Program Review Update 2015-16
BIOLOGY
(Report Due: October 15, 2016)

Program Description (source: Faculty)

Biology is the study of living organisms, and includes plants, animals, bacteria and fungi. Biology studies their molecular and cellular structures as well as the whole organism and also includes structure - function relationships and organismal behavior.

Career paths chosen by students pursuing undergraduate studies in biology commonly include pharmaceutical sales, biomedical research, biomedical engineering, fish and wildlife biology, animal handler/trainer, zoo/aquarium biologist, forestry service, national parks service, environmentalist, and biology teacher.

Careers in the discipline that generally require graduate-level degrees include medicine, pharmacy, veterinary, optometry and dentistry, bioinformatics (biology & computer science), medical research, and scientific research. Even students who choose not to major in biology find that coursework in the field can improve their ability to think critically, solve complex problems, improve their skills at writing, research and analysis, understand modern scientific, medical and environmental issues as well as their own health issues.

College of the Desert's biology curriculum includes course offerings that provide a general overview of the discipline, as well as coursework in mathematics, physics and chemistry. Additionally, many allied health programs require biology coursework in Microbiology and Human Anatomy and Physiology.

The College offers an Associate of Science degree, as well as courses leading to transfer to a university. Students earning an Associate's Degree in biology may pursue entry-level positions as laboratory assistants or may choose to continue their study in the discipline toward a bachelor's or graduate degree. COD has transfer agreements with the California State Universities and University of California systems in this discipline/program. However, transfer requirements at four-year colleges and universities vary from institution to institution; students must consult with a counselor for specific information regarding the transfer requirements of their preferred college or university.

Students Served (source: Faculty)

- Students preparing to transfer to four-year institutions majoring in Chemistry, Physics, Earth Sciences, Geophysics, Hydrology, Mathematics, Engineering, Biological Sciences, Environmental Science, Natural Resources, Architecture, Computer Science, Pre-medicine, and Pre-veterinary.
- Students preparing to enter the ADN and, in conjunction with CSUSB, BSN Nursing programs.
- Students needing fundamental biological science education courses to fulfill general education requirements.
- Students transferring to liberal studies programs with the intention of becoming K-8 teachers.
- In fall of 2016 there are 24 sections of Biology courses offered with space for approximately 660 students.

Discipline/Program Learning Outcomes (source: Curriculum Specialist)

Students completing courses in this category will demonstrate an ability to:
- Explain concepts and theories related to physical, chemical, and biological natural phenomena.
- Demonstrate an understanding of the scientific process and its use and limitations in the solution of problems.
- Draw connections between the natural sciences and their own lives.
- Make critical judgments about the validity of scientific evidence and the applicability of scientific theories.
- Demonstrate knowledge of the use of technology in scientific investigation and human endeavors, and the advantages and disadvantage of that technology.
- Use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

Course Level Assessment Completed (source: Faculty & OAC Coordinator)
(See Appendix G of Academic PR)

See Page 8 for Course Level Assessment schedule

Changes Implemented as a Result of the Assessments (source: Faculty utilizing OASR form)

The most significant change implemented in Biology based on our assessments was to alter the Biology 13 lab schedule. Previously, students spent three hours in lab one day per week. Now, the three hours has been scheduled over two days at 80 minutes per lab session. We have compared student success rates with the new lab schedule in place and have shown that average scores and pass rates have improved with lab offered twice per week. The assessment report for the change of the Biology 13 lab format was submitted in fall of 2016.

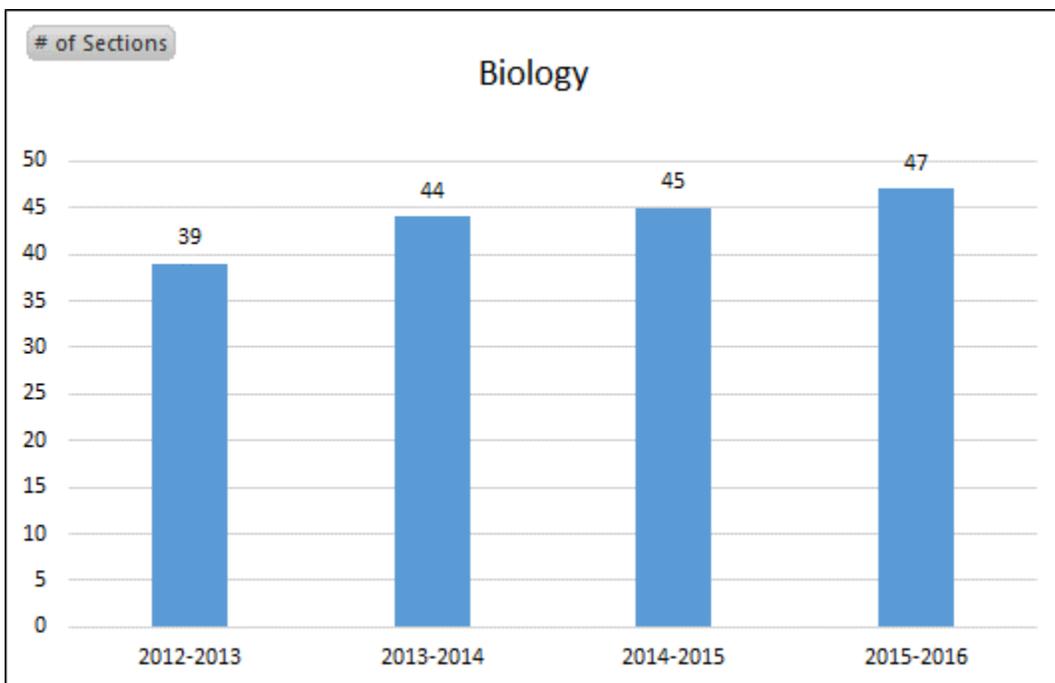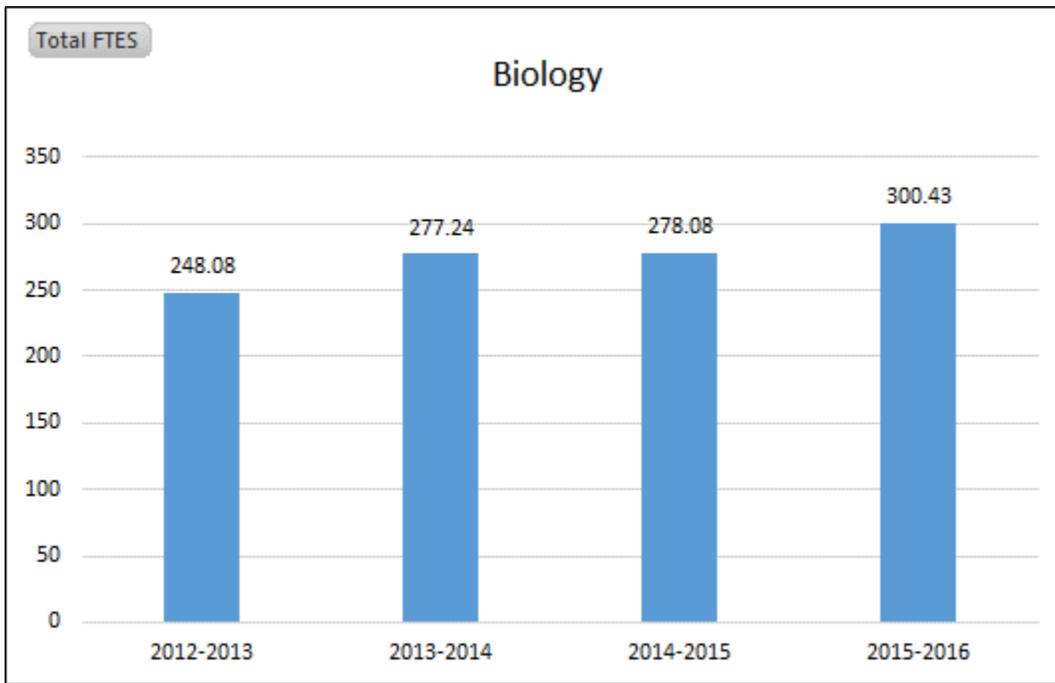**Program Requirements from outside agencies (source: Faculty working with Dean)**

N/A

Student Success Data (source: Office of Institutional Research)

Courses: BI	2012-13	2013-14	2014-15	2015-16
Student Success Rate:	68.9%	68.8%	65.9%	69.5%
Retention Rate:	84.3%	83.1%	79.0%	83.1%

Note: Success rate is the percent of students who earned a grade of A, B, C, or Cr/P in course out of total enrolled in course at census. Retention rate is the percent of students retained in course until the end of the term out of total enrolled in course at census.

Click here for more information on Success

Click here for more information on Retention

Total FTES

Biology

Year	Total FTES
2012-2013	248.08
2013-2014	277.24
2014-2015	278.08
2015-2016	300.43

# of Sections

Biology

Year	# of Sections
2012-2013	39
2013-2014	44
2014-2015	45
2015-2016	47

Click here for more information on FTES and # of Sections

Narrative Interpretation (source: Faculty)
The data shows that biology is growing. We are offering the greatest number of sections with the most FTES generated in the last four years. The increased enrollments justified the hiring of a fourth full-time faculty member to join the staff in the fall of 2016. In addition, 3 of the 47 sections of Biology offered are being taught at the EVC in Indio, as we push to expand our presence at satellite campuses.

Resources:

Staffing (source: Research Office)

FT Faculty by Load:

Faculty Last Name	Faculty First Name	2012-2013		2013-2014		2014-2015		2015-2016	
		12/FA	13/SP	13/FA	14/SP	14/FA	15/SP	15/FA	16/SP
⊟Rosteck	Robert	100.00	99.99	100.00	100.00	100.00	100.00	100.00	99.99
⊟Sawa	Alexa	100.00	99.99	100.00	100.00	0.00	100.01	100.00	100.00
⊟Tesch	Anthony	100.00	99.99	100.00	100.00	100.00	80.00	100.00	99.99

Staffing Resources	2012-2013			2013-2014			2014-2015			2015-2016		
	12/SU	12/FA	13/SP	13/SU	13/FA	14/SP	14/SU	14/FA	15/SP	15/SU	15/FA	16/SP
PT Headcount	1	3	3	0	5	4	2	4	5	3	5	4
FTEFac FT	0.00	3.00	3.00	0.00	3.00	3.00	0.00	2.00	2.80	0.00	3.00	3.00
FTEFac PT	0.33	1.33	1.33	0.00	2.07	1.93	0.67	2.67	2.53	1.00	1.80	2.00
Total FTEFac FT and PT	0.33	4.33	4.33	0.00	5.07	4.93	0.67	4.67	5.33	1.00	4.80	5.00
% PT/FTEFac Total	100.0%	30.8%	30.8%	0.0%	40.8%	39.2%	100.0%	57.1%	47.5%	100.0%	37.5%	40.0%
FTEFac OL	0.33	0.13	0.53	0.67	0.13	0.53	0.67	0.33	0.33	1.00	0.47	0.60

Click here for more information on Faculty Staffing Resources

Narrative Interpretation (source: Faculty)

We recently hired an additional full-time faculty member to teach the courses required for Allied Health programs, the year-long Human Anatomy & Physiology series and General Microbiology. Ironically, these additional sections for the pre-Nursing classes still have the greatest demand and are still impacted. As a specific example, the Biology 13 offered on the Indio campus has a cap of 48 students and I sent away between 30 and 35 crashers on the first day.

Facilities (source: Faculty)

1) List of all facilities (Please indicate if any of these were added last year):

- S 1, 10 (BI 5, 13, 14, 15) - labs
- S 8 (Storeroom in support of Biology courses) - lab materials
- MSTC 250 and 251 (BI 4, 5, 6, 13, 14, 15) - lecture
- MSTC 201 (BI 4, 6, 7, 7L) - lab
- MSTC 202 (BI 15) - lecture
- MSTC 203 (Storeroom in support of Biology courses) – lab materials

Indio Education Center
- 308 - lecture
- 301 - lab

2) Assessment of adequacy of current facilities:

At this time each full-time faculty member has an office in the Science building or the Math, Science, and Technology Center (MSTC) and is able to teach lecture and laboratory sections in the Science building and MSTC lecture and lab rooms. The expansion of Human Anatomy and Physiology to the Indio campus is progressing, with some bugs and quirks becoming evident as the Indio 301 Biology teaching lab is put to better use. Currently, the three facilities are sufficient to teach all planned lecture and laboratory sections. In the future, laboratory space will be the limiting factor as we continue to increase the number of course sections offered.

Equipment and Supplies (source: Faculty)

Supplies

Many of the materials used in Biology labs are disposable and must continually be replaced. In addition, equipment such as the autoclave, microscopes, and balances must be serviced annually and repaired due to student use. An adequate maintenance budget must be available to ensure that our equipment is usable from semester to semester. Our annual budget for teaching lab supplies must also be continually increased to account for inflation and the gradual increase in the cost of materials.

Classroom Equipment

The second new course offered in biology in over a decade, BI 007L - Biology of Mammals Lab - will require significant materials (skulls, skeletons, etc.) to effectively offer the lab, even though a number of supplies were purchased from last year's PRU and to adequately accommodate all students especially since this course and its predecessor (BI 007 – Biology of Mammals) are on track as transfer courses for the natural science elective for the UC's and Cal States as well as IGETC.

Adding new molecular biology labs to BI005 necessitates additional annual costs for disposable supplies, and may require a few large onetime purchases for new laboratory equipment.

Currently in BI 014, the number of anatomy models for the respiratory, digestive, urinary, and reproductive systems is inadequate for sections of 28 students. In many cases there is only one model for all 28 students to share. Having 4-7 models of each body system would increase student access to learning materials.

Program Challenges (source: Faculty working with Dean)
• Biology classes are filled to capacity, resulting in a large number of students being turned away. Recently, we have been unable to take crasher or even enroll waitlisted students. • It is difficult to maintain an adequate pool of qualified adjunct instructors. Many applicants that reply when a need is advertised do not meet the minimum qualifications of a Master's Degree in Biology. In the last few years we have lost 4 adjuncts to full-time positions. • Laboratory models and equipment must be continually serviced or replaced due to typical wear with student use.

Report on completion of program objectives last year (objectives were specified on PRU two years ago) Other Program Accomplishments (source: Faculty)
• Hire a fourth full-time faculty member to teach general education and pre allied health biology courses. **Michael Silveira was hired in the spring and is currently teaching both Biology 13 and Biology 14.** • Submit BI 007L – Biology of Mammals, Lab – to Curriculum and, pending approval, offer in Fall 2016. **BI 007L was approved by Curriculum and was on the Fall 2016 schedule and is now awaiting approval as a transfer course to the UC's and Cal States as well as IGETC.** • Submitted in PRU, materials necessary to teach new lab (BI 007). **The materials were received and put to immediate use. Will look to add to the collection in order to accommodate more students now that the courses have met the requirements for transfer.** • One of our current full-time biology faculty is going to transition to teach BI 005 – Molecular and Cell Biology, for majors. **Alexa Sawa has assumed a greater role with the Biology major students, teaching Biology 5 every semester.** • Develop a Health Science Club if the interest and demand are significant. • Full-time faculty attend more scientific conferences as part of faculty development. **Alexa Sawa attended the annual American Society for Cell Biology meeting in December 2015.** • Continue to develop and offer new courses (Biology of Viruses) and update older courses (Women's Health). **These courses have been activated again, but teaching them on a regular basis in addition the classes we currently teach will requires increased staff.** • Develop an undergraduate research course allowing Biology majors to gain some research experience prior to transfer.

Current Program Objectives (taken from last year's PRU)
1. Create a bigger Biology presence at the EVC. The focus will be on Biology 13 for fall of 2016 and Biology 4 in spring of 2017. 2. Develop Biology of Viruses into a teachable course – natural science lecture elective (no lab); already approved by Curriculum.

Program Objectives for next year (source: Faculty, working with Dean as needed)

1. Provide biology undergraduates with an opportunity to perform original, independent research
2. Develop a new course in genetics. This is needed for students wishing to enter Physician's Assistant programs. Currently our students must go to other campuses to satisfy this prerequisite.
3. Continue to increase the depth of the Biology adjunct pool.
4. Purchase new models for the reproductive, urinary, digestive, and respiratory organ systems. Each of these organ systems currently have about three models each to be used by all sections of BIO 14.

Course Level Assessment

		CYCLE I					CYCLE II			
AR OVERDUE (red) / AR COMPLETED (blue) / AR DUE (green) / In ASSESSMENT (yellow)		ASSESSMENT	ANALYZE, REPORT & DISCUSS	COORDINATE & IMPLEMENT CHANGES	COMMENTS Cycle I		ASSESSMENT	ANALYZE, REPORT & DISCUSS	COORDINATE & IMPLEMENT CHANGES	COMMENTS Cycle II
	BI-004	Spring 15	Fall 16	Fall 16	Complete		Fall 17			
	BI-005	Fall 16			Incomplete		Spring 18			
	BI-006	Spring 16	Fall 16	Fall 16	Complete		Fall 17			
	BI-007	Fall 15	Fall 16	Fall 16	Complete		Spring 17			
	BI-013	Spring 16	Fall 16	Fall 16	Complete		Fall 17			
	BI-014	Fall 15	Spring 16	Spring 16	Complete		Spring 17			
	BI-015	Fall 16	Fall 16	Fall 16	Complete		Spring 18			

Program Review Update 2016

PROGRAM REVIEW UPDATE ADDENDUM

Program Name: ___Biology_____

1. NEEDS

A. NEW OR REPLACEMENT FACULTY [1]

List faculty positions needed for the upcoming Academic Year. **Please justify and explain each Faculty request based on rubric criteria for your college.** Place titles on list in order (rank) or importance.	Indicate New (N) or Replacement (R)	Annual TCP*
1. Full-time, tenure track Biology faculty Reason: Our Biology courses continue to fill and we are still sending students away. The greatest demand is at the introductory level, for Biology 4 serving the general education population and Biology 13 as the first stepping stone for the Nursing and Allied Health track. We were able to offer 5 sections of Biology 4 for the first time ever in Summer of 2016, including 3 sections at the EVC in Indio. The need for so many summer sections highlights the high demand for our general education course. In fall, we offered 6 sections of Biology 4 but still sent away 43 crashing students. The need for Biology 13 is even more pressing. We were finally able to offer the Human Anatomy and Physiology course in Indio for the first time in Fall of 2016. The demand at EVC is highest, with those sections of Biology 13 filling first. The EVC double-sized lecture class can accommodate 48 students, which left 31 wait listed and crashing students with nowhere to go. Factoring in the crashing lists from main campus, we have the names of about 60 students who did not get in this semester. In addition to these impacted courses, other biology courses would benefit from an additional faculty member. The Biology of Viruses, Biology 11, has been approved and in the course catalog for five years, but due to staffing issues we have not added it to the schedule as of yet. A virology course would benefit both pre-Nursing and Biology majors students and would be a rare class with crossover appeal. Furthermore, introductory courses are the start of a sequence of classes and funnel students into more advanced coursework. Biology 4 is a bridge to other majors courses such as Biology 5, Biology 6 and Biology 7. Biology 13 is the first step towards a number of health-related fields and sends students to Chemistry 4, Chemistry 5, Biology 14 and Biology 15. In summary, a new Biology hire would allow for additional Biology 4, Biology 13 and Biology 11 offerings. The bold plan would be to offer all of the additional courses taught by the new hire at the EVC in Indio. That would give us our first full-time science faculty member dedicated only to the Indio campus starting in the Fall of 2017 and would expand our biology offerings in Indio by 5 sections.	N	**$70,000 to $100,000 depending on degree**

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[1] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Proposed additional teaching load:

Course Number	Course Title	Course Cap	SIU Required	Students Sent Away
Biology 4	General Biology	48	7	43
Biology 11	Biology of Viruses	28	3	N/A
Biology 13	Human Anat and Phys I	48	7	58

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.

Program Name: __Biology_____

B. NEW OR REPLACEMENT CLASSIFIED STAFF [2]

List classified staff positions needed for the upcoming Academic Year. Please justify and explain each Classified Staff request based on rubric criteria for your college. Place titles on list in order (rank) or importance.	Indicate New (N) or Replacement (R)	Annual TCP*
1. Reason:		
2. Reason:		
3. Reason:		
4. Reason:		
5. Reason:		
6. Reason:		

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.

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[2] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Program Name: __*Biology*_____

C. NEW OR REPLACEMENT ADMINISTRATOR [3]

List administrator positions needed for the upcoming Academic Year. Please justify and explain each Administrator request based on rubric criteria for your college. Place titles on list in order (rank) or importance.	Indicate New (N) or Replacement (R)	Annual TCP*
1. Reason:		
2. Reason:		
3. Reason:		
4. Reason:		
5. Reason:		
6. Reason:		

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.

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[3] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

2. Equipment (excluding technology) Needs <u>Not</u> Covered by Current Budget [4]

List Equipment or Equipment Repair Needed for the upcoming academic year. Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	*Indicate whether Equipment is for Instructional (I) or Non-Instructional purposes (N)	Annual TCO**		
		Cost per item	Number Requested	Total Cost of Request
Set of skulls and skeletons **Reason:** To be able to effectively teach students in a new lab to accompany the current lecture of the new course Biology of Mammals	I	*To be provided*	*To be provided*	23,000.00
Comparative vertebrate anatomy models for EVC BI004 classes **Reason:** currently the BI004 taught at EVC only has one example of the skeletons we use in the comparative vertebrate anatomy lab. Increasing the number of models available for student to study will improve their success.	I	500.00	8	4,000.00
Classroom set of 8 mini gel electrophoresis units **Reason:** Improve biotechnology labs by enabling students to visualize DNA fragments. They can be used in BI005 and BI004. They would replace 2 large gel boxes we use now in BI005. Going to the smaller units will allow the labs to run faster and for less money in disposable supplies.	I	3,200.00	1	3,200.00
Mitosis and meiosis model kit **Reason:** Students struggle to conceptualize the DNA changes that occur in mitosis and meiosis. This classroom kit will all students to manipulate models to better understand what happens to chromosomes during DNA replication, mitosis, synapsis, and recombination. One reusable kit is enough for 40 students.	I	500.00	1	500.00
Urinary system models **Reason:** To have enough models, for each lab section, to have study groups of a manageable size (roughly four students). Deteriorated models need to be replaced.	I	860.00	8	6,880.00
Reproductive system models, sets of both male and female **Reason:** To have enough models, for each lab section, to have study groups of a manageable size (roughly four students). Deteriorated models need to be replaced.	I	275.00	8	2,200.00
Respiratory system models **Reason:** To have enough models, for each lab section, to have study groups of a manageable size (roughly four students). Deteriorated models need to be replaced.	I	670.00	8	5,3860.00

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[4] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Digestive system models **Reason:** To have enough models, for each lab section, to have study groups of a manageable size (roughly four students). Deteriorated models need to be replaced.	I	1,120.00	8	8,960.00
Benchtop micro-centrifuges **Reason**: For use in molecular biology/biotechnology labs in BI005. Many experiments involving manipulating DNA and proteins require that samples be spun in centrifuges. 3 centrifuges spread around the lab should provide students adequate access	I	1,500.00	3	4,500.00
Microscopes for General Microbiology **Reason:** The microscopes for General Microbiology need upgrading. They are at least 12 years old and have taken a beating through continual student use. To this point, we have started cannibalizing microscopes in the current set, meaning that we use parts from some of the more worn-out microscopes to repair other broken microscopes. The best microscope for our use would be the Nikon E200 series, which is marketed by Nelson Jameson for college-level educational use to view cells and small microorganisms, such as bacteria. This new microscope set would include reticles, which is something that we do not have now. Reticles, which are rulers that fit within the eyepieces, would allow the students to measure different types of microorganisms and compare their sizes in real life. A new microscope set would also benefit Human Anatomy and Physiology, which would receive the old set of microscopes currently in use. As a general rule, human cells are larger and easier to view under the microscope. The older set of microscopes would be appropriate for the Biology 13 and Biology 14 course series and would be an upgrade over what they are currently using.	I	2,500.00	32	80,000.00

* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

** TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what you current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage.

Program Name: _____

2. **Technology (Computers and equipment attached to them) ++**
   Needs <u>Not</u> Covered by Current Budget: [5]

   NOTE: Technology: excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc)

								Annual TCO*		
Priority	**EQUIPMENT REQUESTED**	New (N) or Replace-ment (R)	Program: New (N) or Continuing (C)	Location (i.e Office, Classroom, etc.)	Is there existing Infrastruc-ture?	How many users served?	Has it been repaired frequently?	Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification										
2. Usage / Justification										
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										

* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what you current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage. Please speak with your Microsupport Computer Supervisor to obtain accurate cost estimates.

++ **Technology is a computer, equipment that attaches to a computer, or equipment that is driven by a computer.**

   Remember to keep in mind your college's prioritization rubrics when justifying your request.

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[5] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "justification" section of this form.

Program Name: _____

3. **Facilities Needs <u>Not</u> Covered by Current Building or Remodeling Projects*⁶**

List Facility Needs for the upcoming academic year. (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.	Annual TCO*
	Total Cost of Request
1. Remodel S10 to increase counter space <u>Reason:</u> Counter space is at a premium in S10. To increase usable space for experiments in Molecular and Cell Biology as well as Microbiology we would like remove some unused storage cabinets and replace them with benchtops with storage cupboards underneath.	$10,000.00
2. <u>Reason:</u>	
3. <u>Reason:</u>	
4. <u>Reason:</u>	
5. <u>Reason:</u>	
6. <u>Reason:</u>	

* Please contact your college VP of Business or your Director of Facilities, Operations and Maintenance to obtain an accurate cost estimate and to learn if the facilities you need are already in the planning stages.

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⁶ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Program Name: _____

4. **Professional or Organizational Development Needs Not Covered by Current Budget**[*7]

List Professional Development Needs for the upcoming academic year. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. Reason:			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with current budget.

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[7] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

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Program Name: _____

5. **Student Support Services** (see definition below**)
   Services needed by your Program over and above what is currently provided by student services at your college. These needs will be communicated to Student Services at your college [8]

List Student Support Services Needs for the upcoming academic year. Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.
1.   Reason:
2.   Reason:
3.   Reason:
4.   Reason:
5.   Reason:
6.   Reason:

**Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

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[8] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Program Name: _____

6. **Library Needs <u>Not</u> Covered by Current Library Holdings [9]**

Needed by the Program over and above what is currently provided. These needs will be communicated to the Library

List Library Needs for the upcoming academic year. Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.
1. Reason:
2. Reason:
3. Reason:
4. Reason:
5. Reason:
6. Reason:

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[9] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Program Name: _____

8. Learning Support Center Services <u>Not</u> Covered by Current budget *.

List Learning Support Center Services Needs If your unit is responsible for running a learning support center such as the Writing and Reading Center, the Math Learning Center, Computer lab or similar learning support center please address those needs here. These do not include laboratory components that are <u>required</u> of a course. Place items on list in order (rank) or importance.	Total Cost of Requests If the cost is the responsibility of an administrative unit you do not need to list it here.			
	Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
1. <u>Reason:</u>				
2. <u>Reason:</u>				
3. <u>Reason:</u>				
4. <u>Reason:</u>				
5. <u>Reason:</u>				

*It is recommended that you speak with your college IMC and/or Lab Coordinators to see if your request can be met within the current budget and to get an estimated cost if new funding is needed.

Program Name: _____

9. OTHER NEEDS not covered by current budget [10]

List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. Reason:			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

Completed by:

Date:

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[10] **I**f your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Program Review Update 2016

Career and Technical Education
Program Review Addendum

In compliance with Education Code Section 78016 (a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, does all of the following:

1) Meets documented labor market demand;

2) Does not represent unnecessary duplication of other manpower training programs in the area; and,

3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

The CTE Launchboard

The CTE Launchboard is a statewide system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus. The Launchboard is free to use but a login and password need to be requested. You can request a new account here.

Once in the Launchboard, you have access to reports summarizing program outcomes and detailed tables with historical, regional, and state comparison data.

After this selection, you can pick the college, sector or program (by TOP code) and year. Please note that for some measures, like wages and employment, the most current data is 2 or 3 years prior.

The data in the Launchboard comes from the CCCCO MIS data, EDD UI Wage data, CTE Outcomes data, EMSI labor market information on jobs and salaries, and Insight Center for Community Economic Development.

1. Meets documented labor market demand

    ⊕   What are the projected job openings in the region?

2. Does not represent unnecessary duplication of other manpower training programs in the area

    ⊕   Where are students taking courses in the region?

3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

    ⊕   Are students getting jobs?

    ⊕   How many students are succeeding in the region?

Here is a snapshot of these and other questions on the Launchboard:

College of the Desert || Accounting (050200) || 2014-2015 (Change Filter?)

⊕   Where are students taking courses in the region?

⊕   What kinds of students are taking courses?

⊕   Are students progressing in the pathway?

⊕   How many students are succeeding in the region?

⊕   Are there equity gaps in completion?

⊕   Are there equity gaps in transfer?

⊕   Are there equity gaps in skills-builder earnings gains?

⊕   What are the projected job openings in the region?

⊕   Are students getting jobs?

⊕   How much money are students making?

⊕   Are students making reasonable wages?

⊕   Which colleges have the most effective programs in the state?

The Office of Institutional Research can help with this information as well as other information you might need.