



# 2016-17 Academic Department Annual Report

**Academic Department:**  
**Document Prepared By:**

Mathematics  
Dana Sammons

## Annual Report Submission Instructions:

This Annual Report of your Academic Department is intended to serve as a summary of departmental activities over the past year and as an outline of plans for the upcoming year.

Please note that responses are limited to the space provided below for each prompt and do not need to be written in narrative form (you are welcome to use bullet points/lists, as appropriate).

Please submit your Academic Department 2016-17 Annual Report to your Dean via email by May 31<sup>st</sup>.

For your reference, prior year reports (2011-2015) can be found on the Instructional Support website, <http://www.grcc.edu/instructionalsupport/departmentyearendreports>. If you have any questions about the 2015-16 reports entered into WEAVEonline, please contact Sheila Jones, Dean of Instructional Support, [sheilajones@grcc.edu](mailto:sheilajones@grcc.edu) or x4289.

## Part I: Report on 2016-17 Progress

Part I is intended to provide a “big picture” overview of your department’s activities during this past academic year. When completing the sections below, please consider the main points/highlights of each category.

### *Current Year Goals & Outcomes*

This section asks you to provide details about the status of your department’s goals and outcomes for this past year. Please limit your response to the space provided in the text boxes below.

- 1) ALEKS PPL – *began implementation Winter semester 2017. We are continuing to work on the communication of this with everyone involved and the assessment of its impact.*
- 2) Justify MA 098 cap at 24 using the criteria developed by the Class Size Committee in 2015-16. *Unsuccessful. We are continuing to work on finding the right time and approach necessary.*
- 3) Grow the number of students following the MA 099 - MA 124 path. *The first MA 99 courses will be taught (pending enough enrollment) in Fall 2017. Once some of those students complete MA 124, we can use them as examples of successful completion of this path in order to promote its growth.*

- 4) Coordinate math advising with the counseling office. *We were able to coordinate our advising with some of the mandatory placement testing groups and one day of orientation. It was far more successful than our advising days were in the past, but also has potential to be much, much more effective.*
  
- 5) Because tenure-track faculty will still only be teaching around 40% of math students and also because we have several faculty nearing retirement age, we will continue to lobby for tenure-track positions. *Betsy McKinney retired after the Fall 2016 semester. We were able to complete the hiring process to replace her with Carmen Andert, who will be joining us in Fall 2017. Due to a significant drop in enrollment, it will no longer be necessary to push for additional positions in 2017-2018.*



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### ***Departmental Professional Development***

In this section, please provide details about your department's emphasis for professional development during this year. Please limit your response to the space provided in the text box below.

For 2016-17 all department members were trained in the use of ALEKS PPL and how to advise new students about this change.

### ***Departmental Advising Plan & Outcomes***

In this section, please describe your department's advising plan and outcomes for this year. Please limit your response to the space provided in the text boxes below.

Our plan was to continue to give advice to students in our classes about which math class they should take next, if any, but to dramatically change the advising we do outside of our classes.

With the implementation of the ALEKS Placement, Prep and Learning, we expected that there would be a need to explain the process to students. After some mixed results in the fall, we had 3 different occasions during the winter semester when we were able to impact around 140 students (which is about 130 more than we used to help during advising days).

As students who were on campus for mandatory placement testing finished their placement tests, we would walk them through the next steps they should take to get into the right math course.

In addition we made a short video (with the direction of Klaas Kwant) and put up a link on our website at [Video explaining the ALEKS Placement Process](#) and created a cartoon.

We continued to support email advising through the address [grccmathadvisor@grcc.edu](mailto:grccmathadvisor@grcc.edu).

***Program Accreditation Updates***

In this section, please provide details regarding any program accreditation or re-accreditation that occurred this past year, if applicable. Please limit your response to the space provided in the text boxes below.

N/A



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### ***Perkins & Key Performance Indicators***

In this section, please discuss Perkins and Key Performance Indicators for programs (total student enrollment, demographic profile, new students, student progress rate (transferred, graduated, enrolled), number of graduates, graduate employment rate, time to completion), if applicable. Please limit your response to the space provided in the text boxes below.

**N/A**



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### ***Learning Outcomes Assessment Data & Findings on Past Year's Projects***

In this section, please summarize your department's assessment work for this year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) assessed, the assessment measure, the findings, and the improvements planned based on the findings. Please limit your response to the space provided in the text boxes below.

We never did create a plan for 2016-17





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## Part II: Plan for Upcoming Year

Part II is intended to provide a guide for your department's plans for the upcoming year with regards to the following: **Operational Goals and/or Plans, Curriculum Goals and/or Plans, Learning Outcomes Assessment Plans, and Advising Plans.** When answering the questions or completing the sections below, please consider the main points/highlights of each category.

### ***A. Operational Goals and/or Plans***

What are your departmental goals and plans for 2017-18?

**By far, the most important goal is to improve the use of ALEKS PPL.** It's implementation, combined with enforced prerequisites, seems to have been the primary contributor to a significant drop (around 35%) in enrollment in Math courses.

We need to improve awareness and communication. We need to come up with ideas that will get students to use it effectively.

**Implementing support for students who place into MA 97 or below.** In January of 2017, GRCC decided to stop offering MA 95 and MA 96. As a result we are creating a new approach to support those students who would have been in those courses. The Math department, will need to coordinate with our developmental program.

**GRCC Outstanding Math Student** In 2017 we began to give out an award to an outstanding GRCC math student. We would like to continue to develop this award, perhaps giving out two, but the specifics need to be ironed out.



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What new information from external sources has influenced your planning for next year?

Federal Financial Aid will no longer support students taking courses that are essentially below the high school level.

Are your goals targeting any Perkins or Key Performance indicators? If yes, please explain.

Not sure.



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What resources do you need to accomplish your departmental goals for the upcoming year?

**Unknown.**

Do you need support from other departments to accomplish these goals? If yes, please explain.

**ALEKS PPL and MA 97**– Support from everywhere – Orientation, Advising, Deans, the Provost, AGC, etc.



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Do you need professional development in order to accomplish these goals? If yes, please explain.

**Unknown.**

For each of your departmental goals/plans/projects, please list the name of the lead faculty member(s) involved.

**ALEKS PPL** – Dana Sammons, Oscar Neal

**MA 97** – Shanna Goff, Barb Bouthillier, Nefertiti Williams and Colleen Copus.



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For each of your departmental goals/plans/projects, please provide a brief timeline for completion.

**Unknown.**

***B. Curriculum Goals and/or Plans***

What are your departmental curriculum development goals and plans for 2017-18?

- We will look into the use of technology, both required and suggested, in our courses (calculators, computer programs, computer algebra systems, etc.).
- We want to re-examine MA 257
- We hope to look at separating Mathematics from Natural Science to become its own General Education category.



Review of Department's Curriculum Transferability

*Please note: this section should be completed by all SAS Departments, Business, and CIS.*

Using transferability data provided by Instructional Support, please summarize your perceptions of how courses in your department transfer to our four-year university partners and how this understanding will impact your curriculum goals for the upcoming year.

My summary: Nothing much has changed.

There are two courses we will look at this year: MA 138 and MA 257.

MA 138 doesn't seem to transfer as anything but general math credit. However, there have been a few students who have stated they needed to prove they were trained in using MAPLE (essentially what MA 138 is about) for their engineering program at Western Michigan.

MA 257 is a combination of differential equations and linear algebra, but some transfer institutions want one or the other and won't consider it as comparable to either, making students re-take a course in whichever they needed. This has potential been a cause of low enrollment.



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What new information from external sources has influenced your curriculum development planning for next year?

- Changes in technology over the years
- Feedback from students who have taken our courses and then transferred.

Are your curriculum development goals targeting any Perkins or Key Performance Indicators? If yes, please explain.

No.

What resources do you need to accomplish these curriculum development goals?

Time and effort.

Do you need support from other departments to accomplish these curriculum development goals? If yes, please explain.

The Gen Ed team.

For each of your departmental curriculum development goals/plans/projects, please list the name of the lead faculty member(s) involved.

MA 257 – John Dersch  
Everything else - TBD



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For each of your departmental curriculum development goals/plans/projects, please provide a brief timeline for completion.

Completed by the time FPE's are due in March, 2018.

### ***C. Learning Outcomes Assessment Plan for 2017-18***

In this section, please outline your department's plan for learning outcomes assessment work for the upcoming academic year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) that will be assessed as well as the assessment instruments/measure that will be used. Please limit your response to the space provided in the text boxes below.

Currently, there are no 'programs' within the Math department, hence no PLO's. Also, a quick search of the GRCC Curriculum Database(2016-17 Academic Year) shows the following ILO's for all Math Courses:

*ILO Competencies (Communication Skills): None*

*ILO Competencies (Critical Thinking Skills): None*

*ILO Competencies (Social Responsibility Skills): None*

*ILO Competencies (Personal Responsibility Skills): None*

So, for 2017-18, we will begin developing our assessment plan by determining which ILO's should be in our courses and, perhaps, despite not having a 'program' per se, we may want to tie some learning outcomes to the definitions of the Gen Ed requirements we will be developing for Math.



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***D. Departmental Advising Plan for 2017-18***

In this section, please outline your department's advising plan for the upcoming academic year. Please limit your response to the space provided in the text box below.

We want to continue to advise students who are in our classes about what math course comes next. We may try to spread the use of Oscar Neal's assignment that students lay out their academic plan and then discuss how math courses may fit into that plan.

We want to continue to advise students who are coming onto campus for mandatory testing about ALEKS PPL and how they can use it. But we would like to reach even more students and so, part of our work will be to brainstorm and implement plans for this.

We want to continue to support email advising through the address [grccmathadvisor@grcc.edu](mailto:grccmathadvisor@grcc.edu)

We would like to find a way to provide advice to students through texting.

**Part III: 2016-17 Faculty & Staff Accomplishments/Awards**

**Part III is intended to provide a space to share the accomplishments, awards, and/or accolades achieved by faculty and staff in your department during the course of this past year.**

- Betsy McKinney and Colleen Copus published results of their research on using a particular form of ITS and then presented it at a conference.
- Shanna Goff, Nefertiti Williams and Barb Bouthillier presented a poster at the NADE conference
- Meghan VanderMale continued to be a part of AMATYC's Project ACCESS.
- Brian Hadley presented at the faculty learning day in January
- Several faculty members gave presentations as part of our ongoing Math Seminars
- John Dersch was honored for being a faculty member here for a very, very long time (50 years? It's anyone's guess : )





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*Thank you for completing this report. Please submit to your Dean via email.*