

Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College



Instructional Program Review Handbook

Fall 2015

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The Comprehensive Instructional Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Comprehensive Program Review process include:

- The Comprehensive Instructional Program Review Team
- Core data elements
- Completion of a Comprehensive Instructional Program Review Narrative Report every three years
- Validation of the Comprehensive Instructional Program Review Report
- Completion of three reporting templates (found in the appendix). They are:
 - The *Comprehensive Instructional Program Review Resource Requests Template* in which to summarize key resource needs.
 - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
 - The *Validation Process Form* in which to document the validity of the program review.

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- Annual Program Updates (APUs), which review progress in meeting goals identified in the Comprehensive Instructional Program Review, are completed in the alternate years within the Comprehensive Program Review three year- cycle.

Thus, the recommendations and priorities from the Comprehensive Instructional Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Comprehensive Instructional Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.
- Division Dean
- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.
- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

The Comprehensive Instructional Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the Comprehensive Instructional Program Review Narrative Report.

Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the Comprehensive Instructional Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.
 - Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.
 - FTES per FTEF (productivity) by course and discipline, department or program for the last three years.
 - College productivity rate for the last three years.
 - Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.
 - Total degrees and certificates awarded by the college, per year, for the last three years.
 - Retention rates by course and discipline, department or program for the last three years.
 - Overall college retention rate.
 - Course completion (student success) rates, by course and discipline, department or program for the last three years.
 - College course completion rates for the last three years
 - Faculty Demographics: Full-time/part-time, age, gender, ethnicity
-

Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
 - A list of degrees and certificates
-

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.
-

C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent.

FTES (Full Time Equivalent Student): This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

To approximate the FTES generated by a 17.5 week semester class use the formula:

$$\text{WSCH (Weekly Student Contact Hours from the census)} / 525 \times 17.5 = \text{FTES}$$

The WSCH of “contact hour” is the basic unit of attendance for computing FTES. It is a period of not less than 50 minutes of scheduled instruction.

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH. To figure the FTES for the class, the formula yields:

$$120 / 525 \times 17.5 = 4.0 \text{ FTES}$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors.

Retention: After the first census, the percent of students earning any grade but a “W” in a course or series of courses. To figure retention for a class, subtract the “W”s from the total enrollment and divide the number by the total enrollment.

Student Success: Course completion rate with a grade “C” or better.

The Comprehensive Instructional Program Review Report

1. College: **COA**

Discipline, Department or Program: **Biology**

Date: **10/16/16**

Members of the Comprehensive Instructional Program Review Team: **Reza Majlesi**

Members of the Validation Team:

2. Narrative Description of the Discipline, Department or Program:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

We strive to provide a learning environment that values diversity, intellectual discussion, critical thinking, and problem solving. We provide students the opportunity to explore the science of life. We are committed to excellence in our teaching, and help students acquire a knowledge of basic facts and theories in biology.

Biology Department offers Associate degree and is committed to teach our students history of scientific discovery in biology, science concepts and how to test biological hypotheses. Students should appreciate the hierarchical nature of biological complexity and the importance of biological knowledge for solving societal problems through critical thinking. The courses in our department empower students to enhance their intellectual competence to achieve personal and professional goals.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

We are in the process of updating our Course Outlines.

We requested Academic Senate to deactivate the following courses:

BIOL 048AB: Winter Birds and Habitats of Alameda National Wildfire Refuge

BIOL 048AC: Spring Birds and Habitats of Alameda National Wildfire Refuge

BIOL 048AD: Bay Area Butterflies

BIOL 049

BIOL 80

BIOL 248

BIOL 248AA Natural History of Alamed National wildfire Refuge

BIOL 11 Principle of Biology

A list and detail about when each course will be updated within the next three years appear below:

1. **Bio 1A (General Biology): Fall 2017**
2. **Bio 1B (General Biology): Fall 2017**
3. **Bio 2 (Human Anatomy): Spring 2017**
4. **Bio 4 (Human Physiology): Spring 2017**
5. **Bio 10 (Principal of Biology for non major): Fall 2017**
6. **Bio 31 (Nutrition): Spring 2018**

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

As a department we strive to provide the most needed course to our Biology students. We have created hybrid and online courses for those students who have limited time to attend face-to-face classes. We submitted a request to deactivate a series of courses that have not been offered in our college.

We also put a request to the curriculum committee to start new courses like Microbiology and Anatomy and Physiology (one semester course) next year.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

We offer AS in Biology. We are adding more online and hybrid courses to our curriculum since we have not reached to 50% limit yet.

4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.

Shared Resources Locator Messages Resource Tools

My Home » At a Glance Reports » Select Categories/Participating Areas » Main Results

Course Assessment 2015-2016 Assessment Cycle

Legend: ■ In Progress (Not Shared) ■ Shared (Not Reviewed) ■ Reviewed ■ Only display enrolled Participating Areas

Organizational Area	2015-2016 Assessment Cycle			
	Assessment Plan	Assessment Findings	Course Revision Plan	Status Report
College of Alameda AMS				
Full Course Listing				
BIOL 1B Introduction to Biology	View	View	No Access	No Access
BIOL 1A	View	View	No Access	No Access
BIOL 1B General Biology	View	View	No Access	No Access
BIOL 2 Human Anatomy	View	View	No Access	No Access
BIOL 3I Nutrition	View	View	No Access	No Access
BIOL 4 Human Physiology	View	View	No Access	No Access
SUMMARY:	0 In Progress 6 Shared 0 Reviewed 6 Total	0 In Progress 6 Shared 0 Reviewed 6 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

All instructors in our Biology department are required to include their SLO in the syllabus. Also as part of our effort to make information accessible to our students online, we are including Department PLO in the college catalog. We have plan to update our department website within the next year to include our SLOs and PLOs.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1. **We rewrote the at least 6 sections of lab book for Bio 10**

Improvement 2. **We updated our lecture topic for Bio 4 to reflect the essential topics to help students meet the Students’ learning outcome**

Improvement 3. **We hired a new full time faculty in the Biology department and started a tutoring program for our Bio 2 and Bio 4 classes.**

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you

learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.

Plan 1. **We created a master plan of scheduling to regularly assess every course in Biology department in a yearly basis.**

Plan 2. **instructors are to review their lecture material to emphasize on the items in Students’ Learning Outcome**

Plan 3. **We are planning to hire a new full time faculty to teach our major Biology Courses. Since our full time Biology instructor retired, we have been using part timers to teach Bio 1A and 1B which created some level of instability.**

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

There is no significant difference in assessment results between distance education courses and face-to-face classes.

- Describe assessment results for courses with multiple sections. Are there similar results in each section? **Yes, for Physiology for instance, two sections are showing quite similar statistics on passing rate and retention.**

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

The Department PLOs are mapped to the ILOs

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the “Goal Alignment Summary” from TaskStream.

The Biology Department SLOs and PLOs directly support the college ILOs. One of the objective of the Biology department (outcome #4) is, “ Students demonstrate biological knowledge necessary to advance academically and/or professionally in diverse, competitive, fields of study, research and employment”. This outcome directly matches the first outcome outlined by the College of Alameda, which relates to our students’ foundation skills, “able to find, evaluate, use, communicate and appreciate information in all its various formats”.

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.
A. During lab hours, it is expected from our students to hypothesize the result of their lab and challenge themselves on what to expect as the result of their lab activities.
B. Students are instructed to turn in a number of research paper throughout the course.
C. Group study and problem solving exercises are encouraged in our classrooms.

- How has new technology been used by the discipline, department or program to improve student learning?

A. We use internet and online animation as ancillary tools.

B. Student are expected to write a summary of some research papers published online to broaden their understanding of a subject discussed in the classroom.

C. At the end of each topic discussed in the lecture, we expose our students to some challenging multiple choice questions and ask them to use their cell phone to choose a correct answer. This polling survey helps us to evaluate our teaching strategy.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

A. During departmental meeting we discuss if there is any suggestions to update the “course outline”, “method of delivery” and how to assess our students.

B. We use a limited number of questions shared by all instructors to evaluated the consistency of academic standards.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

We use the same assessment tools including test questions, which we use in our face-to-face classes. The large majority of the assignment and essay are also the sam in both formats. In the online courses, the learning is self-directed using tools provided by the instructors.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
 - Overall enrollment trends in the past three years

Since 2012 our department enrollment more or less has been increasing. Except during Summer 2014, which showed almost 17% decline compare to the prior year (Summer 2013).

UNDUPLICATED ENROLLMENT BY SUBJECT									
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT									
Campus	Alameda								
Subject	BIOL								
Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	230	309	360	217	303	371	181	426	420

- An explanation of student demand (or lack thereof) for specific courses.

In Biology department we are not offering Microbiology, which is one of the main courses for students who are majoring in Nursing or other Medical field. Also, for many students who dont need a whole semester of Anatomy and Physiology we should consider offering one semester Anatomy and Physiology combined.

- Productivity for the discipline, department, or program compared to the college productivity rate.

**College productivity rate in Spring 2015 16.28
Biology department productivity rate was 16.68**

Since 2012 Biology department has been showing a much better productivity rate compare to the College of Alameda.

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

Biology department agreed to increase the number of students in each section. For instance in our Bio 31 (nutrition) we increased the cap to 40 students. We have also created double lab sections. For instance our Bio 10 has one lecture with two labs.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

Yes, we make sure major courses, which are need for our students to complete their AS degree are offered in both morning and afternoon sessions.

- Recommendations and priorities.

We recommend adding Microbiology to our courses so many students who are taking our Anatomy and/ or Physiology continue their study in our college instead of moving to our sister college or outside of Peralta district to complete their required courses. It would be much easier for a student to stay in one college instead of driving back and forth between two colleges. That will increase our enrollment for the Biology department and the whole college.

6. Student Success:

- Describe course completion rates (*% of students that earned a grade "C" or better or "Credit"*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

College course completion standard in Spring 2015 66%

College course completion standard in Spring 2014 67.71

College course completion standard in Spring 2013 66.66

Please insert the data chart here or complete the section below.

CAMPUS	Alameda									
Term										
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Success%	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%	

Department/discipline course completion rates:

Biology Department Spring 2015: 64.35

Course 1. Bio 2 Anatomy 73.64%
 (course name and number) rate

Course 2. Bio 4 58.10%
 (course name and number) rate

Course 3. Bio 10 51.89%
 (course name and number) rate

Course 4. Bio 1A 79.17%
 (course name and number) rate

Course 5 Bio 1B 78.95%

Course 6 Bio 31 68.29%

Biology Department Spring 2014: 63.25%

Course 1. Bio 2 Anatomy 61.04%
(course name and number) rate

Course 2. Bio 4 73.27%
(course name and number) rate

Course 3. Bio 10 60.24%
(course name and number) rate

Course 4. Bio 1A no Bio 1A in the spring
(course name and number) rate

Course 5 Bio 1B 61.9%

Course 6 Bio 31 54.55%

Biology Department Spring 2013: 62.96

Course 1. Bio 2 Anatomy 73.75%
(course name and number) rate

Course 2. Bio 4 62.86%
(course name and number) rate

Course 3. Bio 10 61.76%
(course name and number) rate

Course 4. Bio 1A no class for Bio 1A in the Spring
(course name and number) rate

Course 5 Bio 1B 78.95%

Course 6 Bio 31 43.75%

Discussion:

Since 2013 to 2015 Biology Department has been showing a constant improvement in course completion. Due to the fact that our subject matter is more challenging compared to many other courses offered at the college, our success rate is very close to the overall college success rate.

Also one should consider that those courses with higher level students population such as those targeting Med school or Nursing programs exhibit a higher success rate versus the introductory Biology which is a requirement for general education.

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

College course completion standard _____ **66%** _____

Please insert the data chart here or complete the section below.

Department/discipline Distance Education (100% online) course completion rates:

Course 1. _____ **Bio 4** _____ **58.10%** _____
(course name and number) rate

Discussion: **Bio 4 is a major course and its passing rate compare to college passing courses is expected to be lower. We strive to improve the success rate by adding tutoring hours and incentivize students to come to office hours.**

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?

Since the content, delivery methods, and assessment tools are the same among both face-to face and Hybrid courses, there is no meaningful differences in course completion rates.

- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

College retention standard: 47%_____

Discipline, department, or program retention rates

Year 1.____Spring 2013 76.98%_____

Year 2. .__Spring 2014 78.22%_____

Year 3. .__Spring 2015____ 79.73%_____

Discussion: **Our retention rate has increased over the three years of discussion. We believe this can be attributed to the dedication of our instructors and lab staff who are attentive to our students demographics and their exceptional needs.**

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

We created a tutoring center to help students who need higher attention. We also try to catch those students who struggles in the course early on before they fail and

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

We increased the number of courses, and/or the number of sections that we offer. We also increased the number of hybrid courses in our Biology department.

2014: 1 AS degree, 0 Certificates

2015: 1 AS degree, 0 Certificates

2016: 1 AS degree, 0 Certificates

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount **2**_____

Part-time faculty headcount 6

Total FTEF faculty for the discipline, department, or program Needs data

Full-time/part-time faculty ratio 1/3

Classified staff headcount 1

- Describe your current utilization of facilities and equipment.

- A. We have moved to 860 Atlantic Ave building a few years ago. This was supposed to be a temporarily building. After we rebuild our science building in the main campus, we will move back. There cannot increase the number of sections to the level that we like to because of room restriction at 860 Atlantic Ave. We share the building with other departments of COA and also with Merritt College.**
- B. the wireless at 860 Atlantic building is not reliable and we have quite difficulty to use online resources. We also dont have any computer room in that building so student periodically move to the main building and drive back to the 860 during 3 hours lab hours, which is not the best practice.**

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

We need to hire at least two more full time instructors. After our Biology major instructor retired, we were not able to replace her. Since then, different part time instructors have been teaching our Bio 1A and Bio 1B classes. This has been one of the reason that our enrollment for those classes is high as it was and was expected.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

We need a reliable wireless at 860 Atlantic Ave. We are also in desperate need of having a computer room in that building.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

Computer room is the most important need for 860 Atlantic Ave building. We have been asking student to meet in the main campus and drive back to the Atlantic Ave. This has been causing many trouble for both students and instructor since we may lose a lot of time that we should spend during lab hours.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

We have two full time faculty. One of them was hired recently (recent semester) and is not expected to serve in any committee yet. The second full time instructor is the Chair of the Biology department and participates in Chair meeting. He is also a member of the college Curriculum Committee.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

We collaborate with a local high school. Students from high school regularly come and visit our Biology department espclifically Anatomy lab and Cadaver room.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty are active members or our Biology department. They are expected to participate in course outline renewal, designing SLO and assessment methods.

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

A. Our department is planned to create a couple of workshops for the instructors to learn more about the softwares used by the College including Curricunet and Taskstream.

B. Faculty and staff also participate in our college professional development workshops that are held in each semester. Those workshops may include cultural sensitivity, instructional techniques, etc.

10. Discipline, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

Goals:

We are hopeful to start a Microbiology course at 860 Atlantic Ave. We are also exploring other possible courses like Endocrinology, Hematology, Pathophysiology and one semester Anatomy and Physiology combined.

We would like to consider initiating Marine Biology.

Hire a full time instructor who has experience in major Biology series and Microbiology.

Hire a full time instructor to teach combined Anatomy and Physiology course.

Rationale: Many of our Nursing major students take the Microbiology at other school.

Alameda is centrally located in the Bay and ideally suited for Marine Biology program.

Since some students may not need to take one year of Anatomy and Physiology courses, we may start a combined Anatomy and Physiology course for Biology non major students.

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

Activities and Rationale: **Expand the number of courses offered. This will allow our department to increase the number of students.**

- **Goal 2. Assessment:**

Activities and Rationale: **We are going to continue to assess the Biology SLO yearly to meet accreditation standards.**

- **Goal 3. Instruction:**

Activities and Rationale: **To expose instructors to new teaching methods, using technology in classroom setting. This will allow us to become competitive and attract more students to our department.**

- **Goal 4. Student Success:**

Activities and Rationale: **We plan to increase our course completion rates. This will increase the enrollment for the department and the college.**

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale: **We plan to continue our relationship with local universities including UCSF and Stanford University. This will help our student to have a higher standard and achieve their fullest potential.**

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review
Prioritized Resource Requests Summary

College: College of Alameda _____

Discipline, Department or Program: _____ Biology _____

Contact Person: Reza Majlesi _____

Date: 10/16/16 _____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	Biology Faculty Microbiology Faculty	4			
Human Resources: Classified	Part time lab technician	3			
Human Resources: Student Workers	At least 3 students workers	3	\$750		
Technology	High speed internet and wireless, Smart classroom	5	\$49200		
Equipment	iWorks, EKGs machines, Spirometers, Microscopes	2	\$1900		
Supplies	Cats, Cadaver, Models, Slides, CD's, Videos, Software	5	\$12890		

Facilities	Microbiology lab set up	3			
Professional Development	How to use Wacom tablet for online teaching	5			
Other (specify)	Equipment repair including: repair Flaskwasher, installation of plumbing infrastructure to support hook-up for flaskwasher, Repair Autoclave, installation of plumbing infrastructure to support hook-up for Autoclave	\$24000			

Appendix B

PCCD Program Review Alignment of Goals Template

College: _____ College of Alameda _____

Discipline, Department or Program: _____ Biology _____

Contact Person: _____ Reza Majlesi _____

Date: _____ 10/16/16 _____

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
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<p>1. Students understand and discuss different life forms based on their general knowledge of biological diversity and taxonomic relationships</p>	<p>Foundation Skills</p> <p>a. Perform mathematical operations</p> <p>b. Read and write at the college level</p> <p>c. Demonstrate information competency - able to find, evaluate, use, communicate and appreciate information in all its various formats</p> <p>d. Demonstrate technological literacy</p>	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p>
<p>2. Students apply an understanding of the scientific method to critical analyses of scientific and nonscientific explanations and hypotheses</p>	<p>Personal Development and Management</p> <p>a. Develop self-awareness and confidence</p> <p>b. Prepare for personal, educational and/or career goals</p> <p>c. Promote, maintain and/or improve health</p> <p>d. Appreciate the value of life-long learning</p>	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p>

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
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1. The narrative information is complete and all elements of the program review are addressed.

2. The analysis of data is thorough.

3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.

4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.

5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
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<p>1. Accepted.</p> <p>2. Conditionally Accepted.</p> <p>3. Not Accepted.</p>	<p>1. Complete the signatures below and submit to the Vice President of Instruction.</p> <p>2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.</p> <p>3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.</p>
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Part III. Signatures

Validation Team

Print Name

Signature

Date

Validation Team

Print Name

Signature

Date

Received by Vice President of Instruction

Print Name

Signature

Date

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
<p>A: Advance Student Access, Equity, and Success</p>	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p>B: Engage and Leverage Partners</p>	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p>C: Build Programs of Distinction</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>

D: Strengthen Accountability, Innovation and Collaboration

D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.

D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.

