**Program Efficacy Evaluation and Recommendation**

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| **Program:**  **CHEMISTRY 2011** |
| **Reviewers:**  **Andee Alsip, Michael Mayne, Jessie Galavez** |
| **Overall Recommendation with Rationale:**  The Chemistry program is articulate and direct in discussing the properties of the program and all aspects of student success in science. The committee strongly recommends continuation. |

**Part I: Access**

| **Strategic Initiative** | **Institutional Expectations** | |
| --- | --- | --- |
| **Does Not Meet** | **Meets/MEETS** |
|  | | |
| Demographics | The program does not provide an appropriate analysis regarding identified differences in the program’s population compared to that of the general population | The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.  If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations. |
| Pattern of Service | The program’s pattern of service is not related to the needs of students. | The program provides evidence that the pattern of service or instruction meets student needs.  If warranted, plans or activities are in place to meet a broader range of needs. |
| **Reviewer Feedback:the pattern of service has strong evidence that it meets instructional needs. The STEM grant will help build specific targeted cohorts of student populations (eg. Hispanic and African American women). The highest level of classes are rotated.** | | |

**Part II: Student Success**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets/Meets** |
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| Data demonstrating achievement of instructional or service success | Program does not provide an adequate *analysis* of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Student Achievement Outcomes | Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy. | Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy. |
| **Reviewer Feedback: The Chemistry program provides analysis on data that supports the department goals. Student success is about 58%. They need more instructor, tutors and facilitators. Students that participate in the Student Success Center demonstrated retention at 94% and success at 76%. Transfer readiness will be a stronger marker of success in the future.** | | |

**Part III: Institutional Effectiveness**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets/Meets** |
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| Mission and Purpose | The program does not have a mission, or it does not clearly link with the institutional mission. | The program has a mission, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.  Appropriate courses have been articulated or transfer with UC/CSU or plans are in place to articulate appropriate courses. |
| **Reviewer Feedback: student learning outcomes generate data to trend the learning strategies. There has been steady improvement in Chem 101, online hybrid Chem 104 and Chem 150. Institutions expectations are well met.** | | |

**Part IV. Planning**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets/Meets** |
| **Part IV: Planning - Rubric** | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program ~~identifies~~ and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |
| **Reviewer Feedback: The creation of learning cohorts is being readied for fall 2012. There is strong evidence that learning and student success is better in cohorts. The great financial set- back has weakened the number of class offerings and opportunities to engage students. There are jobs in science.** | | |

| **Part V: Technology, Partnerships & Campus Climate** | | |
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|  | **Does Not Meet** | **Meets/Meets** |
| Technology, Partnerships & Campus Climate | Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.  Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate | Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.  Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. |
| **Reviewer Feedback: Chemistry is looking to partner with Richardson Middle School to increase the awareness of STEM occupations among 8th graders. The dream technology is computer interfaced activities to enhance learning and model applications in a real laboratory setting.** | | |