

# HILLSBOROUGH

Community College 

## ***Joint Administrative/Faculty Report Associate in Arts Degree***

**Instructions:** This review provides you with the opportunity to assess your discipline's strengths and challenges and to make recommendations as needed. This review also functions to fulfill the requirements of the State of Florida and of the Southern Association of Colleges and Schools. For each section, please respond to the corresponding questions by placing a check mark in the "yes," "no," or "not applicable" (N/A) box. Your recommendations or comments for every item are encouraged, and please use additional pages. **If you marked "no" for items, your recommendations or comments are needed to determine what actions should be taken.**

**Name of Discipline:** Biology **Date:** 5/6/02

**Campus:** **Collegewide (B = Brandon, D = Dale Mabry, P = Plant City, Y = Ybor City)**

Note: The Director of Transfer Programs and the Academic Deans supervising the natural sciences provided the administrative remarks, which are provided in response to outstanding issues or recommendations.

### **Section I: Mission and Goals**

| Question  | Yes         | No | N/A | Recommendations/Comments   | Resources Needed |
|---|-------------|----|-----|--|------------------|
| 1.1 Do faculty incorporate the College's mission in their teaching?         | B<br>D<br>Y |    |     | Y: The biology discipline offers courses that fulfill the general education requirement for non-transfer and transfer students, as well as biology and allied health science majors. |                  |
| 1.2 Have faculty related the curricula to the College's purposes and goals? | B<br>D<br>Y |    |     | Y: Dedicated faculty provide a quality education and learning environment to promote student success .   |                  |

### **Section II: Curriculum**

| Question   | Yes         | No | N/A | Recommendations/Comments  | Resources Needed |
|--|-------------|----|-----|---|------------------|
| 2.1 Does the catalog provide accurate descriptions of courses in the discipline? | B<br>D<br>Y |    |     | Y: The science cluster reviewed the course descriptions in the catalog and revised where needed. The course descriptions contain the level of reading, writing, and math skills required. |                  |

| Question  | Yes         | No | N/A | Recommendations/Comments  | Resources Needed   |
|---|-------------|----|-----|---|--|
| 2.2 Have faculty conducted a structured analysis of the curriculum to determine if we can improve student success?  | D<br>Y      | B  |     | Y: Tests and lecture material are revised as needed to improve measurement of learning outcomes and presentation of material.   | Research Department assistance funds are needed to pursue this item. |
| <b>Administrative Remarks:</b> The word "structured" is not needed in this question and probably caused confusion. The intent of this question is to determine whether curriculum is undergoing analysis. The data tables provided can help in the response – if certain courses show low student success rates, then they need to be reviewed to identify possible causes.   |             |    |     |   |  |
| 2.3 Are course objectives on file<br>a. at District:?<br><br>b. on Campus?  | B<br>D<br>Y |    |     | Y: Two representatives from the Science cluster checked the District file and all the course objectives are in place.<br>Y: The faculty have copies of the objectives, however they are not on file in the Dean's office. |  |
| 2.4 Are course objectives comprehensive?  | B<br>D<br>Y |    |     | Y: They are clearly stated in a way to indicate learning outcome.   |  |
| 2.5 Are course objectives consistent with student grading systems?  | B<br>D<br>Y |    |     | Y: Material covered and test construction are based on the expected student attainment of objectives.   |  |
| 2.6 If there are general education courses in the discipline, have general education outcomes been defined for those courses?   | B<br>D<br>Y |    |     | Y: Material presented will allow them to function as well-informed members of society.  |  |
| 2.7 If general education outcomes exist, have ways to assess those outcomes been determined?  | D<br>Y      |    |     | B: Only through evaluations/tests given in the classroom.<br>Y: Laboratory experience allows students to apply concepts learned in lecture.   |  |
| <b>Administrative Remarks:</b> Questions 2.6 and 2.7 are in process for the institution. Course objectives with implicit outcomes have been defined for most individual courses included in general education. Comprehensive general education outcomes are being developed, and ways to assess them are also being developed. The word "structured" is not needed in this question and probably caused confusion. The intent of this question is to determine whether curriculum is undergoing analysis. The data tables provided can help in the response – if certain courses show low student success rates, then they need to be reviewed to identify possible causes. |             |    |     |   |  |
| 2.8 Are prerequisites appropriate for the courses?  | B<br>D<br>Y |    |     | Y: Prerequisites are not totally consistent with other colleges and universities.   |  |
| <b>Administrative Remarks:</b> BSC 1010 or 1011 are low – we need consistency on pre and corequisites.  |             |    |     |   |  |
| 2.9 Are prerequisites enforced for the courses?   | B<br>D<br>Y |    |     | Y: Counselors and advisors at Ybor check with us before they place a student in the course when they do not have the prerequisite.  |  |
| 2.10 Is the advising and counseling information accurate that is provided for the discipline?   | D<br>Y      | B  |     | D: Students often don't follow recommendations<br>Y: The advisors and counselors at Ybor do a very good and thorough job. The problem of students not taking the  |  |

| Question | Yes | No | N/A | Recommendations/Comments   | Resources Needed |
|----------|-----|----|-----|--|------------------|
|          |     |    |     | corequisite labs along with the lecture classes is still a problem. They are also advised to take one three-credit course and one four credit course to fulfill the general education requirement. They are not advised that they can take two four-credit course and use the second lab as an elective. This increases their choice of courses. |                  |

**Administrative Remarks:** Good advising and counseling is even more essential for students taking the biological sciences to ensure that they take the appropriate general education track. There is a need for printed guidelines for the science portion of general education. There is also a need for inservices between faculty, their deans, and student services personnel to cover any questions and to provide any needed clarification.

|      |  |             |   |   |  |  |
|------|--|-------------|---|---|--|--|
| 2.11 | Do faculty provide information to advising/counseling regarding the discipline?  | B<br>D<br>Y |   |   | Y: Advising is kept informed by the Science cluster when there are problems or concerns.                             |  |
| 2.12 | Are the sequential skill levels appropriate for each course in the discipline?   | B<br>D<br>Y |   |   | Y: The Science cluster made recommendations for changes.   |  |
| 2.13 | If courses in this discipline are offered in non-traditional formats, have students acquired levels of knowledge equivalent to those in traditional formats? | D           | B | Y | B: The answer is "yes" for honors classes.<br>Y: There is no way of knowing since it is handled by a different area. |  |

**Administrative Remarks:** The table below provides completion rates for distance learning classes versus traditional classes.

| Term    | Course    | Section | Distance Learning | Traditional | Difference |
|---------|-----------|---------|-------------------|-------------|------------|
| Fall 99 | AST-1002C | N/A     | 84.0%             | 76.6%       | 7.4%       |
| Sp 00   | AST-1002C | 12373   | 65.4%             | 74.1%       | -8.7%      |
| Fall 00 | AST-1002C | 15601   | 71.0%             | 75.7%       | -4.7%      |
| Sp 01   | AST-1002C | 31973   | 75.0%             | 67.8%       | 7.2%       |
| Fall 99 | BSC-1005C | N/A     | 58.7%             | 75.0%       | -16.3%     |
| Sp 00   | BSC-1005C | 12374   | 68.8%             | 71.2%       | -2.4%      |
| Fall 00 | BSC-1005C | 15621   | 81.8%             | 76.9%       | 4.9%       |
| Sp 01   | BSC-1005C | 12374   | 78.8%             | 88.1%       | -9.3%      |
| Fall 99 | CHM-1045  | N/A     | 37.5%             | 63.7%       | -26.2%     |
| Fall 99 | GLY-1001  | N/A     | 59.2%             | 77.5%       | -18.3%     |
|         | GLY-1001L | N/A     | 58.1%             | 79.5%       | -21.4%     |
| Sp 00   | N/A       |         |                   |             |            |
| Fall 00 | GLY-1001  | 16649   | 61.3%             | 78.0%       | -16.7%     |
|         | GLY-1001  | 16650   | 61.5%             | 78.0%       | -16.5%     |
| Sp 01   | GLY-1001  | 12393   | 65.4%             | 71.4%       | -6.0%      |
|         | GLY-1001  | 12394   | 74.1%             | 71.4%       | 2.7%       |
| Sp 01   | MCB-1000  | 21268   | 76.9%             | 72.2%       | 4.7%       |

|      |  |        |   |  |   |  |
|------|--|--------|---|--|---|--|
| 2.14 | Have articulation meetings for this discipline been held with the universities and school system as appropriate? | B<br>Y | D |  | B: Has been quite a while back.<br>D: Not in many years.<br>Y: Meetings occurred in the past, however since the last one meetings |  |
|------|--|--------|---|--|---|--|

| Question   | Yes | No | N/A | Recommendations/Comments                   | Resources Needed |
|--|-----|----|-----|--|------------------|
|  |     |    |     | were scheduled and canceled several times. |                  |
| <b>Administrative Remarks:</b> The meeting took place April 6, 2002. |     |    |     |  |                  |

### Section III: Resources

| Question   | Yes    | No     | N/A | Recommendations/Comments  | Resources Needed |
|--|--------|--------|-----|---|------------------|
| 3.1 Does the budget support the discipline's current operation and potential for growth?   | D      | B<br>Y |     | B: Budget allocations for our campus tend to be small because fees are rolled into general fund. Lab fees should be rolled back to the lab for which they are collected.<br>Y: Lab fees were raised this year and are slated to be raised again next year. If the money does now come back to the campus as indicated it will help. Labs are poorly quipped compared to the other campuses and it does not allow us to serve the students properly or upgrade our labs. |                  |
| <b>Administrative Remarks:</b> There is a commitment to put the lab fees back into the labs. These dollars should supplement and not take the place of other funds. The campuses need dollars in the 70000 category.   |        |        |     |   |                  |
| 3.2 Are the numbers of faculty, administrators, and staff sufficient to support the discipline's current operation and potential for growth?   | B<br>D | Y      |     | Y: There is a critical shortage of qualified Biology adjuncts especially during the daytime hours. Lab support has been increased. Although not included in the question, Biology tutors are critically needed.   |                  |
| <b>Administrative Remarks:</b> For Ybor, there is enough faculty considering the current lab space; there will be an adjunct problem the next term. Dale Mabry sees a need for additional faculty. Plant City proposes that consideration be given to cross-campus tenure. |        |        |     |   |                  |
| 3.3 Is technology appropriately incorporated into the discipline?  | B<br>D | Y      |     | Y: Computer access in the lab room is needed for supplemental material. The computer lab cannot accommodate the number of students we have in the Biology courses and also serve the rest of the campus.  |                  |
| <b>Administrative Remarks:</b> Wireless access seems to be a problem – laptops are not functioning well – are we keeping up with computer needs? The replacement policy needs a budget line.   |        |        |     |   |                  |
| 3.4 Are other technological resources needed?  | D<br>Y | B      |     | D: One "smart" classroom with a whiteboard.<br>Y: More technical equipment is needed for our labs to keep up with current trends.   |                  |
| <b>Administrative Remarks:</b> The resolution on the monitors is inappropriate for distance learning – technology is not at a satisfactory point. If a smart board were available, a Plant City faculty member would make use of it.                                       |        |        |     |   |                  |
| 3.5 Does the facility adequately   | B      |        |     | Y: The faculty do their best with what is   |                  |

| Question   | Yes    | No     | N/A | Recommendations/Comments  | Resources Needed |
|--|--------|--------|-----|---|------------------|
| support discipline needs?  | D<br>Y |        |     | available.  |                  |
| <b>Administrative Remarks:</b> There are ventilation, space, and furniture needs at Ybor City.             |        |        |     |   |                  |
| 3.6 Are promotional/recruitment activities adequate to maintain or increase enrollment in this discipline? |        | D<br>Y |     | B: Enrollment is sufficient<br>Y: More innovated recruitment is needed. Advisors and counselors recruit students and highly recommend the faculty. Word of mouth by students about specific instructors also plays a role in recruitment. |                  |

#### Section IV: Faculty

| Question  | Yes         | No | N/A | Recommendations/Comments  | Resources Needed   |
|---|-------------|----|-----|---|--|
| 4.1 Do faculty participate in professional activities in addition to instruction?                               | B<br>D<br>Y |    |     | Y: Participation is required by contract.   |  |
| 4.2 Are faculty regularly involved in professional development activities or community activities?              | B<br>D<br>Y |    |     | Y: Participation is required by contract.   |  |
| 4.3 Do faculty maintain professional memberships?   | B<br>D<br>Y |    |     | Y: Membership is required by contract.  |  |
| 4.4 Does the College adequately support professional development for faculty?                                   | B<br>D<br>Y |    |     | Y: Workshops are offered at in-service and throughout the semester. FSPD funds are available to attend other workshops. |  |
| 4.5 Do faculty members agree that staying current with technological changes is part of their responsibilities? | B<br>D<br>Y |    |     | Y: Staying current with technological changes is especially important in the sciences.                                  |  |
| 4.6 Do faculty seek and take advantage of grant opportunities?  | B           | Y  | D   | Y: Although a Grant specialist is available faculty do not have the time to pursue grant opportunities.                 |  |
| <b>Administrative Remarks:</b> Release time is recommended for grants training.                                 |             |    |     |   |  |
| 4.7 Is internal communication satisfactory?   | B<br>D      | Y  |     | Y: E-mail has improved communication, but improvements still need to be made.   | Y: Communication of deadlines and events should be reported in a more timely manner. |
| <b>Administrative Remarks:</b> Communication has improved.  |             |    |     |   |  |
| 4.8 Do faculty members advise their deans of issues that need addressing?                                       | B<br>D<br>Y |    |     | Y: Definitely. The Dean addresses the issues based on priority needs.   |  |

## Section V: Discipline Needs Assessment

| Question  | Yes         | No | N/A | Recommendations/Comments   | Resources Needed |
|---|-------------|----|-----|--|------------------|
| 5.1 Does the data sheet associated with this discipline indicate any needs?   | D<br>Y      |    | B   |  |                  |
| <b>Administrative Remarks:</b> The data sheet was not initially available – faculty should revisit this question to ensure that they have seen the data.  |             |    |     |  |                  |
| 5.2 Are students satisfied with the quality of instruction in this discipline (indicate the basis for your response).   | B<br>D<br>Y |    |     | Y: Student evaluations indicate satisfaction. Students verbalize and write letters concerning their quality of instruction and the dedication of the faculty.  |                  |
| 5.3 Are students satisfied with the quality and breadth of courses offered in this discipline (indicate the basis for your response).   | D<br>Y      | B  |     | B: Some students wish that HCC offered a better variety and higher level courses. Quality is OK.<br>Y: Student evaluations indicate satisfaction. The courses offered fulfill the needs of general education, science majors and allied health science majors. |                  |
| <b>Administrative Remarks:</b> We can't do higher level courses unless a partnership is in place.   |             |    |     |  |                  |
| 5.4 Have any additional needs relevant to this discipline been identified that are not covered in prior sections?   | D<br>Y      | B  |     | Y: Classroom and lab facilities have not been addressed as they were in previous program reviews.  |                  |
| <b>Administrative Remarks:</b> The previous program review instrument provided a laundry list of physical facility issues for faculty members to comment upon. In the interests of providing a more efficient instrument, the question has been left more open-ended on the current instrument. Faculty should feel free to identify any physical facility needs. |             |    |     |  |                  |

## Section VI: General Recommendations/Comments

Include discipline strengths and weaknesses and recommendations for improvement in this section. This section should include recommendations identified in Sections 1 – 5 for ease of reference to the reader.

| Recommendations/Comments   | Resources Needed  |
|--|---|
| 1. B: Again... the lab fees that are collected for each lab do not come back to that lab. This leaves every lab with a deficiency of funds that is rarely met through the general funds of the college. We collect fees specific for a lab, they should be spent in that lab. It would appear to be illegal to collect a fee that is not being used or the purpose for which it was collected. | B: Roll the lab fees back to the lab in which they were collected. (Administrative response: this is in process.)<br>Y: A third lab room is needed to accommodate the number of labs needed to be offered based on student enrollment. Students continuously request overrides for the lab course. (Administrative response: the discipline cannot grow unless this recommendation is addressed.) |
| 2. Y: If the amount generated by lab fees does not come back to the campus, or is not a significant amount, the budget needs to be increased for the purchase of equipment, consumable supplies, and instructional material needed to upgrade the labs   | Y: Ensure that all of the lab fees generated come back to the campus. (Administrative response: this is in process.)  |

| Recommendations/Comments   | Resources Needed   |
|--|--|
| and to incorporate the latest technology.  |  |
| 3. Y: Computers need to be added to the lab rooms to enhance the laboratory learning outcomes.   | Y: Old computers being replaced in other areas would serve the purpose. (Administrative response: a replacement plan is needed.)   |
| 4. Y: Although not addressed as a category in this program review, the science prep room needs to be rearranged to enhance space utilization and better accommodate the equipment, chemicals, supplies. The lab assistants and lab tech have their office in the prep room and are not separated from the supplies. This is a safety hazard. | Y: When the area is slated for renovated, the lab assistants, lab tech, and faculty need to be involved. (Administrative response: the administration building is scheduled for renovation.)               |
| 5. Recruitment is needed for the critical shortage of Biology adjuncts .   | Y: Advertisement for the Open Houses need to be placed in a more timely fashion. There was little advance notice in the media for the last Open Houses. (Administrative response: notify Human Resources.) |