

# Program Review Comprehensive Report



## Program Review - Instructional: Mathematics

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### Supplemental Reports and Attachments

#### *2014 - 2017*

Comments or Notes: ncb entered

Attachments:

[2014-17\\_MATH\\_PLO\\_INSTRUCTIONAL.pdf](#)

[2014-17\\_MATH\\_SLO\\_DISCIPLINE.pdf](#)

[2014-17\\_INSTRUCTION\\_MATH\\_ResourceRequests.xlsx](#)

[2014\\_17\\_MATH\\_CurriculumRPT.pdf](#)

[2014\\_17\\_MATH\\_SuccessEfficiencyRetentionRPT.pdf](#)

### Program Trends and Updates

#### *2014 - 2017*

##### Program Update Section

Has your unit shifted departments in the PAST 4 years?: Yes. Starting Spring 2017, the Norco Math Discipline became its own department. We currently have 10 F/T faculty. We have two co-chairs, Jeff Mulari and Bob Prior

Do you anticipate your unit will shift departments in the NEXT 4 years?: No.

New certificates programs created by your unit in the PAST 4 years?: We have not created any new certificates or programs within our discipline or department.

New certificate programs anticipated by your unit in the NEXT 4 years?: None.

Substantial modifications made to certificates/degrees in the PAST 4 years.: N/A

Substantial modifications anticipated to certificates/degrees in the NEXT 4 years.:

support students will be receiving through our co-requisite support classes as well as the reestablishment of the Math Success Center.

**Assessment Report Highlights:** Currently the Math discipline has assessed 104 out of 158 total SLOs, which is 65.8%. This may not sound like a great number, but since the beginning of Fall 2016, we have assessed 89 different SLOs, which is just over 56.3% of all of our SLOs in the last 3 semesters. As for the 54 missing SLO assessments, we have current plans in place to have most, if not all, of these assessed by the end of the Spring 2018 semester. The Math discipline has also completed 50% of the PLOs for the Math ADT and will be looking to complete the remaining before Spring 2020.

## Program Goal: Math Success Center

Establish a new Math Success Center that caters primarily to students placed into introductory transfer-level courses (or their co-requisite support courses) by offering drop-in tutoring, math success workshops, etc.

Goal Status: In Progress

Goal Year(s): 2018 - 2021

Start Date: 07/01/2018

Completion Date: 02/01/2019

**How do your goals support the Educational Master Plan?:** Achieving this goal will allow the Math Department to support a greater number of students than are currently being served. We anticipate being the hub for study groups and drop in math tutoring. The Math Success Center will address students' needs/concerns that are peripheral to math class, such as math phobia, math anxiety, and math study skills. All of this is designed to have more students being successful in math, thereby increasing persistence rates, success and retention rates, course completion, transfer preparedness, and transfer rates.

**This Program Goal Supports the selected EMP Goal(s) and Objective(s):** Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher)., Goal 1 Objective 2: Improve transfer rate by 10% over 5 years. , Goal 1 Objective 3: Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum., Goal 1 Objective 4: , Goal 1 Objective 5: , Goal 1 Objective 6: , Goal 1 Objective 7: , Goal 1 Objective 8: , Goal 1 Objective 10: , Goal 2 Objective 1: , Goal 2 Objective 2: , Goal 2 Objective 3: , Goal 2 Objective 4: , Goal 2 Objective 5: , Goal 2 Objective 6:

## Program Goal: Dedicated classrooms for Math

Add two dedicated classrooms for Math

Goal Status: In Progress

Goal Year(s): 2018 - 2021

Start Date: 06/08/2018

Completion Date: 01/31/2019

**How do your goals support the Educational Master Plan?:** It is our hope to have dedicated math classrooms that are near the Math Success Center, thereby increasing student engagement with a direct flow from class to Success center. We believe this will also increase students' satisfaction with the support they are receiving. Furthermore, having dedicated classrooms will allow us to decorate and design classrooms that facilitate new teaching strategies, including group activity-based learning.

**This Program Goal Supports the selected EMP Goal(s) and Objective(s):** Goal 2 Objective 1: , Goal 2 Objective 2: , Goal 2 Objective 3: , Goal 2 Objective 4:

## Program Goal: Centralize Math Faculty Offices

Create a space for all full-time math faculty to have offices in one area of the campus so as to have daily faculty engagement and collaboration with respect to AB 705 implementation and other ongoing math issues.

Goal Status: In Progress

Goal Year(s): 2018 - 2021

Start Date: 07/01/2018

Completion Date: 06/30/2019

**How do your goals support the Educational Master Plan?:** With the advent of AB 705, the math curriculum will be undergoing some major changes, and it will take a dedicated effort by the full-time Math faculty to be continually engaged in discussion of best practices and course redesign. Having a centralized location for our offices will help facilitate the discussion and our collaborative efforts. We believe these student-centered efforts will spur success in the math classroom and lead to greater preparation for transfer and higher transfer rates overall.

**This Program Goal Supports the selected EMP Goal(s) and Objective(s):** Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher)., Goal 1 Objective 2: Improve transfer rate by 10% over 5 years. , Goal

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1 Objective 3: Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum., Goal 1 Objective 4: , Goal 1 Objective 5: , Goal 1 Objective 6: , Goal 1 Objective 7: , Goal 1 Objective 8: , Goal 1 Objective 10: , Goal 2 Objective 1: , Goal 2 Objective 2: , Goal 2 Objective 3: , Goal 2 Objective 4: , Goal 2 Objective 5: , Goal 2 Objective 6:

## Program Goal: Increase Faculty Participation in Professional Development and Training

To have every full time math faculty trained in best practices as they relate to the co-requisite support classes a la AB705.

Goal Status: In Progress

Goal Year(s): 2018 - 2021

Start Date: 07/01/2018

Completion Date: 06/30/2020

How do your goals support the Educational Master Plan?: With the advent of AB 705, we anticipate major changes in the classroom as to the ways we teach today's students. We expect there will need to be massive amounts of faculty training through workshops and conferences. We believe students will also benefit from this as we bring back to the classroom that which we have learned.

This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher)., Goal 1 Objective 2: Improve transfer rate by 10% over 5 years. , Goal 1 Objective 3: Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum., Goal 1 Objective 4: , Goal 1 Objective 5: , Goal 1 Objective 6: , Goal 1 Objective 7: , Goal 1 Objective 8: , Goal 1 Objective 10: , Goal 5 Objective 5:

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- Coordinating on-going (weekly) training of faculty through Community of Practice workshops (for the co-requisite support classes).
- Interfacing with Norco's Institutional Research to conduct studies of success rates, effectiveness of in-class activities, and to determine which remedial math classes should be re-implemented to foster student success.
- Liaison with Norco counselors for proper student placement (guided placement) and MMAP interpretations.

Goal Year(s):

**How do your goals support the Educational Master Plan?:** We believe everyone will benefit from having one person oversee the operation and implementation of the math portion of the AB 705 mandates. Faculty benefit from having an organized system in place and ready to go in time for Fall 2019 implementation, including professional development for utilizing best practices in the student-centered classroom.

Students benefit from more support in and out of the classroom; we should expect to see increased persistence rates, success and retention rates, course completion, transfer preparedness, and transfer rates.

The college as a whole will benefit because the math faculty are dedicated to being a model school for this state-mandated program.

**This Program Goal Supports the selected EMP Goal(s) and Objective(s):** Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher)., Goal 1 Objective 2: Improve transfer rate by 10% over 5 years. , Goal 1 Objective 3: Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum., Goal 1 Objective 4: , Goal 1 Objective 5: , Goal 1 Objective 6: , Goal 1 Objective 7: , Goal 1 Objective 8: , Goal 1 Objective 10: , Goal 5 Objective 5: , Goal 6 Objective 1: