

## Mathematics Department Program Plan Update Spring 2006

### Accomplishments

#### Full-time Faculty

- Two new full-time tenure-track faculty were hired for Fall 2005.

#### Online Courses

| Spring 2005   | Spring Cyber Session 2005                        | Summer 2005   |
|---|--|---|
| Math 254 (two sections)<br>Math 154 (two sections)<br>Math 152 (two sections)<br>Math 12 (one section)  | Math 12 (one section)                            | Math 254 (one section)  |
| Fall 2005   | Fall Cyber Session 2005                          | Scheduled for Spring 2006   |
| Math 254 (two sections)<br>Math 154 (two sections)<br>Math 152 (two sections)<br>Math 12 (two sections) | Math 154 (one section)<br>Math 152 (one section) | Math 254 (two sections)<br>Math 154 (three sections)<br>Math 152 (three sections)<br>Math 12 (two sections) |

#### Watsonville Center

- An accelerated Math 254A/B was offered during Spring 2005 and Fall 2005.
- A Math 154A/B designed for Migrant Head Start/Early Childhood Education students was offered during Winter/Spring 2005.
- More full-time faculty are teaching the Watsonville Center courses.

#### Study Skills and Math 254A/B

- Study skills continued to be taught by math instructors in Math 254A during Spring 2005 and Fall 2005.
- Study skills were incorporated into Math 254B beginning Fall 2005. The class time increased from 1½ to 2 hours twice per week.

#### Cabrillo Math Department Representatives in the Community

- One math faculty member is a fellow for Project ACCESS, a mentoring and professional development initiative for two-year college faculty created by AMATYC and MAA using funding from by the *ExxonMobil* Foundation.
- In the last year several math faculty have attended the AMATYC, CMC<sup>3</sup>, and MAA conferences. Nine faculty, including two adjuncts attended the national AMATYC conference in San Diego in November 2005.
- One math faculty is a board member for CMC<sup>3</sup> and also serving as Program Coordinator for the Lake Tahoe Recreational Mathematics Conference organized by CMC<sup>3</sup>.
- One math faculty has applied for a NSF grant developed with colleagues outside Cabrillo to write an elementary algebra textbook.

#### Technology

- Fifteen math instructors have web pages.
- Guidelines for calculator use were adopted by the Math department.
- Math 254 courses in room 1097 have a class set of scientific calculators.
- A class set of thirty arithmetic calculators for the Math 254B courses was purchased in Fall 2005.
- Twenty scientific calculators in carrying cases, plus 40 more are available for class use.
- Computer discs are no longer needed to run the software for Math 254.
- All online courses are supported by the CTC.

#### Facilities

- The Math department received money to fund bigger desks in room 716.
- Math 254 was relocated to Room 1097 and can now accommodate 35 students per section.

#### Math Learning Center

- A 'live' website is in progress to provide, online tutoring for students and instructor access to student's lab hours.
- The facility was made more accessible to students with physical disabilities.

### Recently Identified Needs

- A new copy machine is needed in the Division Office (room 704).
- New chairs and desks are needed for the adjunct office.

### On-going Needs

- The Math department requested a new full-time math position which was not funded.
- Due to the ongoing demand of both on-campus and online students, the MLC needs to increase its study area, hours of operation, and number of tutors.
- To meet the needs of students taking online courses there needs to be a college-wide testing facility.
- There needs to be continued coordination between the Watsonville Center math lab and the MLC.
- MESA needs a larger facility due to student demand.
- The Math department needs to study the success rate of the Math 254 and Math254A/B students going into Math 154, the Math 154 students going into Math 152, and the Math 152 students going into Math 4.
- The Math department needs to study the success rate of its online math courses and the success rate of these students in subsequent math courses.
- The office space for both full-time and adjunct instructors needs to be increased
- Formal mentoring of new full-time and adjunct faculty needs to increase.