

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Biology	STEMPS	Jill Carbone, Ann Hight, Nan Ho, Barbara Zingg

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

Our mission is to provide excellent teaching and learning for a wide variety of courses and career goals
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in biology. Our program serves biology majors and pre-professional transfer students, students preparing for careers in Allied Health, students seeking to satisfy specific degree, certificate, and general education requirements, and students seeking to gain intellectual enrichment. Our program provides career development and volunteer opportunities for students.

- Biology courses are required for all biology major students to transfer to four-year universities or earn an AA- Biology degree. These include students who intend to enter graduate programs in biology or professional training programs such as medical, dental, pharmacy, physical therapy and optometry schools.
- Biology courses are required for the AA- Biology- Emphasis in Allied Health degree and for students seeking career training for the Allied Health fields. These include vocational students entering nursing school and programs in Allied Health fields (such as radiology, dental hygiene, surgical technology, physical therapy, occupational therapy, emergency medical technicians, medical assisting, and health information technology programs).
- Biology courses fulfill requirements for certificates and other AA and AS degrees, including Psychology, Occupational Safety and Health, Horticulture, Physical Education, Surgical Technology, Sports Medicine, Science Technology, Viticulture, and Enology.
- Biology courses are frequently chosen to fulfill the general education and IGETC requirement for a laboratory science course.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The Biology Department is inclusive to a diverse student body with a variety of educational goals. Our student-centered programs provide accessible scheduling, extensive faculty availability both in and out of the classroom, as well as state-of-the-art technology and facilities for lecture and laboratory. We provide rich learning opportunities through extensive hands-on laboratory exercises, lectures and out-of-class activities such as the Biology Club, LLNL Seminar Series, Student Assistant and Federal Work study opportunities, class-associated research projects, and field trips. The Biology program offers two AA degrees and courses that support these degrees. Biology courses also support degrees in other disciplines, as well as certificates and job re-training programs.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
Botany 1	The Botany Course Outline has not been revised since Spring 2005 because the full-time Botany instructor position remains unfilled. No current full-time faculty teach Botany
Physiology 1	It has been 4 years since the last update to the Physiology Course Outline, however, we want to meet Title V compliance and submit for C-ID approval.

2. Will new curriculum (*e.g.*, course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

We are considering offering a new course on Cadaver prosection for students who have successfully completed Anatomy 1. We are still at the discussion level about this idea. The ADT degrees mandated by the state require us to compare our biology courses to the C-ID descriptor, make appropriate updates and submit for C-ID.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES x NO

If yes, please describe briefly what new initiatives are planned.

We continue to explore the increased use of biotechnology in as many of our courses as possible. This will be an ongoing need in the future as biotechnology, genomics and related fields are now industry-wide in almost all biology disciplines.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
13	13	10

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

Some SLOs are assessed every semester (e.g.: Microbiology, Physiology, Zoology, Bio 1 and most sections of Bio 31). The remaining courses we are now beginning to be assessed every two years. Some courses have additional SLO data that has not entered to into eLumen.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
2	2	6

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

In our Biology Workshops (funded by a LPC Foundation Grant) on Sept 26-27 2011 and March 28 2011 we developed and discussed the Microscope SLO used in all of our laboratory based classes. The full-time Biology faculty discussed and analyzed SLO data during the department meetings on August 23 and September 13 2013. Biology Workshop and department meeting agendas are evidence of program-wide dialogue of SLO assessment.

b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

All of our biology courses (with the exception of Bio 10, Bio 20, Ecology and Bio 31, which are approximately double the size) have approximately 26 students; these small sample sizes between sections or over time preclude meaningful analysis. On a very broad scale, in Zoology 1, microscopy skills showed a bell-curve shift to higher levels of performance, continuing the success of our department's focus on microscopy. Bio 1 (only offered in Spring 2012, but not Fall 2011) showed 100% of students met the standard for experience with equipment and techniques. The other majors course (Botany) was not taught by a full-time faculty member and there is no data to analyze. Stipends were not offered to Botany adjunct at the time. In Anatomy, the majority of the students achieved scores of 4 instead of 5 for their ability to identify muscles. This score will likely improve with the acquisition of a cadaver and/or cadaver parts.

There is not enough significant DE data because our DE classes are currently only taught by adjunct instructors and our college did not start offering stipends for adjuncts to assess SLOs until recently.

All classes that assess the Microscope SLO are achieving high scores. This reflects the extensive faculty training that we have done for this SLO in our Biology Workshops, and the department's focus of acquiring, updating, maintaining, repairing, and replacing both compound and dissecting microscopes so that each student works individually with one microscope of each type.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

Based on the Anatomy SLO assessments and other data we are planning to submit an Instructional Equipment Request for a cadaver or cadaver parts and accompanying supplies (e.g.: carts, prosection tools, etc). We need to continue to offer the same level of hands-on experience with equipment and techniques that has led to outstanding SLO achievement rates in Bio 1. This across-the-board excellence in microscopy supports the continued need for acquiring (as needed), updating, maintaining, repairing, and replacing microscopes.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (i.e. additional assessments or reassessment)?

We will continue to assess some classes every semester. Other classes will be assessed once every two years, particularly if they are taught by adjunct faculty solely.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

In November 2012 our program submitted a data request package to the Institutional Researcher. The results were subsequently discussed with full-time Biology faculty members and the IR in April 2013. During College Day 2013 and on Sept 13 the full-time Biology faculty met to review and discuss the student data packages provided by the Institutional Researcher. Evidence can also be found in the department meeting agendas for fall 2013.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

Upon analyzing the student data we discovered that Bio 20 and Eco 1 have lower pass rates than our other Biology courses. The students in Bio 20 and Ecology are typically younger and perhaps less prepared for the rigors of a biology course. Our programs may consider developing additional SLOs or student surveys that focus on support services and academic responsibility in these courses. This data would provide information as to what this younger cohort of students needs to improve success rates in the Biology classes.

We would like more customized data, however, that has not been possible due to just having a one person IR office. There seems to be a need to hire another IR Research and Planning Analyst.

We found no significant trend between success rates in on-line versus face-to-face classes.

Since the creation of the AA-Biology in Allied Health degree, students have increasingly been awarded this degree. We interpret this to mean that students are taking advantage of this opportunity.

Our student Head Count decreased as our program was forced to cut sections. This particularly impacted our first-time-attending-college students (Freshman <30 units) who have a low or no priority number because they couldn't get into impacted sections. Their enrollment dropped from 27% in 2007 to 14% in 2011. This is also reflected in the decrease of younger students from 46%-37% within that same time frame.

Meanwhile we noticed an increase from 15% Latino students in 2007 to 21% in 2011. This

seems consistent with the overall trend for the college.

Biology Workshop or other related Professional Development activities could be used for discussing how to improve success rates for Eco and Bio 20. These two courses are taught primarily by adjunct instructors and therefore stipends would encourage participation in these discussions.

In order to maintain our previous enrollment levels of freshman we plan to offer more section of Bio 31 and Zoology, Botany, Bio 50, Bio 5, Bio 10.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

The additional sections of Botany and Bio 31 necessitate hiring a full-time Botany/Biology instructor to replace Karen Pihl who retired in 2009. The reinstatement of this full-time faculty position will increase retention of new incoming freshman via consistent instruction, instructor availability and mentoring. The support for students in the Allied Health and biology majors pathways will be also be restored to pre-2009 levels.

2. Enrollment Management (**Instructional programs only**)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

FTEF for 2012-13 is 20.95. This is slightly lower compared to previous years because Bio 31 and Anatomy were not taught over the summer due to construction; however we added an extra section of Bio 1 in fall 2012 and Bot 1 in spring 2013.

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

FTEF for 2011-12 is 21.13. Although there is a small difference in FTEF between these two academic years, our program has been forced to cut sections over the past few years due to budget restraints, so our long-term FTEF has decreased.

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

We would like to reinstate a section of Bio 10 because after cutting two of the four sections, especially since non-major students end up taking Bio 31 to satisfy their lab course requirement by default. Bio 31 is a rigorous course, designed for Biology majors or pre-Allied Health students and is too difficult for some for general education goals. We

would also like to add back the section of Bio 50 that we cut several years ago. We have enough student demand to fill an additional section of this course, especially with the growth of the Paramedic program.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
21.13	6.46	30.6%

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	1 Sci Ed Tech	About: Bio 60% and Chem 40%	40	12
	1 Lab Tech II	About: Bio 60% and Chem 40%	40	12
	2 Lab Tech II	About Bio 80% and Chem 20%	72	10
regular hourly classified staff**	0	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	2	About: Bio 60% and Chem 40%	10-12	10

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

Since Karen Pihl's retirement in 2009, we have still not hired a replacement Botanist/Biology for this position. Please see our Botany Position Request submitted to the Faculty Hiring Prioritization Committee in fall 2013 for detailed data, analysis and discussion.

3. Are there Staff Development needs for the academic year 2014-15?

YES NO **If yes**, elaborate. Provide any data which support these needs.

We would like to apply for Staff Development funding, or for a Foundation Grant to provide for future Biology Department Workshops. Individual faculty and staff will also need appropriate Staff Development funding as opportunities such as conferences and workshops arise.

F. Technological ResourcesAre there any **new** technological needs for the academic year 2014-15?*(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)*YES NO **If yes**, briefly describe. Provide any data which support these needs.*(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)*

[Click here to enter text.](#)

G. Facilities, Equipment, and Supplies ResourcesAre there any **new** facility, equipment or supply needs for the academic year 2014-15?*(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)*YES NO **If yes**, briefly describe. Provide any data which support these needs.*(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)*

We will continue to rely on Instructional Equipment funding for updating our lab equipment and supply needs. For example we will be submitting an IER for the acquisition of a human cadaver and/or cadaver parts. Similarly, we will use IER funding for a small freezer in the Biology Learning Center for the Bio 1 fruit fly research project.

The second floor classrooms of building 1850 are not large enough, with their current seating limit of 48 students, to hold the double lecture sessions for Bio 31, Chem 30A, and Chem 31. These classrooms need to accommodate at least 55 students. We are currently researching the possibility of adding a second door so these rooms will be in compliance with the fire code for a 55 student capacity. This may require the submission of a Small Building Project request.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO **If yes**, please briefly describe amount and general uses.

Biology supply budget (from the College General Fund) = \$26,000
 Biology equipment maintenance (from the College General Fund) = approximately \$24,700
 Co-Curricular for Fish Crew= \$2000

The Biology operating supply budget has only decreased over the last 8 years from a high of \$29,000 with a separate Microbiology budget to a level today of \$26,000 including Microbiology. Meanwhile prices for the same supplies have increased every year during those 8 years as have transportation costs, hazard materials fees, handling fees (ice, packing) in getting those supplies here.

Using the national urban Consumer Price Index for the last 8 years, prices have increased 19.7% for goods. During that time period, only one year had a negative CPI. While the expense budget has been ever decreasing, the buying power for supplies and reagents has also been dropping. A \$29,000 budget 8 years ago results in buying power today of \$20,878, especially given the reduced starting budget of \$26,000.

As per our long-term goals, we have recently doubled the number of Bio 1 and Bot 1 sections, the former which is a supply-intensive class. Cost-per section is approximately \$2-3,000. We have covered some of these costs by dramatically reducing or eliminating labs activities and reducing student ratios-to-supplies in the Bio 1 class. We have also been able to secure CTE funding through the hard work and efforts of our faculty to cover costs in this and other classes, but this is not a sustainable solution. We must have a sustainable budget

Recently, about \$20,000 in new budget to cover mostly the addition of the expensive 1850 deionized water system at \$13,000/yr and the new autoclave at \$7,000/yr. Neither of these two items will help us in classroom supplies and neither are yearly recurring budget considerations. The water system design is definitely overkill and did not allow user input. Similar to the chemistry department, we are interested in pursuing a mechanism to fund the honor's projects.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO **If yes**, briefly describe. Provide any data which support these needs.

We currently have a Cadaver Facility and a new full-time Anatomist who is researching how to acquisition cadavers and/or cadaver parts. We estimate that each new cadaver will

cost \$2,500-3,000. We are going to request this funding via an Instructional Equipment Request; however a more sustainable approach for continued acquisition must be attained. One option to pursue may be to build this cost into our annual operations budget as well.

We have not increased the supply budget since 2006 despite increased inflation and shipping costs. This means we are able to buy less with what we are given.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

Many local Radiology programs have switched from requiring Bio 50 to requiring Anatomy and Physiology as separate courses. This has placed further demand on these already impacted courses. We plan to investigate and potentially create new ADT degrees as mandated by the state.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

Since our Program Review update we have hired a full-time Anatomist and will be hiring a lab technician in fall 2013. Due to the paid compensation available for adjunct starting spring 2012 we were able to reach the goal of 100% SLO course assessment for courses that were scheduled to be assessed. We achieved our goal of offering Botany, Zoology and Bio 1 every semester.

B. Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

We have not completed the application for the AA- Biology Education and ADT degrees. We have not hired a replacement for the Botany/Biology Position. We have not added back many of the sections we had to cut (eg: Bio10, Bio 50). We have not increased the supply budget for several years despite the fact that we added more sections of Bio 50, Anatomy, and Bio 1 in recent years.

We have still not pursued funding for the Biology Workshops that were previously funded

by a Foundation Grant. This is not due to lack of interest but rather because our department is understaffed and stretched thin. The CAH of our Biology Department Coordinator position is still reduced by 60% to 1.3 CAH; our goal remains to restore the original 3 CAH considering the size and complexity of the program.

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

Our main objective for 2014-15 is to hire a full-time Botanist/Biology instructor. We also plan to acquire cadaver materials and equipment.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

In order to meet student demand and access we need to add more sections of various biology courses considering most are at, or above, capacity, with full Waitlists. In our Botany Position Request we provide data and detailed analysis of how this position affects teaching and learning. Student Learning Outcomes for Anatomy are expected to improve once we are able to acquire cadaver parts or even a full cadaver, as it is much easier to learn anatomy hands on.

An increase in the supply budget will positively impact student learning. Due to budget cuts over the last several years we have made many significant reductions in the experiential lab activities provided to students. For example, students are working in groups as large as 4 (meaning they do not get the hands-on experience our department is known for), and are having to use cheaper reagents that don't perform as well and add labor costs to preparation, and left-over dissected specimens from previous classes. The full-time faculty has been making these cuts with the input of adjunct faculty and staff, and has kept pedagogy and student learning as priorities. However, the cuts are now so deep that we are compromising student access and learning.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective†	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	Replace full-time Biology/Botany instructor due to retirement	Yes		Development of Herbarium and Greenhouse collection. SLO.	Human		Faculty Hiring Prioritization Committee
2	1	Begin researching acquisition of cadaver material	Yes		Anatomy SLO	Instructional Equipment	Click here to enter text.	RAC
3	2	Adding sections to meet student demand	No		FTES	Enrollment Management	Click here to enter text.	CEMC
4	2	Explore the possibility of new curriculum for Cadaver prosection course	No, but if actualized new SLOs will be implemented		Course approval	Curriculum	Cadaver or cadaver parts	Curriculum
5	2	Research and complete ADT degrees	No		State approval	Curriculum	Click here to enter text.	Curriculum

*human, technological, facilities/supplies, financial, other

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‡When College Goals become available, this column will be activated.