Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Biology

Discipline Name
Biology (BIOL)

Department Chair Name
Elizabeth Pearson

Division Name
Mathematics, Science and Engineering

Website address for your discipline
https://www2.palomar.edu/pages/lifescience/

Discipline Mission statement
The mission of the Biology department is to provide students with a foundation in biology that will allow them to understand the natural world around them, think critically about biological issues, and make informed personal and societal decisions based on this knowledge. In this preparation we are committed to providing hands on opportunities to apply their knowledge and to use written and oral communication skills to express critical thinking. We intend to make students aware of the diverse disciplines within the biological sciences, how these disciplines are interrelated and the problems and opportunities unique to each discipline. We aim to prepare our majors students for transfer to a University program and/or employment in various biology-related areas by educating them in the fundamental concepts, knowledge, and laboratory/ field techniques and skills of the life sciences. In addition the department offers courses deigned to prepare pre-health professional students for a variety of 2-year and 4- year health professional programs.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?

Are any of your programs vocational (CTE/CE)?
No

Yes

List all degrees and certificates offered within this discipline.
AS, CA: Biology - General
AS-T: Biology
AS, CA: Biology- Preprofessional

Please list the names and positions of everyone who helped to complete this document.
Elizabeth Pearson

Full-time faculty (FTEF)	**Part-time faculty (FTEF)**
14	36

Classified & other staff positions that support this discipline
Karen Buehler- ADA
Steve King - ISA
Margarita Vega - ISA
Diep Vu - ISA
Terhea WIlliams - ISA
Christina Fuller - ISA

Additional hourly staff that support this discipline and/or department
Numerous student hourly support this department preparing materials and cleaning lab glassware and equipment.

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?
Honestly, not particularly well. When we wrote our program SLOs we were trying to find commonalities among our courses that we could assess rather than thinking about what our students need to leave with. We are currently redesigning our programs and degrees to capture the true goals of our students and then write program SLOs that reflect the needed outcomes for those goals.

Describe your program's plan for assessing program learning outcomes.
We will write our new programs and degrees this Spring, work has already begun in earnest, and then submit them to the curriculum committee in the Fall. We will write new program SLOs for those programs in the Fall and begin assessing them in the Spring.

Summarize the major findings of your program outcomes assessments.
The results of our current program outcomes were satisfactory based on the criteria we created but reflect learning particular concepts that are shared across our discipline. We feel this is still valuable and

celebrate the learning successes.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
AS: 1
CA:1
AS-T: 9

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Stayed the same

What factors have influenced your completion trends?
Students in our classes are not as motivated to complete the degrees we offer because their bigger goals extend beyond their time at Palomar. We intend to incorporate filling out graduation forms in our classes to capture their milestone here.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In

other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
College Standard.

What is your Stretch goal for COURSE success rates?
75.0%

How did you decide upon the goal?
We want to be optimistic but also realistic and not encourage grade inflation.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?
We continue to discuss and improve upon our course assessment methods. Many wonderful conversations have occurred among faculty to evaluate and improve upon our instruction and assessment methods.

Summarize the major findings of your course outcomes assessments.
The biggest finding is that it is very difficult to create a singular assessment that fairly evaluates student success across multiple classes taught by multiple instructors. As scientists, I think it is not surprising that we can get hung up on process here while people discuss the best way to get unbiased data from our methods.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

How does your program help students build these KSA's?

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Encourage students to pursue an AST in Biology

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
We have been passing out the graduation application form in our Biology 201 course hoping to get students to apply for the actual degree rather than transfer to a university and never complete a degree here. We would also like to have a gathering of students interested in biology as a major to build connections between students and faculty and allow them to learn about the AST now offered.

Outcome(s) expected (qualitative/quantitative)
We will look at the number of students who complete the AST in Biology

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This aligns with the college mission statement Objective 1.2: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.
In addition, we are trying to establish a recognized guided pathway for our Biology majors.

Expected Goal Completion Date
5/15/2020

Goal 2

Brief Description
Re evaluate our course SLOs and program SLOs so that they assess some course and program goals rather than just objectives found on the course outline of record.

Is this a new or existing goal?   **Goal Status**
Existing   Ongoing

How will you complete this goal?
Meet as a department to discuss possible changes.

Outcome(s) expected (qualitative/quantitative)
Changes to the SLOs for both courses and programs

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This aligns with the college mission statement Objective 1.2: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

Expected Goal Completion Date

Goal 3

Brief Description
Restructure the existing AS degrees offered by our program to prepare students for pre-health professional pathways; biology majors transferring to a UC and also biology majors transferring to a CSU.

Is this a new or existing goal?

How will you complete this goal?
Evaluate the requirements of local institutions and align our requirements appropriately.

Outcome(s) expected (qualitative/quantitative)
Changes to our degree pathways published in the course catalog.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This aligns with the college mission statement Objective 1.2: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.
Additionally, we are developing a guided pathway for our pre-health students.

Expected Goal Completion Date
5/15/2020

Goal 4

Brief Description
Develop SI sessions for online Bio 101, 102 and 114 during faculty office hours with planned activities each time. The online Bio 101 and Bio 114 students in particular need help and we are hoping that a scheduled session with group review activities might encourage attendance. We have found that online students who have even one office hour with an instructor improve their exam performances. We believe there is a lack of perceived accountability when we don't see these students face-to-face. Once they know that we can put a face with a name and personally encourage their success it seems to make a difference.

Is this a new or existing goal?

How will you complete this goal?
Add these sessions to the syllabus of one online course first and build from there.

Outcome(s) expected (qualitative/quantitative)
We hope to see an increase in success and retention in these courses.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This aligns with the college mission statement Objective 1.2: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

Expected Goal Completion Date
5/14/2021

Goal 5

Brief Description
Develop a successful program at the new south center and subsequently the north center. We hope to staff the course offerings with qualified faculty, provide adequate support staff and supplies to match the quality on the main campus.

Is this a new or existing goal?

How will you complete this goal?
Continue to emphasize the need for the centers to have the same quality of instruction offered on main campus.

Outcome(s) expected (qualitative/quantitative)
Success of this goal should be reflected in the success and satisfaction of students enrolling in offered

course on these satellite campuses. We might need to use a survey for the latter assessment

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This aligns with the college mission statements Objective 5.1:Increase course offerings in the southern portion of the district while maximizing enrollment on the main campus AND *Objective 5.2: Increase course offering in the northern portion of the district while maximizing enrollment on the main campus.*

Expected Goal Completion Date
5/15/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to Strategic Plan.
2. See Data.
3. See career info (In PRP)

Are you requesting additional full-time faculty?
Yes

Are you requesting additional Staff, CAST or AA?
No

In the last ten years, what is the net change in number of FT Faculty in the department? (FT faculty loss vs. gain)
We have gained faculty over the past 10 years, but only enough to regain the 13 we had back in 1997. In 2019, we have 14 faculty despite MORE than doubling our enrollment.

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

2016-2017 % FTEF (on-going reassigned time)	2017-2018 % FTEF (on-going reassigned time)	2018-2019 % FTEF (on-going reassigned time)
60%	60%	60%

% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)

2016-2017 % FTEF (temporary reassigned time)	2017-2018 % FTEF (temporary reassigned time)	2018-2019 % FTEF (temporary reassigned time)
120%	140%	100%

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting
Assistant Professor of Biology

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment

Management etc.), department and/or discipline goals?
This supports Objective 5.1:Increase course offerings in the southern portion of the districtwhile maximizing enrollment on the main campus. AND *Objective 5.2: Increase course offering in the northern portion of the district while maximizing enrollment on the main campus.* Because we need full time faculty to teach at the centers and to staff the multiples of sections we have been asked to add to our schedule. Currently only 38% of our course offerings are being taught by full time contract faculty.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
It is often difficult to find qualified faculty to teach our courses.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.
N/A

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.
Our course offerings are highly sought after and administration is frequently asking us to increase the number of courses we offer.