

**Peralta Community College District
Annual Program Update Template 2014-2015
DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters**

I. Overview			
BI Download:	10/23/2014 17:41	Dept. Chair:	Reza Majlesi
Subject/Discipline:	BIOL	Dean:	Char Perlas
Campus:	College of Alameda		
Mission Statement	<ul style="list-style-type: none"> • To prepare biology majors to transfer into 4-year programs in biology and health science (nursing, pharmacy, physical therapy, physician's assistant). • To prepare students with bachelors degrees for entry into professional schools (medicine, dentistry). • To offer courses that satisfy the physical and life sciences requirements for transfer into 4-year institutions in majors other than biology and health science. • To offer courses to satisfy the natural science requirement for an AA degree. • To offer courses for continuing education requirements in the health professions. • To satisfy the continuing education needs of the community. 		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F11	490	483	1,052	869	2894
Census Enrollment F12	322	433	1,023	1,027	2805
Census Enrollment F13	313	469	1173	863	
Sections F11	12	13	24	28	74
Sections F12	8	13	25	28	74
Sections F13	9	13	31	23	
Total FTES F11	103.02	100.1	187.56	190.85	581.53
Total FTES F12	71.86	86.2	184.72	213.38	556.16
Total FTES F13	63.23	100.35	195.46	176.81	
Total FTEF F11	4.85	4.93	8.35	8.69	26.82
Total FTEF F12	3.59	4.62	8.35	10.22	26.78
Total FTEF F13	3.64	5.87	9.55	8.95	
FTES/FTEF F11	21.23	20.3	22.47	21.97	21.6827
FTES/FTEF F12	20.03	18.67	22.13	20.87	20.7677
FTES/FTEF F13	17.37	17.10	20.47	19.75	

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F11	461	460	1012	819	2752
Total Graded F12	311	426	998	984	2719
Total Graded F13					
Success F11	308	341	674	610	1933
Success F12	199	294	721	714	1928
Success F13					
% Success F11	0.67	0.74	0.67	0.74	0.7
% Success F12	0.64	0.69	0.72	0.73	0.71
% Success F13					
Withdraw F11	99	75	183	139	496
Withdraw F12	60	69	138	157	424
Withdraw F13					
% Withdraw F11	0.21	0.16	0.18	0.17	0.18
% Withdraw F12	0.19	0.16	0.14	0.16	0.16
% Withdraw F13					

IV. Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F11	1.9	1.07	3.45	4.78	11.2
Contract FTEF F12	1.8	1.43	3.25	5.55	12.03
Contract FTEF F13	1.59	2.45	3.33	4.44	
TEMP FTEF F11	2.25	3.84	4.17	3.45	13.71
TEMP FTEF F12	1.11	3.15	4.4	3.7	12.36
TEMP FTEF F13	1.37	3.41	5.42	4.13	
Extra Service FTEF F11	0.7	0.02	0.72	0.46	1.9
Extra Service FTEF F12	0.68	0.04	0.7	0.98	2.4
Extra Service FTEF F13	0.68	-----	0.79	0.38	
Total FTEF F11	4.85	4.93	8.35	8.69	26.82
Total FTEF F12	3.59	4.62	8.35	10.23	26.79
Total FTEF F13	3.64	5.87	9.55	8.95	
% Contract/Total F11	0.39	0.22	0.41	0.55	0.418
% Contract/Total F12	0.5	0.31	0.39	0.54	0.449
% Contract/Total F13	0.43	0.41	0.34	0.49	

V. Qualitative Assessments	
<p>CTE and Vocational: 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>	N/A
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<ul style="list-style-type: none"> All the courses that we offer are transferable to other colleges and/ or four-year institutions. We constantly update and revise our curricula to encompass all new findings in the field of Biological Sciences.

VI. Course SLOs and Assessment	
	Fall 2013
Number of active courses in your discipline	8
Number with SLOs	8
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	100%
% Assessed/SLOs	100%
Describe types of assessment methods you are using <ul style="list-style-type: none"> • Exams, lab activity, quizzes, demonstration 	
Describe results of your SLO assessment progress <ul style="list-style-type: none"> • Met or exceeded standards in all sections 	
Describe how assessment results and reflection on those results have led to improvements. <ul style="list-style-type: none"> • N/A 	

VII. Program Learning Outcomes and Assessment

	Fall 2013
Number of degrees and certificates in your discipline	1
Number with Program Learning Outcomes	1
Number assessed	1
% Assessed	100%
Describe assessment methods you are using <ul style="list-style-type: none">• Exams, instructor observation	
Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. <ul style="list-style-type: none">• Met or exceeded all standards	

VIII. Strategic Planning Goals

Check all that apply.

- Advance Student Access, Success & Equity
- Engage our Communities & Partners
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance & Sustain Mission

Describe how goal applies to your program.

Advance Student Access, Success & Equity:

- We moved to 860 Atlantic Avenue over the summer, so our classes are all offered this semester in the new building. We are working with librarians from the campus to establish a digital library site which will allow student access to research databases with help from an on-site librarian.
- The Biology Department initiated a new tutoring program at the Science Annex, to enable students at our satellite facility to avail themselves of timely and local tutoring opportunities and services. We are exploring avenues to expand this new, trial program in 2014.
- The Physiology Program updated laboratory exercises including action-potential and muscle contraction labs.
- In the nonmajors biology class, instructors dedicate more time to cover basic skills topics to help underprepared students who enroll in the class without the skills to grasp scientific topics and methods.

Engage our communities & Partners:

- Biology Department faculty members are available to serve as guest speakers off-campus, to local business and fraternal organizations
- The Anatomy Program hosts Alameda High School classes who do not have access to a human cadaver for study of actual human organ systems. High school students study male and female cadavers, under the direction of COA's anatomy instructors and the Alameda High School teacher.

Build Program of Distinction:

- Biology Department has offered 4 new proposals to start new courses. During the last few years, we successfully have received the approval for some new courses from the Curriculum Committee yet, due to the unfortunate state economic crisis we were not able to fully implement them in our course catalog. We are hoping for the next year at least one or two approved courses will be launched in our college.
- The Biology Department has also created a series of Distance Learning courses. We now offer two hybrid courses and one fully

online course to that group of students who are not able to attend traditional face-to-face classes.

Create a Culture of Innovation & Collaboration:

- The Biology Department shares space in the Science Annex with the Genomics Program of Merritt College. Space allocation, scheduling and interpersonal relations have all been modified to accommodate our sister college's program.

Develop Resources to Advance & Sustain

Mission:

- We are also engaged in discussions that may result in creation of a sequence of courses that would provide good, sound biology training for students with a bachelor's degree in a non-science field, who wish to pursue a medical, or biology-based course of studies at the graduate level.

IX. College Strategic Plan Relevance

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

New program under development:

- Microbiology with lab, Pathophysiology courses for nursing students.

Program that is integral to your college's overall strategy:

- Our biology program in general is exactly parallel to the Institutional goals and learning outcomes.

Program that is essential for transfer:

- All courses in the Biology Department are fully articulated. The majority of courses are essential for biology majors.

Program that serves a community niche:

- The greater Bay Area is known all over the world as a center for biological, microbiological, biotechnological and medical research and practice. Our program prepares students for entry into professional programs within any and all of these disciplines.

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

- N/A

X. Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). 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.

1. *Update General Biology laboratories to include DNA technology*
 - *purchase equipment and supplies*
 - *train instructors and lab technician*
 - *upgrade lab facilities*
2. *Update Human Physiology laboratories with a full laboratory at the new site*
 - *develop new muscle physiology lab*
 - *purchase new physiology equipment and materials*
 - *new microscopes*
3. *Develop and offer microbiology with a full laboratory*
 - *Hire full-time, tenure-track faculty to teach this course*
 - *Purchase all equipment needed for the course*
 - *Hire classified staff to prepare labs for this course and numbers 6 and 7 (below)*
4. *Develop and offer combined Anatomy and Physiology with a full laboratory*
 - *Hire full-time, tenure-track faculty to teach this course*
 - *Purchase all equipment needed (see #2, above)*

This means the hiring of two full-time tenure-track instructors, one to teach general biology/microbiology courses, and the other to replace a retired anatomy instructor.

1. *Establish a counselor specializing in health sciences, biotechnology and other biological fields*
2. *Develop and promulgate new, formal, course sequence to enable medical technician certification*

XI. Needs

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

Three new faculty members as follows:

Replace one retired faculty

The new laboratory courses proposed above will need the services of 2 additional instructors

- 1 half-time laboratory technician when programs are in place.
- 2 student assistants needed for the lab technician each semester and one for summer session
- 4 student instructional assistants needed for instructors each semester.

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

- New physiology equipment
- New microscopes
- Microbiology lab equipment
- Power lab and laptops
- Human anatomy animal specimens for dissection
- One cadaver per year
- Electrophoresis equipment
- Microscope repairs
- Countertop dishwasher for anatomy
- Biology Department dishwasher
- Repair of autoclave and flask washer
- Speaker and surround system in the classroom for watching videoclips and animations
- Photocopy machine for the Science Annex
- Turn It In .com plagiarism software

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

- The Biology Department has moved to 860 Atlantic Avenue, and does not expect to encounter deficiencies in CalOSHA standards

Please describe any technology needs

- Powerlab and laptops
- Improving wifi system of the campus