

Annual report submitted to the Program Review Committee on October 31, 2014

Signature of Department Chair/Lead Faculty Member:

Signature of Dean/Director/Administrator

Data and Analysis: Program Data for Sciences: **Astronomy**

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	260	494	232	261	648
FTES:	25	46	24	27	57
FTEF30:	0.5	1.1	0.5	0.6	1.1
WSCH/FTEF:	773	677	825	694	895
Fill Rates:	95.9%	94.5%	87.3%	75.3%	69.9%
SUCCESS AND RETENTION DATA					
Success Rate:	56.9%	57.3%	73.3%	41.4%	50.5%
Retention Rate:	73.1%	74.3%	84.5%	74.3%	74.7%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	2	4	0	0	0
F-to-S Persistence:	9%	4%	0%	0%	0%
DEGREES AND CERTIFICATES					
Certificates:	0	0	0	0	0
Associate Degrees:	n/a	n/a	n/a	n/a	n/a

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

Program Data Analysis

- The majority of the ASTR100 lecture courses are offered in a DL format.
- The large jump in enrollment and FTES in 2013-2014 is due to the ASTR100 Telecourse that is taught by Dr. Mahbub Kahn. Many of the students are incarcerated.
- Dr. Kahn and Dr. Devine are working to increase the Success Rate by improving the online content of ASTR100.

(Box will explain as needed)

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

	Additions	Revisions	Suspensions	Retirements	Current Total
Courses:	0	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: (AA, AS or AA-T, AS-T)	0	0	0	0	0

Curriculum Data Analysis

Courses: ASTRC100, ASTR100L have been offered in the past and will continue to be offered in the future. No immediate Revisions, Suspensions or Retirements are planned. More advanced courses are listed in the catalogue, but have never been taught at CCC. We should coordinate with OCC before offering the more advanced courses to ensure sufficient enrollment.

Certificates: No plans to create a Certificate in Astronomy. I am not aware of any job or career that would require a Certificate in Astronomy.

Degrees: There are no plans to create a Degree for Astronomy due to the relatively small number of colleges that offer a major in Astronomy. Students who wish to pursue a career in Astronomy will typically major in Physics.

(Box will explain as needed)

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

Review the SLOs printouts for the previous semester’s achievement for your department(s).

Go to <http://seaport.coastline.edu/studentlearningoutcomes.cfm>

Select:

- A. Coastline
- B. Statistical Reports by Term (previous semester)
- C. Click Submit
- D. Then select: Term
- E. SLO Level: (select Program)
- F. Select your discipline
- G. For Select Course Number (select “All”)
- H. Wait 3-7 seconds for it to load

From the “Course Number” column, Count the total number of courses that collected PSLOs; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	1
From the “Fully Achieved” column, Count the total number of courses that met PSLOs at 80% or higher; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	0
Divide the number that met PSLOs by the total number of courses to get the % OF COURSES THAT MET PSLOs; (Fully Achieved / All Courses) ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	0.0%

Discussions what can be done to improve the Percent of courses that meet PSLOs

- The PSLO is based on one factor: “Explain three fundamental processes in astronomy”, and has a “Fully Achieved” level of 53%. This PSLO cannot be assessed until fairly late in the semester, when the number of students who are actively engaged in the DL course have fallen (typical drop rates are currently at about 40%). One or more of the following will improve the PSLO “Fully Achieved” numbers:

1. Revise how the current PSLO is assessed.
2. Decrease the number of dropped/inactive students without sacrificing the academic integrity of the course by improving the DL course content.
3. Revise the PSLO.

Options 1 and 2 are being implemented beginning Fall 2014. Based on the results, we may have to consider option 3.

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

Goal	100% Complete	Partially Complete	Not Started	Abandoned <small>Provide Reason</small>	Comments <i>(If completed; What were the outcomes?)</i>
	Mark One for each 5 year Goal				
Design a full suite of labs and associated lab manuals for non-majors introduction to astronomy laboratory. (2017)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	A set of "day" labs has been developed for ASTR100L. We are ordering telescopes that will be used to develop a series of night labs for the Newport Beach Center.
Acquire a minimum of five 8-inch telescopes for "hands-on" labs and potential field trips. (2017)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Met with Sales Rep Mike West at Oceanside Photo and Telescopes in October 2014 to discuss options and expected cost, submitting a request for funding in this report. This request was delayed from 2013 due to perceived budget constraints.
Establish a rotating schedule with OCC for teaching more advanced Astronomy courses that are currently not offered by CCC (although they are on the books). (2018)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Discussed with OCC Astronomer Nick Contopoulos, but no definite plans or schedule at this time (Fall 2014).
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	Potential Funding Source
Purchase telescopes and accessories sufficient for lab class of 25 students.	District Vision 20/20 Goals 2 & 3 (STEMM) EMP Goals 1, 2 & 3 EMP Strat. Initiatives 2 & 4 2013 Prog. Rvw Goal ASTR-2 Institutional SLO 8 Course SLOs ASTR 100L	Provide students with hands-on experience using telescopes and observing stars, planets and the sun.	Equipment	Funding	1	\$25,000 (Includes 1K/yr maintenance)	One-time ending balance and equipment funds
			Facilities				
			Personnel				
			Software				
			Supplies				
			Technology				
			Training				
			Other				

*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.

Complete the **Prioritization Allocation Rubric (PAR)** form which outline the evidence and connections to the College Goals, KPIs and Plans of the campus. Please place the score from each section of the PAR from in the table below.

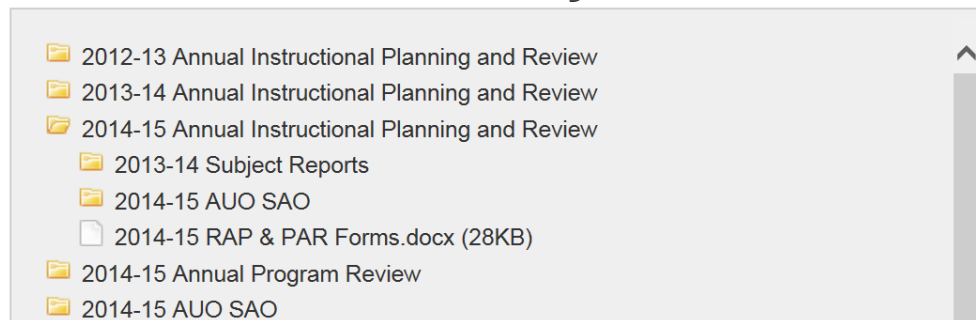
Only include request that fall outside the capability of your operating budget.

Goal	Resource	Estimated Cost	Health, Safety Compliance	SLO or Data Driven	Master Plan Support	KPI Support	Implementation Plan	Funding Type	Total Score	Department Priority

The RESOURCE ALLOCATION PROPOSAL & the PRIORITIZATION ALLOCATION RUBRIC form can be found at the link below.

<http://www.coastline.edu/about/research-planning/>

Research and Planning Documents



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.

Certificates: Number of certificates conferred per year.

Degrees: Number of Associate degrees conferred per year.

Annual report submitted to the Program Review Committee on October 31, 2014

Signature of Department Chair/Lead Faculty Member: _____

Signature of Dean/Director/Administrator _____

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

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	2,937	3,302	3,691	3,464	3,631
FTEs:	423	463	493	463	476
FTEF30:	9.1	11.1	11.8	11.7	12.1
WSCH/FTEF:	764	683	685	648	643
Fill Rates:	93.3%	88.9%	87.2%	87.3%	83.7%
SUCCESS AND RETENTION DATA					
Success Rate:	81.1%	77.8%	77.9%	73.1%	73.0%
Retention Rate:	93.3%	90.3%	91.3%	88.2%	86.6%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	164	148	170	164	168
F-to-S Persistence:	23%	20%	19%	19%	22%
DEGREES AND CERTIFICATES					
Certificates:	1	0	0	0	0
Associate Degrees:	n/a	n/a	n/a	n/a	n/a

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

Program Data Analysis

- We increased BIOL C100 from 3 to 4 onsite section and from 3 to 4 online sections. The additional online sections were late start and also seemed to fill readily.
- We also increased onsite BIOL C100L from 2 to 3 sections and now the enrollments are stabilizing
- In the summer we have offered onsite and online only for BIOL C100 and have had reasonable enrollments in both. We expect to be able to expand in Summer 2015
- There was a decrease in the number of Physiology classes that met enrollment, likely due to new prereqs; Anatomy enrollments remain robust, but we have had difficulty hiring faculty. We will be able to offer more classes now that the new lab is coming online.
- We would like to be able to track students who graduate with a degree with a Science and Math are of emphasis and determine whether the majority of their chosen classes were in biology.
- Success and retention remain stable even though our offerings are expanding. Persistence has increased slightly.
- Health Science Certificate is awaiting approval at the State; Biology major needs the narrative to be sent to the State.

(Data will explain as needed)

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

	Additions	Revisions	Suspensions	Retirements	Current Total
Courses:		2			18
Certificates 18 units or greater:					1
Certificates less than 18 units:					
Degrees: (AA, AS or AA-T, AS-T)					

Curriculum Data Analysis

Courses: The major's biology sequence (BIOL C180 and C185) recently received C-ID approval. We will be ready to offer them shortly.

Certificates: The health science certificate is still awaiting approval at the State.

Degrees: The Associate's in Biology major needs to submit a narrative.

(Box will explain as needed)

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

Review the SLOs printouts for the previous semester’s achievement for your department(s).

Go to <http://seaport.coastline.edu/studentlearningoutcomes.cfm>

Select:

- A. Coastline
- B. Statistical Reports by Term (previous semester)
- C. Click Submit
- D. Then select: Term
- E. SLO Level: (select Program)
- F. Select your discipline
- G. For Select Course Number (select “All”)
- H. Wait 3-7 seconds for it to load

From the “Course Number” column, Count the total number of courses that collected PSLOs; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	N/A
From the “Fully Achieved” column, Count the total number of courses that met PSLOs at 80% or higher; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	
Divide the number that met PSLOs by the total number of courses to get the % OF COURSES THAT MET PSLOs; (Fully Achieved / All Courses) ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	XX.X%

Discussions what can be done to improve the Percent of courses that meet PSLOs

- Since neither our certificate nor degree has been approved, we do not have program SLOs.
 - PSLOs are being developed for AA with Science and Math emphasis and can be measured next year.
- (Box will explain as needed)

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

Goal	100% Complete	Partially Complete	Not Started	Abandoned Provide Reason	Comments <i>(If completed; What were the outcomes?)</i>
	Mark One for each 5 year Goal				
Offer Intro Biology (GE Science) at all sites. (Dept. Goal 2014-15)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	We offer Intro Biology lecture at all three sites and the onsite lab at two sites. We need to offer the onsite lab at Le-Jao. We have the lab facility but this will require start-up costs.
Re-evaluate efficacy of the Biotechnology program and certificate (Prog. Review Goal 2013-18)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	The curriculum needs to be updated as well as the certificate. Interestingly, model curricula is being developed for biotechnology courses at the State level through the C-ID project. We may want to use these models as a template. Implementation would require start-up costs for supplies and equipment.
Develop and offer Health Science Certificate and AS degree and explore partnerships with local health care facilities (Prog. Review Goal 2013-18)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	The health care certificate is at the State awaiting approval. Need to offer Microbiology at Newport Beach so that students can take all certificate courses there.
Implementation of Biology major courses (Prog. Review Goal 2013-18)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Major courses have received C-ID designations and have been articulated to several universities. Faculty is choosing laboratory manual and determining needed supplies and equipment. Funding from last year is being used for start-up. Running these lab courses will also require further instructional associate and tutoring support. Two pieces of equipment will be required to offer these courses.
Redesign general (intro) biology laboratory instructional materials (Prog. Review Goal 2013-18)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A customized lab manual was chosen and was implemented in Spring 2014. As of Fall 2014, enrollments and retention is higher in the lab class.
Ensure that students work in a safe and professional lab environment at all sites. (Dept. Goal 2014-15)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Most safety materials are provided from general lab supplies. Currently Microbiology students have been using the same set of lab coats for the last 5 years. Although they are cleaned through sterilizing, they have not been washed and look unprofessional.
Explore offering lower division courses in bioengineering and chemical engineering (Prog. Review Goal 2013-18)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Bioengineering is not a field that is addressed at our sister colleges. This could be a niche for Coastline. We would need to hire a faculty in bioengineering to draft curriculum.

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	Potential Funding Source
Acquire equipment to implement Biology majors courses	District Vision 20/20 Goals 2 & 3 (STEMM) EMP Goals 1, 2 & 3 EMP Strat. Initiatives 2 & 4 2013 Prog. Rvw Goal BIOL-6 Institutional SLO 8 Course SLOs BIOL 180 and BIOL 185	Equipment is needed to run experiments in majors labs. All Biology courses and future biotechnology students can use this equipment.	Equipment	- Imaging system (\$8000) - Nucleic acid quantitation (\$6000) - Fluorescent microscope (\$4000) - Electroporator (\$2000)	1	\$20,000	Equipment funds
			Facilities				
Convert current Title III funded 28 hr biology instructional associate to general fund	District Vision 20/20 Goals 2 & 3 (STEMM) EMP Goals 1, 2 & 3 EMP Strat. Initiatives 2 & 4 2013 Prog.	1) Well set-up labs enhance student laboratory learning experience 2) Will enable us to adequately support science classes at our three sites. 3) IAs will support faculty during evening lab classes.	Personnel	Instructional associate to adequately manage increased biology sections. This IA will also help in Chemistry and Physics.	1	TBD	Ongoing/New Allocation model

Coastline Community College
Annual Institutional Planning Report

Sciences: **Biological**

Reporting & Planning Years:

Reporting for 2014 & Planning for 2015

	Rvw Goal BIOL-6 SCI-2 Institutional SLO 8 Course SLOs for all BIOL and CHEM courses						
			Software				
Procure lab safety supplies	<i>Health and Safety</i> EMP Goals 1 & 6 EMP Strat. Initiatives 2 2013 Prog. Rvw Goal SCI-6, SCI-10	Students work in a safe and clean environment	Supplies	Safety supplies for all three sites. This also covers safety materials for Chemistry and Physics/Astronomy. Cleaning/disinfection service for lab coats	1	\$10,000	Ongoing
Acquire Classroom & Lab supplies	District Vision 20/20 Goals 2 & 3 (STEMM) EMP Goals 1, 2, 3, 5 & 6 EMP Strat. Initiatives 2 & 4 2013 Prog. Rvw Goal BIOL-2 BIOL-4 BIOL-5	1) Students will have needed supplies for classes and labs. Hands on exercises reinforce lecture material. Funds will also allow increased offerings in Anatomy, Physiology and General Biology. 2) Students will be able to take Microbiology and finish all certificate courses at Newport Beach. 3) Students at Le-Jao will be able to take GE Intro	Supplies	1) Ongoing lab supplies for Anatomy (18 sections); Physiology (14 sections); Microbiology (8 sections); Majors Biology (2 sections); 2) Startup lab supplies for running Microbiology (2 sections) at NBC 3) Startup lab supplies for Intro Bio lab at Le-Jao (1 section)	1) 1 2) 1 3) 2	1) \$36,000 2) \$20,000 3) \$5,000	1) Lottery funds 2) Lottery funds %60 /ending balance 40% 3) Lottery funds

Coastline Community College
Annual Institutional Planning Report

Sciences: **Biology**

Reporting & Planning Years:

Reporting for 2014 & Planning for 2015

	<p>BIOL-6</p> <p>Institutional SLO 8</p> <p>Course SLOs BIOL 100, 100L, 180, 185, 210, 220, 225, 283</p>	<p>Biology.</p> <p>4) New Lab exercise development</p> <p>5) Lecture content will be reinforced with 3D models; particularly for kinesthetic learners.</p>		<p>4) Seed money to develop new lab exercises</p> <p>5) 3D molecular models for biology</p>	<p>4) 2</p> <p>5) 1</p>	<p>4) \$3,000</p> <p>5) \$1,000</p> <p>Total: \$65,000</p>	<p>4) Lottery funds</p> <p>5) Lottery funds/ minigrants</p>
<p>Replace desktop computer in GG 303.</p> <p>Acquire laptop/desktop for microplate reader</p>	<p>District Vision 20/20 Goals 2 & 3 (STEMM)</p> <p>EMP Goals 1, 3 & 6</p> <p>EMP Strat. Initiatives 2 & 4</p> <p>2013 Prog. Rvw Goal BIOL-2 BIOL-4 BIOL-5 BIOL-6</p> <p>Course SLOs BIOL 180, 185, 210</p>	<p>Lab manager increased time efficiency will allow more students to be served.</p> <p>Microplate reader will be used by majors biology and microbiology students. The reader was a donation to the college, but it came without a computer.</p>	Technology		1	\$2000	Measure M
<p>Re-evaluate efficacy of the Biotechnology program &</p>	<p>District Vision 20/20 Goals 2 & 3 (STEMM)</p>	<p>More career options available to students.</p>	Other Stipend	<p>2 LHE of reassigned time for fall 2015 and spring 2016 (1 LHE per project).</p>	2		End balance

Coastline Community College
Annual Institutional Planning Report

Sciences: **Biology**

Reporting & Planning Years:

Reporting for 2014 & Planning for 2015

<p>certificate</p> <p>Hire discipline expert to explore feasibility of offering Bioengineering transfer courses</p>	<p>EMP Goals 1, 3 & 6</p> <p>EMP Strat. Initiatives 2 & 4</p> <p>2013 Prog. Rvw Goal BIOL-8 SCI-9</p>						
<p>Maintenance of lab equipment</p>	<p>District Vision 20/20 Goals 2 & 3 (STEMM)</p> <p>EMP Goals 1, 2, 3, 5 & 6</p> <p>EMP Strat. Initiatives 2 & 4</p> <p>2013 Prog. Rvw Goal BIOL-2, BIOL-4 BIOL-5, BIOL-6 SCI-5, SCI-10</p> <p>Institutional SLO 8</p> <p>Course SLOs BIOL 100, 100L, 180, 185, 210, 220, 225 (i.e., lab classes)</p>	<p>Maintained equipment will allow successful completion of lab exercises and achievement of SLOs</p>	<p>Other Maintenance Contract</p>	<ul style="list-style-type: none"> - Maintenance contracts - Replacement parts 	<p>1</p>	<p>\$8000</p>	<p>Ongoing</p>

*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.

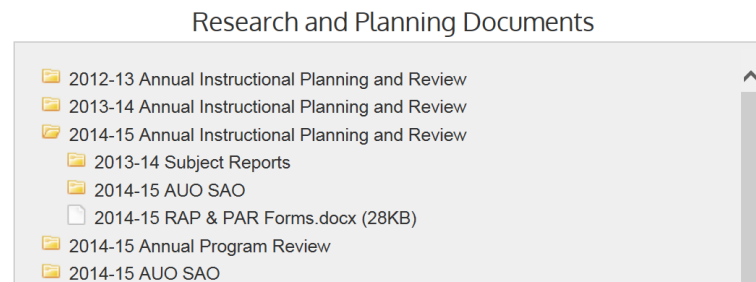
Complete the **Prioritization Allocation Rubric (PAR)** form which outline the evidence and connections to the College Goals, KPIs and Plans of the campus. Please place the score from each section of the PAR from in the table below.

Only include request that fall outside the capability of your operating budget.

Goal	Resource	Estimated Cost	Health, Safety Compliance	SLO or Data Driven	Master Plan Support	KPI Support	Implementation Plan	Funding Type	Total Score	Department Priority

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

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Certificates: Number of certificates conferred per year.

Degrees: Number of Associate degrees conferred per year.

Annual report submitted to the Program Review Committee on October 31, 2014

Signature of Department Chair/Lead Faculty Member:

Signature of Dean/Director/Administrator

Data and Analysis: Program Data for Sciences: **Chemistry**

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	860	915	750	970	1,384
FTES:	144	137	111	142	197
FTEF30:	3.7	3.9	3.4	4.3	6.5
WSCH/FTEF:	641	578	537	547	496
Fill Rates:	88.8%	90.7%	90.2%	88.4%	87.0%
SUCCESS AND RETENTION DATA					
Success Rate:	82.1%	84.9%	87.6%	81.1%	82.4%
Retention Rate:	90.0%	91.0%	93.9%	89.0%	88.5%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	12	16	11	14	18
F-to-S Persistence:	8%	10%	8%	11%	14%
DEGREES AND CERTIFICATES					
Certificates:	0	0	0	0	0
Associate Degrees:	n/a	n/a	n/a	n/a	n/a

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

Program Data Analysis

- Significant increase in FTES due to offering Organic Chemistry sequence and increasing sections of CHEM 130 and CHEM 110. Since we implemented the Organic Chemistry sequence retention has increased. In addition, student success, retention has remained high and stable.

(Box will explain as needed)

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

	Additions	Revisions	Suspensions	Retirements	Current Total
Courses:	0	0	0	0	12
Certificates 18 units or greater:	0	0	0	0	0
Certificates less than 18 units:	0	0	0	0	0
Degrees: (AA, AS or AA-T, AS-T)	0	0	0	0	0

Curriculum Data Analysis

-
Courses: Course offerings are stable. We are exploring offering CHEM 130 in a hybrid modality.

Certificates:

Degrees: Once AS-T of Chemistry is published by the State, we will submit

(Box will explain as needed)

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

Review the SLOs printouts for the previous semester's achievement for your department(s).

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Select:

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- B. Statistical Reports by Term (previous semester)
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- G. For Select Course Number (select "All")
- H. Wait 3-7 seconds for it to load

From the "Course Number" column, Count the total number of courses that collected PSLOs; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	N/A
From the "Fully Achieved" column, Count the total number of courses that met PSLOs at 80% or higher; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	
Divide the number that met PSLOs by the total number of courses to get the % OF COURSES THAT MET PSLOs; (Fully Achieved / All Courses) ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	XX.X%

Discussions what can be done to improve the Percent of courses that meet PSLOs

- There is no Chemistry Program although we hope to develop the AS-T in Chemistry once it is released by the State.

(Box will explain as needed)

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

Goal	100% Complete	Partially Complete	Not Started	Abandoned Provide Reason	Comments <i>(If completed; What were the outcomes?)</i>
	Mark One for each 5 year Goal				
Hire a full-time faculty member in chemistry	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hired in Fall 2013. Our new instructor has allowed us to offer an additional Chemistry preparation course and is reworking our Organic Chemistry curriculum.
Implement Organic Chemistry sequence for chemistry and biology majors	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Although courses are currently offered, the courses have limited articulation as majors prep courses. This is leading to weak enrollments. Offering these courses has also added to the responsibilities of the instructional associate.
Establish an AS-T Degree in Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Chemistry AS-T has been established, but has not been published yet. Preparatory steps: 1) align current CHEM 180 and 185 syllabi with C-ID course descriptors; 2) submit for C-ID approval
Offer CHEM 130 in a hybrid format	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	Potential Funding Source
Purchase Spectrophotometers	District Vision 20/20 Goals 2 & 3 (STEMM) EMP Goals 1, 2 & 3 EMP Strat. Initiatives 2 & 4 2013 Prog. Rvw Goal SCI-2 Institutional SLO 8 Course SLOs for CHEM 130, 180L, 185L, 220L, 225L and BIOL 180 and 210.	Students will be able to carry out experiments using spectrophotometers in General Chemistry, Organic Chemistry, Microbiology and Majors Biology.	Equipment	4 Spectrophotometers	1	\$8000	Equipment funds
			Facilities				
Hire additional part-time (28 hour) biology/chemistry instructional associate	District Vision 20/20 Goals 2 & 3 (STEMM) EMP Goals 1, 2 & 3	1) Well set-up labs enhance student laboratory learning experience 2) Will enable us to adequately support science	Personnel	Instructional associate to adequately manage increased biology sections. This IA will also help in Chemistry and Physics.	1	???	Ongoing/New allocation model

	<p>EMP Strat. Initiatives 2 & 4</p> <p>2013 Prog. Rvw Goal SCI-2</p> <p>Institutional SLO 8</p> <p>Course SLOs for all BIOL and CHEM courses</p>	<p>classes at our three sites.</p> <p>3) IAs will support faculty during evening lab classes.</p>					
			Software				
<p>1) Purchase lab supplies to maintain current lab offerings.</p> <p>2) Begin teaching General Chemistry sequence at Newport Beach.</p>		<p>1) Current lab offerings in Chem 110 (15 sections/yr), Chem 130 (6 sections/yr), General Chem sequence 180/185 (10 sections/yr), and Organic Chemistry sequence 220/225 (2 sections/yr) can be maintained.</p> <p>2) Allow students to complete all majors prep courses for Geology, Chemistry and Biology at Newport Beach.</p>	Supplies	<p>1) Glassware replacement, consumables and chemicals.</p> <p>2) Small equipment, glassware kits, consumables and chemicals</p>	<p>1) 1</p> <p>2) 1</p>	<p>1) \$27,000</p> <p>2) \$13,000</p> <p>Total: 40,000</p>	Lottery funds
			Technology				
			Training				
			Other				

*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.

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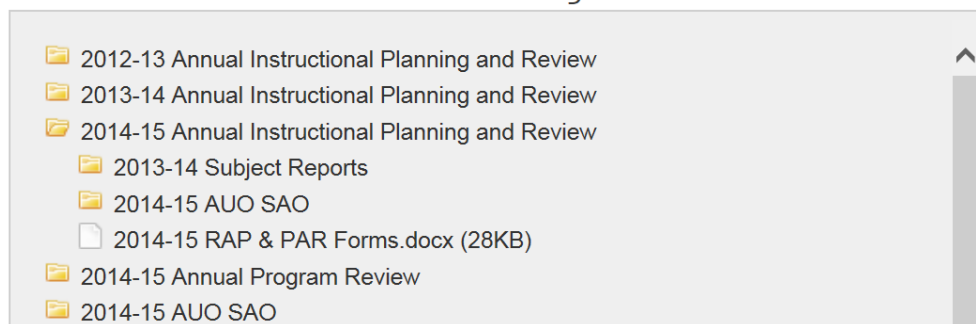
Only include request that fall outside the capability of your operating budget.

Goal	Resource	Estimated Cost	Health, Safety Compliance	SLO or Data Driven	Master Plan Support	KPI Support	Implementation Plan	Funding Type	Total Score	Department Priority

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Reporting & Planning Years:

Reporting for 2014 & Planning for 2015

Annual report submitted to the Program Review Committee on November 1, 2014

Pedro Gutierrez/Debbie Secord
Signature of Department Chair/Lead Faculty Member:

Cheryl Babler
Signature of Dean/Director/Administrator

Data and Analysis: Program Data for Sciences: **Geology**

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	1,088	1,034	1,074	1,137	1,280
FTEs:	100	87	94	99	111
FTEF30:	1.7	2.0	1.8	1.6	2.2
WSCH/FTEF:	978	715	860	1,020	850
Fill Rates:	88.5%	70.2%	83.6%	89.2%	74.0%
SUCCESS AND RETENTION DATA					
Success Rate:	69.0%	69.4%	66.1%	59.0%	66.5%
Retention Rate:	94.6%	92.0%	91.2%	84.8%	85.5%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	7	10	9	7	11
F-to-S Persistence:	2%	4%	3%	3%	6%
DEGREES AND CERTIFICATES					
Certificates:	0	0	0	0	0
Associate Degrees:	n/a	n/a	n/a	n/a	n/a

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. Enrollments are strong, most geology courses have a wait list and many students who have taken the lecture portion also take the lab. Incarcerated students mail in their assignments after the grades have gone in, 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. Instructors forget to go back in and update their Seaport records when Incomplete grades have been changed, this is another reason the success rate is low. Measures to improve success include reminders to telecourse instructors to post their late grades on Seaport, dropping and not reinstating students who miss assignment deadlines without an excuse and offering students feedback when they do poorly on the first exam. A TMC in geology is proposed and the core geology courses have received their C-IDs.

(Box will explain as needed)

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

	Additions	Revisions	Suspensions	Retirements	Current Total
Courses:		5			5
Certificates 18 units or greater:					
Certificates less than 18 units:					
Degrees: (AA, AS or AA-T, AS-T)	AS-T				

Curriculum Data Analysis

-

Courses: Geol C105 General Geology; Geol C105L General Geology Lab; Geol C115 California Geology; Geol C185 Historical geology; Geol C185L Historical Geology Lab were all updated at the Oct 3 2014 Curriculum Council Meeting. The updates to Geol C105, C105L and C185L were to accommodate recommendations from the C-ID reviewers and move from conditionally approved to a fully approved C-ID status. Updates to C185, which is already fully C-ID approved were to add program outcomes. Geol 115 had textbook editions updated.

Certificates:

Degrees: AS-T is in the process of being approved.

(Box will explain as needed)

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

Review the SLOs printouts for the previous semester’s achievement for your department(s).

Go to <http://seaport.coastline.edu/studentlearningoutcomes.cfm>

Select:

- A. Coastline
- B. Statistical Reports by Term (previous semester)
- C. Click Submit
- D. Then select: Term
- E. SLO Level: (select Program)
- F. Select your discipline
- G. For Select Course Number (select “All”)
- H. Wait 3-7 seconds for it to load

From the “Course Number” column, Count the total number of courses that collected PSLOs; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	0
From the “Fully Achieved” column, Count the total number of courses that met PSLOs at 80% or higher; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	N/A
Divide the number that met PSLOs by the total number of courses to get the % OF COURSES THAT MET PSLOs; (Fully Achieved / All Courses) ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	N/A%

Discussions what can be done to improve the Percent of courses that meet PSLOs

-
 There is no program outcome for geology. The sciences debated doing broad science program SLOs or branching out to the disciplines within the sciences. Because we now will have a AS-T and TMC in Geology we have developed Program SLOs and they are going through the process of being approved.
(Box will explain as needed)

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

Goal	100% Complete	Partially Complete	Not Started	Abandoned <small>Provide Reason</small>	Comments <i>(If completed; What were the outcomes?)</i>
	Mark One for each 5 year Goal				
Develop Geology course for majors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	Our C-ID for our existing course to count towards the major means the development of additional curriculum is unnecessary.
Continue to update and review modalities for course offerings: Add Geol 105 and 105L General Geology and Lab online in the summer.	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We added a hybrid lab in the fall, but it didn't have sufficient enrollments. We are adding hybrid lecture and lab sections in the spring, the idea being the combination will be attractive to more students. We have hired two new adjunct instructors and are offering two additional sections of the online Geol C105L lab.
Develop a site based lab for the major	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	There is a requirement for transfer that science majors take the labs in a classroom setting.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	Potential Funding Source
Get Geology AS-T approved through the curriculum process. Develop and Map Program Outcomes.	College Master Plan Learner Success: Linked to District Theme: Certificate and Degree Completion, Transfer with Competence I.a. CCC will increase the number of Transfer Admission Guarantee (TAG) and Memorandums of Understandings (MOU) with four-year colleges and universities to promote student transfer. Contributes to Program Review 5-Year Goals	Students will have more degree options and a reason to stay at Coastline to take their geology core and other science requirements for the major.	Personnel		1		
Develop marketing plan and brochure for geology TMC; Explore connections between science courses and market Coastline course pathways within our classes; Examine the feasibility of developing a science course and career pathways	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 flyers Coordinate w/ PIO's Office on copy and images Distribute print brochures/flyers and get a downloadable form onto the CCC website Notify local CSU Depts that we have the Geology Program Materials	3	Printed Brochure \$395/1000 Printed Flyers \$250/1000	

brochure							
Develop a site based lab to accommodate Geol C105L and Geol C185L.	<p>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</p>	Students will have the modality of the lab necessary for transfer in the geology major.	Personnel Supplies	We are exploring the use of the portable lab kits that the students purchase for their online labs to be adapted for use in the classroom. These would be supplemented by some additional rock and fossil samples.	2		
			Software				
			Technology				
			Training				
			Other				

*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.

Complete the **Prioritization Allocation Rubric (PAR)** form which outline the evidence and connections to the College Goals, KPIs and Plans of the campus. Please place the score from each section of the PAR from in the table below.

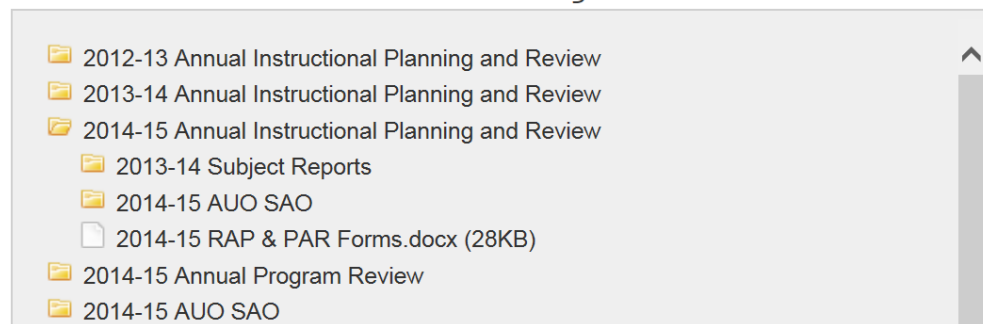
Only include request that fall outside the capability of your operating budget.

Goal	Resource	Estimated Cost	Health, Safety Compliance	SLO or Data Driven	Master Plan Support	KPI Support	Implementation Plan	Funding Type	Total Score	Department Priority
On-Site Lab	Materials		100	15	5	10	20	General Supply Fund	150	

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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.

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Degrees: Number of Associate degrees conferred per year.

Annual report submitted to the Program Review Committee on October 31, 2014

Signature of Department Chair/Lead Faculty Member: _____

Signature of Dean/Director/Administrator _____

Data and Analysis: Program Data for **Sciences: Physics**

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	286	296	339	311	363
FTES:	36	35	41	35	40
FTEF30:	1.1	1.2	1.4	1.2	1.2
WSCH/FTEF:	549	483	482	477	552
Fill Rates:	90.9%	78.1%	84.4%	86.7%	83.7%
SUCCESS AND RETENTION DATA					
Success Rate:	74.1%	72.0%	80.5%	76.8%	75.2%
Retention Rate:	82.9%	84.8%	91.2%	88.1%	83.5%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	4	7	14	10	14
F-to-S Persistence:	7%	10%	13%	9%	12%
DEGREES AND CERTIFICATES					
Certificates:	0	0	0	0	0
Associate Degrees:	n/a	n/a	n/a	n/a	n/a

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

Program Data Analysis

- The Enrollment and FTES have remained relatively steady. The addition of the Physics Lab at the Newport Beach Center and the continued improvement of the Phys120/125 hybrid courses should result in an increase in student enrollment and FTES over the next few years.

(Box will explain as needed)

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

	Additions	Revisions	Suspensions	Retirements	Current Total
Courses:					
Certificates 18 units or greater:	0	0	0	0	0
Certificates less than 18 units:	0	0	0	0	0
Degrees: (AA, AS or AA-T, AS-T)	1	0	0	0	0

Curriculum Data Analysis

-
Courses: PHYS C110, C120 and C125 are currently offered. C110 is online, and taught by Dr. Mahbub Kahn. C120 and C125 are hybrid courses, and taught by Dr. David Devine. We would like to start offering the calculus-based sequence Phys185/280 starting in Fall 2015.

Certificates: None.

Degrees: An AS-T Degree for Physics was approved by the Curriculum Committee in Spring 2014 and has been submitted to the state for approval. Outcome pending.

(Box will explain as needed)

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

Review the SLOs printouts for the previous semester's achievement for your department(s).

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From the "Course Number" column, Count the total number of courses that collected PSLOs; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	0
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Divide the number that met PSLOs by the total number of courses to get the % OF COURSES THAT MET PSLOs; (Fully Achieved / All Courses) ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	XX.X%

Discussions what can be done to improve the Percent of courses that meet PSLOs

- There are no PSLO listed for PhysC110, C120 or C125. These need to be developed.

(Box will explain as needed)

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

Goal	100% Complete	Partially Complete	Not Started	Abandoned Provide Reason	Comments <i>(If completed; What were the outcomes?)</i>
	Mark One for each 5 year Goal				
Purchase lab and computer equipment needed to establish a full suite of labs for algebra-based physics sequence (2015)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Equipment ordered in Fall 2013, arrived Spring 2013. Sufficient for creating 10-12 labs for the algebra-based PhysC120/125 s well as calculus based Phys185/280.
Design a full suite of labs and associated lab manuals for algebra-based physics sequence (2015)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	A complete set of labs were created for Phys120 and for Phys125 during 2013/2014. Dr. Devine worked with a student aid during Summer 2014 to re-design and improve the Phys120 labs.
Design a full suite of labs and associated lab manuals for the calculus-based physics sequence. (2015)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	The algebra-based labs have been designed so that they can be modified to match the needs of the calculus-based physics sequence. There is no need for additional equipment. A full set of labs suitable for Phys180 will be completed during Summer 2015 in preparation for the first offering of calculus-based physics in Fall 2015 (assuming AS-T has been approved by the state).
Establish an AS-T Degree in Physics. (2016)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	AS-T proposal approved by the Curriculum Committee in Spring 2014 and submitted to the state for approval in Summer 2014. Outcome pending.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	Potential Funding Source
			Equipment				
			Facilities				
Hire a hourly (15hrs/week) student aid during Spring/Summer 2015 to work on lab and course development.	District Vision 20/20 Goals 2 & 3 (STEMM) EMP Goals 1, 2 & 3 EMP Strat. Initiatives 2 & 4 2013 Prog. Rvw Goal PHYS-2 PHYS-3 Institutional SLO 8 Course SLOs for all BIOL and CHEM courses	Improve STEM related activities for algebra-based and calculus-based physics courses.	Personnel		1		
			Software				
Purchase lab supplies for maintenance			Supplies	Various physics supplies	1	\$2,000	Lottery
			Technology				
			Training				
			Other				

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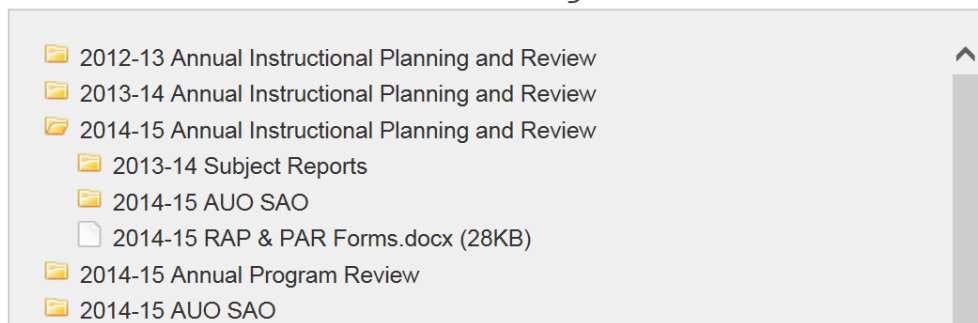
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