

ANNUAL PROGRAM REVIEW SUMMARY for MATHEMATICS 05-06

Full Review Due: 11-12

MISSION: Does program meet the District’s mission and established core competencies? Does program reflect the District’s diversity?	Status					
	06-07	07-08	08-09	09-10	10-11	11-12
Current Recommendations						
a) There are disproportionately high numbers of Hispanics and Blacks in our Basic Skills classes, and relatively low numbers in our upper classes. We need to explore ways to advance more of these students to our upper level courses: -Learning communities -Outreach to High Schools	P	I	I			
b) We need to attract more diverse and qualified faculty applicants	P	I	C			
c) Need to consistently schedule diverse instructors as role models in our higher level courses	P	I	C			
New Recommendations						

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NEED: How is program addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?	Status					
	06-07	07-08	08-09	09-10	10-11	11-12
Current Recommendations						
a) Adjust offerings to reflect new graduation requirements	P	I	C			
b) Increase dialogue with K-12 to plan for near horizon trends	P	P	I			
c) Dialogue with other departments to establish math prerequisites/recommendations for their courses	P	P	C			
d) Encourage counseling to direct Basic Skills students to take math courses EARLY in their Citrus careers	P	C				
New Recommendations						

<p>QUALITY: Are lec/lab unit values appropriate? Have the course outlines been reviewed/updated regularly? Are disciplines appropriate? Is faculty development adequate? Does program support State and District emphasis on critical thinking, problem solving and written expression? Does program meet stated objectives in the form of SLOs? Are course pre-requisites and co-requisites validated?</p>	Status					
	06-07	07-08	08-09	09-10	10-11	11-12
Current Recommendations						
a) Cut-scores on the Placement Test need to be re-examined to continually improve student placement	I	C				
b) Examine content of differential equations course and look at the possibility of a course beyond differential equations	P	C				
c) Math 210 should be considered as a prerequisite for Math 211	P	P	I			
d) A common assessment tool should be investigated for courses with multiple sections	P	I	I			
e) Instructors in basic skills courses should be trained in techniques to reach adult learners of remedial material	P	P	I			
New Recommendations						

FEASIBILITY: Are facilities, equipment, and library resources adequate? Are evening programs and services adequate? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?	Status					
	06-07	07-08	08-09	09-10	10-11	11-12
Current Recommendations						
a) Improve quality of tutors in the study center by improving training, especially when working with Basic Skills students and by hiring tutors who can tutor statistics	P	I	I			
b) More offices for full time math faculty	P	P	C			
c) New building needs improved climate control, more window blinds to prevent glare, relocation of some screens in classrooms, signage, and furniture in open areas	P	I	C			
d) Install wireless network in mathematics building to improve faculty and student flexibility	P	P	P			
New Recommendations						
e) Increase audio amplification capabilities in math classrooms			P			

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COMPLIANCE: Do course requisites meet Federal, State & District requirements? Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?	Status					
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Current Recommendations						
a) –none --						
New Recommendations						

PROGRAM SLOs	Cycle Stage					
	06-07	07-08	08-09	09-10	10-11	11-12
1. Communication						
a) use proper vocabulary and notation when describing mathematical concepts.		W				
b) be able to read books and documents and extract quantitative information.		W				
2. Computation						
a) develop level-appropriate computational skills: numeric calculation, evaluation of expressions, analysis of data and application of concepts.		W				
3. Creative, Critical, and Analytical Thinking						
a) develop and understanding of and curiosity toward the physical world.		W				
b) develop the analytic skills to devise questions and propose quantitative solutions.		W				
4. Community/Global Consciousness and Responsibility						
a) demonstrate computational skills and an understanding of mathematical reasoning that will increase self-esteem and set them on a path of life-long learning.		W				

PROGRAM SLOs	Cycle Stage
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5. Technology/information competency						
a) be adept at using instructional software found by navigating the Web and the Windows environment. Specific skills such as the use of Excel will be demonstrated in classes such as Statistics (165), Business Math (115) and other applications will be used in appropriate classes.		W				
b)						
c)						
6. Discipline/Subject area specific content material						
a) demonstrate competency at levels appropriate to the course. This level may range from Arithmetic through Differential Equations and may include Statistics, Teacher Prep and other topics.		W				
b)						
c)						