We thank you for your tireless dedication to your profession, students and the community as you’ve created, maintained and improved the outstanding quality of Biology at PCC.

Also, we thank you for a thoughtful, well organized review addressing all of the items noted in the Program Review guidelines. Your presentations were also thoughtful, thorough and well organized.

This response contains 4 sections: 1) Commendations, 2) suggestions/observations, 3) response to recommendations/areas of SAC needs and 4) Closing comments.

Commendations

* Application based learning
* Service Learning - broad based
* Following Professional Programs for course development guidance
* A & P materials relative to HAPS
* High HAPS comprehensive exam scores
* Modeling assignments to replicate work that would be expected in the workplace
* Microbiology following ASM
* Attendance at Regional meetings for professional development and to promote consistency throughout the district
* The development and/or reactivation of 6 courses in response to student needs, including Organic Gardening
* Being an early participant in the Honor's Program through the development and offering of BI 101H
* The development of BI 95 to introduce Science and Language concepts
* The modification of labs and classes in response to identified weak student outcomes
* The assignment of Scientific paper in BI 112 as an assessment driven change
* Scheduling of hybrid classes
* Efforts to Internationalize course offerings through participation in PCC's CIEE program
* The incorporation of Sustainability concepts in response to student and faculty interest
* Service by full-time Faculty on the Library Advisory Committee
* The relationship developed with the Center for Ocean Sciences Education Excellence
* The use of case studies and review of primary literature
*The manner in which you captured your iterative process relative to assessment and how it's informed curricular changes.
*Faculty commitment to educational initiatives and professional organizations
*Practices for increasing access and diversity with recruitment activities

**Suggestions/Observations**

During your presentation you noted an interest in learning how better to connect with students after they leave PCC to inquire about their experience in your courses and to ask how well they were prepared for their next steps. Rob Vergun, Institutional Effectiveness, offered that it is critical to obtain accurate contact information for the students before they leave PCC. We suggest you contact Mr. Vergun to discuss other best practices in this regard.

Having little or no Admin Support or Lab Techs available after hours was noted as problematic, particularly for new Part Time Faculty teaching during those hours. We suggest you work closely with your Division Dean as the three Biennium Academic Plan is being refreshed, as it may provide an opportunity to enter a place holder for these needs to be considered as funding becomes available.

You noted a goal for the coming year is to develop better assessment strategies for Core Outcomes. We applaud you for these thoughts and suggest you inquire of either Shirley Gieger (Learning Assessment Council) or Kendra Cawley (Dean of Instructional Support) about Best Practices currently in use by other SACs.

It was suggested that you explore the possibilities of nationally normed tests for use with your students. Additionally, though it was noted that unless such tests specifically measure that which is of interest to you, it might be better to put your efforts to contacting and working with former students to inquire about their experiences and whether or not they helped prepare them for the next stage in their academic and/or professional careers. Should you decide to use nationally normed tests, speak with your Division Deans about funding.

We commend you for thinking and inquiring about better practices for retaining Part Time Faculty. While each SAC is unique and, therefore, has unique challenges we suggest you consult with either or both SAC Chairs and/or Faculty Department Chairs from other programs/disciplines throughout the District to learn what strategies they've employed in this area.

In future endeavors that involved the district wide department like the program review, include a broader representation of full-time and part-time faculty.
7. Recommendations for Improvement

**Core Outcomes:** We appreciate your self-reflection regarding your activities to date in the assessment of Core Outcomes. We acknowledge that you have competing demands for your time, including the updating of CCOGs for all courses and Program Review. We suggest you work with the Learning Assessment Council and Kendra Cawley to learn more about best practices used by other SACs in this arena.

**Lack of Space and Other Resources:** We commend you for optimizing the use of your existing space: classrooms, labs and service space as student enrollments have skyrocketed during the past several years. While it isn't a short term solution, we urge that you maintain close contact with the Bond activities at your respective campuses to ensure maximum benefit from available dollars to either build new spaces or renovate existing spaces so they will better meet your needs. At Cascade, there are plans (subject to available funding) for a campus-funded renovation of JH 106-107 into another laboratory once additional classrooms in the bond-funded new academic building are available.

**Buildings, Libraries, and Tech centers:** Again, this is somewhat specific to each campus. Consequently, we suggest you work closely with your respective Division Deans to first, articulate the gaps in service and then to develop a plan to work with the various College Services to remedy them. In those instances where solutions have financial implications, work with your Division Dean to access Margin dollars.

**Additional supplies, equipment and technical support:** The offering of classes on the 'margin' should enable financial support for consumables driven by enrollment growth. Additionally, for equipment and tech support, margin dollars may be accessible through your Division Dean on a one time basis consistent with enrollment patterns.

**Safety Issues:** Issues of this nature involving inadequate ventilation systems, storage facilities, particularly for hazardous chemicals, and over crowding of lab work spaces are serious and must be addressed. We suggest you work with your Campus Safety Committees/Building Representatives and Mark Fennell to articulate these issues, and when possible to link them to safety requirements, rules, etc. Once the documentation has been completed, we recommend you work with your Division Dean to develop a plan to address them. It is important to note, however, that during a time of limited finances, it will be important to differentiate between those items/improvements which would be nice to have/make and those which constitute violations of health and safety regulations and therefore must be done.

**FERPA:** We understand and appreciate that compliance with FERPA has become increasingly challenging given the significant growth in enrollments. While it would be ideal that each faculty, both full and part time, have private spaces for these purposes, the likelihood of this happening is remote. Consequently, we encourage that you work with a variety of individuals at your campuses including your Faculty Department Chairs, Division Deans and Facility Room Schedulers to locate and make use of small conference rooms and other facilities for confidential interactions with students. Additionally, as Bond work including either new construction or
renovation happens at your campuses, we urge that you continue to express these concerns. At some campuses, additional faculty office space will be constructed and will include small conference rooms for student-instructor meetings.

**Full Time/Part Time ratios:** We acknowledge the impact enrollment growth has had on this ratio. As Dr. Chairsell noted, every effort has been made to efficiently make use of limited funding to strategically add full time faculty. While it may be of little comfort now, we believe ratios will improve as record enrollments begin to decline. Having said that, each campus is currently revising their 3 Biennium Academic Plan. We urge that you work closely with your Division Deans to secure place holders for needed positions. It must be noted, though, that most programs and disciplines are experience the same situation, consequently competition for limited positions is keen.

**Coordination between sections taught between Full Time and Part Time instructors to insure greater consistency across sections within the same course:** Yes, we agree this is indeed a challenge and will continue to be so as long as enrollments remain at all time highs. We suggest, however, that you consider requesting the use of one time margin dollars to pay for Part Time Instructors to attend periodic meetings designed to address this concern.

**High numbers of Part Time instructors places additional burdens on office and prep spaces while taxing administrative resources:** During your presentation you noted you currently employ 76 part time instructors. What wasn't explained, however, was whether or not each of these 76 individuals are carrying maximum workloads as defined in the contract. Seventy-six individuals each teaching one section will place more demands on the resources noted above than fewer individuals each teaching more sections. We realize each course has unique workload factors and in some cases instructor qualifications, so understand that staffing and scheduling isn't as simple as this observation suggests. None-the-less, if you haven't already, we suggest you conduct a workload review to determine if the number of individuals might be reduced, thus eliminating some of the stresses you've noted.

**High number of part timers resulting in increased numbers of assessments etc:** Please see response noted above.

**Hiring additional full time faculty and increasing funding for purchasing equipment and supplies:** As noted before, please work with your respective Division Dean to create place holders in the 3-Biennium Academic Plan for additional full time faculty. Also, please continue to work with your Division Dean to identify one time purchases for equipment and materials and supplies which may be able to be funded through margin dollars.

**Professional Develop funds:** We urge that you seek funding, beyond that which is available through your departments/divisions, by making application to Linda Blanchette, Organizational and Staff Development as well as working with your respective Division Dean to access one time margin dollars.

**Closing Comments**
It was immediately obvious to us that you take great pride in this program and have dedicated countless hours to continuously improve your offerings.

Our thoughts about your Program Review, the quality of your educational offerings, and your dedication to PCC were best summed up by Dr. Linda Gerber when she stated, your participation in Professional Organizations, inclusion of sustainability along with the leadership you provide throughout the district are to be commended and serve as models for others within PCC.

Birgitte Ryslinge
Jeff Triplett
Julie Kopet
Scott Huff

Administrative Response Biology 2011