

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019

PROGRAM:

CLUSTER: MSNAHKA

LAST YEAR CPPR COMPLETED: 2018

NEXT SCHEDULED CPPR: 2023

CURRENT DATE: 2/21/2019

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

**Note:** Degrees and/or certificates for the same program may be consolidated into one APPW.

This APPW encompasses the following degrees and/or certificates:

### GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

### PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes  If yes, please complete the Program Sustainability Plan Progress Report below.

No  If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

### DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

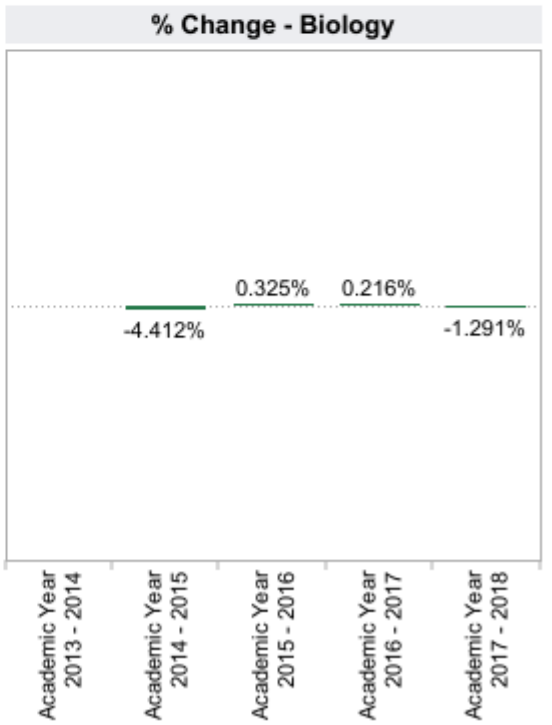
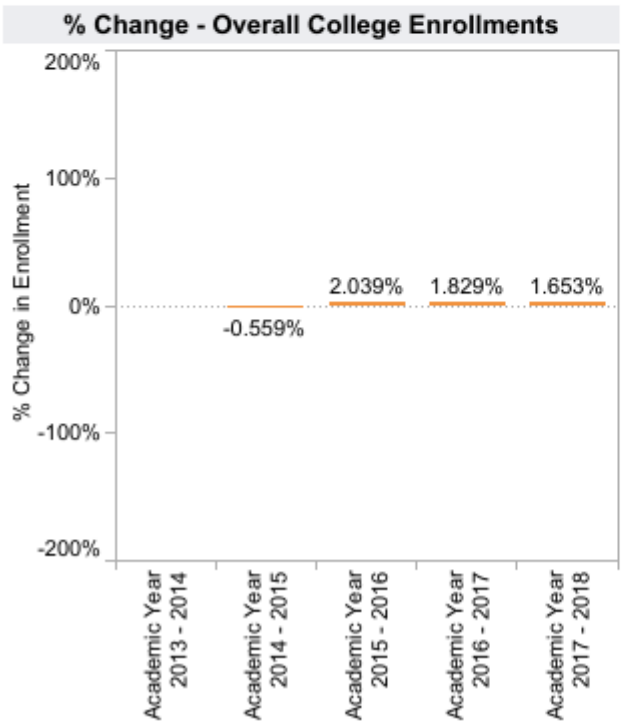
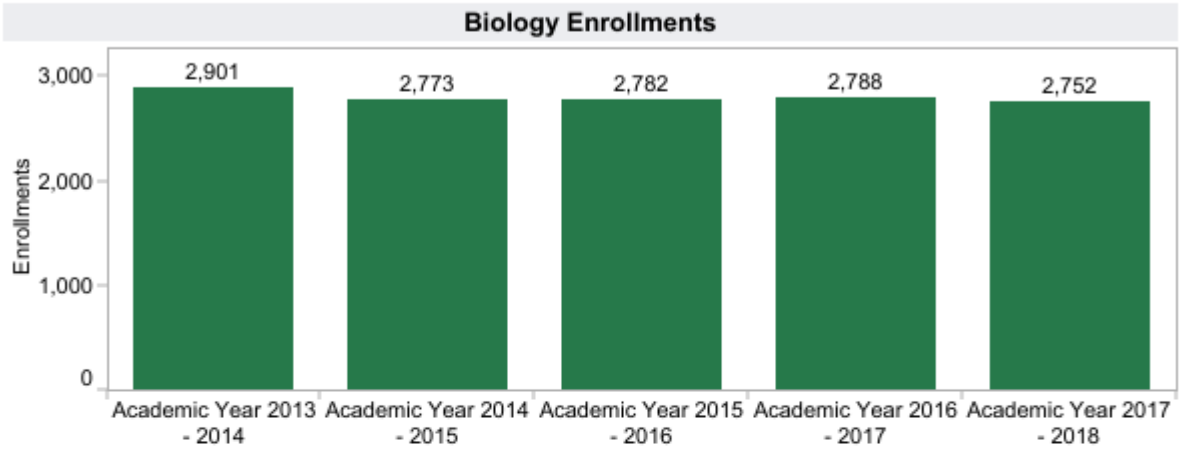
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary. Responses in this document need only reference the most recent year's available data.

# 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

## General Enrollment

### SLOCCCD Program Review Data - Enrollment

**Department:** Biology     
 **Course:** All     
 **Dual Enrollment:** All     
 **Prison:** All

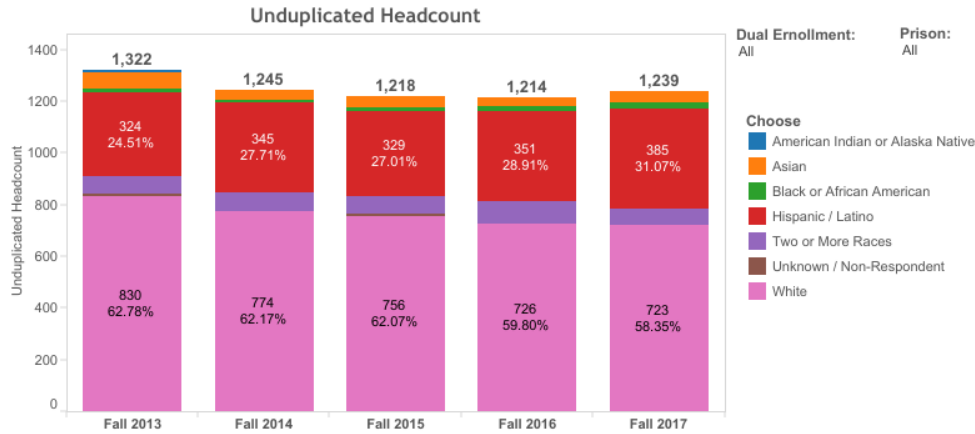


# 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET



## Student Characteristics and Enrollment Trends

Select Term: Fall  
 Select Region: All  
 Department: Biology  
 Dual Enrollment: All  
 Prison: All  
 Select Variable: Ethnicity



**Student Major**

Major	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
CSU General Ed. Breadth (CA)	327	287	257	221	186
LA: Mathematics & Science (AA)	100	174	227	137	31
Pre-Nursing (AS)				119	279
Biological Science (AS)	92	106	97	57	23
Intersegmental GE Trnsfr (CA)	56	55	67	53	42
Nursing, Registered (AS)	133	86	42	3	1
Kinesiology (AAT)		20	37	69	81
Kinesiology (AS)	70	65	41	9	3
Business Administration (AST)		18	54	53	35
High School Enrichment	17	15	14	51	53
Biology (AST)				54	81

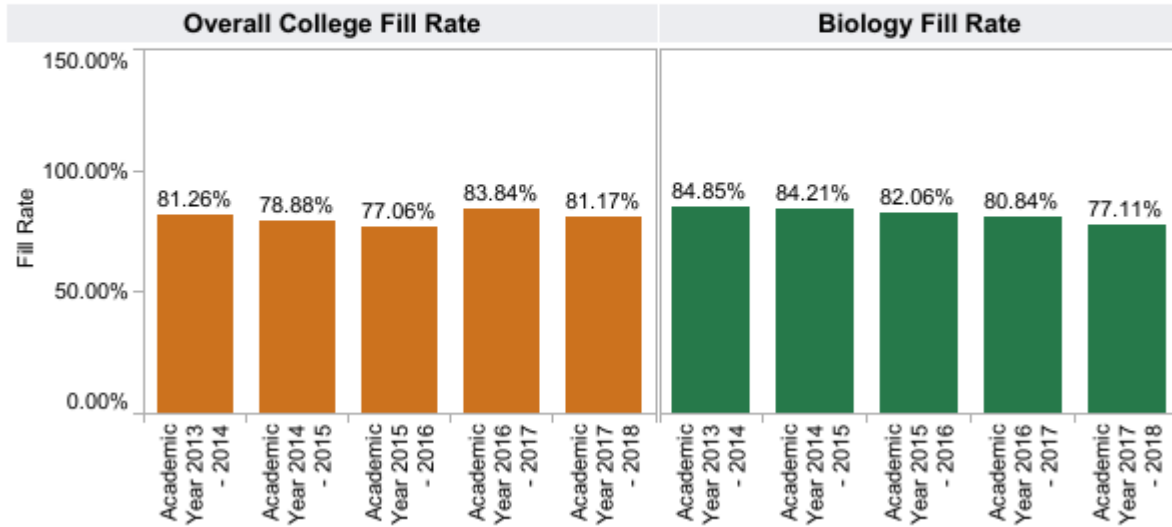
- Biology enrolled 2,752 students in 2017-2018 as compared to 2,788 students in 2016-2017. There is not a significant difference between Fall and Spring semesters.
- Enrollment remained flat over the last year. The positive side of this is that enrollment did not decrease as it has over the past several years. We have not changed the number of course sections so we expected it to remain the same.
- The “Cuesta Promise” may have contributed to the enrollment stabilization. Another factor may be that Cuesta College is no longer on “warning” status as related to accreditation.
  - Cuesta’s largest minority group consists of students of Hispanic/Latino ethnicity. The data show only a slightly lower percent of enrollment of Hispanic/Latino students in biology courses as compared to the overall campus (31% v 33%). The Hispanic/Latino population has increased significantly in biology when comparing 2013 (24%) to 2017 (31%). This may be due to increasing interest by Hispanic/Latino students in allied health careers, which require significant enrollment in biology courses.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### General Student Demand (Fill Rate)

#### SLOCCCD Program Review Data - Student Demand (Fill Rate)

<b>Department:</b> Biology	<b>Course:</b> All	<b>Dual Enrollment:</b> All	<b>Prison:</b> All
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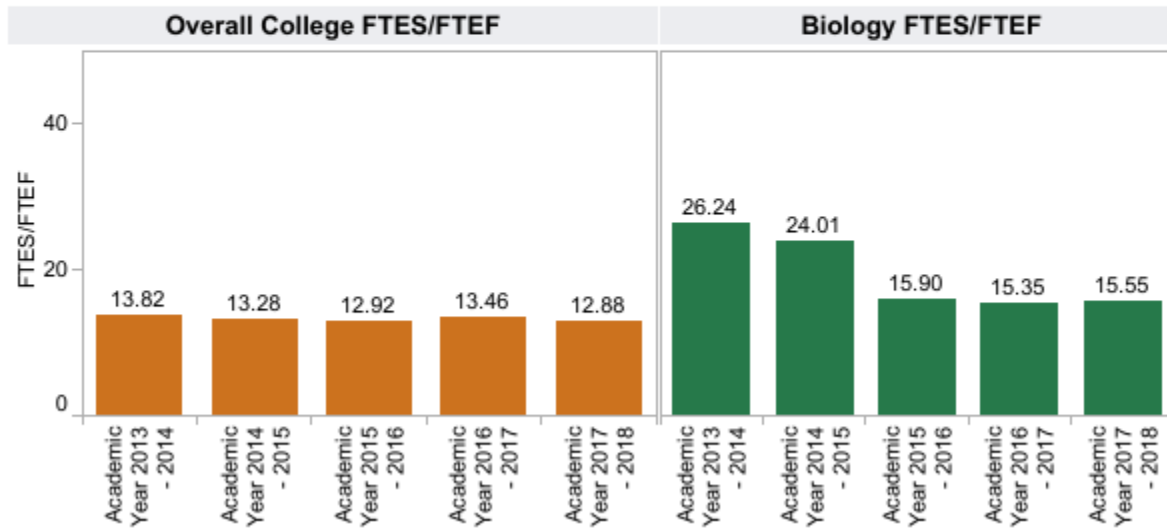
- Biology fill rate dipped in 2017-2018. This is because we (for first time) increased many lecture sections to 100 to 110 capacity. While these classes are still robust it has decreased the % fill rate. See below.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### General Efficiency (FTES/FTEF)

#### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

<b>Department:</b> Biology	<b>Course:</b> All	<b>Dual Enrollment:</b> All	<b>Prison:</b> All
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- Biology's efficiency is well above the campus average (15.55 v 12.88).
- Biology has seen a steep decline in efficiency. Most of this decline is artificial (see discussion below).
- The decrease in efficiency is due to a recalculation of Audio-tutorial lab. Apparently AT lab was not factored into the efficiency calculation before Fall 2015. The decline in fill-rate has also contributed to our decrease in efficiency.
- Since Biology is above the campus goal of 15 FTES/FTEF we hope to, at least, maintain our current level. We cannot generate students. We are not turning away students from our courses and hope that we can capture any increase in overall enrollment. We also carefully examine low efficiency sections to consider whether we should change the schedule or cancel low-enrollment courses.

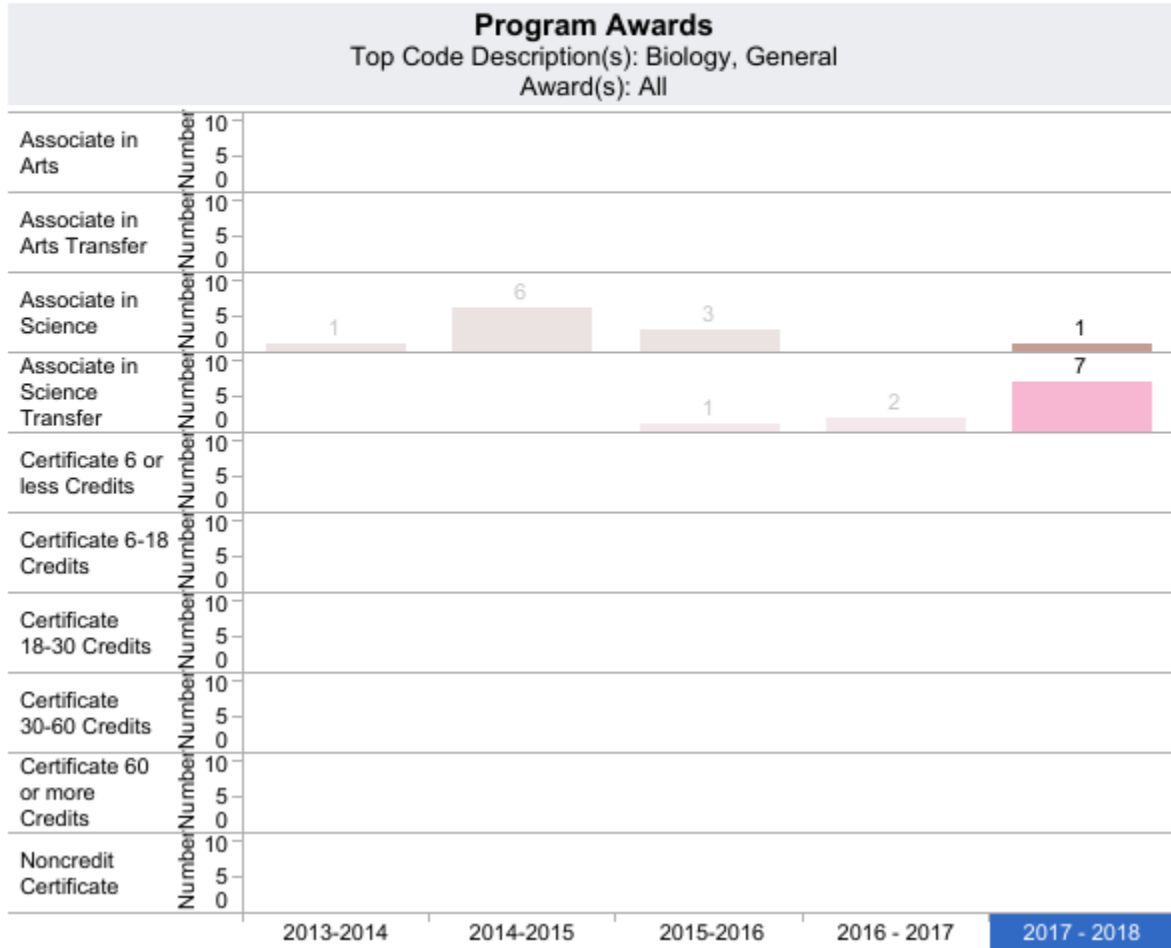
# 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

## [Degrees and Certificates Awarded](#)

### SLOCCCD Program Review Data: Degrees and Certificates Awarded

**Program:**  
Biology, General

**Award Type:**  
All



- Biology awarded 8 degrees in 2017-2018. This is an increase from an average of 1 degree per year over the past decade. The increase is due to the Associate Degree Transfer push.

# 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

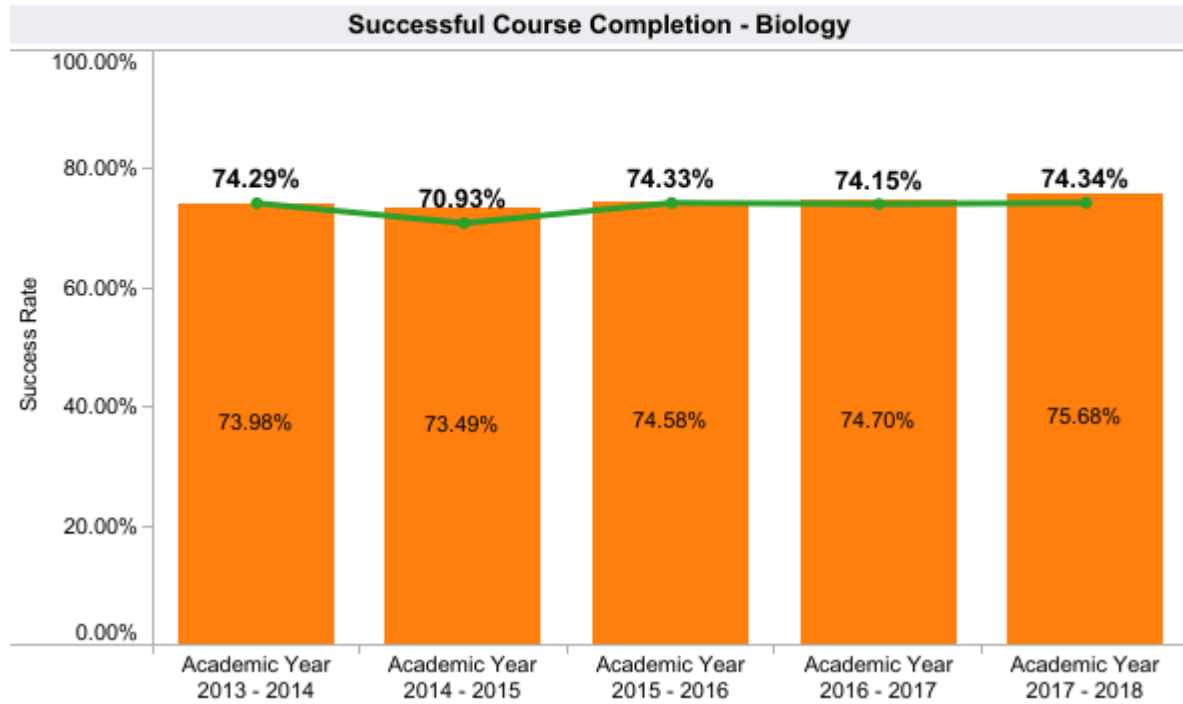
## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Biology

COURSE  
All

Measure Names

- Department Success Rate
- Overall College Success Rate



- The overall success rate in biology is nearly the same as the overall college success rate.

# 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

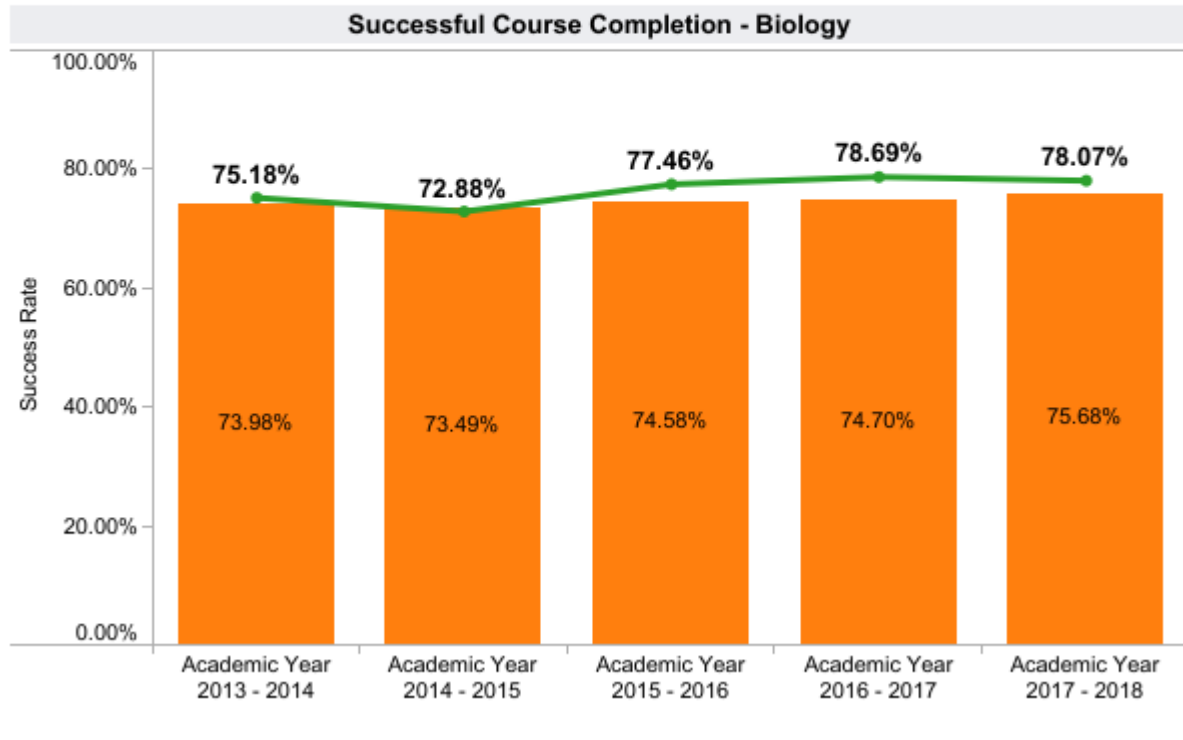
## Success of Biology NON-MAJORS

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Biology

COURSE  
Multiple values

Measure Names  
■ Department Success Rate  
■ Overall College Success Rate



- The success rate of non-biology major students taking biology courses is slightly above the overall college success rate.



# 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

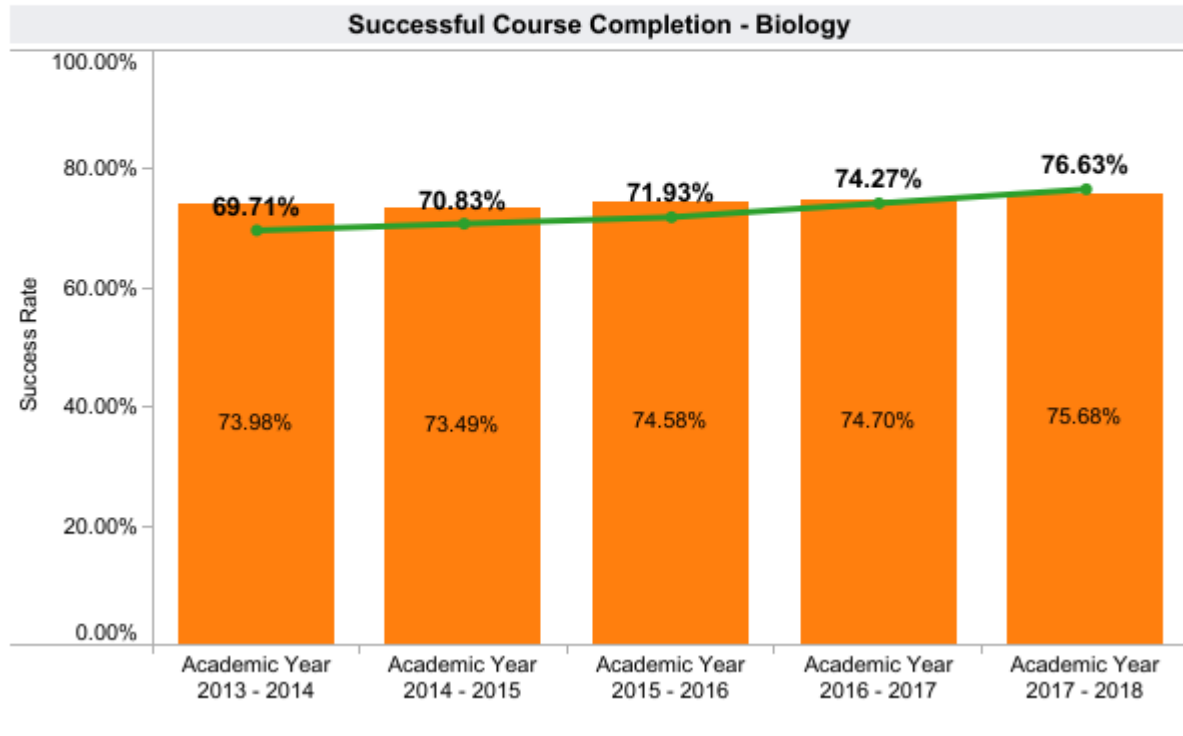
Success Biology MAJORS; Bio 201A & Bio 201B

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Biology

COURSE  
Multiple values

Measure Names  
■ Department Success Rate  
■ Overall College Success Rate



- The success rate of students taking biology major courses is slightly above the overall college success rate.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

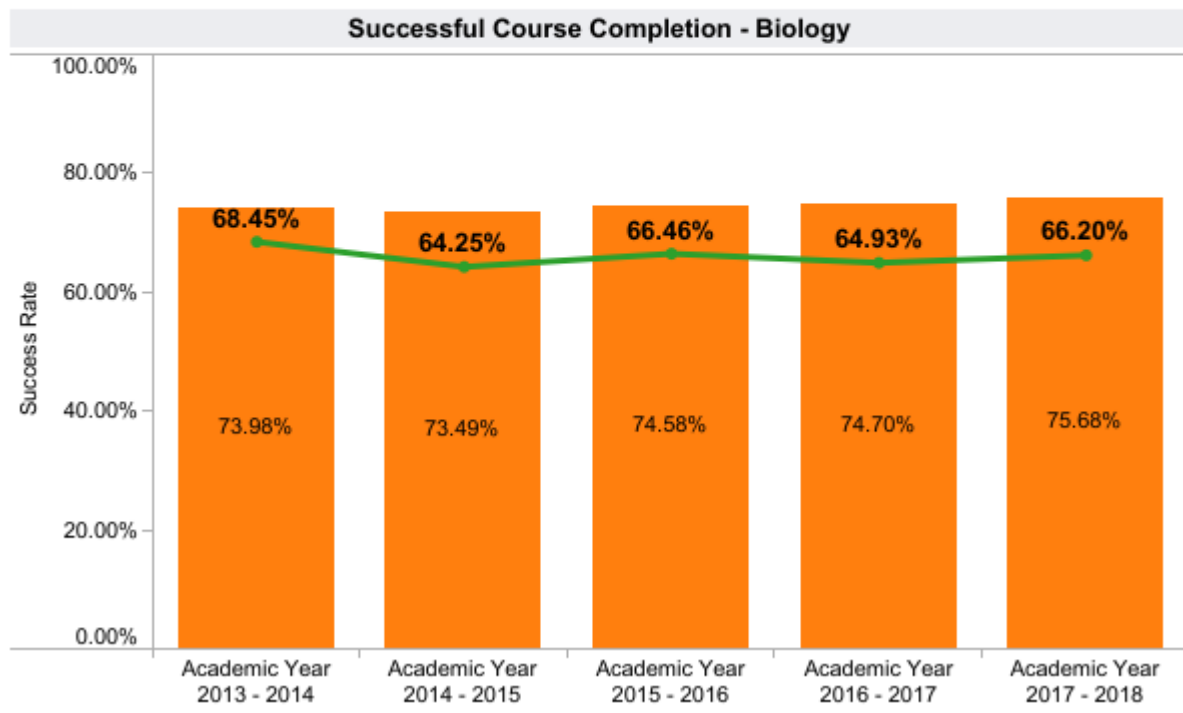
Success Biology PRE-MEDICAL; Bio 204, Bio 205, Bio 206

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Biology

COURSE  
Multiple values

Measure Names  
■ Department Success Rate  
■ Overall College Success Rate



- The success rate of students taking pre-med biology courses (Bio 204, Bio 205 & Bio 206) is well below the overall college success rate. This is expected in these rigorous courses!

### OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

#### CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

#### NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

- Many in the Biology Division are analyzing and modifying student learning outcomes, assessing current outcomes and planning for assessment of new student learning outcomes. Our program outcomes are based upon the course SLO's. We will continue our past efforts to achieve program learning outcomes. We have discussions about PLO's and SLO's at each division meeting. This has been valuable to faculty as the exchange of ideas and successes occurs.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes.
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	
Student Success—Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.