

# Peralta Community College District

## Annual Program Update Template 2010-2011

Each discipline will complete this form to update program reviews developed in 2009-2010. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2011-12 budget year.

<b>Overview</b>			
Date Submitted:	10/14/2010	Dean:	Inger Stark
BI Download:	10/07/2010	Dept. Chair:	Rebecca Bailey
Discipline:	BIOL		
Campus:	Laney		
Mission	The mission of the Biology Department includes providing introductory courses that meet requirements of AA and AS degrees, courses geared toward Biomanufacturing (including two certificates), transfer courses to four year schools, and prerequisites for professional schools in health care fields. Our faculty and staff strive to prepare students for the next level of study, facilitate and inspire each student's best effort, be fair, consistent and organized, and challenge students to reach higher and farther than they thought they could.		

<b>Student Data</b>			
<b>A. Enrollment</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>
Census Enrollment (duplicated)	1,118.0	1,256.0	1,087.0
Sections (master sections)	24.0	27.0	24.0
Total FTES	198.28	220.51	190.42
Total FTEF	8.48	9.21	8.55
FTES/FTEF	23.38	23.94	22.28
<b>B. Retention</b>			
Enrolled	1,077.0	1,171.0	N/A
Retained	869.0	890.0	N/A
% Retained	80.0	76.0	N/A
<b>C. Success</b>			
Total Graded	1,077.0	1,171.0	N/A
Success	667.0	736.0	N/A
% Success	61.0	62.0	N/A
Withdraw	208.0	281.0	N/A
% Withdraw	19.0	23.0	N/A

<b>III. Faculty Data (ZZ assignments excluded)</b>	
	<b>Fall 2010</b>
Contract FTEF	3.3
Hourly FTEF	4.64
Extra Service FTEF	0.61
Total FTEF	8.55
% Contract/Total	38.61

<b>Faculty Data Comparables F2010 (ZZ assignments excluded)</b> (Z assignments excluded)				
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>
Contract FTEF	1.8	1.15	3.3	4.4
Hourly FTEF	2.46	3.28	4.64	5.33
Extra Service FTEF	0.69	0.13	0.61	1.17
Total FTEF	4.95	4.56	8.55	10.9
% Contract/Total	36.33	25.23	38.61	40.35

<b>Qualitative Assessments</b>	
<p><b>CTE and Vocational:</b> Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	<p>There are more than 200 biotechnology companies in the San Francisco-Oakland area, and there is a high demand for entry-level technicians to work in the manufacturing component of the biotech industry. This demand is expected to grow over the next decade. Although the recession has impacted hiring, the industry remains robust, and new entry level applicants will continue to be needed as more of the products in the pipeline meet FDA approval and are manufactured. The health care field is also growing and expected to continue to grow over the next decade. The Biology Department provides a critical need for the community by training and preparing students for work in biomanufacturing and health care fields.</p>
<p><b>Transfer and Basic Skills:</b> Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>Our course offerings are almost all transferrable and meet requirements for transfer in the sciences. Most of our courses incorporate an element of writing, math and critical thinking.</p>

<b>Strategic Planning Goals</b>	
<p>Check all that apply.</p> <p>Advance Student Access, Success &amp; Equity  Engage our Communities &amp; Partners  Build Programs of Distinction  Create a Culture of Innovation &amp; Collaboration  Develop Resources to Advance &amp; Sustain Mission</p>	<p>Describe how goal applies to your program.</p> <p>We make our programs more accessible to the community through our internet presence and outreach to local high schools. We support student-run Respectful Care workshops where students share their ideas about the future of healthcare with faculty and with one another. These workshops advance access, success and equity as well as creating a culture of innovation and collaboration. Our analysis of assessment results and collaboration among faculty members to improve our teaching advances student success and equity. We are involved with our community through partnership with RTTC and local high schools. Our Biomanufacturing program has grown dramatically and been supported by grants. All our programs, including majors biology, anatomy &amp; physiology, and general education, draw large numbers of students and are all programs of distinction. Our instructors collaborate with one another, with instructors throughout our district and the bay area to create the best learning environment for our students and support faculty development. For example, we have partnered with colleagues at DeAnza College and San Francisco State University in the NSF-funded Community College Biology Faculty Enhancement through Scientific Teaching (CCB FEST). We have been involved in grants in the past, especially related to the Biomanufacturing program, and will continue to seek these opportunities.</p>

<b>College Strategic Plan Relevance</b>
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Check all that apply

New program under development

Program that is integral to your college's overall strategy

Program that is essential for transfer

Program that serves a community niche

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

Other

### Action Plan

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps.

- Due to cuts over the last year, FTES is down slightly. If it weren't for the recent cuts to classes that would have filled, the department would likely be continuing to grow. The Department has worked very hard over the last few years to conduct a full curriculum review and update all course outlines to include Student Learning Outcomes. We consulted with the other Peralta Biology Departments throughout this process. We have assessment plans for all our courses and are well into the process of assessment. Our faculty will continue to keep our curriculum current and make improvements needed, as determined by assessment data. This should maintain or increase enrollment and retention. We have worked, and will continue to do so, with counseling and other departments to develop schedules that allow students to take the classes they need. The Department requires two additional full-time faculty to continue to develop/expand programs and add stability to existing programs. We will continue to submit requests to hire for these new positions. We currently have two Biomanufacturing certificates, and an AS in Biomanufacturing is being developed. Recently a brochure was developed by the Biomanufacturing Coordinator to help advertise the program. An updated brochure is in progress. The Coordinator is continuing to work with the biotechnology faculty at the other Peralta Colleges to ensure our programs compliment one another. In order to support the growing Biomanufacturing program as well as support other laboratory courses like Microbiology, we require an additional half-time laboratory technician. We will continue to pursue this position. Also, we need an increase in hours for student assistants, so that all lab classes will be able to have a student assistant. We will continue to ask for this assistance. A supply budget of minimally \$15,000 per year is necessary to support the program. We use many consumable supplies in labs, and we also need to regularly replace expensive scientific equipment that is subject to wear and tear. Improving and maintaining our equipment will draw more students to the department and increase retention and productivity. We will continue to lobby for an adequate supply budget. The department webpage and linked instructor webpages are helping us draw students and inform the community about what our department does. The department chair and other instructors have been contacted by other educators and many students, who refer to our webpages as the way they found us and became interested in our courses. We plan to continue to update our webpages to maintain and grow this contact with the community.
- Our recent renovations to the B Building have greatly improved the teaching and learning environment. However, the renovations did not allow us to meet ADA standards, and did not give any additional classroom space to expand our program. We have developed a Room Use Chart for our department, which includes times rooms are used for set up of practical exams, lab exercises, office hours, review sessions, etc. Our use of lab space goes well beyond what is shown in the class schedule, and this chart reveals that there is little room for adding sections. We feel it is critical to build additional space for Biology and other sciences, where we can expand our high-demand programs and operate efficiently within a defined and designated space. A new Science Building would meet the needs that renovation of existing space cannot. We will continue to advocate for a new building.

**Needs**

Please describe and prioritize any **faculty, classified, and student assistant** needs.

The Department requires two additional full-time faculty to continue to develop/expand programs and add stability to existing programs. We need one full-time faculty position in Biomanufacturing and one position for an instructor with a broader range of experience teaching the various biology courses offered in the department, in particular Anatomy & Physiology. We would like to add to and stabilize our evening program and our Biomanufacturing program, and more full-time faculty are essential to this endeavor. We need an additional half-time laboratory technician to cover our needs for evening classes, Biomanufacturing, and some portions of Microbiology. Ideally, we should have a student assistant for every lab section. This will enhance safety and allow instructors more time to interact with students. The lab technician also uses a student assistant to help with tasks such as dishwashing. We need about 100 hours of student assistant help for each semester, and about 40 hours in the summer session (total of 240 hours/year).

Please describe and prioritize any **equipment, material, and supply** needs.

A supply budget of minimally \$15,000 per year is necessary to support the program. We use many consumable supplies in labs, and we also need to regularly replace expensive scientific equipment that is subject to wear and tear. Improving and maintaining our equipment will draw more students to the department and increase retention and productivity. We need a service contract for our sterilizer each year, and a minimum of \$4000 each year for microscope service.

Please describe and prioritize any **facilities** needs.

Through Measure A and recent renovations to the B building, we have had some of our health and safety facilities issues addressed. However, not all issues can be addressed adequately by remodeling our current building, and remodeling will not accommodate growth. We feel a new science building would most effectively address all of our needs, and also address needs of other departments in our division. The previous Peralta Risk Manager, Joanne Baldinelli, noted the inadequate and outdated science labs at Laney. She has stated that, "There have been many regulatory, environmental, and technology changes since Laney College was built, and due to our aging infrastructure it is increasing difficult to comply with health and safety and other regulations, or incorporate new technology into our old facilities...It's like trying to stick a square peg in a round hole. I have also heard from General Services that it is very difficult to provide adequate plumbing and electrical services in some of our classes/labs in order to use more sophisticated equipment, as the infrastructure is not designed to provide this service." Specific details about the need for a new building are in our most recent program review.

<b>Course SLOs and Assessment</b>	
	<b>Fall 2010</b>
Number of active courses in your discipline	18 (includes two from HLTOC)
Number with SLOs	18
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	18
% Assessed/SLOs	100%

Describe types of assessment methods you are using	
We analyze blocks of exam questions, create rubrics for grading papers and other assignments, use skill demonstrations, and analyze classroom activity for participation and adherence to safety protocols.	
Describe results of your SLO assessment progress	
The department is well into assessment, with some courses having completed a full assessment cycle. Two courses have made less progress (biol 40/41); because of necessary cuts to our schedule, these courses have not been offered for several semesters. Faculty collaborate to analyze results and implement action plans. Our faculty and students have benefited greatly from our process. Specific faculty have been assigned to enter information into TaskStream. This has been accomplished, but we have recently noted that reports generated through TaskStream do not reflect this completely. We suspect this has to do with submissions not being reviewed yet, and we intend to resolve this issue.	

<b>Program Learning Outcomes and Assessment</b>	
	<b>Fall 2010</b>
Number of degrees and certificates in your discipline	Two certificates
Number with Program Learning Outcomes	2
Number assessed	For both certificates, 3 of the 5 courses have SLOs assessed (classes not assessed are not in the biology department)
% Assessed	60%
Describe assessment methods you are using	
Analysis of skill demonstrations, analysis of exam questions, analysis of student papers and laboratory notebooks graded to a grading rubric.	
Describe results of assessment	
Courses for the program level outcomes have been assessed, but the assessment results have yet to be entered into taskstream. One of the difficulties of program level outcomes is getting assessment results from a variety of different faculty and departments and this has contributed to the lagtime in entering of results. When sections of courses are cancelled that were scheduled for assessments it also makes it difficult to acquire data.	