Assessment: Assessment Unit Planning

Program Review 2014-15

YC - Mathematics & Statistics Program Review

Year Under Review : 2014-15
Type of Review: Self-Study (4-year review)
Program Description : The Mathematics and Statistics program at Yuba College provides students with a full spectrum of Basic Skills and Lower Division transferable courses in mathematics and statistics. The program supports the Yuba College mission and vision by holding students to a high degree of acheivement in every level of mathematics, providing them the critical thinking and problem solving skills necessary for transfer, entry into the job market, and/or career development. As the world around us continues to become more complex and technology driven, an understanding of mathematics becomes more essential for students to meet the challenges this world presents, either as the language of science and technology, or an avenue to develop vital skills in objective problem solving, logic, and creative, clear thinking.

Executive Summary (Include a list of team members): Department of Mathematics and Statistics faculty members:
Kathryn Boyes, Talwinder Chetra (hired June 2015), Roger Davidson (14/15 sabbatical), Sarah Kovacs, Christopher Noffsinger, Michael Papin (CLC), Karsten Stemmann (14/15 interim dean), John Steverson, John Thoo, Kirk Wardlaw

SLOs, program review topics, and program recommendations are discussed and developed by all members of the department collaboratively at monthly department meetings. Assessment data is presented and potential methods for improvement agreed upon. The departments main goals in completing this particular program review is to spotlight the continuing staffing issues this department is faced with, and the difficulty in acheiving goals of quality improvement which this causes.

While all department members have input and assist with program review, it is primarily the responsibility of the department lead to write program review.
01IP. Department Goals (Click '?' for Prompt): The Department goals align to the stated Yuba College goals in the following ways:
1. "Foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success"
This year the Department is continuing to improve our CSLOs and assessment methods so that the data can be better used to make decisions. SLO mapping is completed, and we are beginning to explore the use of PSLOs, specifically in a program like math where few students at the college are math majors, but virtually all are math students.
2. "Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs"
The Department continues to schedule more classes at SCC to meet the students' needs, and is beginning to explore alternate delivery methods (beyond traditional DE) like simulcasting classes between locations.
5. "Design our programs in such as way as to allow students to complete their educational goals in a timely manner."
The Department is offering more courses at SCC. Also, the Department will be offering Math 58 as an alternative option to Math 52 for students who do not plan to transfer to a 4-year college or university immediately or at all. Math 55, a math history course, is under development to also provide an alternate to Math 52.
6. "Evaluate our programs, services and processes to ensure continuous quality improvement"
The Department is meeting monthly this year to improve the CSLOs and assessment, and to analyze what data has been gathered during SLO assessment. This provides the Department an opportunity to discuss improvement.
7. "Improve the quality of the student experience at all our campuses and centers"
The Department maintains and staffs the Hard Math Cafe in room M-700 and the Hard Math Cafe Annex in room M-702 that provides for drop-in help for mathematics students.
<http://ms.yccd.edu/hard-math-cafe.aspx>
The Hard Math Cafe (M-700) adjoins the MESA Center (M-701) and is the original Hard Math Cafe. Currently, most of the drop-in help occurs in the HMC Annex (M-702), where instructors hold some or all of their office hours to staff the Annex. Student tutors

have also been hired using BSI funds to fill in the gaps in staffing the Annex.
Student tutoring help is also available at Marysville and at SCC through the College Success Center.

Is your program or department acheiving its goals?
As much as is reasonably possible, yes. However the department continues to be severely hampered by the lack of full time faculty, and the dwindling availability of qualified adjunct. During 2014/15, one full time faculty member (100% math) was reasigned as an interim dean, and another (50% math) was out on sabbatical. No full time temporary replacements were authorized by the college/district, and the ability to backfill these positions with adjunct was severely limited by the availability of qualified adjunct. As a result, most department members taught (and continue to teach) more overload classes than they would have liked to, in order to avoid cancelling classes as much as possible. Classes which were full to capacity. In turn this diverted time and energy away from working towards quality improvement and acheivement of goals. At the writing of this review (Oct 2015), this staffing trend continues and promises to get worse.

02IP. Access to Support Services (Click '?' for Prompt): -Office Hours, -DSPS, -EOPS, -Library Services, -Counseling Services
03IP. Follow up to question 02IP (Click '?' for Prompt): All on-campus students have access to all services highlighted above. DE students have access to all services as well, but must physically visit the campus for some of these services. All services available are appropriate, comprehensive and reliable.
04IP. Degrees/Certificates (Click '?' for Prompt): According to our program review data, no degrees or certificates have been awarded in Mathematics or Statistics over the last four years. However, every one of the 2200+ AA/AS degrees and many of the 800+ certificates awarded by Yuba College over the last four years has had a mathematics or statistics requirement, so this program touches virtually every Yuba College student.
05IP. Improve Completion (Click '?' for Prompt): All transfer level courses are articulated for transfer with the CSU and UC systems. Content is continuously monitored and adjusted to meet CID requirements. During 2014/15 in particular, Stat 1 was revised to meet CID requirements for inclusion in Psychology and Sociology degrees, and the Department began a re-design of our Basic Skills mathematics sequence to improve student success through Math 51/52/58, the current courses which meet the mathematics competency reguirement for an AA or AS degree at Yuba College.
06IP. Course Outlines (Click '?' for Prompt): Yes, all courses have current CORs. However, late in 2014/15 an effort was initiated to update the COR DE addendums for those courses within the program which are offered via DE, in response to more detailed DE requirements from the state. This effort will continue in 2015/16.
07IP. Collaboration (Click '?' for Prompt): The Math Department collaborates with the Counseling Department by having a counselor present at monthly Department meetings. Math Department members have also attended Counseling meetings, particularly when there were curricular decisions pending which required input from both departments. The math tutoring efforts at the CSC are completely integrated with the Math Department, coordinating regular tutor sessions not only with specific courses, but specific sections of those courses. Exam reviews are coordinated with specific sections as well, and most Math faculty participate in the common final review sessions hosted by the CSC each semester. The MESA program is integrated so closely with the Math Dept that we might as well be extensions of each other. Faculty coordinate MESA AEW workshops and continuously interact with MESA throughout the academic year. Faculty cooperate with DSPS services and those students requiring them, and provide grade reports for EOP&S students when requested. Further, the Math Department maintains its own tutoring center, the Hard Math Cafe, staffing it with "donated" faculty office hours, though student utilization of the HMC has declined in recent years, since the CSC has expanded their math tutoring services.
08IP. Catalog Currency (Click '?' for Prompt): No changes to the catalog are currently needed. All active courses have been taught within two years.
09IP. For CTE Programs Only (Click '?' for Prompt): NA
10IP. DE Students (Click '?' for Prompt): The Department does offer a variety of courses via DE. SLO results, retention and successful completion ratios for DE courses are periodically compared with traditional courses, as all DE courses are also offered in a traditional modality. Regular effective instructor-initiated contact is acheived via a combination of some of the following: online course orientation, email, announcements, bulletins, virtual office hours and discussion forums. Methods vary from section to section based upon instructor preference. As of this writing the department is engaged in revising CORs for those courses offered via DE, to broaden and strengthen the methods instructors use for regular effective instructor-initiated contact. All required content in DE courses are captioned and/or 508 compliant. Any non-compliant materials are strictly supplemental and not required for successful completion of the course.
11IP.Disproportionate Impact(Click '?' for Prompt): All support services applicable to this program are available to all students. However, students who must attend evening classes due to full time employment may not have equal access to some tutoring and other support services due to limited evening hours. This is a budget related limitation.

Probably the most significant effect of disproportionate impact on mathematics students is the high likelihood of students who

have not taken a math class for a while to test into Basic Skills mathematics courses. This is not limited to older, re-entry students as many students entering directly from high school have not taken math during their senior year, and sometimes not their junior year either.

Recent efforts to mitigate this tendency include the "Math Boot Camp" and a free online test review program initiated by our Testing Center.

12IP. Mapping (Click '?' for Prompt): Yes

13IP. Course SLOs (Click '?' for Prompt): Assessment of all course SLOs is ongoing. Some courses are offered once a year, or once every other year, so a significant sample of data has not yet been collected. In those courses where adequate samples have been obtained, data is presented and evaluated during monthly department meetings. A specific example would be SLO assessment revealing a high proportion of students in Intermediate Algebra courses being unable (or forgetting) to identify extraneuos solutions when solving rational or radical equations. Faculty have been emphasizing the possibility of extraneous solutions during these portions of the course since this weakness was exposed.

14IP. Program SLOs (Click '?' for Prompt): CSLOs have been mapped to PSLOs. Analysis has been performed to translate this to "program success", but this is difficult since "math students" are very very rarely "math majors" so we can't use degree or certificate completion to gauge program success as other programs can. Presently, we can only focus on students successfully completing the math competency as a gauge of program effectiveness, but this is problematic. However, during 2014/15 the math department began an effort to streamline the Basic Skills math sequence leading to proficiency for graduation as a result of program SLO discussions. Other metrics of program effectiveness will need to be identified in the future.

15IP. Professional Development (Click '?' for Prompt): Kathryn Boyes

o Attended the Sacramento Valley Community College Mathematics Conference at Butte College (March 2015)

Roger Davidson (50% Mathematics)

o Sabbatical in 2014--2015 to obtain a graduate certificate in Mining Massive Data Sets from Stanford U. in order to inform possible new interdisciplinary curriculum between statistics and computer science.

Chris Noffsinger

o Attended the Sacramento Valley Community College Mathematics Conference at Butte College (March 2015)

Michael Papin

o Attended the California Mathematics Council, Community Colleges 2014 Fall Conference at Monterey

o Attended the Sacramento Valley Community College Mathematics Conference at Butte College (March 2015)

John Steverson

o Attended the Sacramento Valley Community College Mathematics Conference at Butte College (March 2015)

o Attended the California Mathematics Council, Community Colleges 2014 Fall Conference at Monterey

John Thoo

o Guest editor for the journal Problems, Resources, Issues in Mathematics Undergraduate Studies (PRIMUS) Special Issue on the Use of History of Mathematics to Enhance Undergraduate Mathematics Instruction (August 2012--present)

o Attended the California Mathematics Council, Community Colleges 2014 Fall Conference at Monterey

o Attended the AMS-MAA Joint Mathematics Meetings at San Diego (January 2013)

o Attended the MAA Golden Section Section Meeting at University of the Pacific (February 2013)

o Attended the Sacramento Valley Community College Mathematics Conference at Butte College (March 2014)

These activities have helped Department faculty members to keep up-to-date with the mathematical discipline and with pedagogical practices through attendance at conferences and workshops and courses, and through memberships in professional organizations. New ideas are brought back to the classroom to the extent that is possible using the resources that are provided by the College. Unfortunately, this often means that many ideas cannot be piloted or implemented because of a lack of resources.

There is a lack of organized professional development for mathematics instructors in the College. All the professional development have been undertaken at the personal initiative of the Department faculty members. Nevertheless, there is a culture within the Department that seeks to support all students, from the basic skills students to the transfer students.

16IP. Reflection (Click '?' for Prompt): Any exercise which requires a summarization of the acheivements (or lack thereof) of the previous year causes reflection and begins the process of seeking improvement. Methods of improvement are identified and listed as department recommendations. This review will be referenced periodically throughout the coming year, and status of recommendations updated.

Are you ready to submit your final program review?: Yes

YC - Mathematics & Statistics Program Review

Program Recommendation: 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.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012
Request Date: 11/18/2011
Supporting Evidence : 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 a TL. See the related document "Basic Skills Student Success and Retention" for more information.

Plan of Action

Curriculum/SLO - 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. (Active)

Budgetary Impact: Unknown.
Timeline/Responsible Party: Timeline: Fall 2014.

Responsible party: Math Department chair.

Related Documents:
Basic Skills Student Success and Retention
2011 Annual High School Report

Status

Reporting Year: 2015-2016 11/29/2015
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Math 111, 50 and 52 have been restructured with a goal of greater student success and launched in CurricuNet. The possibility of inactivating Math 110 and replacing it with a more robust LEARN 174 offering is currently being considered.

Reporting Year: 2014-2015 10/15/2015
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Course content has been revised for 3 of the 4 courses, and changes have been launched in curricunet. Curriculum committee approval is pending.

09/26/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
The district math faculty are continuing to look into this. This need will be carried over.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: Fall semester math common final period

Schedule the fall semester math common final period to a day other than the second Friday of December.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012
Request Date: 11/18/2011
Inactive Date: 10/01/2012
Supporting Evidence : The CMC3 annual fall conference is set to begin the second Friday of December for the foreseeable future; it used to begin on 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.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: 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.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012
Supporting Evidence : 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

Curriculum/SLO - 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. (Active)

Budgetary Impact: Unknown.
Timeline/Responsible Party: Timeline: Fall 2012.

Responsible party: Math Department chair.

Subsequently responsible for action: College curriculum committee and college vice-president for submission to and approval by the state chancellor's office.

Status

Reporting Year: 2015-2016 11/29/2015
Recommendation Progress: Recommendation Achieved/Completed
New Math 1A prerequisite Math 20 has been in place for over a year, as have course outlines for 1A, 1B and 2A. 1A has recently been revised again, to align units with other departments needs in their ADTs. Revision has been approved by the CC and BoT, and will be effective Fall '16.

10/05/2012

YC - Mathematics & Statistics Program Review

Recommendation Progress: Recommendation Addressed/Satisfactory Progress
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.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: 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.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Request Date: 09/28/2012
Supporting Evidence : 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, 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 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.

Plan of Action

Staffing - Faculty - Hire at least two (1) full-time math faculty. (Active)

Budgetary Impact: Salary and benefits.
Timeline/Responsible Party: Timeline: Fall 2012 to spring 2013. Hired faculty member to begin work in fall 2013.

Responsible party: Math Department chair will submit the requests to the MESH Division dean in fall 2012, who will then forward the requests to the faculty staffing committee.

Subsequently responsible for action: Faculty staffing committee; college president; board of trustees.

Related Documents:
Mathematics and Statistics Data 2012.pdf

Status

Reporting Year: 2014-2015 10/15/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
Since the last status update, additional full-time instructors have been hired, but existing instructors have been lost. During the 2014/15 year, one 100% mathematics faculty was lost to an interim administrative position, and another 50% mathematics faculty was out on sabbatical. No additional faculty were hired to fill the gap, even on a temporary basis. For 2015/16, while one new full time faculty hire occurred during summer 2015, the loss of the 100% faculty to admin became permanent, another 100% faculty is off on sabbatical, and at the end of the fall '15 semester, we will lose ANOTHER 100% faculty to an opportunity in a neighboring district. A net loss of two full time faculty during the 15/16 academic year.

These losses are made more significant by the serious depletion of the availability of qualified adjunct. At least three adjunct who taught for us in 14/15 will not return for 15/16 as they have obtained full time employment.

09/25/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
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.

YC - Mathematics & Statistics Program Review

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: 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.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012
Request Date: 10/14/2011
Supporting Evidence : 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 writing spaces for instruction (several blackboards or whiteboards, or both); flexible projection systems; and Internet access.

Plan of Action

Facilities - 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. (Active)

Budgetary Impact: Unknown.
Timeline/Responsible Party: Timeline: Fall 2012

Responsible party: The Math Department chair will communicate with the MESH Division dean and college vice-president (VPASS).

Subsequently responsible for action: Division dean and college vice-president.

Status

Reporting Year: 2015-2016 11/29/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
While this recommendation has been lightly discussed around its periphery, budget limitations continue to keep it from being fully addressed.

09/27/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
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.

Related Goals

YC - Mathematics & Statistics Program Review

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: 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.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Request Date: 10/05/2012
Supporting Evidence : 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

Curriculum/SLO - 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. (Active)
Budgetary Impact: Unknown.
Timeline/Responsible Party: Timeline: Fall 2012.

Responsible party: Math Department chair.

Subsequently responsible for action: College curriculum committee and college vice-president for submission to and approval by the state chancellor's office.

Status

Reporting Year: 2014-2015 11/29/2015
Recommendation Progress: Recommendation Achieved/Completed
Course outlines have been launched and approved.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: Revitalize Math 58

Review the Math 58 course outline. Offer the course in Spring 2014.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2011-2012
Request Date: 11/18/2011
Supporting Evidence : In 2006 the associate's degree math competency requirement was changed to

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.

Plan of Action

Curriculum/SLO - 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. (Active)

Budgetary Impact: Unknown.
Timeline/Responsible Party: Timeline: Spring 2013.

Responsible party: Math Department chair.

Status

Reporting Year: 2014-2015 11/29/2015
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
The Math 58 course outline is currently being revised, and the course has been offered, but often has trouble with enrollment. Goal of current revision is to make the course more appealing as an alternative to Math 52 for non-transfer, AA students

09/25/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
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.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: Staffing recommendation (CLC)

Hire one (1) full-time math faculty member for the Clear Lake Campus.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2011-2012
Request Date: 10/14/2011
Supporting Evidence : 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 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.

Plan of Action

Staffing - Faculty - Hire one (1) full-time math faculty member. (Active)

Budgetary Impact: Salary plus benefits
Timeline/Responsible Party: Timeline: As soon as financially possible.

Responsible party: Math Department chair or full-time faculty member at CLC will submit a request to the CLC campus dean as soon as it appears that this is financially possible, who would then forward the request to the faculty staffing committee.

Subsequently responsible for action: Faculty staffing committee; campus dean; college president; board of trustees.

Status

Reporting Year: 2015-2016 11/29/2015
Recommendation Progress: Recommendation Inactivated/Discontinued
While this recommendation has still not been acheived, CLC will soon be part of WCC and no longer the responsibility of the YC math dept.

09/26/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
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.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: SLOs I

Assess SLOs for a course every term that a course is offered after the initial assessment.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2011-2012
Supporting Evidence : 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-Guidelines.pdf>

Plan of Action

Curriculum/SLO - 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
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 (Active)

Budgetary Impact: Unknown.
Timeline/Responsible Party: Timeline: Ongoing.

Responsible Party: Math department chair.

Status

Reporting Year: 2015-2016 11/29/2015
Recommendation Progress: Recommendation Achieved/Completed
We continue to keep to schedule for SLO assessment. Assessment schedule has been modified slightly, and results are discussed in department meetings. This will continue. As this has become a routine part of our business, this recommendation is considered accomplished.

09/27/2012

Recommendation Progress: Recommendation Addressed/Satisfactory Progress
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.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: 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.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2011-2012
Request Date: 10/14/2011
Inactive Date: 10/01/2012
Supporting Evidence : 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 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.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

YCCD Board of Trustees Vision Statement
YCCD VS 1 - Providing an innovative, world-class learning environment;

Program Recommendation: DE-ITV equipment (YC)

Provide suitable equipment for delivering math courses as DE-ITV courses that originate from YC.

Recommendation Priority: 2. Medium Priority

YC - Mathematics & Statistics Program Review

Year(s) Requested: 2011-2012
Request Date: 10/14/2011
Supporting Evidence : 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

Equipment - Monitor any renovation of the DE-ITV origination facility. (Active)
Budgetary Impact: Unknown.
Timeline/Responsible Party: Timeline: Spring 2013.

Responsible party: The Math Department chair will monitor any renovation of the DE-ITV origination facility.

Status

Reporting Year: 2014-2015 11/29/2015
Recommendation Progress: Recommendation Achieved/Completed
Library renovations have been complete for some time, including new ITV broadcast facilities with equipment adequate for teaching mathematics.

09/26/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
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.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: Room for drop-in help (CLC)

A room is needed at the CLC for faculty members and student tutors to host drop-in math help (similar to the Hard Math Cafe Annex at YC).

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2011-2012
Request Date: 10/14/2011
Inactive Date: 10/01/2012
Supporting Evidence : Presently there is no dedicated room for faculty members and student tutors to host drop-in math help.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: 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.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2011-2012
Request Date: 10/14/2011
Supporting Evidence : 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 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.)

Plan of Action

Facilities - 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). (Active)

Budgetary Impact: Unknown.
Timeline/Responsible Party: Timeline: Spring 2013.

Responsible party: Math Department chair.

Subsequently responsible for action: Division dean and college vice-president.

Status

Reporting Year: 2015-2016 11/29/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
Math department office space has become fractured, with faculty offices being spread across buildings 600, 700, and 800. Some offices are indeed more spacious, but this is not yet the norm.

09/27/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
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.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: 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.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2011-2012
Request Date: 10/14/2011
Supporting Evidence : 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

Facilities - 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. (Active)

Budgetary Impact: Unknown.
Timeline/Responsible Party: Timeline: Spring 2013.

Responsible party: Department chair.

Subsequently responsible for action: Division dean and college vice-president.

Status

Reporting Year: 2015-2016 11/29/2015
Recommendation Progress: Recommendation Achieved/Completed
Adjunct office space is available in building 800 of the main campus, and on the second floor of the Sutter facility.

09/27/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
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.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: 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.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2011-2012
Request Date: 10/14/2011
Supporting Evidence : 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

Facilities - 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. (Active)

Budgetary Impact: Unknown.
Timeline/Responsible Party: Timeline: Fall 2014.

Responsible party: Math Department chair.

Subsequently responsible for action: College vice-president.

Status

Reporting Year: 2015-2016 11/29/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
Various possible plans have been considered, but the MESA center and HMC remain in small adjacent rooms, 700/701, and the HMCA remains in 702

09/27/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
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.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: Increase computer access

Provide additional computers to mathematics and statistics students in the Hard Math Cafe Annex.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2011-2012
Request Date: 10/14/2011
Inactive Date: 10/01/2012
Supporting Evidence : 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.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: EAP (Early Assessment Program)

YC - Mathematics & Statistics Program Review

Assess whether we 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.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2011-2012
Request Date: 10/14/2011
Inactive Date: 10/01/2012
Supporting Evidence : 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

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: 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 courses.

Recommendation Priority: 1. Low Priority
Supporting Evidence : 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.

Plan of Action

Curriculum/SLO - 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 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. (Active)

Budgetary Impact: Unknown.
Timeline/Responsible Party: Timeline: Set up a timetable by Fall 2014.

Responsible Party: Math department chair.

Related Documents:
2011 Placement of students entering from high school

YC - Mathematics & Statistics Program Review

Status

Reporting Year: 2014-2015 11/29/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
While meetings with HS faculty have occured, SLOs have not yet been a topic.

09/27/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
The district math faculty are continuing to look into this. This need will be carried over.

Related Goals

Institutional Learning Outcomes
Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Program Recommendation: Deactivate Math 110A, 110B, and 110C

Deactivate Math 110A, 110B, and 110C.

Recommendation Priority: 1. Low Priority
Year(s) Requested: 2012-2013
Request Date: 10/05/2012
Supporting Evidence : 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 Department faculty decided to deactivate the courses.

Plan of Action

Curriculum/SLO - Department will deactivate the courses. (Active)
Budgetary Impact: Unknown.
Timeline/Responsible Party: Timeline: Fall 2012.

Responsible Party: Math department chair.

Status

Reporting Year: 2014-2015 10/15/2015
Recommendation Progress: Recommendation Achieved/Completed
Done

Program Recommendation: Establish and maintain suitable level of full-time faculty within the department

The Mathematics and Statistics department has struggled for a minimum of 6 years to staff the number of courses demanded by students. Full time staffing level fluctuates wildly due to slow administrative response to increased demand and permanent loss of staff, as well as administrative unwillingness to hire full-time temporary replacements for "temporary" loss of staff. This hardship has been further aggravated by the need for existing faculty to cover expanding offerings at the Sutter center, as well as on the main campus. This recommendation is for an adequate level of full-time faculty to be identified, and a plan to be established by the college to attain and maintain this level of staffing. At the current number of courses being offered within the department, this number is proposed to be a minimum of 11 full time faculty.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2015-2016

YC - Mathematics & Statistics Program Review

Request Date: 10/15/2015
Supporting Evidence : Part I - Faculty Load
Faculty Load

	Total		Full-Time		Overld/Load Bank		Part-Time		Voluntary Overld		Other Load	
Term	Prog	School	Prog	School	Prog	School	Prog	School	Prog	School	Prog	School
2009-10	506.00	5,669.43	250.32	2,830.26	61.68	817.87	194.00	1,960.35				60.95
2010-11	474.00	5,198.39	217.34	2,381.45	67.66	753.30	189.00	1,981.11		1.00		81.53
2011-12	528.00	5,302.66	174.00	2,222.44	86.00	712.50	268.00	2,266.42		7.32		93.98
2012-13	550.00	5,881.94	166.00	2,120.54	89.00	739.61	295.00	2,838.26		8.16		175.37
2013-14	568.00	5,875.43	199.00	2,070.86	49.00	620.87	320.00	2,898.46		1.34		283.90

The most discouraging result of our current level of full time mathematics staffing is the impact upon student success among the student body which needs the most help, basic skills students. Due to the need for full time staff to cover the “singleton” sections, only 15% of our basic skills mathematics courses in 2015/16 (110, 111, 50, 52) will be taught by full time instructors.** This is leaving the vast majority of basic skills students to take their mathematics courses from adjunct, who are not available on campus outside of class hours. As a result, the CCCCO’s Data Mart shows a success rate of well below 50% for students in Yuba College basic skills Mathematics courses, a number which MUST improve. If the current course load on the Yuba College mathematics department remains static, then raising the number of full time mathematics faculty from 8 (which it is currently) to 11 as specified in the Fall 2015 program review will allow for all of the “singleton” mathematics sections and fully half of the basic skills mathematics sections to be taught by full time staff, on campus and available to students throughout the work week. With the current depletion of our adjunct pool, even if a staffing level of 11 full timers were achieved immediately, this would result in little if any displacement of adjunct, but rather result in fewer classes being cancelled due to being unstaffed.

** based upon the number of mathematics sections actually taught in Spring and Fall 2015
Evaluation Plan: Continue to monitor SLO acheivement levels comparing f-t vs adjunct results in Basic Skills courses.

Plan of Action

Staffing - Faculty - Communicate need to Division Dean, College VP, and College President. Include information on faculty staffing requests each year. (Active)
Budgetary Impact: Unknown
Timeline/Responsible Party: Math department coordinator will continuously pursue through any available paths until accomplished.
DE Related: Yes
HSI Related: Yes
YC - Location: Yuba College - All