

Peralta Community College District

UNIT PLAN UPDATE Template ~ September 2009

Each discipline will complete this form to update the unit plans developed in 2008. 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 2010-11 budget year.

I. OVERVIEW

		Date Submitted:	
Discipline	Biology	Dean:	Dr. Rebecca Kenney
Department Chair	Hank Fabian / Arja McCray		
Mission/ History <i>Brief, one paragraph</i>	<p>The on-going mission of the biology department is to offer 21st century technology to our local and far-off communities. We are passionately committed to initiating outreach programs that will stir up an interest of science in kids at a young age. We are fully dedicated to attracting students from all walks of life. We want to be a bridge to our students' successes.</p> <p>Using evolution as our paradigm, we also wish to promote natural history both locally and internationally and to develop a master naturalist certification. We also plan to develop a naturalist website which will assist our students as well s those in Environmental Sciences.</p> <p>As our data indicates, we have a strong history of maintaining and increasing enrollments.</p>		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

...

ANNUAL TREND BASELINE DATA					
Year	Annual FTES	%FTES growth	FTEF in program	FTES /FTEF	Comments
2008/09	483.04	-13.3%	25.28	19.10	Excellent productivity!
2007/08	557.00	-2.7%	26.80	20.29	
2006/07	527.44	-2%	28.18	20.36	
2005/06	581.85	n/a	13.40	21.69	

FALL SEMESTER BASELINE DATA

	2004	2005	2006	2007	2008	CODE	Comments
1. Enrollment (duplicated)	952	1273	1264	1137	2327		
2. Sections (master sections)	20	32	31	30	33.5		
3. FTEF	9.03	13.72	13.82	12.90	13.03		
4. FTES	232.14	306.83	311.13	282.13	273.84		
5. FTES/FTEF	25.71	22.36	22.51	21.87	21.02		
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	Based on the needs of labor market, we offer core classes in the sciences such as anatomy/physiology and microbiology that will help students achieve their dreams of becoming allied health professionals or other science related professionals.

9. College strategic plan relevance	
<p>Check all that apply</p> <p><input checked="" type="checkbox"/> New program under development</p> <p><input checked="" type="checkbox"/> Program that is integral to the college's overall strategy</p> <p><input checked="" type="checkbox"/> Program that is essential for transfer</p> <p><input checked="" type="checkbox"/> Program that serves a community niche.</p> <p>Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</p> <p>Other _____</p>	

Action Plan Steps to Address CSEP Results

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.

10. ACTION PLAN -- Include overall plans/goals and specific action steps.

As indicated earlier, as data demonstrates that our enrollment in the sciences continues to be very strong. We are maintaining and increasing enrollment yearly.

To become more competitive, we have initiated two new programs, genomics and microscopy, to help recruit, maintain and educate students. We strongly feel that the inception of these programs, along with our core science classes for allied health professionals, will better help Merritt College serve the community.

We are currently attempting to form consortia with agencies such as forensics departments to help better serve our communities. By forming these consortia, we feel that we are meeting our goal of preparing our students to meet the needs of the labor market.

We are also working with UC-Berkeley Extension to assist with labor market needs. We will continue renting laboratory space to UC Berkeley Extension to augment our budget and to provide funding for otherwise non-fundable services such as release time, travel money, research, and scholarship.

We need to establish a district account for all funds generated from our contract with UC-Berkeley Extension to avoid bog downs generated by the Merritt College Business Office. We suggest a subaccount in Fund 10, that will permit funding of equipment and supplies, educational programs, research, travel expenses, and release time.

We are also working with outreach groups to help increase the number of underrepresented populations in the sciences.

In addition, we are putting in place foundational courses that will help our students better succeed in the classroom. In concert with these foundational courses, we hope to have in place tutoring centers where the students can have access to tutors and computer simulations of difficult science concepts such as metabolism and Mendelian and molecular genetics, etc.

We wish to develop a website that will feature flora and fauna of the Bay Area as well as international species. This will involve photograph and video clips for the purpose of promoting natural history.

We wish to hire one FT faculty member in Biology to better meet the growing needs of an expanding program that supports all of our signature Allied Health Programs. We realize the economy is poor at this time; however, with the new Science and Allied Health Building being built in a few years, we need a new faculty member now to handle the current increase in student enrollment as well as the projected future enrollment increase.

--

Additional Planned Educational Activities

11. Health/safety/legal issues:	We currently offer a good laboratory practice course that teaches our students how to be safe in the class. We will need all our technicians and assistants to attend health and safety classes to teach them safe practices while working in the laboratory.
--	---

Student Learning Outcomes (SLOs) 2008/09		
12. Have you completed Student Learning Outcomes (SLO's) for all your courses?	YES _____	NO <u> X </u>
12a. If you answered no to question 12 then, what percentage have you completed? 10%		
13. What are you assessing this year? Please attach your assessment results and action plan. List needed resources in Section III of Unit Plan.	<input checked="" type="checkbox"/> course outcomes <input type="checkbox"/> program outcomes <input type="checkbox"/> institutional learning outcomes	

BUDGET			
Budget Categories	Allocated 08/09	Expended 08/09	Requested 09/10
Fund 1			\$90,000 (1 FTF)
Fund 14	\$801	\$794.86	\$25,000
Fund 17	\$24,297	\$21,801	\$25,000

Measure A	\$119,545	\$60,861	
VTEA	\$867.00	\$797.35	
Total	\$145,510	\$84,254.21	\$2.6 Million

ADDITIONAL REVENUE: GRANTS, PRIVATE SALES, AND DONATIONS			
Name of Grant/Donation/Sale	Awarded/Generated 08/09	% Expended 08/09	Comments
			Grants pending.

PERSONNEL NEEDS 09/10									
Personnel DATA	CD Enrl F2008	Tot FTES F2008	Contract FTEF F2008	Ext Srv FTEF F2008	Tmp FTEF F2008	Total FTEF F2008	Contract %	FT/PT	FTES /FTEF
		2327	273.84	3.9	1.64	7.49	14.5	20%	26.3%

Comments			
	<i>If filled</i>	<i>If not filled</i>	<i># FTE (faculty assigned)</i>
<i>Current</i> We are in need of two additional full-time faculty to replace Ronald Felzer and Gisele Giorgi (as she is now in Biological Sciences)	7	5	5

Narrative: Are PT faculty available? Can FT faculty be reassigned to this program?
Implications if not filled
 Increasingly, we are finding it rather difficult to find pt faculty to fill open positions. So therefore and as mentioned earlier, we will need additional ft faculty

Faculty Staff Requests 2010-2011:
 We request one FT faculty member to teach Biology related courses.

FACULTY ETHNICITY F2008			
Ethnicity	Contract	Adjunct	Total
Asian			

African American	2	4	6
Filipino			
Hispanic/Latino		1	1
Native American		1	1
Other		3	3
White	3	11	14
Unknown			
Total	5	20	25

FACULTY GENDER FALL 2008			
Gender	# of Contract	# of Adjunct	Total
Male	2	12	14
Female	3	8	11
Not Supplied			
Total	5	20	25

RESOURCE NEEDS
Equipment/Material/Supply/ Classified/Student Assistant Needs:
Please describe any needs in the above categories.

As with all departments, we will need more equipment, material and supply funds to be prepared for the expected increase in our enrollments. In addition and to help our faculty, we will need additional money funding for student assistants and tutors. Furthermore, we will need the support of another full-time lab and a lab assistant to help improve the quality and quantity of science classes that we offer.

We will definitely need increased funding to continue presenting, to our students, an academic environment that is enriching, stimulating and challenging. This increased funding will be used to purchase state of the art supplies and equipment to produce very erudite students.

We will require a webpage and or website for Bay Area Natural History as well as for other biology lectures including Human Anatomy and/or Physiology courses. We are exploring the idea of hybrid (web/classroom) courses and will require release time for developing said courses.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

We need more computers for our anatomy/physiology courses and we will need service contracts to maintain these computers. We also need a walk-in cold room and big autoclave for our microbiology courses. Once again, we will need service contracts to maintain this equipment.

We will need a state of the art science building that will support dedicated spaces for biology. The dedicated space must be fitted with air, water, vacuum and gas lines. The space should be “smart rooms” due to the type of exciting and modern technology that will be taught in each course.

We should also prepare the building for marine biology courses that will require the use of large aquariums and terrariums

since we do plan on introducing and developing a marine biology program.

We will need up-to-date software and hardware for our physiology laboratory courses. Our A/P courses use these computers to simulate processes in the human body. These computers are vital and instrumental to teaching an excellent anatomy/physiology course. The anatomy/physiology program should have dedicated lab space that accommodates cadavers, and the dissection of the cadavers. The cadaver room should have adequate ventilation for safety and health concerns.

This state of the art science building should also be able to accommodate a progressive microbiology program. In the future, we (our biology dept.), would like to offer a microbiology program that not only trains future allied health professionals but also trains lab technicians and assistants. The building should have a dedicated microbiology lab space that has a couple of culture hoods and can host equipment such as polymerase chain reactors. In addition, the microbiology space should have all the amenities much earlier with dedicated spaces for our other science programs.

IV. ACADEMIC PERFORMANCE MEASURES AND EQUITY

Student Demographics: Ethnicity			
Ethnicity	Baseline Fall 04-07	Fall 08	College Average
Asian	18%	18% (210)	16%
African American	34%	32% (377)	36%
Filipino	8%	7% (85)	3%
Hispanic/Latino	11%	13% (156)	14%
Native American	1%	1% (8)	1%
Other	2%	3% (35)	2%
White	18%	19% (231)	21%
Unknown	7%	8% (90)	6%

...

Student Demographics: Gender			
Gender	Baseline Fall 04-07	Fall 08	College Average
Male	25%	23% (279)	31%
Female	73%	73% (866)	69%
Not Supplied	2%	4% (47)	0%

Analysis
<p>1. What are you doing to increase access? Our access is course driven.</p>

Student Retention Rate <i>Students who do not withdraw or drop</i> By Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
Asian	79%	83% (210)
African American	68%	67% (377)
Filipino	75%	85% (85)
Hispanic/Latino	72%	72% (156)
Native American	69%	88% (8)
Other	78%	74% (35)
White	84%	88% (231)
Unknown	78%	80% (90)
Biology Average	75%	77% (1192)

College Average Fall 2008: 72%

Student Retention Rate <i>Students who do not withdraw or drop</i> By Gender		
Gender	Baseline Fall 04-07	Fall 08
Male	75%	73% (279)
Female	75%	78% (866)
Not Supplied	68%	79% (47)

Analysis
<p>1. If your disciplines retention rate is beneath the colleges rate, then why? As the disaggregated data are not shown for the college, it is impossible to comment.</p>
<p>2. If your retention rate is below the college rate, then what are you doing to increase retention? As the disaggregated data are not shown for the college, it is impossible to comment.</p>
<p>3. If your retention rate is above the college's rate do you have any best practices to share? As the disaggregated data are not shown for the college, it is impossible to comment.</p>

Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Ethnicity		
Ethnicity	Baseline Fall 03-07	Fall 08
Asian	71%	72% (210)
African American	51%	47% (377)
Filipino	65%	71% (85)
Hispanic/Latino	59%	53% (156)
Native American	62%	88% (8)
Other	67%	63% (35)
White	78%	78% (231)
Unknown	69%	73% (90)

Biology Average	64%	63% (1192)
College Average Fall 2008: 60%		

....

Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Gender		
Gender	Baseline Fall 04-07	Fall 08
Male	63%	59% (279)
Female	64%	64% (866)
Not Supplied	57%	70% (47)

Analysis
<p>1. If your disciplines successful course completion rate (SCCR) is beneath the colleges rate, then why? As the disaggregated data are not shown for the college, it is impossible to comment.</p>
<p>2. If your sccr is below the college rate, then what are you doing to increase it? As the disaggregated data are not shown for the college, it is impossible to comment.</p>
<p>3. If your sccr is above the college's rate do you have any best practices to share? As the disaggregated data are not shown for the college, it is impossible to comment.</p>

Table X: Student Program/Discipline GPA by Ethnicity Biology		
Ethnicity	Biology Baseline Fall 03-07	Biology Fall 08
Asian	3.20	3.01
African American	2.50	2.32
Filipino	2.93	2.81
Hispanic/Latino	2.72	2.34

Native American	3.10	2.85
Other	3.04	2.95
White	3.46	3.28
Unknown	3.15	3.02
Overall GPA	3.06	

Student GPA by Gender Biology		
Gender	Biology Baseline Fall 03-07	Biology Fall 08
Male	2.97	2.80
Female	2.96	2.76
Not Supplied	2.82	2.84
Overall GPA	3.06	