



## 2018-19 Program Review – Career Education

### BIOSCIENCE DEPARTMENT

#### **Program Overview**

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The Merritt Bioscience Department provides access to fulfilling, well-remunerated careers in the biotech and biomedical fields, through hands-on training on cutting-edge equipment, with a focus on increasing diversity in science.

## SUMMARY

The Bioscience Department houses 3 very successful programs. The Merritt Microscopy Program (MMP), now in its tenth year, has an extraordinary track record of increasing diversity in science through transfers (including to graduate and professional schools) and employment in biotech careers. The Merritt Histotech Program (MHP) has 100% pass rate on the National Board of Certification exam and provides access to employment in medical clinical labs, at a starting rate of \$35 per hour. The Merritt Genomics Program (MGP) has a longstanding dual enrollment program, and provides access to cutting edge research opportunities.

The Bioscience Department has a phenomenal track record of STEM outreach, including several years of weekly events during the past decade.

The curriculum was recently completely rebooted to allow for increased class sizes.

We are the only program in the entire planet that offers Fluorescence Microscopy training to all and any students. (The only other, limited, training is available only to graduate students from elite institutions.) We are 1 of 3 Histotech programs west of the Rockies, and the only one in the Bay Area. We are the only CC to offer training in the two most widely used and important techniques in Biological Sciences: genomics and microscopy.

We have excellent retention, success, and completion rates, and a high level of student satisfaction.

However, we are at a critical juncture for the continuity of the programs due to faculty turnover. This past year we lost several long-time adjuncts, both to graduate school in Ireland and to burn out. We have only .5 of a Ftef and the department's adjuncts have long been overworked and underpaid.

Some important numbers.

A. \$500,000 and 5 years.

B. \$700,000 and 7 years.

C. \$176,000 and 1.5 years.

A is the amount invested by Mount San Antonio CC to start their HT program.

B is the amount invested by Clover Park CC to start their HT program.

C is the amount invested by Merritt College to start our HT program.

(Note: these amounts refer solely to personnel costs, and all were on grants.)

Also informative: 1 full-time technician per every 3-6 motorized imaging systems. That is the industry standard

Another important number: \$80,000 per year. This is the amount that a Bio-link survey showed to be the average cost of one biotech CC program throughout the nation, in personnel costs.

\$8,000 per year. That is the total amount of institutional support per year given by Merritt College to THREE Biotech programs. This is the funding for release time for the Bioscience Program Director. ALL other costs are funded through grants, including SWP.

Also informative: 1 full-time technician per every 3-6 motorized imaging systems. That is the industry standard for the microscopy equipment we use to train our students. We have eight motorized imaging systems, nearly two dozen digital imaging systems, and several dozen computers. We have NO technical staff.

1.0 That is the release time standardly given to full-time faculty of HT programs in order to run the complex, regulated program. Our HT program survives on \$18,000 per year of stipends given to wonderful, but overworked adjuncts.

.5 That is the amount of release time recommended by our Advisory Board for Clinical Development. ~.1 is the amount funded by SWP. .4 is the gap.

A large, empty rectangular box with a thin black border, occupying the upper half of the page. It is intended for listing faculty and staff members.

List your Faculty and/or Staff

Gisele Giorgi, Ph.D., tenured, full-time.

Theresa Halula, adjunct

Angela Lane, adjunct

Robert Macey, Ph.D, adjunct

Candy Mintz, Ph.D., adjunct.

Shirley Pan,

Karen Wedaman, adjunct

Derek Leong, new hire, adjunct

Feather Ives, IA

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

The Bioscience Department has 3 Programs: Microscopy, Genomics and Histotech.

- 1) One additional **Full-time Faculty Position**. This has been a PR and APU goal for years. We join in the faculty prioritization process through the CDCPD every year. It is all the more urgent due to the need to properly comply with our accreditation agency (NAACLS) and the upcoming partial retirement of our only full-time faculty.
- 2) **Permanent technician (staff)**. We are stretched very thin by the lack of technical (and clerical) staff. The need for technical staff has been a major component since the beginning our programs. We managed to make do with part-time staff for the first eight years, but have had no technical assistance, even part-time, for the last two years. Our students, equipment, and faculty morale are suffering.
- 3) **HT Clinicals**: due to chronic understaffing, our wait time for access to the clinical rotations is over a year after completion of the courses. This is untenable and needs to be addressed immediately.
- 4) **Release time to write grants**. We have a very high likelihood (80% chance) of obtaining a NST-ATE grant (for \$300,000) if given the time to prepare it by Fall 2019.
- 5) **Program maintenance**: continue to maintain instructional excellence, graduate success, STEM outreach, Dual Enrollment, curriculum innovation and review, plan for a transition in leadership and hire new instructors, while dealing with the chronic PCCD budget and staffing issues.

Describe your current utilization of facilities, including labs and other space

We are housed in **two locations**. The microscopy and histotech programs are in S110, S112, S116, S117, S118, S120. We designed these lab rooms and they work wonderfully well. However, they were designed for the microscopy program only. So we have crammed in the histotech program into the space meant for one program. We need to develop the shell space on the first floor for the Histotech Program. This shell space was originally reserved for the Genomics Program which has, meanwhile, been housed at 860 Atlantic Avenue (in labs also designed by our faculty). There are facilities maintenance issues in both locations. For instance, in S110 a chronic leak from the ceiling is causing mold issues.

We have several millions of dollars worth of **equipment** (purchased and donated). Thus, we are able to fulfill our mission and provide hands-on training on cutting edge equipment. However, we do not have the personnel necessary to **maintain** the equipment. This is a bit ironic, since our programs actually train technicians who are necessary hires at facilities with much less equipment. The faculty has done much of the maintenance and repair work for the last several years, leading to high levels of burnout. We very much need a permanent technician in order to properly maintain the fantastic equipment which is vital to our programs.

**Career Education**

Using the [LaunchBoard](#) what are the job placement rates for your program for the past three years? (What % of your graduates have secured employment in the field within 3 months of leaving the program?). Note: you will need to establish a username and password for the LaunchBoard if you don't already have one.

2014-15 Job Placement %	% Employed in the field within 3 months	2015-16 Job Placement %	% Employed in the field within 3 months	2016-17 Job Placement %	% Employed in the field within 3 months
Per our own data 70% obtain relevant employment in the field of study over the course of the last three years.					

**Deans Comments:**

A search of the Launchboard data is inconclusive for 2015-16 and 2016-17. The data has not been collected yet. Launchboard reports that of the 309 enrollments, 67% were employed in the 4<sup>th</sup> quarter after exit. In 2016-17 Launchboard reports an increase of 616 enrollments but does not have any data regarding employment.

Using the [LaunchBoard](#), what are the projected job openings in your discipline for the next three years?

There is a double digit growth in biotech and 800 biotech companies the in the Bay Area.

Deans comments: Launchboard does not have this type of data. An analysis of Center of Excellence LMI data show an annual opening for clinical lab technicians to be 668.

How is your discipline or program responding with regard to changes in labor market demand?

We launched the Microscopy Program in collaboration with our Advisory Board. The Genomics Program was created at a time of great scientific advances in the field. Feedback from our graduates, plus a workforce development grant and a white paper from the field describing a severe training gap, led us to the creation of the Histotech Program. All three programs maintain active Advisory Boards, and **new directions** (including small skills builders certificates in data science, and optics repair) have been identified for program growth and currency in the fields.

Do you have an industry advisory board in place?

**Yes, we have three separate Advisory Boards**, one for each program. The AB members are vital to the success of our programs. They advise us closely about curriculum, meet with the students, provide us with internships, etc. We've actually had at least two AB members subsequently decide to become adjunct instructors.

Has your industry advisory board met regularly (at least once per quarter or semester)?

**Yes**, we meet regularly, and also the faculty keeps in touch with individual AB members.

Please list of your industry advisory board members.

Please see cnet.

Dean Comments: need to provide the minutes from the last advisory board that show industry partners.

Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

Histotech: we developed and ran a brand new Histotech Program. The MHP AB strongly recommends that we following the NAACLS accreditation recommendations by ensuring year round reliable funding for key personnel, especially the PD, and Clinical Rotation Development Specialist.

Microscopy: we fundamentally rebooted the entire curriculum and turned the CP into Certificates of Achievement (pending BACCC approval).

The MGP AB supports the innovative research arm of the program and the dual enrollment pathway.

Does your program require state or national licensing? If yes, please specify. What is your college's set standard passing rate for this exam or license? If yes, what is the name of the exam or License? State the set standard pass rate.

Yes, the Merritt Histotech Program (MHP) is accredited by the **National Accreditation Agency for Clinical Lab Sciences (NAACLS)**. Since this occupation is an Allied Health occupation (medical labs and diagnostics), the program itself is highly regulated by NAACLS. Thanks to our NAACLS accreditation, our students are able to sit for the National Board Exam and obtain their official National Certification as a Histotechnician or Histechnologist through the **America Society for Clinical Pathologists (ASCP) Board of Certification**. One of the primary roles of the mandatory MHP Program Director is to maintain accreditation.

Do your students participate in other third party certifications? If so, please provide their success rates

(include the % of completing students successfully getting certified). If yes, what is the third party certification? State the set standard pass rate

Yes, our students have a **100% pass rate** through the ASCP National Board of Certification Exam.

Is your program working with a Deputy Sector Navigator?

**Yes**, we work closely with Josie Sette, the biotech DSN. We also work with Terri Quenzer, the SN for Biotech.

If yes, briefly describe your program's work with the Deputy Sector Navigator.

We have worked with Josie for ten years, in a variety of capacities. She is currently a sponsor of our annual Biofest. The SN recently made a trip to tour our facilities (and those of the other Peralta Colleges) and awarded us a small ISPIC grant.

What programs similar to yours exist in the surrounding area or at nearby East bay colleges? (Micro region in [LaunchBoard](#))

We have specialized Biotech programs, there are none like us in the region or even the world.

In which ways is your program collaborating with other community colleges in the region?

The biotech programs in the Bay Area are very collaborative with each other. Before we developed the Bioscience Department Programs, we met with the Biotech Program Directors from Laney and BCC to establish areas of curriculum for each College, so that we would be complementary with each other: our students do indeed take courses at all three colleges. Furthermore, we have always sought to teach unique classes that are not offered locally or even worldwide. Through Bio-link (a national NSF-ATE center for CC biotech programs) and shared grants, we have collaborated extensively with the other biotech programs, including by hosting the Bio-link Fellows annual tour.

Please list and briefly describe the grant name, granting agency, and the goals of each grant as it relates to you discipline/department/program

All our current funding comes from the Strong Workforce Program through the CA CC Chancellor's office.

We focus on curriculum development, WBL, Dual Enrollment, a STEM consortium, development of contract organizations, stabilization of clinical rotations and programs.

In the past, we have also been part of the following grants: TAAACCT, CTP, Perkins.

How is your program using Strong Workforce Funds?

**Yes,** as per above.

### **Enrollment Trends**



## Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

Our enrollment trend is that our student numbers are increasing, although our productivity is still at ~11. Our productivity goal is 12.0. We have completely revamped the MMP courses to increase our productivity. The new courses have just gone into effect and we expect to see a corresponding increase in productivity in the coming year. This Fall, thanks to the launch of some of the new classes, our productivity is already up by .5 to 11.5.

I would like to note that the BI tool is incorrect for one semester, since it doesn't count a full section of 35 students.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

There is **no significant difference** in enrollment due to time of day. We are committed to being a "nights and weekend" program to meet the needs of our students, most of whom work during the daytime. This has always been a very important "selling point" for the programs. We offer dual enrollment classes during the afternoon in order to maximize the use of the equipment and to serve our community.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

**Yes**, they are. We do extensive, in person recruitment of students and have found that there are three main "selling points:" 1. good training for great jobs; 2. reasonable length of the certificate; 3. evening and weekend courses. I personally did nearly all of the recruitment for the programs for most of the decade, one student at a time, and found the scheduling of our courses to be responsive to the needs of the students.

We used to be able to have **Sunday** classes on our campus, and it is a day that is very popular with career changing students. The ability to hold classes on Sundays would greatly increase our enrollment potential.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Our faculty constantly update their teaching in order to better engage, inspire and train students. Due to the MMP curriculum reboot, we are evaluating all the curriculum for the 24 units of the program! We are developing a variety of new labs, including a tie-in lab to the histotech program, quality control and the HT CSO.

How is technology used by the discipline, department?

**Hands on training on cutting edge technology** is at the core of what we do. We have equipment that is unsurpassed at even elite schools. In fact, students in microscopy and genomics get training on equipment and techniques that are otherwise restricted to use by graduate students in the sciences. Thus, they are able to access careers in science that are otherwise closed to underrepresented populations.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

At the moment our classes are all face to face. We are a small, friendly, collaborative department and have many conversations about how to improve our teaching effectiveness, including at the departmental meetings. We also evaluate our adjunct instructors regularly. Since the Bioscience Dept. Director is also an instructor, and many of the students take most of the classes in the department, she also hears directly from students about their experiences in the program.

### **Curriculum**

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

Cnet is not displaying the info I need, however, we have thoroughly reviewed and updated the MMP and MHP programs in the past three years. We will be reviewing MGP in the upcoming year.

### **CurriQunet Meta**

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

See above.

**Assessment – Instructional**

Student Learning Outcomes Assessment

List your Student Learning Outcomes

This is rather difficult to do "by hand." I'll substitute it with the PLOs. We mapped them to SLOs and ILOs.

### **OPTICAL MICROSCOPY CERTIFICATE OF ACHIEVEMENT**

The program level objectives are as follows (as mapped to the related course SLOs).

1. Confidently acquire digital images on a variety of research-level optical microscopes, including phase, DIC, and widefield epifluorescence.  
BIOSC 101 - Theory and Practice of Microscopy  
Demonstrate proficiency with fundamentals of theory and practice of optical microscopes.  
BIOSC 102 - Fluorescence Microscopy and Specimen Prep  
Demonstrate proficiency in operating research grade and motorized brightfield and fluorescence microscopes.
2. Operate diverse microscopy software programs.  
BIOSC 102 - Fluorescence Microscopy and Specimen Prep  
Demonstrate proficiency in operating research grade and motorized brightfield and fluorescence microscopes.
3. Prepare brightfield specimens for optical microscopy.  
BIOSC 102 - Fluorescence Microscopy and Specimen Prep  
Grow and stain specimens optimized for microscopy.
4. Execute basic cell and molecular biology lab techniques, including aseptic technique, following good lab practices.  
BIOSC 101 - Theory and Practice of Microscopy  
Demonstrate proficiency with fundamentals of theory and practice of optical microscopes.
5. Identify areas of the biotech industry that are relevant to their chosen career pathways.  
BIOSC 101 - Theory and Practice of Microscopy

MHP Program outcomes:

- Students will be able to identify tissues, as well as prepare tissue samples for analysis, adhering to guidelines set forth by the American Society for Clinical Pathology (ASCP) and the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- Students will demonstrate good laboratory practices, in addition to skilled handling and troubleshooting techniques of histology and genomics-related laboratory equipment.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

Our main obstacle is that there is **only one full-time instructor in the entire three programs**. It is difficult to recruit and maintain quality instructors in our field, especially since our field is highly paid. Our adjuncts work with us due to their passion for expanding access to science careers, especially for underrepresented populations. However, they end up not only teaching, but maintaining our equipment and doing many other volunteer jobs. So, it is very difficult to get them to do assessment.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

We have chronic issues with completing SLOs, however in the past 3 years we were able to obtain 100% evaluation in one year. I have been reaching out to adjunct faculty collectively and individually and have invited Heather to our dept. meeting, to achieve the same goal this current year.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Since our department is mostly comprised of overworked adjuncts, it is hard to get them to come to campus meetings. Individual attention results in SLO completion, but first we have to figure out how to get them the back pay owed before they are willing to turn their attention to essential tasks like SLOs.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Assessment points to the need for technical support for lab prep, and equipment maintenance.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Yes, some of the adjuncts (plus the fulltimer) have participated in campus assessment events. It is especially fruitful to learn about programs that are very different from us, such as art, and English, because a. our students need complementary skills; b. we learn how to better evaluate and develop student projects and soft skills.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

Yes, some of the adjuncts (plus the fulltimer) have participated in campus assessment events, at Flex days and other scheduled meetings. It is very useful to tie into the overall goals and to learn about the great work happening on our campus.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

SLOAC has been great! We just need Heather to continue to support us. The adjunct stipends are very helpful, too.

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The Merritt Bioscience Department provides access to fulfilling, well-remunerated careers in the biotech and biomedical fields, through hands-on training on cutting-edge equipment, with a focus on increasing diversity in science.

## Course Completion



## Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

We don't have any achievement gaps, we consistently score above the Merritt average on course completions for all populations.

Ethnicity

We don't have any achievement gaps, we consistently score above the Merritt average on course completions for all populations.

Gender

We have a majority of female-identified students, which is extraordinary for a technical, scientific program.

Foster Youth Status

Disability Status

Low Income Status

We don't have any achievement gaps, we consistently score above the Merritt average on course completions for all populations.

Veteran Status

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

Hybrid

Not applicable

100% Online

Not Applicable

Dual Enrollment

Biosci 30 and 31 are dual enrollment courses.

Day time

We only have afternoon courses.

Evening

Most of our courses have evening lectures.

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

We exceed them.

How do the department's Hybrid course completion rates compare to the college course completion standard?

N/A

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

N/A

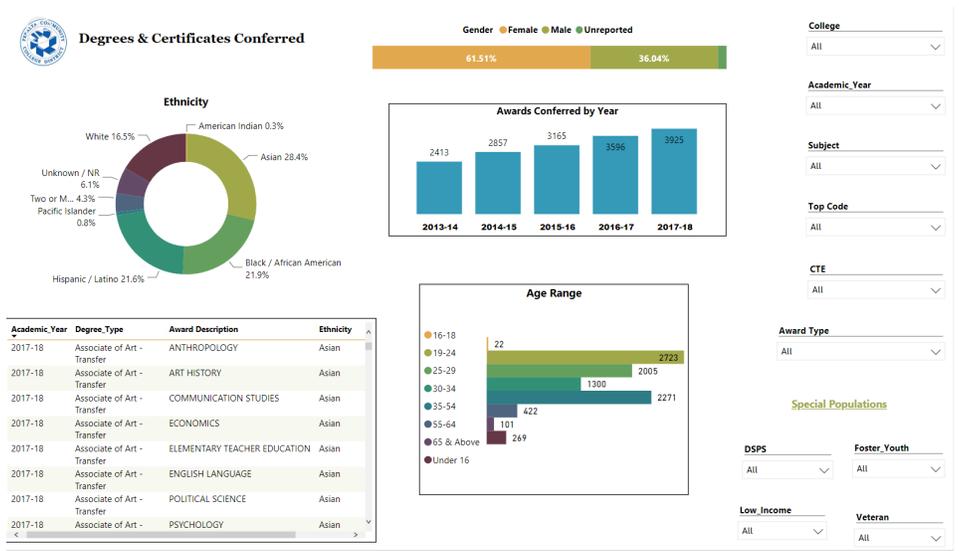
Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

We exceed the retention rates with rates in the high 80s and low 90s. However, we note that class size impacts retention: we used to have smaller classes and 97-98% retention rates.

What has the discipline, department, or program done to improve course completion and retention rates?

Unfortunately, we've needed to hold larger classes, with multiple labs, which leads to a dip in retention. However, we are still well above the Merritt average retention rates.

### **Degrees & Certificates Conferred**



### Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

We changed the CP into CA so that they will be "counted." By our count, we award ~60 CP and ~20 CA every year.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes, we expect to have a significant increase in CA since we've converted the MMP into CA.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Hopefully, correct data collection by the institution/State.

## **Engagement**

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Gisele was instrumental in establishing the CE committee and institutional processes for allocation of the SWP, in consultation with previous Deans, VPI and Faculty Senate.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

We have extensive partnerships and collaborations, in particular through outreach. For several of the past years we have had weekly outreach events, including at the Cal Academy of Sciences, with the BASF, SFMS, Randall Museum, Sierra Club, Merritt Mentors, OUSD, Lawrence Hall of Science, Soma Camp, Foldscope, AIM, etc.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

The current department director spends 5-8 hours a week talking to adjuncts about their teaching, departmental decisions, budgets, etc. We also have on site departmental meetings and I send ~weekly informative emails.



**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Estimated Annual Salary Costs</b>	<b>Estimated Annual Benefits Costs</b>	<b>Total Estimated Cost</b>
<b>Personnel: Classified Staff</b>	We have millions of dollars of equipment to maintain and no technical assistance, as per goal #2.	\$52,000		
<b>Personnel: Student Worker</b>	Assist in maintenance and repairs, great opportunity for a student.	\$6,000		
<b>Personnel: Part Time Faculty</b>	As necessary to teach the courses.			
<b>Personnel: Full Time Faculty</b>	We are mostly powered by wonderful adjuncts, and we are about to lose our only full-timer to retirement, as per goal #1.	\$100,000	?	

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Professional Development</b>	The program would benefit greatly by allowing the PD to update their microscopy skills and establish an ongoing research collaboration for the students.	.5-1.0 release time

**Prioritized Resource Requests Summary - Continued**

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Supplies: Software</b>	We would like to be able to train students on state of the art software, rather than just use the freeware.	\$6,000
<b>Supplies: Books, Magazines, and/or Periodicals</b>	We have access to Medline through the Library. However, physical subscriptions to selected top science journals it would allow our students and adjuncts to train in a laboratory situation that is more closely aligned to what they'll find when employed.	\$500
<b>Supplies: Instructional Supplies</b>	Each of our classes needs about \$2,000 in consumables for use within the classroom.	\$8,000
<b>Supplies: Non-Instructional Supplies</b>	We would greatly benefit from more brochures and printer ink!	\$2,000
<b>Supplies: Library Collections</b>	Kudos to our library which has us well covered.	\$0

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Technology &amp; Equipment: New</b>	We need to increase training time on the microtomes for our MHP students.	\$13,000

<b>Technology &amp; Equipment: Replacement</b>	Digital microscopy camera, computer components. We need to update our decade old computers and replace certain imaging system components.	\$16,000
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**Prioritized Resource Requests Summary - Continued**

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Facilities: Classrooms</b>	We just need better maintenance of our current facilities.	N/A
<b>Facilities: Offices</b>	Our part-timers would like to share a cubicle on the fourth floor.	N/A
<b>Facilities: Labs</b>	We just need better maintenance of our current facilities. We have several outstanding work orders, including to raise the hood in S120.	N/A
<b>Facilities: Other</b>	In the long term, the MHP needs it's own labs in the first floor of the S building.	N/A

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
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<b>Library: Library materials</b>	N/A	N/A
<b>Library: Library collections</b>	N/A	N/A

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>OTHER</b>	Equipment maintenance!	\$6,000