

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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1. Number of full-time faculty in the program.

There are nine full time faculty in Biology. One of our full time faculty members is on Article 18 and is teaching a reduced load.

2. Number of part-time faculty in the program.

We have 16 part time faculty with REP and 4 part time faculty without REP (all four of these faculty are close to earning REP)

3. Number of staff in the program.

We have one full time lab tech, and one part time lab tech specializing in microbiology

4. Do the above numbers reflect any staffing changes?

We were granted a full time faculty hire focused on teaching our GE classes (i.e. General Biology, Genetics) last year. We have had to hire/rehire many part time folks over the last several quarters to meet staffing demands and our ability to offer classes, especially A&P is compromised due to not having enough instructors.

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

The actions for improvement in the comprehensive program review are:

1. Continue to work on innovative, equity oriented pedagogical practices and professional development for full and part time faculty to help increase student retention and success.
2. Increase diversity of faculty and course offerings.
3. Offer classes at a variety of different times and days to accommodate the schedules of as many students as possible.
4. Coordinate with Chemistry and Physics to ensure common pathways to efficient completion of transfer and allied health preparation courses.

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

A few highlights:

- Newly implemented classroom practices: Competency/specifications based grading, alternate assessments, universal design, integrating social justice into curriculum, equity infused CORs
- Mentoring students in independent study and research projects (five [RSLs](#) projects, including research award winner/one [Principia publication](#))
- Development of BIOL36 series of research in biology classes to expand access for students to engage in authentic research.
- Conference/Course/PD attendance and leadership: SABER, AMSCUE, CORA, Tiny Earth, HHMI Biointeractive, Leading PD Institutes
- Faculty involved in 13-55 efforts, Academic Senate, PDL committee, club mentoring ([Global Brigades](#), Conservation Club), coordinating RSLs
- Jeff is involved at the statewide level in CCN, C-ID, Discipline Review and is editor and chief of CBE-LSE
- Expansion of Course offerings: New Research Classes, Honors BIOL1B, BIOL81 cross-listing
- Robust enrollment, offering diverse modalities, and schedule friendly options for students
- Science Identity Publications: about [Foothill A&P Students](#), [Scientist Spotlights](#), and [Nursing Prerequisites](#)

7. Explain your implementation timeline and if there have been any changes or updates.

Biology considers the actions in the Comprehensive Program Review as ongoing work, rather than something to complete. There is always more to learn about students and their success, and new ways to innovate teaching practices, mentoring and programming to support students and their engagement in STEM. You can see in the above answer some of the ways we are continuing to learn and implement new practices.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

- Student success rates in Biology were 87% last year, consistent with the average of 86% over the last five years.
- The department continues to focus its efforts on closing success gaps for our Black, Latinx and Low-Income students through training and classroom innovations. See the answer to #6.
- Our enrollment for 2023/2024 was up 18% from the previous year.
- In 2024/2025 our growth seems to be limited by our ability add (budget) and staff classes. Enrollment is robust, classes are full, and waitlists are long. When we've added classes to ease demand, those classes have filled quickly (and so have their waitlists).
- Within budget, space and staffing constraints offer as many sections as possible of classes that are filling. When possible, we offer classes in all three modalities (in-person, hybrid and online) to meet students' needs and schedules.
- We've coordinated our schedule with Chemistry to avoid class conflicts for our students.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20078222_fhda_edu/ETXoAp44fMFCppHXvzplFgcB5ogzcvUXLknHriXo1ghkHg?e=H8axR7

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

Groups	Percentage Point gap	Additional successes needed to erase percentage point gap
Black	-7	10
Latinx	-7	90
Low Income	-5	82

This table summarizes the groups highlighted in orange in the table here:

<https://data2.precisioncampus.com/fhda/report?page=disproportionate-impact-ppg&menuid=M071>

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

Our department continues to see robust enrollment across the department, but it is especially vigorous in our Health Career Preparation classes (A&P and Micro, but especially A&P). The enrollment growth is limited by our ability to add (due to budget and load limits) and staff classes. Adding another full time faculty member in this area would help to ease some staffing issues, but also help to spread the work of innovating in the classes, coordinating the huge number of part time instructors and ensure quality instruction. This coordination is not insignificant. For example, in Winter 2024, we are offering 22 sections of A&P (2.442 total load), and have only two full time faculty teaching with 11 part time instructors. Growing this segment of our department also feeds into the health programs on our campus (Radiologic Technology, Dental Hygiene, Respiratory Therapy, Paramedic (BIOL 40A only), Kinesiology and Diagnostic Medical Sonography all require these classes). Additionally, students entering nursing programs and some Physician Assistant, Pharmacy and Medical programs are also required to take these classes prior to applying to their programs. As we emerge from the pandemic crisis, there is a growing need for new health care workers. A&P are prerequisites for many of the programs that will provide these health care workers, including (but not limited to) the programs at Foothill. Demand is high for these classes as a stepping stone to these other programs. We could provide more access and higher quality classes if we were able to hire another full time instructor for A&P.

At the same time that we focus resources on the growth in A&P, it is important that our department continue to prioritize all three different tracks of study: Biology Majors classes, General Education classes and Health Career Preparation (A&P and Micro). We have strong enrollment in our BIOL 1 sequence, with full waitlists and more students requesting to be added for the first class in the sequence for both Fall and Winter. We should consider adding another BIOL1A class into our schedule, potentially during Fall. By turning away students from our BIOL1A class, we are limiting the growth of BIOL1B and BIOL1C as well.

Beyond enrollment and scheduling issues, the Foothill College Biology Department is committed to our students. This involves a constant practice of learning, improvement and evidence-based practices to maintain high success rates and lower and eliminate success disparities. Our faculty are advocating for students in statewide spaces, engaging in research to better understand our students, learning about teaching and learning, working with students in the classroom and outside to increase their sense of belonging, their identities as scientists, and their engagement in STEM. We are dedicated to our students success and well-being.

Click on the link below to view the Annual Program Review Rubric.

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End of Annual Program Review Template 2024

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

- Meets Expectations
- Needs Improvement

Feedback

Biology enrollment is robust and there is very high demand for A&P classes. We are thankful that the college faculty prioritization committee, as well as our college president, see the needs of hiring a new full-timer specializing in this area. Once the winter '25 quarter resumes, a hiring committee will be formed to start the search process for this new position. The newest full-time hire focusing on GE biology classes just finished his first quarter at Foothill, so we are looking forward to seeing his growth and progress. Biology also has one full-timer that is approaching the last leg of their tenure process who focuses on microbiology and A&P. All of these hires are helping to sustain the growth demands in the department while providing fresh sets of eyes on the programs.

The biology department is filled with dedicated faculty that have a deep dedication to student success and innovating curriculum. New courses are set to be offered in fall '25 focused on research and projects, which is right in line with the spirit of the college that focuses on experiential learning. Honors versions of some of the gen biology courses are also in the process of going through curriculum. It will be great once we can offer more honors versions of STEM courses in the division.

The biology faculty are constantly looking to continue to close achievement gaps across demographics. They are dedicated to DEI efforts and the BIOL 81 (cross listed with CS 81, CHEM 81, and MATH 81) has been a pivotal course in expanding students' knowledge in related topics in STEM fields.

I applaud the department's efforts and dedication to our college and look forward to continuing to see how the program continues to evolve.

This form is completed and ready for acceptance.