



GAVILAN COLLEGE

*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Instruction

Program Name:	Math
Academic Year:	2019/20

Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f.[AP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

[Check here for Timeline](#)

A. Executive Summary

(Complete this section last).

1. Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

B. Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Mathematics program is one of the five degree programs in the Natural Sciences Department. The program offers A.A. and A.S. - T degrees in Mathematics. The program offers both developmental and transfer level courses for STEM and non-STEM majors.

Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
- a) Each goal since the last program plan and review and
 - b) PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
To increase retention and first time success rates for students enrolled in transfer level math courses	<ul style="list-style-type: none">1.) We have increased number of sections of online courses, hybrid courses, cohort support courses and stand-alone support courses.2.) We have expanded statistics offerings.3.) We have initiated support meetings for statistics instructors in order to provide training and mentoring.
To implement guided pathway supports for all STEM students in our math classes to increase success rates in our Precalculus and Calculus courses and transfer rates of our STEM students to four-year universities.	STEM Center STEM Academy Math bootcamps Summer bridge program Academic Excellence workshops Please see STEM Center report.

	<p>Precalculus and Calculus students were provided with broad-based career and transfer option information via collaboration with San Jose State University. Approximately ten instructors from San Jose State University presented program information on Gavilan campus, including immersion meetings with specific STEM classes. Former Gavilan students with internship experiences provided information and mentoring for current Gavilan students interested in pursuing internships.</p>
<p>To implement the immersion model into transfer-level courses.</p>	<p>We have offered a prototype accelerated precalculus course twice and will launch the official version in the spring of 2020.</p>
<p>To investigate open-source textbooks options for possible implementation into our courses.</p>	<p>One instructor has utilized an open-source text in his statistics class.</p> <p>Other statistics instructors attended an informational presentation on the implementation and are considering adoption for future semesters.</p> <p>The department provides free textbooks (hard copy) to selected Algebra 2 sections.</p>
<p>To utilize technology for classroom instruction and for information-sharing purposes.</p>	<p>Many statistics courses have implemented online homework, video materials and interactive simulations via Pearson My Lab and Mastering, fully integrated with Canvas.</p> <p>Math instructors have increased utilization of Canvas in face-to-face, hybrid and online sections.</p> <p>Instructors have increased sharing of instructional resources via Math Department Canvas page.</p>

3. Have the services of your program changed over the past three years? Please explain (300 words or less).

-Addition of STEM Center
 -More support classes and sections with embedded tutors for transfer-level Statistics, Business Calculus, Precalculus
 -Reduction of pre-transfer course sections
 -Expansion of "SLAM" path offerings (Statistics, Math for Liberal Arts.)

C. Program Overview

1. List program degrees and certificates under this department according to the [college's online catalog](#).

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Associate in Science in Mathematics degree
Associate in Science in Mathematics for Transfer degree

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

Service Learning for some statistics sections; internships
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D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer** [\[view\]](#) by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCCO Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: [GavDATA](#) -->Program Review/ Equity--> D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall-success to the college average.

1. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

In general, success rates in Math courses are typically 66-69%, slightly lower than the overall Gavilan success rate of approximately 70%. This is not unexpected, given the challenging nature of many math courses combined with weak mathematics preparation of some Gavilan students.

Disregarding groups with low case counts, there appears to be minor gaps between success rates for females and males, with males showing slightly lower success. It is a concern that success rates for Hispanic is lower than the overall average success rate.

The overall trends in success rate seem to be relatively constant over the past three years.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Path: [GavDATA](#) -->Program Review/ Equity--> D2. One Year Persistence Rate

2. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

College persistence rates:

Fall 2015: 45%

Fall 2016: 48%

Fall 2017: 47%

Math/Natural Sciences persistence rates:

Fall 2015: 61%
Fall 2016: 57%
Fall 2017: 57%

Math/Nat Sciences persistence rates are higher. Perhaps STEM majors are more committed than others.

3. What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: [GavDATA](#)--> Program Review/ Equity-->D3. Course Rates by Unit

Our department needs to discuss our set goals for course success.

Math course success rates:

67%: 2017-18

66 %: 2017-19

Below are some success rates for individual courses with multiple sections:

Math 5 (Intro to Statistics) success rates:

69%: 2017-18

67 %: 2017-19

Math 240 (Algebra 2) success rates:

66%: 2017-18

65 %: 2018-19

Our course success rates were slightly lower than the overall college rates (71% in both years) but similar to Liberal Arts and Sciences rates (66 % in both years)

4 – 6: N/A



Consider addressing success goals in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. Using the path above, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

Path: [GavDATA](#)-->Program Review/Equity-->D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

Lowest success rate differences among "Unknown" (-16%), followed by Hispanic (-2%) and Current and Former Foster Youth (-2%).

We can attempt to address equity gaps by early intervention - using programs such as Early Connect. Additionally, we can encourage students to enroll in Guidance and support classes, seek tutoring, etc.

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

Our most recent employee hires reflect our commitment to diversity/inclusiveness.

9. Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: [GavDATA](#)--> Program Review/ Equity-->D9. Course Success Rates-->Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Online courses:

2016 Success rate: 59%

2017 Success rate: 70%

2018 Success rate: 68%

Face-to-face (lecture) courses:

2016 Success rate: 56%

2017 Success rate: 63%

2018 Success rate: 65%

The success of online courses seems to be getting better over time. Online courses appear to have higher success rates than lecture courses. This may be because it is more difficult to proctor online course exams versus in-person exams.

10. N/A

Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "[Majors by Program, 2008-2019](#)" for declared majors by year, unduplicated headcount.

Path: [GavDATA](#) Program Review and Equity D11. Count of Degrees and Certificates Awarded

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Year	Degree/ Certificate	Goal for Completion	Actual Degree Completion
2016-17	Physics/ Engr/ Math (this data was aggregated)		4
2017-18	Physics/ Engr/ Math		12
2018-19	Physics/ Engr/ Math		8

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

The "Majors by Program" document does not seem to address the number of intended *graduates* by program for each year, so comparing these two sets of data seems like comparing apples to oranges.

We have not discussed a specific set goal for our department; however, it is clear that our degrees conferred are quite low. The STEM program (i.e. STEM Center, Academy, faculty mentors, internships) will hopefully increase interest in our program.



If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.

[curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes: **No:**

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (<-- requires your email log-on)?

Yes: **No:**

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes: **No:**

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes:

No:

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance (200 words or less)?

All SLO's are in compliance.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

Student Learning Outcomes (SLO)

Path: Gavilan College Intranet-->[curriQunet](#)

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be? Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

70% success or higher

SLO Disaggregation

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)?

No overwhelming trends. Success rates tend to go down as course level goes up. (Exceptions: for Multivariable Calculus, Differential Equations, and Linear Algebra-- the most advanced courses-- rates were high, probably due to the maturity of students and quality of instruction.)

Program Learning Outcomes (PLO)

Path: [Gavilan College Intranet](#) --> Program Planning --> Student Learning Outcomes Assessment Reporting --> Program Level SLO (Far left) --> Instructional --> Select program

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

Not sure about set goal-- perhaps 70% success rate?

PLO results were quite good for 2017-18, with 5 of the 7 assessed questions yielding 78% or higher success rates ("success" being defined as scoring 70% or higher). One question that yielded somewhat low results in the differential equations course had to do with the interpretation of a motion equation. In the linear algebra course, a question that yielded low scores was on a topic (eigenvalues) taught late in the course.

The instructors involved in the PLO evaluation recommended incorporating more project-based learning, with emphasis on real-world applications.

Institutional Learning Outcomes (ILO)

21. How aligned are your SLOs and PLOs to the ILOs (200 words or less)?

PLO 2 (*Compare and contrast various mathematical models and then apply the appropriate model to real world problems*) seems to align well with ILO 1 (*Think Creatively and Effectively*)

PLO 3: *Describe, compare and contrast various mathematical functions using everyday language and*

PLO 4: *Describe, compare and contrast various mathematical properties and operations for real and imaginary numbers using everyday-language*
seem to align well with ILO 2: *Communicate Effectively*.

We don't have PLOs that align closely with the other ILOs (*Practice Social Responsibility and Cultivate Well-Being*).

We could consider adding to/adapting our PLOs to connect with these latter ILOs.

22. N/A



Consider addressing LOs in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

New courses: Math 11 (combined Precalc 8A and 8B); Summer Math 5 Online; Math 5 Express (8-week version);

Add different formats for support courses (late-start; Saturday support days; winter-term online stats; summer Math 5)

Math 5 (Statistics) bootcamp

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

Math 16 (Discrete Math)

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

Path: Gavilan Intranet-->Argos-->Gavilan Schedule-->Schedule by Division and Department-->Select term, division and your department then press 'run dashboard'.

To Create a PDF of your results above: After obtaining results, go to the top of the screen: Reports-->Schedule Reports by Division and Dept svc-->Run

Location/Times/Delivery Method Trend Analysis:

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

To support non-STEM majors in meeting the general education transfer-level math requirement, Math 5 (Statistics) courses are offered in multiple modalities including face-to-face, face-to-face with co-req support class, full semester hybrid, 8-week accelerated, fully online asynchronous, summer face-to-face and summer online. General education math courses are also offered on the main campus as well as off-site areas.

For STEM majors, classes are offered in the appropriate sequence; at various times; however, completion in two years is dependent on preparation prior to entering Gavilan.



Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

* **Path:** [GavDATA](#)--> Program Review/ Equity--> F1. Faculty workload (FTEF) by Full-time/ Part-time-->Find Program

Academic Year	Number of Full Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
2017-18	6	? not in GavData	FT: 11.1 or 28.9% PT: 26.3 or 68.2%	38.5
2018-19	6	? not in Gav Data	FT: 11.8 or 28.9% PT: 28.3 or 68.9%	41.0

How have and will faculty with reassigned time, grant commitments and activity, projected faculty retirements and sabbaticals affected personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

One full-time faculty has transitioned to the interim dean position while another full-time faculty administers the STEM grant. This has negatively impacted the percentage of courses taught by full-time faculty.

Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

* **Path:** [GavDATA](#)-->Program Review/ Equity--> F2. Enrollment Variables and Trends-->Find Program

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
2016-17	34.2	609	312	\$882,779.00	\$1,056,784.36
2017-18	38.5	498	216	\$787,940.00	\$1,061,221.18
2018-19	41.0	527	215	\$1,074,077.38	\$1,157,103.03

Your Program Cost per FTES average is: \$2004.35

College-wide Cost per FTES average is: \$7,203.44

Statewide Funding per FTES: \$3,727.00

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

Our program cost is much lower than the college-wide cost. Our program would benefit from a redistribution of monetary resources in our favor to enhance student access to in-classroom technology (computers and software) and course materials.

Evaluation of Resource Allocations

4. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
			lack sufficient information for this metric	

Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

Guided Pathways - STEM based English classes



Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the [Educational Master Plan](#), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

Threats: placement decisions based upon AB 705; funding formula



Consider addressing this in your Three-Year Program Plan at the end of this document.

G. Career Education Questions

External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)?**

Employment

The following questions can be answered using the labor data from Cal-PASS Plus on [Launchboard](#). **You will need to create an account before accessing [Launchboard](#).**

Path: Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)?**

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

"Insufficient data to calculate metric"

3. What percentage of students is attaining a living wage **(100 words or less)?**

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

"Insufficient data to calculate metric"

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment. **All replies should consist of 100 words or less.**

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

3. What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

Review Process Feedback

1. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

Example Three-Year Program Plan Goal Setting Worksheet

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

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<p>Goal</p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested.</p> <p>If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion</p> <p>Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>Increase proportion of EOPS students completing degrees by five percentage points</p>	<p>Mission statement: engages students of all backgrounds.</p> <p>Strategic Plan: Goal 4</p> <p>SAO Results: Outcome 1; 76% of students completed 3 counseling visits</p>	<p>Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule</p>	<p>Dean, Special Programs</p>	<p>None</p>	<p>December 2021</p>	<p>In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase</p>
<p>Eliminate ENGL1A course success rate achievement gap between Foster Youth and general student population</p>	<p>Mission statement: Supports innovate practices</p> <p>Strategic Plan: Goal 4: Improve Equity</p> <p>SLO Results: No direct connection</p>	<p>Partner with EOPS to create a Foster Youth ENGL1A intervention team</p>	<p>Chair, Department of English</p>	<p>None</p>	<p>September 2020</p>	<p>Compare foster youth success rates in ENGL1A before the intervention and after implementation of the intervention</p>

Three-Year Program Plan Goal Setting Worksheet

Math and Math Lab

****Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal** One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
Increase enrollment in support courses and boot camps	Alignment of program with AB 705 legislation; increase completion of transfer-level courses	Advertising, describing support courses to counselors, offering late-start support classes	All full-time math faculty		Ongoing till 2021-22 (next review)	We will compare annual enrollment data between 2018-19 and 2021-22.
Increase the percentage of course offerings taught by full-time faculty to 50%.	Full-time faculty are responsible for college-wide planning of implementation of innovative practices in both traditional and emerging learning environments. Full-time faculty have a bigger on-campus presence.	Replacement of full-time math position and addition of full-time math position	Department chair	Funding for one replacement (if necessary) and one additional full-time instructor	Ongoing till 2021-22 (next review)	We will compare annual data between 2018-19 and 2021-22.
Increase retention and first-time success rates of students	Alignment of program with AB 705 legislation	Tutoring and Math Lab, boot camps, mentoring by faculty	All full-time math faculty, counselors, boot camp		Ongoing till 2021-22 (next review)	We will compare annual success rate

enrolled in transfer-level math courses			instructors, administration			data between 2018-19 and 2021-22.
Increase course offerings that use open-source materials	College-wide strategic plan		All full-time math faculty		Ongoing till 2021-22 (next review)	We will compare numbers of open-source course offerings between 2018-19 and 2021-22.

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Signature Page

Program being reviewed: **Math**

Date: [Click here to enter text.](#)

How to use form:

Sign off after final review and no later than:

Peer Reviewers: Nov. 27, 2019

Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	M. Dresch		
Dean			
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Lelannie Diaz		12-2-19
PIPR Support Team	Susan Sweeney		