

## PROGRAM REVIEW Fall 2021

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**Program:** Biology

**Division:** STEMS

**Date:** 8/27/21

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**SLO/SAO Point-Person:** Ann Hight

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**Audience:** Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

**Uses:** This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

**Please note:** Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

**Time Frame:** This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

**Sections:** There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

**Topics:** The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

**For Help:** Contact Nadiyah Taylor: [ntaylor@laspositacollege.edu](mailto:ntaylor@laspositacollege.edu).

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fy7Ead>]

### **Instructions:**

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

### **Links:**

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

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Section One: Your Program In 20-21 – Please check N/A where relevant

**A. Accomplishments: How did your Program’s accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President’s Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.**

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1. Offered Biotech Bootcamp for high school students online and offered 3 scholarships to promote participation of Latinx students	X	X	
2. Designed and expanded distribution of take-home lab kits to Bio 30, Bio 1A, and Bio 1B students.	X	X	
3. Maintained participation in the biology and allied health student club (BIONIC) while holding events online	X		
4. Along with community college, CSU and UC partners participated in a state-funding California Education Learning Lab grant focused on psychosocial elements of online learning and providing collaborative and inclusive learning experiences in lower-division biology courses at HSIs across the California college system.	X	X	
5. Two full-time faculty and 3 part-time faculty took an Online Science Labs Mastery class offered by the Online Learning consortium. This focused on best practices in the design and implementation of virtual science labs in the online classroom	X	X	
6. All full-time faculty participated in the LPC Persistence Project at least one semester	X	X	X
7. Multiple full-time faculty participated in classes focused on equity (i.e. the Diversity, Equity and Inclusion in the Workplace Certificate Program at USF and the Faculty Learning Program on Equity and Inclusion offered by UC Berkeley ).	X	X	X
8. Members of the department are part of organizing and hosting the LLNL Science Seminar Series.	X		

***B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President’s Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.***

Description	Mission	Master Plan	Presidential Task Force
1. Without a full-time Molecular Biology faculty member, it has been difficult to maintain program development and community partnerships in biotechnology and molecular biology. Due to the reduced full-time faculty number on the general biology side, we also do not have the bandwidth to focus on the Bio Majors side of the BIONIC student club. Currently only the Allied Health side of the club is active.		X	X
2. The largest obstacle that our program faces is the need for more facilities and faculty due to the growth of the program. With the exception of section cuts due to COVID-19, we typically add classes to the schedule to meet students’ needs, which results in back-to-back labs and lectures. This has led to increased challenges with scheduling and with the lab technicians’ ability to prepare for the lab classes.	x	x	
3. Biology and Physics faculty collaborate on the Environmental Studies and Environmental Science program with no dedicated faculty-lead to coordinate efforts. This is a slow-going process by nature, as it is an interdisciplinary field, and requires a significant amount of time and energy.		x	
4. We want to develop an additional Environmental Studies certificate. However, this requires the development of a new field biology course, which involves researching, and visiting field sites, obtaining appropriate permitting, creating an Advisory Board, and updating the Bio 40 course outline to meet C-ID. This process is labor intensive, and we have no dedicated faculty lead, so it has not been implemented yet.		x	
5. In all of our laboratory courses, lab activities and lab manuals need reviewing and reevaluation to improve student learning, ideally with more inquiry-based instruction. For this, full-time faculty have to collaborate with part-time faculty and lab technicians, which takes a significant amount of time.		x	

<p>6. We need more full-time faculty for Allied Health courses. These courses are typically the first to fill during registration, often with waitlists that fill too. Impacted courses affect our students negatively, unnecessarily increasing their time to completion, and causing students to take allied health courses at other community colleges. More full-time faculty members in Allied Health would bring more consistency in instruction, mentoring opportunities for students, independent studies, and honors projects. Moreover, finding highly qualified adjuncts to teach in these areas has been problematic since we compete with surrounding community colleges for the limited pool of qualified adjuncts. Employing a faculty member who is less than highly qualified to teach in Allied Health is a disservice to our students, both in persistence in the allied health pathway - especially for historically underserved minority populations - and in preparation for highly competitive professional programs. We have put many hours into training part time faculty and then have lost many of them to other colleges who are hiring for full-time positions.</p>	x	x	x
<p>7. Our department would like to learn more about equity issues in our classrooms and how these issues impact enrollments in our classes.</p>	x	x	x
<p>8. There are discussions taking place concerning a shortened semester, which would affect scheduling our classes and labs, thereby further compounding the problem of our limited space.</p>	x	x	x
<p>9. Many Biotechnology related activities require reagents that expire yearly and aren't included in the current supply budget. Many of our course-level and program-level SLOs reflect student competency in lab skills using industry-level equipment. There is currently no budget for fixing any equipment.</p>	x	x	x
<p>10. We still do not have an efficient system in place for students to check out supplies such as insect nets and binoculars. An electronic check-out system would help students keep track of due dates, and avoid late fees and holds on registration.</p>		x	
<p>11. We are trying to decide how to combine what worked for online teaching and combine it with the current face-to-</p>	x		

face curriculum as we bring classes back on campus next semester.			
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**C. Planning: What are the most important plans, either new or continuing, for your Program?**

Plan	New	Continuing	Short term	Long term
We are applying for a replacement-hire for the position vacated by the Bio1C full-time faculty lead. The current pandemic-related hiring freeze prevented that position from being replaced this semester. This has left us with no full-time faculty with expertise in cell biology, thus our Bio majors capstone course (BIO1C) is taught entirely by adjunct faculty. Without this replacement hire we have no full-time faculty with a background in biotechnology to co-lead the Biotech Bootcamp offered over the summer and lead the BioScience Advisory Board. We also urgently need a full-time faculty again to spearhead the grant writing to fund BIO1C labs.		X	X	
Planning for a new Science Building is another short- and long-term goal. In spring 2019 we documented our basic facility needs and how that correlates to square footage in the Facilities Master Plan.		X	X	X
Since 2019 we have been applying for new full-time faculty members in the Allied Health area. The department's continued growth of sections has resulted in a low full-time to part-time faculty ratio.		X	X	
We plan to work with the lead lab technician and Dean to assess that our supply budget is able to fund the new kits and unexpected expenses for our lab courses. We currently only have lab kits for three courses, and will likely want to purchase kits for other classes in the future such as BIO30 and BIO10.		X		
We would like to work with the Dean to include additional classes to our discipline plan at the initial planning stages for each semester. Each semester after we set up the class schedule and offer classes to adjuncts, we are then given extra sections to add into the schedule, requiring readjustments of staffing and last-minute hires. This is an extremely inefficient method of planning and does not allow for a careful and thoughtful hiring process. If the		X		

<p>discipline plan matched what we historically offer, it would make planning and staffing more efficient and effective.</p> <p>One class that has been greatly impacted by this is BIO7C (Microbiology). Shortly before the start of the Fall 2020 and 2021 semesters, Microbiology had extremely long waitlists. It is always challenging to staff classes at the last minute. We would like to be able to plan four sections of BIO7C per semester regularly, so we don't have to readjust each semester.</p> <p>However, many of our other classes also get adjusted from the discipline plan regularly including the other Allied Health courses (BIO7A, 7B) and all majors courses (BIO1A, 1B, and 1C). Again, this creates a lot of extra work and inefficiencies, ending up with scrambling for last-minute hiring of adjuncts every semester.</p>				
<p>Our department would like to learn more about, and hopefully decrease, potential areas of inequity for students in our programs. This will involve collaboration with adjunct faculty, the Student Equity committee, and the Office of Research, Planning and Institutional Effectiveness. This is both a short- and long-term goal.</p>		X	X	X
<p>As part of Guided Pathways, we are continuing to examine our degree requirements, course scheduling, and potential completion barriers for students. This often requires extensive collaboration with faculty in other disciplines that offer courses required for biology degrees and certificates. This is a short- and long-term goal.</p>		X	X	X
<p>One of our full-time faculty members is preparing our BIO 50 course (Human Anatomy &amp; Physiology) for OEI approval. We are hoping to run it for the first time in the fall of 22. Our plan is to regularly offer one section of BIO 50 as an online alternative.</p>		X	X	X
<p>We plan to change the name of the Allied Health degree and certificate to Biology: Health Sciences.</p>	X			
<p>We are turning the BioTech Bootcamp from a community Ed class into 2 non-credit classes.</p>	X			
<p>We are updating the pre-reqs for BIO 2A to make it more general education than a capstone class.</p>	X			
<p>We are updating the pre-reqs for BIO 7B to include BIO 30 to close the loophole for students who took Anatomy at another school that didn't require introductory biology.</p>	X			
<p>We established a partnership with the University of California, Division of Agriculture and Natural Resources, to offer the California Naturalist Program at LPC.</p>	X			

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**D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.**

\_\_\_\_\_

Campus system or Committee	How has it benefited your students?
Guided Pathways workgroup	Our department has been looking more closely at pre-requisites and degree requirements through the lens of Guided Pathways and student equity. For example we are discussing the chemistry pre-reqs for the Allied Health AA, and a 2 vs 3 semester series for the Bio majors.

**E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback**

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	<p>We all performed informal surveys in our classes to determine if students had access to the technology they needed to access online classes.</p> <p>As part of a grant (SOCIL), we surveyed students in Biology 1A, 1B and 1C in December 2020 about their Student Experience. There were 31 responses. We organized the student survey instrument into 5 sections: (1) lecture attendance and behaviors (2) collaboration tools and group work experiences (3) engagement in material and concepts (4) two situations for group work in class (low-stakes and high-stakes) , and (5) demographic information. Sections included a mix of likert-scale matrix questions (5 levels: Always to Never) and open-ended (free-response) questions. Demographic information requested optional open-ended information on gender identity, race/ethnicity and first-generation college student status and performance on their most recent exam in class (scale of 6 choices).</p>
What did you learn?	From the technology surveys we were able to help students request the equipment they needed.

	<p>From the Student Experience Survey we learned LPC students felt engaged with the lecture material, with about 60% of students watching them in real-time. The majority of students did not have their camera on during lectures but used the chat feature, polls, and small group activities during class. About 30% of students “sometimes” or “never” had a quiet place with a strong internet connection to watch lectures and study. Despite feeling engaged during class, only about 15% of students “always” or “often” felt connected to other students. There were about 11% of students that felt they were learning better or the same online, but the rest felt that they were learning less online compared to in person. Most of the students that filled out the surveys were students that received a 90% on their last exam (about 60%). This suggests that these are likely our top students. Responses may be very different from students that are not doing as well in their classes.</p>
<p>How will you use the feedback?</p>	<p>We made sure to continue to ask students if they need help accessing technology. We compiled a list of locations that students could come on campus to study (library, tutorial center, computer center) and distributed that to students. We kept most of our classes having some synchronous component with active learning tools during class (e.g. polls, chat, small group work). We continued to promote the BIONIC student club to help foster connections among students.</p>

Section Two: Data Analysis – Quantitative and Qualitative

**A. IR Data Review: Describe any significant trends in your program’s data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.**

- IR Data packets are available here: <https://bit.ly/2IYaFu7>
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>



**Enrollment & Enrollment Management**

Mirroring trends across community colleges in the academic year 2020-2021, enrollment in the LPC Biology department declined. Student headcount decreased 6.7% (1017 in F2020; 952 in S2021) from the previous year (1070 in F2019; 1041 in S2020). Total course enrollment decreased 7.4% (1059 in F2020; 990 in S2021) from the previous year (1126 in F2019; 1087 in S2020). Despite this decrease from the previous year, the biology department is still up 8% in both student headcount and total enrollment from AC 16-17.

There was a more marked decline in the Spring 2021 enrollment compared to Fall 2020. Although student headcount and total course enrollment in Fall 2020 were lower than in Fall 2019, Fall 2020 rates were still higher than F2016, 2017, or 2019. Conversely, S2021 student headcount and total enrollments were lower than the previous three spring semesters, higher only than S2017.

WSCH, FTES, and FTEF all saw a decrease from AC 19-20, but remained higher than AC16-17, AC 17-18, and AC 18-19. The percent FTEF from full-time faculty decreased from F2019 to F2020 (39% to 29%) and increased from S2020 to S2021 (31% to 36%). Biology continues to have high fill rates (F2020: 97%, S2021: 97%)

**Success Rates & Equity**

The biology success rate for AC 20-21 was 72.1%, a slight decrease from 72.4% in AC 19-20, but above the set standard of 64.9%. In the spring of 2020, the semester which saw the shift to online education, there was a drop in course non-success rates (13% S2019 to 4% in S2020) and an increase in withdrawal rates (12% in S2019 to 18% in S2020). The trend of lower course non-success rates and higher withdrawal rates continued in AC 20-21. In F2020 the course non-success rate was 7% and withdrawal rate was 20%, and in S2021 the course non-success rate was 9% and withdrawal rate was 18%.

According to the Chancellor’s Office, “Disproportionate impact occurs when a subset of students based on student characteristics such as age, race, and gender are unjustifiably experiencing lower outcomes compared to the total student population.” One method to measure disproportionate impacts is the [Percentage Point Gap Method](#) which compares the percentage in a particular outcome for a disaggregated subgroup to the percentage for all students. This gap is then compared to a margin of error that is adjusted by sample size. A disparity beyond the margin of error demonstrates a disproportionate impact. Using this method to assess course success rates in the Biology department for AC 20-21, disproportionate impacts were found for African American students and Hispanic/Latino students (See Table 1.). Using the PPG, we also find disproportionate negative impacts on biology course success rates for students with disabilities, but none based on gender or low income status.

Table 1. Percentage Point Gap (PPG) of biology course success rate by ethnicity in 2020-21

	Size (n)	Success Rate	PPG	E	Comparison of Threshold (E) and PPG	Disproportionate negative impact?
African American	100	54%	-18.1%	10%	<b>-18.1% &lt; -10%</b>	<b>Yes</b>
Asian	343	81%	8.9%	5%	8.9% > 5%	No
Filipino	134	75%	2.9%	8%	-8% < 2.9% < 8%	No
Hispanic/Latino	621	68%	-4.1%	4%	<b>-4.1% &lt; -4%</b>	<b>Yes</b>

Multi-ethnic	155	72%	-0.1%	8%	-8% < -0.1 < 8%	No
Other/Unknown	38	71%	-1.1%	16%	-16% < -1.1% < 16%	No
Pacific Islander	17	65%	-7.1%	24%	-24% < -7.1% < 24%	No
White	560	74%	1.9%	4%	-4% < 1.9% < 4%	No

### Student Demographics in the Biology Department

Female students are overrepresented in biology courses compared to the LPC student body as a whole. The percentage of female students in biology classes has been above 60% since Spring 2017, with a peak in Fall 2020 of 68% female enrollment. By comparison, female representation in the LPC student body has been slowly increasing since Fall 2016 from 51% to 55% in Fall 2020 and Spring 2021.

Biology students skew slightly younger than the LPC student body as a whole. Comparing data from the last two fall semesters, students 24 years of age or younger made up 78% of biology students in F2019 and 75% in F2020. Meanwhile, students 24 years of age or younger made up 67% of the LPC student body in 2019 and 68% in F2020.

The distribution of race and ethnicity of Biology students is similar to that of the campus-wide student body, with slightly higher representation of Filipino and Latino students and slightly less representation of White students. While African American representation campus-wide has been stable at 4% from AC 16-17 to AC 19-20, representation in the Biology student body fluctuates with F2016 enrollment at 2%, and most other semesters ranging from 3% to 5%.

***B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.***

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?  
\_X\_ yes \_\_\_\_ no*
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

*Each year, programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

***C1: Instructional Programs with PSLOs***

PSLO Assessments:

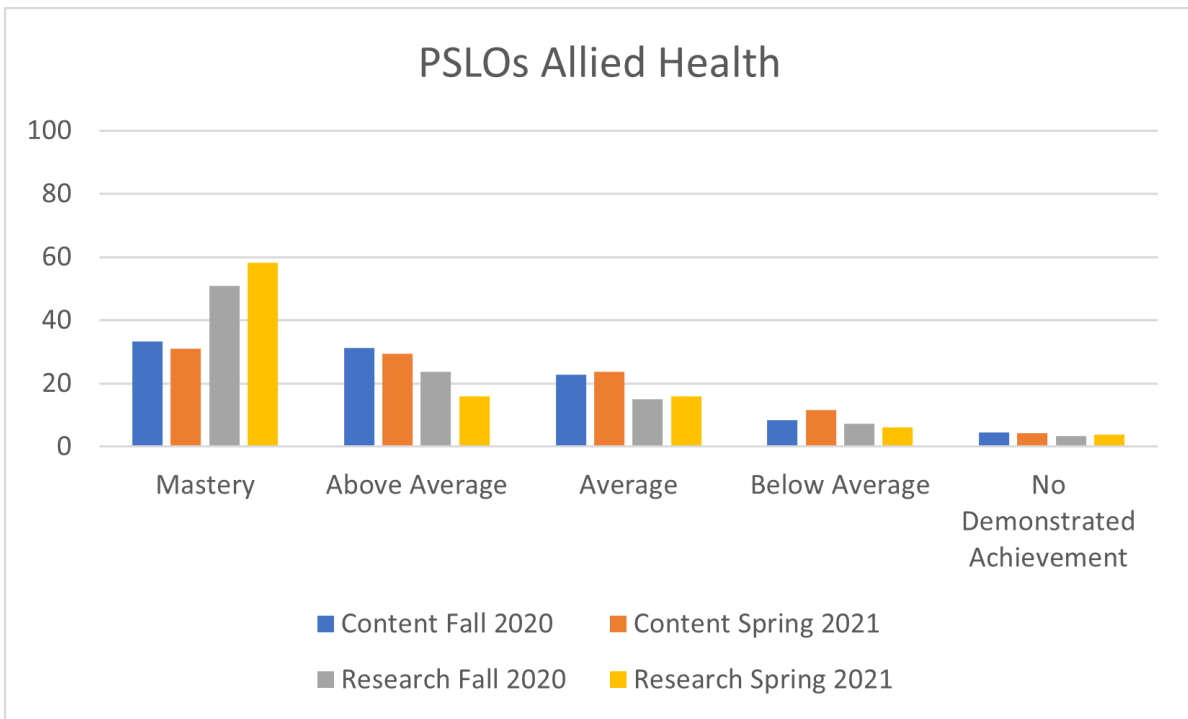
- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). **Allied Health Major 94% (32/34 of the planned assessments); Bio Major 100% (14/14 of the planned assessments). The missing assessments were from adjunct faculty. Even with four reminders, assessments were not completed. There appears to be a persistent culture that SLO assessments are optional.**
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. \_\_\_\_\_ YES \_\_\_X\_\_\_ No

**Examining the disaggregated PSLOs for the BIO major, there were not sufficient numbers (<15) for the following groups: Filipino, African American, Pacific Islander, and American Indian.**

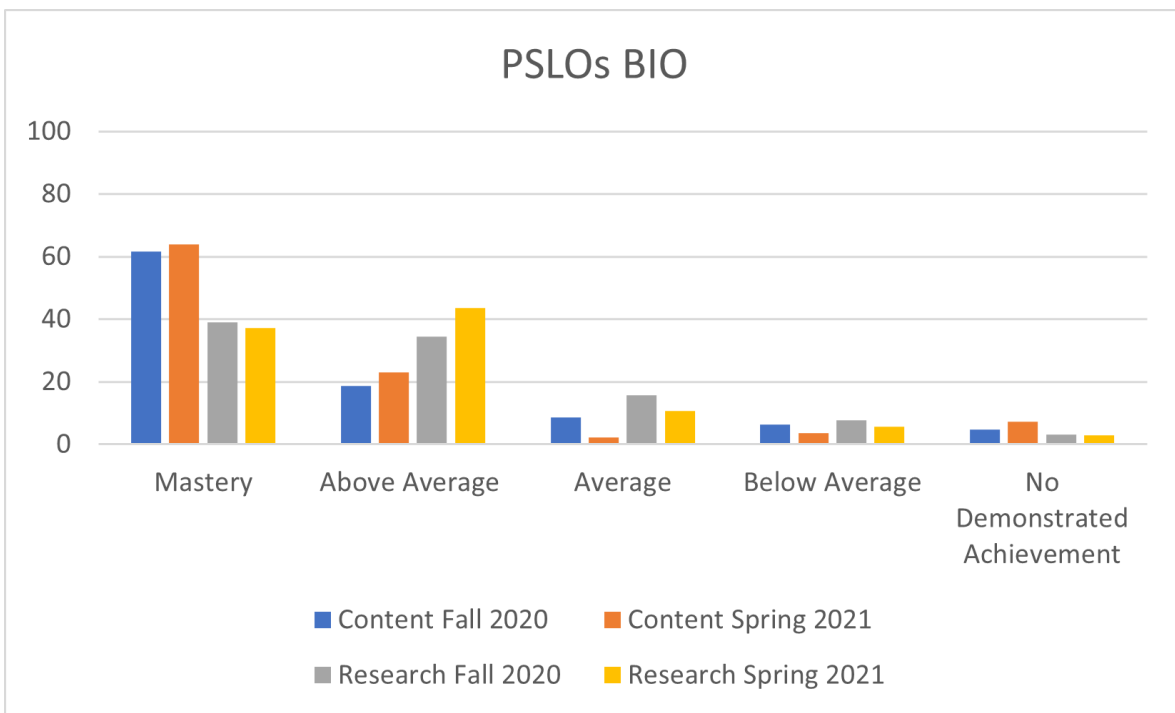
- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

**For our two majors, AA Allied Health and AS Biology, we collected CSLO data from the courses that fed up to two of the three PSLOs. One PSLO was based on understanding the overarching themes (content) in the majors and the other PSLO was based on research skills (research). We did not assess the third laboratory-based PSLO since our courses were taught remotely.**

**Allied Health major: Achievement in the content PSLO skews towards the higher end (mastery and above average) whereas there is high achievement (mastery) in the research PSLO.**



**Biology major: There is high achievement (mastery) in the content PSLO whereas the research PSLO is lower (which is the opposite of the Allied Health PSLOs).**



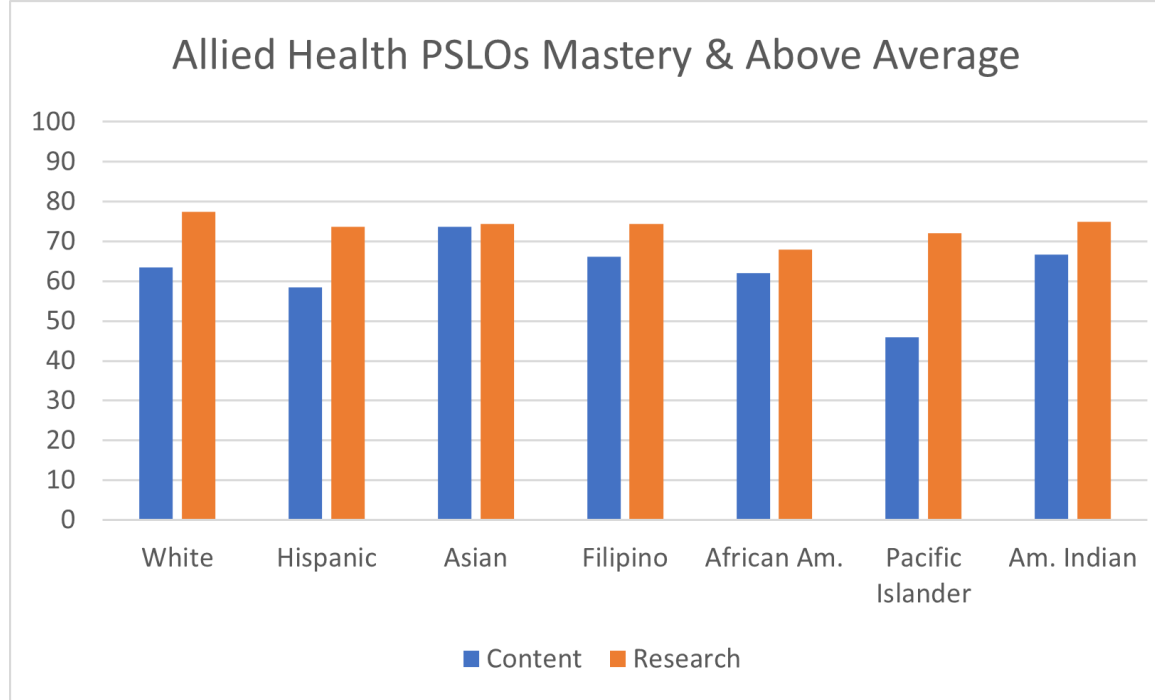
(5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

**We disaggregated the PSLOs across gender and ethnic groups.**

**GENDER:** In both majors, we have at least twice as many women than men. In both majors, women and men achieve similarly in the content PSLO, and women scoring higher in the research PSLO.

**ETHNICITY:**

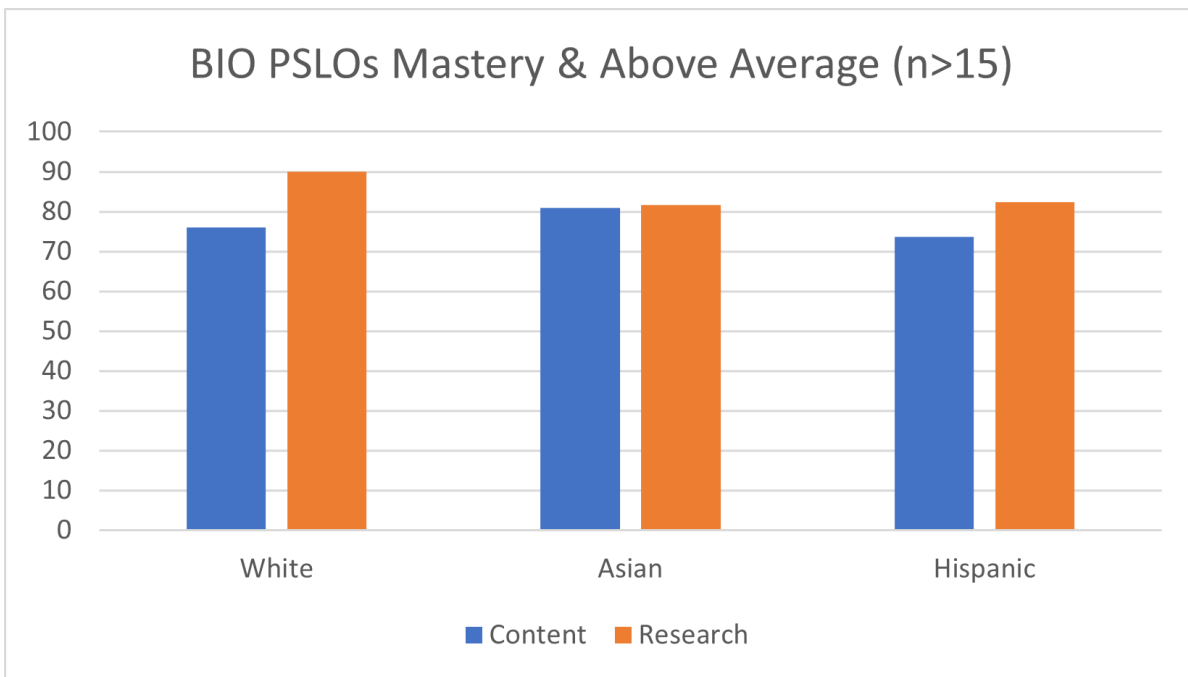
**Allied Health major:** Across all ethnic groups, the PSLO assessing research abilities was higher than the PSLO related to content. We think one reason the research project mastery is high is because there is a lot of scaffolding and support to help the students learn how to paraphrase scientific papers. Between ethnic groups, the content PSLO varied when examining assessments “above average and mastery levels” with Asian students scoring the highest, and Hispanic and Pacific Islander scoring the lowest. The table indicates the total number of students for each group.



White	525
Hispanice	379
Asian	254

Filipino	145
African Am	79
Pacific Islander	37
Am Indian	32

**Biology major:** There was insufficient data for all but three ethnic groups. Students tended to do better on the research PSLO compared to the content PSLO. The research project are heavily scaffolded and supported so that students can perform their own experiments and share their results with their peers. Between ethnic groups, Asian students scored a bit higher than white and hispanic students. The table indicates the total number of students for each group. There are fewer students in the Biology major than in the Allied Health major.



White	125
Asian	105
Hispanic	53

(6) List changes that you plan on making to improve student learning and address inequities.

**We need more data and additional discussion of the data. Although not originally planned, we will collect PSLO assessment data this year to include in next year's program review.**

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

**As a department, we need to discuss what is happening at the course level. This discussion needs to include part-time instructors to examine assessment methods and perhaps devise a common rubric for research assessments.**

**In both majors, we need to attract more male students and increase diversity, especially in the Bio major.**

(8) Are you planning on revising your 3-year planning template? If so, describe.

X  YES  No

**We will continue to assess the PSLOs for both majors and will update our 3-year planning template with this information.**

## C2: Instructional Programs without PSLOs or with Special Circumstances

### CSLO Assessments:

#### Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). \_\_\_\_\_%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

\_\_\_\_\_ YES \_\_\_\_\_ No

### C3: Non-Instructional Programs

#### **SAO Assessments:**

#### Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). \_\_\_\_\_%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?



(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

\_\_\_\_\_YES \_\_\_\_\_No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).*

Course Name & Number

\_\_\_\_\_ YES     No

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.

\_\_\_\_\_ YES     No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

YES    \_\_\_\_\_ Not at this time

**If yes, explain details, rationale, or any support that might be helpful**

We are updating the prerequisite requirements for BIO2A Bioinformatics. This course will be set up as an introductory course, not a capstone course as originally planned, so fewer prerequisites will be required.

We are updating the name of our AA Allied Health degree to help avoid confusion and to coordinate with Chabot College.

**D. Does your program plan to create any new courses or programs this year?**

YES     No

**If yes, please provide details and the rationale**

Section Four: CTE Updates

**(CTE Programs Only)**

***Vicki Shipman will provide you with or support any data needs***

**A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).**

1) **Does your program continue to meet a documented labor market demand?**

\_\_\_\_\_ YES \_\_\_\_\_ No

2) **Does this program represent a training need that is not duplicated in the college's service area?**

\_\_\_\_\_ YES \_\_\_\_\_ No

**Please explain**

**B. Advisory Boards: Has your program complied with advisory board recommendations?**

\_\_\_\_\_ YES \_\_\_\_\_ No

**If not, please explain.**

**C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.**

**C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?**

\_\_\_\_\_ YES \_\_\_\_\_ No

**If not, what program improvements may be made to increase this metric?**

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

\_\_\_\_\_ YES \_\_\_\_\_ No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

\_\_\_\_\_ YES \_\_\_\_\_ No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

\_\_\_\_\_ YES \_\_\_\_\_ No

If not, what program improvements may be made to increase this metric?