Technology Request Form
For Annual Planning and Off-Cycle Requests

Submit <u>one</u> form per request. Complete the entire form thoroughly and answer all questions with enough details and be specific. Incomplete or late forms will not be reviewed. For assistance completing this form, please contact your Chair or the Co-Chairs of the Technology Committee. You can also review the Technology Committee's "Prioritization Rubric." If applicable, please reflect on the technology funded by last year's plan, and how it impacted student learning and success and prioritize your requests. For all furniture requests, contact Facilities.

Classroom technology such as entire labs can be submitted as one request. Please be specific and you must provide quotes for each item. For assistance with technology quotes, email the Grossmont College Director of Instructional Technology with your requests. You should also contact District I.T. to inquire about a Statement of Work for your request. If you are submitting a quote for items that are not typically in instructional classrooms please note that you will need to include taxes, shipping and environmental fees.

Please keep in mind when filling out this form that extra consideration is given to proposals that demonstrate one or more of the following:

i.   A critical need for state of the art technology and instructional software
ii. Support of learning outcomes (student, program, institutional, or service)
iii. Assistance to multiple departments

Technology Plan Year

Title of Request	Location of Request	*Priority Ranking (If submitting more than one request in your department)

Discipline

Department

Contact Person

Contact Email

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DESCRIPTION

Please provide a brief description of the technology/software or technology project and its core goal(s).

PROPOSAL JUSTIFICATION

A. College and District Strategic Plan

Please explain how the technology or enhancement supports the strategic plan. Please include information on how students will be impacted and/or employees or the college or district overall. Would this be a district-wide implementation?

B. Statewide Initiatives

Does the technology support a state-wide initiative? Please explain.

C. Mandates

Is the technology mandated by legislation, in support of a legislative mandate or required by accreditation standards? Please explain.

D. Criticality

What are the consequences and the number of students impacted if the technology/software is not implemented, upgraded, or renewed?

E. Urgency
Why is this urgent? What is the preferred time for implementation?

F. Supporting Data
How does the data you have support the implementation of the technology? This can be qualitative or quantitative in the form of program review, surveys, observations, SLO or other assessment data, institutional research data or other reports and data.

COST ANALYSIS

Please list as much information as you can in sections Funding and Staffing, Resource Factors and Costs. We understand that you may not be able to fully answer all of these questions independently. For instance, some costs will be known and some estimated; please indicated accordingly. Based on the information you provide, District I.T. and/or Instructional Computing Services may conduct a Statement of Work (SOW) analysis and provide input on items such as time to implement, employee hours, number of individuals needed to implement, the needs for a campus and/or district project manager, vendor cooperation, integration with current systems, etc.

Funding and Staffing

Please describe your needs for implementing and maintain the technology by answering the following questions:

FS1. Will you need College or District staffing support? If so, please explain.

FS2. Will or could the work be contracted out to a third part? If so, who? Provide contact information and explain.

FS3. Does the company that provides the technology do installation and on-going support? Provide details. How long?

FS4. Is there categorical funding or outside funding? Be specific.

Resource Factors

Please provide detail on the following:

RF1. Is this new technology (new to the campus), a renewal, or upgrade of existing technology?

RF2. Is the technology compatible with current systems? Please state if you don't know.

RF3. What are the estimated maintenance fees, if applicable?

RF4. What are the estimated replacement costs once the technology reaches its end of life cycle?

RF5. Are there any associated on-going support costs? Such as access to vendor support.

RF6. Is this a one-time purchase or annual / recurring fee? Please explain.

RF7. Are there any other resources or special technology support needed to implement the technology?

[   ]

RF8. What is the estimated time it will take to implement?

[   ]

RF9. How does this technology impact other campus departments (academic, student services, and administrative)?

[   ]

RF10. How does this technology impact campus facilities?

[   ]

RF11. Does the vender have a VPAT (voluntary product accessibility template) for the technology? Please provide if they do.

[   ]

RF12. Vendor name and contact information

[   ]

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Cost

C1. Estimated labor costs (if known):

C2. Estimated equipment/software costs: Indicate whether known or estimated. Include quotes for all applicable costs. This should include equipment, licenses, taxes, fees, shipping, environmental fees, etc.

C3. Do you have a funding source identified? If yes, please list source and funding allotted:

C4. Total estimated or known cost:

Evaluation

How do you plan to evaluate the technology after implementation? This could include explaining how you will collect qualitative and/or quantitative data showing student usage and impact on learning or student services.

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Off-Cycle Requests Only

Has funding been identified for this project? If yes, what is the smart key or funding source (Equity, General Fund, Perkins, etc.)? (This question relates to Section G on the Technology Prioritization Rubric).

What are the exigent circumstances and/or contributing factors that would qualify this request to be eligible for Off-Cycle consideration? In other words, why can't this request wait until the next annual planning cycle? (This question relates to Section C on the Technology Prioritization Rubric.)

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		3 points	2 points	1 point	Total
A	**Relationship to Strategic Plan**	Technology clearly supports the vision of the Strategic Plan or other college or district plan.	Technology somewhat supports the vision of the Strategic Plan or other college or district plan.	Technology has little or no support for the vision of the Strategic Plan or other college or district plan.	
B	**Support Statewide Initiative** Basic Skills, Student Success, Equity, Strong Workforce, OEI, OER, etc.	The technology clearly supports a state-wide initiative	The technology somewhat supports a state-wide initiative.	The technology has no relation to a state-wide initiative.	
	Mandates	If request is verified as mandated by law or accreditation standard, push through prioritization process as highly recommended.			
C	**Criticality**	The consequences of not supporting this technology are significant. (Such as security concerns, loss of FTES, statewide initiative, etc.)	The consequences of not supporting this technology are moderate.	The consequences of not supporting this technology are relatively minor.	
D	**Urgency**	Time sensitive (less than semester) request to meet security needs, student success, strategic plan, statewide initiative	Moderate time (up to one year) to meet needs.	No timelines or rationale identified for urgent implementation	
E	**Data-informed**	The implementation of the technology is clearly supported by qualitative or quantitative data, e.g. surveys, observations, SLO or other assessment data, institutional research data, or other reports or data.	The implementation of the technology is somewhat supported by qualitative or quantitative data.	The implementation of the technology is not supported by qualitative or quantitative data.	

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2021-22

SECTION ONE: CHANGES IN THE PAST ACADEMIC YEAR

In the past academic year, has the mission/purpose of your department changed?
No

Briefly (300 words or less) explain any changes to the mission/purpose of your unit.

> *Mission: The purpose of the Biology Department is to serve our diverse student population's needs in three areas of study: 1) General Education (GE) in the Life Sciences area, 2) Preparation for Allied Heath career programs, such as Nursing or Respiratory Therapy, and 3) Biology majors, which includes students planning to transfer and pursue pre-professional studies such a medicine, dentistry, veterinary, physical therapy and basic/applied research. Our 6 GE courses reflect the department's commitment to offer classes across the breadth of biological study while advancing equity and inclusion. It is our vision that we offer a life-long learning opportunity of biological core concepts for all students who take any course in our department including: evolution; pathways and transformation of energy and matter; information flow, exchange and storage; structure and function; and biological systems.*

In the past academic year, has your department had any major programmatic changes, including major changes in an effort to increase student success and equity (e.g., adding or deleting degree/certificate programs, significant changes to course offerings, shift in course schedules or modalities, etc.)?
Yes (Please describe below)

Briefly (300 words or less) explain any major programmatic changes to your unit.

In the past year, we have continued teaching all of our courses in the ERT modality. Faculty have increased their skills and comfort level with online teaching to such an extent that we have submitted 8 more DE proposals so that we can continue teaching in an online or hybrid format for courses where significant benefits have been observed for student access, learning, equity, and success.

We have been requested by Nursing to reduce the units of BIO152 and BIO140 from 5 to 4 and are working on how to implement those changes.

Student success and equity in pre-Allied Health courses is a priority. Allison Shearer used her sabbatical to develop a bootcamp-style support course to prepare students for success in these courses. We submitted it to Curriculum and will start offering it as soon as possible.

We started working with English this semester to develop Project Success course linkages with BIO120 that will begin Fall 2022.

Biology majors often have had to wait several semesters to get into their required courses since we have only been offering one section of each. This year we offered two sections of BIO230 and will start offering two sections of BIO240 as well in Spring22. This should decrease time to completion for BIO majors and increase degrees awarded.

Staffing

In the past academic year, has your department had any significant changes in staffing (i.e., new hires, retirements, (e.g., new hires, retirements, sabbaticals, changes in reassigned time, etc.)?
Yes (Please describe below)

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Briefly (300 words or less) explain any changes in your unit's staffing.

Last academic year, full-time faculty Craig Milgrim retired. With Craig retiring, Shina Alagia stepped down as co-chair and Bonnie Ripley took on the chair duties.Michael Golden was on half sabbatical for both semesters and Allison Shearer was on full sabbatical in Spring. Bonnie Ripley stepped down from Program Review Data Liaison (0.4 RT) and is back in the department full time.

One of the four full-time laboratory technicians (Katie Sindegard) resigned at the end of last year and long-time lead tech Sharon Farley is planning to retire the end of this semester.

We continue to have a hard time finding qualified adjunct faculty for Anatomy, Physiology, and Anatomy & Physiology courses. Of three recent hires, one was not rehired after one semester, and the other two have been given instructions for remediation that they are not complying with and won't be rehired. There are currently only three potential candidates out of 80 or so in the adjunct resume pool that we are interviewing.

Facilities

In the past academic year, has your department had any significant changes to its existing facilities or shifts in its facility needs (i.e., new buildings, classroom reconfigurations, construction impacts, scheduling changes, etc.)?
Yes (Please describe below)

Briefly (300 words or less) explain any changes to your unit's facilities or facility needs.

Changing enrollments in different courses has led us to decrease sections of some courses (BIO105, BIO110) and increase sections of others (BIO120). The building was designed to have one course using each lab room, but now we need to use several rooms for more than one course. Storage of course prep materials is an issue in these dual-purpose rooms, especially 30-128, which never had upper cabinets installed. We have submitted a Facilities Project Request for cabinets for this lab room.

Other facilites have not changed per se but need periodic upgrades. We have one lab room with stools instead of chairs with backs because money ran out when the building was originally furnished. We have requested a classroom set of chairs as well.

The college Nature Preserve and outdoor lab spaces is another example of facilites that need maintenance. The trail is overgrown with brush obstructing its use and making a safety hazard for students. There are sections of the trail that are threatened with severe erosion unless reinforced. Other areas of accessibility and signage need improvements that have been planned for years. Michael Golden spent his sabbatical last year working on the Preserve and evaluating the project needs.

Implications

If you answered yes to any of the questions above, what implications might the changes described above have for your department's planning over the next 1-3 years?

With the adoption of online and hybrid course formats for most of our courses we hope to: improve student outcomes including narrowing equity gaps; fill course sections that have recently not been filling; provide more flexibility in scheduling for both faculty and students to both manage stress and improve learning; possibly increase sections offerings that have high demand.

We currently have a talented adjunct faculty teaching the course Craig Milgrim was responsible for--BIO230. However ideally we would have a FT in place to teach and lead that course and will be re-submitting our request for a replacement hire. We will also be requesting a full time hire for the Anatomy and Physiology area to be able to continue offering at least the current number of sections.

The reduced staffing on the technical side will reduce the number of hours of tech support that classes will have available. We have decreased our entire schedule by a few sections to help mediate the loss but are optimistic we will have one

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replacement hire in place for Spring. We would need to reduce sections further if we don't have a replacement hired for the second position in the long term.

Tne Nature Preserve is used by three sections of BIO110 extensively and all sections of BIO120 (22) for one lab per semester, as well as by Geography and Geology courses. If it is not repaired BIO110 can't be offered and curricular changes would be needed for other courses.

SECTION TWO: PROGRESS TOWARDS EXISTING GOALS

Institutional Goals

Grossmont College has built the goal of achieving educational equity into its mission statement and Strategic Plan. As part of this work, we have begun to engage in dialogue institutionally about how we support this goal. In the past year, how has your department begun to support this institutional goal (e.g., departmental discussions on disaggregated data; implementation of equity-focused best practices; participation in the 12 Gateway project; equity-focused changes in curriculum or scheduling, etc.)?

We are aware of ongoing equity gaps in our data due to discussions included in our recent Program Review. BIO120 is one of the 12 Gateway Courses. We have had breakout meetings for BIO 120 instructors to discuss implementing transformative syllabus strategies, revising SLOs to help clarify the focus of the class for instructors and students, and collaborating with English on Project Success links.

For all courses, we are talking at every department meeting about student success and equity. Topics have included alternatives to zero grades on assignments, proactive (which we prefer to intrusive) student contact, best practices in Canvas, and strategies for preventing cheating/plagiarism with clear messaging and transparent assignment design (see Department Meeting Minutes).

We believe that the online format we have been using during the pandemic has had many benefits for students and as explained above will be continuing with a "best of both worlds" hybrid format in many courses.

Educational Equity - Attach any supporting documents here.

Biology-Academic-Program-Review--SP19-Compiled.pdf

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Department/Unit Goals

In the past year, what progress has your department made towards recommendations / goals from your most recent Program Review or other stated departmental goals? Please edit goals, add new goals, or input progress towards your goals using the main menu.

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Program Reveiw

Goal Name/Description: SLO data for all courses input into TracDat

In progress.

Of 13 courses that are taught every semester, only 3 did not have data input into TrakDat in the 2014-2020 cycle, and one had data submitted to the SLO liaison using the new draft form. Out of 5 courses that are not taught every semester, 2 had results entered in TracDat and the other three have not been offered recently. (See SLO Report Attached).

Starting the 2021-2027 cycle, the Department Chair (Bonnie Ripley) and department SLO Liaison (Michele Perchez) have been diligent about including SLO work on every department meeting Agenda, attending training meetings and workshops, and scheduling discussions with other faculty such as BIO120 Coordinator Selene Miles to regularly remind them to assess and report data. So far we are on-schedule for reporting in the new cycle. Previously "orphaned" courses will be reported on by Department Chair in collaboration with adjunct faculty teaching them.

Goal Name/Description: Process to coordinate schedule with Chemistry, Physics and Cuyamaca to help STEM students so that courses do not conflict

In progress.

We raised the issue of schedule coordination at Division Council meeting so chairs could be aware of issue. Classes with only one section were targeted first, which are in Chemistry (CHEM 231, CHEM232/L), Physics (PHYS131) and Biology (BIO 215, BIO 230, BIO240). Chemistry and Biology have been emailing while working on schedules to coordinate course day/times. Adding second sections of BIO 230 and BIO 240 are also helping alleviate these conflicts.

We have coordinated with Cuyamaca Biology department chair on how many sections to offer, as well as curriculum discussions and policies for prerequisite clearances. The next step after getting Grossmont course overlaps resolved is to reach out to Cuyamaca.

Goal Name/Description: Explore solutions that make professional development opportunities accessible to adjuncts

In progress

In the past year, we have begun presenting information learned at professional development workshops at regular department meetings as well as breakout sessions for BIO 120 in order to make sure the info is spread to all adjunct faculty. We have also been sharing links to recordings of PD workshops, such as Lasana Hotep's syllabus workshop, so that they can watch them on their own schedule. PT faculty are encouraged to attend workshops on relevant topics via email during Flex Week so that they are getting paid for the work and we have arranged specific department meetings with guest speakers—this past Flex Week we held a Canvas workshop targeted to STEM faculty that 8 of 19 PT faculty attended.

Goal Name/Description: Develop and implement plan to improve student success in BIO120

In progress.

Over the last 2 years we have developed and started implementing a four-pronged approach to improving student outcomes in BIO120:

1. *Use online/hybrid course delivery format going forward to build on student learning gains we have observed during the ERT phase of the pandemic;*

2. *Systematically introduce an array of strategies for faculty to try in their classes at BIO120 breakout meetings, starting with transformative syllabus writing. We have also been discussing policies, attitudes and practices that affect student success as barriers at regularly monthly department meetings, although not all faculty attend (however minutes are emailed to all).*

3. *Focusing on BIO120 SLO assessment and discussion of results over several semesters in a row. Conversation so far has resulted in us deciding to give the SLO a major re-write so we all have a better understanding of the shared purpose of the class.*

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4. *Initiate a Project Success collaboration with English. We will start teaching sections targeted to pre-Allied Health students in Fall 2022. Although it will only be a couple (out of 20+) sections, we hope to roll out successful practices to more sections eventually. In addition to offering linked sections, we are also collaborating with English writing a proposal to get funding to develop curriculum and skills to broaden the collaboration.*

Goal Name/Description: **Develop and implement a plan to improve student success in pre-Allied Health courses (especially BIO140 and BIO144)**

In progress.

Over the last 2 years we have developed and started implementing a three-pronged approach to improving student outcomes in BIO140 and BIO144:

1. *Use online/hybrid course delivery format going forward to build on student learning gains we have observed during the ERT phase of the pandemic;*

2. *Systematically introduce an array of strategies for faculty to try in their classes at breakout meetings, starting with transformative syllabus writing. We have also been discussing policies, attitudes and practices that affect student success as barriers at regularly monthly department meetings, although not all faculty attend (however minutes are emailed to all).*

3. *Development of a short "bootcamp" format online no-credit/no-fee course to prepare students to succeed in these courses (sabbatical project for Allison Shearer). Curriculum is being submitted FA21.*

ADDITIONAL SELF-ASSIGNED DEPARTMENT GOALS FROM PROGRAM REVIEW (and previously)
Continue efforts to increase student success and decrease equity gaps in performance
See above for BIO 120 and BIO 140/144

> ***Hire one retirement replacement and one additional FT faculty***
> *We submitted a request two years ago that was approved but COVID hit during the search process and it was frozen. Our proposal was ranked in the top 3 proposals again last year but no hires were made.*
> ***Restore and increase funding for Biology Department tutoring services***
> *College overall budget reductions have resulted in reduced tutoring services*
> ***Continue to seek funding for upgrading, replacing, and adding additional computers and equipment***
> *Proposal for additional laptop computers last year was approved by College Council but no funds were available for purchases, so President did not approve.*
> ***Maintain and improve outdoor learning spaces—maintenance of native garden and preserve trails within Wildlife Sanctuary***
> *Michael Golden spent last academic year on half-sabbatical working on the outdoor learning spaces. We have included funding request for projects needed resulting from this work.*
> ***Increase students applying for Grossmont Biology Associates degrees***
> *Over the past several years we finished paperwork required to implement Transfer Degree as well as made changes to courses accepted (added ANTH215 and MATH 160 in addition to BIO215) to make degree more attainable for students. We have also increased sections offered of the BIO courses required and worked to schedule them so students don't have conflicts with Chemistry, Math and Physics courses. These changes have been successful. A.S. Degrees awarded yearly from 2014/5 to 2017/18 = 5 (over 100 units)*
> *A.S. Degrees awarded 2018/19 = 7*
> *A.S. Degrees awarded 2019/20 = 9 (less than 90 units)*
> *ADT awarded 2018/19 = 18*
> *ADT awarded 2019/20 = 51*

We will continue monitoring degrees awarded but consider this Goal complete. [Data from KPI Dashboard: Degrees and Certificates]

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What factors have supported or hindered progress towards your goals?

The pandemic has impacted student success in our courses. Some students have been thriving in the online environment and success has increased. We generally notice that more students have been dropping—even students who are passing the class. It has been difficult to evaluate any progress due to how changed the circumstances are and the impact of rampant cheating that has taken place online.

Since we haven't been interacting with one another as much as we would in person, we realize that some information that might be shared more informally we have had to arrange formal meetings to discuss. On the other hand, Zoom meetings have been more convenient for some people and the recorded sessions have allowed access to professional development workshops that are held at days/times we cannot attend.

Tutoring has not been available to students, especially the hands-on Anatomy Learning Center. This has had a negative impact on learning and success

The overall financial condition of the college, both before the pandemic and since it has started, has negatively impacted even small budgetary requests.

Goal Progress - Attach any supporting documents here.
BIO-degrees 2014-2020.PNG

What implications might your unit's progress towards its goals have for your department's planning over the next 1-3 years?

Our priorities and resource needs have been consistent for some time and we will continue working on the same major goals: improve student success and equity, fund tutoring, outdoor spaces and technology needs, and maintain needed staffing.

SECTION THREE: REFLECTION ON STUDENT LEARNING, ACHIEVEMENT, & EQUITY

Student Learning

What observations or patterns emerged from your department's analysis of its SLO and/or PSLO assessment results?

In the past year we have focused on evaluating BIO120 SLO. There are over 20 sections of this course and at least 12 instructors, so our work so far has required a lot of conversation to get everyone on the same page as far as even how to go about doing assessment. The first major conclusion is that we need to rewrite the course SLO to make them higher level and more general.

For planning purposes, two of the SLO in are relevant because they are assessed after students do activities using computer simulations. One is on Experimental Design and the other is on Evolution. We have been using the Evolution simulation for many years. Faculty have well-developed strategies for teaching and assessing the material. In last academic year's assessment of the Evolution SLO, 78.5% of students passed after doing the computer simulation. This is pretty high and although we still strive for improvement, we are satistfied with this result. We only started using the Experimental Design simulation a couple of years ago. The first time we used it, the success on the assiciated SLO was 50.5%. When we assesed the same SLO last year, 64.5% of students passes the SLO. We are excited to see the improvement in student success as we are developing our strategies to teach and assess with this module. We expect to see this improvement continue.

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Closing the Loop: What actions is your department taking in response to these results?
Next Fall, re-write and update BIO 120 SLO.

Due to the effectiveness of the computer simulations in helping students learn these SLO, we have included a resource request to upgrade the department laptop computers that we use (when in person) for students to do these activities.

Equity

What observations have emerged from your department's analysis of other disaggregated data (e.g., course success rates, course retention rates, program completion rates, semester to semester persistence rates, etc.) related to your department's mission?

Data from Reports server (attached) provided for our analysis on disaggregated student success and retention show for the whole department:

Gender: In Fall semesters, there is a 1-5% success gap between male and female students, with male students having the higher rates (61-69%). This is the opposite of the college-wide pattern of female students being more successful. The success rate for Other (non-gender conforming etc.) is highly variable because it is a small number of students, but as low as 40%, which is alarming. In Spring semesters, success rates for the Other group are over 52% and as high as 72%, so the low rates in Fall may be due to extremely small sample sizes. Spring differences in male and female success were more variable but in the same range, with females having higher success in one semester.

Ethnicity: In both Fall and Spring semesters, there is gap in success between White and Asian students (61-77%) and Hispanic and Black students (43-62%). There has been a steady trend across Fall semesters up from 2017 for Black student success (43%) to 58% in 2020 and also for Asian students (66-76%) over the same time period. A similar trend occured in Spring semesters from 47% to 62%, with the last two Spring semester affected by COVID. Although this is encouraging, it is hard to tell if it is a meaningful and permanent change due to policies and practices in the department.

In addition to general patterns, there have been tremendous changes in our students' experience due to the COVID19 pandemic. In the first semester affected by the pandemic, Spring 2020, there was an increase in success of 5% in Asian students only and a decrease in retention of about 5% for all groups. The effect of the subsequent semester (Fall 2020) was a small (2%) increase in success for both males and females but a decrease in retention of about 5% for female students only (consistent with college-wide patterns). By ethnicity, success was higher FA20 for some groups and retention was lower. The further effect of the pandemic in Spring 2021 was more dramatic--retention the highest for the whole time period, and was equalized across all ethnicities and genders at 85%.

Data from the District KPI Dashboard for BIO120 only:

Since it is a Gateway Course, we have also examined disaggregated data for BIO120 only (attached). In both Fall and Spring, success rates are lower than for the department overall and the observed gaps based on ethniicty seen across the whole department are even larger. Other types of disaggregation reveal that for the department and for BIO120 that there are gaps >5% between age groups, economically disadvantaged, first generation and foster youth, while <5% gaps based on DSPS status, gender and veteran status.

Closing the Loop: What implications might these observations have on your department's planning over the next year? What actions might your department take in the next year?
We continue to offer course sections during day, evening, and Saturday for all areas of the curriculum to serve students on different schedules. We offered only a couple online courses in the past, so it has been a big change that during the pandemic we have offered everything ERT. We will be offering more courses online or hybrid going forward because of the potential for students who thrive in that format to have the opportunity to do so.

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Our main conclusion is that in a department where we actually really care about our students, have diverse faculty and are trying to close equity gaps we still see little to no change in our student outcomes. We have a lot still to talk through and to improve in our practices. We will continue to work in this area on an ongoing basis—keep trying things, sharing our success/failures, and rolling them out over more sections of courses as we find things that work.

To that end, we strongly support the (re)creation of a college Teaching and Learning Center.

Has your department explored the ways that its policies and practices (e.g., scheduling, late adds, grading, office hours, etc.) might inadvertently serve as a barrier to student equity?
Yes

If you checked No, how/when will you explore this issue?
See below.

Briefly (300 words or less) describe how your department engages in dialogue around the identification and elimination of barriers to student equity.
During department meetings this past year, we have had discussions on policies for missing assignments/exams and make-ups, policies on recording vs. not recording live Zoom sessions, settings in Canvas for exams and the impact on student success as well as preventing cheating, showing grade distributions and averages versus not, language in syllabi, and several other topics. We are getting better at having frank discussions of the purpose of these policies, how they are achieving/not achieving their intended purpose, who is helped by these policies and who may be harmed by them. Some aspect of student success is included in every monthly department meeting.

SECTION FOUR: CURRICULUM REVIEW AND PLANNING

Total number of active CORs for the discipline(s) in your area
18

Total number of CORs between one and three years old
17

Total number of CORs between four and five years old
0

Total number of CORS over five years old
1

Upload your Curriculum Review Process here
Curriculum Schedule.xlsx

SECTION FIVE: OTHER PLANNING CONSIDERATIONS

In the upcoming academic year, do you anticipate any other significant changes not already addressed in Sections 1-4 above?
Yes

Briefly (300 words or less) explain any anticipated changes not previously addressed.
Uncertainty and changes in the college budgeting process will possibly have a major impact on our ability to offer all lab courses due to cost of materials, equipment and upkeep of equipment. We previously had a line-item lab budget that was revoked during the pandemic when we were not offering in-person lab classes.

Considering your responses in Sections 1-4, are there any overarching trends or implications that might affect your department's planning over the next 1-3 years?
Yes

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Briefly (300 words or less) explain any overarching trends that might affect planning.

Although college-wide enrollment is decreasing, enrollment in our department was increasing before the pandemic. The KPI dashboard for Biology shows for Fall semester enrollment went from 1,908 in 2014 to 2,253 in 2018. There was a large decrease in 2019 to 1,742. The same patterns occurred in Spring semesters. During COVID, enrollment dropped to 1,862 (Spring 2020). We have not previously engaged in significant outreach and recruiting efforts to attract students to the department, but if enrollments do not rebound next year we will need to add that to our plan.

SECTION SIX: RESOURCE REQUESTS

Based on the information entered in Sections 1-5, what resources does your department need in order to make continued progress towards its goals and/or address planning implications?

Faculty Staffing,Facilities,Instructional Technology,Other needs not covered by current budget (i.e., budget augmentation request)

If your department has ideas for innovations or projects that don't fit neatly into the categories listed above, please describe below and consider completion of an innovation request form.

As a department, the Biology faculty would like to throw in their support and desire for a Teaching and Learning Center (TLC) to be created on campus. As our faculty work to improve student success and equity as well as use new technology to enhance teaching and learning, the resources that would potentially be provided by a TLC would be invaluable! Support for syllabus writing, course design, alternative teaching methods, etc. would be a welcome resource. The PG committees of Professional Development and the College Council have both approved the TLC. The Biology department would love to see this important resource developed as quickly as possible on campus.

Please upload any completed resource request forms here.

BIO-TechnologyRequestForm-FA21.pdf
BIO-FSPC-Application_2021-2022_FTFaculty.pdf
BIO-Cabinets-FPR Sec 2 Form 5-7-21sh.docx

SECTION SEVEN: NOTES AND ARTIFACTS

Upload any notes (e.g., department meeting minutes) or artifacts that your department may wish to document and refer to during the completion of the comprehensive program review document.

Biology Success & Retention FA-21.png
Biology Success & Retention SP-21.png
Agenda-Minutes-09-25-20.docx
Agenda-Minutes-10-23-20-updated.docx
Agenda-Minutes-11-20-20.pdf
BIO120-success-by-ethnicity-FA.PNG
BIO120-success-by-ethnicity-SP.PNG
Flex Week Meeting Minutes FA20.pptx
Minutes Flex Week SP21 Dept Meeting.pdf
Minutes GC BIO DEPT MEETING 3-26.pdf
Minutes GC BIO DEPT MEETING 4-23.pdf
Minutes GC BIO DEPT MEETING 5-28.pdf

Biological Sciences

Minutes-GC-BIO-DEPT-MTG Feb-2021.pdf
SLO Report - Four Column-2015-2020.pdf

AUP SUBMISSION

My AUP is complete and ready for review.
AUP Ready for Review

Annual Unit Planning
Dean/Manager/Supervisor Checklist
Due: October 1

Division: MNSESW

Dean/Manager Name: Shawn Hicks _____

Name of Department/Unit/Program: Biology _____

AUP initiated by (Name of chair/coordinator/manager of program): Bonnie Ripley _____

Date: October 1, 2021_____

Directions:

1. Fill out one form for each AUP in your division/unit and provide a copy of the form and AUP to the appropriate Vice-President of your division *for information only*.

2. **Submit this checklist (p. 1 and 2) with each AUP and accompanying resource requests from your area to the CPIE Office on or before October 1: Grossmont.CPIE@gcccd.edu**

Description	Status
AUP is complete: All questions/prompts include a response. If the AUP is incomplete, please send back to the unit to complete before the October 1 submission deadline. If there is a significant reason that a section/prompt is incomplete, please use the comments section below to provide a rationale for submitting an incomplete AUP.	X
Section 3 on Outcomes Assessment includes thoughtful analysis and planned action(s) needed for continuous improvement (closing the loop).	X
Section 4 on Curriculum Review: The department/unit has a concrete plan for updating curriculum prior to six-year comprehensive program review. Note: this step is not applicable for Administrative Services Units.	X
Data has been used to support resource request(s) and analysis of data is accurate and fair.	
Resource requests support department/unit's continuous improvement as a result of analysis of current course and/or program level learning outcomes.	X
Resource requests are accurate and support the college's mission, strategic goals, and/or college initiatives.	X
Optional: Work with your division councils to prioritize resource requests from your area. This step is intended to support the participatory governance process by providing much needed background information for decision-making. Attach prioritization list to this form.	☐
Comments (optional):	
Print Name Shawn Hicks Signature and Date: *Shawn Hicks* 10/1/21	

Review of Resource Requests

Directions: Before submitting resource requests, please be sure to screen the requests by indicating which of the following criteria applies to each request:

> A. **Request supports department/unit's continuous improvement as a result of analysis of *current* course and/or program level SLO/SSO/ASO* assessment results?**
>
> B. **Does the request include other institutional data? If so, has it been used effectively to support the rationale for this position (for staffing requests only)?**
>
> C. **Request supports college-wide strategic goals of outreach, engagement, retention, & institutional capacity?**
>
> D. **Request supports other college-wide initiatives and/or plans (e.g., Student Equity, Guided Pathways, etc.)?**

Using the prompts below, please check all resource request(s) being submitted along with this unit's AUP and indicate which of the above criteria is evident in the request. Be sure to check all that apply. Note: One application per request is needed.

_X_*Facilities Project (FPR)*: An approved Feasibility Report must be attached with the request (see AUP planning timeline for more information). Number of FPRs attached__1__

> Supports: □ A   X B   X C   □ D

_X_ *Full-time Faculty Staffing*: Number of positions being requested__2__

> Supports: X A   X B   X C   X D
>
> Current # of FT Faculty__7__   Current # of PT Faculty__13__

__*Classified Staffing*: Number of positions being requested___

> Supports: □ A   □ B   □ C   □ D

_X_*Instructional Technology:* Number of items being requested__1_

> Supports: □ A   □ B   X C   □ D

__*Professional Development*

> Supports: □ A   □ B   □ C   □ D

__*CPIE Research*

> Supports: □ A   □ B   □ C   □ D

*SLO = Student Learning Outcome; SSO = Student Services Outcome; ASO = Administrative Services Outcome

THIS PAGE FOR ACADEMIC AFFAIRS/STUDENT SERVICES DEAN/MANAGER

FOLLOW-UP

Keep this page for your records.

Name of Department/Unit/Program _____

Section 2: Progress Toward Existing Goals

Has the unit provided adequate information on progress toward meeting existing goals? YES   NO

Notes:

Section 3: Student Learning, Achievement, & Equity

Has the unit provided adequate information on how they are using outcomes assessment results (course-level and/or program-level SLOs/SSOs) for continuous improvement?   YES   NO

Notes:

If not, deans should contact the SLO coordinator and/or unit SLO liaison for assistance.

Section 4: Curriculum Review & Planning (if applicable to requesting unit)

Consult with department chair/coordinator on plan of action for updating official course outlines. All official course outlines should be updated prior to the six-year comprehensive program review. Progress should be recorded on annual unit plans. September 15th is the curriculum deadline for COR revisions.

Notes: