

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2017-2018

PROGRAM: MATHEMATICS

CLUSTER: MATH AND SCIENCES

LAST YEAR CPPR COMPLETED: 2017

NEXT SCHEDULED CPPR: 2021

CURRENT DATE: 2/7/2018

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

Note: Degrees and/or certificates for the same program may be consolidated into one APPW.

This APPW encompasses the following degrees and/or certificates:

A.S. Mathematics and A.S. T. Mathematics

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

None

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary. Responses in this document need only reference the most recent year's available data.

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[General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

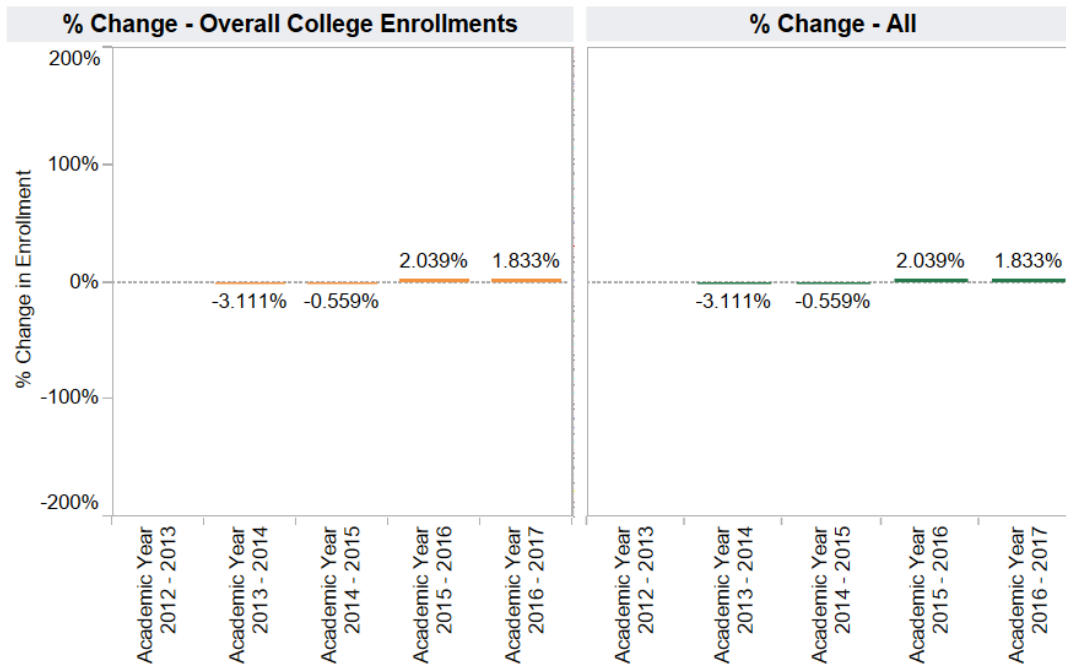
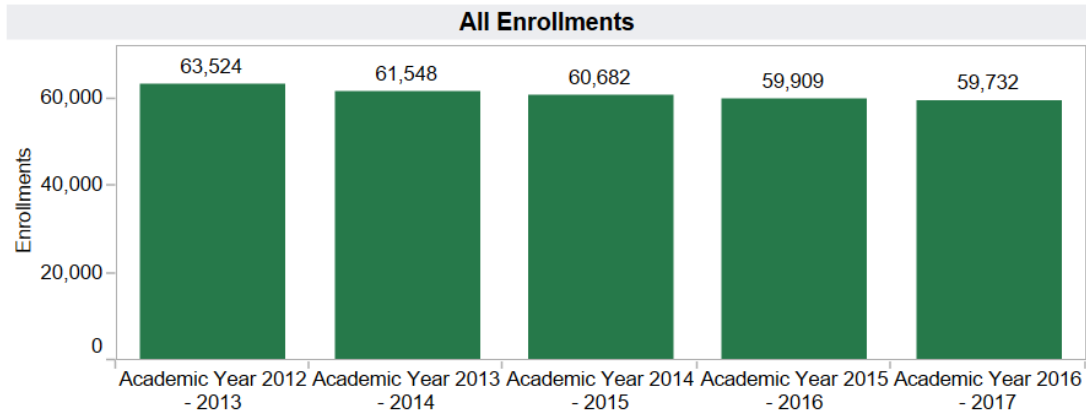
SLOCCCD Program Review Data - Enrollment

Department:
All

Course:
All

Dual Enrollment:
Not Dual Enrollment

Prison:
Not CMC:Prison

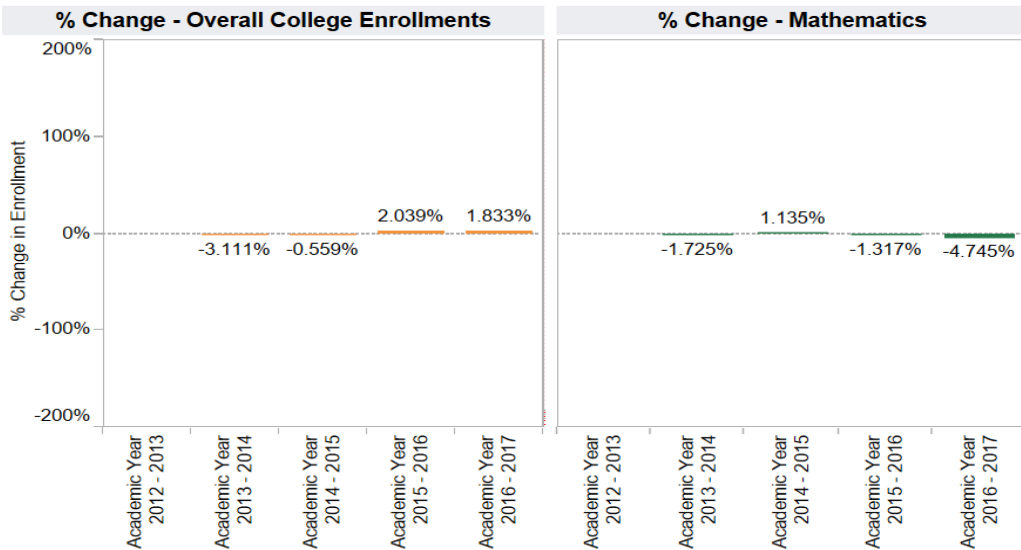
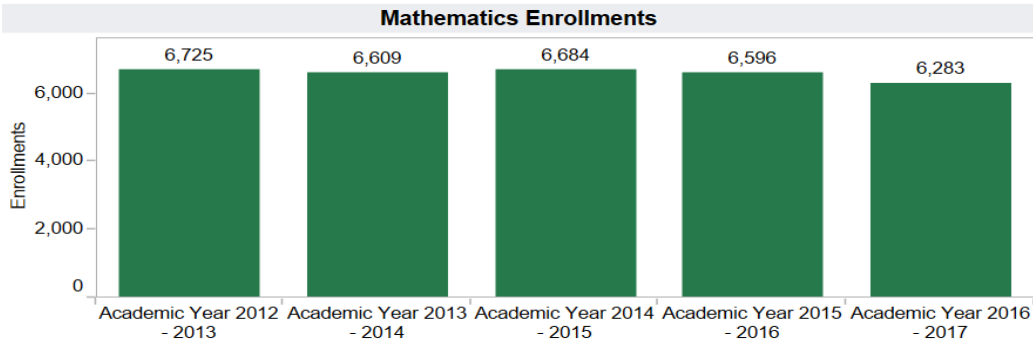


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

SLOCCCD Program Review Data - Enrollment

Department: Mathematics **Course:** All **Dual Enrollment:** All **Prison:** All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Comments: The enrollments in mathematics has declined as has that of the college if we remove dual enrollment and the prison. There are currently no dual enrollment or prison mathematics classes. The Division has been in talks with Atascadero High School and they plan to offer Math 242 (Precalculus Algebra) and Math 265A (Calculus I) in Fall 2018. We are still waiting for communication regarding the prison. There are currently not enough math faculty to service that site.

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Some notable Data for courses:

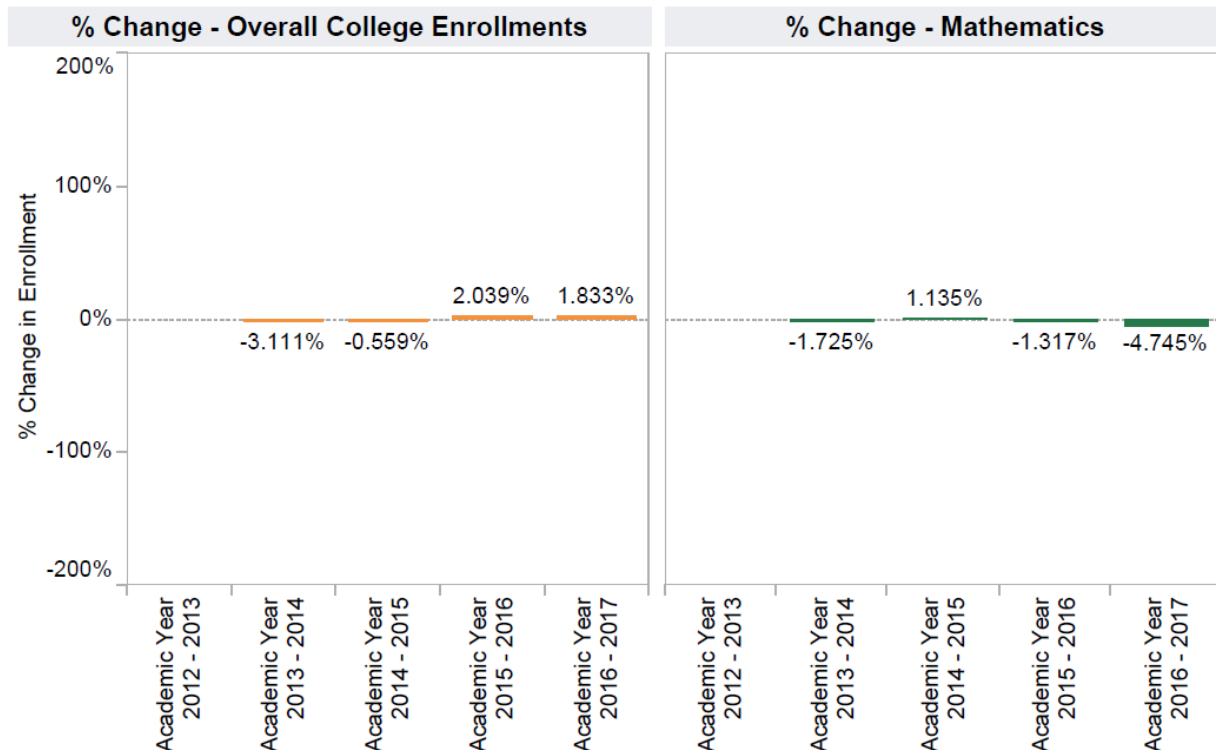
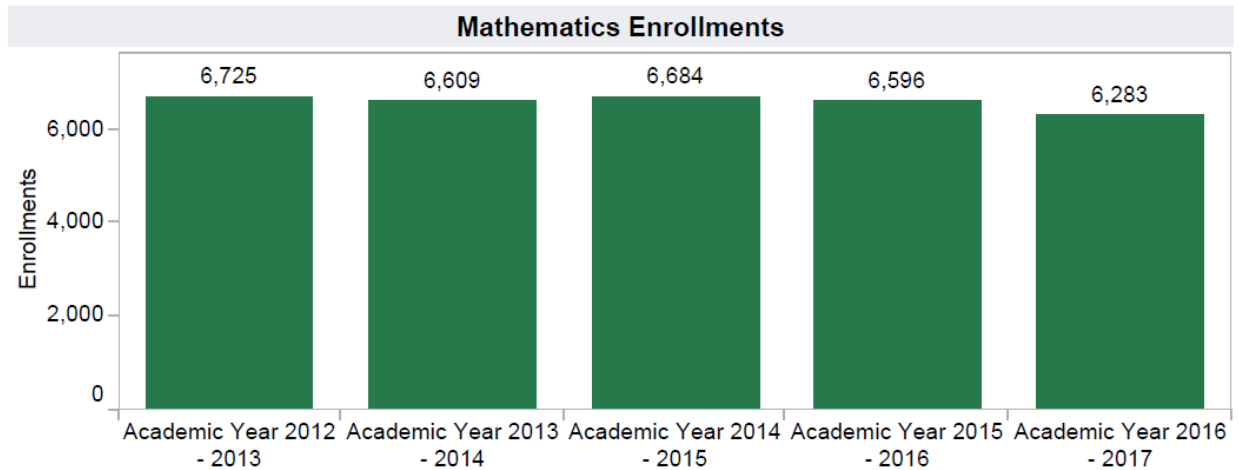
SLOCCCD Program Review Data - Enrollment

Department:
Mathematics

Course:
All

Dual Enrollment:
All

Prison:
All



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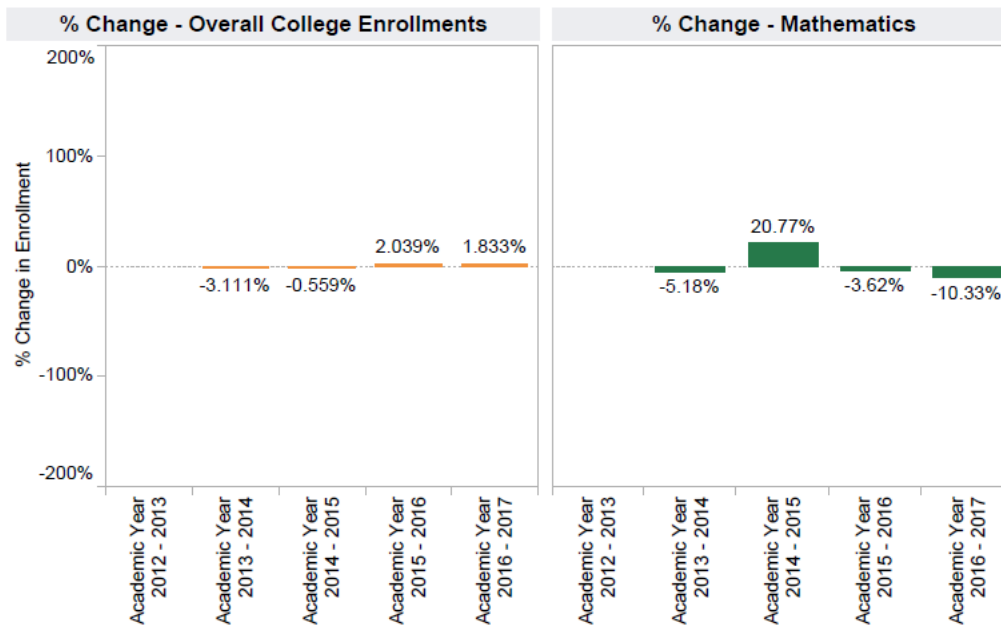
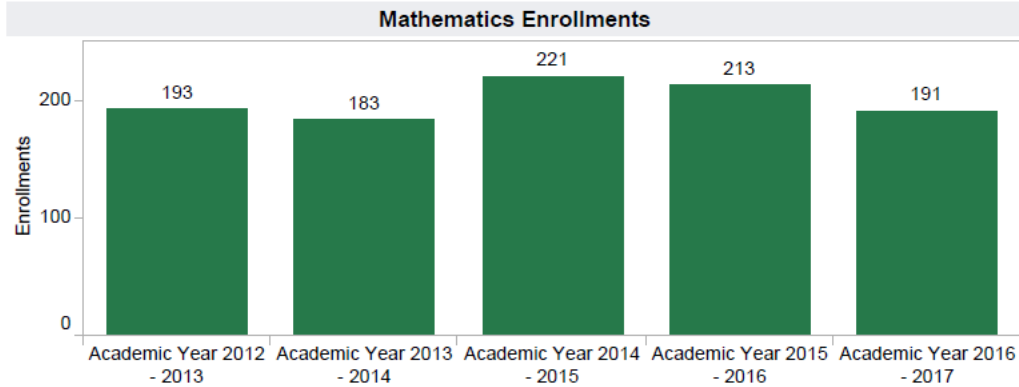
SLOCCCD Program Review Data - Enrollment

Department:
Mathematics

Course:
MATH 003

Dual Enrollment:
All

Prison:
All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Overall Mathematics enrollment is down 4.745%. While Math 003 enrollment fell 10.33%. This may be due to better placement of students. Fewer of them should need to take an arithmetic class.

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Some notable statistics by course:

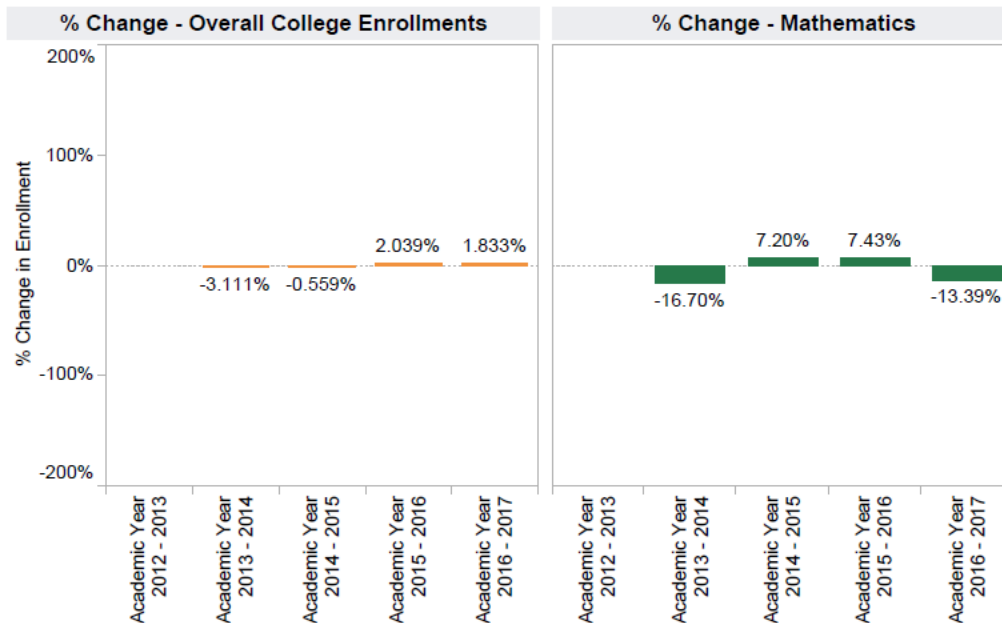
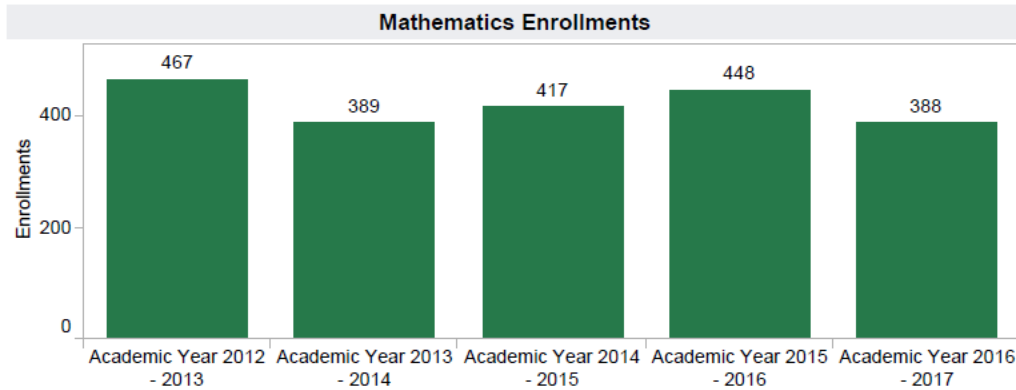
SLOCCCD Program Review Data - Enrollment

Department:
Mathematics

Course:
MATH 007

Dual Enrollment:
All

Prison:
All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Math 007 had an enrollment decline of 13.39%. Once again this could be attributed to better placement of students. Fewer of them should need to take a prealgebra course.

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SLOCCCD Program Review Data - Enrollment

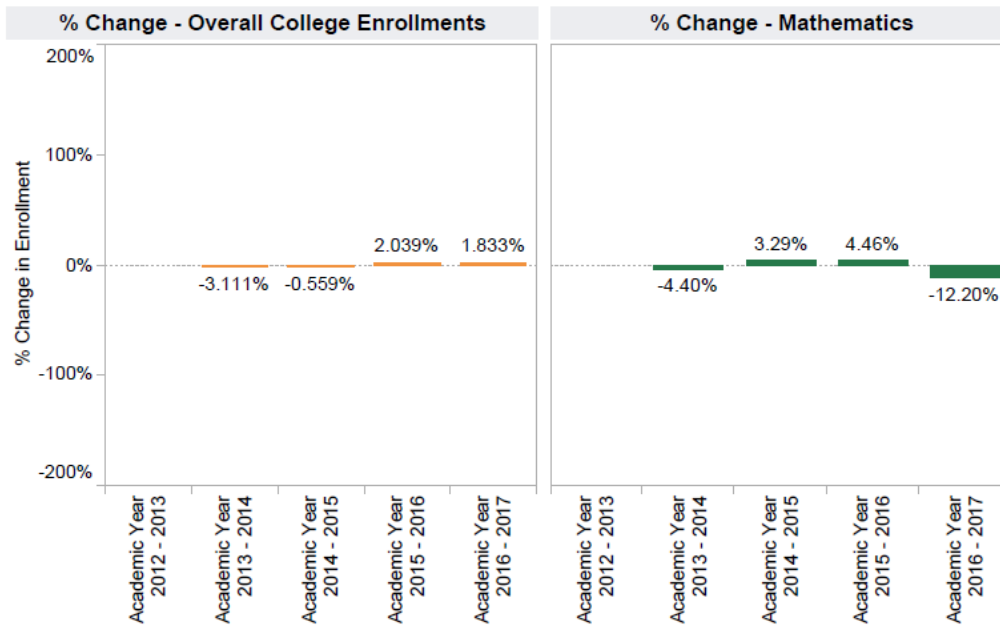
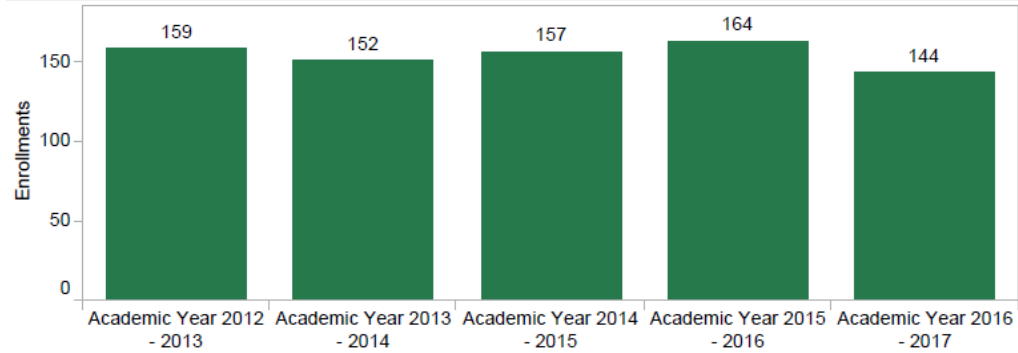
Department:
Mathematics

Course:
MATH 255

Dual Enrollment:
All

Prison:
All

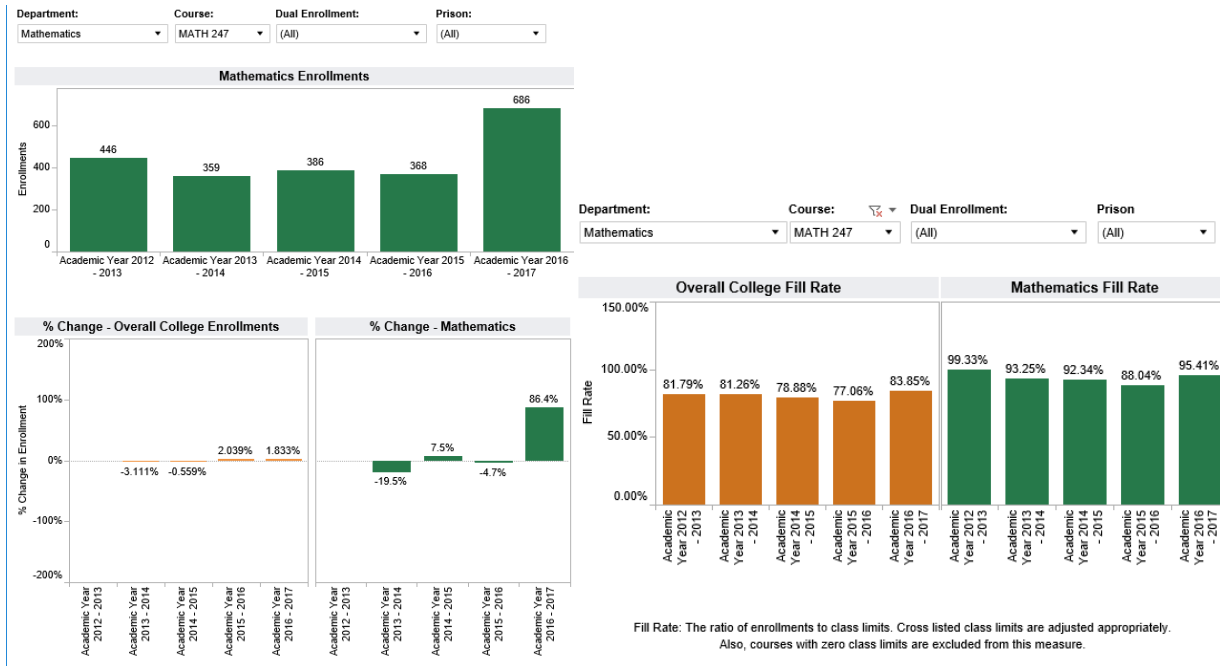
Mathematics Enrollments



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Math 255 has seen a 12.20 % decrease in enrollment.

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In the 2016-17 academic year, Math 247 Statistics enrollment has increased by about 86% over the previous three years, and the number of sections have grown from 13 to 22 per year, this comes in a year when overall college enrollment has increased by 1.8% over the previous year. Our fill rates for this course have maintained their historical average of about 95%, however, this is the first increase we've seen in enrollment over the past 4 years (the previous three years showed a steady decline from a high of 99%).

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General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

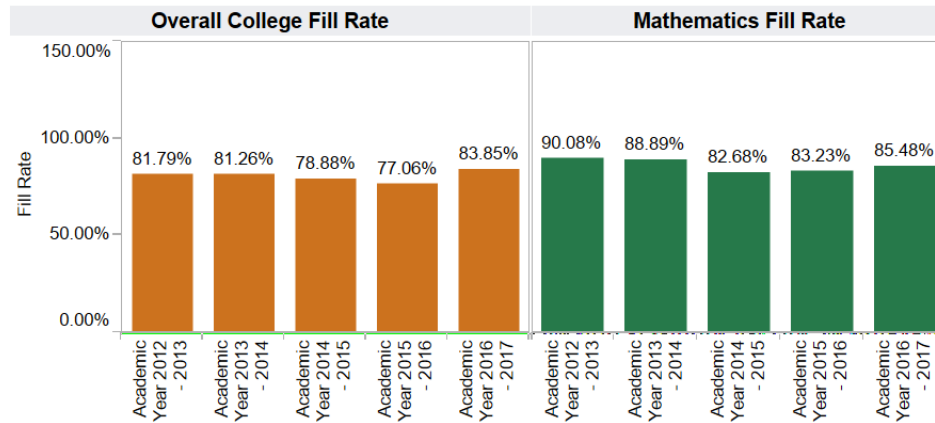
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Mathematics

Course:
All

Dual Enrollment:
All

Prison
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Comments: *The fill rates for the Mathematics Division continue to be higher than that of the College. The fill rates increased by 2.2% from 2015-16 to 2016-17. This might be attributed to the fact that the Mathematics schedule is carefully monitored, and changes are made accordingly.*

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General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

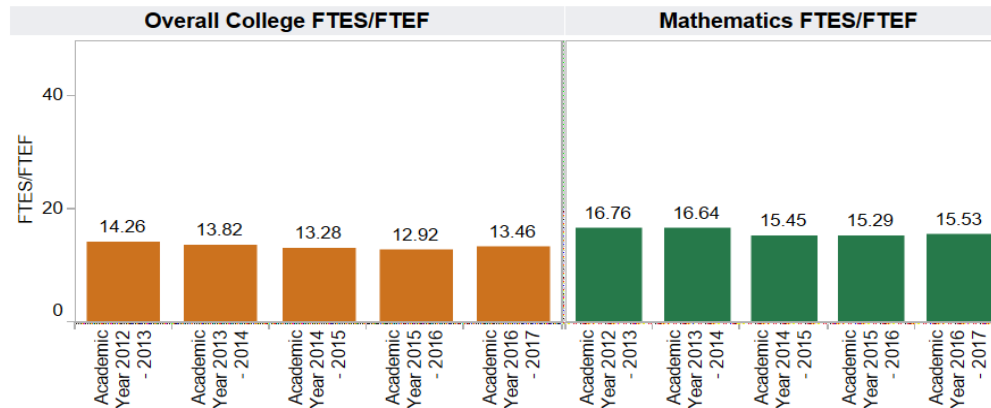
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Mathematics

Course:
All

Dual Enrollment:
All

Prison:
All

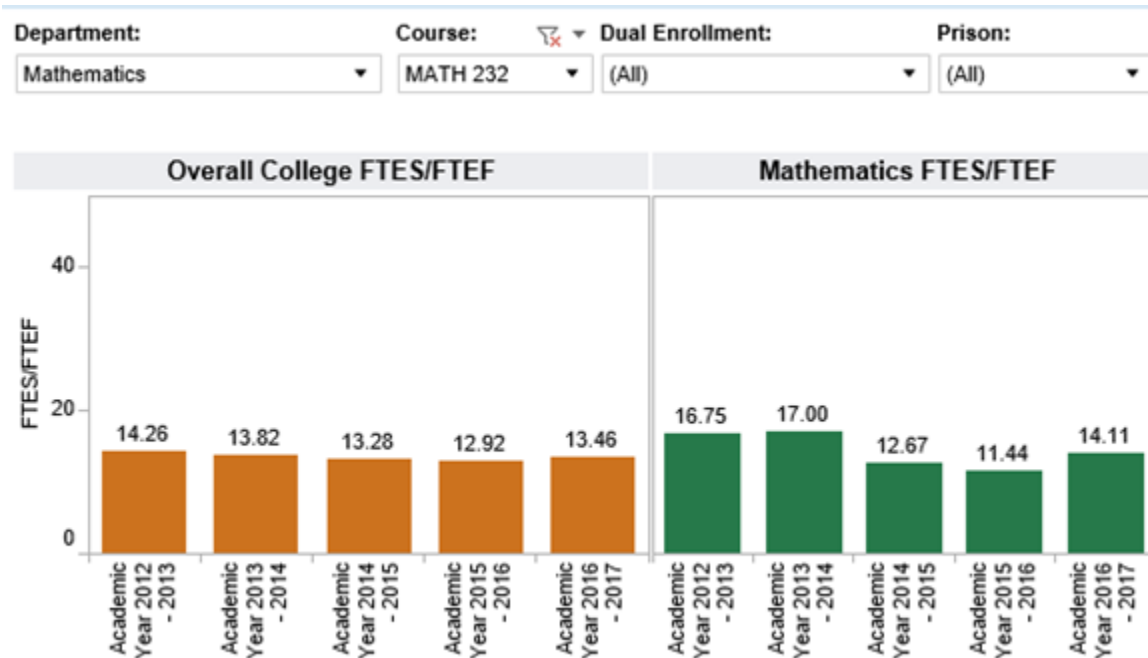


FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Comments: *The efficiency of the Mathematics Division is over 2 points higher than that of the College. Once again this is attributed to careful monitoring and adjusting the Mathematics Division schedule.*

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Some Notable Statistics by course:



While the demand for Math 232 continues to decline, the efficiency has risen about 3% due to continued adjustments to the schedule.

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Student Success—Course Modality (Insert Data Chart)

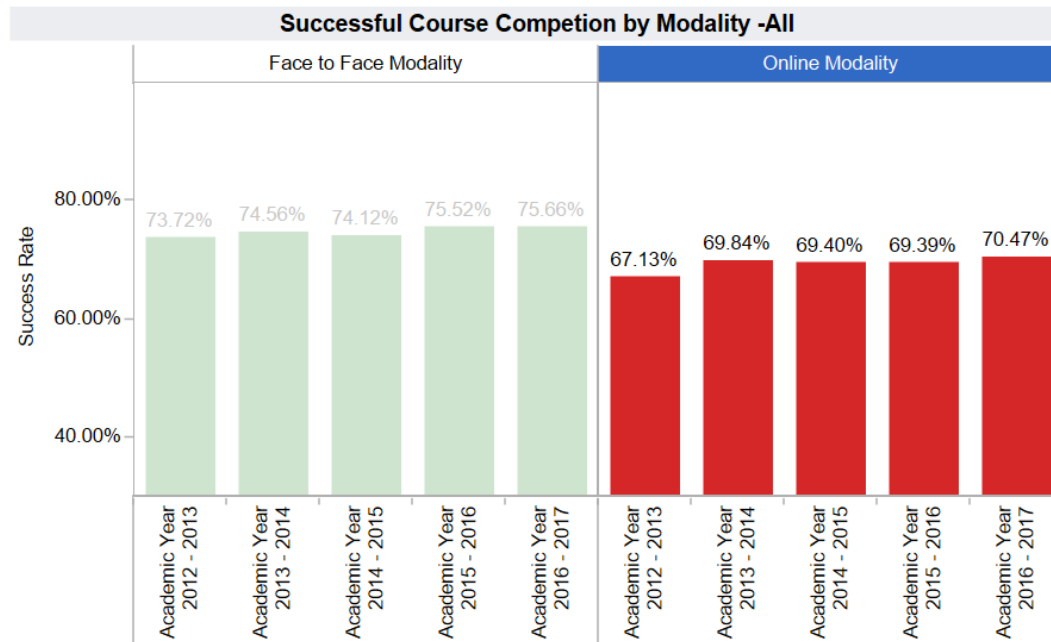
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - All						
		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	73.72%	74.56%	74.12%	75.52%	75.66%
	Total Department Enrollments	53,865	51,005	48,584	47,724	47,022
Online Modality	Department Success Rate	67.13%	69.84%	69.40%	69.39%	70.47%
	Total Department Enrollments	6,557	7,101	8,112	9,950	10,442

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Student Success—Course Modality (Insert Data Chart)

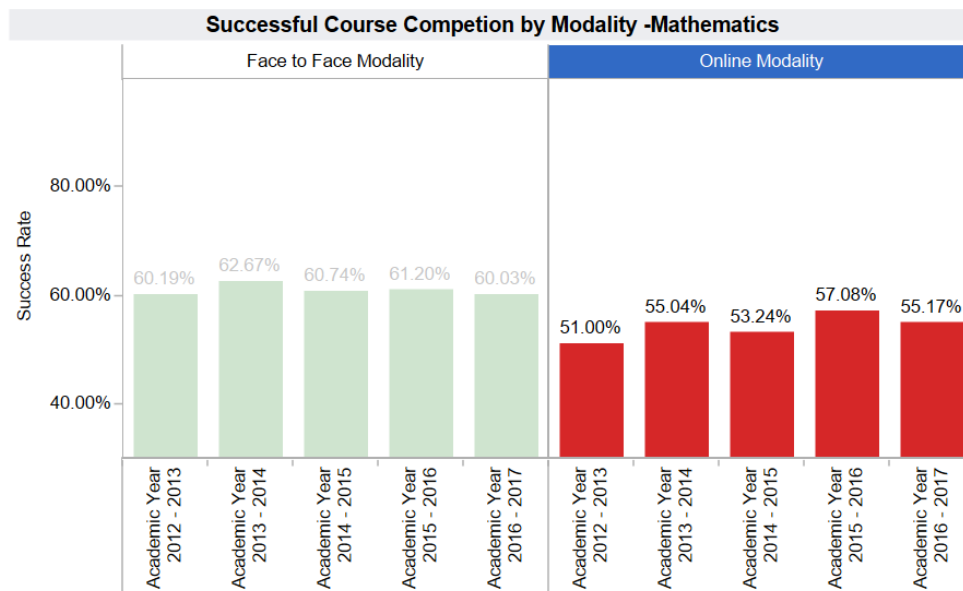
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Mathematics

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

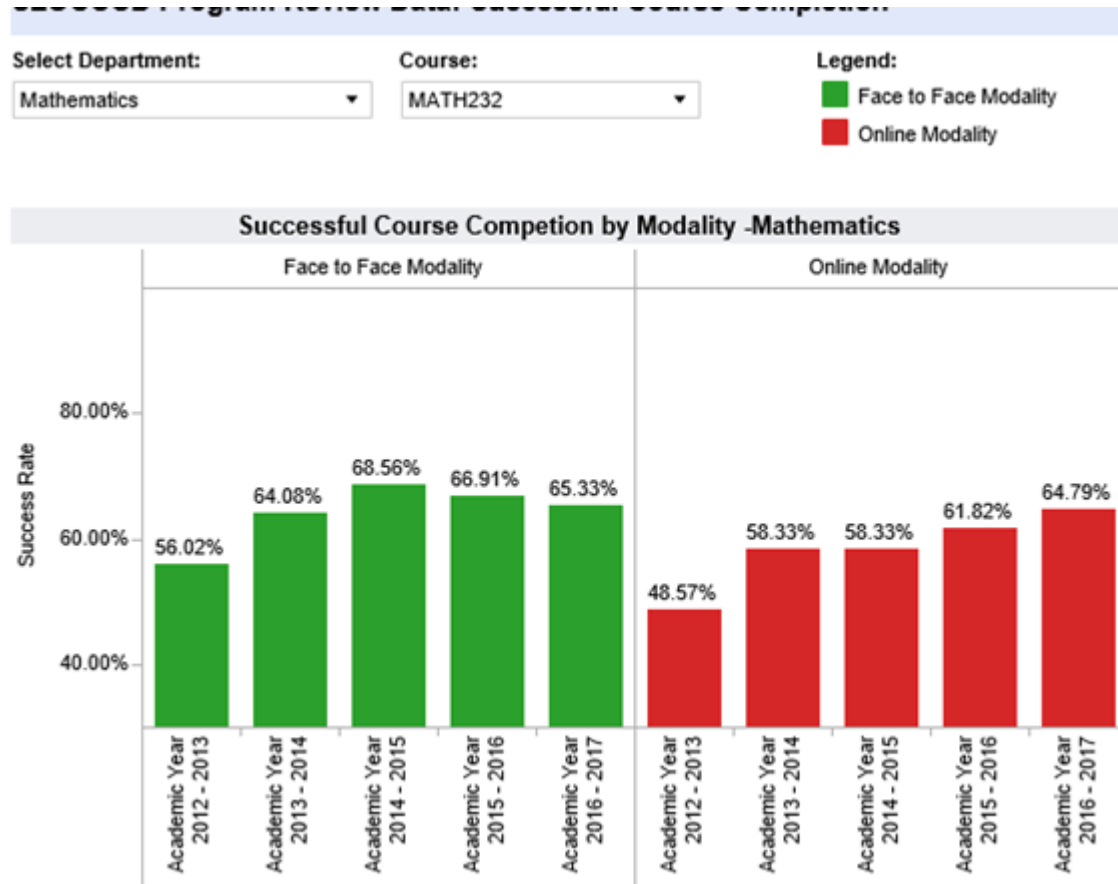


Successful Course Completion by Modality Table - Mathematics						
		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	60.19%	62.67%	60.74%	61.20%	60.03%
	Total Department Enrollments	6,531	6,384	6,475	6,377	6,024
Online Modality	Department Success Rate	51.00%	55.04%	53.24%	57.08%	55.17%
	Total Department Enrollments	200	238	216	219	261

Comments: The success rates for the Mathematics Division have been consistent over the last 5 years. The online courses have seen more fluctuations; however, this is probably due to a much smaller sample size. The online modality successful completion rate for Mathematics is about 5% lower than face-to-face which is consistent with the college.

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Some Notable statistics by course:



For Math 232, the face-to-face and online modality yield about the same results as compared to a 5% decline for online for the College and Division. MATH 127 on-line completion and face-to-face completion have achieved near-parity over the last two academic years as well.

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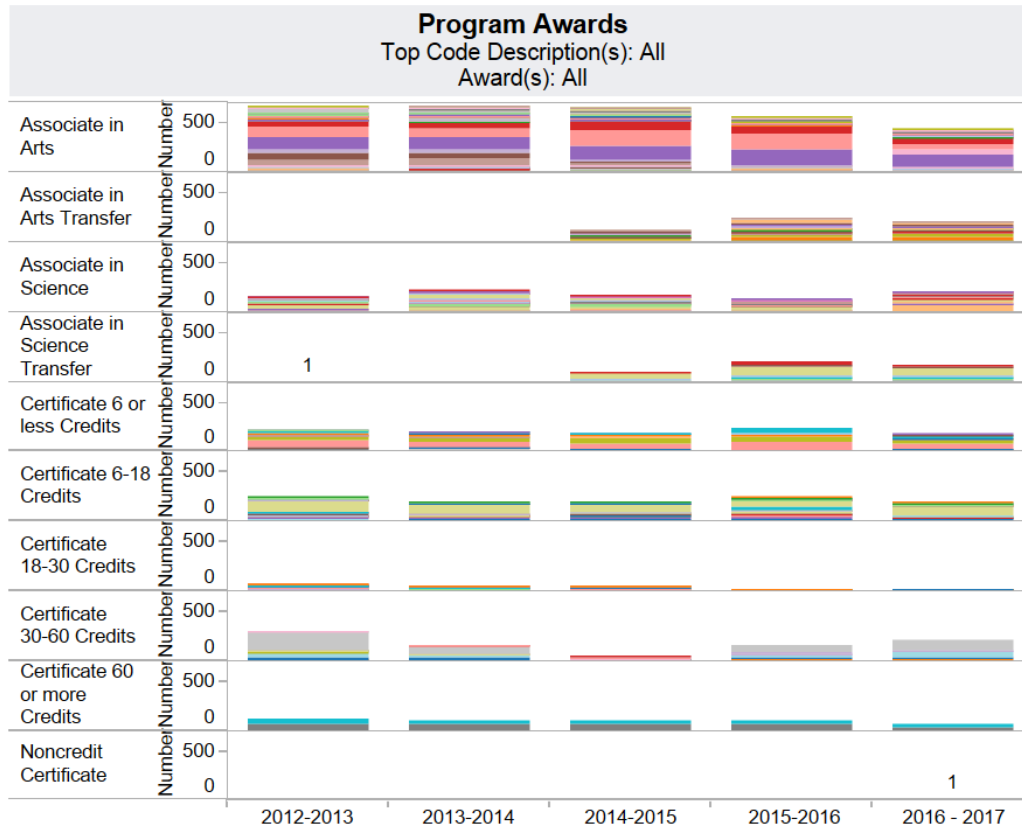
Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
All

Award Type:
All



Program Awards Table						
Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Science Transfer	Business Administration (AST)					
	Early Childhood Educ. (AST)	1		10	12	17
	Geology (AST)				1	3
	Mathematics (AST)		1	16	32	30
	Nutrition and Dietetics (AST)				12	9
	Physics (AST)			10	7	9

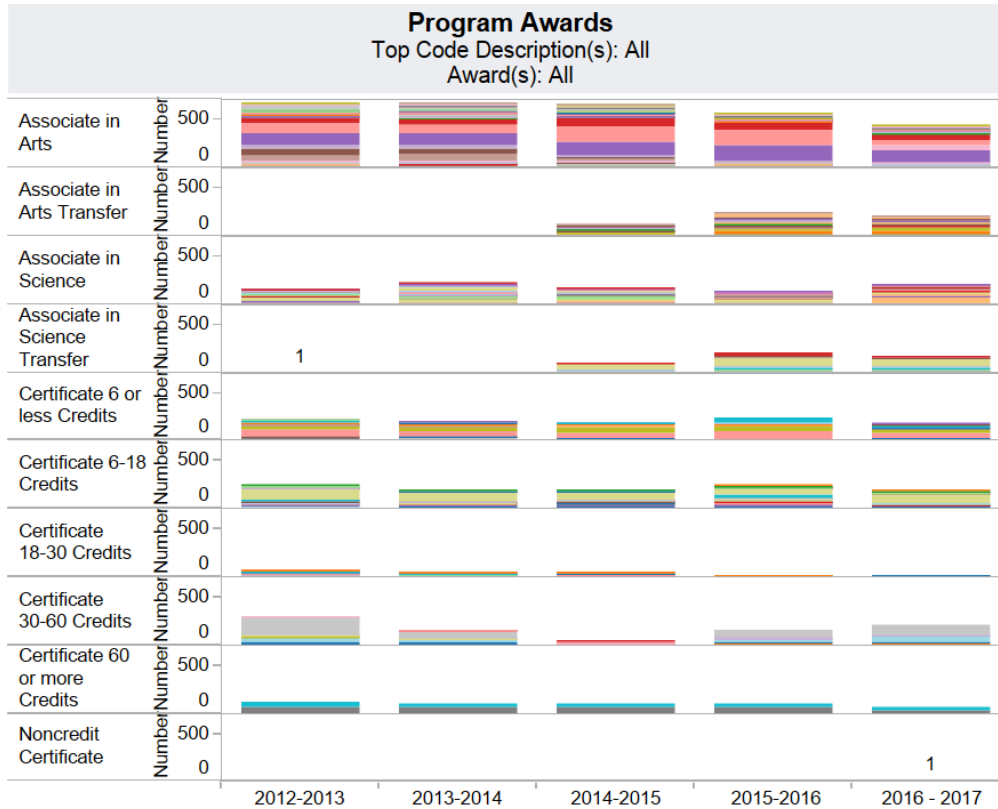
Program Awards: The number of degrees and certificates awarded by program type

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SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
All

Award Type:
All



Program Awards Table		2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Science	Lic Vocational Nursing (AS)				3	9
	Managment Info Systems (AS)		1	1		
	Mathematics (AS)	15	17	11	9	12
	Mathematics (AST)	15	9	10		
	Medical Assisting (AS)	6	2		6	4
Nursing - Registered (AS)						

Program Awards: The number of degrees and certificates awarded by program type

Comments: The number of A.S.T. degrees in Mathematics has dropped by two and the number of A.S. Degrees in Mathematics has increased by three for a net gain of one Mathematics Degree.

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General Student Success – Course Completion (Insert Aggregated Data Chart)

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference.

Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

SLOCCCD Program Review Data: Successful Course Completion

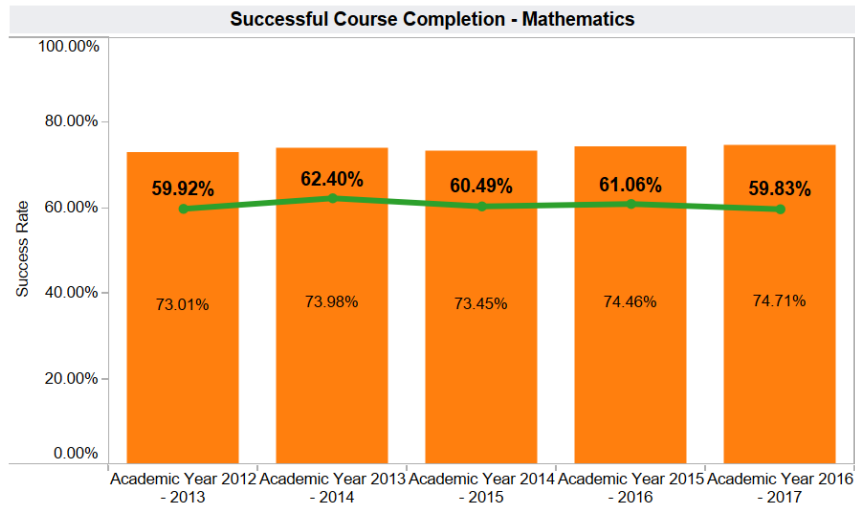
Select Department:
Mathematics

COURSE
All

Legend:

Department Success Rate

Overall College Success Rate



Mathematics Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	59.92%	62.40%	60.49%	61.06%	59.83%
Total Enrollments	6,731	6,622	6,691	6,596	6,285

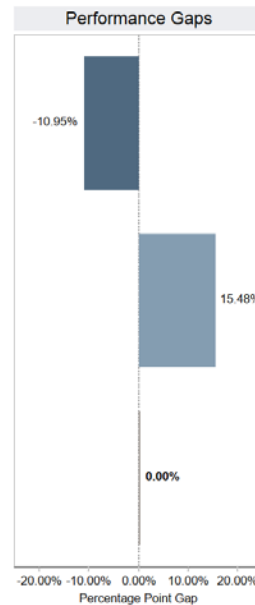
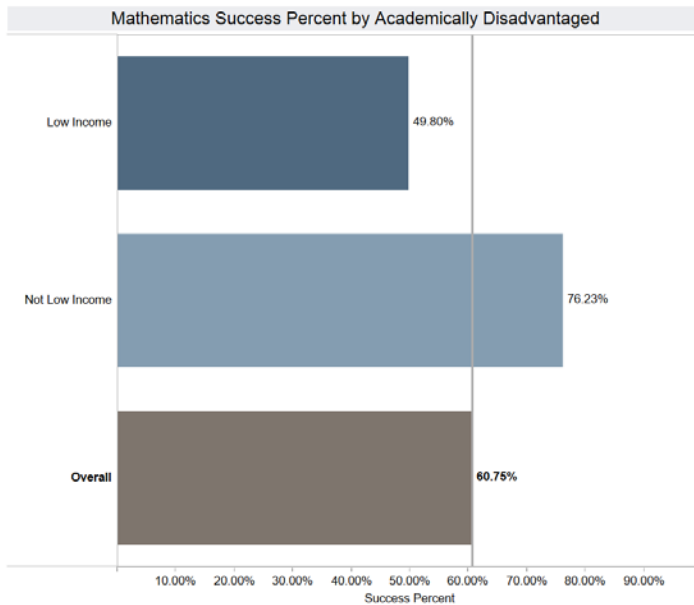
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Comments: *The successful course completion rates for Mathematics courses have remained consistent over the last 5 years.*

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Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Mathematics

Region:
All

Enroll Status:
All

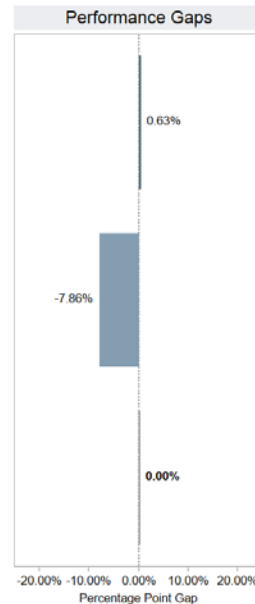
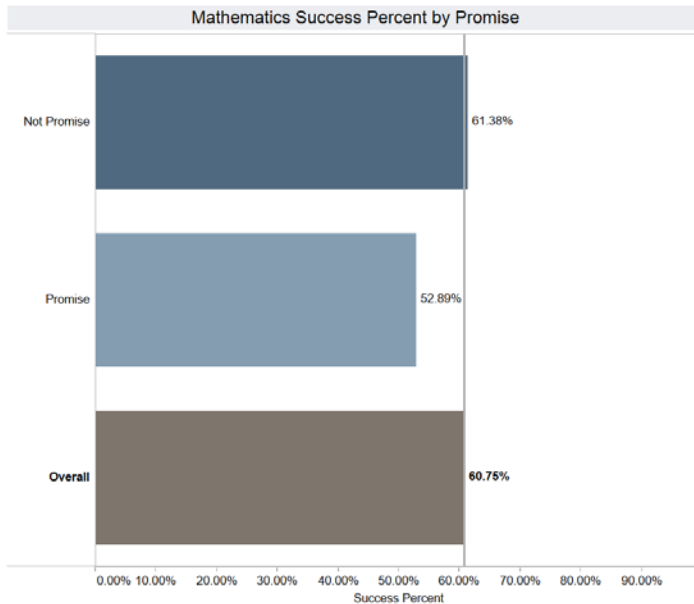
Dual Enrollment:
All

Prison:
Not Prison

Disaggregate By:
Academically Disadvantag..



Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Mathematics

Region:
All

Enroll Status:
All

Dual Enrollment:
All

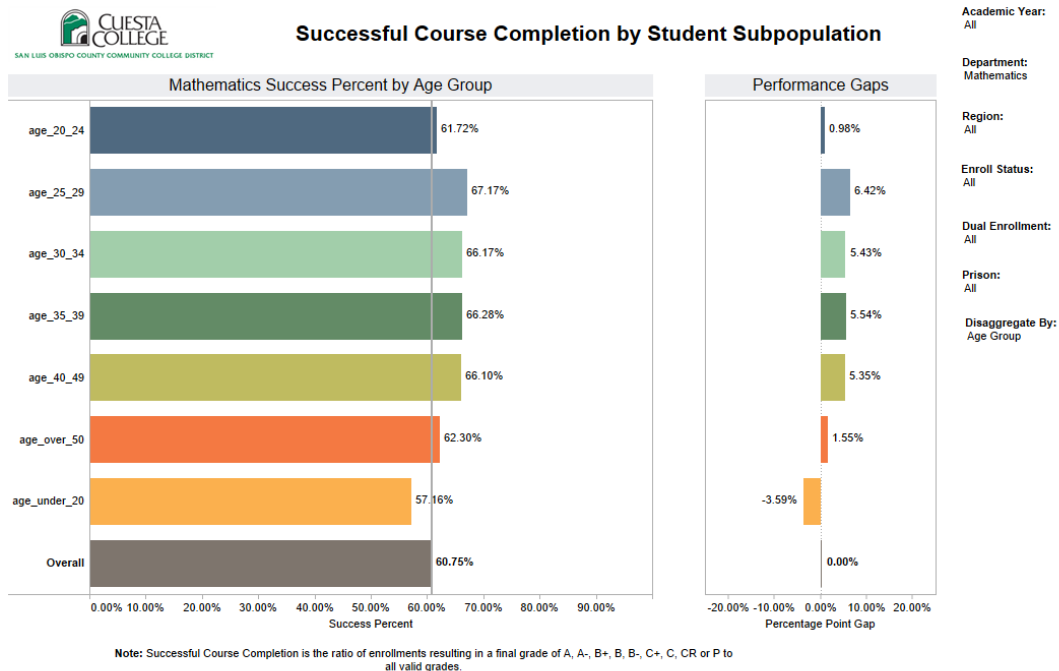
Prison:
All

Disaggregate By:
Promise

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Comments: The above two data sets showed the most fluctuation. There was a 25% difference between success rates of low income students vs. not low income. This is in line with the College. This could reflect the fact that low income students would need to work more and not be able to devote the necessary time to their classes. Another factor may be the high costs of textbooks which means these students may not purchase one.

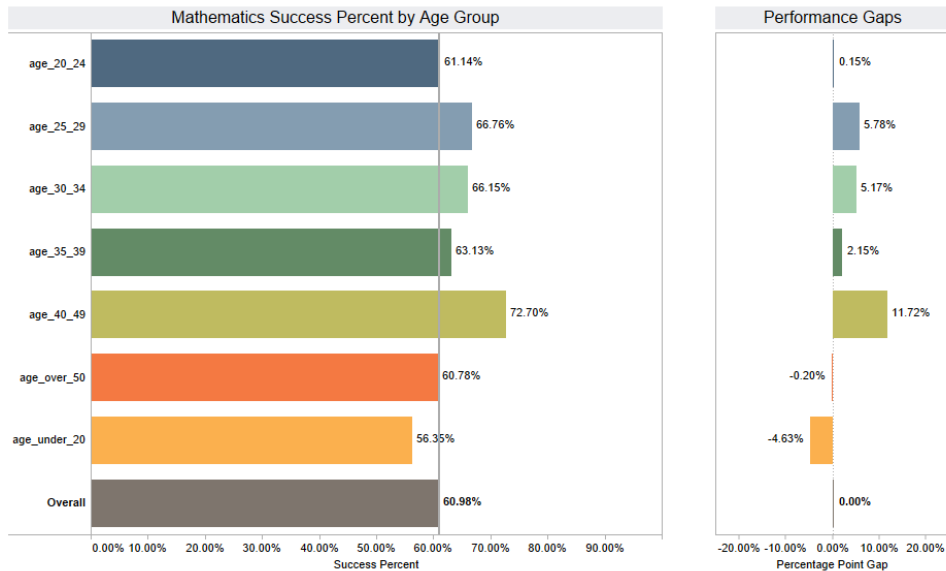
The other interesting data set is promise vs. non-promise students. The promise students' successful completion rates in mathematics were about 8% lower than non-promise students. This is in line with the College and could be that "free" tuition is drawing in students who might not be ready or motivated to be successful in college.



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Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Some notable statistics regarding the North County Campus:

Completion rates by age group seem to have more fluctuation in the North County than the campus in general, with NC 40-49-year old's having the highest successful completion rate at 72.7% vs. campus-wide coming in 4th with a completion rate of 66.1%.

Low-Income:

The percentage of low-income student enrollments in math classes in the North County is significantly larger than that of the campus as a whole, but they had a slightly higher success rate in the NC.

Campus-wide:

58.58% of students were characterized as low-income with a 49.8% success rate

North County:

72.80% of students were characterized as low-income with a 54.82% success rate

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*Some notable statistics by course and program changes based on success rates:
Comparison of Math 128 to Math 123/127*

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Mathematics

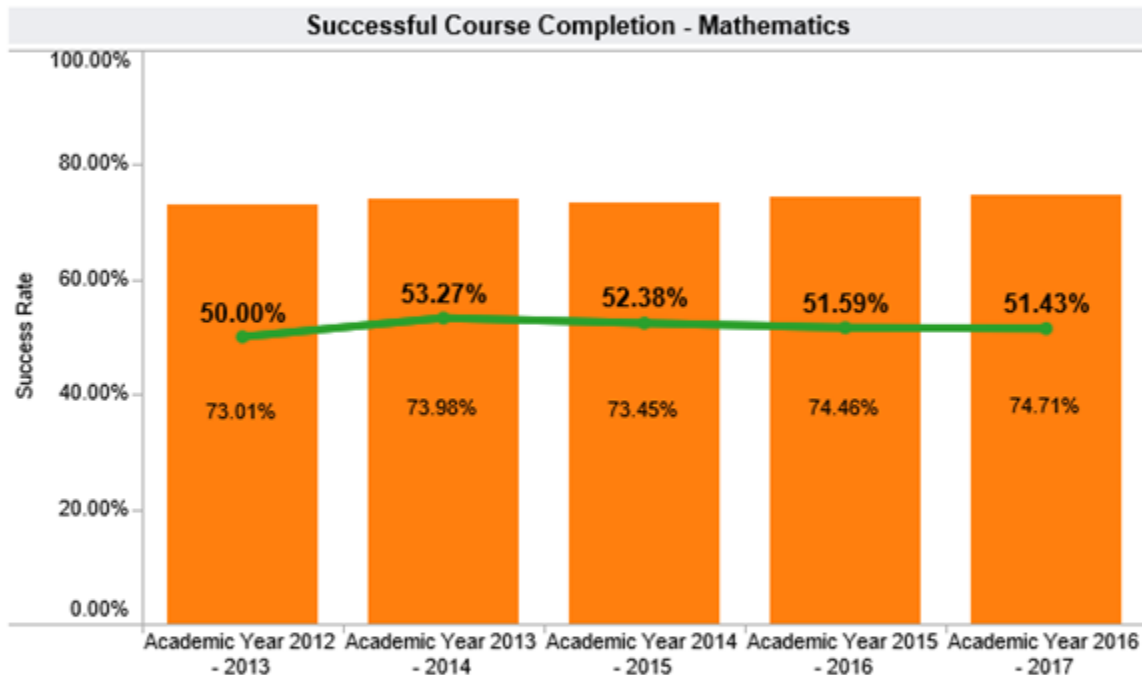
COURSE

MATH123

Legend:

Department Success Rate

Overall College Success Rate



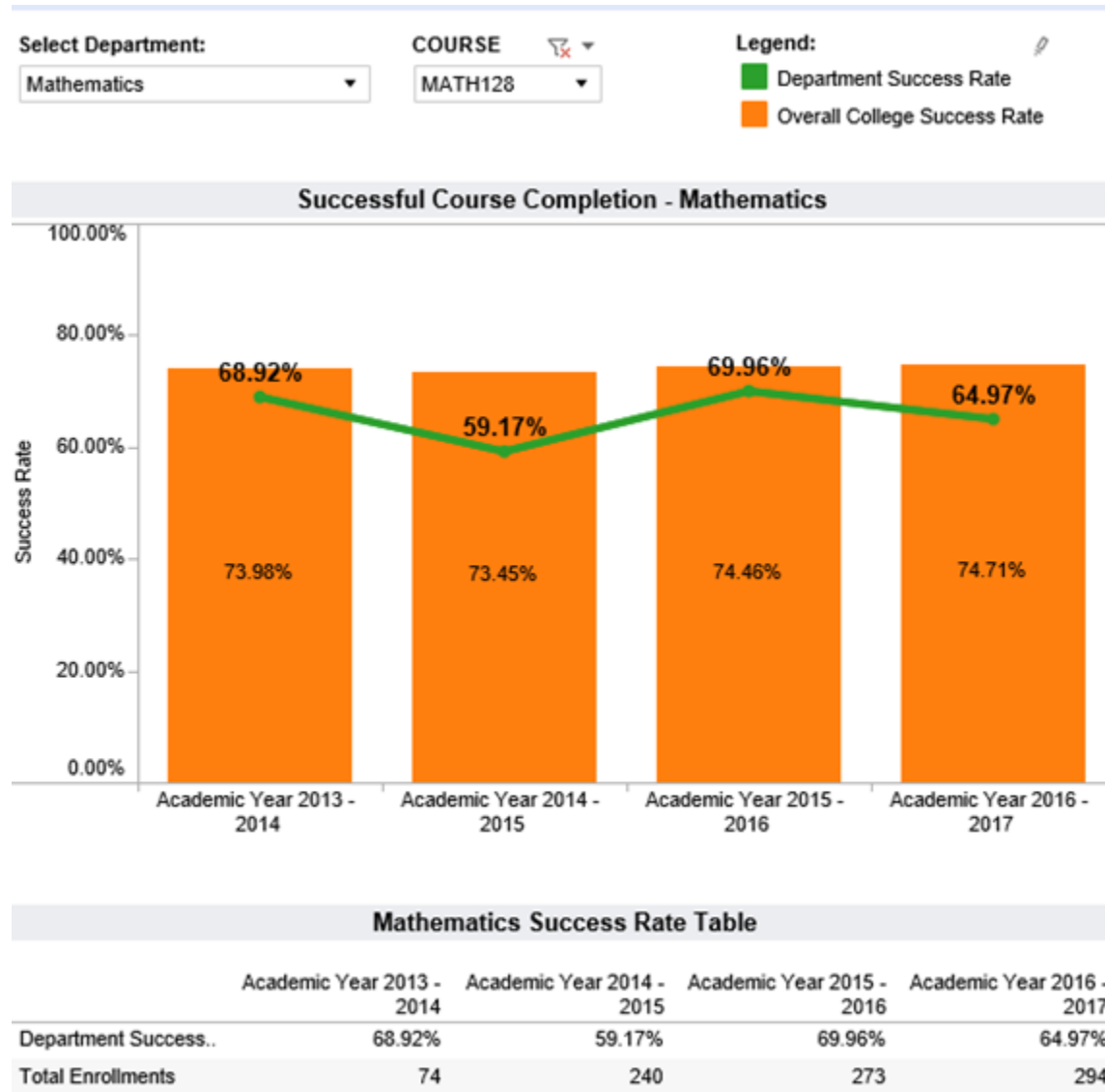
Mathematics Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	50.00%	53.27%	52.38%	51.59%	51.43%
Total Enrollments	964	871	714	725	593

Successful course completion rates for Math 123 are consistent over this five-year period, and much lower than overall college success rates. (About 52% on average for Math 123 vs. about 74% on average for the college). This difference is not surprising given the demographic of Math 123 students and the content of the course. Many students in this course have either not had algebra for a long time, if at all (older reentry students), or have been unsuccessful with the traditional approach to algebra in the past (younger students recently out of high school). Anecdotally, the reentry students tend to have more success due to maturity, while the younger students are being re-taught material they have failed at repeatedly in high school, only the pace is twice as fast, and they bring the fear and no-can-do mindset to the course. Many students taking this course should be taking Math 128 which has a much

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higher success rate due to its approach and relevance for non-STEM students. The Math Division and Counseling need to continue their efforts in guiding students to the appropriate course based on student academic goals.



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SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Mathematics

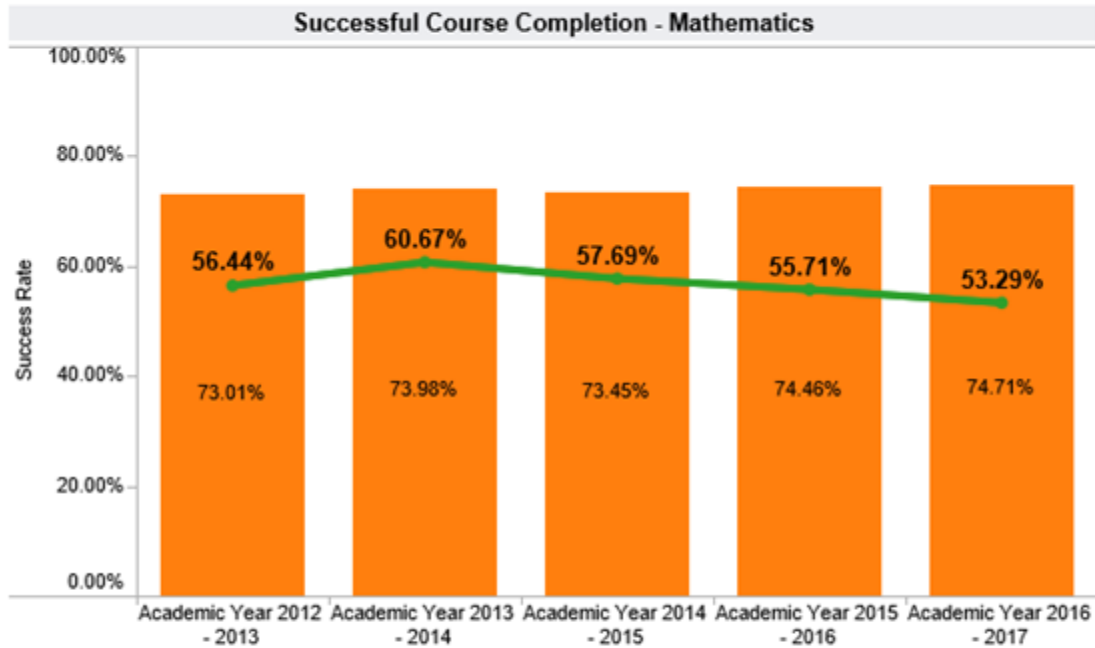
COURSE

MATH127

Legend:

Department Success Rate

Overall College Success Rate



Mathematics Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	56.44%	60.67%	57.69%	55.71%	53.29%
Total Enrollments	1,313	1,312	1,229	1,183	1,199

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

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MATH 123 v. MATH 128 Cuesta College Study by Institutional Research 8/15/2017

This brief study compared success and throughput rates among students whose first math class at Cuesta College was either Math 123 or Math 128. Because the cut scores for placement into Math 123 and Math 128 are equivalent, students make the decision to enroll in either Math 123 or Math 128. While this provides some degree of control, it is possible that students with weaker math skills or lowers math self-efficacy, etc. may opt to enroll in Math 123, given that Math 128 is an accelerated class combining many of the elements of both Math 123 and 127. As mentioned above, there are several confounding variables that may explain the differences in success rates between students who began their math careers in Math 123 as opposed to Math 128. Notwithstanding these caveats, the data show the following:

- (1) Success rates in Math 128 are greater than success rates in Math 123 (65.1% v. 53.6%)*
- (2) The Successful completion rate of Math 128 is significantly greater than the 123/127 completion rate (65.1% v. 30.6%)*
- (3) Greater percentages of students who began in Math 128 completed Math 230, 232, or 236/247 than did students who began in Math 123.*
- (4) Among students who completed Math 123/127, their success rate in Math 232 was statistically significantly greater than students who completed Math 128 (83.3% v. 52.6%)*

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SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Mathematics

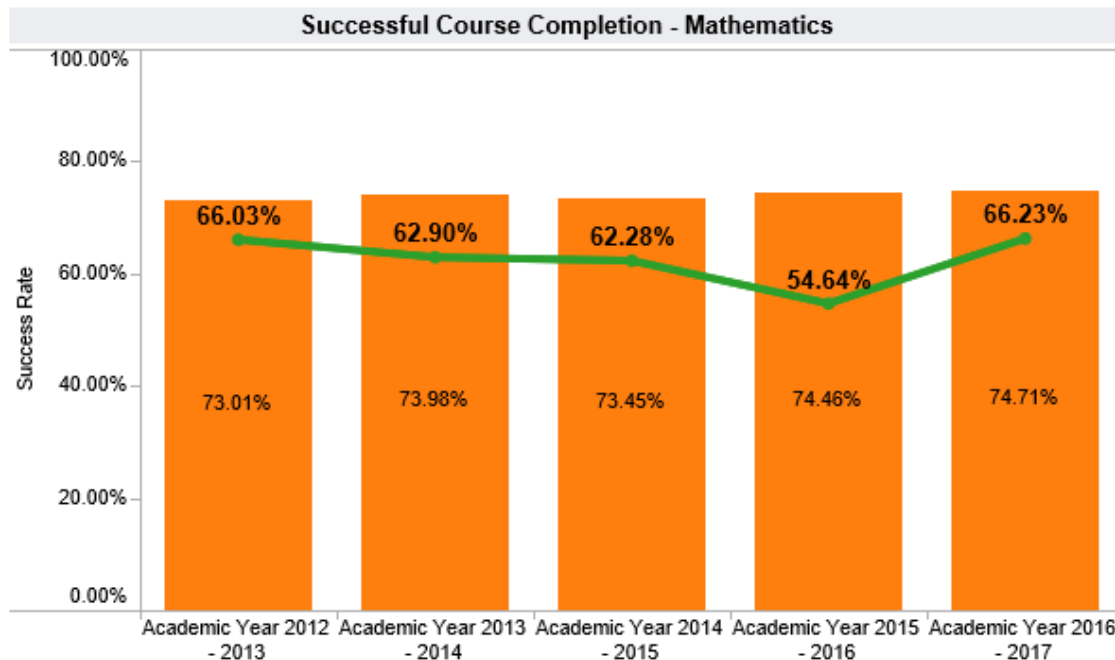
COURSE

MATH229

Legend:

Department Success Rate

Overall College Success Rate



Mathematics Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	66.03%	62.90%	62.28%	54.64%	66.23%
Total Enrollments	209	221	229	194	228

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Math 229 Trigonometry

In 2016-2017, we saw a large increase in the successful course completion rate over the previous year, from 54.64% to 66.23%. This is the highest the rate has been in the last five years. We have not made any substantial changes to the course content or modality, so it is unclear what might have caused this large increase.

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OTHER RELEVANT PROGRAM DATA (OPTIONAL)

PROVIDE AND COMMENT ON ANY OTHER DATA THAT IS RELEVANT TO YOUR PROGRAM SUCH AS STATE OR NATIONAL CERTIFICATION/LICENSURE EXAM RESULTS, EMPLOYMENT DATA, ETC. IF NECESSARY, DESCRIBE ORIGIN AND/OR DATA COLLECTION METHODS USED.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- ☒ SLO assessment cycle calendar is up to date.
We will not be assessing SLOs this semester due to revamping our structure. We are still well within the range of the 5-year cycle for these courses.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

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PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes.

The Division has been looking closely at our SLOs process. We have streamlined the calendar and are revising our SLOs into more general statements that can be applied to most courses and our PLOs. We have also looked at our analysis and how it might be improved by having the course that is assessed and analyzed meet with the instructors from the pre-requisite course to discuss challenges and successes. We will continue to meet before the semester at our divisional SLOs retreat as well as regular meetings during the semester of those courses currently being assessed and analyzed.

B. Anticipated changes in curriculum, scheduling or delivery modality

The Division began offering Math 247, Introduction to Statistics, in the online mode beginning Fall 2017. This has proved to be a popular offering for students and we will be offering two sections both in the summer and fall sessions.

The Division has moved Math 003, Arithmetic and Math 007, Pre-Algebra to non-credit. This has been approved through the curriculum process at Cuesta and we are awaiting approval from the Chancellor's office for Fall 2018.

As part of the requirements for the Hispanic Serving Institution Grant received by the College, and to satisfy the Elementary Teacher Education AD-T degree, the Mathematics Division has developed Math 220, Mathematics for Elementary School Teachers. This course has been approved through the curriculum process at the College and we are waiting for approval at the Chancellor's Office. This course may offered as early as Spring 2019.

C. Levels, delivery or types of services

With the advent of SSSP and Student Equity funding the Division will continue to explore innovative ways to support our students' success and retention in our courses. We currently have embedded tutors and supplemental instruction for sections of Math 003, Math 007, Math 128, and Math 247.

We also have free ALEKS (software) codes for students wanting to remediate their pre-requisite skills for their math courses. We have also purchased a Minitab unlimited use license for faculty and staff. Now students can access the software from anywhere.

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D. Facilities changes

The Mathematics Division has moved into our new building in SLO which includes offices for all full-time and adjunct faculty and five new classrooms. It has been wonderful to see us all together for the first time in over twenty years! We continue to ask to have our existing classrooms updated to having universal switch boxes for ease of use.

We have also changed our primary statistics room from 2205 to room 4111, which is being fitted with current instructional technology, forward facing desks with laptops, and can service 40 students per section, as opposed to room 2205 which could only service 32 students. We look forward to this project being completed and providing exemplary statistics education using the latest technology and trends for many years to come!

With the addition of our new facilities, we are now able to offer all calculus sections at an enrollment of 40. Under the new CAPS guidelines, basic skills classes (Math 003 and Math 007) are to be offered at 24. However, the math division wrote a CAPS Variance proposal which was approved to keep offering those courses at an enrollment of 32. We were also approved to offer Math 128 at 35 students instead of a CAP of 40 due to the nature of the course. Statistics will also be offered at a cap of 40 both online and in our newly converted computer lab room 4111 mentioned above.

E. Staffing projections

The Mathematics Division is currently down three full-time faculty and has two faculty on reduced retirement load. There is an immediate need to hire full-time faculty for both campuses. Our course offerings are limited due to lack of faculty. We foresee more retirements in the upcoming future due to the Separation Incentive Plan (SIP) and faculty at the end of their career. The Division will continue to hire part-time faculty using the continuous part-time faculty hiring process.

F. Other

Placement: The Division changed its placement process beginning Spring 2018. Rather than Assessment with Multiple Measures, we have instituted the Multiple Measures Placement (MMAP) process developed through the California Assessment Initiative. This consists of multiple measures only with the students self-reporting. This will have an impact on scheduling for Fall 2018 and necessary changes have been made based on data provided by Institutional Research .

We will be monitoring our classes and looking at success rates in the Fall 2018 semester to determine any necessary supports needed for student success in regard to this new placement process. We have looked at several models including co-requisite support courses and “just in time” instruction.

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PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	---
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	---
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	---
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	---
Student Success— Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	---
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	---

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.

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OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/J79W8GW>