**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 Chemistry**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Enrolled at Census | 860 | 915 | 750 | 970 |
| FTES | 144 | 137 | 111 | 142 |
| FTEF30 | 3.7 | 3.9 | 3.4 | 4.3 |
| WSCH/FTEF | 641.1 | 578.3 | 536.7 | 547.0 |
| # of Full-time Faculty | 1 | 1 | 1 | 1 |
| Fill Rates | 88.7% | 90.6% | 90.2% | 88.3% |
| Success Rate | 82.0% | 84.9% | 87.6% | 81.1% |
| Retention Rate | 90.0% | 91.0% | 93.8% | 88.9% |
| Fall-to-Spring in Subject | 12 | 16 | 11 | 14 |
| F-to-S Persistence | 8.0% | 10.2% | 7.6% | 11.0% |

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

**Program Data Analysis**

- There has been a significant increase in FTES from new course offerings. These new offerings include: 2 new onsite sections of CHEM 110 (1 section for STAR), 1 section for CHEM 130 (gateway course).

- We expect this trend to continue since in Summer 2013 we offered CHEM 220 (Organic Chemistry I) and Fall 2013 we are offering 2 sections of the CHEM 220 with lab

- Success and retention rates are strong.

*(Box will explain as needed)*

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Additions | Revisions | Suspensions | Retirements | Current Total |
| Courses | - | - | - | - | 12 |
| Certificates 18 units or greater |  |  |  |  | 0 |
| Certificates less than 18 units |  |  |  |  | 0 |
| Degrees |  |  |  |  | 0 |

### Curriculum Data Analysis

- Curriculum is stable and course offerings are adequate, although in 13’-14’ all Chemistry courses will be revised.

- There is a movement at the state level to consider IGETC for Science. This would enable us to create an AS or AS-T for Chemistry

- Articulation report would be helpful.

*(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 the development of a Chemistry 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** |
| Hire a full-time faculty member in chemistry | ❑ | ⌧ | ❑ | ❑ | * Increased Chemistry offerings show robust demand. As a result we hired several new part-time faculty
* In the faculty prioritization process last year we ranked right below the last funded spot. We will present again this year.
 |
| Implement Organic Chemistry sequence for chemistry and biology majors | ❑ | ⌧ | ❑ | ❑ | * We began offering the organic chemistry sequence in the summer.
* These courses still need one large piece of equipment (FTIR) to have robust course offerings.
 |
| Establish an AS-T Degree in Chemistry | ❑ | ❑ | ⌧ | ❑ | * No statewide AS-T developed as of yet. We are hopeful that with implementation of proposed science IGETC will drive the statewide development of an AS-T.
 |
| Hire a part-time instructional associate | ❑ | ❑ | ⌧ | ❑ | * We would like to propose this in the current year as the need to have staff attend to the physical sciences is becoming more pronounced.
 |
|  | ❑ | ❑ | ❑ | ❑ |  |

**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 |
| Purchase of FTIR | EMP I.c, I.d, III.cProg. Rv. #2 | This instrument is used in 75% of lab activities in organic chemistry sequence. | **Equipment** |  | 1 | $15,000 | Equipment funds |
| Hire a full-time faculty member in chemistry | EMP III.cProg. Rv. #1 | Faculty will provide leadership in developing chemistry program | **Personnel** |  | 4 |  | General Fund |
| Hire PT Instructional associate (or lab assistant) for physical sciences | EMP III.cProg. Rv. #4 | Lab materials will be set up appropriately and ready for use when students enter class. | **Personnel** |  | 5 | $30,000 | One-time |
|  |  |  | **Software** |  |  |  |  |
| Line item for ongoing lab supplies | EMP III.c | Critical for student learning in lab classes to have appropriate supplies | **Supplies** | These supplies are needed each year. | 2 | **$5,000?** | Lottery funds |
| Chemistry course articulation Report | EMP I.d, III.c | Students will have confidence that Chemistry courses articulate to 4yr schools | **Other** | Articulation Officer could provide report.  | 3 | $0 |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

\*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.