Program Review Report

Yuba Community College District

YC - Mathematics & Statistics Program Recommendations

Program Description: Mathematics
Year of Review: 2012-2013
Type of Review: Annual Update
Executive Summary: Last year we sounded the alarm, "The Math Department is crumbling!" because of our declining ability to offer students the attention they need and deserve. Why? Because we did not have enough full-time faculty members at Yuba College to serve the number of students here. Our first priority last year, therefore, was to hire two (2) full-time math faculty members at Yuba College.

(The academic standards and personal integrity and personal responsibility and work ethic and camaraderie of the Math Department and its faculty were and continue to be are as strong and intact as ever.)

This year we may say that the Math Department is still crumbling, but at a slightly reduced rate because the college hired one (1) full-time math faculty member who started in Fall 2012.

Our first priority this year, therefore, is to hire at least one (1) full-time math faculty members at Yuba College.

From the data provided by the Office of Research, Planning, and Student Success, we find that the 2011--2012 Adjunct FTEF/Full-time FTEF ratio was the highest over the last five years.

Adjunct FTEF/Full-time FTEF ratio
2011--2012: 1.82
2010--2011: 1.10
2009--2010: 0.98
2008--2009: 1.13
2007--2008: 1.37

Yet, despite the shortage of staff, the Math Department (i) continues to offer a variety of math classes for students; (ii) continues to support the MESA program; the Engineering, Mathematics, and Physics Award scholarship; the Hard Math Cafe; and the College Success Center as examples; (iii) continues to be active in the college community, with Math Department faculty members on the Academic Senate (president); the Curriculum Committee; the Basic Skills Initiative Committee; the Faculty Staffing Committee; the Sabbatical Leave Committee; and the Flex Committee (coordinator) as examples; and (iv) continues to be active in state and national professional organizations, such as the California Mathematics Council, Community Colleges (CMC3) and the Mathematical Association of America (MAA), by attending conferences as an example.

But there is no denying that the Math Department needs to have presently a total of eight (8) full-time math faculty members to meet student needs and to carry out our professional obligations. If no full-time math faculty member is hired this year, then the 2013--2014 full-time FTEF will be 5.91.

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Future Goals and Program Direction:

High Priority:

o At YC, hire at least one (1) full-time math faculty members.

o At YC/CLC, revise course outlines for Math 1A, 1B, and 2A to be aligned with the C-ID descriptors for C-ID Math 211, 212, and 230, respectively.

o At YC/CLC, review the content of Math 110, 111, 50, and 52 with an eye toward providing different pathways for students to progress through Math 52 as swiftly as possible.

o At YC, upgrade existing classrooms or make available existing classrooms or construct new classrooms that would be suitable for our teaching math today.

o At YC/CLC, revise course outlines for Math 2B, 3, and 7 to be aligned with the C-ID descriptors for C-ID Math 240, 250, and 155 respectively.

Medium Priority:

o At YC/CLC, review the Math 58 course outline and offer the course in Spring 2014.

o At CLC, hire one (1) full- time math faculty member.

o At YC/CLC, assess SLOs for a course every term that a course is offered after the initial assessment.

o At YC, provide suitable equipment for delivering math courses as DE-ITV courses that originate from YC.

o At YC, provide math faculty members with larger offices that would allow the faculty members to help students better.

o At YC, provide an office for math adjunct faculty members to work and to meet with students to provide private counseling or to provide office-hour help to individuals or small-groups.

o At YC, provide adjacent large rooms that are suitably designed and equipped for the Hard Math Cafe and the MESA Center at YC.

Low Priority:

o At YC/CLC, develop SLOs in a way that would permit them to be used by local high schools to align their expectations with those of our math courses.

o At YC/CLC, deactivate Math 110A, 110B, and 110C.

Curriculum & SLO Assessment Summary : Curriculum

In May, 2011, YC submitted to the state chancellor's office a proposal to offer an AS-T in Mathematics at YC. The proposal was subsequently approved by the state, and since then we have moved to align those mathematics courses that support the AS-T with the C-ID course descriptors.

We are preparing revised course outlines for Math 1A, 1B, 2A, 2B, 3, and 7 (2A to be renumbered 1C and 2B to be renumbered 2) that will be submitted by November 1, 2012, for Fall 2013.

We are continuing to discuss how we may best streamline the Math 110, 111, 50, and 52 sequence, so that students may progress through the courses in less time, yet still be well prepared for a transfer-level mathematics or statistics course.

Due to budget constraints, we have postponed offering Math 58 for the first time until Spring 2014.

SLO

Of the 22 math and stats courses that are actively being offered, we have assessed SLOs in 16 thus far. We are on track to assess 4 more courses in Fall 2012, and the remaining 2 in Spring 2013. Math 58, which may be offered for the first time in Spring 2014, shall be assessed at that time.

We offer very few sections of our transfer-level mathematics courses every year, and so we have not yet collected enough information from our assessments to decide what changes may be needed. The courses that we offer multiple sections of every semester are Math 110, 111, 50, 52, and Stat 1. In Fall 2012 we evaluated the results we have collected for Math 52 and reviewed the SLO questions we had asked the students on the final exam. We decided tat the results were inconclusive because the questions did not test well what we had intended. Consequently, we decided to amend the questions. The new questions will be asked on the Fall 2012 final exam.

It is still in our plans to communicate with the local high schools to align their expectations with those of our math courses. The state recently introduced a new set of standards for K-12, the Common Core State Standards (CCSS), and so we will need to familiarize ourselves with the CCSS before or as we communicate with the local high schools.

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC - Mathematics & Statistics Program Recommendations - Staffing request (YC) - Hire at least one (1) full-time math faculty member for Yuba College, particularly one who meets minimum qualifications to teach statistics. **Year(s) Requested:** 2012-2013	**Plan of Action:** Hire at least two (1) full-time math faculty. **Type:** Staffing - Faculty **Budgetary Impact:** Salary and benefits. **Related Documents:** Mathematics and Statistics Data	09/25/2012 - Yuba College hired one (1) full-time math faculty member, Kathryn Vaughan, who began in Fall 2012. There remains a very great need to hire at least one (1) full-time math faculty member for Yuba College, particularly one who meets minimum qualifications to teach statistics. **Recommendation Progress:** Recommendation Needs Improvement/Attention	

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Request Date: 09/28/2012 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** Data from the Office of Research, Planning and Student Services YEAR* FTEF? FTES? WSCH? WSCH/FTEF? 2011--2012 19.47 652.47 19,574.10 503 2010--2011 17.51 666.30 19,989.00 571 2009--2010 18.45 637.45 19,123.50 518 Five Year Average 18.63 664.57 19,937.10 535 *Data from 2007-8 include all Distance Education sections. ?Program data; not restricted to Marysville. Adjunct Faculty FTEF in discipline: (2011?2012) Mathematics: 12.56 Adjunct FTEF/Full-time FTEF ratio 2011--2012: 1.82 2010--2011: 1.10 2009--2010: 0.98 2008--2009: 1.13 2007--2008: 1.37 The requested position would replace the college's most senior mathematics instructor and long-time chairwoman, Lauren Syda, who will be retired at the end of Fall 2012,	2012.pdf	**Reporting Year:** 2012-2013	

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
and who is now using her load-banked units to take a load-banking leave in Fall 2012. In addition, 1) Roger Davidson was reassigned permanently 50% to the Engineering Department effective Fall 2011. Together, the retirement and permanent reassignment reduce our FTEF by 1.5. Moreover, in the short term we shall continue to be suffering the temporary reassignment of John Steverson (60%; Academic Senate chairman) and Karsten Stemmann (20%; Flex coordinator). The Mathematics Department routinely offers many sections of mathematics courses needed for degree and transfer requirements. Many of the courses are designed for biology, engineering, physics, elementary education and other disciplines. The WSCH/FTEF ratio is very large given the wide array of demands put on the department. Almost all students at Yuba College take at least one mathematics course. Nearly half of the mathematics students are taught by adjunct instructors. In Fall 2012, about 24 of the 34 sections (Math 52 and below) at YC were taught by adjunct instructors, and about 7 out of 10 sections at SCC were taught by adjunct instructors. For Spring 2013, as of October 1, 2012, we still had 18 mathematics sections that are unstaffed and 7 adjunct mathematics instructors left in our current pool to offer classes, and we have not received any new applications for adjunct employment and very likely will not receive any soon. Furthermore, because all transfer-level			

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courses?collectively referred to as "singletons" because they are usually single -section courses?are staffed by full-time faculty, and we typically do not cancel singletons, and any courses that would be canceled because they are not staffed would almost totally consist of the developmental and remedial mathematics courses (Math 52 and below). These sections are always wait listed, and cancelation of these sections would surely delay the progress of students toward their educational goals. Finally, the Math Department will offer a new course, Math 20, College Algebra, beginning Spring 2013. Math 20 will be a prerequisite for Math 1A to align the latter with the C-ID course descriptor. The new course will strain our staffing even more.			
YC - Mathematics & Statistics Program Recommendations - Fall semester math common final period - Schedule the fall semester math common final period to a day other than the second Friday of December. **Year(s) Requested:** 2011-2012 **Request Date:** 11/18/2011 **Inactive Date:** 10/01/2012 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** The CMC3 annual fall conference is set to begin the second Friday of December for the foreseeable future; it used to begin on	**Plan of Action:** Communicate the need to the the college vice-president (VPASS). **Type:** Curriculum/SLO **Budgetary Impact:** Unknown. **Related Documents:** 2012 Fall draft final exam week schedule	09/25/2012 - The need was communicated to the VPASS. It turned out that an audit revealed that the final exam week had to begin on a Wednesday instead of a Thursday, as it had been historically. Consequently, the math common final period, which has always been on the second day of the final exam week, was moved from a Friday to a Thursday. If this continues from now on, then this has addressed our need. **Recommendation Progress:** Recommendation Addressed/Satisfactory Progress **Reporting Year:** 2012-2013 **Related Documents:** 2012 Fall draft final exam week schedule	

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the first Friday in December. Our fall common final exam also seems to fall on the second Friday in December. This has and will continue to impact both adjunct and f-t math faculty who want to attend the conference. This is the largest conference devoted to Northern California community college math faculty, and it is a unique opportunity for two-year college math faculty from across Northern California to stay up-do-date with their profession, to learn in what other college math departments are engaging, and to network.			
YC - Mathematics & Statistics Program Recommendations - C-ID course numbering: Math 1A, 1B, and 2A - Revise course outlines for Math 1A, 1B, and 2A to be aligned with the C-ID descriptors for C-ID Math 211, 212, and 230, respectively. After these have been approved by the state chancellor's office, then decide when to update or revise other courses to align them with their respective C-ID descriptors. **Year(s) Requested:** 2011-2012 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** Presently none of the outlines align with any of the C-ID course outlines that have already been developed. Course Identification Numbering System: http://www.c-id.net	**Plan of Action:** Involve interested math faculty members to review and revise the course outlines for Math 1A, 1B, and 2A to align them with the C-ID descriptors for those courses. New outlines should be submitted to the curriculum committee in fall 2012 to be effective fall 2013. **Type:** Curriculum/SLO **Budgetary Impact:** Unknown.	10/05/2012 - Revised course outlines for Math 1A, 1B, and 2A (2A to be renumbered 1C) that align with the C-ID descriptors have been prepared in CurricUnet and are being reviewed by the district Math Department faculty. The outlines will be submitted to the Curriculum Committee (CC) (launched) by the November 1, 2012, deadline for Fall 2013. After these have been approved by the CC, they will be forwarded to the state chancellor's office for C-ID approval. After these have been approved by the state chancellor's office. We note that the revised Math 1A outline has a new prerequisite, viz., either both Math 20 and 21 or only Math 7; the prerequisite for Math 7 remains Math 21. Math 20, College Algebra, is a new course, the outline for which was prepared by Talwinder Chetra and submitted to the CC at WCC and YC for Spring 2013. It has already been approved by the WCC CC and will be on the YC CC consent agenda for October 16, 2012. Following that, it will proceed to the BoT for approval, then sent to the state chancellor's office. It will be a late addition to the Spring 2013 schedule of classes. **Recommendation Progress:**	

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		Recommendation Addressed/Satisfactory Progress **Reporting Year:** 2012-2013	
YC - Mathematics & Statistics Program Recommendations - Review pathway to Math 52 - Review the content of Math 110, 111, 50, and 52 with an eye toward providing different pathways for students to progress through Math 52 as swiftly as possible. Possibilities include removing duplication of material; offering condensed-term courses; offering self-paced courses; restructuring the four courses completely. **Year(s) Requested:** 2011-2012 **Request Date:** 11/18/2011 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** In a review of students who were enrolled from fall 2000 to spring 2003, and who were tracked until spring 2009, it was found that (i) of all the students who started in Math 110, about 55% completed Math 110, about 28% completed Math 111, about 14% completed Math 50, about 6% completed an associate-level math course (AL: Math 51, 52, or 58), and about 1% completed a transfer-level math course (TL); (ii) of all the students who started in Math 111, about 29% completed Math 50, about 11% completed an AL, and about 3% completed a TL; of all the students who started in Math 50, about 24% completed an AL, and about 6% completed a TL; (iv) of all the students who started in an AL, about 11% completed	**Plan of Action:** Initiate discussion in the district math department. Stay on top of state funding issues. Stay abreast of AMATYC's initiatives. Research similar changes at other community colleges. **Type:** Curriculum/SLO **Budgetary Impact:** Unknown. **Related Documents:** Basic Skills Student Success and Retention 2011 Annual High School Report	09/26/2012 - The district math faculty are continuing to look into this. This need will be carried over. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

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a TL. See the related document "Basic Skills Student Success and Retention" for more information.			
YC - Mathematics & Statistics Program Recommendations - Modern classrooms (YC) - Upgrade existing classrooms or make available existing classrooms or construct new classrooms that would be suitable for our teaching math today. This includes better (larger) student desks that would provide students with a greater working area, as well as provide instructors the flexibility to present lectures, conduct small group activities, &c.; wide writing spaces for instruction (several blackboards or whiteboards, or both); flexible projection systems; and Internet access. **Year(s) Requested:** 2011-2012 **Request Date:** 10/14/2011 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** There is an acute need for modern classrooms. Presently many math classes are taught in temporary classrooms (the "swing space": M-3003 and M-3004) because there are not enough available permanent classrooms for math. Math classes are also taught in classrooms (M-607 and M-713) that do not allow the classes to enroll to cap. Many math courses are now taught in classrooms that do not include at least better (larger) student desks that would provide students with a greater working area, as well as provide instructors the flexibility to present lectures, conduct small group activities, &c.; wide	**Plan of Action:** Lobby for the college to upgrade existing classrooms or make available existing classrooms or construct new classrooms that would be suitable for our teaching math today. This includes better (larger) student desks that would provide students with a greater working area, as well as provide instructors the flexibility to present lectures, conduct small group activities, &c.; wide writing spaces for instruction (several blackboards or whiteboards, or both); flexible projection systems; and Internet access. **Type:** Facilities **Budgetary Impact:** Unknown.	09/27/2012 - This need has not yet been communicated to any person or body (committee) at YC who may have oversight. We still need to pursue this. This need will be carried over. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

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writing spaces for instruction (several blackboards or whiteboards, or both); flexible projection systems; and Internet access.			
YC - Mathematics & Statistics Program Recommendations - C-ID course numbering: Math 2B, 3, and 7 - Revise course outlines for Math 2B, 3, and 7 to be aligned with the C-ID descriptors for C-ID Math 240, 250, and 155 respectively. **Year(s) Requested:** 2012-2013 **Request Date:** 10/05/2012 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** This would be a continuation of our efforts to have the core courses that support the AS-T in mathematics align with the C-ID course descriptors. Course Identification Numbering System: http://www.c-id.net	**Plan of Action:** Involve interested math faculty members to review and revise the course outlines for Math 2B, 3, and 7 to align them with the C-ID descriptors for those courses. New outlines should be submitted to the curriculum committee in fall 2012 to be effective fall 2013. **Type:** Curriculum/SLO **Budgetary Impact:** Unknown.		
YC - Mathematics & Statistics Program Recommendations - Revitalize Math 58 - Review the Math 58 course outline. Offer the course in Spring 2014. **Year(s) Requested:** 2011-2012 **Request Date:** 11/18/2011 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** In 2006 the associate's degree math competency requirement was changed to	**Plan of Action:** Revise the Math 58 course outline and submit the revision to the college curriculum committee in spring 2013, so that the course may be offered in spring 2014. **Type:** Curriculum/SLO **Budgetary Impact:** Unknown.	09/25/2012 - Due to the budget, departments across the college were asked to examine how they may reduce their course offerings in Spring 2013. Consequently, we will not offer Math 58 in Spring 2013, and have yet to review the course outline. We will try again for Spring 2014. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
1. Passing with a "C" or better, any mathematics or statistics course that has Math 50 as a prerequisite; or 2. Any higher level mathematics or statistics course. In fall 2011 fifteen students completed Math 51, of which about 2/3 took the course to satisfy the associate's degree math competency requirement. This indicates that there are fewer students remaining who, through catalog rights, would be grandfathered through the previous lesser requirements. More students may therefore want an alternative to Math 52 to meet the math competency requirement for the associate's degree.			
YC - Mathematics & Statistics Program Recommendations - Staffing recommendation (CLC) - Hire one (1) full-time math faculty member for the Clear Lake Campus. **Year(s) Requested:** 2011-2012 **Request Date:** 10/14/2011 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** At present there is one full-time math faculty member at the Clear Lake Campus. Due to its location it is very difficult to find adjunct math faculty who meet the minimum qualifications for mathematics in the Clear Lake area. This is the reason the adjunct FTEF (EP/NC/etc.) numbers are so low at CLC, and in fact most of that (EP/NC/etc.) is due to EP. Because of this the campus can only offer one section in most of the	**Plan of Action:** Hire one (1) full-time math faculty member. **Type:** Staffing - Faculty **Budgetary Impact:** Salary plus benefits	09/26/2012 - This need was communicated to Bryon Bell via email on February 3, 2012. A full-time math faculty member has not yet been hired for CLC. This need will be carried over. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

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developmental courses and one section of a transfer level course (usually Statistics). As a result, it is challenging for students to access the math courses they need in order to make progress in a timely fashion - either because a course is full, or the only time it is offered conflicts with another course they need. When there is only one section offered for the developmental math classes, they fill up and are waitlisted. When a second section has been added, there are plenty of students for each section. The best solution is to hire another full-time math faculty member at the Clear Lake Campus so that course offerings can be expanded and students will have the options they need to make progress toward their goals.			
YC - Mathematics & Statistics Program Recommendations - SLOs I - Assess SLOs for a course every term that a course is offered after the initial assessment. **Year(s) Requested:** 2011-2012 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** SLOs and SLO assessments are required for accreditation by ACCJC/WASC. ACCJC/WASC <http://www.accjc.org> Applying ACCJC Guidelines to SLO/Assessment: 2012 Proficiency into Practice <http://www.accjc.org/wp-content/uploads/2011/01/Examples-and-Resources-Guide_Applying-ACCJC-	**Plan of Action:** SLOs for the course were or will be assessed for the first time during the following semesters. SLOs for a course will be assessed every term that a course is offered after the initial assessment. By semester ---------- 1B ..... Su 10 21 ..... Su 10 2A ..... F 10 50 ..... F 10 3 ..... S 11 9 ..... S 11 52 ..... S 11 1A ..... F 11 15 ..... F 11 50A ..... F 11 50B ..... F 11 51 ..... F 11 2B ..... S 12	09/27/2012 - We are on track with assessing SLOs in all our math and stats courses by spring 2013. We continue to assess SLOs in every term following the first term in which they are assessed. **Recommendation Progress:** Recommendation Addressed/Satisfactory Progress **Reporting Year:** 2012-2013	

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Guidelines.pdf>	16 ..... S 12 52A ..... S 12 52B ..... S 12 7 ..... F 12 10 ..... F 12 111 ..... F 12 Stat 1 ... F 12 25 ..... S 13 110 ..... S 13 58 ..... S 14 By course ---------- 1A ..... F 11 1B ..... Su 10 2A ..... F 10 2B ..... S 12 3 ..... S 11 7 ..... F 12 9 ..... S 11 10 ..... F 12 15 ..... F 11 16 ..... S 12 21 ..... Su 10 25 ..... S 13 50 ..... F 10 50A ..... F 11 50B ..... F 11 51 ..... F 11 52 ..... S 11 52A ..... S 12 52B ..... S 12 58 ..... S 13 110 ..... S 13 111 ..... F 12 Stat 1 ... F 12 **Type:** Curriculum/SLO **Budgetary Impact:**		

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
	Unknown.		
YC - Mathematics & Statistics Program Recommendations - Department chair or coordinator - Provide at least 20% release time for a full-time faculty member to assume responsibilities of a Math Department chair or coordinator. **Year(s) Requested:** 2011-2012 **Request Date:** 10/14/2011 **Inactive Date:** 10/01/2012 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** There is a need for one person to have an overall awareness of the issues that impact the Math Department from both within and without the college and district. There has been a large increase in the number of math adjunct faculty members since the last program review that requires an increase in the coordination of schedules, expectations, &c. YC and WCC offer a common curriculum. There are district-wide common final exams in Math 111, 50, and 52 (prealgebra, elementary algebra, and intermediate algebra). YC offers an AS degree in mathematics and has submitted to the state chancellor's office an application to offer an AS-T degree in mathematics as well. There is a need to work with local high schools to smooth their students' transition into taking math courses at YC. There is a need to	**Plan of Action:** Request that a full-time faculty member be provided at least 20% release time to assume responsibilities of a Math Department chair or coordinator. **Type:** Staffing - Faculty **Budgetary Impact:** At least 0.2 FTEF.	09/26/2012 - This need was communicated to Lisa Jensen-Martin and Robert Mathews (YCFA) via email on February 3, 2012. Lisa referred the need to Al Alt (then-HR director), who replied on February 4, 2012, "Lisa, you are coorect that an official form doesn't exist. A memo format request is fine. Generally, those requests which are successful are those that present duties that must be done that aren't typical faculty duties and evidence of why the duties must be performed. Any format that articulates those relevant points is fine." Alt later added in a separate email, "And by the way, I agree a request should go through Kevin." Hence, the need was later also communicated to Kevin Trutna via email on February 6, 2012. Trutna replied, "Article 26 describes the process for new coordinator positions. The deadline is Sept for establishing new positions. As for the format, I would include the duties with the position and how they would equate to the 20% release time (remember that 20% release time equates to 8 actual clock hours of work every week throughout the year). Then certainly include information from the PR document. There is no specified format, but I would think that these would be the most salient points to make." We then asked Brian Jukes if he could provide us the English Composition Coordinator position request as an example, which he did. (Attached.) Since then, it was noted that Dr Houston has been pretty vocal about his desire to establish department chairs of some sort. Therefore, we have decided not to pursue this need at this time	

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maintain communication with 4-year colleges and universities to which our students transfer, notably with UC Davis, CSU Chico, CSU Sacramento, and U. of the Pacific, to ensure that our students are adequately prepared. There are also many other things for which a Math Department chair or coordinator would be responsible that have not been written here. But these have been written that you may come to believe that there is indeed a need for a full-time faculty member to be provided at least 20% release time to assume the responsibilities of a Math Department chair or coordinator.		and not to carry it forward at this time. We may reintroduce it at a later time if there is still a need. **Recommendation Progress:** Recommendation Addressed/Satisfactory Progress **Reporting Year:** 2012-2013 **Related Documents:** English Composition Coordinator request	
YC - Mathematics & Statistics Program Recommendations - DE-ITV equipment (YC) - Provide suitable equipment for delivering math courses as DE-ITV courses that originate from YC. **Year(s) Requested:** 2011-2012 **Request Date:** 10/14/2011 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** Math has traditionally been best taught on wide writing spaces and this in good part continues to be so today. Presently DE-ITV provides only a paper tablet or computer graphics tablet that measures about 22 inches diagonally.	**Plan of Action:** Monitor any renovation of the DE-ITV origination facility. **Type:** Equipment/Technology **Budgetary Impact:** Unknown.	09/26/2012 - The need was communicated to Martha Mills via email on February 3, 2012. The YC library is currently being renovated, and we believe that ITV will be brought inside the renovated library building; however, it is not known if the math instructional needs will be incorporated. This item will be carried over. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	
YC - Mathematics & Statistics Program Recommendations - Room for drop-in help (CLC) - A room is needed at the CLC for faculty members and student tutors to host	**Plan of Action:** The full-time faculty member at CLC will communicate the need to the CLC campus dean. The faculty member will also search	09/26/2012 - This need was communicated to Bryon Bell via email on February 3, 2012. New buildings have been erected at CLC, and there is probably space there to host some drop-in math	

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drop-in math help (similar to the Hard Math Cafe Annex at YC). **Year(s) Requested:** 2011-2012 **Request Date:** 10/14/2011 **Inactive Date:** 10/01/2012 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** Presently there is no dedicated room for faculty members and student tutors to host drop-in math help.	for an existing facility or new facility that would be appropriate to be used for drop-in help. **Type:** Facilities **Budgetary Impact:** Unknown.	help; however, there is presently only one full-time math faculty member at CLC, so there is no one who can be assigned to staff a drop-in math help center and to supervise tutors. Moreover, it has been found to be hard to find good math tutors at CLC. Therefore, the full-time math faculty member at CLC has decided not to carry over this item. **Recommendation Progress:** Recommendation Addressed/Satisfactory Progress **Reporting Year:** 2012-2013	
YC - Mathematics & Statistics Program Recommendations - Larger faculty offices (YC) - Provide math faculty members with larger offices that would allow the faculty members to help students better. For example, math faculty offices should have the space to provide private counseling or to provide office-hour help to individuals or small-groups; offices should also have the space to install a blackboard or whiteboard that is at least 6 feet wide, for math has traditionally been best taught on wide writing spaces and in good part continues to be so today. **Year(s) Requested:** 2011-2012 **Request Date:** 10/14/2011 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** Current math faculty offices do not have the room for the faculty members to meet more than one student at a time, if that many at all, to provide private counseling or to provide office-hour help to individuals or	**Plan of Action:** Communicate the need to the MESH Division dean and the college vice-president (VPASS). The department stool will also search for existing facilities or new facilities that would fill the need. Tentatively, the former nursing faculty and program offices in Building 800 seem to be appropriate. Unfortunately, the offices will be used as "swing space" during the library building renovation (2012--2014). **Type:** Facilities **Budgetary Impact:** Unknown.	09/27/2012 - This need has not yet been communicated to any person or body (committee) at YC who may have oversight. We still need to pursue this. This need will be carried over. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
small-groups. And the current offices do not have the space to install a blackboard or whiteboard that is at least 6 feet wide. (Math has traditionally been best taught on wide writing spaces and in good part continues to be so today, so having a blackboard or whiteboard is an essential need that has never been met.)			
YC - Mathematics & Statistics Program Recommendations - Office for math adjunct faculty (YC) - Provide an office for math adjunct faculty members to work and to meet with students to provide private counseling or to provide office-hour help to individuals or small-groups. The room should have the space for at least a large blackboard or whiteboard, at least two desks and chairs for the faculty members and students, and Internet access. **Year(s) Requested:** 2011-2012 **Request Date:** 10/14/2011 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** Presently there is no room at all for math adjunct faculty members to work and to meet with students. Many of the math courses offered are taught by adjunct faculty members, and so many students are served by adjunct faculty members. Most of our adjunct travel here from outside the Yuba-Sutter area, and it would be very helpful for them to have a place to meet students privately, as well as a place to work in between classes and to leave their belongings in between classes.	**Plan of Action:** Communicate the need to the MESH Division dean and the college vice-president (VPASS). The department stool will also search for existing facilities or new facilities that would fill the need. **Type:** Facilities **Budgetary Impact:** Unknown.	09/27/2012 - This need has not yet been communicated to any person or body (committee) at YC who may have oversight. We still need to pursue this. This need will be carried over. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC - Mathematics & Statistics Program Recommendations - Room for Hard Math Cafe and MESA Center (YC) - Provide adjacent large rooms that are suitably designed and equipped for the Hard Math Cafe and the MESA Center at YC. **Year(s) Requested:** 2011-2012 **Request Date:** 10/14/2011 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** The Hard Math Cafe currently occupies M-700 and the MESA Center occupies M-701 (adjoining). Recently, the Math Department was provided the use of M-702 (that is about equal in size to M-700 and M-701 together) for the Hard Math Cafe Annex. This has alleviated somewhat the crowding problem that students and faculty members had experienced for years in M-700 and M-701; however, there is a need to consolidate the rooms to serve the students better. Historically, adjacent rooms for the HMC and MESA center have provided for a symbiotic relation between the two programs: MESA tutors provide additional tutoring for math students and often serve as role models for the math students; and the HMC provides a pool of potential recruits to the MESA program. The presence of discipline faculty to MESA students because they hold office hours in the HMC has also been a big plus.	**Plan of Action:** Communicate the need to the MESH Division dean and the college vice-president (VPASS). Also work together with the MESA director to identify suitable facilities. **Type:** Facilities **Budgetary Impact:** Unknown.	09/27/2012 - This need has not yet been communicated to any person or body (committee) at YC who may have oversight. We still need to pursue this. This need will be carried over. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	
YC - Mathematics & Statistics Program Recommendations - Increase computer access - Provide additional computers to mathematics and statistics students in the Hard Math Cafe Annex.	**Plan of Action:** Communicate the need to the MESH Division dean and the college vice-president (VPASS). **Type:**	09/29/2012 - Sarah Kovacs reports that two (2) new computers were installed in the HMCA on September 26, 2012. **Recommendation Progress:** Recommendation Addressed/Satisfactory	

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Year(s) Requested: 2011-2012 **Request Date:** 10/14/2011 **Inactive Date:** 10/01/2012 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** Presently mathematics and statistics students share the use of the MESH Division computer lab, M-847, with other students in the division. All students in Stat 1 need to use computers for Minitab exercises, and we expect to offer more sections of Stat 1 in the future. Many Math 50 and 52 instructors (elementary algebra and intermediate algebra) require their students to use the web-based MyMathLab instructional software, and we may expect more instructors to do the same in the future. We may expect students in other math courses such as Math 1A, 1B, 2A, 2B, and 3 (the calculus sequence, differential equations, and linear algebra)---and perhaps the other transferable math courses ---to be required to use a computer algebra system or numerical computation software for exercises in the future. And there may be more courses that require Internet access for instruction in the future in ways that we may not anticipate now.	Equipment/Technology **Budgetary Impact:** Unknown.	Progress **Reporting Year:** 2012-2013	
YC - Mathematics & Statistics Program Recommendations - EAP (Early Assessment Program) - Assess whether we	**Plan of Action:** Discuss as a department, including full-time math faculty members at WCC and CCOF,	09/27/2012 - This need was discussed among the math department via email, and it was decided that we would accept the EAP for placement into a	

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
should allow students who are entering directly from high school to place into a transfer-level math course, and which, using the EAP in lieu of the college's placement test. **Year(s) Requested:** 2011-2012 **Request Date:** 10/14/2011 **Inactive Date:** 10/01/2012 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** The California State University already accepts the EAP in place of the ELM that it administers to incoming students. California community colleges have been asked to act similarly, and several community colleges have already done so. California State University EAP: http://www.calstate.edu/eap/ California Community Colleges EAP: http://www.cccco.edu/Default.aspx?tabid=1610 California Community Colleges Accepting Early Assessment Program (EAP) Results: http://www.cccco.edu/ChancellorsOffice/Divisions/StudentServicesandSpecialPrograms/EarlyAssessmentProgram/CommunityCollegeEAPParticipants/tabid/1746/Default.aspx	the merits of the EAP and what direction we should take. **Type:** Curriculum/SLO **Budgetary Impact:** Unknown.	math course that has a Math 52 prerequisite *provided that* the student has taken a math course during the senior year. This decision was communicated to Erik Cooper via email on April 9, 2012. We also requested Erik to communicate this decision to the local high schools. **Recommendation Progress:** Recommendation Addressed/Satisfactory Progress **Reporting Year:** 2012-2013	
YC - Mathematics & Statistics Program Recommendations - SLOs II - Develop SLOs in a way that would permit them to be used by local high schools to align their expectations with those of our math	**Plan of Action:** Set up a timetable to develop the list of SLOs for those math courses that students who enter Yuba College from high school would typically take first. These courses	09/27/2012 - The district math faculty are continuing to look into this. This need will be carried over. **Recommendation Progress:** Recommendation Needs Improvement/Attention	

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
courses. **Recommendation Priority:** 1. Low Priority **Supporting Evidence (SLO, WSCH, etc.):** Presently a goodly proportion of students who enter directly from high school are testing (placement test) into Math 52 and below (intermediate algebra and below). Many of these are students who have taken courses beyond the second year of algebra (intermediate algebra) in high school. For example, between January 31, 2011, and January 9, 2012, 303 of 747 students (~40%) entering from h.s. who completed Algebra 1 or above in h.s. (including 10 who completed trig or precalulus and 1 who completed calculus) and took the placement test at YC placed into Math 111 or below. See the related document "2011 Annual High School Report" for further results.	may include Math 52 and below, Math 21, and Math 7. Communicate with math department representatives from as many of the local high schools as possible to ensure that the SLOs would help them to prepare their students adequately for matriculation to Yuba College, so that the students would not fall backward on their math sequence upon entering here. **Type:** Curriculum/SLO **Budgetary Impact:** Unknown. **Related Documents:** 2011 Placement of students entering from high school	**Reporting Year:** 2012-2013	
YC - Mathematics & Statistics Program Recommendations - Deactivate Math 110A, 110B, and 110C - Deactivate Math 110A, 110B, and 110C. **Year(s) Requested:** 2012-2013 **Request Date:** 10/05/2012 **Recommendation Priority:** 1. Low Priority **Supporting Evidence (SLO, WSCH, etc.):** Math 110A, 110B, and 110C were developed as a way to offer Math 110 in three parts, so that students could select the portion that they needed for themselves. Only Math 110C has been offered and enrollment has always been very low. Neither Math 110A nor 110B has been offered. Consequently, the district Math	**Plan of Action:** Department will deactivate the courses. **Type:** Curriculum/SLO **Budgetary Impact:** Unknown.		

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Department faculty decided to deactivate the courses.			