

Comprehensive
Program
Of
BIOLOGY
For
AY 2018-2019

Prepared by
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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The Biology program at Independence Community College offers introductory courses in Biology, including General Biology for non-majors, Biology I, Biology II, Anatomy and Physiology, and Microbiology as well as electives such as Nutrition and Medical Terminology. These courses provide an excellent foundation for students to continue their education in any biological field at a four-year college or in a health-related program.

The courses in biology at ICC are taught by two full time faculty members and additional adjunct faculty. The two full time faculty members have diverse specializations from molecular and organismal biology to medical and health care that complement the course offerings. All courses in the Biological Sciences at ICC have a maximum of 24 students, allowing students to receive individualized attention, ample opportunities for active class participation, and accurate advisement.

Studying Biology increases an understanding and appreciation of living organisms and their interactions with the environment and each other. In addition, studying Biology creates scientific thinking, reasoning, and problem-solving skills.

A career in Biology can be very exciting and rewarding. Biologists work in fields such as health care, research, environmental management and conservation, physician, veterinarian, pharmacist, physical therapy, education, molecular biology, genetics, marine biology, biotechnology, pharmaceuticals, forensic science, museums, zoologist, aquariums, parks, nature centers, scientific writing, medical laboratory technology and illustrations. With recent advances in science and medical research, many more doors and avenues are opening for students with degrees in Biology.

The two-year associate degree in Biology at Independence Community College is designed as a transfer program for completion at a four-year institution or for completion in a health-related program.

For detailed information about careers in Biology, please visit <http://albs.org/careers/biology>.

1.2 Quantitative and Qualitative Data

Narrative:

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Comprehensive Biology Program Review

AY 2016-2017

Number of Faculty:

3 Full time – Lal, Foreman, Byrd

3 Part time – Kiser, Reynolds, Weilert

Enrollment & Student credit hours by faculty type:

Full time – 36 total credit hours taught, with 115 total students enrolled

Part time – 16 credit hours taught, 43 total students enrolled

Average class size:

13.17 students across all courses

Completion rates:

92.72%-face-to-face

85.71%- online

92.41% - all courses

Pass ('D') or better rates:

90% - face-to-face
100% - online
90.41% - all courses

Pass ('C') or better rates:

79.29% - face-to-face
50 % - online
78.08 % - all courses

Number of Majors:

6 (0 returned in Fall 2017)

Degrees Awarded:

0 Degrees awarded

BIO Assessment Data

AY 2017-2018

Number of Faculty:

3 full time (Lal, Foreman, Crompton)
3 part time (Mears, Brungardt, Weaver)

Enrollment & Student credit hours by Faculty type:

Full time: 36 total credit hours taught, with 96 total students enrolled
Part time: 15 credit hours taught, 22 total students enrolled

Average Class size:

10.00 students in Face-to-Face classes
12.00 students in online classes
10.36 students across all courses

Completion rates:

88.89% face-to-face
100% online
91.23% all courses

Pass ('D' or better) rates:

91.25% face-to-face
91.67% online
91.35% all courses

Pass ('C' or better) rates:

88.75% face-to-face

83.33% online
87.50% all courses

Number of Majors:

14 (7 returned in Fall 2018)

Degrees Awarded:

1 Degree awarded

INDEPENDENCE COMMUNITY COLLEGE						
Biology						
For the Twelve Months Ending Friday, June 30, 2017						
		Published Budget	Operating Budget	Expense	Encumbered	Remaining
Fund 11						
Expenses						
Salary:						
11-1176-520-000	Faculty Salaries: Full-Time Faculty			109,105.00		(109,105.00)
11-1176-521-000	Faculty Salaries: Overload			11,000.00		(11,000.00)
11-1176-522-000	Faculty Salaries: Adjunct			10,175.01		(10,175.01)
11-1176-530-000	Clerical/Staff. Salary NonExempt			8,276.25		(8,276.25)
	Total Salary			138,556.26		(138,556.26)
Fringe Benefits:						
11-1176-591-000	FICA (Social Security, Medicare)			9,425.92		(9,425.92)
11-1176-594-000	Insurance Premiums			23,447.44		(23,447.44)
	Total Fringe Benefits			32,873.36		(32,873.36)
Instructional Supplies:						
11-1176-700-000	Instructional Supplies			3,536.00		(3,536.00)
	Total Instructional Supplies			3,536.00		(3,536.00)
	Total			174,965.62		(174,965.62)

INDEPENDENCE COMMUNITY COLLEGE						
Biology						
For the Twelve Months Ending Saturday, June 30, 2018						
		Published Budget	Operating Budget	Expense	Encumbered	Remaining
Fund 11						
Expenses						
Salary:						
11-1176-520-000	Faculty Salaries: Full-Time Faculty			113,012.50		(113,012.50)
11-1176-521-000	Faculty Salaries: Overload			8,250.00		(8,250.00)
11-1176-522-000	Faculty Salaries: Adjunct			7,012.50		(7,012.50)
	Total Salary			128,275.00		(128,275.00)
Fringe Benefits:						
11-1176-591-000	FICA (Social Security, Medicare)			8,948.47		(8,948.47)
11-1176-594-000	Insurance Premiums			23,263.73		(23,263.73)
	Total Fringe Benefits			32,212.20		(32,212.20)
Repairs:						
11-1176-649-000	Repairs			432.11		(432.11)
	Total Repairs			432.11		(432.11)
Instructional Supplies:						
11-1176-700-000	Instructional Supplies			594.01		(594.01)
	Total Instructional Supplies			594.01		(594.01)
	Total			161,513.32		(161,513.32)

2.0 Student Success

2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program. *(See Section 2.1 in the Program Review Handbook for more information.)*

Narrative:

Student success in the department of Biology at ICC consists of students acquiring a set of skills and competencies through highly engaged, high-impact educational practices to produce work that exhibits ingenuity, self-expression, compelling composition, strong technique, and exceptional craftsmanship. In addition, student success is defined by acquiring the intellectual foundation to interpret and evaluate work, leading to essential learning outcomes.

Student success is evaluated through assessment measures that correlate to the course outcomes. These measures consist of test questions and test scores, assignment questions and assignment scores, lab questions and lab scores, and other knowledge-based activities throughout the course. Student success is accomplished if at least 70% of students who complete all these assignments receive at least 70% of the total combined points possible for the assignments.

2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success. *(See Section 2.2 in the Program Review Handbook for more information.)*

Narrative:

The Biology program at ICC promotes student success through one-to-one relationships with students and colleagues, innovation of teaching strategies, refinement of course offerings to better meet students' needs, and continual exploration of new ways to engage students with discipline-related content, including Learning Communities, Independent Studies, and Honors contracts/courses.

The Biology program strives to maintain academic rigor and excellence to ensure that students preparing for a career in any branch of biological science have a solid foundation. This includes increasing student completion rates by improving services provided and implementing current best practices in teaching. In addition, the Biology program provides creative ways to engage students in active learning, reflection, rebalancing numbers of sections of each course in response to enrollment figures, as well as expanding online course offerings.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Narrative:

The only department assessment data accessible was from the annual program review from AY2017-2018, but it only included data from General Biology courses. Moving forward, the Biology program has recommended that data is collected at similar points in the semester in all "major" courses to better understand student learning based on instructor, content, and to compare semester to semester. Furthermore, no inferences can be drawn from the data provided since it is only a snapshot from instructors' no longer teaching at the college.

That said, target success for a learning outcome is that 70% of the students will achieve a 70% on a measure corresponding to the learning outcome.

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

Due to faculty turnover, no course level assessment data for the time period currently under review is available. However, the following narrative, providing an overview of the program's significant student learning outcomes assessment findings, was given in the Annual Program Review for the 2017-2018 year:

“For a number of years, both full time faculty members have been involved in student learning outcomes assessment in all the courses they teach. In the past, it has been difficult to get the data from adjunct faculty. There have been the following significant trends in the student learning outcomes assessment:

1. According to the 2017-2018 Annual Review, each semester at least one student learning outcome from each course was assessed. The goal was set at 70% (students will achieve at least 70% proficiency in the learning outcome). In all the courses offered the outcome was met with 70% or more proficiency. However, these documents were not accessible
2. General Biology was offered in face-to-face, hybrid, and online formats. Although attrition was slightly higher in online sections, students who completed the course met the learning outcome.
3. The main reason for higher attrition and failure rates in online and hybrid format was lack of student participation. Despite email reminders and announcement posted in Canvas, a few students stopped participating and failed to submit all the required work by the weekly deadlines.”

3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

Current Assessment Plans:

New faculty are currently engaged in Program Assessment Training. This training should allow for changes in assessment practices with a move toward assessing student learning during and at the end of each

semester. This evaluation also includes extensive methods in not only assessing outcomes, but also assessing the measures for outcomes.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

4.1: Program Advisory Committee:

Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

There is no committee that serves as an advisory to the department

4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

The Biology program does not have any specialized accreditation.

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

The Higher Learning Commission (HLC's) Criterion 3 and 4 relate to the Biology program as they focus on the design, deployment, and effectiveness of the teaching-learning process that underlies the institution's credit programs and courses.

ICC Contact: Dan Barwick, President of ICC
Date of Last Visit: September 28-29, 2017
Reaffirmation: On-Notice
Next Visit: March 2019

Kansas Board of Regents - Transfer and Articulation Agreement for the following courses:

- General Biology
- Biology I
- Biology II
- A&P
- Microbiology
- Nutrition
- Medical Terminology
- Environmental Science
- Chemistry I
- Chemistry II

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

An associate degree in Biology requires a completed application, completion of 64 credit hours, including the fulfillment of all program and degree requirements, and a cumulative GPA of 2.0 or better.

The Associates of Science Degree in Biology is intended to enable students to satisfy equivalent lower-division college credit course requirements and to transfer, with advanced standing, into comparable Bachelor of Science Degree programs at Kansas Regents' universities or to enter a healthcare program at another college or university.

Courses are organized and structured to interconnect accumulative knowledge with growing proficiencies within each course for an overall informative experience of the program.

Courses are modified across outcomes whether through assessment, interaction with transfer institution, or knowledge of the profession.

The Biology program, with collaboration and guidance from KBOR, adapts and modifies the educational needs of the community it serves.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

General Degree and Graduation Requirements for the associate of Science degree in Biology:

The Associate of science Degree is awarded upon satisfactory completion of a planned program of not less than sixty-four (64) college credit hours and a cumulative grade point average of 2.0 including the following distribution of credits:

Biology

Degree: Associate of Science

The Associate of Science Degree in Biology is intended to enable students complete the necessary courses at the freshman and sophomore level in pursuit of Bachelor of Science Degree in the areas of biological sciences.

Analysis and Oral Communication (9 hours) Credit Hours

English Composition I (ENG 1003)	3
English Composition II (ENG 1013)	3
Public Speaking or Interpersonal Communication (COM 1203 or COM 1233)	3

Mathematics (3-5 hours) Credit Hours

(Select 1)	
College Algebra (MAT1023)	3
Analytical Geometry & Calculus I (MAT 1055)	5

Biological Sciences (20 hours) Credit Hours

Biology I (BIO1115)	5
Biology II (BIO 2115)	5
Anatomy & Physiology (BIO2045)	5
Microbiology (BIO 2055)	5

Physical Sciences (20 hours) Credit Hours

Chemistry I for majors (PHS1055)	5
Chemistry II for majors (PHS1065)	5
General College Physics I (PHS1055)	5
General College Physics II (PHS 1065)	5

Cultural Studies (3 hours) Credit Hours

(Select 1)	
Spanish I, II, III (FRL 1025, 1035, 2035)	5
World History I (HIS1003)	3
World History II (HIS1013)	3
World Regional Geography (SOC2013)	3
Intro to Race and Ethnic Relations (SOC2113)	3
World Religions (REL 1053)	3

Health & Well-Being (3 hours) Credit Hours

(Select 1)	
General Psychology (BEH1003)	3
Developmental Psychology (BEH2003)	3
Nutrition (BIO 2053)	3

Human Heritage (3 hours) Credit Hours

(Select 1)	
U.S. History I (HIS1023)	3
U.S. History II (HIS1063)	3
Introduction to Literature (ENG 1073)	3
American Literature I (ENG 1083)	3
American Literature II (ENG 2113)	3
Topics in Literature (ENG 2153)	3
British Literature I (ENG 2123)	3
British Literature II (ENG 2133)	3
Introduction to Philosophy (PHI 2003)	3
Ethics (PHI 1073)	3
Logical & Classical Reasoning (PHI 2073)	3
New Testament Theory (REL 1013)	3
World Religions (REL 1053)	3

Total: 61-63

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

Individual faculty accomplishments cannot be assessed as the Biology department has new full time faculty beginning AY 18-19. The new faculty has committed to individual goals for future accomplishments.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

It is unknown what the program accomplished in AY16-17 and AY17-18 due to all new faculty.

6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

Due to having new faculty in the Biology program, it is unknown how faculty were encouraged to promote innovative research, teaching, and community service for AY16-17 and AY17-18.

The new full-time instructors for the Biology program use the latest advances in teaching technology learned from professional development resources. The online Anatomy and Physiology courses are now equipped with virtual labs for a virtual hands-on experience. In addition, the instructors for the Biology program relate real-world experiences with the students allowing students to apply learning with situations they may encounter when in the workforce. The Anatomy and Physiology instructor also includes bringing personal x-rays to the classroom, brings urine samples from the local hospital and encompasses fieldtrips to the local hospital to incorporate the material learned in class with real-world scenarios from the hospital.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. *(See Section 7.1 in the Program Review Handbook examples.)*

Narrative:

Over the two years of this program, overall enrollment numbers are down, however matching institutional decline. Average class size was down almost 3 students per class and overall completion rates decreased over 1% for all program courses. However, the number of students declaring a Major in Biology increased 133%. In addition, no degrees were awarded in AY16-17 where 1 degree was awarded in AY17-18.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

Narrative:

Category 3 Revitalization Opportunities needs

This program analysis shows a declining pattern in student data rates. Revitalization initiatives have included new full-time faculty after AY17-18. In addition, many students in biological science courses are seeking other degree programs and are enrolled in courses to obtain general education requirements. In order to best serve the interests of students and their success at the college level, the biology program may consider an additional Associate of Science degree in pre-health care or pre-medicine. The Biology program already offers several courses that qualify students for this degree including Biology I, Anatomy and Physiology, and Nutrition.

7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

Narrative:

By the end of the 2019-2020 school year, all Biology courses will be assessed through the program's annual review.

By the end of the 2021-2022 school year, the overall success rate (C or better) of all Biology program courses will be 90% (up from 87.78% in AY17-18).

By the end of the 2021-2022 school year, full-time Biology faculty will participate in at least one professional development conference relating to their subject.

7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

Narrative:

The Biology program embraces the mission of Independence Community College serving the best interests of students and the community by providing academic excellence and promoting cultural enrichment and economic development. In addition, the Biology department aligns with the ICC mission by striving to provide an exceptional educational experience by cultivating intellect, encouraging creativity, and enhancing character in a student and community centered environment. (About Us- Independence Community College)

The Biology program aligns itself with "ICC Purpose Criterion 1: Achieving Junior Level Transfer Status" through KBOR transfer and articulation agreements governing the following courses:

- General Biology
- Biology I
- Biology II
- A&P
- Microbiology
- Nutrition
- Medical Terminology
- Environmental Science
- Chemistry I
- Chemistry II

The Higher Learning Commission (HLC's) Criterion 3 and 4 also relate to the Biology program as they focus on the design, deployment, and effectiveness of the teaching-learning process that underlies the institution's credit programs and courses.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment

- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment

- Other, as applicable

- Accreditation Fee Request

- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

Narrative:

The following items have been submitted through the zero-based budgeting process for the college. This is just a quick summary of those items:

1. \$7000.00—Instructional Supplies: lecture and lab supplies including two new courses added to the department.
2. \$4500.00—Repairs: microscopes, uv-lamps etc. need repairs.

3. \$3500.00—Professional Development: The BOT desires academic excellence and faculty being engaged in professional development activities make them more excellent professors. Faculty then need the resources to do their job at the expected levels. Finally, the BOT and HLC have emphasized the importance of filling gaps in course, program, and institutional level assessment. Funds requested would enable professors within the Biology department to complete professional development activities, join appropriate professional associations, purchase the necessary instructional materials, and it would pay for a full-time faculty member's time to oversee the assessment of the program and its individual courses.
4. \$1500.00—Professional Development (Travel): Same reason as #3.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

The previous Biology faculty members contributed towards program assessment by recording their assessment data as part of the AY17-18 Annual Program Review. Anita Chappuie (Director of Institutional Research) provided end of year academic data and Wendy Isle (Chief Financial Officer) provided all financial data for AY 16-17 and AY 17-18. Dr. Thomas Weaver prepared this comprehensive program review for the aforementioned academic years.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

PRC Committee Member (Brett Gilcrist): I agree with the findings of this report. Given that we asked two new instructors with little experience and assessment data to work with, I think Dr. Weaver did a great job articulating the need for ICC to revitalize the program through a broader assessment of all Biology classes and an opportunity to evaluate how the program can be tweaked to serve both science majors and healthcare majors. The key, as always, will be making sure we minimize turnover and stay disciplined in using data to make decisions regarding the program and its individual courses.

Division Chair of STEM. I agree with the findings of this report. Dr. Weaver's report admirable given he was reporting on a period prior to his employ at ICC.

VPAA: I agree with the Faculty Assessment of Category 3: Revitalization. Bringing in new instructors to this program with new insights on how to accomplish program goals will require changes to the program that best fit current students' needs.

10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.