LANEY COLLEGE
Peralta Community College District
Annual Program Update Template 2014-2015

I. Overview			
BI Download:	10/24/2014	Dept. Chair:	Stephen Corlett
Subject/Discipline:	CHEM	Dean:	Denise Richardson
Campus:	Laney		
Mission Statement	The Chemistry Department offers first- and second-year college-level chemistry courses for transfer and pre-medical requirements. We also offer introductory-level courses designed for allied health programs such as nursing and dental hygiene, and which provide support to the Biomanufacturing program – a joint venture between the Biology, Chemistry and Math departments. Our introductory-level classes prepare students for our transfer-level courses. Any of our courses can be used to satisfy a laboratory science general education requirement. Many of the students in our chemistry classes intend to pursue biology, biochemistry, nursing, medicine, pharmacology, or other health fields and most of them do this by participating in some type of transfer program. All of our classes count for credit at the CSU and UC level due to the articulation agreements we have in place.		

II. Enrollment

	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F11	194	224	443	245	1106
Census Enrollment F12	145	218	463	254	1080
Census Enrollment F13	192	269	452	243	1156
Sections F11	6	6	13	7	32
Sections F12	5	6	13	8	32
Sections F13	6	9	14	7	36
Total FTES F11	49.40	57.60	113.26	59.32	279.58
Total FTES F12	37.40	55.70	117.57	61.80	272.47
Total FTES F13	46.68	71.80	116.06	57.20	291.74
Total FTEF F11	2.76	2.92	6.60	3.52	15.8
Total FTEF F12	2.39	2.92	6.92	4.03	16.26
Total FTEF F13	2.92	4.00	6.81	3.68	17.41
FTES/FTEF F11	17.90	19.73	17.16	16.85	71.64
FTES/FTEF F12	15.63	19.08	16.99	15.32	67.02
FTES/FTEF F13	15.99	17.95	17.04	15.55	66.53

Note: Attendance Method “X” classes are excluded from the calculations.

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F11	182	206	399	231	1018
Total Graded F12	140	213	449	244	1046
Total Graded F13	187	270	452	246	1155
Success F11	112	138	268	143	661
Success F12	77	133	291	125	626
Success F13	105	162	265	133	665
% Success F11	0.62	0.67	0.67	0.62	0.65
% Success F12	0.55	0.62	0.65	0.51	0.6
% Success F13	0.56	0.60	0.59	0.54	0.58
Withdraw F11	56	60	100	59	275
Withdraw F12	42	54	124	89	309
Withdraw F13	62	86	133	85	366
% Withdraw F11	0.31	0.29	0.25	0.26	0.27
% Withdraw F12	0.30	0.25	0.27, 0.276	0.36	0.3
% Withdraw F13	0.33	0.32	0.29	0.35	0.32

IV. Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F11	0.92	0.75	2.91	1.90	6.48
Contract FTEF F12	0.00	0.85	2.41	1.80	5.06
Contract FTEF F13	0.40	1.83	2.19	1.68	6.1
TEMP FTEF F11	1.84	1.80	3.44	1.08	8.16
TEMP FTEF F12	2.39	1.80	4.08	2.02	10.29
TEMP FTEF F13	2.52	1.80	4.12	1.71	10.15
Extra Service FTEF F11	0.00	0.37	0.25	0.54	1.16
Extra Service FTEF F12	0.00	0.27	0.43	0.21	0.91
Extra Service FTEF F13	0.00	0.37	0.50	0.29	1.16
Total FTEF F11	2.76	2.92	6.60	3.52	15.8
Total FTEF F12	2.39	2.92	6.92	4.03	16.26
Total FTEF F13	2.92	4.00	6.81	3.68	17.41
% Contract/Total F11	0.33	0.26	0.44	0.54	0.4101
% Contract/Total F12	0.00	0.29	0.35	0.45	0.3112
% Contract/Total F13	0.14	0.46	0.32	0.46	0.3504

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.	The Chemistry department does not have any CTE or Vocational programs.
Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.	All of our Chemistry classes offer some form of transfer credit to either the UC or CSU system. Every one of our courses has an applicablility to a degree or cerificate program in an allied health field or pre-medical school requirements. Although an algebra background is required to enter the introductory and first-year chemistry classes, most of our courses offer basic skills training in math, since many students enter unprepared. Additionally, students are encouraged to take Math 208, which is geared specifically for laboratory sciences and therefore offers basic skills.

VI. Course SLOs and Assessment

Number of active courses in your discipline	67

Number with student learning outcomes (SLOs)	67
Number of courses that have assessed at least one SLO in the past academic year, 2013-2014 (see your TaskStream report for data):	4
Percent of courses that have assessed at least one SLO last year, 2013-2014: *Calculating your percentage: Number of courses assessed divided by total active courses in your discipline.*	66%
Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):	100% (We have already assessed 100% from Fall 2014)100%
If the percent of courses you plan to assess is not 100%, explain why here.	One of our classes, Chem 25, has not been taught since Fall 2009, so none of the SLO's have been assessed since that time. It is not in the schedule for 2014-2015.

Briefly describe the general types of assessment methods you are using. (For example: common test questions, student papers evaluated with a rubric, student projects evaluated with a rubric, safety observation checklists, etc.)

Common test questions
American Chemical Society standardized exams
Evaluation of written lab reports using rubrics
Laboratory skill evaluation
Safety observations (using a checklist)

List two examples of the **most important plans for changes and improvements** as a result of what you learned during the course SLO assessment process in the past academic year (Fall 2013- Spring 2014). State the course number for each example so that the details of the assessment findings and action plans can be located in TaskStream. *
* This will be verified by checking in TaskStream.

Example: Chem 30A, Departmental safety policies need to be revised and all instructors need to be made aware of new policies. Lab techs to start monitoring lab safety.

Chem 1B, 2013-2014:
When we assessed test questions involving explanations, we found that many students didn't give complete explanations, stopped too soon, or used circular reasoning. We plan to gather good examples and create one or more handouts to guide students as to how to answer explanation questions clearly and completely.

Chem 30A, 2013-2014:
When we assessed how well students answered quantitative questions involving conversion factors, we noticed that some instructors gave much easier tests than others. We plan to verify whether instructors

are teaching at the appropriate level and to revise the “Chem 30A Standards” document. This is a document given to Chem 30A instructors that describes the standards we would like them to have when teaching their classes. This document needs to be given to instructors a few weeks before the semester starts so they can plan appropriately.

List two examples of the **most significant changes/improvements your department has made** as a response to assessment results in the past academic year (Fall 2013-Spring 2014). State the course number and the academic year it was assessed for each example so that the details of the assessment findings, action plan and status report can be located in TaskStream. *
(* This will be verified by checking in TaskStream.)
(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)

Example: ESL 283, assessed Fall 2012. In Fall 2013, projects were made an integral part of this High Beginning Speaking/Listening course to engage students more deeply in the target language.

Chem 30A, Assessed Fall 2014:
We found that we were not getting 100% compliance with the safety rules (wearing goggles, no food or drink in labs, no shorts or sandals). At the department meeting in January 2015, we decided on a new policy – that any instructor or any lab technician could give a safety “citation” to any student or teacher. Citation forms were created and printed on bright red paper. The idea is that if we are all empowered to remind each other about following the safety guidelines, we will have more successful compliance with the rules.

Chem 1B, Assessed 2013-2014
Chem 1A, assessed 2014-2015
The “circular reasoning” project has been started. We have been noticing that students have a hard time with explanation questions – either they stop too soon or they use circular reasoning or they are unclear. Some of us have been collecting examples of websites that guide students in writing better answers to essay questions. We have also been starting to create handouts and collecting examples of bad student answers to analyze. We are considering a revision to our course outlines as a means to formalize it. We will bring up the topic at our next District-wide Chemistry meeting in Fall 2015.

VII. Program Learning Outcomes and Assessment

	Fall 2014
Number of degrees and certificates in your discipline (If your department doesn’t offer any degrees or certificates, you don’t have to answer the rest of the questions regarding program assessment.)	nonenone
Number of degrees and certificates with PLOs entered into TaskStream: (* This will be verified by checking in TaskStream.)	N/A
Number of degrees/certificates that have assessed at least one PLO in the past year:	N/A

If less than 100% of your programs have assessed at least one PLO last year, what is your plan for assessing program outcomes for all degrees and certificates?	N/A

List two examples of the most important plans for changes and improvements as a result of what you learned during the program (PLO) assessment process in the past academic year (Fall 2013- Spring 2014). State the program name for each example so that the details of the Assessment Findings and Action Plan can be located in TaskStream. *
(* This will be verified by checking in TaskStream.)

N/A

List two examples of the **most significant changes/improvements your department has made** as a response to program (PLO) assessment. State the program name and assessment cycle for each example so that the details of the Assessment Findings, Action Plan and Status Report can be located in TaskStream. *
(* This will be verified by checking in TaskStream.)
(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)

VIII. Strategic Planning Goals

Check all that apply.	Describe how goal applies to your program.
☐Advance Student Access, Success & Equity ☐Engage our Communities & Partners ☐Build Programs of Distinction ☐Create a Culture of Innovation & Collaboration ☐Develop Resources to Advance & Sustain Mission	❑ No changes. See 2012 Program Review

IX. College Strategic Plan Relevance

Check all that apply

☐New program under development

☐Program that is integral to your college's overall strategy

☐Program that is essential for transfer

☐Program that serves a community niche

☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.

☐Other

X. Action Plan

Please describe changes in your program since your last program review or annual program update that requires additional resources not addressed in your last program review or annual program update. If additional resources are need, please reference data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). In describing changes, consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans, goals and specific action steps for the coming year.

The Chemistry department continues to experience brisk enrollment in all of our classes. We are limited by space and by the availability of sufficiently qualified faculty (part-time instructors). Other than hiring new full-time faculty and fixing our broken laboratory space, no changes are deemed necessary for the Chemistry program. We continue to serve as many students as we can and are very near our capacity in our current antiquated facilities and can only really begin to grow our program and course offering with a new science facility.The Chemistry department at Laney has been hosting district-wide discussions on an array of topics that affect all four of the Chemistry departments in the district. These include curriculum, enrollment issues, and strategic planning of the district schedule. We are currently investigating instituting a prerequisite to the General Chemistry class, CHEM 1A. We have data that demonstrate that an entrance exam can be a significant indication of their likely success in the course. We plan to add this exam or successful completion of one of our Introductory classes, Chem 30A or 50, as a prerequisite.

In Fall 2014 we completed faculty evaluations for all part-time and full-time faculty in the Chemistry department.

	XI. Resource Needs: Using the Excel Spreadsheet (separate document)
FORM A	Please describe the need and prioritize any NEW faculty requests.
FORM B	Please describe and prioritize any NEW **equipment, material, and supply** needs. For Instructional Equipment & Library Material (including instructional equipment repairs).
FORM C	Please describe and prioritize any NEW facilities needs using Form C.
FORM D	Please describe the need and prioritize any NEW classified and student worker requests.
TECH FORM	Laney College Technology Equipment Request Form: Please list your computer and other technology needs in this form.