



Action Plan for 5-Year Strategy 2

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|----------------------------------|-----------------------|--|
| Concise Strategy | Description of | Improve Online Math Instruction |
| Measurement of Completion | | All online math faculty participate in a teaching math online professional development event and employ a new online teaching strategy in their course. |
| Timeline | | Spring 2021 to Spring 2026 |
| Responsible Person | | Math Faculty |

Action Plan for 5-Year Strategy 3

| | | |
|----------------------------------|-----------------------|---|
| Concise Strategy | Description of | Improve PLO Assessment Procedure |
| Measurement of Completion | | Only students in the math degree have their SLO results tabulated for the PLO assessment |
| Timeline | | Spring 2021 to Spring 2026 |
| Responsible Person | | Math Chair and eLumen coordinator |

Part 6 – Supporting Documentation

1. Section Level data by course (5-year aggregate broken out online, onsite, combined)

| | | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---------------------------|---------|---------|---------|---------|---------|
| Distance Ed | Course Count | 6.0 | 6.0 | 6.0 | 7.0 | 5.0 |
| | Section Count | 12.0 | 15.0 | 13.0 | 14.0 | 14.0 |
| | First Day Enrollment | 476.0 | 552.0 | 458.0 | 494.0 | 500.0 |
| | Census Enrollment | 386.0 | 449.0 | 408.0 | 441.0 | 419.0 |
| | Mean Students per Section | 32.2 | 29.9 | 31.4 | 31.5 | 29.9 |
| | First Day Waitlist Total | 0.0 | 27.0 | 35.0 | 47.0 | 25.0 |
| | FTES | 52.28 | 61.03 | 56.88 | 57.35 | 56.91 |
| | FTEF | 3.53 | 4.46 | 3.53 | 4.27 | 4.94 |
| | FTES to FTEF Ratio | 14.8 | 13.7 | 16.1 | 13.4 | 11.5 |
| Traditional | Course Count | 6.0 | 7.0 | 6.0 | 7.0 | 6.0 |
| | Section Count | 15.0 | 12.0 | 16.0 | 23.0 | 34.0 |

Initiatives for Next Academic Year

Move forward in implementing MATH C110 into the curriculum

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Beginning in fall 2023, MATH C110 replaces MATH C053 and MATH C055 online and is offered at all campus sites including the prisons.

At the end of the semester instructors meet to standardize the topics of the lab portion of the class and share feedback about the first semester of teaching it.

Early Observational Data, or "Lead" Measure(s):

Collect and compare exam scores in MATH C110 with those of MATH C121 and MATH C141.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Analyze student enrollment, success and retention data for MATH C110.

Person Responsible:

Math Chair and math faculty

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Improve Online Math Teaching

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Review and augment assignments for the lab portion of the MATH C110 and MATH C121online courses.

Increase accessibility of online math courses.

Faculty attend a conference or webinar in online teaching and implement at least one new teaching strategy into an online course.

Investigate new online exam proctoring services.

Early Observational Data, or "Lead" Measure(s):

Exam, homework, and quiz scores

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Success and retention rates for online math courses

Person Responsible:

Math Chair, math faculty and IR

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a gap in outcomes assessment, It addresses a Strategic Plan goal or objective

Select Additional Electives for Math Degree

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Investigate what electives other colleges with math degrees offer.

Implement a student exit survey to see where math students are transferring to and inquire what electives are needed.

Early Observational Data, or "Lead" Measure(s):

Data collected on the actual majors of students taking the upper-level math courses

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Enrollment history for elective courses

Person Responsible:

Math Faculty and IR

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a Strategic Plan goal or objective