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| jscc logo | **Goal Progress Report – Strategic Planning Committee** |
| **Program:** | **Student Success** | **Report period:** | **2016-2017** |

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| **Goals** | **Request & Justification/Resources** | **Goal Progress** | **Strategies Implemented & Follow-up** |
| **Enhance the teaching and learning process for math students through the purchase of new technology.** | Improve methods of formal and ad hoc classroom lecture recordings.Establish a High Definition library that would serve as online tutorials for all math students. | Approval for this request was not received for the 2016-2017 academic year. | Math faculty have expressed a continued interest in fulfilling this goal. Therefore, a request will be made again in the next strategic plan. |
| **Provide professional developmental opportunities for the integration of course technology in the classroom.**  | Increase the number of instructors using comprehensive subject-based course management tools by providing training and support for faculty interested in incorporating additional technological resources in the classroom. | Instructors attended demonstrations provided by HAWKES Learning System. This homework/course management system was piloted and compared to WebAssign, a system more widely used within the department. | A comparison of student results in the pilot revealed that students performed at a lower level when compared to those that used WebAssign. The department will continue use WebAssign along with MyMath Lab (Pearson.) |
| **Purchase new equipment to enhance laboratory instruction and dispose of chemical waste from labs.**  | Purchase of a new analytical balance to replace old and worn balance. Remove chemical waste to prevent buildup of toxic material and ensure that items are disposed of properly.  | The department was given approval to purchase a new analytical balance.   | Students in CHM 112 lab are now able to collect quantitative data in their labs, which is essential to proper treatments of kinetics and equilibrium problems. Also, the acquisition of the Vernier interfaces and probes have allowed CHM 111 and 112 students to conduct quantitative experiments that cover more of the chemistry course. For example, students can now study the relationship between solvent vapor pressure and temperature (the Clausius Clapeyron experiment) which are central to the study of intermolecular forces in CHM 111. In CHM 112, students can study the relationship between reaction rate and temperature (the Arrhenius experiment). Both of these are fundamental foundational concepts. |
| **Submission date: September 15, 2017** | **Submitted by: Nakia R. Robinson** |