Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?
   Increasing

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

While the department's section offerings remained the same between 2013 and 2014, we did increase the caps on our oversized classes from 73 to 80 to better match the size of the room. This allowed more students guaranteed registration before classes started.

The department also received additional funding to be able to offer more sections in 2015 which was information disseminated to students, encouraging them to enroll. The department is continuing to grow with a fifth full-time faculty added in Spring 2015 and increasing section count.

3. Are the demographics of students in your program similar to those of the College, as a whole?
   Yes

4. If no, please describe why they differ (600 characters max).

We are slightly overrepresented in Asian and Hispanic students (+3.4% and +2.3% respectively) and underrepresented in Black and White students (-1.1% and -4.0% respectively). This may be due to the work that many faculty have done in tandem with the Title V Velocidad grant and the MESA center to encourage enrollment and success of Hispanic students. These are however small differences and the department matches the college's demographics as a whole.

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?
   No

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, please describe why your program is unable to do this. (600 characters max).

The courses most in demand are our labs due to their small student caps. We are limited in lab space, hours, equipment, budget, and classified staff and cannot add many more sections. Labs have a co-/pre-requisite with lecture, so adding more lecture spaces would only increase the demand for labs and would cause more students to be "off-sequence" by being unable to take lecture and lab simultaneously. The department is already offering more lecture seats than lab spaces which is creating a "backlog".

We will continue to work with MESA and others to increase our underrepresented groups.

Section B - Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?
   Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?
   Yes
3. Is your program's course success rate increasing, decreasing, or remaining constant?
   Increasing
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
   No
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

Instructors have been working closely with Title V, MESA, and other groups on campus to close gaps between demographic groups. Many of our faculty attended SITE and other professional development, worked with Project ACCESO from CSUCI, and participated in the SI program to enhance our courses and encourage student success. We have also done a large amount of work on updating, preparing, and improving curriculum in lecture and lab courses. Our faculty continue to attend professional development and improve.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?
   Yes

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

7. If no, why not? (600 characters max)

Section C - Productivity

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
   Higher
2. Is your program's productivity increasing, decreasing, or remaining constant?
   Increasing
3. Is your program's course fill rate increasing, decreasing, or remaining constant?
   Remaining Constant
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

In response to student demand (2010-2013 saw fill rates of greater than 100%), the department has begun to offer more sections and increase the caps on existing sections. Despite most new sections being labs that have a cap size limit of 24 which is below 525 productivity, the increase in large lecture class sizes has led to an increase in productivity for the department overall. The decrease in fill rate is small and is due to the increase in seat count--still at 99.9%, which is very high.

5. Are you able to increase your productivity and/or course fill rate?
   No

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, why not? (600 characters max)

The largest component of the department's course offerings are labs which, due to safety constraints, must be limited to 24 students. We have fewer seats in labs than in their corequisite lecture sections. Continuing to add lab sections to respond to student demand will both require additional increases in department budget as well as decrease our overall productivity. By increasing the large lectures to compensate, we will be compounding, not solving, the issue.

We also lack faculty to teach more classes as almost all are currently at overload.

There is no room to improve a 99.9% fill rate.

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?
   No

   If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

   To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

   Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?
   - Select -

4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?
   - Select -
6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?
   - Select -

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

8. If no, why not? (600 characters max)

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?
   No
2. If yes, why haven't they been assessed? (600 characters max)
3. What percentage of your program's courses have assessed at least half of their SLO's?
   60%
4. Have you made any changes to courses based on the results of SLO assessment?
   Yes
5. If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).

For some labs, experiment schedules were changed in order to give students more time to be introduced to concepts in lecture before performing labs on them. Some topic schedules in lecture were also rearranged accordingly. We had additional SI support in a few classes which helped add to student success. Curriculum was rewritten and improved to be more clear and more helpful to students through difficult topics.

6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?
   2 Courses
7. How closely have you adhered to your SLO rotational plan?
   Mostly
8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

For a few courses, it was difficult obtaining SLO information from adjunct faculty when the assessment was done too late in the semester. We have however been keeping on task and still reporting and reviewing the data we have been able to collect.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

Lectures correspond to ISLO-2 and labs correspond to ISLO-3. Typically students in the department's courses perform very highly on both ISLO assessments, indicating that the department's courses are emphasizing scientific/quantitative reasoning and critical thinking.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?
    6
11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?
    Yes

    If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

12. If no, why not? (600 characters max)

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
   Yes
2. How have these changes impacted student learning? (600 characters max)

Additional funding allowed us to add a number of new sections (4 for fall 2015 alone) to address student demand for lab courses. We also hired a growth faculty position which has enhanced the quality of instruction and attention that students in these classes receive as well as the overall development of the department. We hired a second lab tech to assist in managing and preparing our lab courses that has allowed students to run many more experiments themselves to increase their comprehension of procedure.

Section G - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
Chemistry	Classified	CHEM1504	Lab Technician	A lab technician to meet the needs of the Chemistry Department. Ranked #1 classified position by the department.				H	H	H	H	Yes	Completed	We were able to hire a new lab technician over Summer 2015 and are seeking a replacement for our other position.
Chemistry	Equipment	CHEM1502	FT-IR Purchase	As part of the course content, students enrolled in ChemV12AL/ V12BL must learn proper use and interpretation of FT-IR data and spectra in nearly every experiment performed. Currently the deparment				H	H	H	H	Yes	Completed	With funds from the ACCESO grant and some from VC, we were able to purchase a new FT-IR. The 12AL/12BL classes are running much smoother.

				has only one functioning FT-IR, necessitating students waiting in long lines to check their samples and often prevents students from completing their assigned experiments within the allotted class time. The department wishes to purchase an additional FT-IR instrument so that two students can work simultaneously, which will allow each student more use with the instrument as well as being able to finish within the class period.										
Chemistry	Equipment	CHEM1406	NMR purchase	An essential part of our				M	M	M	M	No	Ongoing	The ChemV12A/

				ChemV12AL/ V12BL sequence is learning the use and interpretation of an NMR instrument. Currently students utilize the "remote NMR" from CSUCI as well as instructor-created spectra, but would benefit from actually being taught how to use the instrument to analyze their own samples themselves to be better prepared for higher-level science courses.										B sequence continues to be without a local NMR and students are forced to instead analyze either computer-generated spectra or use remote
Chemistry	Equipment	CHEM1501	Off-Sequence Organic Chemistry Sequence	Currently the Organic Chemistry sequence, included in many majors' coursework, is				M	M	M	M	No	Ongoing	Students' academic progress remains impeded by the inability to take

				offered only once a year. To help students complete their degrees or to transfer on time, the department would like to offer ChemV12A/12AL and V12B/12BL both fall and spring semesters to give students more options and flexibility when scheduling their academic plans. This would necessitate the purchase of additional equipment, glassware, and chemicals, all specialized to the class, to allow a third section of organic										ChemV12A in spring semesters. We saw growing enrollment in the fall 12A courses.

				chemistry lab per semester.										
Chemistry	General Fund	CHEM1403	Replacement Equipment and Supplies Allocation/Increase	The department requires an increase in our annual budget for equipment and supplies to address increasing costs due to inflation, replacement of broken glassware, used chemicals, and other consumables, and the addition of new sections of labs. We are not able to teach our full curriculum of experiments or, in many cases, allow students to use equipment individually or in a timely manner due				H	H	H	H	No	Ongoing	The department received some funding to support adding simultaneous lab sections. We need to increase our annual budget to support the consummables.

				to shortages of supplies, severely hampering our ability to teach our lab courses.										
Chemistry	General Fund	CHEM1302	Supplementary Instruction and Increased Tutoring	Implement support for SIs in ChemV01A/ChemV01B courses and increased funding to hire qualified chemistry-specific tutors in the LRC. These classes are not covered as "barrier courses", but are transfer-level and have the lowest success rates in our department.				H	H	H	H	No	Ongoing	We are still in need of funding for chemistry-specific tutors and expansion of SIs in more of our courses.
Chemistry	General Fund	CHEM1503	Increase in Student Worker Budget	With the addition of another full-time faculty member as well as new sections of our high-				L	L	L	L	No	Ongoing	With the loss of our second lab tech, our need for student workers has become

				demand laboratory clasess, the need for prepared labs, chemicals, and equipment has also grown. The department is requesting an increase in the student worker budget so that additional students can be hired to help the laboratory technicians. This is an invaluable experience for the students as well as it prepares them for future employment in working laboratory environments.										greater than ever to support our growing number of lab sections.
Chemistry	None	CHEM130	Increase	Instructors				L	L			N/A	Ongoing	Instructors

		4	Standardization in multi-section classes	will continue to work together and collaborate to create a cohesive, consistent experience for all students enrolled in a particular course, even when in different sections										are continuing to meet regularly to discuss best practices and ways to enhance the department's courses.
Chemistry	None	CHEM1405	Develop an AS-T/TMC degree	The department will begin work on developing for approval a TMC/AS-T in chemistry to align with state standards.				L	L			N/A	Ongoing	The development of a degree in chemistry is still ongoing.

Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Chemistry	CHEM1601	Growth Faculty	Despite increasing our section offerings by 10% each semester, our fill rates continue to be 100% with 8 of 11 lecture sections at XL. Most of our full-time faculty are carrying overload and our adjuncts are at their maximum load. Finding qualified adjunct faculty is notoriously difficult. We are also anticipating the retirement of a full-time faculty, and thus are requesting two positions..	200000	College Funds	Faculty	☒Goal 1 ☐Goal 2 ☐Goal 3 ☒Goal 4 ☐Goal 5	☒Enrollment ☐# Under-represented students ☒Course Success Rate ☒Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Chemistry	CHEM1602	SCI-216 Updates	SCI-216 is the dedicated organic chemistry laboratory space, but was not designed with the special needs of this high-level class in mind. It can only accommodate a maximum of 12 students working on experiments at a time due to limited fume hood and sink space. It needs to be remodeled with organic-specific equipment purchased and installed to allow a full 24 student class to work safely..	275000	College Funds	Facilities	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☒ Goal 4 ☐ Goal 5	☒ Enrollment ☐ # Under-represented students ☒ Course Success Rate ☒ Productivity/ Fill Rate ☐ Degrees/ Certificates ☐ Close equity gaps	☐ Req ☒ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low

Chemistry	CHEM1603	Portable Fume Hood for SCI-216 balance room	The balance and instrument room for SCI-216, the dedicated organic chemistry lab, has no ventilation or fume hoods installed. Thus chemicals cannot be stored properly in this space and students are potentially exposed to hazardous fumes when using the instruments in this area. A portable fume hood would enable storage of necessary chemicals while preventing user exposure.	4000	College Funds	Equipment	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☒ Goal 4 ☐ Goal 5	☒ Enrollment ☐ # Under-represented students ☐ Course Success Rate ☒ Productivity/ Fill Rate ☐ Degrees/ Certificates ☐ Close equity gaps	☒ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low
Chemistry	CHEM1604	SurfacePro for Chem20L/30L instructional materials	The introductory level of these labs often makes scientific procedures intimidating. To increase student understanding as well as to make the information	1500	College Funds	Computer	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☒ Goal 4 ☐ Goal 5	☒ Enrollment ☐ # Under-represented students ☒ Course Success Rate ☐ Productivity/ Fill Rate ☐ Degrees/ Certificates	☐ Req ☒ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low

			more accessible, the purchase and use of a SurfacePro to make web-based videos on particularly difficult techniques is requested to enhance student learning.					☐Close equity gaps				
Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Chemistry	CHEM1605	Flammable Storage Cabinet	To be in compliance with chemical safety law, the department must have a dedicated and permanently installed flammables storage cabinet for our supply of organic chemicals.	$2500	College Funds	Equipment	☐Goal 1 ☐Goal 2 ☐Goal 3 ☒Goal 4 ☐Goal 5	☐Enrollment ☐# Under-represented students ☒Course Success Rate ☐Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☒Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low
Chemistry	CHEM1606	Chemical Safety Training	A training course about chemical safety, disposal,	$4800	College Funds	General Fun	☐Goal 1 ☐Goal 2 ☐Goal 3	☒Enrollment ☐# Under-represented	☒Req ☐High ☐Med	☐Req ☐High ☐Med	☐Req ☐High ☐Med	☐Req ☐High ☐Med

			and storage for the chemistry and biology laboratory technicians and other handlers of chemicals in the District. This will enable us to update our chemical hygiene plans. It requires an in-person course tailored for our lab facilities and needs. (same as with BIOL1606)				☒Goal 4 ☐Goal 5	students ☐Course Success Rate ☒Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Low	☐Low	☐Low	☐Low

Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.

Section I – Process Assessment

How have the changes in the program review process this year worked for your area?

How would you improve the program review process based on this experience?

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

Section I – Submission Verification

Preparer:

Dates met (include email discussions):

List of Faculty who participated in the program Review Process:

Preparer Verification:

☒ I verify that this program document was completed in accordance with the program review process.

Dean Verification:

☐ I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*

APPEAL FORM

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date:_____

Category for appeal:
_____ Faculty
_____ Personnel – Other
_____ Equipment- Computer
_____ Equipment – Other
_____ Facilities
_____ Operating Budget
_____ Program Discontinuance
_____ Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council. You will be notified of your time to present.