

**BASIC PROGRAM INFORMATION**

*Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:*

**Discipline Name:** Mathematics

**Department Name:** Mathematics

**Division Name:** MNHS

Please list all participants in this Program Review :

Name	Position
Jay Wiestling	Department Chairman
Kelli Miller	Department ADA
Cindy Anfinson	Department faculty
Fari Towfiq	Department faculty
Craig Chamberlin	Department faculty
Greg Larson	Department faculty
Kimberly Christensen	Department faculty
Gina Sanders	Department faculty
Shelbi Mayo	Department faculty
Mathews Chakkanakuzhi	Department faculty
John Harland	Department faculty

**Number of Full Time Faculty:** 31

**Number of Part Time Faculty:** 65

**Please list the Classified positions (and their FTE) that support this discipline:**

Department ADA, 40 hours per week, 11-month

**What additional hourly staff support this discipline and/or department:**

1. Tutoring Center Coordinator, FTE =40 hours, 11 months 2. Instructional Support Assistant II, FTE = 40 hours, 11 months 3. 26 hourly tutors and 9 student tutors, for a total of 35 tutors

**Discipline mission statement:** [Link to "How to Build a Mission Statement"](#)

The mission of the Palomar College Mathematics Department is to provide an environment where a diverse student body can learn and become competent users of mathematics and mathematical applications. Moreover, the department will contribute to the development of students as mathematical thinkers, to continue to grow in their chosen professions, and to be successful after transferring to a college or university.

In pursuing this mission, primary departmental functions are the development, dissemination, and application of mathematical knowledge in the areas of mathematics and statistics. We will serve students who are STEM majors and minors, general education students, at both basic skills and transfer levels.

In fulfilling this mission, the department creates an environment where the faculty can continue to grow as teachers and scholars, while providing public and professional service.

**List any new degrees and certificates offered within this discipline since your last comprehensive review:**

NA

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

## SECTION 1: PROGRAM REFLECTION

**1A. Program Analysis:** Reflect upon and provide an analysis of your summary data.

We have lost about 600 students, from fall 14 to fall 15. This could be due to our Math 54. A student can now take fewer classes on their way to statistics. This, along with the district's overzealousness in adding classes, is also hurting our fill rate. There will be fewer Math 60 and 60 sections in the future. Furthermore, the district's overall enrollment is down.

Our WSCH/FTEF is acceptable at 542.19. It even came back up about 18 hours in fall 2015.

We continue to have nearly 60% of our FTEF taught by adjunct. The department feels that this too high.

**1B. Standards:** ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

**Discipline Level Course Success Rate:**

- The College's institutional standard for course success rate is **70%**.
- Review your discipline's course success rates over the past five years.
- Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 55

Why?

The statewide average is 55%. No one can expect that the success mathematics is the same as it is in dance. It is a very difficult subject for a vast majority of population. It is, perhaps, the only subject in which it is socially acceptable to fail a class. Students plan on failing. With these conditions, it would be a great feat to even break the 60% mark.

**1C. Program Update:** Describe your proudest moments or achievements related to student success and outcome.

We have need seen hard data yet, but it appears that our success rate of our student's path to a college level mathematics course (54 to 120) is a great improvement over the old path (50 to 60 to 120)

**1D. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

We continue offering our Summer Bridge, and most of our pilots, except Algebra 2 N 1, which failed to attract enough students. Some of the classes that we piloted have been converted into permanent classes. One of these pilots, Accelerated Mathematics Gateway, was completely redone with the assistance of the Dana Center. The district has supported us by allowing some classes to run with low enrollment. The Mathematics Learning Center continues to be an invaluable asset to our students, by providing them with many of the resources needed to improve success in their mathematics classes. The MLC continues to be very busy and growing. With the MLC being such a key to success for our students, we are happy about the two classified staff positions in the Math Center, that were funded by the STEM II Grant, be extended at least another year, through student equity funding. These two positions have been listed in the Mathematics Department PRP and plans since before the STEM II grant was awarded to the College. There is still no word if and when these two positions will be institutionalized. The loss of these two positions will require the Math Center to cut back on services and programs that support mathematics faculty and student success in math courses. These services include embedded tutoring and one-on-one tutoring for disabled students. Furthermore, the STEM II Grant has paid for extended hours at the Math Center, from 8 – 9am Mondays through Fridays and 9 – 12 noon on Saturdays. We have been given funding to continue these extended hours this year. With the advent of the compressed calendar in fall 2016, we tried offering more classes on Fridays and Saturdays. The classes that met both days were a failure. They are, for the most part, being removed from the schedule. The classes that meet only on Saturdays are still attracting enough students.

**1E. Unanticipated Factors:** Have there been any unanticipated factors that have affected the progress of your previous plan?

No

**1F. SLOACs:** Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? [Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/](https://outcomes.palomar.edu:8443/tracdat/)

This year, we will be evaluating SLOs for Math 56, Math 135, MATH 245, MATH 60, MATH 100 AND MATH 106. We will also be

assessing our Program SLO. In addition, we will assess both of our SAOs, this year.

**SECTION 2: PROGRAM GOALS**

**2A. Progress on Previous Year’s Goals:** Please list discipline goals from the previous year’s reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
Get active classrooms	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get of NA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising Document Cameras	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2B. New Discipline Goals:** Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Program or discipline goal	Raise student success rates
Strategies for implementation	Look at data. We would like to know in particular if our new class (53, 54, AMG cause any increase or is it due to new placement.
Timeline for Implementation	Through 2019-2020
Outcome(s) expected (qualitative/quantitative)	We hope that the data for the 2019-2020 PRP will shoow success rate of more than 60%
GOAL #2	
Program or discipline goal	Decrease the Part-time/total FTEF percent.
Strategies for implementation	Continue to request more full-time positions
Timeline for Implementation	We will continue until we hit 25%
Outcome(s) expected (qualitative/quantitative)	Increase in teaching collaboration within the department. Higher student retention. Higher student success rate.
GOAL #3	
Program or discipline goal	Decrease the number of buildings in which we have faculty office
Strategies for implementation	Push the district to give us a better building in which to reside.
Timeline for Implementation	We will continue until we all reside in one building
Outcome(s) expected (qualitative/quantitative)	Increase in teaching collaboration within the department. Higher student retention. Higher student success rate.

**Department Chair/  
Designee Signature:**

Wiestling, Jay

Digitally signed by Wiestling, Jay  
DN: cn=Wiestling, Jay, o, ou,  
email=jwiestling@palomar.edu, c=US  
Date: 2017.04.06 09:18:44 -07'00'

**Date:** \_\_\_\_\_

**Division Dean Signature:**

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**Date:** \_\_\_\_\_

**Vice President Signature:**

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**Date:** \_\_\_\_\_