



Annual Unit Plan Template 2013-2014 Academic Year Mathematics Department

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The Mathematics Department at Cerro Coso College provides a diverse learning environment designed to meet the educational goals of our students. Our curriculum supports the mathematical needs of other disciplines and programs. We help our students develop logical reasoning and problem solving skills which form a foundation for their careers and future study. The Mathematics Department at Cerro Coso College offers classes which improve basic skills and support the requirement for the AA and AS degrees, vocational/technical programs, and transfer to the university. We have entered into agreements and developed equivalencies with the California State Universities (CSU) and University of California (UC) systems. When our students transfer to CSU or UC system, credits they earn in mathematics department are transferable. This is also an indication that these transfer students from Cerro Coso College will be successful in completing higher degrees. The Mathematics Department offers courses at the Indian Well Valley (IWV), Kern River Valley (KRV), Eastern Sierra College Center (ESCC), South Kern (SK), as well as Online. Four full-time faculty serve the IWV campus. One full-time faculty serves the KRV campus, and one full-time faculty serves the ESCC campus. Courses offered at SK campus are taught by adjunct faculty. Courses are also taught online and via ITV.

b. Program Applicability

UC Transfer	Industrial Technology
CSU Transfer	Nursing
Trades Practices	Paralegal Studies
Computer Information Systems	Mathematics
Business Administration	Basic Skills
Computer Science	Liberal Arts
Engineering	
Engineering Technology	
General Sciences (all emphases)	



c. Partnerships

A partnership exists between the Cerro Coso Mathematics Department, Antelope Valley College, and the Department of Engineering at the California State University, Long Beach.

d. Distance Education

With the exception of Math C020, Basic Arithmetic Skills, the department offers its entire curriculum online. Also, the entire curriculum is also offered on-site, with the exception of Survey of Mathematical Concepts, Finite Mathematics, and Business Calculus which are offered solely online. Linear Algebra is being offered online for the second time in fall 2012. An Associate of Arts Degree in Mathematics as well as an SB1440 Associate of Arts Degree in Mathematics can be earned completely online.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

The Mathematics Department will be

- supporting mathematical needs for other disciplines and programs: accomplished
- supporting mathematical needs for all the campus sites: accomplished
- seeking opportunities to develop partnerships with agencies and organizations in the service area to create courses that meet the training and development needs of specific populations within our communities: accomplished
- completing Student Learning Outcomes assessments by mid- to late-spring semester 2012. All but two courses have been completed.

b. Review of Overall Department/Unit

Completion of Student Learning Outcomes for two remaining courses. The expected completion date is late fall semester 2012.

c. Goals for Upcoming Year (next academic year). *If more goals needed, copy and paste additional boxes.*

Goal 1

1. Connection to College Strategic Goals: Response To Community Needs

2. Specific internal or external** condition(s) the goal is a response to: The need to develop more students capable of succeeding in college-level courses.*

3. Action Plan: The Department of Mathematics plans to continue its close alignment with the Basic Skills Committee. The department will review and discuss student success strategies made by the Basic Skills Committee. The department seeks to implement such strategies should they be deemed feasible and appropriate.

4. Measure of Success: Improved student retention and success.



Goal 2

1. *Connection to College Strategic Goals: Response To Community Needs*
2. *Specific internal* or external** condition(s) the goal is a response to: The need to provide mechanical and electrical engineers for the China Lake Naval Air Weapons Testing Center.*
3. *Action Plan: Continue to offer on-site and online Calculus I, II, III, Differential Equations, and Linear Algebra.*
4. *Measure of Success: Increase in cohort size moving through Cerro Coso's Engineering program and into the California State University, Long Beach B.S. Engineering degree program at its Antelope Valley site.*

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Description	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. The rationale should refer to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.	Estimated amount of funding requested (temporary positions only)	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O



Full-Time Faculty Staffing Justification:

1. Are there too few or too many students enrolling for particular classes or majors?
2. Are there too many courses or programs that are under capacity?
3. Are courses “core mission”?
4. Are courses overscheduled?
5. Is there capacity to offer courses or programs at different times and/or locations?
6. Is there a workforce shortage in the service area or region?
7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?
8. In support of your proposal, provide the following data:
 - a. Size of wait lists in the discipline
 - b. Department productivity
 - c. Number of faculty currently in the department
 - d. Number of adjunct faculty
 - e. Number of certificates awarded
 - f. Number of degrees awarded
 - g. Core curriculum classes
 - h. CTE classes with workforce data (wage/high demand)
 - i. Number of students at first day and census

b. 2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Are alternate funding sources available? G = grant (specify) V = VTEA

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*



1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.
2. Explain why the work of this position cannot be assigned to current staff.
3. Describe the impact on the college if the position is not filled.

c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
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							G	O

e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
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STEP 4: ATTACH NARRATIVE SUMMARY OF PRIOR YEAR'S SLO ASSESSMENTS

STEP 5: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)



STEP 6: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (as provided)