

Biology SAC 2016 Program Review

Administrative Response

On May 13, 2016, the Biology SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. Both the written report and the presentation were informative. Your presentation provided for an opportunity for engagement and hands-on learning with those in attendance through an informative and interactive dialogue.

This Administrative Response will:

- A. Note particular highlights of the Biology Program Review by identifying Noteworthy Efforts or Achievements;
- B. Identify Observations and Recommendations;
- C. Provide an administrative response to the SAC recommendations.

Noteworthy Efforts & Achievements

- Adoption of the student learning and retention strategies encouraged by the National Association of Academies of Science that include active learning, practice in metacognition, and by providing examples of scientists from diverse backgrounds.
- Faculty participation AAC&U Conference on General Education and the development of a gap analysis for the EAC/LAC Integration Group.
- Most page views of the Biology Research Guide than any other Library Research Guide at PCC (23,046 page views!) and a total of 4,308 course reserves items loaned.
- Library Orientations, an average of 70 orientations per year, served a total of 1,388 students per year in Biology.
- Coordination with Chemistry Chairs to coordinate Chemistry and Biology offerings district-wide to improve students' ability to enroll in science sequences effectively.
- Faculty involvement in the recruitment of students for the LSAMP partnership with PSU.
- Faculty and Student participation in the BUILD-EXITO grant.
- Biology curriculum that is aligned with national guidelines—the American Association for the Advancement of Science (AAAS).
- Anatomy and Physiology curriculum is aligned with the Human Anatomy and Physiology Society (HAPS) guidelines that have been mapped to PCC Core Outcomes.
- A field work statement was developed and shared with other disciplines with field courses to meet the requests by PCC Safety and Risk Management.
- The “Bio Investigation Project” was developed to promote scientific information literacy among non-Biology major students.
- The “Faces of Biology” pilot for BI 101 courses requires students to identify and describe the accomplishments of a biologist from an under-represented group has been expanded to the BI 211 curriculum as well.
- We are pleased to see that the Principles of Biology courses include research projects at all campuses and that collaborative teamwork is modeled after the methods used by professional scientists.

Observations & Recommendations

Assessment of College Core Outcomes:

We appreciate the thought and effort that Biology has made in assessment of student learning and encourage the SAC to continue to try to address the challenges and develop assessments that are both meaningful to the SAC and reflective of student attainment of the Core Outcomes. It is clear that the SAC is using results of assessment as a platform for encouraging changes to your curriculum where appropriate. We are pleased that you continue to work on finding good approaches to assessment, and hope that the alignment with the Vision and Change Model and the rubrics from that project are helpful in addressing key outcomes of the discipline as well as PCC Core Outcomes. We are also interested in and encourage your investigation of assessing quantitative literacy. The feedback on assessment that you received from faculty via the survey is interesting; we encourage you to confer with your Assessment Coach and the Dean of Academic Affairs to help figure out how to increase faculty interest and inclusion in assessment.

In reviewing the Core Outcomes Mapping Matrix, we noticed the following course did not have Mapping Level Indicators for BI 55—Human Biology. If BI 55 is not active course in your course inventory, perhaps it should be inactivated?

Accommodations for Students with Disabilities

We agree that a better college-wide approach to ensuring accommodated exams are able to be proctored in the evenings when we are holding classes is needed, and that it is difficult to accommodate students who need extended time and reduced distraction environments in labs that are densely scheduled. Disability Services is aware of and agrees that these are challenging situations. Biology faculty are encouraged to continue working collaboratively with Disability Services to resolve concerns related to accommodation implementation and to work with Campus Leadership in instruction and student services to address testing center capacity.

Dual Credit Challenges

The Dual Credit Office has invested in software that will help to communicate course evaluation needs more easily. The process will still require timely completion of course assignments for new articulations and instructor involvement in assessment.

The Biology departments at each campus may wish to consider identifying another instructor to work alongside the Faculty Department Chair so that the needs associated with Dual Credit can be shared more equitably. It is not strictly necessary for the Rock Creek faculty to have responsibility for all of the schools that are geographically close to the Rock Creek Campus.

Student Concerns about Lab Availability/Restrictions

We ask the Biology SAC to consider solutions around the lab availability associated with Friday night and weekend labs. Specifically, the division deans have received persistent student complaints from students who take Saturday labs who are:

- 1) Unable to make up missed labs by sitting in on a later lab

- 2) Unable to study after the last lab before major lab exams because by that point the labs are not available to set up for exams.
- 3) Less able to access resources (tutoring and faculty support).
- 4) Not just related to Biology, students taking weekend classes have no ability to procure Scantrons—this information should be included in the PCC Bookstore Textbook requirement and/or listed in the course syllabus at the beginning of the term.

Administrative Response to Biology SAC Recommendations:

1. Support for Instructional Support Technicians (ISTs).

a. Review of the organizational structure of instructional support (e.g., lab techs). We would like to suggest the possibility of having an Academic Professional managing laboratory operations on each campus. **Response:** *Lab Tech positions throughout the College are classified employee positions in a variety of CTE programs and Lower Division Collegiate disciplines. Making some or all of those positions Academic Professionals would require a re-evaluation of an entire employee group that could result in layoffs. We would not move or reclassify a current Instructional Support Technician into that role because it would be a different/higher level position. Instead perhaps more training and oversight by the division deans and faculty department chairs is necessary. Please work with your respective division deans and department chairs to resolve your concerns about lab operations on each campus.*

b. Funding for lab support positions that are currently half-time. **Response:** *If your goal is to make those positions full-time which would require more funding, please work with your respective division dean.*

c. Funding for the backfill required to allow qualified tech staff to teach. **Response:** *In essence this request would require us to back-fill classified employees who are qualified to teach during their work hours. This is not feasible and presents an equity/consistency issue for all classified employees. Teaching outside an employee's work hours is permissible. Classified employees may be granted release time to teach, at management's discretion, but they do not have a right to teach. It is certainly up to the dean to permit it, but there have been some challenges when classified employees teach in the program that they also support as a lab tech. It can be confusing for the employee to differentiate their role as a classified employee from their role as an instructor.*

d. Release time to support the laboratory coordinator model. **Response:** *Your Division Deans or their designee serve as direct supervisors of ISTs and coordination of lab tech workload may also be monitored by faculty department chairs who are compensated that coordination of lab facilities.*

e. Additional funding to support technical training and other forms of professional development for laboratory tech staff. **Response:** *We encourage your respective Division Deans and FDCs to apply for professional development funding through the Office of Professional and Organizational Development for classified employees. The professional development funds that were recently negotiated are for Faculty and Academic Professionals only.*

f. Funding to backfill required to allow lab tech staff for all campuses to get together and have once a term meetings to share ideas and strategies to optimize resources. **Response:** *Since most of these employees are full-time, these once a term meetings could be held between*

terms. Part-time lab techs could be paid to attend as well as long as they don't exceed the number of hours they are paid to work.

2. Support for infrastructure upgrades
 - a. Allocation of space and funding to equip dedicated research area where faculty could develop new materials and students could continue research begun during instructional time. **Response: On some campuses, dedicated space is limited. Please work with your respective Division Deans to see if this is possible. If space is identified, it may need to be shared with other Science faculty who involve their students in research.**
 - b. Funding to upgrade existing office spaces or allocate new spaces to maximize productivity, comply with FERPA regulations and support faculty with multi-year contracts. **Response: Faculty work spaces are limited. Many full-time faculty do not have private offices, which does not violate FERPA. MYC faculty are part-time faculty who will be required to hold office hours outside of class. We encourage all faculty who are having confidential conversations with their students to schedule/use a conference room to have such meetings.**
 - c. Funding to upgrade existing lab spaces for safety and curricular needs. Needs are campus specific (see Tables 1-4 in Appendix) Fig. 3 **Response: Work with your campus division dean to request Capital equipment funding to upgrade existing lab spaces.**
 - d. Funding to upgrade existing equipment. Needs are campus specific (see Tables 1-4 in Appendix) **Response: Work with your campus division dean to request Capital equipment funding to make upgrades to existing equipment.**
3. Support for the increasing demands on the SAC Chair
 - a. Funding for release time in concert with a SAC discussion of the efficacy of our current model (i.e. how to more effectively share the workload). **Response: As you know, greater accountability is expected of higher education institutions from external stakeholders (regional accreditation, employers, state and federal government agencies) and most importantly from our students. As a result, PCC cannot reduce and must maintain our expectations as it relates to the many vital functions the SACs perform. Faculty oversight and responsibility for the curriculum and the development of quality student learning outcomes are the most critical roles of your work as faculty. We acknowledge and recognize the important work SAC Chairs and all contributing members of the SAC including your Division Dean Administrative Liaison contribute in the areas of curriculum development, student learning outcomes, assessment and program review. This important work improves the quality of learning that leads to student success and completion. Many SACs have distributed the work of SAC Chair among full-time faculty, so the workload does not become one person's responsibility.**
4. Support for faculty
 - a. Consideration of the need for additional full-time faculty **Response: The creation of new faculty positions are made collaboratively at the College/District-level are based on a number of factors, including full-time/part-time ratios compared to other disciplines and CTE programs, whether enrollment is increasing or declining, whether additional faculty are needed to**

maintain a program's vitality, external accreditation and/or professional standards, and other considerations. We are aware of your request and would like input from the SAC on what campus (es) have the greatest need for additional full-time faculty.

- b. Continued support for part-time faculty with the recognition of how big a step forward has been made with the large investment in professional development funds being made available to part-time faculty and the appreciation of the number of multi-year contracts biology was able to fill for the upcoming year. There is a need to train all faculty on laboratory specific equipment as upgrades are made and to ensure safety. Funds for part-time faculty participation are requested. ***Response: As indicated in your request, there are funds available for these professional development needs. Please work with your division dean and/or SAC administrative liaison to submit funding requests.***
- c. Enhancement of OSHA training. All faculty teaching laboratory classes are required to have 4 hours of OSHA training each year. Part-time attendance is currently paid. However, more hands-on training specific to teaching situations would help make better use of the existing funds. Chemistry is work with Risk and Safety this year to provide enhanced training opportunity, many of lab safety issues are similar so we think it would be possible to leverage existing work done to make this opportunity available for biology. ***Response: We support this request and your willingness to leverage the existing work done with Chemistry/Risk and Safety to provide this enhanced training opportunity for Biology. Please work with your Division Dean SAC Administrative Liaison and respective campus Division Dean to request professional development training funds for OSHA training.***

Closing

We want to thank the Biology SAC for sharing the results of your program review with us. We enjoyed learning more about the discipline, your successes and plans for the future. We look forward to supporting your on-going work on continuous program improvement.

Administrative Response submitted by Craig Kolins, on behalf of the Deans of Instruction, Dean of Academic Affairs and Dean of Distance Education:

Dr. Cheryl Scott, Dean of Instruction, Rock Creek Campus

Dr. Kendra Cawley, Dean of Academic Affairs

Loretta Goldy and Dr. Karen Paez, Interim Deans of Instruction, Sylvania Campus

Loraine Schmitt, Dean of Distance Education

Kurt Simonds, Dean of Instruction, Cascade Campus