



# Natural History Instructional Program Review 2009-2010

Fall 2009

## Prepared by

Name	Title
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Eric Rabitoy	Dean

## Natural History Program Review Committee Members

Robert Goodman	Faculty
Nicki Shaw	Academic Senate Representative
Gloria Ramos	Curriculum Representative
Eric Rabitoy	Dean of Physical and Natural Sciences
Irene Malmgren	Vice President of Academic Affairs
Jim Woolum	Program Review Coordinator
Michelle Plug	Articulation Officer



## PROGRAM REVIEW – Natural History

The final summary of the program review process for Natural History is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

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Eric Rabitoy, Dean of Physical and Natural Sciences

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date

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Michelle Plug, Articulation Officer

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date

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David Kary, Chair of Curriculum Committee

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date

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Irene Malmgren, Vice President of Academic Affairs

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date

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Jack Call, Academic Senate President

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date

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Geraldine M. Perri, Superintendent/President

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date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

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## 1. Executive Summary

The Natural History program review process has been an insightful and intuitive procedure with interaction among faculty and administration across campus. It has given those involved the opportunity to appreciate and better understand current and future parameters of the Natural History Program. With the utilization and implementation of the review team's recommendation, this program will be enhanced for the betterment of our community. A summary of the current recommendations for the Natural History Program are presented below:

- Consider incorporating more Natural History courses into the Study Abroad Program. Potential field locations for Natural History classes offered as a part of the Study Abroad Program include the Galapagos Islands, Peru, and Belize.
- Explore the inclusion of Natural History courses into the proposed A.S. in Wildland Resources and Forestry.
- Evaluate potential avenues to increase the ethnic diversity of students participating in the program.
- Explore the possibility of establishing a certificate of achievement, skills award, and/or A.S. degree in Natural History and the establishment of an Advisory Committee.
- Consider offering a Natural History course as a part of a learning community with a class in Art or Photography.
- Evaluate the labor market data available on the Chancellor's Office website for market trends in Natural History.
- Establish contact with the Los Angeles County Office of Education to determine if the program might be an asset to train outdoor education specialists.
- Survey local school districts and inquire whether or not our Natural History courses are on their list of approved courses for teachers to collect continuing education units.
- Enhance the experience of Natural History students by offering classes in locations not typically utilized in recent years. These locations include Alaska, Colorado Plateau, Hawaii, and other regions in the southwestern portion of the United States.
- Explore the possibility of offering Natural History courses as a part of an Alaskan cruise during the summer.

- Evaluate the need to offer Natural History courses during the summer session, including the Study Abroad Program.
- Consider the purchase of camping and additional field equipment to enhance the experience, and ensure the safety, of class participants.
- Currently, the program is funded directly from the Biology budget. A new budget account should be established for the Natural History Program. The budget should include \$1,000/year for equipment and supplies and funds for instructor overload salary.
- Faculty in the program should consider the utilization of the campus Blackboard platform for Natural History courses.
- Ensure that transportation vehicles are available and safe for student travel and use.

## 2. Faculty

**Full-Time Faculty**  
Robert Goodman

**Adjunct Faculty**

## 3. List of Program Courses

The three courses associated with the Natural History Program are offered as either 2 or 3 units. Offering classes in this manner provides scheduling flexibility and accommodation of diverse student needs.

<b>Subject &amp; Course No.</b>	<b>Title</b>	<b>Units</b>
NAT 180 A	Natural History Series - Deserts A	2
NAT 180 B	Natural History Series - Deserts B	3
NAT 181 A	Natural History Series - Coastal Mountains, Coastlines, Tropical Regions & Islands A	2
NAT 181 B	Natural History Series - Coastal Mountains, Coastlines, Tropical Regions & Islands B	3
NAT 182 A	Natural History Series - Inland Mountains, Valleys & Alaska A	2
NAT 182 B	Natural History Series - Inland Mountains, Valleys & Alaska B	3

### Classes not offered in the last two years:

<b>Subject &amp; Course No.</b>	<b>Title</b>	<b>Units</b>
none		

#### **4. List of Degrees**

none

#### **5. List of Certificates and Awards**

none

#### **6. List of Industry-Based Standard Certificates and Licenses**

none

#### **7. Advisory Committee or Council**

none

#### **8. Program Student Learning Outcomes**

The Natural History Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the Natural History Program will have acquired the following competencies:

**1) Communication (personal expression and information acquisition)**

Articulate an understanding of biological, ecological, geological, and climatological processes and use scientific terminology for the purpose of understanding human's role in the region.

**2) Computation**

**3) Creative, Critical, and Analytical Thinking, and Information Competency**

- a) Evaluate information released from various federal, state, and local agencies regarding the utilization and protection of the natural environment.
- b) Explore energy flow mechanisms to explain the diversity of living organisms in a variety of ecosystems.
- c) Analyze the intra- and interspecific actions and relationships among living organisms.
- d) Investigate genetic variations and adaptations among plant and animal species to understand natural selection and evolution.

**4) Community/Global Consciousness and Responsibility**

Examine how human activities in diverse cultures have contributed to positive and negative changes in the environment to better understand and discuss past, current, and future environmental issues.

**5) Technology**

**6) Discipline**

**Matrix of Mapping Course-level SLOs with Program-level SLOs**

	<b>Core Competency #1</b> Communication	<b>Core Competency #2</b> Computation	<b>Core Competency #3</b> Creative, Critical, Analytical thinking and Information Competency	<b>Core Competency #4</b> Community/Global Consciousness and Responsibility	<b>Core Competency # 5</b> Technology	<b>Core Competency # 6</b> Discipline/Subject Area Specific Content
Program –level SLOs →						
<b>NAT 180A</b>						
SLO #1	X		X	X		
SLO #2			X			
<b>SLO #3</b>				X		
<b>NAT 180B</b>						
SLO #1	X		X	X		
SLO #2			X			
<b>SLO #3</b>				X		
<b>NAT 181A</b>						
SLO #1	X		X	X		
SLO # 2			X			
<b>SLO #3</b>				X		
<b>NAT 181B</b>						
SLO 1#	X		X	X		
SLO #2			X			
<b>SLO #3</b>				X		
<b>NAT 182A</b>						
SLO #1	X		X	X		
SLO # 2			X			
<b>SLO #3</b>				X		
<b>NAT 182B</b>						
SLO #1	X		X	X		
SLO #2			X			
SLO #3				X		



## 9. Program Description / Mission

The Natural History program provides a diversity of educational experiences to students interested in learning about the topography, climate, geology, ecology, life zones, wildlife, plant life, and human history of areas throughout the western United States, and abroad. These courses serve a diverse segment of the community, including career teaching professionals, as well as our own student population for general interest as a component of life-long learning. They are appropriate for students majoring in a natural science where an exposure to a field-oriented learning experience complements the traditional lecture/lab experience common to the science transfer program.

## 10. Program Goals and Objectives

The goals of the Natural History program include the following:

- a) Provide general education elective courses for transfer credit to four-year colleges and universities.
- b) Meet the student learning outcomes and core competencies institutionalized by Citrus College.
- c) Provide fundamental Natural History knowledge and skills of the areas visited for students.
- d) Provide field oriented learning experience for students to help them gain an appreciation for diverse ecosystems and cultures.

## 11. Curriculum Review and Student Learning Outcomes Assessment

Course Number	Course Name	Last Reviewed by Curriculum Committee	*Date for next revision (six year cycle)	Date Last Offered	SLO's Written	**Most Recent SLO's Assessed
NAT 180A	Natural History Series – Deserts A	12/04/07	2013	<sup>1</sup> Sp 2010	Yes	<sup>4</sup> No
NAT 180B	Natural History Series – Deserts B	12/04/07	2013	<sup>2</sup> Fa 2007	Yes	<sup>4</sup> No
NAT 181A	Natural History Series – Coastal Mountains, Coastlines, Tropical Regions and Islands A	6/17/08	2014	Fa 09	Yes	Yes
NAT 181B	Natural History Series – Coastal Mountains, Coastlines, Tropical Regions and Islands B	6/17/08	2014	Win 09	Yes	<sup>4</sup> No
NAT 182A	Natural History Series - Inland Mountains, Valleys and Alaska A	6/17/08	2014	<sup>3</sup> Fa 2008	Yes	<sup>4</sup> No
NAT 182B	Natural History Series – Inland Mountains, Valleys and Alaska B	6/17/08	2014	Win 09	Yes	<sup>4</sup> No

\*Courses to be reviewed on a six year cycle per Title 5.

\*\*Results of assessment maintained by faculty with impact or needs recorded on annual program review report.

<sup>1</sup>Sp 2010: Class was scheduled to be offered in spring of 2010, but was cancelled due to budgetary constraints.

<sup>2</sup>Fa 2007: Course content offered under heading of Natural History of Death Valley during Fall 2007.

<sup>3</sup>Fa 2008: Course content offered under heading of Natural History of Owens and Eastern Sierra Nevada during Fall 2008.

<sup>4</sup>These course-level SLO's have not been assessed because budgetary constraints have not allowed the courses to be offered.

## **12. Degree/Certificate Review**

none

## **13. Evaluation Criteria – Mission**

The Natural History Program provides coursework for students leading to an A.A. degree, transfer opportunities, and the development of personal achievement. The coursework within the program addresses the core competencies established by the district. Analysis of student demographic data indicates that students enrolled in the program reflect the gender and age distribution characteristic of the larger campus population. The ethnic distribution of students participating in the program indicates a higher percentage of Caucasian students and a lower percentage of Hispanic students when compared to campus-wide data. Student retention and success in the program has remained high over the past six years (95.7% and 84%, respectively).

### **Commendations**

- a) This program conforms with the District's mission to provide transfer and associate degree courses.
- b) This program serves as a community resource for non-traditional life-long learners.
- c) Expanding this program into the evenings has increased the opportunities for life-long learners to participate.
- d) Course offerings were modified to adhere to a new curriculum management system.

### **Previous Recommendations Completed**

- a) Recommendation: Some elements of existing courses in the series should be evaluated for possible inclusion in the Study Abroad program or, possibly, some new courses could be developed.  
Response: Natural History was incorporated with Study Abroad (Costa Rica) in Winter 2009.
- b) Recommendation: This program incorporates a cross-discipline approach to learning using field-centered instruction, but could be enhanced by inclusion of

course content from areas outside of the natural sciences, areas such as photography and fine arts.

Response: Recent growth of the program and current budgetary constraints inhibit the integration of new disciplines within the course parameters.

### Recommendations

<b>Recommendation</b>								
Consider incorporating more Natural History courses into the Study Abroad Program. Potential field locations for Natural History classes offered as a part of the Study Abroad Program include the Galapagos Islands, Peru, and Belize.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Identify and develop a timeline for discussion of inclusion of additional courses into the Study Abroad Program.	Fa 2010	Goodman Rabito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

<b>Recommendation</b>								
Explore the inclusion of Natural History courses into the proposed A.S. in Wildland Resources and Forestry.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Engage in discussion with science faculty to evaluate initial steps in the implementation of recommendation.	Sp 2010	Goodman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b>								
Evaluate potential avenues to increase the ethnic diversity of students participating in the program.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Produce program fliers and web advertisement using photos from Natural History fieldtrips with diverse student participants.	Fall 2010	Goodman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 14. Evaluation Criteria – Need

Student enrollment has remained strong in the program. Over the past six years the Natural History courses have experienced an average fill rate of 78.5%. The courses associated with the program typically enroll traditional college students as well as members from the local community. Course offerings are provided in the evenings and on weekends in order to accommodate the needs of our diverse student body. The program provides curriculum leading to an Associates degree and provides students the opportunity to experience field-related activities within the western United States and abroad.

### Commendations

- This program currently meets the needs of the students as stated in the mission statement.
- The courses in this program have undergone extensive review to afford a unique educational experience to students from diverse cultural backgrounds.
- Specific efforts have been made to accommodate students with disabilities in the field program.

### Previous Recommendations Completed

- Recommendation: The science faculty should be encouraged to link Natural History courses to appropriate courses in biology, forestry, astronomy, GIS, and geology in order to offer students an opportunity to participate in a discipline-specific field experience.  
Response: Students from listed programs within this recommendation have participated in the Natural History Program.

### Recommendations

Recommendation			Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Explore the possibility of establishing a certificate of achievement, skills award, and/or A.S. degree in Natural History and the establishment of an Advisory Committee.								
Initiate discussion with Dir. of Workforce Development regarding feasibility of recommendation.	Fa 2010	Goodman Rabito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Recommendation**  
 Evaluate the labor market data available on the Chancellor's Office website for market trends in Natural History.

Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Obtain labor market information from the Chancellor's Office website.	Fa 2010	Goodman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Recommendation**  
 Establish contact with the Los Angeles County Office of Education to determine if the program might be an asset to train outdoor education specialists.

Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Initiate discussion with proper authorities to determine validity of recommendation.	Sp 2011	Goodman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Recommendation**  
 Survey local school districts and inquire whether or not our Natural History courses are on their list of approved courses for teachers to collect continuing education units.

Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Contact area school districts to obtain information regarding continuing education needs of faculty and staff.	Sp 2011	Goodman Rabito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Recommendation**  
 Consider offering a Natural History course as a part of a learning community with a class in Art or Photography.

Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Contact Carsten Dau to determine interest and feasibility.	Sp 2011	Goodman Rabito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 15. Evaluation Criteria – Quality

The Natural History Program offers six separate lecture-based courses with unit values ranging between 2 and 3 units. Academic success in the program remains high and the nature of the courses provides the opportunity to devise flexible scheduling patterns. All Natural History courses are instructed by a discipline-specific individual within the Biological Sciences Department. The course outlines of record for all Natural History courses include Student Learning Outcomes supporting an emphasis on critical thinking, problem solving, written expression, and have been updated within the past two years. Program-level Student Learning Outcomes have been established and the assessment cycle is in place for all courses. The nature of the program provides development opportunities for participating faculty to travel both within and outside of the United States.

### Commendations

- a) Transfer credits for the courses in this program are accepted by all CSU campuses.
- b) The courses in this series have a strong component of cross-discipline instruction.
- c) Considerable efforts have been made by the science faculty to make these courses relevant to students already taking other traditional natural science courses.
- d) The single full-time faculty member teaching Natural History courses has extensive background in field-centered instruction.
- e) The science faculty has incorporated considerable instructional technology into the program, particularly the use of presentation software and web-based resources.
- f) The original 20 Natural History courses have been condensed to six Natural History series courses (NAT 180A, 180B, 181A, 181B, 182A, 182B) to adhere to the new curriculum system.

### Previous Recommendations Completed

- a) No previous recommendations

### Recommendations

Recommendation			Impact						
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other	
Enhance the experience of Natural History students by offering classes in locations not typically utilized in recent years. These locations include Alaska, Colorado Plateau, Hawaii, and other regions in the southwestern portion of the United States.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Feasibility of recommendation is based on statewide budgetary constraints.	Fa 2010	Goodman Rabito							

<b>Recommendation</b> Explore the possibility of offering Natural History courses as a part of an Alaskan cruise during the summer.								
			<b>Impact</b>					
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
Contact travel agents and cruise lines to evaluate feasibility and cost.	Sp 2011	Goodman Rabitoy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 16. Evaluation Criteria – Feasibility

The Natural History Program schedules courses during the evening, weekend and winter session in order to provide opportunities for both traditional and non-traditional students with varied schedules. Campus facilities, equipment, and library resources are adequate and meet the needs of the program. Courses within the program are instructed by a single full-time faculty member with an academic background that meets the minimum qualifications to teach in the discipline. The program is currently funded through the Biology budget and does not have its own district-adopted budget.

### Commendations

- a) The members of the science faculty who teach in this program spend many hours in the field with their students. Much of this time is beyond the hours for which they receive compensation.
- b) The courses in this program are often conducted during non-traditional instruction times such as weekends. The faculty members give up their own free time in order to work with their students during these non-traditional class times.
- c) The courses in this program have been restructured to more accurately portray the manner in which the instruction is actually provided. Natural History faculty members have experimented with alternative delivery methods for the lecture portion of the courses in this program, including web-based instruction and activities prior to field trips where hands-on application of knowledge is employed.
- d) The Natural History program effectively utilizes District resources when organizing and managing field-oriented instruction.
- e) A Natural History webpage has been constructed and actively utilized by both faculty and students.
- f) The program's design relies on instructional technology, but does not require a significant allocation of instructional classroom space.

### Previous Recommendations Completed

- a) Recommendation: The science faculty should explore the feasibility of adding a basic field Natural History course that would serve as a techniques prerequisite to be taken before enrolling in specific Natural History courses.

Response: Curriculum for the program has been redesigned into three separate courses, all of which cover field techniques.

- b) Recommendation: Faculty should consider creating a field techniques/principles course as a capstone for the program if a certificate is offered.

Response: Field techniques have been incorporated into the three existing Natural History courses.

- c) Recommendation: Because the program is not a part of the core transfer curriculum in the sciences, courses have not been offered during the State budget crisis. When funding returns to normal levels, the courses should be reinstated.

Response: Recent changes to the curriculum have resulted in a total of six Natural History classes, one of which is typically offered during the fall, winter, and spring terms.

### Recommendations

<b>Recommendation</b> Evaluate the need to offer Natural History courses during the summer session, including the Study Abroad Program.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Engage in discussion with Study Abroad Administrator.	Fa 2010	Goodman Rabito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b> Consider the purchase of camping and additional field equipment to enhance the experience, and ensure the safety, of class participants.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Identify and purchase appropriate equipment based on funding availability.	Sp 2010	Goodman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> >\$1,000	<input type="checkbox"/>	

<b>Recommendation</b> Currently, the program is funded directly from the Biology budget. A new budget account should be established for the Natural History Program. The budget should include \$1,000/year for equipment and supplies and funds for instructor overload salary.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Request budgetary allocation for Natural History during budget planning process.	Sp 2010	Rabito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**Recommendation**  
Faculty in the program should consider the utilization of the campus Blackboard platform for Natural History courses.

Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Explore feasibility of utilizing Blackboard as a tool to enhance student participation and SLO assessment.	Sp 2010	Goodman	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 17. Evaluation Criteria – Compliance

Courses within the Natural History Program have established Student Learning Outcomes that meet requirements established by the Citrus College Curriculum Committee. The facilities in which courses are offered meet ADA and CAL-OSHA requirements.

### Commendations

- a) Faculty members have worked with the DSPS office, Testing Center, and Web Office to ensure that faculty web sites comply with federal regulations.

### Previous Recommendations Completed

- a) No previous recommendations

### Recommendations

**Recommendation**  
Ensure that transportation vehicles are available and safe for student travel and use.

Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Maintain communication with Transportation Warehouse Coordinator.	ongoing	Goodman Rabito	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 18. Evaluation Criteria – Other

## 19. Attachment A: Curriculum Course Outlines of Record

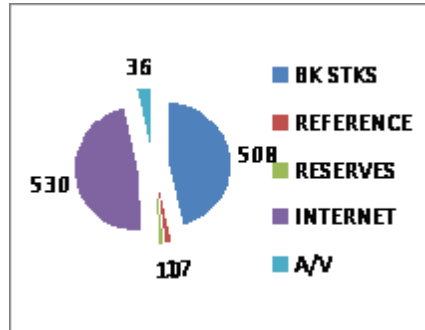
## 20. Attachment B: Catalog Pages & Sample Syllabi

## 21. Attachment C: Library Resources Report

STATISTICS REPORT -- PR0910:Nat Hist : prev0910nathist  
 Number of records processed : 973

Location Name	# of Records
av	26
c	2
g	506
i	402
r	16
ra	1
x	10
Multi	10

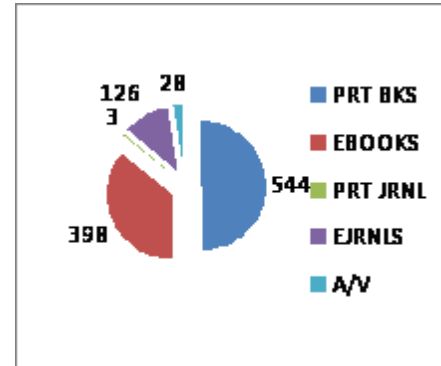
BK STKS	508
REFERENCE	17
RESERVES	10
INTERNET	530
A/V	36



STATISTICS REPORT -- PR0910:Nat Hist : prev0910nathist  
 Number of records processed : 973

Type	Code	Meaning	# of Records
SKIP	0		721
	2		29
	3		6
	4		217
BIB LVL	m	MONOGRAPH	944
	s	SERIAL	27
	x	TO DELET	2
MAT TYPE	a	PRT MATL	543
	f	MS MAP	1
	i	SPKN REC	1
	m	COMP FILE	3
	n	EBOOKS	398
	v	VHS	18
	w	DVD	6
	z	MAGAZINE	3
BCODE3	-		970
	n	SUPPRESSION	3

PRT BKS	544
EBOOKS	398
PRT JRNL	3
EJRNLS	126
A/V	28

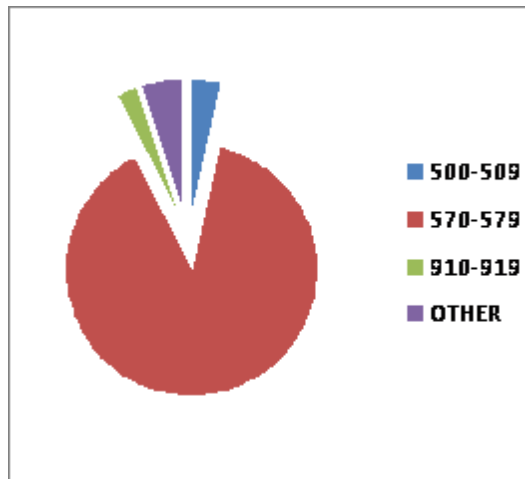


PRev0910 : Natural History  
 STATISTICS REPORT -- PR0910:Nat Hist :  
 Number of records processed : 973

Call Numbers # of Records

Dewey		
Call	330-	
No.	339.99	1
	370-	
	379.99	3
	500-	
	509.99	35
	540-	
	549.99	3
	570-	
	579.99	864
	590-	
	599.99	8
	610-	
	619.99	2
	740-	
	749.99	3
	800-	
	809.99	1
	810-	
	819.99	6
	870-	
	879.99	1
	910-	
	919.99	26
	950-	
	959.99	1
	970-	
	979.99	5
	Children's	1
Records not in table		15

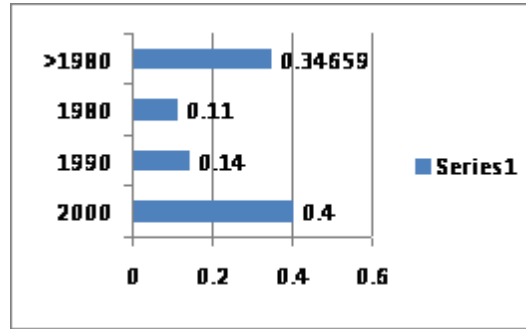
DEWEY CALL #	
500-	
509	35
570-	
579	864
910-	
919	26
OTHER	48
	973



	2000 - 2009	1990 -1999	1980 - 1989	1970 -1979	1960 - 1969	1950 - 1959	1940 -1949	1930 - 1939	1920 - 1929	1910 - 1919	<1909	No Date	TOTAL
500-509.99	163	67	35	26	21	14	0	0	2	1	3	17	349
570-579.99	393	135	71	75	106	23	2	4	0	0	0	20	829

910-919.99	327	116	139	193	177	26	8	4	2	0	2	41	1035
	883	318	245	294	304	63	10	8	4	1	5	78	2213
	40%	14%	11%	13%	14%	3%	0%	0%	0%	0%	0%	4%	100%

2000	40%
1990	14%
1980	11%
>1980	35%
	100%



**22. Attachment D: Articulation Status**

**23. Attachment E: Academic Senate Checklist**

**24. Attachment F: Curriculum Checklist**

**25. Attachment G: Other**

## Performance Indicators

	<b>Key Performance Indicators</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>
3	Courses Offered			1	1	1	1
4	Sections Offered			1	1	1	1
5	Morning (Prior to 11:59AM)						
6	Afternoon (12:00 to 4:29PM)						
7	Evening (4:30PM or Later)			1	1	1	
8	Arranged Hour						1
9	Weekend						
10	Short Term			1	1		
11	Distance Ed Full-Term						
12	Distance Ed Short-Term						
13	Enrollment			31	33	26	28
14	Weekly Student Contact Hours (WSCH)			58.5	60.6	48.9	59.4
15	Full-Time Equivalent Students (FTES)			2.01	2.08	1.51	1.83
16	FTEF			0.11	0.11	0.09	0
18	WSCH/FTEF			531.82	551	543.22	
19	FTES/FTEF			18.27	18.91	16.78	
20	Fill Rate			74.0	102.6	47.9	67.5
21	Course Retention			93.5	97.0	88.5	96.4
22	Course Success			93.5	87.9	69.2	92.9

	<b>Key Performance Indicators</b>	<b>Spring 2004</b>	<b>Spring 2005</b>	<b>Spring 2006</b>	<b>Spring 2007</b>	<b>Spring 2008</b>	<b>Spring 2009</b>
3	Courses Offered		1	1	1	1	1
4	Sections Offered		1	1	1	1	1
5	Morning (Prior to 11:59AM)						
6	Afternoon (12:00 to 4:29PM)						
7	Evening (4:30PM or Later)		1	1	1	1	
8	Arranged Hour						1
9	Weekend						
10	Short Term						
11	Distance Ed Full-Term						
12	Distance Ed Short-Term						
13	Enrollment		53	49	28	21	35
14	Weekly Student Contact Hours (WSCH)		98.8	88.8	52.3	36.3	73.7
15	Full-Time Equivalent Students (FTES)		3.39	3.05	1.79	1.12	2.27
16	FTEF		0.11	0.11	0.11	0.17	0
18	WSCH/FTEF		897.73	807.55	475.73	213.53	
19	FTES/FTEF		30.82	27.73	16.27	6.59	

20	Fill Rate		106.0	108.0	94.7	43.8	87.5
21	Course Retention		86.8	93.9	100.0	100.0	100.0
22	Course Success		67.9	79.6	92.9	66.7	90.9

	<b>Key Performance Indicators</b>	<b>Summer 2003</b>	<b>Summer 2004</b>	<b>Summer 2005</b>	<b>Summer 2006</b>	<b>Summer 2007</b>	<b>Summer 2008</b>
3	Courses Offered						
4	Sections Offered						
5	Morning (Prior to 11:59AM)						
6	Afternoon (12:00 to 4:29PM)						
7	Evening (4:30PM or Later)						
8	Arranged Hour						
9	Weekend						
10	Short Term						
11	Distance Ed Full-Term						
12	Distance Ed Short-Term						
13	Enrollment						
14	Weekly Student Contact Hours (WSCH)						
15	Full-Time Equivalent Students (FTES)						
16	FTEF						
18	WSCH/FTEF						
19	FTES/FTEF						
20	Fill Rate						
21	Course Retention						
22	Course Success						

	<b>Key Performance Indicators</b>	<b>Winter 2008</b>	<b>Winter 2009</b>
3	Courses Offered	1	2
4	Sections Offered	1	2
5	Morning (Prior to 11:59AM)		
6	Afternoon (12:00 to 4:29PM)		
7	Evening (4:30PM or Later)	1	
8	Arranged Hour		2
9	Weekend		
10	Short Term	1	2
11	Distance Ed Full-Term		
12	Distance Ed Short-Term		
13	Enrollment	28	36
14	Weekly Student Contact Hours (WSCH)	52.8	120.0
15	Full-Time Equivalent Students (FTES)	1.63	3.7



	<b>Key Performance Indicators</b>	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
<b>1</b>	<b>Gender</b>												
2	Female			22	41.5%	17	28.8%	26	55.3%	29	46.8%	36	55.4%
3	Male			31	58.5%	14	23.7%	21	44.7%	32	51.6%	28	43.1%
4	Not Reported				0.0%	28	47.5%		0.0%	1	1.6%	1	1.5%
5	Total			53	100.0%	59	100.0%	47	100.0%	62	100.0%	65	100.0%
<b>6</b>	<b>Age</b>												
7	19 or younger			10	18.9%	5	8.5%	4	8.5%	15	24.2%	14	21.5%
8	20-24			23	43.4%	14	23.7%	21	44.7%	23	37.1%	31	47.7%
9	25-29			6	11.3%	8	13.6%	10	21.3%	9	14.5%	6	9.2%
10	30-34			5	9.4%	2	3.4%	4	8.5%	5	8.1%	4	6.2%
11	35-39			2	3.8%		0.0%		0.0%	1	1.6%	1	1.5%
12	40-49			3	5.7%	1	1.7%	4	8.5%	2	3.2%	4	6.2%
13	50 and above			4	7.5%	1	1.7%	4	8.5%	7	11.3%	5	7.7%
14	Not Reported				0.0%	28	47.5%		0.0%		0.0%		0.0%
15	Total			53	100.0%	59	100.0%	47	100.0%	62	100.0%	65	100.0%
<b>16</b>	<b>Ethnicity</b>												
17	Asian			4	7.5%	2	3.4%	4	8.5%	2	3.2%	1	1.5%
18	African American				0.0%		0.0%		0.0%		0.0%	1	1.5%
19	Caucasian			25	47.2%	18	30.5%	26	55.3%	34	54.8%	31	47.7%
20	Hispanic			17	32.1%	5	8.5%	12	25.5%	12	19.4%	14	21.5%
21	Native American/Alaskan Native			2	3.8%	2	3.4%	2	4.3%	3	4.8%	5	7.7%
22	Other			2	3.8%	1	1.7%	1	2.1%	1	1.6%	1	1.5%
23	Decline to State			3	5.7%	3	5.1%	2	4.3%	6	9.7%	3	4.6%
24	Not Reported				0.0%	28	47.5%		0.0%	4	6.5%	9	13.8%
25	Total			53	100.0%	59	100.0%	47	100.0%	62	100.0%	65	100.0%
<b>26</b>	<b>Educational Goal</b>												
27	AA/AS			2	3.8%		0.0%	3	6.4%	4	6.5%	7	10.8%
28	Degree & Transfer			24	45.3%	10	16.9%	17	36.2%	6	9.7%	13	20.0%
29	Transfer			9	17.0%	8	13.6%	10	21.3%	2	3.2%	2	3.1%
30	Certificate			4	7.5%	4	6.8%	5	10.6%	1	1.6%	1	1.5%
31	License			1	1.9%	2	3.4%	2	4.3%		0.0%		0.0%
32	Job Skills				0.0%	1	1.7%	1	2.1%	7	11.3%	4	6.2%
33	Basic Skills				0.0%		0.0%		0.0%	1	1.6%	2	3.1%
34	Personal				0.0%		0.0%		0.0%	1	1.6%	4	6.2%
35	Undecided				0.0%		0.0%		0.0%	1	1.6%	6	9.2%
36	Not Reported			13	24.5%	34	57.6%	9	19.1%	39	62.9%	26	40.0%
37	Total			53	100.0%	59	100.0%	47	100.0%	62	100.0%	65	100.0%