**Annual report submitted to the Program Review Committee on**

**Signature of Department Chair/Lead Faculty Member: Signature of Dean/Director/Administrator**

**Data and Analysis: Program Data for Biology**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Enrolled at Census | 2,937 | 3,302 | 3,691 | 3,464 |
| FTES | 423 | 463 | 493 | 463 |
| FTEF30 | 9.1 | 11.1 | 11.8 | 11.7 |
| WSCH/FTEF | 763.6 | 683.1 | 684.8 | 648.0 |
| # of Full-time Faculty | 2 | 2 | 2 | 3 |
| Fill Rates | 93.2% | 88.8% | 87.2% | 87.3% |
| Success Rate | 81.1% | 77.7% | 77.8% | 73.0% |
| Retention Rate | 93.2% | 90.3% | 91.3% | 88.1% |
| Fall-to-Spring in Subject | 164 | 148 | 170 | 164 |
| F-to-S Persistence | 22.8% | 19.6% | 18.7% | 18.7% |

***Data Term Definitions*** *available on last page of this report template.*

**Program Data Analysis**

- Our plan to offer the major’s biology sequence should also yield robust enrollments. For this reason we would need another lab at Newport Beach so students can complete the major at NBC.

*(Box will explain as needed)*

### Curriculum Data -- Use data from the previous academic year *(Provide Numbers below)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Additions | Revisions | Suspensions | Retirements | Current Total |
| Courses | 1 | 3 |  |  | 18 |
| Certificates 18 units or greater | 1 |  |  |  | 2 |
| Certificates less than 18 units |  |  |  |  |  |
| Degrees | 1 |  |  |  | 2 |

### Curriculum Data Analysis

- Health Science Certificate is being submitted to the state. We plan to develop an Associate’s degree with the same core courses. The new degree is an AS in Biology. It has been approved by the curriculum committee and is awaiting the development of the narrative to send to the state.

*(Box will explain as needed)*

**Program Student Learning Outcomes Data from the Previous Semester *(Provide Number & Percentage below)***

|  |  |
| --- | --- |
| Total number of PSLOs/sections: | NA |
| Percentage of PSLOs that were fully achieved: | NA |

**Department Discussions Regarding SLOs (“Closing the Loop”)**

- At Department meeting during Spring 2013 All-College meeting, discussion of SLOs at the course level took place. In addition, courses were mapped to putative program SLOs in anticipation of a biology major. The Department chair can provide the documentation of the discussion

*(Box will explain as needed)*

**Progress on 5-year Goals from most recent Program Review.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal | 100%Complete | Partially Complete | Not Started | AbandonedProvide Reason | Comments |
| **Mark One for each 5 year Goal** |
| Develop and offer Health Science Certificate and AS degree and explore partnerships with local health care facilities | ❑ | ⌧ | ❑ | ❑ | ***Health Care Certificate narrative draft is complete and will be submitted to the State.  Faculty are currently exploring how to establish a relationship with Hoag Hospital.***  |
| Implementation of Biology major courses | ❑ | ⌧ | ❑ | ❑ | ***Two course sequence (BIOL C180 and BIOL C185) has received UC transfer approval and articulated to a few UCs. Will need to continue to articulate to other schools and hope to offer sequence beginning fall 2014. This will require startup funds for equipment and supplies. A new lab space at NBC would allow students to complete entire major there.*** |
| Redesign general biology laboratory instructional materials | ⌧ | ❑ | ❑ | ❑ | ***Adopted different lab manual and implemented new experiments with lottery fund money.*** |
| Develop independent study course involving human cadaveric dissection | ❑ | ⌧ | ❑ | ❑ | ***The course has been approved by the Curriculum committee.  Organ donor program are being contacted to secure prosections.***  |
| Offer Biology AS-T degree | ❑ | ❑ | ⌧ | ❑ | ***No state approved AS-T in biology exists. Vetting reopens this fall. Local AS in Biology approved by the Board and narrative is required to be sent to the state.*** |
| Re-evaluate efficacy of the Biotechnology program and certificate | ❑ | ❑ | ⌧ | ❑ | ***Chair has reviewed several biotechnology certificates (Pasadena City College and Miracosta) and is formulating revisions to current course offerings.***  |

**Action Plan and Resource Request Based on Annual Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Action | Institutional planning goals\* | How action will improve student learning | Type of Resource | Resource needs, if any | Department priority\*\* | Approximate cost | PotentialFundingSource |
| Startup equipment for majors’ biology | EMP I.c, I.d, I.h, III.cDiscipline Goal #6 | Provides the necessary materials for students to achieve student learning outcomes in their courses.  | **Equipment** | PCR machineIncubating shaker platform | 21 | $4000$1000 | EquipmentLottery funds |
| Additional lab room at Newport Beach | EMP I.c, I.d, I.h, III.cDept. Goal #10 | Students will be able to complete STAR Health Science and biology major at NBC. The lab will also house our marine science lab. | **Facilities** |  | 1 |  |  |
| Reassigned time for science articulation | EMP I.c, I.d, I.h, III.c |  | **Personnel** |  | 2 |  |  |
|  |  |  | **Software** |  |  |  |  |
| Line item for ongoing lab suppliesStartup lab supplies for Majors Biology | EMP I.c, I.d, I.h, III.cDept. Goal #6Discipline Goal #6 | Provides the necessary materials for students to achieve student learning outcomes in their courses. Will also help students complete degrees. | **Supplies** |  | 11 | $65,000$9000 | General FundLottery funds |
| Epson Smart Projector for Lab room in GGC | EMP III.c |  | **Technology** |  | 3 | $2500 |  |
| Line item for Maintenance agreements for -80 freezer, autoclave and microscopes | EMP I.c, I.d, I.h, III.cDept. Goal #6 | Provides the necessary materials for students to achieve student learning outcomes in their courses.  | **Other** |  | 2 | $6000 |  |
| Tutoring and Supplemental instruction (SI) leaders | EMP I.h, III.cDept. Goal #4 | Title III funded tutoring and SI leaders have demonstrated to increase student success in anatomy, physiology and microbiology  | **Other** |  | 1 |  |  |

\*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations,
 SLO/SAO evaluation and assessment, College Mission, or other relevant planning documents.

\*\*Prioritize the program’s resource needs with 1 being the most important and subsequent numbers being less urgent.

**GLOSSARY OF DATA TERMS**

**Enrolled (Census):** The official enrollment count based on attendance at the 20% point in the course.

**FTES:** Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of AAM assigned to a section.

**FTEF30:** A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents. This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

**WSCH/FTEF (595):** A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

**Fill Rate:** A measure of productivity that measures the enrollment capacity of students at census to the MAX enrollment cap established for the section.

**Success Rate:** The number of passing grades (A, B, C, P) compared to all valid grades awarded.

**Retention Rate:** The number of retention grades (A, B, C, P, D, F, NP, I\*) compared to all valid grades awarded.

**Fall-to-Spring in Subject Persistence:** The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

**F-to-S Persistence Rate as Percent:** The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.