**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 Geology**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Enrolled at Census | 1,088 | 1,034 | 1,074 | 1,137 |
| FTES | 100 | 87 | 94 | 99 |
| FTEF30 | 1.7 | 2.0 | 1.8 | 1.6 |
| WSCH/FTEF | 977.6 | 714.6 | 860.4 | 1,020.0 |
| # of Full-time Faculty | \*1/4 | \*1/4 | \*1/4 | \*1/4 |
| Fill Rates | 88.4% | 70.2% | 83.5% | 89.1% |
| Success Rate | 69.0% | 69.4% | 66.1% | 59.0% |
| Retention Rate | 94.5% | 91.9% | 91.2% | 84.7% |
| Fall-to-Spring in Subject | 7 | 10 | 9 | 7 |
| F-to-S Persistence | 2.4% | 3.7% | 2.9% | 2.9% |

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

**Program Data Analysis**

- The full time instructor currently teaches 2/5 to 1/2 of her load in geology, so the actual FT ratio is 0.4 to 0.5/4. Financial aid students and others who do not get their textbooks and course access by the first week have difficulties catching up and usually need an Incomplete to finish--this lowers the overall success rate. Measures to improve success include dropping and not reinstating students who miss assignment deadlines without an excuse and offering students feedback when they do poorly on the first exam.

*(Box will explain as needed)*

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Additions | Revisions | Suspensions | Retirements | Current Total |
| Courses | 2 | 0 | 0 | 0 | 5 |
| Certificates 18 units or greater | 0 | 0 | 0 | 0 | 0 |
| Certificates less than 18 units | 0 | 0 | 0 | 0 | 0 |
| Degrees | 1 | 0 | 0 | 0 | 1 |

### Curriculum Data Analysis

- Geol 185 and 185L Historical Geology were added to meet the requirements for the Geology TMC. When the courses receive their C-IDs we will have a new transfer degree in geology.

*(Box will explain as needed)*

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

|  |  |
| --- | --- |
| Total number of PSLOs/sections:  SLO Reporting Spring 2013 5/6 sections for Spring 2013 | 83.33% reporting |
| Percentage of PSLOs that were fully achieved: The sciences haven’t determined PSLOs |  |

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

- Measures to improve outcomes include shifting the written assignment to an earlier point in the class so students not completing the assignment are dropped earlier, redistributing the assignments to offer feedback and weight assignments heavier after feedback is given. A shift in demographics has brought our discipline more students with limited abilities in writing and communicating in English. Students have few college level skills and no knowledge of science vocabulary. Referring students to ESL, basic skills, tutoring and pre-requisites have been discussed as ways to help students succeed in courses. Geology has PSLOs indicated on the course outlines, but because they are part of the science program and are not a program of their own, these have not been imported to the courses.

*(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 Geology course for majors | ❑ | ❑ | X❑ | ❑ | Awaiting the C-IDs for our existing geology courses to see if we need to develop this course. |
| Continue to update and review modalities for course offerings: Add Geol 105 and 105L General Geology and Lab online in the summer. | X❑ | ❑ | ❑ | ❑ |  |
|  | ❑ | ❑ | ❑ | ❑ |  |
|  | ❑ | ❑ | ❑ | ❑ |  |
|  | ❑ | ❑ | ❑ | ❑ |  |

**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 |
| Develop marketing plan and brochure for geology TMC | **College Master Plan*****Growth and Efficiency:***-Coastline will purposefully advance and sustain the College’s capacity for student success through the efficient use of resources as well as expanded, diverse, and responsive programs and services.**Contributes to Program Review 5-Year Goals** | Learning Centers, the FV Center and counselors will have marketing materials giving the program visibility. Students will know their options in our program + have a printed plan to follow | **Personnel****Other** | Select Coastline “branded” template best for print and downloadable brochures and flyersCoordinate w/ PIO’s Office on copy and imagesDistribute print brochures/flyers and get a downloadable form onto the CCC websiteNotify local CSU Depts that we have the KIN programMaterials |  | Printed Brochure $395/1000Printed Flyers $250/1000 |  |
| Add Geology to the Academic Programs on the Coastline College website and allow an area for download of program brochures | **College Master Plan*****Growth and Efficiency:***-Coastline will purposefully advance and sustain the College’s capacity for student success through the efficient use of resources as well as expanded, diverse, and responsive programs and services.**Contributes to Program Review 5-Year Goals** | Updating the College website to provide information on new programs and offering students downloadable program brochures allows students greater access to the data they need to plan their education. | **Personnel** | Coordinate w/ OLIT and PIO to make updates to CCC website |  | OLIT/PIO staff time to make updates  |  |
| Gain a fulltime faculty position  | **College Master Plan*****Growth and Efficiency:***-Coastline will purposefully advance and sustain the College’s capacity for student success through the efficient use of resources as well as expanded, diverse, and responsive programs and services.**Contributes to Program Review 5-Year Goals** | FT faculty member anchor programs and have a vested interest in developing and updating curricula to meet student needs.  | **Personnel** | DC time to make presentations and justifications for hiringSelection and hiring process |  |  | FT faculty salaryInstructional Funds |
|  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

\*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.