



The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy

## 2020-2021 Annual Program Update

# Chemistry

### I. Introduction and Directions

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. The Annual Program Update serves a critical role in the Integrated Planning and Budgeting cycle of the college in that it provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

*Throughout this document, the term "program" is used to refer to any of the following institutional structures: discipline, department, program, administrative unit, or unit.*

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research and Planning ([npellegrin@peralta.edu](mailto:npellegrin@peralta.edu)).

If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the [SLOAC webpage](#), or contact the SLOAC committee member for your division:

Division 1 - Evan Nichols ([anichols@peralta.edu](mailto:anichols@peralta.edu))

Division 2 – Laura Forlin ([lforlin@peralta.edu](mailto:lforlin@peralta.edu))

Division 3 – Heather Casale ([hcasale@peralta.edu](mailto:hcasale@peralta.edu)).

If you have questions regarding the curriculum section, please contact Nghiem Thai ([nthai@peralta.edu](mailto:nthai@peralta.edu)), chair of the [Curriculum Committee](#).

If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the [Peralta Faculty & Staff Portal](#).

You will need the following items in order to complete the Annual Program Update document at the colleges:

- [Program Review or APU document](#) from AY 2019-20.
- [Budget Information](#) for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- [Institution Set Standards](#).
- [College 2018 Educational Master Plan Update](#).
- [Guided Pathways Plan](#)
- [Student Equity Plan](#).
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

### **Merritt College Institution-Set Standards 2020-2021**

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution's mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

<b>Metric</b>	<b>Definition</b>	<b>Set Standard</b>
Course Completion (Success)	the number of student completions with a grade of C or better divided by the number of student enrollments	66%
Certificates	Number of certificates earned in an academic year	222
Degrees	Number of associate degrees earned in an academic year	322
Transfer	Number of students who transfer to a 4- year college/university	187
Licensure (CE)	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study	70%
Employment (CE)	The job placement rate of student completing a degree or certificate in a CE program in the year after graduation.	Macro-Region Employment Rate, by Program SOC

## College Profile

### Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
<b>Gender</b>			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/ Unknown	2%	2%	3%
<b>Race/Ethnicity</b>			
American Indian	< 1%	< 1%	< 1%
Asian	19%	20%	19%
Black / African American	23%	23%	22%
Hispanic / Latino	31%	32%	33%
Pacific Islander	1%	< 1%	< 1%
Two or More	5%	6%	5%
Unknown / NR	4%	4%	5%
White	16%	16%	15%
<b>Age</b>			
18 and Under	15%	15%	16%
19-24	35%	35%	35%
25-29	16%	17%	16%
30-34	11%	11%	11%
35-54	17%	17%	17%
55 and Over	6%	6%	5%

### Course Success Rates

	2017-18	2018-19	2019-20*
Total Enrollment (Duplicated Count)	33,288	33,637	32,928
Overall Success Rate	70%	70%	68%
<b>Gender</b>			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
<b>Race/Ethnicity</b>			
Black/African-American	62%	62%	60%
Asian	81%	80%	81%
Hispanic	68%	68%	64%
Native American	66%	72%	53%
Pacific Islander	61%	71%	63%
Two or More	65%	67%	68%
Unknown	72%	73%	66%
White	78%	78%	75%
<b>Age</b>			
Under 16	83%	91%	84%
16-18	73%	75%	69%
19-24	65%	66%	64%
25-29	70%	69%	68%
30-34	73%	73%	73%
35-54	74%	73%	71%
55-64	74%	71%	66%
65 and Over	77%	77%	60%

\*Includes 'EW' grades

## II. Program Overview

### Mission Statement

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The mission of the chemistry program is to provide students with a strong foundation in chemistry in an accessible, engaging manner. This foundation aims to serve students in their future programs of study and aligns with all aspects of the college mission statement.

### Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year's APU/PR. Add or remove persons as needed to reflect current personnel).

<b>Name</b>	<b>Faculty/Staff</b>	<b>PT/FT</b>
Jennifer Shanoski	Faculty	Full-Time (Not teaching) PFT President
Raymond Chamberlain	Faculty	Full-Time (On leave)
Kaitlin Duffey	Faculty	Part-Time
Laura Cooper	Faculty	Part-Time
Mary Tohidi	Faculty	Part-Time
Bob Holloway	Faculty	Part-Time
Victor Asemota	Faculty	Part-Time
Tim Sano	Lab Technician	Full-Time

### III. Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

<u>Peralta District Strategic Goals</u>	
P1.	Advance student access, equity, and success.
P2.	Engage and leverage partners.
P3.	Build programs of distinction.
P4.	Strengthen accountability, innovation, and collaboration.
P5.	Develop and manage resources to advance our mission.

<u>Merritt College Strategic Goals</u>	
M1.	<b>Completion</b> - Increase number of degrees and certificates by 20% over the next 5 years.
M2.	<b>Transfer</b> - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).
M3.	<b>Time to Completion</b> - Reduce the number of excess units earned by students.
M4.	<b>Employment</b> - Maintain at least 82% of students attaining employment in the field of study.
M5.	<b>Equity</b> - Reduce the achievement gaps for African-American, multiethnic, and male students.

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you measure the achievement of this goal?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
To revise course SLOs in a way that allows assessment to be more functional and informative. Completed. All course outlines were revised fall 2016 including SLOs to ensure that they are assessable.	IP	M1	P1	

<p>To develop a general education chemistry course with high enrollment and success. Ongoing. A general education "Food Chemistry" course is currently under development.</p>	IP	M1	P3	
<p>To increase student success rates across all groups by 10%. Ongoing. A new "Barbara Lee Science Academy" is in the works with a comprehensive curriculum and college-readiness program to support incoming students</p>	IP	M5	P1	
<p>To advocate for and participate in more focused professional development. Ongoing. The chemistry department has worked within the assessment of our ILOs to advocate for PD activities.</p>	IP	M1	P4	

#### **IV. Facilities Utilization**

Describe your current utilization of facilities, including labs and other space.  
Confirm previously reported content.

Organic Chemistry lab, general chemistry lab, introductory chemistry lab, one computer lab. These rooms are located in the S building: S 452, S 454, S 444, S 437  
Chemistry Lab Stockroom in S building, 4th floor.  
Lecture classrooms: S 455, S 106, P 208, S 211

Currently, the classes and labs are online due to Covid19. Instructors are using labs to record demos for online labs and the stockroom is needed for reagents and supplies.



## V. Program Update Data

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

### APU Data Dashboards:

- [Course Completion and Retention Rates Dashboard – Instruction](#)
- [Course Completion and Retention Rates Dashboard – Student Services](#)
- [Enrollment Trend and Productivity Dashboard](#)
- [Degrees and Certificates Dashboard](#)

*For departments or programs in the Student Services area,* refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of student surveys, or external reports (i.e. [IPEDS](#) or [Launchboard](#)). Include the number of students served over an academic year and summarize their demographics.

*For departments in the Business and Operations areas,* use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.

Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for [Windows](#) and [Mac](#))

<b>Completion and Retention by Ethnicity for Merritt Chemistry Students:</b>
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Academic Year	Ethnicity	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2017-2018	Asian	90	101	63.4%	63.4%	72.3%	72.3%
2018-2019	Asian	102	118	74.6%	75.2%	79.7%	79.5%
2019-2020	Asian	115	128	85.2%	88.6%	93.0%	92.7%
2017-2018	Black / African American	89	98	54.1%	54.1%	64.3%	64.3%
2018-2019	Black / African American	107	116	56.9%	56.9%	69.0%	69.0%
2019-2020	Black / African American	89	92	70.7%	74.7%	84.8%	83.9%
2017-2018	Hispanic / Latino	139	152	63.2%	63.2%	71.1%	71.1%
2018-2019	Hispanic / Latino	178	204	57.6%	57.6%	71.4%	71.4%
2019-2020	Hispanic / Latino	183	197	70.3%	76.5%	82.6%	81.0%
2017-2018	Two or More	19	22	59.1%	59.1%	68.2%	68.2%
2018-2019	Two or More	29	31	61.3%	61.3%	71.0%	71.0%
2019-2020	Two or More	27	32	68.8%	71.0%	78.1%	77.4%
2017-2018	Unknown / NR	13	14	50.0%	50.0%	71.4%	71.4%
2018-2019	Unknown / NR	16	20	60.0%	60.0%	60.0%	60.0%
2019-2020	Unknown / NR	19	19	68.4%	81.3%	89.5%	87.5%
2017-2018	White	76	83	78.3%	78.3%	81.9%	81.9%
2018-2019	White	86	98	82.7%	82.7%	87.8%	87.8%
2019-2020	White	72	81	72.8%	80.8%	87.7%	86.3%

There has been a steady increase in both completion and retention for all non-white ethnic groups, but there continues to be a significant gap between white and asian students vs. Black and latinx students. This may be due to a lack of foundational skills in math and science in lower income and black and latinx populations. Puente and Umoja students have a higher completion rate. Wider recommendation and funding of these programs along with a diverse staff that reflects the diversity in the student population would be beneficial. This is something we can work toward rectifying by hiring new part-time staff from the FDIP.

The chemistry enrollment has increased since 2017/2018, primarily in the Chem 30A (Introductory Chemistry) course, which supports the need for an additional full-time faculty position that would be able to organize and focus assessment data in this area. We have been able to staff additional chem 30A classes with part time staff, but the District hiring pool is very limited, and finding new faculty for Chemistry classes is challenging as this career has a wide market in the Bay Area.

In 2019-20 females completed at a rate of 79% compared to the average Merritt discipline completion rate of 80% and the district wide completion rate of 78%. In general, course completion rates are much higher (and comparable to the college rates) in the spring term and much lower in the fall term. In the fall term, Chem1A (General Chemistry) and Chem12A (Organic Chemistry) are offered. These courses are very demanding and a large number students enter them under-prepared; the success rates, therefore, in these classes is low. This effect is not present in the spring and so success rates are higher.

In the most recent academic year SAS students have had greater completion and success than their non SAS peers, but in previous years the students in SAS have had gaps in performance. Chemistry and other departments including Biology having a large percentage of adjunct faculty are challenged to develop alternative ways to deliver examinations. The hours in the SAS proctoring center are limited, despite the excellent work of Mitra Mofidi. Adjunct faculty are not able to easily extend hours for examination or offer alternative distraction free settings for examinations. The college needs to put more resources into the SAS center. Despite this, our SAS students have found success and we hope this trend continues.

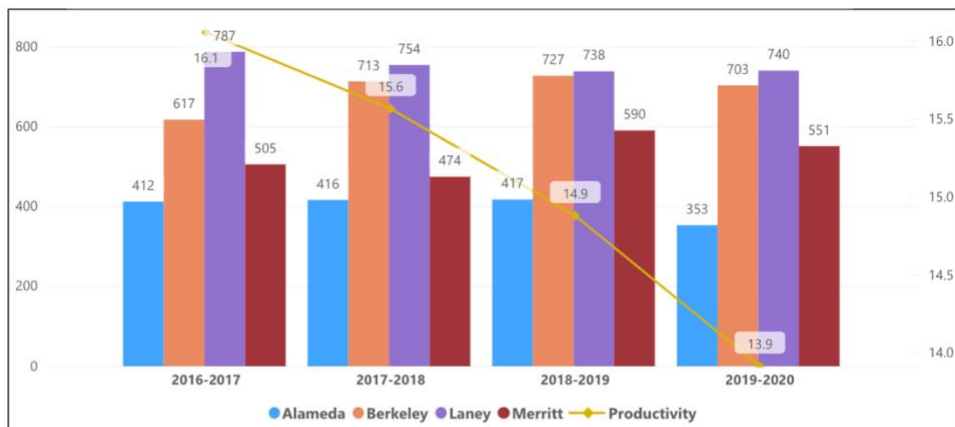
### Census Enrollment and Productivity by Year and Campus

**Campus**  
All

**Term, STRM**  
All

**Subject**  
CHEM

**Course**  
All



Reset filters

**i** For more information

Source: Peralta CCD BI data warehouse

Academic Year	Term	Campus	Census Enrollmnt	FTES	FTEF	Productivity
2016-2017	Spring	Merritt	238	56.40	3.56	15.8
2016-2017	Summer	Merritt	47	9.47	0.51	18.5
2017-2018	Fall	Merritt	212	49.60	3.16	15.7
2017-2018	Spring	Merritt	218	53.00	3.20	16.6
2017-2018	Summer	Merritt	44	8.87	0.51	17.3
2018-2019	Fall	Merritt	247	55.00	3.68	14.9
2018-2019	Spring	Merritt	291	66.50	4.28	15.5
2018-2019	Summer	Merritt	52	10.48	0.51	20.5
2019-2020	Fall	Merritt	263	60.20	3.68	16.4
2019-2020	Spring	Merritt	242	57.70	3.67	15.7
2019-2020	Summer	Merritt	46	9.27	0.51	18.0

Chemistry courses are restricted in their enrollment due to laboratory safety issues to 24 students each. For organic chemistry the new recommended enrollment limit for safe college laboratory instruction is 20 students. The program ensures a high productivity by offering combined lecture sections (with two lab sections each). Second semester courses (Chem1B and Chem12B) generally have lower enrollment due to a lack of completion of the first semester courses. This is another factor that affects productivity overall. Further complicating the issue is that the courses have high unit counts for FTEF with laboratory sections. Our productivity is high in the fall but drops in the spring as we have continued to struggle to fill our Chem12B section. The district is offering too many sections of Chem12B and there are not enough students to fill all of them. We need to have district oversight of scheduling these courses.

During the pandemic and with the online environment, instructors are receiving trainings to adapt themselves to provide online accessibility and be flexible with the challenging lives of our students' populations. *We would like to request more resources for professional development trainings and support for our instructors to be able to better respond to our students needs in the challenging online environment. We had included under the budget request section, a list of supplies that faculty are requesting to send some materials to students to complement the online work and try to mitigate the lack of hands on labs. We have also included materials that will be crucial for our gradual return to face to face classes.*

Describe the program's progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on

Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

Currently **ALL faculty teaching chemistry courses are adjunct part time faculty**. One of the fulltime faculty is the PFT president and the other FT faculty is on a leave and will retire Fall 2021. It is very challenging to get part timers to teach the loads of full timers without getting overloads, which are not always authorized, for the last three years we had to request either long term subs or split sections which compromises the continuity and appropriate delivery of the class topics and consistency to assess the SLOs

Part time faculty are doing their best to earn a living and as much as they can they work on the assessments. **We are starting some efforts on training faculty about completing SLOs more readily, but the full time leads are missing to coordinate collaboration in these assessments and class improvements.**

We have a Canvas shell for our department where we promote collaboration for our classes and SLO work.

The screenshot shows a Canvas LMS interface for the 'MERRITT BIOL-CHEM DEPT' under the 'Modules' section. On the left is a navigation menu with options: Home, Modules, Discussions, Pages, People, Announcements, Assignments, Grades, Files, Syllabus, Outcomes, Rubrics, Collaborations, and Google Drive. On the right, there are buttons for 'Collapse All', 'View Progress', and '+ Module'. The main content area displays a list titled 'SLO Work and collaborations' with a green checkmark and a plus icon. The list contains the following items:

Item Name	Status
SLOS for BIOL CHEM 10_3_2018.docx	✓
CHEM SLOS F19 CURRENT ACTIVE.docx	✓
Request for SLO stipend part-timers 19-20 .pdf	✓
Example of collaboration page, anybody can edit this page.	✓
Useful Links for Assessments.pdf	✓
Collaboration page Examples of SLOs from our instructors	✓

It would be helpful if the campus could schedule more professional development days (no instruction scheduled) specifically for assessment dialogue. All of our face to face courses have a laboratory component, which allows instructors to have a lot of one-on-one interaction with students. **Embedded tutors** could be a good resource for students' success, especially during the online classes when this one on one interaction is missing. During the pandemic instructors are trying their best to be innovative to compensate for the students' lack of exposure to lab materials. See this video link to illustrate **YouTube instructive and engaging videos** by one of our adjunct faculty Kaitlin Duffey: <https://www.youtube.com/watch?v=nq5sjYw-hOc>

Chemistry does not have a program or certificate. Some of the courses in the discipline are included in the multidisciplinary program Natural Sciences AS degree.

Describe the **results of** your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss **changes/updates/resource requests** made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the [ILOs](#).

N/A

The following item is for instructional programs only  
Discuss how your PLOs align with the [ILOs](#).

N/A

## VI. Curriculum

*Note: If your department, program, or unit does not have a curricular component, please skip to the Section VII.*

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the [State Chancellor's Office Program and Course Approval Handbook \(7<sup>th</sup> Edition\)](#), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in [California Education Code § 66010.4](#))
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)
5. Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD [Board Policy 4020](#) and [Administrative Procedure 4020](#) require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by [California Education Code § 78016\(a\)](#), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

### **Curriculum Review**

Consult [CurriQunet](#) and the [Course Curriculum Review Status](#) or [Program Curriculum Review Status](#) spreadsheets to determine when a course or program was last updated or deactivated.

Courses that have not been offered in the past three years should be deactivated to ensure that the college catalog presents a current and accurate inventory of actual course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent years, or the required courses have not been offered regularly enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

### **Modifications**

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

<b>Course Number</b>	<b>Course Title</b>	<b>Reviewer</b>
CHEM 001A	General Chemistry	Jennifer Shanoski/ Arja McCray

Indicate programs reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

<b>Program Title</b>	<b>Program Type</b>	<b>Reviewer</b>
N/A		

### Deactivations

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
N/A		

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
N/A		

### Curriculum Improvement

Based on ongoing curriculum review, describe plans for **program-level** improvement in terms of any of the following considerations:

- Advancing **student equity and achievement** for disproportionately impacted students.
- Fostering **intersegmental alignment** and **guided pathways** through articulation, course sequencing, and program mapping.
- Implementing innovative **pedagogies, delivery methods/modalities**, or **educational resources and technologies**.

N/A
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### Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
N/A			

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective
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			<b>Term</b>
N/A			

S  
The Curriculum Committee shall prioritize the review and approval of new courses and programs that are identified in this section of the APU.

## VII. Funded Resources: Not required

For each resource allocation request from previous year's APU, indicate whether it was funded. Describe the outcomes and accomplishments for any requests which were funded.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
TYPE: Personnel - Part-time Faculty AMOUNT: \$4,000 JUSTIFICATION: Instructors will develop and deliver skill building workshops for incoming students during proposed STEM summer boot camp	No			
TYPE: Personnel - Student Worker AMOUNT: \$5,000 JUSTIFICATION: Instructional assistants for in class activities and tutoring	No			
TYPE: Technology and Equipment - New AMOUNT: \$400 JUSTIFICATION: There are no printers readily available to chemistry part time faculty	Not sure			Not sure if the General Use Div.II printer located in the Chem/Biol cubicles corresponds to this request.
TYPE: Professional Development - Department-wide PD needed AMOUNT: \$1,000 JUSTIFICATION: Besides the faculty diversity internship program, there should be a more comprehensive program in place to train new instructors in pedagogy and classroom management.	No			

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
Such a program could help mentor faculty so that they could move from part-time to full-time employment.				
<p>TYPE: Professional Development - Department-wide PD needed            AMOUNT: \$500            JUSTIFICATION: It would be helpful and interesting for the college to host some talks/workshops focused on inclusion. Issues such as stereotype threat and imposter syndrome affect many of our students but we are not trained to understand these concepts. Nor are we trained in methods for ensuring that our students can be successful with in our courses and beyond.</p>	No			
<p>TYPE: Supplies - Instructional Supplies and Materials            AMOUNT: \$8,000            JUSTIFICATION: Chemistry courses have a lab component that require consumables.</p>	Partially	190500-0000-4301  190500-1017-4301	\$2,905	Not enough to supply class and labs from broken materials and chemicals

## VIII. Resource Requests

In the tables below, please add resource requests for your program for the **2021-22 fiscal year**. Indicate if the request is being made as part of the response to the COVID-19 pandemic. If you are submitting multiple requests under the same category, prioritize them by assigning a rank to each request ('1' indicating the highest priority request). Include only one request per row; if additional rows are needed, insert new rows in the table ([how to add rows](#)).

### Personnel Resource Requests

<b>Personnel Sub-Category</b> (Full-Time or Part-Time Faculty, Classified, Student Worker)	<b>Description/Justification</b>	<b>Percent Time</b>	<b>Estimated Annual Salary Costs</b>	<b>Estimated Annual Benefits Costs</b>	<b>Total Estimated Cost</b>	<b>Priority Rank</b> (1=Highest priority)	<b>COVID-19 Related</b> (Yes/No)
Part-time Faculty	Instructors will develop and deliver skill building workshops for incoming students during proposed STEM summer boot camp	25	4000		4000		No
Student Worker	Instructional assistants for in class activities and tutoring, <b>embedded tutors can help students' success in the online environment.</b>	20	5000		5000		Yes

## Resource Requests (Non-Personnel)

### *Resource Categories*

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, and/or Periodicals
- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

<b>Resource Category</b> (select from above list)	<b>Description/Justification</b>	<b>Total Estimated Cost</b>	<b>Priority Rank</b> (1=Highest Priority)	<b>COVID-19 Related</b> (Yes/No)
Instructional Supplies and Materials	Chemistry courses have a lab component that require consumables.	8000	1	No
Professional Development	Besides the faculty diversity internship program, there should be a more comprehensive program in place to train new instructors in pedagogy and classroom management. Such a program could help mentor faculty so that they could move from part-time to full-time employment.	1000	1	No
Professional Development	It would be helpful and interesting for the college to host some talks/workshops focused on inclusion. Issues such as stereotype threat and imposter syndrome affect many of our students but we are not trained to understand these concepts. Nor are we trained in methods for ensuring that our students can be successful with in our courses and beyond.	500	1	No
Other	PPE equipment for the time when we'll resume classes and labs on campus. Masks, gloves, acrylic partitions, sanitizers and disinfecting chemicals.	\$15000	1	<b>Yes</b>
Instructional Supplies and Materials	Lab kits will be assembled for students to do essential quantitative lab activities at home during the pandemic. We will start a pilot program during the spring if we are granted this money (CARES fund).	\$15000	1	<b>Yes</b>

<b>Resource Category</b> (select from above list)	<b>Description/Justification</b>	<b>Total Estimated Cost</b>	<b>Priority Rank (1=Highest Priority)</b>	<b>COVID-19 Related (Yes/No)</b>
Instructional Supplies and Materials	Equipment repairs	\$4000	1	
Professional Development	Summer collaboration instructors will share their Canvas shells work and interact to create better class materials	\$4000	1	

## **IX. Participants**

Please provide the list of members who participated in completing this program review.

**Laura Cooper**

**Maria Suarez**

**Thank you for your time and effort in completing the Annual Program Update!**