Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file.   ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	Mathematics	
Program Mission Statement:	The Mathematics Department encourages critical thinking. We prepare students for transfer, graduation and certificates, teach mathematical content and encourage students to understand the why, not just what.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Basic skills	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:	1	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Academic Services and LR:		Only for programs that serves staff or students in a capacity other

# Faculty Served		than traditional instruction, e.g. tutorial support, ==service learning==,etc. ==0 = no change; (X)= decreased; X = increased; blank= not applicable to your program==
==Academic Services== and LR: # Student Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, ==service learning==,etc. ==0 = no change; (X)= decreased; X = increased; blank= not applicable to your program==
==Academic Services== and LR: # Staff Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,==service learning==,etc. ==0 = no change; (X)= decreased; X = increased; blank= not applicable to your program==
# Faculty Employees	(-3)	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) ==0 = no change; (X)= decreased; X = increased; blank= not applicable to your program==
# Student Employees		For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. ==0 = no change; (X)= decreased; X = increased==; ==blank= not applicable to your program==
# Part-time Faculty Employees	5	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)==0 = no change; (X)= decreased; X = increased; blank= not applicable to your program==
# Staff Employees		For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. ==0 = no change; (X)= decreased; X = increased; blank= not applicable to your program==

II.A-Growth and Decline of targeted student populations	Our student success in under-represented, targeted groups has remained constant over the past two years at 51%.	Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)
Trends in equity gap:	Our equity gap has remained relatively constant over the past few years.	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. <mark>Briefly address why this has occurred.</mark>
Closing the student equity gap:	The main program that has successfully reduced that gap is our Math Performance Success program. When we get sufficient funds to offer more sections of MPS, we will be able to make more progress in closing that gap.	What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? <mark>See IPBT website for past program review documentation.</mark> If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.
Overall growth/decline in # students:	The number of students served each year is over 19,000. The individual year-to-year counts vary by a a few hundred students, which is not significant based upon our total count.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	The Mathematics Department is poised to help the College meet its goal of increasing the number of Transfer AA/AS degrees. Last year, we submitted the paperwork for putting a Mathematics Transfer AA degree in place. This degree was based upon the CCC accepted template.	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)
Progress in "Main Areas of Improvement"	From 2009-10 to 2010-11, our percent Full-time FTEF DECREASED by 11% (from 51% to 40%), due to a full-time death, retirements, and increased hiring of part-timers (over a dozen in 2010-11). We wish to improve our retention and success rates, we would like more class-to-class consistency, especially in those classes with multiple sections. Every math class except Math 210 has prerequisites, so we would like to improve the placement process for students. It is nearly impossible to develop and implement initiatives when we need to full-time faculty to mentor and evaluate new part-time faculty. We are stretched in the day-to-day	Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

	operations. The part-time faculty are mostly unavailable to work on curriculum development, share their ideas, participate in meetings and professional development.	
CTE Programs: Impact of External Trends:		Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/**IPBT**/resources.html Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.
CTE Programs: Advisory Board Input:		Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.
IV. A Budget Trends		Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with Budget, please ask your Division Dean to give you the information.
Enrollment Trends		Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.
V. A -Faculty Position Needed	growth	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed		A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
Justification for Faculty/Staff Positions:	The Mathematics Department percent FTEF is 40%, a drop in 11% from the previous year. We are losing ground in our needs to work on committees, SLOs, assessment, connect with each other, participate in professional development with each other, and, most importantly, develop and implement department-wide plans to increase student success. We need more faculty to teach across all levels of classes, but	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.

	especially in the MPS and Math 10 (statistics) courses. We need more full-time faculty to help develop workshops and mentoring for part-time faculty teaching in these courses. (See V.B.2.)	
Equipment Request		A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested. <mark>At this time, the majority of your equipment requests have been submitted through Measure C processes.</mark> <mark>But, if you have items that cannot be covered through Measure C, please input your requests here.</mark>
Equipment Title and Description, Quantity		Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? <mark>Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)</mark>
Equipment Justification	Included in Measure C	Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request		<mark>Name type of facility or infrastructure items needed.</mark> Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification		Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
B Budget Augmentation		How much? <mark>Who/what could be supported if this additional funding was awarded?</mark> What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? <mark>If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".</mark>

Staff Development Needs	We are continuing to hire new part-time faculty to teach across all levels of mathematics. In order to increase the number of faculty to teach in the MPS and Math 10 courses, as well as all pre-transfer courses, we need workshops on successful strategies. We need funds to pay part-time faculty to attend. We need more full-time faculty to help develop these workshops. (See V.A.3.)	What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
SLOAC and PLOAC summary	We have completed the SLOAC for all mathematics courses. We have had difficulties with the software not saving all entered content, so faculty are re-entering their content for a few courses. We have spent some time reflecting on the SLOAC process.	What did you learn from your SLOAC and PLOAC activities this year?
Future plans		How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Barbara Illowsky, illowskybarbara@deanza.edu, x8211	APRU writer's name, email address, phone ext.