

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

Name of Program	Division	Author(s)
Astrology	STEMPS	Juan Zodiac

**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 program mission is to provide excellent teaching and learning for a wide variety of courses and career goals in biology. Our program serves biology majors and pre-professional transfer students, career-technical students in Allied Health fields, students seeking to satisfy degree,

certificate, and general education requirements, and students seeking intellectual enrichment. Our program provides career development and volunteer opportunities for students.

- Biology courses are required for all biology majors to transfer to four-year universities or to 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, and optometry schools.
- Biology courses are required for the AA-Biology-Emphasis in Allied Health degree and for students seeking Allied Health careers and/or career-technical training. These include pre-nursing school and pre-dental hygiene programs, and programs in radiology, Surgical Technology, physical therapy, occupational therapy, emergency medical technician, medical assisting, and health information technology.
- Biology courses fulfill requirements for certificates and other AA and AS degrees, including Psychology, Occupational Safety and Health, Horticulture, Physical Education, Sports Medicine, Viticulture, and Enology.
- Biology courses fulfill general education, CSU, and IGETC requirements.
- Career-training opportunities are available to students who work as student assistants in the laboratory prep room and/or as “Fish Crew” volunteers for the Las Positas Aquarium Project.

**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.

Click here to enter text.

## 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
PSYC 1	Update course to include C-ID descriptors
Click here to enter text.	Click here to enter text.

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.

The psychology program is planning on submitting course outlines for two new courses: Positive Psychology, and Sleep and Dreams.

### 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  NO

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

Our program is planning to create a new AA- Teaching degree and pathway

### 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)
Click here to enter text.	Click here to enter text.	Click here to enter text.

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.*

Example 1: The majority of the classes are assessed once a year and the rest are assessed every semester that they are taught.

Example 2: We assess each course at least once every two years. Some courses are assessed every semester. Because Botany and Anatomy classes are taught entirely by adjunct, their SLOs had not been assessed for years, or ever, until stipends were made available to adjunct in spring 2012.

Example 3: Because Geo 33 is a new course we plan to assess its SLO every semester until we get satisfactory results. The rest of the courses are assessed every other year.

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
Click here to enter text.	Click here to enter text.	Click here to enter text.

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.*

Our program held two department workshops in October and November 2012 to discuss SLO assessments and the creation of new SLOs. Evidence of this dialog can be found in the meeting notes posted on the department's Blackboard site.

- 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.)*

Example (not full-length): The face-to-face version of POLI 7 had a higher percentage successful completion of the assessment than the distance education version of POLI 7. The program discussion led to a decision to add more student blogs and restate assignment instructions for better clarity.

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

The SLO assessment results were used in Instructional Equipment requests for additional chemistry equipment.

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

Example 1: AJ50 and AJ56 will have assessments every semester instead of every year. AJ61 and AJ62 will only have assessments every two years because the assessment results are satisfactory. The other AJ courses are assessed by part-time instructors and will begin having assessments in eLumen because they will be paid by the college.

Example 2: We plan to continue our cycle of assessing all courses at least once every two years; however, faculty may choose to assess their courses more frequently.

#### 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.*

Example 1: Our program discussed student data with the Institutional Researcher in fall 2012; evidence of this dialog can be found in the data request packet we submitted and modified following this discussion.

Example 2: Based on discussions following annual review of databases statistics, librarians decided to incorporate search strategies and instructions in appropriate Library guides. Evidence of this can be found on the online Library Guides on Library web page.

- 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.)*

Example 1: Based off of low retention and success rates for our PHYSI class we created new SLOs and submitted a data request packet to IR for additional information.

Example 2: 2011-12 Library database statistics showed that Biological Science Collection, on temporary trial, received heavy usage. Based on these statistics, Library faculty adjusted database budget to include the cost of BSC.

- 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 Library relies on database statistics to request funding for databases that support curriculum, DE and faculty assignments.

## 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.

Click here to enter text.

- 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.)*

Click here to enter text.

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

Click here to enter text.

## 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 **
Click here to enter text.	Click here to enter text.	Click here to enter text.

\* 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*	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly classified staff**	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

\* 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.

Click here to enter text.
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3. Are there Staff Development needs for the academic year 2014-15?

YES  NO

If yes, elaborate. Provide any data which support these needs.

Click here to enter text.

### F. Technological Resources

Are 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.)*

Our program needs a new speech program because the current equipment that we have is so old that we can no longer purchase upgrades. In addition, students need to have experience with the current technology for workforce preparation.

### G. Facilities, Equipment, and Supplies Resources

Are 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.)*

### 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.

Click here to enter text.

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.

My program was chosen to revamp the course outlines to meet AS-T. The language of the new course outlines do not follow the chapter sequence in any of the textbooks used in the discipline. So students at the beginning level classes are required according to the new outlines to learn material that is currently in texts for intermediate level students. I need



additional training along with time to meet with a mentor to determine the best way to scaffold the information to meet the new course outline requirements.

### 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*)

Click here to enter text.

### 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.)*

Click here to enter text.

#### 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.)*

Click here to enter text.

#### 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.)*

Click here to enter text.

#### 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.)*

Click here to enter text.

**Continue to the next page to complete the form.**

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**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	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
2	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
3	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

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

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