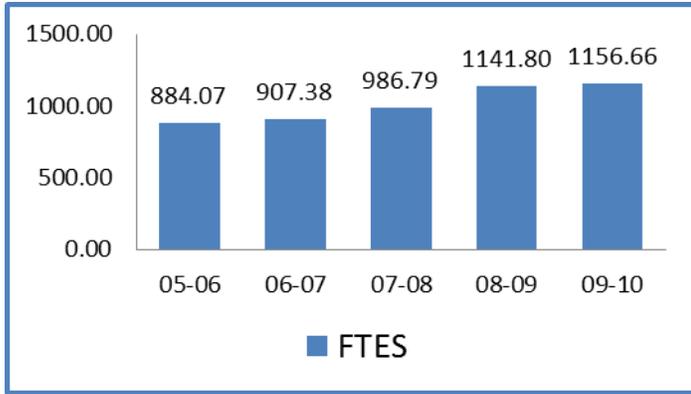
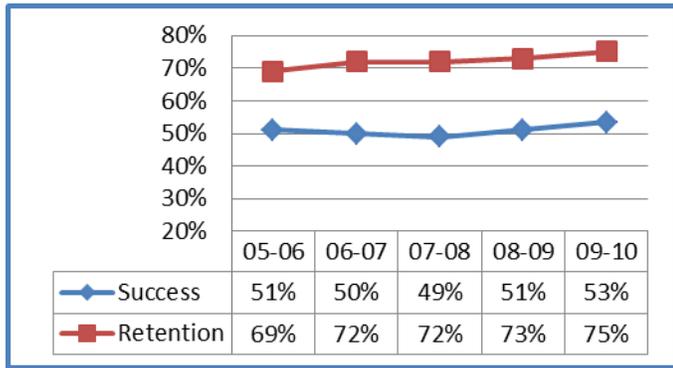


# Mathematics



	05-06	06-07	07-08	08-09	09-10
Duplicated Enrollment	7,116	7,238	7,818	9,174	9,345
FTEF	54.83	57.60	61.86	65.38	63.50
WSCH per FTEF	484	473	479	524	546



	05-06	06-07	07-08	08-09	09-10
Sections	294	289	304	316	308
% of online enrollment	4%	5%	7%	6%	5%
Degrees awarded	13	8	10	11	10
Certificates awarded					

## Description:

The Mathematics Department offers course work in all levels of mathematics from arithmetic through differential equations and linear algebra. Students seeking improvement in their basic mathematical skills and those desiring development of advanced mathematical methods can all find meaningful activities in the mathematics program. While there are job opportunities in pure mathematics, there are even more in education, business, engineering, and other technical fields that rely on mathematics. Students planning to transfer to a four-year institution and major in mathematics or a related field should consult with a counselor regarding the transfer process and lower division requirements.

## Assessment:

Data from the past five academic years show that the department is continuing to grow. During this period, FTES has risen from 898.20 to 1141.80, an increase of 27.12%. Likewise, both FTEF and efficiency have increased. FTEF has risen from 54.23 to 65.38, an increase of 20.56%. Efficiency has risen from 497 to 524, an increase of 5.43%. While success rates have remained relatively constant, retention is up from 70% to 73%. The number of sections offered, though, has increased from 292 to 316, a rise of 8.22%.

## Program Goals:

- The department wishes to continue in the growth revealed by the data to the left, particularly in the number of sections offered and FTES generated.
- As the number of sections offered is on the rise, the department would like to make sure that all class content is up-to-date.
- As the number of students being served continues to increase, the department would like to maintain articulation agreements with nearby colleges and universities.

## Challenges and Opportunities:

- It is difficult to maintain growth as the college is asking for cuts in sections and as usable classrooms are becoming scarce.
- The department presently offers 23 distinct courses, making content review an arduous process, especially with the added expectations of maintaining and assessing student learning outcomes. This will, though, provide an opportunity for all faculty to be aware of present course content and have a say in future course content.
- To maintain articulation agreements, the department must be aware of changes at nearby colleges and universities. This does provide the opportunity, though, to learn what is presently accepted and expected in the future.

## Action Plan:

- Notification of any open sections will need to be given to faculty to pass on to students looking to add sections.
- Content experts will be assigned to particular classes to begin the content review process before revealing their recommendations to the department as a whole.
- The department chair will continue to work with the college's articulation officer to ensure that articulation agreements are maintained.