INSTRUCTIONAL Program Review Annual Update

Department:	Math				
Academic Year:	2017-2018	Annual Update # 1		Annual Update #2	x

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)

A) List your Program Level Outcomes:

We are still in the process of creating measurable PLOs.

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

We are in the process of identifying a capstone course with which to measure our PLOs. We believe that trigonometry (MATH 1) may be the most useful course with which to gauge our program's success.

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

SLO 1: Demonstrate the ability to solve problems as listed in the objectives.
SLO 1 is assessed in all MATH courses using the final exam. Success rates continue to exceed 70%.
SLO 2: Demonstrate the ability to analyze multiple representations of problems and the connections between such.
SLO 2 is assessed in MATH courses using one of the midterms. Success rates continue to exceed 70%.
SLO 3: Demonstrate the ability to apply appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts.
SLO 3 is assessed in MATH courses using Exam 4. Students calculate percent in MATH 101, square roots in MATH 50, and logarithms in MATH 55 and MATH 3. Trigonometric functions in MATH 1 also provide data on student success with SLO 3. Success rates continue to exceed 70%.

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

The Math Department has held informal meetings to discuss textbook sequencing and other pedagogical issues to address student needs.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

The Math Department plans to complete a transfer course through the curriculum process. This will include a course beyond calculus. The courses through calculus are in the catalog and we need to find ways to ensure that courses are offered in the two-year cycle.

Students in special programs may only take the ACSK Math courses. If students do not have documentation, they begin in MATH 101. In the first semester, there have not been any problems noted by faculty with this system. This change was through work in Basic Skills committee and there have been many statewide changes in how students enter math courses.

The basic math sequence is now being offered in 9-week blocks so that students may finish their associate's degree in a shorter period of time.

The Math Department is also going to formalize our PLOs.

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Use of technology in math courses.	#1		Currently, basic technology is in used in some courses to demonstrate course content.	• Technology provides multiple representations of concepts. For example, the concept of a "rate" can appear as the speed of a moving character, the slope in a graph, and a coefficient in an equation. With technology, these can be linked, so that a student who makes the slope "steeper" in a graph can see that this implies a bigger number in the equation and a faster motion an animation. • Technology engages students in a classroom in working on mathematics together. For example, students can collaborate to make a family of related functions to explore a pattern of variation, with technology helping to combine and integrate their unique contributions. • Technology provides students with more rapid feedback on the correctness of their work, enabling them to better monitor and focus their own learning.
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

In most calculus classes, there has been some increased use of technology due to the textbook selection.

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Align/revamp course curriculum to make C-ID descriptors.	#1		Examining course curriculum and determining to match C-ID descriptors	This will make sure that our transferable courses are accepted by four year institutions.
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

Statewide efforts on C-ID descriptors continue for MATH and we continue to monitor those efforts.

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Implement an SI program for math courses.	#1		Attended the SI training in Kansas City. Worked with faculty in creating a plan that will fit our institution needs.	The outcome of this goal is to increase students' success. Success rates will analyzed on courses that implemented SI leaders.
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

While 1 math faculty attended SI training in Kansas City in June 2015, due to campus restraints, we have been unable to implement an SI program for math courses.

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3.

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source