

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College administrative units are reviewed annually, with an in-depth review occurring on a three-year cycle. Program review for administrative units involves the participation of administrators, faculty and staff who directly serve in or contribute to, the program areas. Administrative Units include the Office of the President and Vice Presidents, as well as Division Offices. Upon completion of the template, vice presidents (president) provide feedback and will forward the program review on to the next stage of the process, including resource prioritization at OPC and PaRC.

Annual program review addresses five core areas, with a final section for administrator comments and reflections regarding next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Vice President/President's comments

2012-2013 Submission Deadline:

- Program review documents are due to Vice President/President by January 25, 2012 for completion of Section 6.
- Vice President/President completes section 6 and returns documents to program review team by February 8, 2013.
- Program review documents are due to the Office of Instruction by February 15, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Basic Program Information

Administrative Unit Name: **Biological and Health Sciences (BHS)**

Administrative Unit Mission: **Our mission is to provide excellent teaching and Allied Health programs that enable students to fulfill their goals in health professions and/or higher education.**

Administrative Members and Departments covered in this program review (Please list all members of your Administrative Unit along with position title):

Name	Department	Position
Nanette Solvason	BHS	Dean
Christine Mangiameli	BHS	Administrative Assistant
Kerry West	Allied Health	Program Coordinator
John Atkins	Biology	Laboratory Technician
Mike Diefenback	Horticulture	Technician
T Vorghin	Biology	Laboratory Technician
Truc Nguyen	Biology (Dental Hygiene)	Administrative Assistant
	Biology (BIO)	
	Dental Assisting (DA)	
	Dental Hygiene (DH)	
	Diagnostic Medical Sonography (DMS)	
	Emergency Medical Technician (EMT)	
	Environmental Horticulture & Design (HORT)	
	Health	
	Paramedic (EMTP)	
	Pharmacy Technician (PHT)	
	Primary Care (PC)	
	Radiologic Technology (RT)	
	Respiratory Technology (RSPT)	
	Veterinary Technology (VA and VT)	

Section 1. Data and Trend Analysis

1.1. Program/Department Data

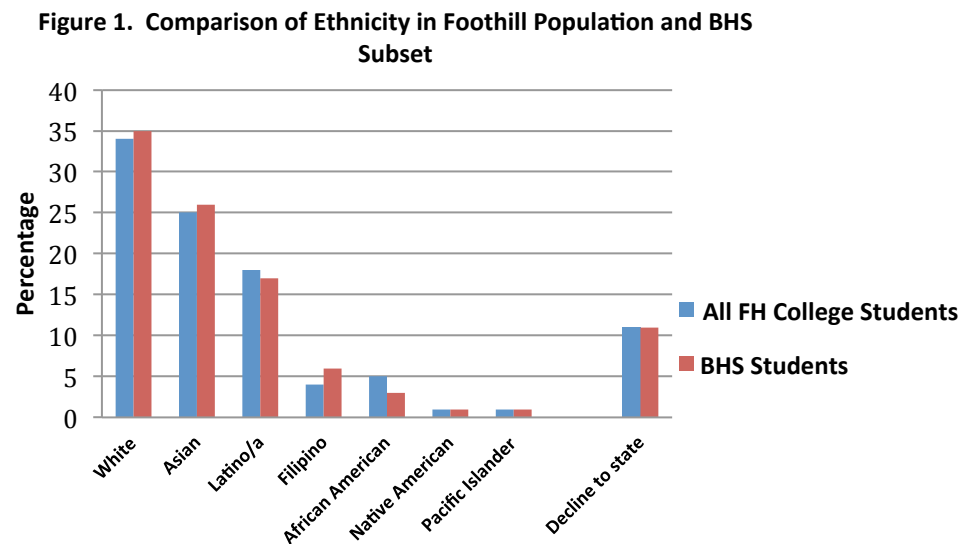
Dimension	2009-2010	2010-2011	2011-2012
Students Served	No data	14,926	16,178
Faculty Served	NA	NA	NA
Staff Served	NA	NA	NA
Full-time FTEF		27.9	27.8
Part-time FTEF		20.7	22.2
Full-time Staff		?	5
Part-time Staff		?	1

The BHS Division is comprised of the Departments of Biology, Environmental Horticulture, the Allied Health programs and Health. Enrollment in the BHS Division increased 8% last year. WSCH remained stable at approximately 100,000. Productivity declined slightly (4%) compared to last year, but remained far in excess of the stated FH goals at 661 for 2011-2012.

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Vice President/President.

Population served (Please use prompts below to describe the faculty, staff and/or students you primarily serve):

The distribution of ethnicities among BHS students mirrors that of the FH student body (Figure 1, Table 1). Roughly 60% of FH and BHS student body are white or Asian; Latino/a, African American, Filipino, Native American and Pacific Island students constitute approximately 30%. Eleven percent of both populations declined to state any ancestry of origin.



Ethnicity	All FH College	BHS Students
White	34	35
Asian	25	26
Latino/a	18	17
Filipino	4	6
African American	5	3
Native American	1	1
Pacific Islander	1	1
Declined to State	11	11

Each year, applicants to the AH programs undergo a rigorous application process reviewed by each accrediting agency and approved by the OCR (Office of Civil Rights). Inevitably, a higher number of qualified students apply for admission to each program than can be accepted. A lottery system is therefore utilized to generate the final acceptance list with no preference given to ethnicity. A careful analysis of the distribution of ethnic populations within specific Departments in BHS is shown in Table 2. Departments having a comparable or higher proportion of this population are highlighted in yellow. Despite the AH application process, the AH programs DA, PA, RT and RSPT have a higher proportion of underrepresented populations than the general FH population and the BHS subpopulation.

BHS Departments	Proportion of student body with declared ethnicity of Latino/a, Filipino, African American, Native American and Pacific Islander
Bio*	30
Hort	22
DA*	38
DH	24
DMS	13
EMT	18
EMTP	24
PT	19
PA*	30
RT*	38
RSPT*	30
VT	20

*BHS Departments with a higher proportion of underrepresented students than in general FH population or the BHS subpopulation.

- a. Locations/times of service (Day, Evening, Off Campus, etc.)

Allied Health

AH students enrolled in the DA, DH, RSPT, RT, PT, PC and EMTP programs are full time students committed to completing their program in a specified time frame. Most courses in each of the Allied Health programs are taken in sequence. Required courses in the curriculum are not canceled due to low enrollment. Therefore the course offerings are largely “set” and usually meant to exclusively serve the students admitted to their respective programs. The courses offered by the Allied Health programs in DH, DA, DMS and RSPT are all daytime classes taught exclusively on the Foothill Los Altos Campus. PCA and PT are also taught in daytime on the Stanford University and Foothill Middlefield Campus, respectively. The VT program offers a few classes at night but most are day classes and all are taught at the Foothill Los Altos Campus. EMT classes are convened at night to best suit

that student populations who have day jobs while EMTP classes are all in the daytime and both are taught at the Foothill Middlefield campus.

Biology and HORT

There are 19 different Biology classes offered on the Foothill Campus many of which have associated labs (for detailed listings, refer to the Comprehensive Biology Program Review). Direct instruction classes are taught during the day and at night. There are 2 online classes offered (Basic Nutrition and Intro to Human Nutrition) every quarter. The HORT program offers a few classes at night but most are day classes and all are taught at the Foothill Los Altos Campus.

- b. How was this tracked?

Class Schedules

- c. What is the trend?

In the BHS Division, there has been an overall 8% increase in enrollment from the 2010-2011 year to 2011-2012.

2. Scheduling of services and/or offerings (Please use the following prompts to describe the scheduling of your Administrative Unit):
 - a. How have you adjusted your scheduling to align with the Core Missions of Basic Skills, Transfer and Workforce?

Allied Health

The AH programs align with the core mission of workforce. There have been no adjustments to the scheduling for Allied Health. These are stable programs with well defined class offerings as described above.

Biology

The Biology Department aligns with the core missions of transfer and workforce. The majority of students in the Biology Department are primarily interested in completing their UC/IGETC transfer requirements, preparing to transfer into a biology majors program, or preparing to enter a vocational program in AH or HORT. Thus, our students typically do not pursue a Foothill degree. With the option of an AS-T degree, however, we anticipate this number to increase significantly. We coordinate scheduling of Biology Majors courses (Bio 1A, 1B, 1C) with the Chem Majors courses and Bio 1A with Chem 1B, Bio 1B with Chem 1C and Chem 12A with Bio 1C.

- b. For Instructional AU, please comment on the effectiveness of your divisional curriculum processes, including any suggested areas of improvement or needed support.

Allied Health

Currently, all AH Program course outlines of record are Title V compliant, reflect required SLOs, and demonstrate yearly reflection. All prerequisites, co-requisites and advisories undergo content review at that time.

Biology

All Biology courses are reviewed for compliance at least every three years. In the past several years, we have not been completing content review as a part of the cyclical Title 5 compliance reviews. However, this issue has recently been brought to the attention of all BHS division faculty and we understand that going forward we will be required to complete content review process.

3. Staffing structure (Does the staffing structure of your Administrative Unit meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)

a. Which aspects of the work are key to the institution's mission?

Maintaining current accreditation with all Allied Health programs is key to our core mission of workforce. The delivery of high quality instruction is key to the institutions mission of transfer.

b. Has the staff increased, decreased or remained the same to meet those changes?

BHS FTEF increased by 3% from 2010-2011 and 2011-2012

c. How has technology affected the workload in your office? **Utilization of Banner has streamlined all activity in the office.**

d. Does the workload have significant peaks and valleys during the year? If so, describe. **Inevitably , when the window opens for registration, activity for the division administrative assistant increases. Peak periods of activity occur for the AH programs in winter and spring quarter due to program application process.**

e. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?

The capacity for enrollment growth in the Allied Health Program is limited by the fact that most of the programs require clinical internships which are coordinated with local hospitals/professional offices/pharmacies/etc. There are limits to the numbers of students this geographic area can support. Therefore minimum growth in the current Allied Health programs can be expected. Growth must come from the addition of new Allied Health programs. This will require hiring new faculty and is a longer term goal, but is required for the desired growth.

We are planning to grow the Biology Department. Enrollment in the Biology Department grew by 5% in 2011-2012. The biology department's productivity has remained stable during 2010-2011 and 2011-2012 year but continue to substantially exceed the college goal (656, 2010-2011; 651, 2011-2012). Our most productive courses are the Allied Health support courses, all of which surpass the campus productivity goal. In particular, the Anatomy and Physiology courses currently range between 706 and 825 in productivity.

One strategy to stimulate growth is to offer night classes for Biology majors (BIO 1A, B and C) targeting local high school students. This strategy has been very successful in Chemistry Department, but needs to be properly advertised to ensure demand. Classes offered by Biology in support of the Allied Health programs were also areas of growth last year. A 1.3% increase in enrollment in these classes may indicate another area for growth going forward. Indeed the wait list for the winter 2013 A&P course at FH and DA showed that an additional 25 students were available for another class (8 and 17 respectively), but none was offered. Furthermore, microbiology had a wait list with 7 students from FH and 1 student from DA, but no class was opened. Thus, hiring additional faculty with ability to teach Microbiology and A&P is required to maximally enhance enrollment.

HEALTH

The popular Health Classes are another area for development. These classes are large (often

more than 60 students) and have very high productivity. Development of new courses and curriculum in this area is warranted.

vi. What steps can be taken to improve your program or department's organizational efficiency within its current budget?

The division has experienced continued success in identifying needs in an open, fair and effective process. One area identified that needs improvement is the confusion at the college level over the Measure C technology funds. Faculty and laboratory computers have been on lists to be replaced for several years without action taken by ETS. There is even confusion as to who at this time is the contact person responsible for the update list. This needs to be resolved at the administrative level of the college and district.

vii. What strategies have been used to improve the delivery of support services within the program or department?

Support services continue to be a challenge especially for the biology department where laboratory technicians are needed support laboratory courses. One full-time and one 16 hour part-time laboratory technicians are pressed to support the current course offerings. In order to offer more biology laboratory courses additional laboratory support will need to be supplemented with division B-budget which will in turn take needed resources away in other areas.

4. Budget analysis:

a. In light of budget constraints and fewer college resources, please describe the process used to make adjustments and reallocations of budgets between departments in your administrative unit. If you have not reallocated budgets within your unit, please describe how that would work in your AU in future resource allocation cycles.

For years the Biological and Health Sciences division has used a collaborative and transparent resource allocation process inclusive and dependent on input from all departments. Due to their nature allied health and career programs require ongoing resources to maintain student safety, meet accreditation mandates, and to remain current with industry standards. Resources come from several different sources including Perkins, lottery, B budget and Measure C. Each one of these budgets are prioritized by the directors of the programs within the division on an annual basis.

The process begins in Fall quarter when the directors of the programs, with input from their faculty, produce an annual program review document identifying a prioritized list of needs for their program. Each item is identified and listed with one of three criteria. The criteria in order of importance are 1) student safety 2) accreditation requirements and 3) maintaining industry standards.

The dean of the division sets a budget meeting in October for the directors or a representative from all programs to meet and discuss their prioritization of needs.

Together, with discussion, they prioritize the needs of the division using the same criteria of student safety, accreditation requirements and maintaining industry standards. In addition the items are identified with Perkins, lottery, B budget and Measure C budgets. It becomes very apparent when a program is in need of certain resources when they are identified by one

of the three criteria. For instance if a piece of equipment is malfunctioning to the point of jeopardizing student safety that request would go to the top of the prioritization list. If a program is in need of equipment mandated by accreditation that item would then follow on the list. The process goes smoothly because all directors and representatives are aware of the importance of the three criteria. When discussing the third criteria of maintaining industry standards the directors and representatives take into consideration the number of years the item has been requested and which program has received considerable resource allocation in the recent past. Due to the structure, parameters and inclusive participation this process continues to work whether available budgets are large or small.

5. Administrative Professional Development: Please describe any areas of training or resources needed (for example: Tenure, Evaluation, Enrollment Management).

The new Dean is receiving support from Falk Cammin regarding tenure process and Miriam Lamb in terms of hiring process. Further training in teacher evaluation would be helpful as well as support in enrollment management.

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

a. Please discuss current outcomes or initiatives related to this core mission.

NA

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

Please discuss current outcomes or initiatives related to this core mission. .

We are currently awaiting the final version of the Transfer Model Curriculum for Biology and plan to develop a TMC-aligned AS-T in biology as soon as possible. When the TMC becomes available we'll be able to compare it to our local AS degree and make an informed decision about whether or not to keep the local degree. We do not offer a certificate of achievement in biology.

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:

<http://foothill.edu/president/workforce.php>

a. Please discuss current outcomes or initiatives related to this core mission.

Please refer to Table 2 above. As stated above, the proportion of minority students in RT is 38%, a remarkable 10% above the minority population in the BHS Division. More important is the finding that the targeted students in RT have the highest proportion of success (99%) than any other AH Program. Evaluation of success in these targeted population in the RT program for the 2010-2011 school year also showed the same impressive finding in terms of success scores (98%) demonstrating that this is not a single year finding. Close evaluation of the RT program is warranted to identify the best practices of the Directors and faculty that likely contribute to the success their students.

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL

and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:

<http://foothill.edu/staff/irs/ESMP/index.php>

- a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

Please refer to Table 2 above. As stated above, the proportion of underrepresented students in RT is 38%, a remarkable 10% above the this population in the BHS Division. More important is the finding that the targeted students in RT have the highest proportion of success (99%) than any other Allied Health Program. Evaluation of success in these targeted population in the RT program for the 2010-2011 school year also showed the same impressive finding in terms of success scores (98%) demonstrating that this is not a single year finding. In 2011-2012, the DA Program also had a higher proportion of underrepresented students (38%) than the general FH and BHS population and 97% success rate in the targeted students.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – 2011-2012 Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column

Foothill College

AU - Instruction & Institutional Research

Mission Statement: The mission of the Office of Instruction and Research is to shape the future direction and environment of student learning at Foothill through the implementation of creative solutions and innovative ideas in conjunction with evidence-based decision making and research.

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
AU - Instruction & Institutional Research - 1 - Student Information - Students have access to current college catalog, course outlines and Student Learning Outcomes. Year(s) to be Assessed: 2010-2011 2011-2012 AU-SLO Status: Active	Assessment Method: An annual spring survey will be distributed to all Faculty, Staff and Administrators containing a question for each AUO with 5 possible responses: Strongly disagree, Disagree, Agree, Strongly agree and Not Applicable/Other. Assessment Method Type: Survey Target: The target is to achieve an 80% agreement (Agree or Strongly Agree) rate among all respondents.	09/07/2011 - Agree = 46.7% Strongly Agree = 38.9% Total = 85.6% Result: Target Met Year This Assessment Occurred: 2010-2011 Resource Request: The Office of Instruction is not sufficiently staffed to serve the overall flow of curriculum and state accounting. There is a need for a FT classified staff member to assist with curriculum and scheduling.. Related Documents: Spring 2011 AUO Survey Results	10/14/2011 - Although the target was met, there are many areas for improvement. The Office of Instruction will continue to provide training on Tracdat, and improve the accessibility of SLOs to the internal and external audience via the website.
AU - Instruction & Institutional Research - 2 - Core Mission Instruction - Students are offered career, workforce and basic skills instruction with approved college curriculum in accordance to Title 5 and the Educational Code. Year(s) to be Assessed: 2010-2011 2011-2012 AU-SLO Status: Active	Assessment Method: An annual spring survey will be distributed to all Faculty, Staff and Administrators containing a question for each AUO with 5 possible responses: Strongly disagree, Disagree, Agree, Strongly agree and Not Applicable/Other. Assessment Method Type: Survey Target: The target is to achieve an 80% agreement (Agree or Strongly Agree) rate among all respondents.	09/07/2011 - Agree = 52.3% Strongly Agree = 33% Total = 85.3% Result: Target Met Year This Assessment Occurred: 2010-2011 Related Documents: Spring 2011 AUO Survey Results	

2.3 Administrative Unit Student Learning Outcomes: Please provide observations and reflections below after reflecting on your AU-SLOs in TracDat and reviewing your divisional Program-Level SLOs.

2.3.a What findings or themes can be gathered from the AU-SLOs or departmental Program-Level SLO assessments?

2.3.b Does any of the data suggest that revisions might be necessary in order to support faculty, staff and/or students to successfully achieve the AU-SLOs?

2.3.c How has assessment of AU-SLOs led to improvement in student success at the institution?

Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
None were articulated			

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1. Increase Enrollment	Short and long term	Key initiative at FH is to raise enrollment.	<p>Allied Health Investigate /develop new Allied Health Programs</p> <p>Biology 1.Add additional sections of high demand Biology classes (Micro and A&P). 2.Add night classes of Biology Major series targeting high school junior and senior students 3.Increase offerings of online classes especially in high demand GE transferable classes. 4.Increase offerings of hybrid lecture/lab classes 5.Offer select biotechnology classes</p> <p>Health 1.Offer more sections of high demand health classes. 2. Develop new “health” curriculum</p> <p>Horticulture 1.Develop new curriculum 2.Increase offerings of online classes</p>
2. Maintain accreditation of Allied Health Programs	Long term	Prepare students for health care professions	Provide adequate staffing to fulfill accreditation requirements.

<p>3. Increase “success” of all students with emphasis on underrepresented minorities</p>	<p>Short and long term</p>	<p>Increase successful entry into work force and successful transition into 4 year colleges.</p>	<p>Allied Health 1.Develop specific guidelines for identifying struggling students EARLY and provide adequate tutoring support. (Work with Director of RT to develop overall strategy. See Student Equity Section 9 above) Biology 2.Identify and stock appropriate SPACE for Biology students to go for tutoring. Appropriately staff with FT or PT faculty (Hire underrepresented minorities as tutors/part time faculty as mentors if possible)</p>
<p>4. Increase proportion of underrepresented minorities in Biology and Health</p>	<p>Long term</p>	<p>Provides access to quality education to minority students</p>	<p>Outreach in local high schools/churches/etc.</p>
<p>5. Increase proportion of underrepresented minorities in applicant pool for Allied Health Programs</p>	<p>Long term</p>	<p>Prepare students for health care professions. Provide access to jobs that pay “living wages”</p>	<p>Outreach in local high schools/churches/etc.</p>
<p>6. Begin “special projects” that complement and enrich current curriculum designed to transform FH campus into living ecology laboratory space.</p>	<p>Short and Long term</p>	<p>Long term impact on enrollment.</p>	<p>1.Develop mechanism for funding for innovative/creative special projects of BHS staff 2.Award stipends for special projects at Dean’s discretion</p>
<p>7. Integrate Biology faculty into The Science Learning Institute and the STEM programs</p>	<p>Long term</p>	<p>Enriches class offerings</p>	<p>Facilitate meetings between faculty in Chemistry, Physics.</p>
<p>8. Increase community awareness of BHS</p>	<p>Long term</p>	<p>Long term impact on enrollment</p>	<p>Develop “The Bio Show” Develop BHS Summer Schools for High School Students Develop the Evolution Garden</p>

Section 4: Program Resources and Support

4.1 After reviewing the requests from the programs within this Administrative Unit, use the tables below to summarize any unfunded resource requests. These requests should only be for needed items that cannot be funded out of your existing AU budgets. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions (**All faculty and staff resource requests are on BHS excel sheet submitted as addendum to this report. Shown here are the highest priority personnel requests.**)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
EMT/EMTP <i>Full time faculty</i>	\$52,640 - \$86,454	Goal 2. Maintain accreditation of Allied Health Programs Fulfill accreditation requirements stating that the program be properly staffed. Currently a single FT faculty oversees almost 130 students in a program with rolling enrollment. The program requires significant field and clinical work which requires significant time commitment. The FT faculty is also teaching students and coordinating and overseeing 7 PT to piece together this program.
Department of Biology <i>Full Time Faculty</i>	\$52,640 - \$86,454	Goal 1. Increase enrollment. Increase capacity to grow Biology by increasing sections of high demand courses (microbiology and A&P). In order to maximally leverage the space being remodeled (5100) for microbiology and anatomy & physiology, we need qualified faculty to teach these high demand courses. (This is a repeat request from last year. Previous PaRC had approved a FT Biology Faculty pending arrival of new dean??)
Dental Hygiene <i>Clinical Coordinator</i> (Requested on assumption that Catherine Kornegay is retiring, however no resignation letter has been received yet)	\$52,640 - \$86,454	Goal 2. Maintain accreditation of Allied Health Programs Fulfill accreditation requirements stating that the program be properly staffed. The role of clinical coordinator is sufficiently broad in scope to require staffing with FT faculty. The program director cannot function as the clinical coordinator.
Veterinary Technician Program <i>Full Time Faculty</i>	\$52,640 - \$86,454	Goal 2. Maintain accreditation of Allied Health Programs With loss of FT faculty, Kathy DePaulo (she converted to PT), the VT program requires

		an additional FT faculty to remain functional. High WSCH and productivity and the extensive non-teaching assignments place considerable demands on the faculty and emphasize the need for maintaining 3 FT faculty with the program.
Biology Department <u>Laboratory Assistant</u>	Hourly \$23/hr not to exceed 16hr/week	Goal 1. Increase enrollment With the completion of 5100 resulting more micro and A&P classes can be offered. Associated labs with these classes require lab assistants to help in set up, break down of each lab class; maintain equipment and facilities; order, receive and issue supplies and materials.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT) (**All reassign time requests can be found on the BHS excel submitted as an addendum to this report. Listed here are the high priority requests**)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Biotechnology Lead Faculty	5% (one year only)	Goal 1. Increase Enrollment 1. Reevaluate biotech curriculum with Dean 2. Outreach to local high school students to build interest in biotech offering at high school level
Pharmacy Technology Program Director	Increase from 25% to 33%	Goal 2. Maintain accreditation of Allied Health Programs Verbal input following accreditation meeting with in Feb 2013 indicated that an increase in release time was required for Angela Su, Program Director, to fulfill the accreditation requirements.*
Unspecified Recipient	20%	Goal 1. Develop new AH programs Rationale Additional release time is requested to be assigned at the discretion of the dean for (1) AH program directors undergoing accreditation or (2) for special new Allied Health program development (As there are no faculty assigned to the "new Allied Health programs", there are no faculty available for writing the new curriculum. Staff will be utilized to leverage knowledge of current AH programs as appropriate depending on the AH program being developed.

*Accreditation report has not been received yet, this was communicated verbally.

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Outreach	unknown	Goal 4 and 5. Increase proportion of underrepresented populations in AH and Bio/Health. Develop a marketing strategy for attracting targeted populations into BHS courses
Stipend	\$1000	Goal 3 Increase “success” of all students with emphasis on underrepresented minorities 1. Develop specific guidelines for identifying struggling students EARLY and provide adequate tutoring support (Allied Health). Program Director of RT, Bonny Wheeler, would develop best practices that could be implemented in the other AH programs mirroring the efforts in RT. RT has had extraordinary achievement of >97% success of minority students for the last 2 reporting periods as highlighted.
Stipend	\$500 per Saturday	Goal 1. Increase Enrollment Currently, Karen Erickson is spending 8 hours on a single Saturday to fulfill the flow cytometry section of the biotechnology class offered at Mountain View. She is currently not compensated for this in terms of load assignment. If we are successful at initiating this program in other high schools this stipend will need to be adjusted to reflect the number of Saturdays that she is working.
Stipend	\$10,000	6. Begin “special projects” that complement and enrich current curriculum designed to transform FH campus into living ecology laboratory space. Stipends will be awarded at deans discretion to biology faculty with written proposals for projects that fulfill goal stated above. Sufficient detail must be included in the proposal to ensure adequate funding for completion of the project. All local FH “affected” areas must be clearly identified and “approval” from appropriate FH “owner” must accompany proposal to ensure compliance with all ongoing overarching FH plans.

<p>Stipend</p>	<p>\$2,400 (assume 40hr at \$60/hr)</p>	<p>6. Begin “special projects” that complement and enrich current curriculum designed to transform FH campus into living ecology laboratory space. This specific stipend would be awarded to a FH Bio faculty who will be responsible for developing the complete outline for the Evolution Garden. The outline will include but not be limited to description of mission of the garden, detailed specifications of the garden in terms of its design, detailed list of all plants to be highlighted in the garden, a curriculum of what would be taught or “learned” in the garden and a detailed budget. A 20-30 minute presentation will be developed using powerpoint for fundraising efforts. This will function as the basis of fundraising efforts to generate needed revenue for construction. Ideally, this could be constructed in collaboration with Horticulture.</p>
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Ongoing B Budget Augmentation

<p>B Budget FOAP</p>	<p>\$ Amount</p>	<p>Related Goal from Table in section 3.2 and/or rationale</p>
<p>BHS Accreditation</p>	<p>\$5,000 <i>Unable to accurately predict budget needs as each program has different accreditation fee and will undergo accreditation on different years.</i></p>	<p>Allied Health Accreditation Fee Budget Allied Health funding for advisory board meetings</p>
<p>BHS B Budget</p>	<p>50,000</p>	<p>Restore previous B budget</p>
<p>Dental Hygiene B Budget</p>	<p>20,000</p>	<p>Additional B budget funds are required to adequately support the labs which will be taught in remodeled 5100. Adequately restore funding of B budget that supports labs taught in 8000 buildings so that required lab materials are purchased. We have dropped some of reagents required for certain lab courses due to insufficient funds</p>
<p>Dental Assistant B Budget</p>	<p>3,000</p>	<p>Budget for consumable supplies and materials</p>

Diagnostic Medical Sonography B Budget	5,000	Equipment repairs, supplies,DVDs, simulation tools, software for board exam prep,replacement of outdated items
Emergency Medical Technician/Paramedic B Budget	25,000	To maintain required ration for accreditation regulations and improve student learning (21,000). Additional faculty need to attend NAMSE conference. Accreditation mandates staying current with EMS concerning standards this must continue each year. EMS instructor classes are offered (4,000)
Environmental Horticulture B Budget	5,000	Equipment repairs
Radiation Therapy B Budget	1,600	Membership/subscriptions,machinery maintenance, parking at clinical sites
Respiratory Therapy B Budget	3500	Praxair Oxygen Services
Veterinary Technology B Budget	5,000	Varied equipment maintenance detailed in VET TECH program review. In general, these are fixed costs of operation and include animal food and bedding, medical gas, equipment maintenance, veterinary care of animals (outside the scope of program faculty)

Facilities and Equipment (The complete list of Facilities/Equipment Request can be found in excel addendum. Listed here is the priority list in priority ranking as agreed on by Division Program Directors and Biology representative)

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
1. EMT/EMTP EKG Cardiac Monitors	105,000	Goal 2. Maintain accreditation of Allied Health Programs Equipment must meet current standards for paramedic training and accreditation
2. DH/DA Digital Panoramic X-ray Unit w/computer	33,000	Goal 2. Maintain accreditation of Allied Health Programs The current panoramic x-ray machine is 14 years old and at the end of it's life span. Students need to be trained on current technology for workforce jobs. Equipment is shared between DA and DH
6. BIOL 15 Microscopes, 2 incubators , 1 refrigerator, ice maker	\$62,500	Goal 1. Increase enrollment. The new lab space in 5100 buildings need to be properly outfitted for microbiology lab sections.
7. DH/DA Digital Technology	20,000	Goal 2. Maintain accreditation of Allied Health Programs This equipment is required to maintain lab to industry standards

<p>8. DMS Replacement Equipment</p>	<p>160,000</p>	<p>Goal 2. Maintain accreditation of Allied Health Programs Equipment needs to be replaced and updated on a regular basis to provide the the level of instruction required by employers</p>
<p>9. DMS Equipment Transducers</p>	<p>18,000</p>	<p>Goal 2. Maintain accreditation of Allied Health Programs</p>
<p>10. RT DR Imaging Equipment</p>	<p>150,000</p>	<p>Goal 2. Maintain accreditation of Allied Health Programs 80% of the programs affiliates use DR imaging. The programs imaging lab uses computed radiography equipment. To mirror industry standards, the program requests DR imaging equipment to supplement the current CR equipment to better support learning of diverse imaging platforms . The program is requesting ad DR wireless detector for the radiology lab. In addition to the detector, this system requires a capture console and a battery charger. Estimated cost with installation is 125,000-150.000.</p>
<p>11. HORT Toro Dingo Compact Utility Loader</p>	<p>25,000</p>	<p>Rationale The Dingo is a multi-purpose piece of equipment. It is used primarily for grading and trenching but other attachments are available which can be used for specialized facets of landscape installation. Virtually all leading landscape contractors have this equipment. The reason we need it is two-fold. First to train people in the safe use of this equipment (since it is widely used in the professional community). Second because we have many tight areas in our facility where we cannot get access with larger equipment.</p>
<p>13. VT Medical Equipment: Hemo Analyzer</p>	<p>45,000</p>	<p>Goal 2. Maintain accreditation of Allied Health Programs Ensures adequacy of clinical facility and resources for teaching and learning.</p>

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.
No previous program review was found.

5.2 What statements of concern have been raised in the course of conducting the program review?

To adequately address concerns in the BHS, the AH programs will be considered separately from the BIO Department .

Allied Health

Staffing

Proper staffing to maintain educational, program and administrative needs of our Allied Health programs is mandated by each accrediting agency. We request a FT faculty be hired in EMT/EMTP to help with the overall management of the program and specifically to take over the coordination of the clinical and field internships for the students. Currently this is being done by a single FT faculty.

Anticipated retirement of Catherine Kornegay, DH Clinic Coordinator (verbally communicated anticipated retirement in Dec 2013), will need to be addressed promptly on receipt of her resignation. She does not anticipate turning in her official resignation letter until Nov 2013 with her resignation becoming effective the following month. The Clinic Coordinator position is essential for the running of the DH program. This person is in charge of all patient records, assignments and follow-up for every patient seen in the DH clinic. The Clinic Coordinator also tracks all clinical competencies, as required under CODA accreditation standards. A full-time faculty person must staff the Clinical Coordinator position due to the hours and demands of the position, which far exceed an allowable part-time teaching assignment load *(see additional justification in Addendum)***.**

In Vet Tech, one FT faculty, Kathy DePaulo, became PT in 2013. Kathy provided significant support to the program director in terms of online curriculum development, teaching and overall maintenance of the complex medical teaching facility and care of the live animals that is required by USDA and mandated oversight committees. Replacement of this FT faculty with PT faculty may not provide adequate coverage to ensure compliance.

Release time

David Huseman is overseeing the EMT and EMTP programs. There are 27 students in the paramedic program and 70 in the EMT program. The paramedic program is 18 months and the EMT program is 6 months. The Summer Academy (a condensed EMT program) has about 30 students spanning two months. Both the EMT and EMTP programs have clinical and field work that must be coordinated. Furthermore, admission is rolling therefore there are always new students graduating and new students enrolling which make for a real administrative challenge to track. Currently there is only one FT faculty in this department (Dave!) who coordinates all of these activities and the PTers and he is only on a 10-month contract with 25% release time. It is imperative that we increase his release time to 33% consistent with the other directors with similar responsibility.

We are also requesting an increase in release time for Angela Su from 25% to 33% to fulfill an accreditation score of "PC" for adequate time for program director to administer program.

Enrollment: Duplicative effect of student withdrawal on enrollment in multi-quarter AH programs.

The recent focus on enrollment has highlighted the high impact of student withdrawal in AH programs. For example, a student who drops out of a 2 year program in the Q1 of year 1 continues to negatively impact enrollment throughout the remaining 2 years since that student is not replaced in the cohort. Better identification and tutoring support of struggling AH students is required to limit the impact on enrollment. *Of course, there will be cases where a student is simply not capable of completing the program and in those cases, student dismissal is appropriate and required and the effect on enrollment must be tolerated.*

Department of BIO

Staffing and Capital Equipment

Additional FT faculty in BIO are required for the department to grow and permit the type of expansion in enrollment that the college expects. Continued use of PT faculty has left us inflexible and unable to maximally offer our highest demand biology classes. Growth in biology will not only require faculty, but also associated support for labs. Therefore, in order to maximally leverage the newly remodeled space in the 5100 building, we will require additional faculty and laboratory support personnel. Furthermore, the newly remodeled lab spaces must be properly fitted with microscopes, incubators and refrigerators to properly run the associated labs.

Load Inequities: Impacts on Shared Governance and Growth

The BIO faculty have ideas and visions for growth which have not been properly developed or championed. Inequitable load distribution is a constant topic of discontent with no easy resolution resulting in frustration and fatigue. It is a volatile topic which

often hijacks and trumps all other discussions. Because of the amount of time the faculty must spend in classrooms to meet their contract obligations, they are unwilling to volunteer for other campus responsibilities thereby negatively impacting the highly prized vision of “shared governance” at Foothill College. Furthermore, faculty are unwilling to develop new curriculum or online courses citing the lack of adequate time for these activities. Even the “special projects” that they appear to be inherently excited about are only minimally developed. This is an extraordinary challenge for the BHS Division as it is the BIO Department that is the most obvious department for growth.

The Science Learning Institute and STEM activities.

Better integration of the Biology faculty into STEM activities is a priority.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your Administrative Unit?

Many of our Allied Health programs track their graduates to determine the numbers of students that successfully enter the workforce upon graduation. At least 167 graduates were employed in their respective fields within one year after graduation. These are good jobs that provide living wages and fulfill one of Foothill’s missions in career preparation.

The breadth of Allied Health professions represented at FH College is unprecedented and is certainly one of the most impressive in the country. The students enjoy extraordinary pass rates on national exams. Input from Advisory Board members demonstrate a strong commitment to our programs, a preference for hiring FH graduates and a general recognition of the important contribution that our AH programs provide in grooming the next generation of AH professionals.

The BIO faculty are committed to their students and consistently provide among the highest productivity scores in the college and are a ripe area for future growth.

Section 6: Feedback and Follow Up

This section is for the Vice President and/or President to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

6.2 Areas of concern, if any:

6.3 Recommendations for improvement:

6.4 Recommended next steps:

___ Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

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