



Student Services and Administrative/Operational Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** student services programs and administrative/operational offices.

- Programs or offices must submit their Annual Program Review Update form to their manager or dean by 5pm, Monday, November 27, 2023.
- Managers or deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm, Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Manager and classified professional representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program: Math Lab

Division: Math & Comp Sci

Date: 11/26/2023

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature:
Date: 11/26/2023

Printed Name: Gregory Nguyen

Manager or dean Signature:
Date: 12/6/2023

Printed Name: Sam Foster

Part 1: Review of Data

List the outcomes from your Fall 2022 self-study. Which outcomes has your program assessed in the last year and/or which do you plan to assess in the coming year? What changes, if any, have been made to your program or outcomes as a result of outcomes assessment?

From the Math Lab's Fall 2022 self-study, here are the 4 assessment outcomes:

- Outcome #1: Increase the overall Math Lab student usage to 35% of total students enrolled in math courses.
- Outcome #2: Have at least 25% of students enrolled in the Math Lab utilize the Math Lab services at least 15 times throughout the semester.
- Outcome #3: Ensure Math Lab student usage by race/ethnicity and gender reflects, within 5%, the corresponding diversity distribution of all students enrolled in math courses.
- Outcome #4: Identify the race/ethnicity and gender groups that are underperforming and/or under participating relative to the total math student population at Fullerton College. Then perform outreach to those groups.

Over the course of last year, the Math Lab has continued to provide students with tutoring assistance and services in both in-person and virtual formats. In Fall 2022 there was one instructor on duty during each opening hour of the in-person lab (room 807), and there was one additional instructor designated to only the virtual lab during peak hours when student demand had been deemed high. However, starting in Spring 2023 only one instructor on duty was assigned during each opening hour. The loss of the additional instructor designated to only the virtual lab, coupled with having no increase in the number of adult hourly and student tutors, resulted in the virtual lab not meeting the high level of student demand throughout the first five weeks of the semester. Consequently, student interest in utilizing the virtual lab from the sixth week never got back to the previous high level as seen in Fall 2022 or previous semesters, but stayed relatively constant.

Additionally, the Math Lab has welcomed a new Faculty Coordinator starting in Spring 2023, who immediately got to work on hiring more student tutors to meet student demand in both lab modalities. Several students went through the hiring process and were board approved to work as hourly tutors at around the half mark of the semester. The faculty coordinator also worked to revive the final exam review workshops for some selected course levels near the end of the semester. A total of twelve final review workshops took place in May 2023. Then the faculty coordinator, collaborating with math faculty who taught in Summer 2023, went on working to offer a total of eight topic-specific workshops that aimed to assist students of all math levels. Preliminary figures seemed to indicate lower student turnouts for many of these workshops, compared to the anecdotal data recalled by some instructors who had taught math review workshops before the Covid-19 pandemic.

In Fall 2023 the Math Lab was able to fully assess Outcome #1 and partially assess Outcome #3, having obtained data from the Office of Institutional Effectiveness and Tableau. The data in disaggregated forms are presented in the following pages.

Enrollment by Gender

Term		Group A	Group B	Group C	Total
Fall	2018	1218	1259	78	2555
Spring	2019	887	1177	79	2143
Summer	2019	145	189	11	345
Fall	2019	829	962	101	1892
Spring	2020	582	716	68	1366
Summer	2020	100	78	14	192
Fall	2020	346	277	26	649
Spring	2021	301	286	34	621
Summer	2021	73	78	13	164
Fall	2021	305	356	28	689
Spring	2022	221	267	25	513
Summer	2022	46	86	15	147
Fall	2022	451	602	63	1116
Spring	2023	352	519	66	937
Summer	2023	67	104	17	188
Total		5923	6956	638	13517

Percentage by Gender

Term		Group A	Group B	Group C	Total
Fall	2018	47.7%	49.3%	3.1%	100.0%
Spring	2019	41.4%	54.9%	3.7%	100.0%
Summer	2019	42.0%	54.8%	3.2%	100.0%
Fall	2019	43.8%	50.8%	5.3%	100.0%
Spring	2020	42.6%	52.4%	5.0%	100.0%
Summer	2020	52.1%	40.6%	7.3%	100.0%
Fall	2020	53.3%	42.7%	4.0%	100.0%
Spring	2021	48.5%	46.1%	5.5%	100.0%
Summer	2021	44.5%	47.6%	7.9%	100.0%
Fall	2021	44.3%	51.7%	4.1%	100.0%
Spring	2022	43.1%	52.0%	4.9%	100.0%
Summer	2022	31.3%	58.5%	10.2%	100.0%
Fall	2022	40.4%	53.9%	5.6%	100.0%
Spring	2023	37.6%	55.4%	7.0%	100.0%
Summer	2023	35.6%	55.3%	9.0%	100.0%
Total		43.8%	51.5%	4.7%	100.0%

Group A: Female
 Group B: Male
 Group C: Unknown/Not Stated

Enrollment by Race/Ethnicity

Term		Group A	Group B	Group C	Group D	Group E	Group F	Group G	Group H	Group I	Total
Fall	2018	6	357	58	63	1459	5	141	65	401	2555
Spring	2019	2	337	50	46	1194	2	111	55	346	2143
Summer	2019	2	75	10	10	170	2	14	13	49	345
Fall	2019	2	270	54	40	1083	2	100	45	296	1892
Spring	2020	0	239	32	27	739	2	66	44	217	1366
Summer	2020	0	44	6	2	92	0	18	1	29	192
Fall	2020	0	80	11	6	400	2	46	6	98	649
Spring	2021	3	102	14	12	326	4	35	11	114	621
Summer	2021	1	32	3	5	73	0	16	4	30	164
Fall	2021	0	125	11	8	383	2	53	9	98	689
Spring	2022	1	89	12	7	273	1	38	7	85	513
Summer	2022	0	36	6	1	73	0	13	3	15	147
Fall	2022	0	174	20	4	659	2	99	31	127	1116
Spring	2023	0	157	30	3	515	0	91	22	119	937
Summer	2023	1	37	6	0	103	0	11	9	21	188
Total		18	2154	323	234	7542	24	852	325	2045	13517

Percentage by Race/Ethnicity

Term		Group A	Group B	Group C	Group D	Group E	Group F	Group G	Group H	Group I	Total
Fall	2018	0.2%	14.0%	2.3%	2.5%	57.1%	0.2%	5.5%	2.5%	15.7%	100.0%
Spring	2019	0.1%	15.7%	2.3%	2.1%	55.7%	0.1%	5.2%	2.6%	16.1%	100.0%
Summer	2019	0.6%	21.7%	2.9%	2.9%	49.3%	0.6%	4.1%	3.8%	14.2%	100.0%
Fall	2019	0.1%	14.3%	2.9%	2.1%	57.2%	0.1%	5.3%	2.4%	15.6%	100.0%
Spring	2020	0.0%	17.5%	2.3%	2.0%	54.1%	0.1%	4.8%	3.2%	15.9%	100.0%
Summer	2020	0.0%	22.9%	3.1%	1.0%	47.9%	0.0%	9.4%	0.5%	15.1%	100.0%
Fall	2020	0.0%	12.3%	1.7%	0.9%	61.6%	0.3%	7.1%	0.9%	15.1%	100.0%
Spring	2021	0.5%	16.4%	2.3%	1.9%	52.5%	0.6%	5.6%	1.8%	18.4%	100.0%
Summer	2021	0.6%	19.5%	1.8%	3.0%	44.5%	0.0%	9.8%	2.4%	18.3%	100.0%
Fall	2021	0.0%	18.1%	1.6%	1.2%	55.6%	0.3%	7.7%	1.3%	14.2%	100.0%
Spring	2022	0.2%	17.3%	2.3%	1.4%	53.2%	0.2%	7.4%	1.4%	16.6%	100.0%
Summer	2022	0.0%	24.5%	4.1%	0.7%	49.7%	0.0%	8.8%	2.0%	10.2%	100.0%
Fall	2022	0.0%	15.6%	1.8%	0.4%	59.1%	0.2%	8.9%	2.8%	11.4%	100.0%
Spring	2023	0.0%	16.8%	3.2%	0.3%	55.0%	0.0%	9.7%	2.3%	12.7%	100.0%
Summer	2023	0.5%	19.7%	3.2%	0.0%	54.8%	0.0%	5.9%	4.8%	11.2%	100.0%
Total		0.1%	15.9%	2.4%	1.7%	55.8%	0.2%	6.3%	2.4%	15.1%	100.0%

- Group A: American Indian/Alaskan Native
- Group B: Asian
- Group C: Black/African American
- Group D: Filipino
- Group E: Latina/o/x
- Group F: Pacific Islander
- Group G: Two or More

Group H: Unknown/Not Stated

Group I: White

The next table shows the number of students enrolled in all Fullerton College mathematics courses by semester since 2020, continuing the data from the latest self-study.

<i>Math Student Enrollments Spring 2020 to Spring 2023 at Census Day</i>			
	Spring	Summer	Fall
2020	5928	2048	6567
2021	5047	1278	4477
2022	3329	921	4173
2023	3474		

The Math Lab has not yet achieved the targeted level of 35% stated in Outcome #1. About 26.74% (or $1116/4173 \approx 0.26743$) of total students in math courses in Fall 2022 utilized the Math Lab. Similarly, about 26.97% (or $937/3474 \approx 0.26972$) of total students in math courses in Spring 2023 utilized the Math Lab. Note the very small increase in the percentages. We hope to continue the upward trend in the overall Math Lab student usage and acknowledge that there is still a lot of work needed to be done in terms of self-advertisement to students enrolled in all math courses as well as outreach to all math faculty who can potentially schedule Math Lab orientations during the first week of class.

The Math Lab also received the breakdowns, in the population of Math Lab students, by gender and race/ethnicity. We have not yet had the chance to review the diversity distribution of all students enrolled in mathematics courses at Fullerton College. We will work with the division staff and appropriate campus personnel to fully assess Outcome #3 and the remaining Outcomes #2 and #4.

Meanwhile, the faculty coordinator and the Math Lab staff have continued efforts on creating review workshops in the current semester of Fall 2023. When relevant topic-specific workshops were being built and scheduled to take place in one dedicated location, room 611-C, throughout the two months of September and October, the Math Lab unexpectedly lost its Classified Coordinator in mid-September due to her employment at a different institution. This caused a massive disruption in not only the normal day-to-day operations of the lab but also the long-range planning for a variety of coordinating tasks such as the upcoming end-of-semester workshops, the completion of this update form, scheduling lab orientations for Spring 2024, etc.

Despite challenges from losing the classified coordinator, the most veteran staff member with more than twelve years of experience working the lab, the remaining two instructional assistants and the faculty coordinator still managed to maintain continuity and normalcy in all lab services, opening the in-person lab for 66 hours per week and the virtual lab for 41 hours per week. We also hired several more hourly student tutors, created the first student interest survey via Qualtrics, finished planning for Fall 2023 math final exam review workshops, etc. Alas, when it rains, it pours. In the very near future, around mid-December, one instructional assistant will resign from her position to begin her new employment at a different institution. It is extremely critical for the Math Lab to be able to fill the two vacant full-time classified positions as quickly as possible so it can continue to deliver the

high level of quality work in tutoring assistance and support services to math students at Fullerton College. For now, we have not identified any significant changes to the Strategic Action Plans and the resources requested in our most recent self-study, but being able to hire full-time classified staff remains the Math Lab's utmost urgent need.

Part 2: Additional Resource Request Reasoning and Support

For each request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
 - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program or office growth, or increased demand.
3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:		