

# Academic Program Review Goals:

## 2024-25 Annual Progress Report

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The purpose of the Annual Progress Report is to facilitate the tracking of progress made on program recommendations/goals and to identify and explain the addition of any new program goals not listed in the most recent Review.

### **1. Name of Program: General Education - Math**

[2021 General Education Program Review](#)

[2022-23 Math Update](#)

[2023-24 Math Update](#)

### **2. List goals from most recent Program Review and report on progress for each goal. For goals that have not yet been met, please describe your department's plans for moving those goals towards completion. (Label each goal as Completed, Ongoing, Cancelled, or Postponed [include anticipated term/year for resuming activity]): 2021 goals**

#### **1. The math department recommends that another full-time faculty member be hired.**

2022-23 Update - The math department now has 4 full-time instructors. Abel Wolman was hired full-time in the fall of 2021. This brings the department to 4 full-time instructors. Neither of the adjunct instructors is still working here at CGCC. While our class numbers are down and we are offering fewer sections of certain classes than we have in the past, we have added co-requisite classes.

**2023-24 Update - Completed– This was completed in the fall of 2021**

#### **2. The department needs to do a more thorough analysis of the completion rates and progression in the program.**

With more students involved in Dual Credit and the co-requisite courses being designed and offered this deep dive into the data needs to be done.

2022-23 Update - This has not occurred, but we as a department need to work on this.

2023-24 Update - Ongoing – We have just completed a year with corequisites in 4 of our classes, 95, 105, 111, and 243. We are just now at a point where we can start looking at the success rates of those students compared to non-corequisite students. The department still feels that more needs to be done to encourage students to take this support class.

**2024-25 Update: Ongoing - In alignment with the reduction of developmental math classes (math 60/65), the department has created corequisite courses for Math 95, Math 111Z, Math 105Z, and Stat243Z. These lab classes are to support those students who are weak (or want to boost confidence) in the skills needed to be successful in the parent class. It has been stated that Math is one of the gateway courses for students to be successful in college and that many students are not passing math and therefore not continuing in college.**

MTH105Z	grades
A	48
B	17
C	20
D	3
F	5
W	6

99 enrollments MTH105/105z

coreq - 15 enrollments 10/15 successful

2 NP/F

1 P/D

1 W/B

1 took coreq - no parent course

MTH111	grades
A	42
B	39
C	35
D	7
F	13
I	1
W	10

148 enrollments MTH111/111Z

2 retakes

coreq - 42 enrollments 38/42 successful

1 W/W

2 F/F

1 P/D

3. The department recommends analyzing the needs of students on an annual basis to ensure the upper division offerings continue to meet their needs. There is a possibility that upper-division offers may have to be expanded in order to meet a growing need.

2022-23 Update - The mathematics department has begun to keep track of data more efficiently in order to determine student success from one course/term to the next. Our numbers have gone down since Covid. Our department was once very vibrant and had large numbers of students, however, we are barely getting enough students to run a class.

2023-24 Update - Ongoing – Our classes are still relatively small. We have been working with advising to assure that students are placed correctly. So, while some algebra-based classes have seen a decline, the humanity math classes have seen an uptick. A survey was sent out to high schools in the spring of 24 to help determine the “desires” of the high school students. The Computer Science MTM is now being offered here and the computer science courses we once offered are starting to be offered again. There are some higher division math classes such as Linear Algebra and Discrete that we are still looking at possibly creating in order to support this program.

**2024-25 Update: Ongoing** - The math department has created a discrete math course. With the computer science MTM having two tracks, one for the OU schools and one for the SU schools, we are only able to support the OU schools. The department has submitted the first discrete course to the state for approval. If this course shows to be viable, then there is the possibility that the other discrete course and a linear algebra course may be created and offered.

4. Setting aside budget money to encourage adjunct faculty to attend more department meetings.

2022-23 Update - This is a non-issue as there are no adjuncts in the department at this time.

**2023-24 Update –Cancelled** – This is still a non-issue as there are no adjuncts in the department at this time.

5. Hire a Gen Ed Dean to help stabilize the department

2022-23 Update - A Dean was hired in the summer of 2021. This has helped stabilize not only the department but also the Gen Ed department as a whole.

**2023-24 Update - Postponed** – The Dean has since left and we have an acting Dean (VP Gilbert). Things are slightly running more smoothly with the acting Dean as when we had a Dean.

#### **Additional goals added from previous Program Review Updates:**

#### **2022-23 Update:**

**Rationale:**

In the last program review, the department had determined to measure progress on program review goals by setting a target of “at least a 10% increase of students taking the next level course then the department will be growing”.

This is not happening. We are currently holding steady with about 70 students a term. Students are not continuing with their math. They are choosing not to take more “just for fun”.

The math department is looking at other ways to encourage students to continue with math.

1. Create a “fun” elective math class that has no prerequisite. One that would entice even the most math-phobic students to want to take it. **The department is currently working on creating a Mathematics of Game course.**

**2023-24 Update - Completed – MTH140 Mathematics of Games has been created and will be offered for the first-time spring of 2025.**

2. Create a math certificate that would entice students to continue for another course or two.

2023-24 Update – Ongoing – The department has talked with the curriculum office on this. It is on the agenda for the department to work on 2024-2025.

**2024-25 Update: Commpleted - A math certificate has been created, A Survey of Mathematics. Students who have completed one of the following: MTH 105, MTH111Z, MTH110, BA104, along with STAT243Z, CS160, and MTH140 will be able to request this certificate.**

3. Create a new math pathway set of courses that would encourage high school students to want to continue with CGCC for at least their freshman year. Many students are taking all their math at the high school level in dual enrollment. This set of math courses would be suitable for those continuing in either Math, Computer Science, or Engineering. This is also in conjunction with the Computer Science MTM

2023-24 Update – Ongoing – The Computer Science MTM has been brought onboard. We will start offering computer science classes starting Winter 2025. The department is still in discussion on the viability of creating Discrete and Linear Algebra courses to support one of the two MTM pathways. We offer students the ability to leg of the MTM.

There are two legs on the Computer Science MTM. We are currently able to offer the one leg. Once we are able to provide additional upper division math courses, we will be able to offer both legs of the MTM.

**2024-25 Update: Ongoing - The first discrete math class has been created and is currently waiting on the state for approval. This will help in the establishment of the second leg of the Computer Science MTM.**

4. A survey is being created to send to the sending school districts to determine whether or not students would like to continue at CGCC if computer science courses were reoffered and what math courses they would like to take if they have already completed calculus.

**2023-24 Update – Completed – A survey was created and distributed to the high schools last spring. Around 25% of the students surveyed said that they would be interested in computer science classes and higher-level math classes.**

5. Create a “bootcamp” for incoming students that will help with math skills no matter what program they are going into. ie. CTE, Nursing, etc. This work will be in conjunction with the other departments. Details have not been worked out.

2023-24 Update - Ongoing – Details have still not been worked out on this. There has not been a lot of time for the department to work on the details. This is also on the 2024-2025 agenda.

**2024-25 Update: Ongoing - Unfortunately there has not been any movement on this.**

**3. List any additional goals added since the most recent Program Review, include the rationale for each new goal, and describe any actions taken or planned to be taken in the pursuit of each new goal. (Label each goal as Completed, Ongoing, Cancelled, or Postponed [include anticipated term/year for resuming activity]):**