

# 1. Assessment Plan - Four Column



## PIE - Natural Sciences: Math & Computer Science Unit

### Narrative Reporting Year

**2018-19**

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**Program Planning Dialog:** Last edited June 6, 2019

With the release of the July 11, 2018 AB 705 guidelines, the Math Department unanimously approved Phase II of the placement and support recommendation system which will grant open access for all students to Math 100, Math 110, Math 120, Math 130, and Math 150. In addition, Math 51A, Math 51B, Math 61, Math 70S, and Math 71X are being phased out since those classes are no longer necessary given the access that students are given with Phase II. A four-hour AB 705 Open House was held August 23, 2018, which offered a forum for math faculty to discuss the Phase II model. A second four-hour AB 705 Open House was held March 8, 2019, and was advertised to the Natural Sciences division as well as the Counseling Department.

As newly appointed co-chair of the Student Success and Support Preparation Advisory Committee (SSSPAC), David Beydler has been meeting with the Counseling Department, Student Services, IT, Research, and other various student support groups across campus regarding the Phase II placement and support recommendation model.

Along with open access to entry-level transfer courses in accordance with AB 705, the department created new corequisite courses: Math 11 (support for Math 110), Math 14 (support for Math 140), Math 15 (support for Math 150), and Math 16 (support for Math 160). Instructor materials for these courses are being created Spring 2019. Math 5 (support for Math 51), Math 7 (support for Math 71), Math 13 (support for Math 130), and Math 18 (support for Math 180) are also being modified to become solely support courses, and materials are being updated Spring 2019. Instructors teaching these courses participated in ongoing dialogues throughout Fall 2018 and Spring 2019. Nearly 40 full-time and part-time faculty attended the second Corequisite Training Day on May 3, 2019. The corequisite courses are now directly linked with the support recommendations given in the Assessment Questionnaire (AQ) based on high school GPA and math coursework. We will continue to expand our corequisite offerings based on demand. One section of each Phase I corequisite course will be piloted during the Summer 2019 intersession. Math faculty worked with the Instruction Office to redesign the printed schedule of class layout to make it more user-friendly for students seeking corequisite support. All marketing materials (catalog, student planner, schedule of classes, department website, flow chart, etc.) have been updated to reflect the above changes. Student profile surveys, student satisfaction surveys, and faculty satisfaction surveys were conducted and tabulated for all corequisite courses.

The curriculum committees compiled sample exercises that demonstrate the knowledge that students should know before entering a course and samples of what they will learn in that course. The idea is to give students a way to assist them in their guided self-placement into a math course. This is extremely important in light of AB 705, which prohibits placement exams. All curriculum committees completed the task with sufficient time for design of the website for students to navigate. However, after English produced a two-minute video (which cost them approximately \$10,000), it was noted that math should have a similar video for students. David Beydler took it upon himself to work on a video that would give students information about the math program. David produced a four-minute video for students who complete the AQ to watch that explains the math course sequences: STEM, non-STEM, business, and developmental. David showed the video at the May department meeting. Members of the

department were extremely happy with the video and thought that it delivered information in a direct and easy-to-digest fashion. David finalized the video and it is now included in the AQ. It should be noted that the video cost the college \$0.

The Math Placement Specialist position was placed on hold on May 22, 2019. This was in part to waning support at the administration level and by increased concern by counselors. Audrey Yamagata-Noji, who was going to fund the position through monies in Student Services, voiced increased concerns from her section. In addition, Dr. Scroggins also was concerned about the overlap of the Math Placement Specialist and counselors. Jimmy Tamayo and David Beydler agreed to put the Math Placement Specialist on hold. Jimmy noted that there was not a significant increase in student traffic in the department office seeking overrides since Phase II was implemented. Jimmy will be tracking the number of students who seek overrides beginning in June in order to collect data to determine if there is an actual need for the Math Placement Specialist role. If the data shows there is a need, then Jimmy and David will present their findings to Audrey and Dr. Scroggins in order to help revive support for this role.

The Math & Computer Science Department was granted two full-time hires. Hugh Griffith, Kambiz Khoddam, and Baochi Nguyen were voted by the department to be the hiring committee. The two faculty that were hired are Quyen Nguyen and Krysten DeWilde. The members of the department are very excited to have these two new faculty members join the department. The new faculty members have expressed their excitement as well to join our department and are looking forward to becoming active members of the department. The new faculty will be invited to the June department meeting to meet the department and have an opportunity to introduce themselves.

Eric Kaljumagi joined the Math & Computer Science Department from LERN. Eric was elected as CCA President so he will not be teaching for the department for at least the next two years. Jannie Ma is currently still teaching courses in LERN. There is no firm timetable on her transition to Math. Martha Hall is still working on her Master's Degree and is still slated to join the department beginning Fall 2020.

With the hiring of two new faculty and the transfer of Eric to the Math & CS Department, there is insufficient office space for further faculty. Eric, being elected as CCA President, has agreed to have his teaching materials put into storage. However, if the Math & CS Department wishes to continue to grow, further office space will be necessary. This leads to the question of where do faculty members who need office space go? Several ideas include renovation of the adjunct office, conversion of the conference room into faculty offices or into a new department office, having faculty use offices in building 6, or bringing in portables for faculty offices. Solutions may be temporary due to the new Sciences Building that will be constructed. Once that building is constructed, the Natural Science Division Office will move into that building, vacating 61-2505. That office space could potentially become the Math & CS Department Office, thus solving the problem. This solution would require the department to be patient as the new Sciences Building is 5 to 7 years away.

The Adjunct Hiring Committee hired five adjunct faculty in June 2018 and two adjunct faculty in December 2018. This brings the current number of adjunct faculty to 59. There are still plans to increase the adjunct pool for computer science and statistics courses.

Paula Young and Lisa Morales are the founders for the well-received Mathematics Community of Practice that was held January 11-12, 2019. This conference gave the math faculty an opportunity to work together to discuss best practices, pedagogy, and breakouts regarding curriculum. Nearly 40 full-time and part-time math faculty attended. Paula and Lisa worked collaboratively with the Michelle Dougherty and Ned Weidner from the English Department. The two departments shared lunch and ideas on one of the days since these two departments held their Communities of Practice on the same weekend. Paula and Lisa will hold a second Community of Practice in August 2019.

The Community of Practice (CoP) Lite committee (formerly called the CFIT committee), led by Paula Young, continued to have monthly meetings held before department meetings. Faculty met to discuss best practices, teaching techniques, or other topics. There were also presentations given by faculty on topics such as the department Canvas sandbox and the Community of Practice. Those that regularly attend these meetings found them insightful and a great way to share ideas with colleagues.

Tuan Vo, assisted by Daniel Chen, organized and ran our first local Hack Day event on December 1, 2018. Of the 36 attendees, most were our own Mt. SAC students who were joined by local high school students and members of our community. This event was a huge success! The computer science program will be running a second Hack Day event in May 2019.

Debbie Rivers organized the department's first Math Information Table (MIT), which was staffed by math faculty, counselors, and Math & Engineering Club members during the first week of Fall 2018. The goal of MIT is to assist students in finding open courses and classrooms, and provide a positive and welcoming first experience in building 61. A second MIT was held during the first week of Spring 2019, and there are plans to continue hosting the MIT Fall 2019.

As a direct result of the recommendation to the nanoHUB Undergraduate Research Experience at Purdue University by Tuan Vo, Mt. SAC Computer Science student Kevin Ngo coded an online simulation tool and represented Mt. SAC at the poster presentation sessions.

Mt. SAC is the Southern California hub for WestEd's Network for Achieving Equity in Mathematics Education, and hosted a conference on September 28, 2018. Lisa Morales and Paula Young gave a presentation on technology in the classroom. David Beydler participated as an AB 705 panel member. Representatives from numerous local community colleges were in attendance.

Math faculty and students participated in Assessment Questionnaire (AQ) focus groups conducted by the Marcell Gilmore and Annel Tagarao from Research and Institutional Effectiveness. The focus groups were held November 2018.

Hoang-Quyen Nguyen, Baochi Nguyen, Debbie Rivers, Kambiz Khoddam, Melody Summers, and David Beydler participated in the July 2018 California Accelerate Project's Community of Practice.

Tovy Arellano served as advisor to the Math & Engineering Club. The club held successful Integration and Factoring Rallies in November 2018 and May 2019, held monthly two-hour tutoring events, a four-hour final exam tutoring event, and hosted the second semiannual MEC Talks event (which is a platform for students and faculty to present on a STEM-related topic; talks are recorded and posted on YouTube). Club members also helped staff the Math Information Table during the first week of the semester.

Jennifer Turner completed the conversion of the Math & CS website so that it would be accessible to the visually impaired. This required her to re-do the website so that it would be readable by ReadSpeaker. Each page of the Math & CS website had to be re-done so that it could be read by ReadSpeaker. It also required Jennifer to take each of the Math and CS course outlines in the original Word document form and convert them to be readable by ReadSpeaker. In addition to this project, Jennifer maintained our department website and faculty resources on Canvas. This included uploading all faculty resources for corequisite courses, keeping corequisite folders current, and updating course outlines, SLOs, and CMOs.

Rene Pyle and James Abbott discussed possible changes in the roles of the MARC and T-MARC beginning Fall 2019. With the number of developmental courses decreasing and the number of transfer-level courses (especially statistics) increasing, they are looking into possible changes for student usage. They will be monitoring the number of students using the MARC and T-MARC during Summer 2019 and early Fall 2019 to determine if any changes need to be made.

The Division asked for a task force to be created to look into possible changes to the MARC and T-MARC. This would include usage and interior redesign. The task force members include Rene Pyle, James Abbott, Jennifer Turner, and Jimmy Tamayo.

Dual enrollment courses were held at IPoly High School and Bonita High School. Erik Pachas taught Math 110 in Fall 2018 and Winter/Spring 2019. Tim Wes taught Math 180 in Fall 2018 and Math 181 in Winter/Spring 2019. Erik and Tim will be continuing on as dual enrollment professors for the 2019-2020 academic year. Erik will be teaching Math 110 during Fall 2019 and Spring 2020 at IPoly and Tim will be teaching Math 180 during Fall 2019 and Math 181 during Spring 2020 at Bonita. Ganesha High School and Village Academy High School are interested in having dual enrollment courses at their schools during the 2019-2020 academic year.

Math 260 and Math 290 were offered during the Winter Intersession. There was a great demand for both classes. Jimmy Tamayo, the professor for both courses, enrolled over 50 students in each course. Since it is clear that there is a demand for both of these new courses, they will be offered each term. Math 280 will be offered for the first time during an intersession Summer 2019. The department is curious to know what the demand is and if students will be successful in the course.

Math continued its ongoing relationship with Bridge and Pathways to Transfer. With AB 705, the traditional course offerings of each are being changed. Bridge is offering Math 71+7, 110, 110+11, and 130 in Fall 2019. Pathways to Transfer is looking to start students in Math 51 or Math 71 with cohorts running through to Spring ending in Math 130, Math 140, Math 150, or Math 160. The Math Department will continue to work with these programs in order to serve students and assist students in reaching their academic goals.

The STEP Program looked to begin offering courses in the Math Department where students in the program could take a transfer-level English or Math course in Fall 2019 and the other course in Spring 2020. The goal of the program is to assist students in the program in completing both their transfer-level English and math courses in their first year, thus satisfying the requirement for funding under the new Student Centered Funding Formula. The department is looking into determining faculty to teach these designated courses in Fall 2019 and Spring 2020.

The future of the Math Success Lab (MSL) was discussed with Audrey Yamagata-Noji. Due to the construction of the new Student Center, the MSL will no longer exist in Building 16D. Discussions on location were made. However, it was decided that the MSL still has a purpose especially given the changes due to AB 705. On May 21, 2019, Audrey announced to the MSL team that the lab will be able to stay in its current location through December. However, it will now be running into staffing issues since most of the current staff will be transferring. It was suggested by Jimmy Tamayo that the MSL could be a place for students in Chemistry and Biology to go and receive assistance with the math that would have been learned in the prerequisite courses Math 51 or Math 71. Jimmy talked to David Mirman in Biology and Todd Clements in Chemistry about this idea. Both Chairs were very receptive to the idea of having the MSL as a math resource. Once the relocation of the MSL is completed, the work on workshops and materials for the math that Biology and Chemistry students will require can begin.

Discussion for the need for an additional computer lab facility and/or an additional CSCI lab in building 61 continued. 61-1420 continued to be discussed as a possible new computer classroom. Another idea is to use 61-3311 for computer science classrooms since that computer lab appears underutilized.

61-3311 was also discussed as a possible computer lab to use for hybrid courses. This would free up classrooms for traditional classes. This is an idea that can be of benefit since the classrooms in building 61 are being more highly utilized due to corequisite courses.

Students participated in the AMATYC Student Mathematics League (a national math competition) Fall 2018 and Spring 2019. This event was organized by Steve Zicree.

Janet McMullin served on the Kepler Distinguished Lecture and Scholarship Committee. The Math & CS Department contributed Natural Science silent auction gift baskets for this event.

Numerous math faculty members serve as student club advisors, FA and AS reps, Exec board reps, and other campus-wide committees.

Numerous math faculty contribute financially to Math and Computer Science student scholarships and serve on the selection committee.

The Math Department Corequisite Committee (Debbie Rivers (co-chair), Baochi Nguyen (co-chair), Kambiz Khoddam, Joe Terreri, Irving Lai, Lisa Morales, Laura Wohlgezogen, Melody Summers, Jeff Wakefield, Hoang-Quyen Nguyen, and David Beydler) won the Academic Senate 10+1 award in curriculum design.

David Beydler won the Academic Senate Outstanding Faculty Member of the Year award.

Paula Young won the 2019 Deborah Boroch Developmental Educator of the Year Award.

Lisa Morales was recognized as a 2019 Educator of Distinction.

Debbie Rivers was nominated for the Academic Senate Outstanding Faculty of the Year award.

**External Conditions, Trends, or Impacts:** 1. Increasing demand for transfer-level math courses.

2. Decreasing demand for developmental math courses and LERN 48/49 courses.

3. Increasing demand for computer science courses.

4. AB 705 implementation will impact placement of students matriculating from high school. Under AB 705, students must complete a transfer-level math course within two primary semesters.

5. AB 1805 will require us to inform all students of their "rights to access transfer-level coursework."

6. Participation in dual enrollment programs at West Covina High School, Bonita High School, Ganesha High School, IPoly High School, and Village Academy High School.

7. Decision by administration to increase student enrollment.

8. New funding formula, which prioritizes completion of transfer-level math within one year of starting credit courses.

**Internal Conditions, Trends, or Impacts :** 1. Total number of credit sections (Math + CS) reached 687 (Summer/Fall/Winter/Spring) for 2018-19, exceeding 2017-18 levels of 680 sections offered.

2. Total credit enrollment at census exceeded 2017-18 levels: In 2018-19, 18,520 students were enrolled at the first census, versus 18,199 students in 2017-18. Data from SSR0039-A.

3. Increase in total offerings from 267 in Fall 2017 to 278 in Fall 2018 while still holding high fill rates (81.2% Fall 2017 and 80.7% Fall 2018, at final drop dates). Data from SSR0038-B.

4. Increase in total offerings from 259 in Spring 2018 to 267 in Spring 2019 while still holding high fill rates (77.4% Spring 2018 and 73.0% Spring 2019, at final drop dates). Data from SSR0038-B.

5. Decrease in total offerings from 73 in Summer 2017 to 68 in Summer 2018 while still holding high fill rates (74.9% Summer 2017 and 72.8% Summer 2018, at final drop dates). Data from SSR0038-B.

6. Decrease in total offerings from 81 in Winter 2018 to 74 in Winter 2019 while still holding high fill rates (77.9% Winter 2018 and 77.9% Winter 2019). Data from SSR0038-B.

7. Initial course offerings of Math 260 and Math 290 started Fall 2018. These courses were in high demand even during intersessions.

8. The last Math 285 was offered Fall 2018.

9. Math 51A, 51B, 61, 70S, and 71X will be placed on hold starting Summer 2019. A decision whether to deactivate these courses will need to be made in order to be reflected in either the 2020-2021 or 2021-2022 college catalogs.

10. Initial course offerings of Math 5, Math 7, Math 13, and Math 18 started Fall 2018. All of these Phase I corequisite classes offered ran. Math 7 and Math 18 had the highest demand. Phase I corequisite courses will be piloted Summer 2019 to determine if there is student interest for these courses during an intersession.

11. Initial course offerings of Math 11, Math 14, Math 15, and Math 16 will start Fall 2019.

**Critical Decisions Made by Unit:** 1. Phase II math placement and support recommendation system based on AB 705 guidelines was adopted.

2. The math placement tests, Geometry Competency Test, and Intermediate Algebra (Part 1) Competency Test will no longer be offered. This decision is due to AB 705 which prohibits placement of students into courses via placement exams.

3. The Math Placement Specialist role was approved by the department to help students without high school records gain eligibility for Math 140, Math 160, and Math 180.

4. Students who are seeking an Associate's degree that does not lead to transfer will be recommended to take Math 71, Math 100, or Math 110 to satisfy the Associate's degree math requirement.

5. Four new math corequisite courses were approved (Math 11, Math 14, Math 15, and Math 16).

6. Math 51A, Math 51B, Math 61, Math 70S, and Math 71X were placed on hold starting Summer 2019.

7. The department will offer two statistics support models: Math 110 + Math 11 and Math 110S.

8. Corequisite courses will be converted to 15-week courses.

**Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement:** 1. Students participated in the AMATYC Student Mathematics League (a national math competition) Fall 2018 and Spring 2019. This event was organized by Steve Zicree.

2. The Math & Engineering Club held successful Integration and Factoring Rallies in November 2018 and May 2019. Over 100 students participated.

3. Math/Computer Science students were selected as recipients for this year's Math & Computer Science Scholarship. Several scholarships were awarded.

4. Computer science students participated in our first local Hack Day events in Fall 2018 and Spring 2019. Most participants were our own Mt. SAC students who were joined by local high school students and members of our community. This event was organized by Tuan Vo, who was assisted by Daniel Chen.

**Notable Achievements for Theme B: To Support Student Access and Success:** 1. In response to increased student demand, additional upper-level STEM classes were offered.

Fall 2017 -> Fall 2018 (increase of 12 sections)

150 - up by 2 (9 to 11)

160 - up by 1 (6 to 7)

180 - up by 7 (10 to 17)

181 - same (8 to 8)

280 - same (6 to 6)

285 - down by 2 (3 to 1)

260 - up by 2 (0 to 2)

290 - up by 2 (0 to 2)

Spring 2018 -> Spring 2019 (increase of 10 sections)

- 150 - same (7 to 7)
- 160 - down by 1 (7 to 6)
- 180 - up by 3 (11 to 14)
- 181 - same (10 to 10)
- 280 - same (6 to 6)
- 285 - same (3 to 0)
- 260 - up by 5 (0 to 5)
- 290 - up by 3 (0 to 3)

2. In response to increased student demand for Statistics, additional Statistics classes were offered (Math 110 and Math 110S).

Fall 2017 -> Fall 2018 (increase of 8 sections)

- 110 - up by 8 (34 to 42)
- 110S - same (2 to 2)

Spring 2018 -> Spring 2019 (increase of 2 sections)

- 110 - up by 3 (38 to 41)
- 110S - down by 1 (3 to 2)

3. In response to increased student demand for math support courses, Phase I support courses (Math 5, Math 7, Math 13, and Math 18) were offered for the first time. In Fall 2018, 19 support courses were offered. In Spring 2019, 22 support courses were offered.

4. In response to increased demand for Computer Science courses, instructors enrolled at 150% capacity.

5. Our new placement model and corequisite courses will increase student access to our transfer-level math courses.

**Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources:** 1. Worked with BSSOT Coordinator Sage Overoye to secure funding for corequisite brochures, Corequisite Faculty Training Days, January 11-12 Community of Practice, AB 705 Open House events, 6 faculty that are attending CAP conference, and faculty stipends.

2. Funding was secured for August 15-16 Community of Practice.

**Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration:** 1. The MARC, TMARC, and Computer Lab in building 61 continue to serve, support, and assist student collaborative learning. These facilities continue to be in high demand and maximize capacity during peak hours of operation.

2. The centralized math program in building 61 continues to foster student-to-student, student-to-faculty, and faculty-to-faculty communication, cooperation, and collaboration.

3. English, reading, AmLa, and math faculty collaborated to present their new placement models and corequisite courses at:

- Counseling meeting (September 12, 2018)
- Academic/Student Services Master Planning Summit (November 12, 2018)
- Outcomes Assessment Summit (January 23, 2019)
- Counseling meeting (February 20, 2019)
- ACCESS Advisory Board meeting (April 9, 2019)

- Academic Student Services Critical Information Summit (May 3, 2019)
- Numerous campus-wide implementation meetings (SSSPAC, SP&S, Multiple Measures Task Force)

4. Counselors, Math & Engineering Club students, and math faculty collaborated to host Math Information Tables Fall 2018 and Spring 2019.

5. Collaborated with academic support centers via the Academic Support Group to improve the tutor hiring and training process, as well as better market tutoring centers across campus.

**Contributors to the Report:** Jimmy Tamayo - Math & Computer Science  
 Kambiz Khoddam - Math & Computer Science  
 Debbie Rivers - Math & Computer Science  
 Melody Summers - Math & Computer Science  
 David Beydler - Math & Computer Science

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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**Math appreciation** - Promote in students an appreciation for the value of a mathematics education via application problems.  
**Status:** Active  
**Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20  
**Date Goal Entered (Optional):** 09/01/2016

**In Progress** - Promote Math & Engineering Club  
**Describe Plans & Activities Supported (Justification of Need):** Funding for competition prizes & guest speaker.  
**Lead:** Mariano (Tovy) Arellano  
**What would success look like and how would you measure it?:** Increased club membership and distinguished guest speakers from other colleges.  
**Type of Request:** OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.  
**Planning Unit Priority:** Medium  
**On-Going Funding Requested (if applicable):** 3000

**Reporting Year:** 2018-19  
**% Completed:** 0  
 This is an ongoing active club (see "Where We Are Now" summary for a detailed description). Funding is still requested for club-sponsored events and guest speakers. (05/10/2019)

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**Reporting Year:** 2017-18  
**% Completed:** 75  
 This is an ongoing active club. Funding is still requested for club-sponsored events and guest speakers. (05/25/2018)

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**Reporting Year:** 2016-17  
**% Completed:** 100  
 This is a current and active club. (06/21/2017)

**Math quality & consistency - Request - No Funding Requested - Reporting Year:** 2018-19



<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Maintain a quality mathematics program with more consistency in instruction.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2016-17, 2017-18, 2018-19, 2019-20</p> <p><b>Date Goal Entered (Optional):</b> 09/01/2016</p>	<p>Replace Projector Screens in Classrooms</p> <p><b>Describe Plans &amp; Activities Supported (Justification of Need):</b> Require Presentation Services to replace projector screens. Expectation that Presentation Services complete service requests in a timely manner in order to allow professors to utilize boards and presentation equipment efficiently and effectively.</p> <p><b>Lead:</b> Jimmy Tamayo</p> <p><b>What would success look like and how would you measure it?:</b> Replace projector screens in all math &amp; computer science classrooms.</p> <p><b>Type of Request:</b> IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.</p> <p><b>Planning Unit Priority:</b> Low</p> <p><b>Request - Full Funding Requested - Recessed Instructor Classroom Workstations</b></p> <p><b>Describe Plans &amp; Activities Supported (Justification of Need):</b> 20 recessed instructor classroom workstations</p> <p><b>Lead:</b> Jimmy Tamayo</p> <p><b>What would success look like and how would you measure it?:</b> 20 recessed instructor classroom workstations purchased and installed.</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>One-Time Funding Requested (if applicable):</b> 50000</p>	<p><b>% Completed:</b> 50</p> <p>Broken projector screens were replaced by new manual screens through Presentation Services. No funding request was necessary to pay for the cost of these repairs. Future repairs of manual projector screens will be completed through Presentation Services. However, it should be noted that requests for replacements of projector screens can be completed in a more timely manner by Presentation Services. There were several broken screens that required several calls by Bren Estrada and by the Deans in order to have them replaced. In fact, some are still pending replacement. (05/27/2019)</p> <hr/> <p><b>Reporting Year:</b> 2017-18</p> <p><b>% Completed:</b> 50</p> <p>Broken projector screens were replaced by new manual screens through Presentation Services. No funding request was necessary to pay for the cost of these repairs. Future repairs of manual projector screens will be completed through Presentation Services. (05/09/2018)</p> <hr/> <p><b>Reporting Year:</b> 2016-17</p> <p><b>% Completed:</b> 0</p> <p>This is a repeated request. (06/21/2017)</p> <hr/> <p><b>Reporting Year:</b> 2018-19</p> <p><b>% Completed:</b> 0</p> <p>The request for \$50,000 for the instructor workstations was resubmitted through the instructional equipment prioritization process in June 2018. Due to the reduced funding at the Instructional level, the workstations were not approved. This is a disappointment considering that the department had the funding for the workstations during the 2016-2017 academic year but was held up from purchasing functional desks due to them not being "campus standard." The department will resubmit the request once again during the instructional equipment prioritization process in June 2019. (05/27/2019)</p> <hr/> <p><b>Reporting Year:</b> 2017-18</p> <p><b>% Completed:</b> 0</p> <p>\$50,000 was funded to replace the instructor desks in the</p>

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
		<p>classrooms in building 61. The Department Chair, Associate Dean, and Dean would like to purchase desks so that the monitor is recessed to improve the line of sight for students, encloses all cables to reduce a tripping hazard, and to provide a better input connector for faculty who use their laptop computers for their lectures. However, there were issues with the purchasing of new desks since these desks do not meet "campus standard". Matthew Judd had several conversations regarding this issue with presentation services and IT. During one conversation in which Matthew Judd, John Vitullo, Jimmy Tamayo, and Maria Valdez were present, it was presented that in order to replace the table with a desk that would require re-wiring each classroom would cost \$20,000 for each classroom. The decision was made to put this request on hold for 2017-2018 and re-submit the request for the classroom desks for 2018-2019. (05/09/2018)</p> <hr/> <p><b>Reporting Year:</b> 2016-17  <b>% Completed:</b> 0  This is a repeated request. 10-year old workstations do not meet the instructional technology needs of our classrooms. (06/21/2017)</p> <p>(06/21/2017)</p>
	<p><b>Request - Full Funding Requested -</b>  Update to winged whiteboard rooms.  <b>Describe Plans &amp; Activities Supported (Justification of Need):</b>  Purchase and install front/side boards and construct winged front boards where needed.  <b>Lead:</b> Jimmy Tamayo  <b>What would success look like and how would you measure it?:</b> Side boards and winged front boards purchased and installed in 61-3310 and 61-3311  <b>Type of Request:</b> FACILITIES: This section includes minor building</p>	<p><b>Reporting Year:</b> 2017-18  <b>% Completed:</b> 100  White boards have been installed in 61-3302 and 61-3406. (05/09/2018)</p> <hr/> <p><b>Reporting Year:</b> 2016-17  <b>% Completed:</b> 50  White boards have been delivered to rooms, but not installed. (06/21/2017)</p>

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	<p>improvement projects and alterations to specific rooms or operational areas.</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>One-Time Funding Requested (if applicable):</b> 2500</p> <p><b>In Progress - Full-time Tenured Track Math Faculty Positions</b></p> <p><b>Describe Plans &amp; Activities</b></p> <p><b>Supported (Justification of Need):</b> 2 new full-time tenure-track math faculty positions (growth)</p> <p>1 replacement position (Eric Kaljumagi, who will be working as the CCA President for at least 2 years)</p> <p>1 new full-time tenure-track computer science faculty position (too few teachers to meet demand)</p> <p><b>Lead:</b> Jimmy Tamayo</p> <p><b>What would success look like and how would you measure it?:</b> Hiring 3 new full-time tenure-track math faculty positions + 1 new full-time tenure-track computer science position.</p> <p><b>Type of Request:</b> STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p><b>Planning Unit Priority:</b> High</p>	<p><b>Reporting Year:</b> 2018-19</p> <p><b>% Completed:</b> 50</p> <p>We originally requested 4 full-time tenure-track math faculty positions. We were approved for 2 this year. (05/10/2019)</p> <hr/> <p><b>Reporting Year:</b> 2017-18</p> <p><b>% Completed:</b> 0</p> <p>No full-time faculty positions were given to Math &amp; CS during the 2017-2018 academic year. This puts the department in a difficult position in terms of staffing classes for Summer 2018 and Fall 2018 in anticipation of the implementation of the new placement system and the piloting of the corequisite courses. The request for these positions will be re-submitted at the Division level when faculty prioritization occurs during summer 2018.</p> <p>Many Summer 2018 courses are currently on hold due to lack of staffing. Additional courses could fill had we been given full-time instructors. Nearly 40 Fall 2018 classes are currently unstaffed (as of May 25, 2018). We have lost adjunct faculty to full-time positions at other colleges. Our adjunct pool is bleak and very few applications have been submitted in 2017-2018. Staffing is at a critical level. (05/09/2018)</p> <hr/> <p><b>Reporting Year:</b> 2016-17</p> <p><b>% Completed:</b> 0</p> <p>These faculty positions will be requested in 2017-2018 to accommodate the recent growth of the department and will provide students a more consistent program where full-time faculty are readily available. This will be the department's highest request in 2017-2018. (06/21/2017)</p>
	<p><b>Request - Full Funding Requested -</b></p> <p>Ten podiums for classrooms.</p>	

**Describe Plans & Activities**

**Supported (Justification of Need):**

Podiums will allow professors who utilize technology in the classroom a sturdy surface on which to place their tablet while allowing them to stand while they teach. Currently, the department has only one podium.

**Lead:** Jimmy Tamayo

**Type of Request:** INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT):

Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.

**Planning Unit Priority:** High

**One-Time Funding Requested (if applicable):** 1000

**Request - No Funding Requested -** Replacement of Computer Tables in 61-1418

**Describe Plans & Activities**

**Supported (Justification of Need):**

The tables on which the computers are stationed are considered unstable and will no longer withstand the weight of the equipment. It is imperative that the tables are replaced quickly. Replacement work order has been processed through Facilities and is being coordinated by Elizabeth Gonzalez, Furniture Coordinator.

**Lead:** Jimmy Tamayo, Jennifer Turner

**What would success look like and**

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**how would you measure it?:**  
 Replacement of computer tables  
**Type of Request:** OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.  
**Planning Unit Priority:** High

**Access** - Increase student access to our program.  
**Status:** Active  
**Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20  
**Date Goal Entered (Optional):** 09/01/2016

**Request - Full Funding Requested -** Non-instructional pay for Math Placement Specialists.  
**Describe Plans & Activities Supported (Justification of Need):** Math Placement Specialists (MPSs) are full-time math faculty who will help place students into appropriate math courses. MPSs will be needed year round, and will need to be trained.  
**Lead:** David Beydler  
**What would success look like and how would you measure it?:** MPSs available year round to students.  
**Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees.  
**Planning Unit Priority:** High  
**On-Going Funding Requested (if applicable):** 33000

**Professional development** - Promote an environment that enhances the professional and personal development of faculty and classified members in the department.  
**Status:** Active

**Request - Full Funding Requested -** Conference and travel funding  
**Describe Plans & Activities Supported (Justification of Need):** Funding for RP Group conferences, CAP conferences, CAP open houses,

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<p><b>Goal Year(s):</b> 2016-17, 2017-18, 2018-19, 2019-20</p> <p><b>Date Goal Entered (Optional):</b> 09/01/2016</p>	<p>AB 705 Workshops, CMC^3-South, AMATYC, Pathways Institute, and other conferences that relate to all the math reform that is currently taking place.</p> <p><b>Lead:</b> Department Chair and/or Division Deans</p> <p><b>What would success look like and how would you measure it?:</b> Fully-funded conference fees and travel expenses, with expedited reimbursement.</p> <p><b>Type of Request:</b> PROFESSIONAL &amp; ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>One-Time Funding Requested (if applicable):</b> 20000</p> <p><b>Request - Full Funding Requested - 6</b> LHE per semester reassigned time for each coordinator, 16 hours of non-instructional pay for each attendee, meals and supplies for the event.</p> <p><b>Describe Plans &amp; Activities Supported (Justification of Need):</b> Hold a two-day Community of Practice for 40 faculty each semester.</p> <p><b>Lead:</b> Paula Young, Lisa Morales</p> <p><b>What would success look like and how would you measure it?:</b> Full funding each semester.</p> <p><b>Type of Request:</b> PROFESSIONAL &amp; ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.</p>	
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**Planning Unit Priority:** High  
**On-Going Funding Requested (if applicable):** 80000

**Technology** - Acquire and maintain state-of-the-art instructional technology, equipment, facilities and infrastructure.  
**Status:** Active  
**Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20  
**Date Goal Entered (Optional):** 09/01/2016

**In Progress** - Equip an Additional Computer Science Classroom  
**Describe Plans & Activities Supported (Justification of Need):** Purchase and install 24 computer stations, 1 instructor computer and workstation, printer, server, and software licenses for a new computer classroom in building 61, room 1420.

**Lead:** Horia Pop, Tuan Vo, and Jimmy Tamayo

**What would success look like and how would you measure it?:** Acquire additional classroom in building 61 (preferably 61-1420). Purchase and install 24 computer stations, 1 Instructor computer and workstation, printer, and server. Purchase software licences.

**Type of Request:** INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.

**Planning Unit Priority:** High  
**One-Time Funding Requested (if applicable):** 70000

**Request - Full Funding Requested -** 40 TI-84 Plus Graphing Calculators (Yellow) for MARC/T-MARC.  
**Describe Plans & Activities**

**Reporting Year:** 2018-19  
**% Completed:** 0  
 To date, we have not received any follow-up on this request. This need continues to be a top priority for our program. The acquisition of 61-1420 not only would allow us to expand our Computer Science program, but would provide an opportunity to offer hybrid courses and courses requiring students to submit work via ALEKS, MyMathLab, etc. in a computer classroom environment. Currently we have no classrooms to support courses with computer requirements. (05/10/2019)

**Reporting Year:** 2017-18  
**% Completed:** 0  
 This request will be submitted for equipment prioritization for 2018-2019 pending department approval. The discussion of the conversion of 61-1420 is prompting the movement of this request to the Division level for prioritization ranking. This continues to be a top funding priority for our department. (05/09/2018)

**Reporting Year:** 2016-17  
**% Completed:** 0  
 This is an initial request. Our computer science program cannot expand without securing a classroom in building 61 (61-1420) for this purpose. Technology is needed to support this expansion. (06/21/2017)

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**Supported (Justification of Need):**

With the increase in the number of sections of Math 110 and other transfer level math courses, graphing calculator leases and rentals will become more popular with students. The current stock of calculators is just enough to meet the current demand based on the current course offerings. An increased stock of these calculators is necessary to meet the upcoming demand.

**Lead:** Jimmy Tamayo, James Abbott

**Type of Request:** LOTTERY:

Instructional materials that are designed for use by pupils and their teachers as a learning resource and help pupils acquire facts, skills, or opinions or to develop cognitive processes.

**Planning Unit Priority:** High

**One-Time Funding Requested (if applicable):** 5000

**Request - Full Funding Requested -**  
30 Laptops and Instructor Workstation

**Describe Plans & Activities**

**Supported (Justification of Need):**

This would provide a mobile CSCI classroom and an extra set of laptops for professors who teach hybrid courses.

**Lead:** Jimmy Tamayo

**Type of Request:** IT SUPPORT:

Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.



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**Planning Unit Priority:** High  
**One-Time Funding Requested (if applicable):** 30000

<p><b>Increase Corequisite Course Awareness</b> - Increase student awareness of the availability of Math 5, Math 7, Math 11, Math 13, Math 14, Math 15, Math 16, and Math 18.  <b>Status:</b> Active  <b>Goal Year(s):</b> 2018-19</p>	<p><b>Report directly on Goal</b></p>	<p><b>Reporting Year:</b> 2018-19  <b>% Completed:</b> 100            In addition to the Math Information Tables, a corequisite brochure was created and widely distributed across campus. Also, student letters that described the corequisite courses and placement model were developed and distributed in math classes Summer 2018, Fall 2018, Winter 2019, and Spring 2019. Lastly, a corequisite ad in the schedule of classes was created and placed in the schedule of classes. (05/10/2019)</p>
	<p><b>Request - Full Funding Requested -</b> Signage, corequisite brochures, and other marketing materials are needed for these Math Information Tables. Tables and chairs to be available at the beginning of semesters. These will be needed in the lobby of Building 61.  <b>Describe Plans &amp; Activities Supported (Justification of Need):</b> Math faculty and student volunteers from the Math and Engineering Club will be present in the lobby of Building 61 at a "Math Information Table". Students can obtain information regarding the corequisite courses along with information about where they may find they classes, faculty offices, tutoring centers, and the Natural Sciences Division office.  <b>Lead:</b> Debbie Rivers  <b>What would success look like and how would you measure it?:</b> A table full of brochures with a sign behind it.  <b>Type of Request:</b> NON</p>	<p><b>Reporting Year:</b> 2018-19  <b>% Completed:</b> 100            Tables and chairs were made available for the Math Information Table events during the first weeks of Fall 2018 and Spring 2019. (05/10/2019)</p>

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INSTRUCTIONAL EQUIPMENT:  
Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over \$500 per individual item. Used for administrative or non-instructional purposes.

**Planning Unit Priority:** Medium  
**One-Time Funding Requested (if applicable):** 1000