

Basic Unit Information

Administrative Unit Name:

Biological and Health Sciences

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		Dean
Christine Mangiameli	BHS	Administrative Assistant
Kerry West	BHS	Allied Health Program Coordinator
John Atkins	Biology	Lab Technician
T Vorghin	Biology	Part Time Lab Technician
Truc Nguyen	Dental Hygiene	Administrative Assistant
Mike Diefenbach	Horticulture/Vet Tech	Technician
	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 Associate (PCA)	
	Radiology Technology (RT)	
	Respiratory Therapy (RSPT)	
	Veterinary Technology (VA and VT)	

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Nanette Solvason	BHS	Dean

Section 1: Data and Trend Analysis

Program/Department Data:

Dimension	2010-2011	2011-2012	2012-2013
Students Served (unduplicated headcount)	5010	5672	5240
Faculty Served	NA	NA	NA
Staff Served	NA	NA	NA
Full-time FTEF*	28.1	28.7	28.2
Part-time FTEF	20.9	23.2	24.1
Full-time Staff			
Part-time Staff			

*Includes full time load plus overload

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.

- a. Describe the faculty, staff and/or students you primarily serve.

There is an approximate 50/50 split of students (unduplicated headcounts) enrolled in Biology or Health classes and students enrolled in our Career Technical Programs (including the 10 Allied Health Programs listed above and the Environmental Horticulture and Design Program). Student ethnicities in the BHS Division are similar to the general Foothill population with a slightly higher population of white students (see Graph A). We serve a disproportionate percentage of female students overall (67%). Over 80% of our students are between the ages of 20-39 and almost half of our students enter Foothill college with either Bachelors or Associate degrees.

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

There are 19 different Biology classes offered on the Los Altos campus many of which have associated labs (for detailed listings, refer to the Annual Biology Program Review 2012-2013). Classes are offered Monday-Friday during the day and in the evenings and high demand classes are offered on the weekend to accommodate working students. There are two online Bio courses (Basic Nutrition and Intro to Human Nutrition) every quarter.

Health classes are offered on the Los Altos and Middlefield campus during the day and evenings and online sections of Health 21 are offered every quarter.

HORT classes are offered on the Los Altos campus Mondays thru Fridays during the day and in the evenings. Saturday classes are also offered to accommodate working students.

Specific sections of HORT and VT are also offered at Hidden Villa.

The students enrolled in Allied Health programs are full time students committed to completing their program in a specified time frame. Most courses in each AH program are taken in sequence. Required courses in the curriculum are not canceled due to low enrolment. Therefore the course offerings are largely “set” and usually meant to exclusively serve the students admitted to their respective programs. Courses offered in DH, DA DMS and RSPT are all daytime classes taught exclusively on the Foothill Los Altos Campus with the exception of a distance learning cohort in the DMS program residing in Santa Rosa. PCA classes are taught on the Stanford campus. PT and Paramedic courses are taught at the Middlefield campus. EMT courses are taught at the Middlefield campus, the CCOC campus in San Jose and at Santa Clara University in Santa Clara. In summer, there is an accelerated EMT program (Map Your Future Academy) offered at CCOC.

c. How was this tracked?

Banner

d. What is the trend?

There is no general trend that provides meaningful information. The Division is made up of one very large basic science department (BIO) and many smaller CTE programs. Meaningful discussions of trends can be found in the individual Program Reviews.

- e. How have you adjusted your course offerings, programs or services to align with the Core Missions of Basic Skills, Transfer and Workforce?

Our EMT programming has been expanded to the CCOC campus in San Jose to accommodate targeted high school student populations and “at risk” high school students. On the Los Altos campus many new AHS courses have been added over the last few years. These courses have been developed out of the appreciation in the overlap in curriculum content that occurs in the Allied Health programs and a desire to have our future health care providers receive instruction in interprofessional settings. We have proposed a new certificate program entitled “Interventional Pulmonology” in response to demand from surrounding hospitals and the new subspecialty in Pulmonology. These efforts align with Foothill’s workforce mission.

Expanded offerings of online Health 21 classes are now offered in response to increasing demand for this popular course.

We have begun offering supplemental instruction to our Biology students and in 2014 will offer SI to our AH students. These efforts are designed to enhance student success and student equity.

- f. If the staffing structure of your Administrative Unit does not meet the program or department’s needs, please explain.

EMT/PARAMEDIC

The staffing structure of the EMT and Paramedic Program is inadequate and significantly different from every other department in our division. One full time faculty is employed for both EMT and Paramedic program. This faculty teaches classes in both programs and serves as the program director for the Paramedic program. The ratio of load that is carried by part time faculty compared to full time faculty is almost 5:1 in Paramedics and 2:1 in the EMT program. In every other program in our division the part time to full time load is close to 1:1. Therefore, the overwhelming majority of instruction in the EMT and Paramedic program is provided by part time faculty. This makes the delivery of curriculum extremely difficult to coordinate and maintain cohesion, and indeed, feedback from students has indicated frustration with the number of different faculty involved in the programs. Therefore the current structure does not adequately support our students and hinders student success. This is reflected in the success rates of our EMT students which consistently hover around 80%. This is significantly lower than every other Allied Health program. Furthermore, the EMT programming is being offered at 3 different locations, providing additional scheduling complications for the program director. One additional feature of the EMT program that requires significant time from the program director is the fact that every quarter a “new” class of EMT students are enrolled. There is no other Allied Health program like this.

All other programs enroll new students once per year, and all of the “behind the scenes activities” including background checks and immunizations are managed in the fall. For the EMT program this is an ongoing and significant time commitment to ensure that all paperwork is in place and proper follow up ensues so that when students complete the program, they are cleared to take their licensure exams. Furthermore, recent changes at the state level have mandated increases in clinical rotation requirements for EMT students which will double the amount of time required of the program director for placement and follow up for each student.

The unintended consequence of the inadequate staffing structure in the EMT and Paramedic program is the extraordinary challenge in managing the inordinant number of part time faculty that are required to maintain the mandated student/faculty ratio. This, in turn, results in lack of cohesion in curriculum delivery thereby negatively impacting student learning. Furthermore, the program director's time is so impacted with program coordination, that when student or faculty issues arise, there is simply no breadth in resources to keep everything on track. We are observing more student complaints regarding coursework and individual part time faculty as well as internal faculty discontent. It is my belief that this is a direct result of the staffing structure and the inadequate number of full time faculty to oversee these two important Allied Health programs.

Biology

With the opening of the 5100 building and the purchase of new microscopes, we have doubled our capacity to teach microbiology. Currently, we have one 16 hour lab technician who does prep for micro labs. We are requesting approval for a second part time lab technician (16hours/ week) to adequately support our microbiology lab courses and to maximally leverage the new building and equipment.

Vet Tech

Currently, the Vet Tech program is undergoing many changes. A new Program Director is being hired this spring. The remaining Veterinarian is working a reduced workload and the third full time position which was staffed with an RVT was lost in 2012. Another significant change in the programming is that there currently are no “on site” animals which negatively impacts the depth of learning experienced by the students. I will begin discussions with the new Director about how to reintroduce animals into the program which may take on one of many different scenarios each requiring different staffing structures. Given this flux, I cannot currently recommend the precise needs of the Vet Tech program for the next year, but as decisions are made regarding the animals and the new Program Director develops a vision for the program, there will definitely be staffing needs that will require attention.

- g. Describe changes in technology/regulations/processes that impact your administrative unit, and the impact of those changes on your unit.

With the appreciation for the impact and increasing popularity of online courses, however many of our staff are unfamiliar or unskilled at developing materials for online classes. Support in the area would break down barriers for the development of new online or hybrid courses.

- h. What strategies has your AU used to improve support services within the program or department?

During AHS orientation, counselors come to orientation to get students education plans in place.

- i. Please describe the process used to prioritize resource allocations in your administrative unit and comment on its effectiveness.

Resource requests come in thru each department's Program Review. All requests are compiled by Dean and presented at a Director's meeting (Biology and Health are also represented along with each Allied Health program and Environmental Horticulture). As a group we agree on the prioritization rubric. The top priorities are any requests that pertain to patient/student safety. Second are requests that are required by accrediting agencies (specific equipment that might be mandated such as 12-lead EKG monitors last year for Paramedics). Lastly, there is a general discussion about how immediate each request is. The discussions are very productive and there is a general agreement at the end of the meeting about priorities.

Any issue that cannot be agreed on in a group setting is decided by the Dean.

- j. Are the training and professional development opportunities available to your administrative unit sufficient? Why or why not?

Yes, there is incredible support thru the KCI for learning applications and programs as needed. Also Judy Baker is a great resource for us regarding professional development requests. The professional development classes offered this year have been very impactful and well received.

For administrative units that supervise instructional programs, please complete items k through r. All others, skip to section 2.

Curriculum:

- k. Does your division curriculum committee meet regularly? ___Yes ___XNo
If yes, how often do you meet? Please check all that apply:
_____ Once a quarter
_____ Twice a quarter

Once per month
 Other, please explain:

During the fall quarter, the division curriculum committee meets as needed to support the faculty curriculum needs and provide direction and feedback to faculty who have questions.

l. Does your division curriculum committee meet? Please check all that apply:

Face to face
 Email/online
 Hybrid

m. Do you post the agenda and minutes for your division committee meetings?

Yes
 No

n. If yes, where? Please check all that apply:

Division website
 Google docs/file sharing
 Other, please explain:

o. Do your division curriculum committee members receive training on curriculum regulations, processes, etc?

Yes
 No

p. What is functioning well with the division curriculum committee?

The division curriculum committee are good resources for the faculty. They are regularly called on to answer questions regarding curriculum.

q. What resources and/or other support would make this division curriculum committee more effective?

The program director's could do a better job of staying on top of curriculum review if they had more time. This is true for all of our faculty in general, but the program directors are particularly impacted.

Also perhaps having internal deadlines for curriculum related activity in spring or winter quarter would also be helpful. Too much activity occurs in Fall. We have identified our internal processes regarding curriculum evaluation as a high priority item for improving next year. The flurry of activity in the fall does not lend itself to careful evaluations and reflections on the curriculum. Also, many faculty are confused as to some of the forms, deadlines, requirements and issues around the role of the division curriculum committee. It would be very helpful to have some detailed professional development around this.

r. How do you ensure that faculty are teaching to the COR? Check all that apply:

Refer all faculty to the website

Provide new faculty with copy of COR

Review COR with faculty during evaluation

Other, please describe:

When we are considering hiring Part Time faculty, they are directed to our website to help them identify which classes they have had experience teaching. When new faculty are hired and the classes they will teach have been decided, we provide COR to the faculty.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded. Please comment on how your unit is contributing to the institutional standards.

If you directly supervise instructional programs, please include your analysis of the programs and how they contribute to the institutional standards and student equity.

If you directly supervise services, please include your analysis of the services and how they contribute to the institutional standards and student equity. (For a complete description of the institutional standard, please see the administrative unit cover sheet)

Every Allied Health program exceeds institutional standards for retention and students success and student equity. However, with the exception of the Vet Tech and DMS program, the Allied Health programs have low productivity, some are far below the institutional standards. These two observations may be linked. The AH programs have relatively small class sizes and some have a very low mandated student/teacher ratio. These two features negatively affect productivity. In contrast, the Biology Dept has very high productivity while student success and completion largely mirrors the larger Foothill community.

Section 3: Core Mission and Support

The College's core missions are reflected below. Please respond to each mission using the prompts below.

Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. How is your administrative unit supporting basic skills students or programs? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

Many students enrolled in our Allied Health programs must complete basic skills classes and have relatively high proficiency in english and math. This will ensure that they are able to progress successfully through the rigorous curriculum. As many of our programs train students for direct patient contact, their ability to read and communicate in writing and orally as well as exhibit proficiency in mathematics is critical. The students, therefore receive significant training in this area which primes them for success in our programs.

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

- b. How is your administrative unit supporting students' transfer goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

The Biology Department is 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.

Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

- c. How is your administrative unit supporting students' workforce goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

There are nine Allied Health programs and an Environmental Horticulture program in our Division. Most of the Allied Health programs track students through the first year after graduation and demonstrate very high employment rates. Many of the accrediting bodies mandate close tracking of this statistic.

Student success in each of our programs is extraordinarily high. Furthermore, most programs have 100% pass rates on their state and national exams.

Section 4: Learning Outcomes Assessment Summary

Attach 2012-2013 Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

- a. Please provide observations below after reflecting on your AU-SLOs in TracDat and reviewing the Program-Level SLOs that are a part of your administrative unit.

Careful monitoring of Active Division (Banner) allows prompt and fluid class scheduling. Each quarter, new classes are added to meet demands of students in real time. General feedback from students in the form of emails and direct feedback face to face reveals that students are satisfied with the breadth of classes offered and the timing of the offerings.

Dissemination of deadlines to faculty is critical to a highly functional and organized group. Completion of grade submissions, SLO reflections, program reviews and budget planning must be done in a timely fashion. This year, several faculty were consistently late in submitted their grades and in performing their SLO reflections. Furthermore, the curriculum review process was very disorganized, chaotic and rushed. Therefore we are implementing new guidelines and earlier dates for completion of some tasks.

Additionally, faculty evaluations will be performed and feedback given regarding timely follow up on contractual obligations.

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

The Program Level SLOs indicate that our Allied Health students are performing very well and consistently reach expectations of the programs and of the accreditation bodies. The administrative SLOs indicate that the division functions adequately but could improve in efficiency by better dissemination of information including deadlines and in restructuring some activities so that not all deadlines occur in fall.

- c. 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?

Yes, we are considering changing the due dates for the curriculum related activities and the SLO reflections. Also we are considering how to structure the way the faculty do the SLO reflections so that they are more meaningful and so that more part time faculty can participate.

- d. How has the assessment of your AU-SLOs contributed to student success at the institution and/or within your unit?

By changing the way faculty interact to perform the SLO reflections, we will increase our tracking of student outcomes. By changing the timing of due dates for curriculum associated activities, faculty will construct better classes and have more careful review of current coursework.

Section 6: Administrative Goals and Rationale

Administrative unit 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. Goals are not resource requests.

List Previous Program Goals from last academic year; check the appropriate status box & provide explanation in the comment box

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Increase Enrollment	Short and long term	Key initiative at FH is to raise enrollment.	Allied Health Investigate /develop new Allied Health Programs 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

			<p>especially in high demand GE transferable classes.</p> <p>4. Increase offerings of hybrid lecture/lab classes</p> <p>5. Offer select biotechnology classes</p> <p>Health</p> <p>1. Offer more sections of high demand health classes.</p> <p>2. Develop new "health" curriculum</p> <p>Horticulture</p> <p>1. Develop new curriculum</p> <p>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.
3. Increase "success" of all students with emphasis on underrepresented minorities	Short and long term	Increase successful entry into work force and successful transition into 4 year colleges.	<p>Allied Health</p> <p>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)</p> <p>Biology</p> <p>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</p>

			faculty as mentors if possible)
4. Increase proportion of underrepresented minorities in Biology and Health	Long term	Provides access to quality education to minority students	Outreach in local high schools/churches/etc.
5. Increase proportion of underrepresented minorities in applicant pool for Allied Health Programs	Long term	Prepare students for health care professions. Provide access to jobs that pay "living wages"	Outreach in local high schools/churches/etc.
6. Begin "special projects" that complement and enrich current curriculum designed to transform FH campus into living ecology laboratory space.	Short and Long term	Long term impact on enrollment.	1.Develop mechanism for funding for innovative/creative special projects of BHS staff 2.Award stipends for special projects at Dean's discretion
7. Integrate Biology faculty into The Science Learning Institute and the STEM programs	Long term	Enriches class offerings	Facilitate meetings between faculty in Chemistry, Physics.
8. Increase community awareness of BHS	Long term	Long term impact on enrollment	Develop "The Bio Show" Develop BHS Summer Schools for High School Students Develop the Evolution Garden

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?

<p>1. Position Dental Hygiene Program for Baccalaureate Degree</p>	<p>Long term</p>	<p>Dental Hygienists with BS degrees will be better prepared academically for meeting the needs of their patients and they will be better positioned for employment.</p>	<ol style="list-style-type: none"> 1. Development of plan for successful completion of the Pilot Program (Baccalaureate awarded by Community Colleges) 2. Identification of curriculum for development 3. Curriculum development
<p>2. Position Respiratory Therapy Program for Baccalaureate Degree</p>	<p>Long term</p>	<p>Respiratory Therapists with BS degrees will be better prepared academically for meeting the needs of their patients and they will be better positioned for employment. Their professional society have published their recommendations that all RSPT programs offer BS degrees by 2020.</p>	<ol style="list-style-type: none"> 1. Development of plan for successful completion of the Pilot Program (Baccalaureate awarded by Community Colleges) 2. Identification of curriculum for development 3. Curriculum development
<p>3. Align community college allied health programs with high school/middle schools thru implementation of SB1070</p>	<p>Long Term</p>	<p>Providing clear CTE pathways for middle and high school students will enhance their understanding of the health care profession and thereby enable them to make better choices about career technical fields.</p>	<ol style="list-style-type: none"> 1. Identify faculty leaders in process 2. Communication with middle/high school teachers to begin aligning curriculum 3. Develop capstone courses.
<p>4. Maintain equipment appropriately and in line with industry standards for training future health care providers.</p>	<p>Long Term</p>	<p>Students must be able to learn on equipment that is currently being utilized in hospital or clinical settings to ensure they are properly trained. Ensure that student and patient health and safety is protected</p>	<p>Advisory Board evaluations; accrediting body input and evaluations. Student input.</p>

Section 7: Resources and Support

Using the tables below, summarize your administrative unit's unfunded resource requests. Only make requests that are not already included in any of the departmental program reviews in your administrative unit. 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

Position	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
EMT_Paramedic Instructor <i>Full Time</i>	52,640 - \$86,454	Goal 2 from previous year. Proper staffing structure ensures the cohesion and coordination in delivery of curriculum thereby ensuring student success.	It was requested last year, but not approved
Biology Lab Instructor <i>Part Time (16 hours/ week)</i>	hourly	Goal 1 from previous year. Additional lab instructor time is required to ensure that all labs are properly set up.	Last year we requested one full time Lab Tech, but not approved.
Dental Hygiene Faculty <i>Full Time</i>	52,640 - \$86,454	Goal 2 from previous year, Proper staffing structure ensures the cohesion and coordination in delivery of curriculum thereby ensuring student success.	No requested last year.

Veterinary Technology Instructor <i>Full Time</i>	52,640 - \$86,454	Goal 2. Proper staffing structure ensures the cohesion and coordination in delivery of curriculum thereby ensuring student success.	It was requested last year, but not approved
Registered Vet Tech/Animal Care Coordinator <i>Full Time Classified</i>	52,640 - \$86,454	Goal 2. Proper staffing structure ensures the cohesion and coordination in delivery of curriculum thereby ensuring student success.	It was requested last year, but not approved.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

<p>Has the program received college funding for reassign time in the last three years? (y/n)</p> <p>Yes</p>	<p>If yes, indicate percent of time.</p> <p>Cara Miyasaki (25%) Phyllis Spragge (33%) Kathleen Austin (25%) Dave Huseman (25%) Angela Su (25%) Rachelle Campbell (33%) Brenda Hanning (33%) Karl Peter (33%)</p>
<p>Has the program used division or department B-budget to fund reassign time? (y/n)</p> <p>Not in 2012-2013 academic school year</p>	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Section 6 and how this resource request supports this goal.	Est hours per month	% Time
<p>Phyllis Spragge Begin preparation for Baccalaureate Degree Program.</p>	<p>(assuming college will continue to provide 33% release time; we are requesting an additional 12%)</p> <p>An additional 12% release time will cost \$7,500.</p>	<p>New Goal 1. Significant time commitments beyond the normal Program Director activities are required to position the program for approval for BS degree. Time will be required to fully understand the state requirements for the degree and for curriculum development.</p>	<p>(assuming college will continue to provide 33% release time; we are requesting an additional 12%)</p> <p>An additional 12% release time will cost \$7,500.</p>	
<p>Brenda Hanning Begin preparation for Baccalaureate Program</p>	<p>(assuming college will continue to provide 33% release time; we are requesting an additional 12%)</p> <p>An additional 12% release time will cost \$7,500.</p>	<p>New Goal 2 Significant time commitments beyond the normal Program Director activities are required to position the program for approval for BS degree. Time will be required to fully understand the state requirements for the degree and for curriculum development.</p>	<p>(assuming college will continue to provide 33% release time; we are requesting an additional 12%)</p> <p>An additional 12% release time will cost \$7,500.</p>	

<p>Dave Huseman Manage activities related to program director activity for 2 Allied Health programs (EMT and Paramedic). Identify new opportunities for student clinical externships for Paramedic students. Manage EMT program at 3 different sites including Middlefield campus, CCOC and EMT program offered thru Contract Ed program at SCU. Manage new group of EMT students every quarter including all background checks and health status immunization requirements.</p>	<p>Assuming college will continue to provide 25% release time; we are requesting an additional 25% release time for a total of 50% release time)</p>	<p>Previous year goal #2. Provides time for activities required of program director.</p>	<p>An additional 25% release time will cost \$15,000.</p>
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One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
none			

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
<p>Biology Labs (with remodel of 5100 and the purchase of new set of microscopes sufficient to run double the micro sections, we need to have a permanent augmentation in B budget to accommodate the increase cost)</p>	<p>\$5,500-\$11,000</p>	<p>Goal 1 from last year. With the remodel of 5100 and purchase of the second set of microscopes, we will be able to double the number of students enrolled in micro. Last year we enrolled 480 students in micro. If we increase the number of micro sections by half this year and each lab costs approximately \$23/student resulting in a</p>	<p>no</p>

		net increase of \$5,500. If demand is high enough, conceptually we could double the number of sections requiring an increase in B budget of \$11,000 to cover the cost of the extra lab sections.	
Cost of faculty to undergo immunizations, CPR clearance, DMV check as new requirements from affiliates require now for faculty	\$2500/faculty	Goal 2 from last year.	

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Microscopes	100,000	Last year goal 1	n
CAD/CAM		New Goal 4	n
X-Ray Tube Head	\$5,000	New Goal 4 (SAFETY)	n
Automatic Processor	\$16,000	New Goal 4	n
Air Techniques Digital Scanner	\$20,000	New Goal 4 (SAFETY)	n
Lockable Cabinet	\$6,000	New Goal 4	n
DMS Equipment	\$155,000	New Goal 4	n
Body Phantoms	\$21,000	New Goal 4	n
Organ specific small phantoms	\$13,000	New Goal 4	n
MedSim Simulation Trainer		New Goal 4	n
Toro Dingo Utility Loader	\$25,000		n
POS System and Nursery Label Maker	\$5000		n
High Fidelity Manikens (3-4)	\$75,000	New Goal 4	n
Ambulance Exrication Vehicle	\$10,000	New Goal 4	n
ALS Manikens	\$6000	New Goal 4	n
Porcine Lungs	\$150	New Goal 4	n
Airway Clearance Vest System	\$10,000	New Goal 4 (Advisory Board said must have this piece of equipment for student training)	n
ART Line Set up with VAMP system	\$300	New Goal 4	n
ECG Machine with Cart	\$3000	New Goal 4	n
Transcutaneouse Monitor	\$20,000	New Goal 4	n
ET CO2 Monitor	\$4000	New Goal 4	n
V60 non-invasive ventilator	\$20,000	New Goal 4 (Required as current model is obsolete	n

		and students are not receiving adequate training)	
DR Imaging Equipment	\$150,000	New Goal 4 (required to meet industry standards; 7/9 affiliates only have radiography and we are sending students out with no training in digital imaging)	n
Tube Heads	\$3000	New Goal 4 (SAFETY)	n
E*value	\$4800		n
AV Teaching Equipment; models; specimens, manikins, software, online apps and databases, digital camera	\$10,000	New Goal 4	n
Medical Equipment. Digital Dental X-ray sensors	\$10,000	New Goal 4	n
Hematology analyzer, chemistry analyzer, coagulation analyzer	\$75000	New Goal 4	n
Digital X-ray system upgrade	\$75,000	New Goal 4	n

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1.no comments	

a. After reviewing the data, what would you like to highlight about your administrative unit?

The Allied Health Programs in our division have the highest success rates for students on the campus. These success rates cut across target and non-targeted student populations and as such indicate equal access to excellent programs, instruction and faculty. Graduates from our Allied Health programs go on to earn “living” wages and become highly impactful healthcare providers.

The Biology department has excellent faculty committed to excellence in teaching. They prepare students for transfer to 4 year institutes as well as prepare students to enter nursing and other allied health professions by offering excellent anatomy and physiology and microbiology classes.

One department that has consistent growth in enrolment is Health. They are offering both face to face, hybrid and online classes that have become very popular with our students.

- b. What do you see on the horizon that could impact your administrative unit, and how do you intend to address that impact?

One major problem for some of our allied health programs is the move by their professional societies to baccalaureate degrees as the entry to the profession. This is true for our Dental Hygiene program and our Respiratory Therapy program. For the PCA program, the profession is moving towards a masters degree as the entry degree.

Efforts are underway by our Chancellor, Linda Thor, to change the legislation precluding community colleges from offering baccalaureate degrees. We are working with Dr. Thor to raise awareness in the local community about this issue.

Section 9: Feedback and Follow Up

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

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

b. Areas of concern, if any:

c. Recommendations for improvement:

d. Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 9 by the Vice President or President, the Program Review should be returned to the administrative unit for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Assessment Report - Four Column

Foothill College

AU - BHS Division Office

Mission Statement: To provide excellent basic and applied instruction to enable students to fulfill their career/education goals

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>AU - BHS Division Office - Student Scheduling - By careful monitoring of Banner Active Division early in each quarter, students will be able to register for the classes they need.</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: Review enrollment in Banner early each quarter paying special attention to number of students on waitlist for individual course sections</p> <p>Target: Feedback from most students will be that they have been able to achieve their educational goals due to availability of course offerings.</p>	<p>03/17/2014 - Careful evaluation of enrollment and waitlist demonstrated that where feasible, new sections of classes were opened to accommodate students. General feedback from students indicated they were able to enroll in classes needed.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>AU - BHS Division Office - Communication - By disseminating deadlines/timelines for faculty administrative responsibilities, division operations will be fully supported by faculty</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: Collect data on timely grade submissions; curriculum updates; SLO reflections; program review submissions; budget planning;</p> <p>Assessment Method Type: Data</p> <p>Target: 100% of faculty complete these processes on time</p>	<p>03/17/2014 - Most but not all faculty turn in grades in a timely fashion; Curriculum updates are done at the last minute and are sometimes incomplete requiring one on one interactions with Dean and Curriculum Coordinator; Most but not all faculty perform SLO reflections in a timely manner; All Program Reviews were completed on time; all budget planning was completed on time</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>AU - BHS Division Office - Faculty Evaluation - By providing timely administrative evaluation of part time faculty, teachers with poor teaching skills are precluded from receiving re employment preference.</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: Teaching Evaluations and Student Evaluations</p> <p>Assessment Method Type: Data</p> <p>Target: To evaluate all new part time faculty within their first quarter at Foothill</p>	<p>03/17/2014 - Currently, we are not performing teaching evaluations in a timely manner for new part time faculty. Discussions at the Division meeting with tenured faculty have resulted in plans for careful and prompt monitoring of all new part time faculty within the first quarter of teaching at Foothill.</p> <p>Result: Target Not Met</p>	

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2012-2013	