

This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report. Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to jdecker@palomar.edu no later than 3/2/2009

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Math

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	6,997	6,980	7,356	<i>Self Explanatory</i>
Census Enrollment Load %	85.96%	78.22%	78.14%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	25,941	26,098	27,558	Weekly Student Contact Hours
FTEs	864.71	869.92	918.59	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	48.13	49.08	51.90	Total Full-Time Equivalent Faculty
WSCH/FTEF	539	532	531	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	21.01	21.32	23.34	FTEF from Contract Faculty
Hourly FTEF	24.00	25.03	25.17	FTEF from Hourly Faculty
Overload FTEF	3.12	2.73	3.39	FTEF from Contract Faculty Overload
Part-Time FTEF	27.12	27.76	28.56	Hourly FTEF + Overload FTEF
Part-Time FTEF %	56.35%	56.56%	55.03%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	89.47%	89.30%	89.91%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	56.56%	57.02%	54.98%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	11	8	8	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

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3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>- Our COR committee is revamping and updating all CORs (Math 10-135).</p>	<p>Our committee has worked very hard over the last year. We should have our Math 10 – 135 CORs finished by March 2009.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>-The economy is forcing more adults to return to school after layoffs or in hopes of increasing their marketability and earning potential.</p> <p>-CSUs and other 4-year universities are limiting enrollments, which will impact our enrollments. More flexibility scheduling would take into consideration this impact.</p> <p>-Considering the decrease in student success rate correlation with the onset of scheduling parameters, the Department would like more flexibility and leeway in scheduling.</p> <p>- Considering growth in enrollment, the department would like to increase the number of classes but cannot due to the difficulty in finding rooms.</p>	<p>Due to budget shortages, we had to cut 47 sections from our annual offerings. This is counter to what the students needed. We needed to increase the number of sections. We have received no leeway in scheduling and no additional classrooms. In the end, the cutting of 47 sections alleviated the need for more classrooms, though.</p>

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4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>-Update data projectors, computers, and other technology/AV in Math classrooms. -Update Maple software and other implemented software. -Continue to update and increase the available TI equipment. -Funds to purchase ELMO equipment, such as the TT-02. -More and more of our instructors are finding interesting and engaging ways to present material to their classes, but the antiquated equipment in our classrooms is restricting them.</p>	<ul style="list-style-type: none"> • For the most part, our data projectors and computers were updated. We are still missing several wall switches and hence have to use remotes for the data projectors. The remotes have a tendency to “walk away.” • We have not updated Maple. We are starting to question the need for this. • We have been able to continue to update our TI equipment, solely through the generosity of TI. • We have received no funds for ELMO equipment. Hence we have not purchased any. Our instructors who need overhead projectors are forced to work in the “Dark Ages.” • With the update of our data projector, computers and TI equipment, we are making progress toward meeting the needs of our innovative instructors.
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p>-Increase copy budget for Math. -Increase supply budget (keeping up with increasing costs of whiteboard markers, erasers, etc.) -One-time funds are helpful to dept. for technical needs. -Budget increases that reflect inflation of service contract for copy machine and allowing for the purchase of a new copier on the average of every 6 years. -Budget to support new high quality Mathletes in statewide competitions.</p>	<ul style="list-style-type: none"> • Our copy budget has not been increase and we are not going to make it through this year. • Our supply budget has not been increased. Hence we are forced to spend our time finding imaginative ways to save, such as, buying pens on ebay and taking our erasers home and washing them ourselves. • Now that our copier is a couple years old, the price of our service contract will increase. Our division has promised to cover this cost. • Our participation in future Mathlete competitions is questionable. This is due to the lack of chaperone volunteers.
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p>-Math needs more classrooms. -Larger lab space to ease the overcrowding of the Math Center. -Offices for Escondido faculty and computer/workstations for adjunct. -Carpets in Math classrooms and offices.</p>	<ul style="list-style-type: none"> • We are still in deep need of more classrooms. We are teaching in rooms from the NS-building to the O-building, and all points in between. This makes it very difficult to have the proper equipment in the rooms in which we teach. Furthermore, if we had more rooms, we could do a better job of meeting student needs by offer more sections. • Our Mathematics Learning Center is still grossly

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	<p>overcrowded. We are hoping that the BSI/HIS grants will help us with this.</p> <ul style="list-style-type: none"> • We still do not have offices for instructors at the Escondido Center. We have a few instructors, who teach the bulk of their load there, without an office. • The carpet in the E-building classrooms is getting worse. All of us are tripping over tears. It is only a matter of days before someone falls and is badly injured.
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p>-Math needs 3-4 new faculty members each year for the next 3 years to decrease the part time to full time ratio that is currently out of balance.</p>	<p>We did not receive any new positions. We still need 3-4.</p>
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>-Continue to provide Math Center with tutors, graders, and clerks to facilitate the immense program.</p>	<p>We still need more staff in the MLC. We are operating with the bare minimum. We have only been able to hire new staff for the new hours paid for with BSI funds</p>
<p>f. Other</p>	

5. Discuss one discipline goal linked to Palomar’s Strategic Plan 2009 and how it will support the success of students.

The Math Department would like the scheduling parameters to be more flexible allowing the scheduling of classes to reflect the best learning environment for the student and thereby increasing student success. We do not feel that our students do as well with the 2-hour blocks as do with the one-hour classes. The new scheduling parameters make it more difficult to schedule 4 and 5 day per week classes that only meet for one hour per day.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Example of a learning outcome for Math:
The student should be able to graph a linear equation. This outcome can be measured by asking students to graph a linear equation on tests.

b. Discuss a learning outcome that is observable yet difficult to measure.

Students should be able to communicate mathematical ideas verbally and symbolically, as well as display mathematical maturity, mathematical sophistication, and critical thinking skills.

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7. Describe a discipline accomplishment that you want to share with the college community.

The formation the Palomar College Matheletes Team that will be competing at Cal State Monterey Bay April 2008.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

-We could have used a paid weekend retreat for Math Instructors to work on this review.

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

N/A

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:

Mona Smith, Bob Alidaee, Cindy Anfinson, Monika Brannick, Peri Brock, Craig Chamberlin, Mathews Chakkanakuzhi, Mark Clark, Dan Clegg, Mona Ellis, Rob Jones, Greg Larson, Shannon Lienhart, David Lowenkron, Wendy Metzger, Karen Mifflin, Chuong Nguyen, Susan Snow, Annie Squires, Yan Tian, Cindy Torgison, Fari Towfiq, Mark Walker, and Jay Wiestling

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date