Annual Program Review Update Form - Spring 2010

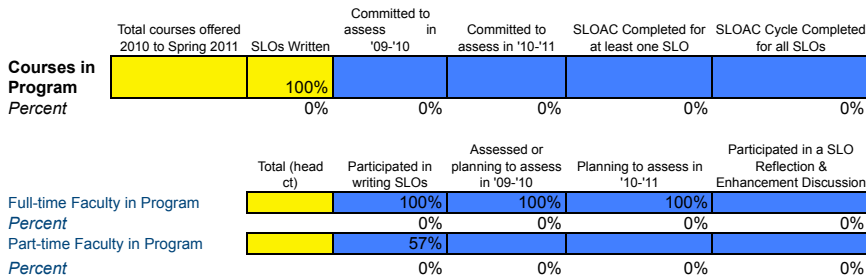## I. General Information
Date: 19-May-10

Program/Department: Biology

Authors of Report: Anita Kandula

II. Status Since Previous Program Review

What significant changes have occured since the last complete program review? Were those changes based on SLO assessments? How have these changes affected your program? You may also address how these changes affect the following: strategic initialtives, "main areas for improvement", mission statements, or physical/organizational restructuring.

All budgets have seen a significant decrease, which has made teaching more challenging especially in the laboratory classes. We have also lost an evening employee in the Science Center Resource Center reducing an important student resource and learning environment, especially for the working student or student with primary caretaker responsibilties, possibly preventing them from reaching their educational goals.

III. SLO Information

	Total courses offered 2010 to Spring 2011	SLOs Written	Committed to assess in '09-'10	Committed to assess in '10-'11	SLOAC Completed for at least one SLO	SLOAC Cycle Completed for all SLOs
Courses in Program		100%				
Percent		0%	0%	0%	0%	0%

	Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion
Full-time Faculty in Program		100%	100%	100%	
Percent		0%	0%	0%	0%
Part-time Faculty in Program		57%			
Percent		0%	0%	0%	0%

assessment reflection and enhancement phase.

SLOAC Discussion and Analysis: Summarize the discussions and analyses of your program/departments' SLOAC results. The discussions and analyses need not be limited to the information shown in Sections I and II above.

14 PT faculty / 8 participated; 9 FT faculty/ 9 participated. Our goal of having SLOs written for all courses by the end of the academic year was accomplished. Our goal was to have one SLOAC for atleast one section of each course. This may not have been aheived as some courses are exclusively taught by PT faculty and their role in the SLOAC process has not been well defined. This continues to be a challenge in attempting to get SLOAC conducted for all sections taught in the Biology department. The SLOAC process has definitely opened the door to conversations between faculty. As we discuss our results we evaluate successful pedagogies, methods that don't succeed and we have also conferred about tools available to us - both online and in hard copy form.

Suggestions for the SLOAC Discussion & Analysis:

Detailed data supporting some or all of the statistics shown above.

Patterns that emerge or are confirmed when SLO data are viewed, either alone or in combination with other data (such as student ESL placement test results) at the program level.

What your goals were for any of the percentages above, and whether you achieved that goal.

Evidence of value derived from the SLOAC process within your program.

Some of the challenges your faculty continue to face in attempting to hit your program goals with respect to SLOs.

If enhancements/improvements to your program can be implemented within the division's currently existing structures and allocated resources, then consider this update form complete and submit to your division dean. If enhancements/improvements are identified that require ADDITIONAL resources through the Instructional Planning and Budgeting process, then complete Section IV. (see next page).

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IV. Resource Requests: (Use this section ONLY if you have a NEW resource request)

Program/Department: Biology

Please submit your top three (or less) choices below in ranked order:

Item Name:		Cost estimate
Item Name:	FTEF (3)	300,000
Item Name:	FTES (2.5) Lab techs and evening SCLC	150,000
Item Name:	Lap top computers for A and P and Human Biol labs to simulate laboratory procedures	13,016

What SLO Assessment findings, if any, support and guide the resource request?	Sucess in biology courses requires students to spend a significant amount of time reviewing material covered in class. They need a center to come in and study away from the distractions of everyday life. We also have seen that SLOAC process is more smooth and uninterupted when being conducted by FT faculty who are on campus every quarter and have the time and space, during office hours, to communicate with their students and address their specific concerns.
How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve student learning and achievement?	
How will the resource enhance your program with respect to the College mission or Strategic initiatives and/or your program's goals for improvement as stated in your last program review?	
Other information that may be important to support your request?	
If applicable, please describe why you do not have enough funding within your current budget allocation for this request.	

Student acheivement and learning are clearly tied to access to instructors, study tools including models, slides, and computer - related tools to gain additional practice. Having the FT faculty and the SCRC would help ehance a student's ability to reach his/her educational goals.

The SCRC not only gives the individual student the opportunity to increase their exposure to Biology, it also gives them an arena to interact with their peers.