

I. Program Description

A. What is the primary mission of your program (check all that apply):

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|-------------------------------------|------------------|--------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Basic Skills | <input type="checkbox"/> | Cultural and Personal Enrichment |
| <input checked="" type="checkbox"/> | Transfer | <input type="checkbox"/> | Academic Support/Learning Resources |
| <input type="checkbox"/> | Career/Technical | | |

B. Program Description

If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

<http://www.research.fhda.edu/factbook/deanzadegrees/dadivisions.htm>

CTE programs refer CTE Program Review Addenda reports www.deanza.edu/gov/IPBT/resources.html

- 1 # of Certificates of Achievement
 # of Certificates of Achievement-Advanced
 # of AA, AS Degrees
- 2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section II below:
 - a. How many people are served?

<input type="text"/>	# of Students	<input type="text"/>	# of Staff
<input type="text"/>	# of Faculty		
 - b. Number of employees associated with the program?

<input type="text"/>	# of Students	<input type="text"/>	# of Faculty
<input type="text"/>	# of Staff	<input type="text"/>	# of Part-Time Faculty

II. Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link):

http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm

1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	The Mathematics Department Latina/o population increased from 2189 in 2007-08 to 2484 in 2009-10. However, the Latina/o percent of the total population remained at 13%. The Black population increased from 556 in 2007-08 to 645 in 2009-10, but remained at 3%. The Pacific Islander population decreased slightly from 2007-08 to 2009-10, but remained at 1%. The Filipino population increased slightly but remained at 6%. The largest increase was the combined Other/Unrecorded groups. Together, they increased from 11% to 19% of our total population.
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2 Trends related to closing the student equity gap relative to college's stated goals: (refer to <http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p16)

Explanation:	In 2007-08, the combined Latina/o, Black and Filipino overall success rate was 51% overall, and 50%, 48%, and 55%, respectively. The overall department success rate was 63%, with the success rate for the remaining groups of students at 67%. The 2009-10 overall success rate was 61% with the success rate for the remaining groups at 64%. The Black and Filipino success rates also decreased to 47% and 53%, respectively. However, with the surge in the Other/Unrecorded groups, it is impossible to tell if the decreases are significant or not.
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3 What progress or achievement has the program made relative to the plans stated in the 2008 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See:

http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	We offer the Math Performance Success program, EnableMath, and LinC programs. The MPS program has been our most successful program in increasing success rates and decreasing the student equity gap. We have several hundred students on the wait list for MPS. We can only expand that program if we get more counseling support redirected to MPS and more student tutors. Until then, we will continue to serve approximately 200 students per quarter in the MPS program.
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4 Overall enrollment growth or decline of all student populations

Explanation:	Overall, the Mathematics Dept enrollment grew by 17% and WSCH grew by 18%. If the department had more facilities and instructors, it could continue to grow as several courses still have considerable wait lists.
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B. Did your program implement any curriculum, program reorganization, etc. changes as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program?

Change:	The tutoring support used to be in the Language Arts Division. It is now part of the Learning Resources Division. The department is currently working on an AA in Mathematics Transfer degree due to the March 2011 state approval of such a degree in conjunction with CSUs and SB 1440.
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Explanation:	The college reorganization is the reason for the dept tutoring structure change. The passage of SB 1440 and state work is the reason we are going to be allowed to offer the AA in Mathematics Transfer degree.
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C. Based on the 2008-09 Comprehensive Program Review, Section I.C., "Main Areas of Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

See: http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	We continue to work toward improving our retention and success rates. We know that offering more sections of the MPS program will greatly increase success. However, we can only offer more sections when we get additional counseling support redirected to the program. The percent of non-transferable (i.e. developmental) mathematics courses is 42%. Our overall percent of full-time FTEF has decreased over the past three years from 55% to 51% with most of the developmental courses taught by part-time faculty. We are still trying to improve consistency among the approximately 200 sections of developmental mathematics we offer each year.
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D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics; please see "CTE Program Review Addenda" at:

www.deanza.edu/gov/IPBT/resources.html

Identify any significant trends that may affect your program relative to:

- 1 Curriculum content,
- 2 Future plans for your program e.g. enrollment management plans.

No significant change

Impact:	
Explanation:	

E. *Career Technical Education* (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

<input type="checkbox"/>	No significant change
Impact:	
Explanation:	

III Select IIIA or IIIB below:

Note instructions and materials for this section can be found at: [https:// www.deanza.edu/slo](https://www.deanza.edu/slo)

A. For programs whose primarily align to the Institutional Core Competencies, ICCs: attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s)

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input checked="" type="checkbox"/>	course-embedded	<input type="checkbox"/>	surveys
Other, describe here:			

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (*Division Deans shall be sent that report*). What percentage of courses that should undergo a SLOAC process are:

<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>	54	complete	<input type="checkbox"/>	in progress	<input checked="" type="checkbox"/>	46	scheduled to be assessed
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3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

Full-time faculty worked in groups to develop and assess the SLOs for each course. On 4/8/11, much of the full-time faculty spent the entire afternoon discussing the assessments, the results, and completing the SLOAC process for the courses. Some of the remaining courses only have 1 section per term and individuals need to complete that work.
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4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result:	49% of our courses are taught by part-timers, leaving remaining full-timers to work on all tasks. The part-timers are not available to assist with this work.	plan/enhancement:	none - we need more full-time faculty to do enhancements
summarize result:		plan/enhancement:	

B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s):

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

course-embedded surveys

Other, describe here:

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (*Division Deans shall be sent that report*). What percentage of courses that should undergo a SLOAC process are:

NA complete in progress scheduled to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result:	<input type="text"/>	plan/enhancement:	<input type="text"/>
summarize result:	<input type="text"/>	plan/enhancement:	<input type="text"/>

Department Summary

IV. Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.

See: http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

V. Resource requests include: staff, faculty, materials, "B" Budget, faculty refresh, Measure C equipment

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

<input type="checkbox"/> Rank	<input type="checkbox"/> Replace	<input type="checkbox"/> Growth
Position:	Faculty (If we hire 5 people this spring as allotted, then we will need a total of 9 more faculty.)	
Department:	Mathematics	Contact person: Barbara Illofsky extension: 8211

1 Briefly state below how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

Statement: We need full-time faculty to participate in professional development, do the dept work, be available to students, and be involved, so that our students are more successful in their course.

2 Highlight FTE, PT/FTE ratios, and WSCH that support your request below:

For the previous year, 51% of our courses were taught by FT faculty. To reach 75% of FT, we need an additional 14 positions.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

- 4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next Comprehensive Program Review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

Student success rates, office hour availability, dept work needs met.

- B. As applicable, list your requests for:

Materials, "B" Budget, faculty refresh, Measure C equipment

refer to: http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit materials, "B" Budget, faculty refresh, Measure C equipment, requests below in ranked order: (copy this section as needed.) List 3 here, keep a prioritized list of all items on hand.

2	Rank	<input checked="" type="checkbox"/>	Replace	<input checked="" type="checkbox"/>	Growth
Item Description:		(1) Computers for labs and classes and software; (2) E35 & S44 Split oversized classrooms into 2 labs and 2 classrooms, furnish labs <furniture & multimedia>; (3) SC3130, increase from 30 to 40 students by purchasing computers & furniture			
Cost Estimate:		(1) \$95,000: 40 computers @ \$2000 each, \$15,000 mathematics and general software; (2) \$190,000 (E35) + \$80,000 (S44); (3) \$60,000 (SC3130)			
Contact person:		Jerry Rosenberg, Dean		extension	8669

- 1 Briefly state below how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

(1) We need computers to maintain and increase our EnableMath and other offerings. Statistical and graphic/calculus software helps to increase student learning. (2) Incorporate technology & visualization into mathematics instruction; increase student access to technology. (3) Schedule ENGR courses lecture/labs.

- 2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

42% of our last year's 558 classes were in developmental mathematics. Many of these sections use the computer lab. We offer over 100 sections per year of elementary statistics. The number of instructors using computer software data analyses packaging is increasing.

- 3 If applicable, discuss PLOAC outcome assessment results that support the program need for this resource below:

- 4 Please note: It is an expectation that all resource that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource to your program below:

Criteria: Increased success rate, including closing of the ethnicity gaps. Decrease overcrowding of labs and allow more students access to technology

Dean's Summary

VI. Resource Requests include: staff, faculty, materials, "B" Budget, faculty refresh, Measure C equipment

- A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

<input type="checkbox"/> Rank	<input type="checkbox"/> Replace	<input type="checkbox"/> Growth
Position:		
Department:		
Contact person:		extension

- In addition to the Department's rationale and from a dean's perspective, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:
- Address FTE, PT/FTE ratios and WSCH that support your request below:
- In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:
- It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:
Criteria:

B. As applicable, list your requests for:

Materials, "B" Budget, faculty refresh, Measure C equipment

refer to: http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit materials, "B" Budget, faculty refresh, Measure C equipment, requests below in ranked order: (copy this section as needed.) List 3 here, keep a prioritized list of all items on hand.

<input type="checkbox"/> Rank	<input type="checkbox"/> Replace	<input type="checkbox"/> Growth
Item Description:		
Cost Estimate:		
Contact person:		extension:

- From a Dean's perspective, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:
Rational here:
- Highlight FTE, PR/FTE ratios and WSCH that support the request below:
- If applicable, discuss PLOAC outcome assessment results that support the program need for this resource below:
- Please note: It is an expectation that all resources that are allocated (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as a Dean, may use to assess the effect of this additional staff/faculty position to your program below: