Unit Assessment Review Meetings
Guiding Questions for Department Chairs

1. Please highlight any changes since you submitted your unit assessment (e.g. enrollment trends of the units as of Fall 08). The department last updated its assessment in February 2009.

Math enrollment has continued to increase. In the fall 2009 all sections of Math 115 and Math 125 were full or had fewer than 2 or 3 seats available more than two weeks before classes started. One Math 115 and one Math 125 section were added the week before classes began and were full by the first day of classes. The spring continued this same trend even after two sections were added the week before classes began. Enrollment in Math classes does not properly reflect demand since the department is not free to schedule adequate numbers of sections to meet demand. The transferable and advanced courses have experienced a dramatic increase in enrollment. While Math 227 and Math 245 have always had good enrollment, we are seeing a large increase in the calculus sequence and even post calculus courses. The combined enrollment of Math 260, 265 (two sections), and 266 was over 135 students at the beginning of the semester in spring 2010 and Differential Equations had 27 enrolled students. There were as many students enrolled in Math 275 this semester as there were in the previous offering of this course combined. Since the change in the UC/CSU articulation of Math 215 effective this semester, the enrollment has jumped from the usual 7 or 8 to 28. Some of this increase enrollment in the advanced courses is most likely due to restrictions on class offerings in the UC/CSU, a situation that will undoubtedly continue.

Staff: The department hired two tenure track faculty who began in the fall 2009 semester. With the resignations of Leslie Foster and Armond Bakijanian we still have a total of 6 full-time and over 40 adjunct faculty and only four of the full-time faculty are tenured.

Title V Math Center: The Title V funding for the Math Center ended in summer of 2009. As part of that grant, the college was obligated to institutionalize the Math Center. In the opinion of the department, the college has failed this requirement. Using the Math 115 common final exam as a case in point we find the following. The pass-rate for this exam was about 80% in Fall 2008 and 89% in Spring of 2009. Using the same minimal score of 42% as in previous semesters, slightly more than 71% passed the exam in fall 2009. The department feels strongly that this is directly attributable to the failure of the college to adequately fund tutoring services. The tutoring budget was reduced by more than 75% since the end of the Title V grant in August 2009. Math Center hours were cut by almost 30%. In the past we held more than 30 Math 115 workshops focused on 4 critical topics on the final exam. This not only helped students directly but had a positive effect on all our students by emphasizing the importance of the exam. The LRC failed to act on the department’s request to provide tutors and funding for these workshops in the fall 2009 semester. At the request of the department, many of the adjunct faculty have scheduled their office hours in the center. This has helped but cannot replace scheduled tutoring hours to meet demand.
2. What do you see as the strengths of each of your units?

The Mathematics unit has a very cohesive group of faculty who are genuinely interested in improving the success of our students. The department has a strong work ethic which is reflected in the fact that our goals and responsibilities within the college community are continually met in a timely manner, for example SLO’s and PNCR currency. We are actively reviewing and updating curriculum and tracking changes to insure they have the desired results. The unit has a stated set of guidelines that make for an efficient unbiased operation. Mathematics enjoys the respect of our fellow faculty for honesty, integrity, and expertise. Having the CSIT discipline in the department gives us the opportunity to develop the natural synergy between these disciplines.

3. What do you see as the challenges?

Our biggest challenge is lack of full time faculty. Over 75% of classes are taught by adjunct faculty. New programs or fundamental changes to existing programs require a core of full-time faculty to develop, implement, and engage adjunct faculty. We do not have adequate staff to properly support such efforts. Lack of adequate tutoring services, closely supervised and coordinated through the department has had a tremendous negative impact on student success. The college administration must recognize that the importance of tutoring for remedial students, adjust their priorities, and adequately fund these services. The college continues to rely on special funds, grants, etc. to fund ongoing requirements and, as occurred with Title V, when they end so do the services. The CSIT curriculum is woefully out of date and needs to be revised. We lack the committed resources within the department to accomplish this task. Most COR’s are over 10 years old. While some updates have been submitted, they are not the result of a fundamental review of the program and are merely intended to meet currency requirements. The potential for developing a synergy between the Mathematics and CSIT disciplines has not been realized because of a lack of commitment on the part of key faculty. Until CSIT can refocus its program to better emphasize transfer and degree course offering, this situation is unlikely to change.

4. How does your unit planning support the mission of the college?

Our goals and plans are in line to support those of the college in all areas.

5. What are your visions for changes, revisions and growth?

Without adequate full-time staffing, growth in enrollment will occur but be poorly accommodated. Fundamental program change and revision will most likely not be possible. An overworked staff will increasingly will feel overwhelmed and begin to lose interest in making their best effort.

6. What resources are needed to support as well as to build the programs in your Department?

- **Facilities?** The math/science building with its tutoring and teaching labs.
- **FTEF?** We need to add at least two tenure track mathematics faculty over the next two years. By replacing or adding a tenure position, we must revitalize the CSIT faculty. Finding a candidate qualified in both disciplines would be an ideal solution in the short term followed by additional CSIT hires as attrition of the current faculty occurs.
- **Staff?** Dedicated secretarial support for the daily operation of the department. Adequate tutorial support.
- **Technology?** Facilities as described in our meetings on the East campus building.
- **Other?**
7. What is the status of SLO assessments in your department?

The mathematics SLO’s are ahead of schedule according to the five year plan. This applies to both definition and assessment. CSIT SLO’s are being updated as revised COR’s are submitted.

8. What is the status of the course outlines of record and course updates in your department?

By the end of the spring semester all Mathematics COR’s will have updated or submitted to committee. The program will then be current through the fall semester of 2011. Most of those for CSIT are extremely outdated. One CSIT COR has been successfully updated and seven have been submitted to the curriculum committee. All CSIT COR’s are scheduled to be revised and submitted to the committee be the fall 2010 semester.
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(Addendum)

What progress has been made towards the recommendations made by EPC following your 08-09 program review presentation?

Recommendations: Follow up

- Develop a faculty hiring plan for Math to be included in program review as well as sent to supervising administrator. While a formal plan was not developed, the department, with support from administration, resolved the issues presented by the resignations of Leslie Foster and Armond Bakjianian by hiring two tenure track faculty and one limited contract hire. The department will develop and submit a formal plan by the end of the spring 2010 semester reflecting staffing needs over the next two years.

- Faculty plan should include the urgent need to develop the curriculum for the Math 125 alternative course for vocational education students. The department has gotten off to a slow start with this. We have investigated what several other schools are doing but none is at a point where their work is adaptable for LAMC. A large part of the problem is lack of staff. This course, if developed to suit the specific needs of the college, will represent a significant curriculum development effort. At this point the department lacks adequate experienced staff to commit to this project. If funding becomes available where by adjunct faculty could be contracted to support our full time staff, we may be able to begin in the 2010-2011 academic year. Otherwise we will wait for models to become available that we can adapt to LAMC.

- Pursue active involvement in the discussions regarding the revision of Learning Center. Despite repeated requests to be included in the institutionalization of the Title V center, that task was largely done without input from the department. Recommendations of tutoring services were ignored. In general the department was not consulted.

- Pursue the proposal for comprehensive review of CSIT which includes the participation of experienced members of the CSIT discipline from other academic institutions. The department’s request for a complete program review led by an outside expert was not followed up on. Several meetings were held with CSIT staff and the Office of Academic Affairs and progress was made to bring the COR’s up to date. Given the state of the CSIT program it was decided that it was in this way we could best insure the near term viability of the program.

- Outdated CSIT course outlines of record (PNCR’s) must be updated by the end of Spring 09 or not offered. Course outlines have been submitted and the majority of courses should be at least before the Curriculum Committee by the end of the fall 2010 semester. It was agreed that this “good faith effort” if carried forth would be adequate to postpone removing out of date courses from the college catalog. The issue of whether these courses can be scheduled is open.