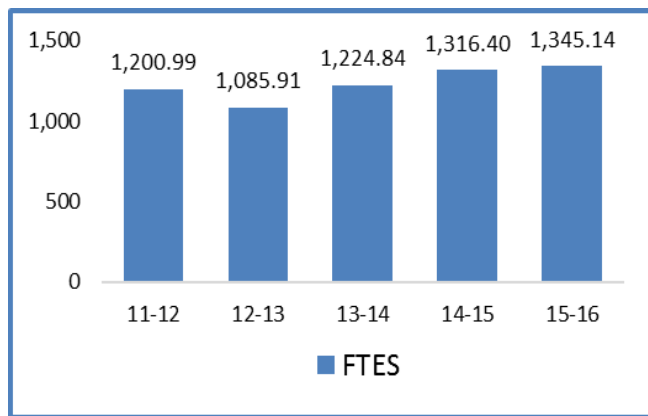
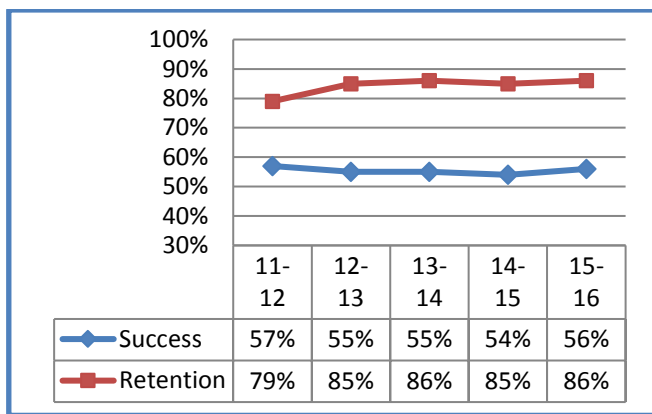


MATH — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	9,248	9,226	8,396	9,558	10,132	10,292
FTEF	66.87	67.27	64.26	71.22	77.31	82.23
WSCH per FTEF	528	536	507	516	511	491



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	278	261	250	280	299	317
% of online enrollment	5%	12%	15%	14%	17%	21%
Degrees awarded*	12	7	20	18	14	
Certificates awarded*	N/A	N/A	N/A	N/A	N/A	N/A

TOP Code: 170100

Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

*Data will be available in October 2016

Description:

The department offers courses in mathematics from arithmetic through differential equations and linear algebra. Students desiring basic skills and advanced mathematical methods find meaningful activities in the math program. Job opportunities in pure mathematics exist and there are even more jobs available in education, business, engineering, nursing, manufacturing, computer technology, and many other technical fields that rely on mathematics. Students planning to transfer to four-year institutions should consult with a counselor regarding the process and requirements.

Assessment:

- The charts show a 12% increase in FTES between 11-12 and 15-16, from 1200.99 to 1345.14—with a 2.2% increase in the last year alone.
- In the last five years, FTEF has increased from 67.27 to 82.23 (14.9%). Efficiency has fallen from 536 to 507 during the two years 11–13, increased in 13-14, slightly falling in 14-15 to 511. In 15-16 it fell again to 491.
- Success rates have been steadily holding at 54-57% in the last five years.
- Retention rates rose in 12-13 and have stayed steady as well at 85%. Sections decreased from 11-13 and have since increased a total of 26.8% in the last three years.

Department Goals:

- The department wishes to continue growth, particularly in the number of sections offered and FTES
- The department wishes to continue growth in success and retention rates.
- The department wishes to improve access to the math courses students need for a degree and /or to transfer

Challenges & Opportunities:

- Maintaining growth is difficult in scarcity. Finding available classrooms and computer labs for our classes can be difficult
- The department offers many courses, making content review arduous, especially with the expectations of maintaining and assessing student learning outcomes. Faculty is aware of course content and makes improvements.
- Efficiency is declining as faculty are proactive in dropping students for non attendance that would lead to failure.
- With the resources available through the AB86 grant, the department has started a noncredit lab with the opportunity to increase student success in the basic skills classes and to better prepare for the assessment exam.

Action Plan:

- Continue to provide pre-assessment opportunities throughout the year including offering workshops and testing on the feeder high school campuses.
- Continue to search for viable solutions for limited space; continue to offer online and hybrid courses, short term classes, and weekend classes.
- Continue to increase the number of upper division classes needed for student to attain a degree in math and/or transfer to a four-year school.
- Continue to support the new noncredit lab and the resources available for students to more quickly complete basic skills classes.