

Program Efficacy Team Report (Instruction) 2018-2019

Name of Department: Math

Efficacy Team: Christie Gabriel, Anna Tolstova

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Three of the seven areas received a Does Not Meet ranking. Although 60% of the document received a Meet, a few key areas lack data analysis regarding student success and SLO competency. Curriculum review is also years behind in some main courses (095). Section II, receiving a Does Not Meet in the previous departmental review, has still not received a Meets in this area. Therefore, a ranking of conditional seems appropriate so that these issues can be remedied by fall.

Part I: Questions Related to Strategic Initiative: Increase Access

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Demographics data was unremarkable when comparing math and the SBVC Campus. The only group showing large under-representation was Age 19 or Less: 6.4% vs 22.5%. Increased outreach to expand enrollment for this age group is discussed. In future EMPs, address trends in addition to yearly changes. SAO/SLO/PLO analysis should include a trend analysis of course and program level success (% of all students who met each SLO).

Pattern of service for math courses provides the necessary variety to accommodate all students. However, with AB705, Guided Pathways, and the new OER courses, the decline in online offerings should be discussed. Pattern of service for support services (tutoring) should be included here as well.

Part II: Questions Related to Strategic Initiative: Promote Student Success

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

There is insufficient documentation/evidence to support the various success measure claims such as the SSC's contribution to increase retention, the AS-T degree addition and STEM

Counselor availability to increase student interest in math and degree completion. Data to support these types of claims is accessible via campus and public databases and must be provided in the document if referenced.

The analysis of each SLO is helpful, but a discussion on the overall trend of the SLOs is not included. Also, in reading some of the analyses of the data, it's not clear why only the exam question(s) rather than the overall application of concepts across situations are being examined, such as with probability. The overall trend of competency within all of the SLOs is quite low, around 50%+/- . This is not addressed, nor is the large variance in some such as 46.24% - 89.02% for students who met SLOs #1-4 for math 108. Further implication of these competency measures is not discussed, and although addressed, a course map is not available despite AB 705 beginning in the fall.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>demonstrates</u> the ability to communicate more widely and effectively, <u>describes</u> plans for extending communication, and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The department demonstrates communication with the college and community. The program maintains a regularly updated website with support resources and a link where students can request more information. The department also offers scholarship for students with high merits.

The program maintains effective communications with internal and external stakeholders. Increased incorporation of OER has relieved some of the financial burdens of textbook cost that many of SBVC's students have. Implementation of Math 601 at local high schools will help prepare recent high school graduates for transfer-level math as well as aid in the college's presence for transfer preparation.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

	Does Not Meet	Meets	Exceeds
Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The department participates in a variety of professional development activities, training, conferences, and workshops and maintains partnerships with local community high schools. Individual department faculty belong to professional organizations, such as Mathematical Association of America (MAA). These memberships allow information to be re-distributed within the SBVC department. A brief discussion on OER/Canvas trainings would be a good addition to this previously mentioned program.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.	In addition to the meets criteria, the program discusses plans to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.

Challenges	The program <u>does not incorporate</u> weaknesses and challenges into planning.	The program <u>incorporates</u> weaknesses and challenges into planning.	The program <u>incorporates</u> weaknesses and challenges into planning that demonstrate the need for expansion.
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program’s mission aligns with the college mission by both preparing for transfer or re-entering the workforce with better math skills.

Reduced productivity as seen in the EMP (WSCH/FTEF) was said to be due to the regional economy improvement, yet no evidence was provided for this. There is also no evidence that this is what caused a slight drop-in enrollment. Due to lack of facilities, additional courses have not been added. Why are the online courses not being expanded here, why no discussion of this? The analysis and explanation of productivity was quite thin; analysis from more productivity measures should be included.

Fifty-five percent of the courses offered were past their review date, some, like math 095, the well-know gatekeeper course, is over two years past due for content review. The modification launch is mentioned, but a timeline has not been given. It’s understood that the math 942 and 952 are in the process of deletion; however, they were due for review in 2016, two years before the college community knew these courses must be deleted. The curriculum review process must stay updated, especially in light of the AB 705 roll-out in fall 2019.

Challenges include a curriculum change that will increase the need for two math courses, including statistics. Will more faculty need to be recruited/trained to teach math 108?

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program would like to offer co-requisite models and additional support, but a lack of classroom space has been a problem. More faculty are also needed to use this model so that faculty do not go beyond their maximum unit limits. Until additional space has been created, the department will utilize Chromebooks and online support tools. Perhaps the Canvas_ConferZoom feature could be discussed as an option for some co-requisite sections.

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program notes various areas where planning is discussed, but data and analyses of more comprehensive measures are still not provided. There are several performance increase activities discussed, but no evidence of these in action were given. The pattern of a low percentage of students meeting the SLOs was still not analyzed. The document section II that is referenced to refer received a Did not Meet rating in this document, so additional documentation will be needed in this section (VII).