO's this semester. It is a requirement coming down from WASC, whether we like it or not. The campus is going to be buying some software to help organize and monitor the assessment of SLO's on campus. We will each either have an add-on page, or embed a few questions into each of our journals. At the end of the semester, each teacher will submit a summary of the number of students successfully answering each of the SLO problems. Said Ngobi and Bob Carlson volunteered to help Steve Toner in choosing these questions from the TestGen databases to match our existing SLO's.
5. Self-Study & Analysis – As part of our ongoing assessment, Steve Toner suggested we continue to look at areas needing improvement in our department. Two suggestions came out of the discussion:
 - a. We are still having trouble with students going from math 10 into Math 50. It was suggested that students completing the Basic Skills sequence (6,7,8,9) be allowed to move directly into Math 12. It was also suggested that we look into changing the prerequisites of Math 50 so that only students with a B or better in Math 10 moved into Math 50 directly. Students with a C in Math 10 would move to Math 12 prior to moving on to Math 50. **It was decided that before we move forward with any changes, we have a study done comparing the success rates of students leaving Math 10 and going to Math 50, based on their grades they received in Math 10. We would also see the success rates of our Math 12 students moving into Math 50. We would look at this data at our next meeting in November.**
 - b. Diane Maass echoed the sentiment that students in Math 104 do not have a grasp on geometry. Specifically, they do not have an understanding of the angle relationships regarding parallel lines and transversals, among other things. This sentiment was generally agreed on by all present. We discussed the possibility of creating geometry workshops, or a geometry course, but adding an extra course into our sequence is going against the trend being suggested by AMATYC and other research that says we need to get students to finish their sequence of courses quicker in order to increase their chances of success. It was also brought up that Math 90 has so much content in it, with not enough time to fully teach all of the content. It was suggested that we look into raising Math 90 into a 5-unit course, including a unit on geometry, as well as the chapter on conic sections. We do not know the impact on grad requirements, etc. This change, however, would serve two purposes: give us more class time to teach the course, as well as to help better prepare our students for Math 104, Math 105 and Math 132. We thought we should look into these matters, discuss it among ourselves, and get advice from those on the grad requirement committee. Steve Toner will get back to all of us after running the idea by Curriculum committee members. *(For those of you not at the meeting, if you have any thoughts on this matter, please let Steve know.)* We also discussed the impact a 5-unit class would have on scheduling, and perhaps the need to offer the class on MWF. We decided to table that discussion until after we decide to implement a change.
 - c. We discussed the possibility of adding a lab component to our Math 10 courses, requiring a certain amount of time in the lab for each student enrolled in the course. Steve Toner said he would look into how this might be implemented, along with the impact as far as scheduling and

loads are concerned. This would require a dedicated math lab on campus to house all of these additional students seeking lab time.

d. It was also brought up that since the Office of Instruction has closed off the LA conference room, we no longer have that room to use for make-up testing. Is there a place we can send our students?

6. Long-Term Planning (Goals) – Steve stressed the importance of long-term planning and how we need to all get together behind the PRAISE report in order to affect budget changes in the future. Our two main goals are:

- a. The hiring of new full-time tenure-track math faculty;
- b. A dedicated math lab with computers and staffing.

Next Meeting: Friday, November 18th, 9:30 am