

**Instructions:** The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO INTO TRACDAT!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: [papemary@fhda.edu](mailto:papemary@fhda.edu).

Section I: Overall program description (including CTE)

Section II: Overall student enrollment and success

Section III: Equity

Section IV: Assessment Cycle

Section V: Resource requests

In TracDat. Limit narrative to 100 words.

	<b>Information Requested</b>	<b>Explanation of Information Requested.</b> <b>? TracDat Help button will reveal the same cues (sorry no hyperlinks in TracDat)</b>
	<b>Program Description</b>	
	Department Name:	Mathematics
	Program Mission Statement:	PLO #1: Analyze and synthesize the concepts of mathematics from a graphical, analytical, numerical, and verbal approach. PLO #2: Demonstrate and apply a systematic and logical approach to modeling and solving mathematical problems. PLO #3: Use correct notation and mathematical precision in communicating mathematics. #1 and #2 relate to the Institutional Core Competency "Critical thinking". #3 relates to "Communication and expression".
I.A.1	What is the Primary Focus of Your Program?	Transfer
I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills
I.B.1	# Certificates of Achievement Awarded	

I.B.2	# Certificates of Achievement-Advanced Awarded:	
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	14
I.B.4	# AA and/or AS Degrees Awarded:	
I.B.5.	Trends in # Degrees Awarded	Our awarded degrees remain in teens. There is slight fluctuation but no big changes.
I.B.6.	Strategies to Increase Awards	We will discuss significance of awarding degrees and ways to encourage students complete the requirement. We will encourage the faculty to make in class presentations and flyer with information in the minimal requirement for completing the degree will be placed in different locations on campus.
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	Perkins Core Indicator Reports: <a href="https://www.calpassplus.org/LaunchBoard/Home.aspx">https://www.calpassplus.org/LaunchBoard/Home.aspx</a> Cal-PASS Launchboard SWP Metrics: <a href="https://www.calpassplus.org/LaunchBoard/Home.aspx">https://www.calpassplus.org/LaunchBoard/Home.aspx</a>
I.C.2	CTE Programs: Labor Market Demand and Industry Trends :	<a href="https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj">https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj</a>
I.D.1	Academic Services and Learning Resources: # Faculty Served	
I.D.2	Academic Services and Learning Resources: # Students Served	
I.D.3	Academic Services and Learning Resources: # Staff Served	
I.E.1	Full Time Faculty (FTEF)	60.6
I.E.2	# Student Employees	0
I.E.3	Full Time Load as a %	FT: 41.6% Overload: 15.5% PT: 42.9%

I.E.4	# Staff Employees	
I.E.5	Changes in Employees/Resources	
	<b>Enrollment</b>	
II.A	Enrollment Trends	<p>Our consecutive census enrollment for the past five year has been:</p> <p>2013-14: 23,838  2014-15: 22,923  2016-17: 22,766  2017-18: 21,247  2018-19: 18,317</p> <p>Enrollment has declined 13.8% over the past two years giving us a total 23.2% drop over the last 5 years. College as a whole is down but we specially were affected by changes to our courses imposed by AB705. Having new courses that students are not very familiar with along with new placement process all are factors.</p>
II.B	Overall Success Rate	Our success rate for the past two years and in fact last 5 years has remained practically unchanged maybe about 3% higher over the 5 years.
II.C	Changes Imposed by Internal/External Regulations	<p>AB705 was really the main regulation that changed our department.</p> <p>To help our students at the pretransferable level we offered new Intermediate algebra courses in addition to our traditional one. The new courses had a tough time with enrollment and we had to take steps to include them as acceptable prerequisite for our other course and across the campus.</p> <p>We developed and offered corequisite courses with the challenges of scheduling, staffing, and placing students in them.</p> <p>Placement in general was a big process. We developed and implemented Guided Self-placement.</p>
	<b>Equity</b>	In order to meet the goals within our <a href="#">State Equity Plan</a> , <a href="#">Institutional Metrics</a> , and <a href="#">Educational Master Plan</a> , the following section asks you to reflect on questions focused on student equity to help inform our goals._
III.A.	Program Success	We had a joint meeting with the math department at Foothill and discussed ways to increase consistency between campuses and discussed equity issues.
III.B.	Enrollment Trends	The percent of our population of African Americans, Filipinx, Latinx and Pacific Islanders has remained practically the same over the past 5 years. However as the enrollment drops the number of each population drops.
III.C.	Success, Non-Success and Withdraw Rates	Our equity gap for African Americans is -16, for Filipinx -5, Latinx -16 and Pacific Islanders -13 which continues to be of concern. Our foster youth gap is -35 which is the highest among all

		groups. We can continue our MPS program to support the students of different background get the academic and counseling support they need. Some of our faculty attend equity workshops and bring their training to the department which can be helpful.
III.D.	Equity Planning and Support	More counseling support and workshops purely dedicated to equity and math would be helpful.
III.E.	Departmental Equity Planning and Progress	<ul style="list-style-type: none"> <li>Professional Development – Course design, faculty recruitment and content delivery</li> <li>Enhanced support for students – tutoring and counseling</li> </ul>
III.F. Yes/No o Box	Assistance Needed to close Equity Gap	
	<b>Assessment Cycle</b>	
IV.A	SLOAC Summary	Not a direct result but maybe the process motivated faculty to design different assessment methods and find ways to better measure students' level of understanding.
IV.B	Assessment	We assess every course every year.
	Resource Requests	
V.A	Budget Trends	
V.B	Funding Impact on Enrollment Trends	
V.C.1	Faculty Position(s) Needed	5 positions due to vacancy
V.C.2	Justification for Faculty Position(s):	In the past program review we asked for 7 positions. One was removed and we were approved for 3. That leaves us another 3 that we still need. In addition to that we have lost two more full time faculty this year. So replacement alone would mean we need 5 fulltime faculty. Only 42% of our courses are taught as fulltime load which means we are heavily shorthanded and understaffed. It is also worth mentioning, the individuals who meet our min quals can find jobs with much higher pay than parttime employment so it has become very hard to recruit parttime faculty. We have tapped out the local market of qualified candidates. We face the prospect of a reduction in the number of sections we are able to offer as we lose full-time instructors without adding any new ones. By the end of this year there is a good chance we could possibly expect one or two more faculty retiring which will bring our need to 7 positions.
V.D.1	Staff Position(s) Needed	None needed
V.D.2	Justification for Staff Position(s):	
V.E	Equipment Requests	We request site licenses for mathematical and statistical software: MatLab.
V.F	Facility Request	A factor limiting our ability to expand enrollment is the availability of dedicated classrooms in

		<p>high-demand time slots specially as we offer courses that require special timing (such as corequisites and possible stretch courses). As we expand MPS we need rooms that we can allocated blocks of two hours daily for each class. We have two computer lab rooms that have been designed to serve just that business and are not ideal classrooms. The rooms are in very convenient locations near the tutoring center and MPS tutoring room. A refunctioning of these rooms to be more optimal for lecture classes would make them multipurpose and give us more options.</p> <p>We request \$175,000x2 to update rooms S42 and S44 (specially S42) which with modification can easily be used both as a classroom and computer lab. Those rooms are not being utilized efficiently as there are old style table configuration with bolted down tables and data cables passing through them. The projector placement does not give students a reasonable view of the presentations.</p>
V.G	Other Needed Resources	<p>Instructor copies of on-line textbooks.</p> <p>Increased budget for photocopying.</p> <p>Funding for department workshops and/or retreats.</p>
V.H.1	Staff Development Needs	
V.H.2	Staff Development Needs Justification	
VI.	Closing the Loop	<p>We plan to assess the outcomes of receiving additional resources by analyzing the data in light of the degree to which it supports:</p> <ul style="list-style-type: none"> <li>• increased enrollment</li> <li>• decreased equity gap</li> <li>• improved overall success rates</li> <li>• increase the number of degrees awarded</li> </ul>
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