



Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?

Decreasing

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

Our enrollment increase was consistent with the decrease in enrollment of the college as a whole. Over the last five years our program enrollment has ranged from between a third to fifty percent of the college enrollment and as a result our program's enrollment is very sensitive to the changes in the enrollment of the college as a whole.

3. Are the demographics of students in your program similar to those of the College, as a whole?

Yes

4. If no, please describe why they differ (600 characters max).

[Empty text box for response to question 4]

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?

Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, please describe why your program is unable to do this. (600 characters max).

Section B - Course Success Rate

Examine your program’s course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program’s course success rate in 2014 higher than the college standard of 66.7%?
No
2. Was your program’s course success rate in 2014 higher than the overall college success rate?
No
3. Is your program’s course success rate increasing, decreasing, or remaining constant?
Increasing
4. Are there gaps between demographic groups (ethnicity, gender) in your program’s course success rate?
Yes
5. Briefly describe the reason(s) for the trend in your program’s course success rate, and for any gaps between demographic groups (600 characters max).

The success rates for math are significantly below the college average. It is not uncommon for math success rates to be below those of other courses at all educational institutions because of the level of difficulty of the subject.

The success rates for math rose for three consecutive years and, after a small decline in 2013, was higher in 2014 than it has been in the last five years. We are now at 58.7%, rising by over three percentage points from where we were five years ago. We hope to continue with this great trend.

6. Are you able to increase your program’s course success rate and/or close gaps between demographic groups?
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



7. If no, why not? (600 characters max)

Section C - Productivity

Examine your program’s productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program’s productivity in 2014 higher, lower, or equal to the overall college standard of 525?
Higher
2. Is your program’s productivity increasing, decreasing, or remaining constant?
Remaining Constant
3. Is your program’s course fill rate increasing, decreasing, or remaining constant?
Increasing
4. Briefly describe the reasons for the trends in your program’s productivity and course fill rate (600 characters max).

Math is a required subject for all students, so demand for courses/sections remains high. We have had slight fluctuations based on college/state budgets, but overall we are doing very well in terms of fill rate and productivity.

5. Are you able to increase your productivity and/or course fill rate?
No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, why not? (600 characters max)

We already have a high course fill rate and productivity rate.

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?

Yes

If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

Our degree is only in its second year and the number of students graduating with a degree in Math has stayed very close for the two years. There isn't enough data to look at trends yet.

Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?

Yes



4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

We've only offered a degree for the past two years.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?
No
6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

8. If no, why not? (600 characters max)

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?

No

2. If yes, why haven't they been assessed? (600 characters max)

All SLOs were assessed and entered into TracDat in keeping with our five-year rotational plan for all of our courses. The SLOs were added to the COR in Curricunet. We separated DE classes (online/hybrid) from face-to-face in our assessment results and the SLOS were added to the course outline of record.

3. What percentage of your program's courses have assessed at least half of their SLO's?

86%

4. Have you made any changes to courses based on the results of SLO assessment?

Yes

5. If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).

We started offering Intermediate Algebra for Non-STEM Majors. This course offers a less rigorous options for students who are going non-stem fields and provides them with only the material that they need to be successful their field of study. We also offer both accelerated and stretched versions of our developmental classes so that students could have the option of tailoring their classes to fit their individual needs and promote their success. .



6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?

9 Courses

7. How closely have you adhered to your SLO rotational plan?

Mostly

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

We have mostly adhered to our rotational plan, and we're working towards our goal of complete adherence.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

Almost all of our classes map to ISLO # 2 (Quantitative Reasoning). Math courses significantly contribute to the development of quantitative reasoning skills of our students which are necessary for every aspect of their studies here at the college, and as they go out into the community and the workforce.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?

6

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?

No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



12. If no, why not? (600 characters max)

We are already adhering to the SLO requirements.

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
No
2. How have these changes impacted student learning? (600 characters max)

Our Budget has not changed for several years.



Section G - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
Math	Computer	CS1501 MATH150 2	Math/CS Computer Lab	The Computer Science and Math Department need a shared computer lab to accommodate the increase in course offerings requiring computers. There will be decreased availability due to our plan to hire a full time computer science faculty.	40,000		40,000	H	H	H	H	Yes	Pending	
Math	Computer	VCIT1506	SCI-225/225 Math Lab Update	This math lab gets heavy use each semester. We would like to upgrade all 48 computers in this lab. Each	48,000		48,000	H	H	H	H	Yes	Pending	



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				lab computer will cost approximately \$1000/computer.										
Math	Computer	VCIT1509	Upgrade 10 end of life projectors in the Math/Science classrooms.	10 classrooms in the math/science building have been identified as having end of life projectors. We would like to replace these units with brighter, more efficient projectors.	15,000		15,000	H	H	H	H	Yes	Pending	
Math	Facilities	MATH1503	Room Renovations	Many of our classrooms need renovations. The rooms on the ground floor needs to be painted and have the carpet changed. Specifically SCI 228, SCI 229, SCI 227 and SCI 230. All the room on both floors	-	-	-	M	M	M	M	No	- Select -	



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				(SCI 350, SCI 351, SCI 352, SCI 353, and SCI 354) need to have the outdated AV cabinets removed to make room for more whiteboard space. Installing sliding white boards in these rooms would create a much better learning space for our students.										
Math	Equipment	MATH150 1	New Classroom Computer Prjectors	Our current projectors put out 2500 lumens and are don't work well for students. We're requesting that they be replaced with either THE INTERACTIVE or THE COLLEGIATE projectors. The	-	-	H	H	H	H	Yes	Pending		



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				<p>interactive is a “short throw” projector that would be mounted directly above our existing white boards. It is rated at 3300 lumens, however, because it is so close to the board, it has a perceived brightness similar to the Collegiate Model. This projector comes with two digital pens that take advantage of the included software. There are basically 3 modes for projecting: Simple Overlay - the pen is used as mouse only (no software</p>										
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				needed), I-Pro - the pen can be used to draw (included software, installation required) and StarBoard - the pen with more options (included software, installation required) The lamps for both projectors should last between 3000-4000 hours which is quite a long time even for the amount we use them.										
Math	Equipment	MATH1504	Replacement of Ladybug Document Cameras	The Math Department needs document cameras that work more effectively since they are widely used by our faculty.	-		-	L	L	L	L	No	- Select -	
Math	None	MATH1404	Late Start Classes	These classes would be	-		-	M	M			No	- Select -	



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				designed to start several weeks into the semester after students have taken a couple of exams and determined that they lack the necessary background to be successful the class that they're in. This will give students an opportunity to salvage the semester by enrolling in a late start class. This will also improve success and persistence.											
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Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Math	MATH1503	Room Renovations	Many of our classrooms need renovations. Specifically SCI 227 which was not included in the plan for some rooms on the ground floor. All the room on both floors (SCI 350, SCI 351, SCI 352, SCI 353, and SCI 354) need to have the outdated AV cabinets removed to make room for more whiteboard space. Installing sliding white boards or using white board paint and modular tables in these rooms would create a	\$10,000 per room	College Funds	Facilities	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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			much better learning space for our students.									
Math	MATH1504	Replacement of Ladybug Document Cameras	Replacement of the Document Cameras with Hovercam Document Cameras or some other comparable document camera (\$350 each)	\$2100	College Funds	Equipment	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input checked="" type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low
Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority



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Math	MATH1404	Late Start Classes	These classes would be designed to start several weeks into the semester after students have taken a couple of exams and determined that they lack the necessary background to be successful the class that they're in. This will give students an opportunity to salvage the semester by enrolling in a late start class. This will also improve success and persistence especially for students in V03 V10 and V01.	\$15,000	College Funds	Faculty	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Math	MATH1601	Increase class offerings and a growth faculty position	Over the last 4 semesters we're had as much as 45% of our classes taught by adjuncts and it's getting increasingly difficult to staff all of our classes.	\$100,000	College Funds	Faculty	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
			We end up having to hire adjuncts each semester. We would also love to be able to grow our program.					<input type="checkbox"/> Close equity gaps				
Math	MATH1602	New Math Building	Our building is old and outdated and we don't have enough space to accommodate our program and it's growth.	\$25,000,000	College Funds	Facilities	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Math	MATH1603	Extend Math tutoring hours	The success rate of our students will improve if they we made tutoring mandatory at first sight of their struggles. In order to	\$600	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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			accommodate mandatory tutoring we need to extend the hours that tutors are available.					Certificates <input type="checkbox"/> Close equity gaps				
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Math	MATH1604	Create opportunities for outreach to underrepresented groups in the community	In order to increase the number of underrepresented students that we enroll in our program, we need to improve our outreach efforts.	unknown	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req High <input type="checkbox"/> Med <input type="checkbox"/> Low
Math	MATH1605	Encourage continuation through the courses immediately	Continued practice of this initiative can help with our overall enrollment numbers including underrepresented students. This can be very helpful in student success. Students lose a lot of their knowledge if they don't immediately go	None	Categorical	Faculty	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req High <input type="checkbox"/> Med <input type="checkbox"/> Low



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Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority
Math	MATH1607	Continue and increase opportunities for faculty to attend workshops to increase student engagement	Many of our faculty already attend workshops and conferences on student engagement and bring many strategies back to their classroom to help with student success. We need to increase these opportunities for more faculty to attend and faculty to keep attending.	\$15,000	College Funds	Faculty	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Math	MATH1608	Reduce class sizes for basic skills classes	Basic skills students have many questions and need a lot of extra time and attention to be	\$15,000	College Funds	Faculty	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate	<input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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			successful. By reducing the class sizes we could provide these students what they need to be more successful.					<input type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Degrees/ Certificates <input checked="" type="checkbox"/> Close equity gaps				
Math	MATH1609	Develop New Math tutoring program	Develop a math tutoring program to have tutors in the classroom to increase student engagement and participation in the tutoring program and leads to student success.	\$24,000	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Degrees/ Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Math	MATH1610	Develop a tutoring preparation course designed specifically for math courses	Math tutors could benefit from training that specically designed for tutoring math classes that would help them	\$1440	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Degrees/ Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority
Math	MATH1611	Develop a brochure for the math degree	A math brochure could be an effective way to make students aware of our degree and can increase enrollment numbers and the number of students getting math degrees.	unknown	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Math	MATH1612	Continue to encourage faculty to advertise the degree in their classes	This could be another effective way to make students aware of our degree and can increase enrollment numbers and the number of students getting math degrees.	None	None	Other	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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Math

								Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Degrees/ Certificates <input type="checkbox"/> Close equity gaps				
					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under- represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Degrees/ Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.



Section I – Process Assessment

How have the changes in the program review process this year worked for your area?

How would you improve the program review process based on this experience?

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

Section I – Submission Verification

Preparer:

Dates met (include email discussions):

List of Faculty who participated in the program Review Process:

Preparer Verification:

I verify that this program document was completed in accordance with the program review process.

Dean Verification:

I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*



APPEAL FORM

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council. You will be notified of your time to present.