



CCC PR Section I - Unit Plan C7004 (CHEMISTRY)

VIEW
 edit
 data

Click to view section [Summary](#) [Help](#) [Back](#)

CCC Mission Statement

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949. The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.

CCC Values -- Contra Costa College's commitment to its mission derives strength and guidance from institutional values. As a community of educators, we value:

- Commitment to helping students learn and to improving the economic and social vitality of communities through education
- Responsiveness to the varied and changing learning needs of those we serve
- Diversity of opinions, ideas, and peoples
- Freedom to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified staff, and all managers alike
- Integrity in all facets of our college interactions and operations

CCC Strategic goals -- to fulfill its mission and to be consistent with its beliefs and values, Contra Costa College is committed to the following goals

1. Equitably improve student access, learning and success
2. Strengthen community relationships and partnerships
3. Promote innovation, create a culture of continuous improvement and enhance institutional effectiveness
4. Effectively optimize resources to support student learning and success

Recommendations from last comprehensive program review mandated by validation team

Year	Last program review recommendations	2019:20 progress (200 word max)
2019/2020		
2018/2019	<ol style="list-style-type: none"> 1. We recommend you continue your efforts to increase retention and student success. 2. We recommend that you continue your efforts to secure external funding to supplement your program. 3. We recommend you seek opportunities to develop offerings in the online format where possible. 4. We recommend you add night and/or weekend chemistry courses to serve our non-traditional students. 5. We recommend you apply for instructional funds to purchase the new computers needed to run your Atomic Absorption (AA) Spectrophotometer software, but also 	<p>1) Our retention rates remain steady at 77-80%, which is not far below the college's rate of 81-85%. Our success rates have varied from 60-68% over the last few years, but it increased to 69% in Fall 2017, which we attribute to the first semester in which we have had all returning part-time faculty teaching our courses. Since our part-timers teach 60% of our courses, having stability in this area is crucial to the success of our students.</p> <p>3 & 4) We already offer two sections of night courses (one each of Chem 119 and Chem 120), as well as a partially-online Chem 119 course, which serve our non-traditional students.</p> <p>2 & 5) We intend on seeking for external funding to purchase new equipment that</p>
2017/2018		

Other Accomplishments/Improvements (that support the college's strategic plan goals) (400 word max)

2019/20	
2018/19	<p>Chemistry full time faculty participate in community outreach activities such as the Expanding Your Horizons Conference for junior high school girls, as well as doing chemistry demonstrations to students visiting from Helms Middle School. Since there are only two of us full time faculty, we try to participate in as many events as possible by taking turns.</p> <p>We continue to seek out opportunities for involvement in campus curricular activities through committee participation and inter-departmental collaborations. We are active on the Academic Senate Committee. One of our part-time faculty is the director for the Center for Science Excellence, and one of our full-time faculty has been a mentor in the program since Spring 2016. One of our faculty participating in the Program Pathways and Pedagogy workgroup for Guided Pathways. During the development of the compressed calendar schedule we collaborated with the physics and biology departments to minimize course overlap since we share many of the same students.</p> <p>We have been and continue to be an integral part of the design process for the chemistry labs in the new science building. We continue to attend several meetings to approve designs, give suggestions for layouts, facilities and equipment needed, etc.</p> <p>In Summer 2018, after obtaining state approval, we began offering our Chemistry Certificate. We hope that by offering a Chemistry Certificate, we can not only create a pathway for students to obtain an associate's degree in Chemistry or other STEM disciplines, but we can increase immediate employment and internship opportunities. The certificate also aligns with the UC transfer pathway in biological sciences, which applies to many of the students we serve.</p> <p>We continue to work closely with the Tutoring Center to provide embedded tutors in several our sections and drop-in tutoring for all of the sections. We also frequently participate in the tutor trainings, working directly with the chemistry tutors to help provide the most effective tutoring for our students. In Spring 2019, we offered a "Chem Jam" for the first time. This workshop is similar to the Math Jam workshops-- it is offered two weeks before the start of the semester to help prepare students for taking Chem 119 and promotes their chance of success.</p> <p>We measure the Student Learning Outcomes for all of our classes every semester. Most of our sections get their PLC Certificate. For the sections that do not, their results were</p>
2017/18	

Chemistry full time faculty volunteer and participate in community out-reach activities such as the Expand Your Horizon Conference for junior high school girls as well as doing chemistry demonstrations to students visiting from Helms Middle School. Since there are only two of us full time faculty, we try to participate in many events as possible by taking turns.
 We continue to seek out opportunities for involvement in campus curricular activities through committee participation and inter-departmental collaborations. We are active on the Academic Senate Committee, College Council Committee, and Council of Chairs Committee. One of our part-time faculty is the director for the Center for Science Excellence, and one of our full-time faculty has been a mentor in the program since Spring 2016. We have been part of the guided pathways discussion with one of our faculty an active participant in the Guided Pathways Faculty Support group.
 We have been and continue to be an integral part of the design process for the chemistry labs in the new science building. We continue to attend several meetings to approve designs, give suggestions for layouts, facilities and equipment needed, etc.
 In Fall 2017, we got our Chemistry Certificate approved by the CIC and the state approval is currently pending. We hope that by offering a Chemistry Certificate, we can not only create a pathway for students to obtain an associate's degree in Chemistry or other STEM disciplines, but we can increase immediate employment and internship opportunities. The certificate also aligns with the UC transfer pathway in biological sciences, which applies to many of the students we serve.
 We assess all students at the end of every semester and are currently in the process of reporting our results on CurricUNET. Most of our sections met their SLO criteria. For the sections that do not, their results are very close to meeting the criteria.

Unit Challenges and Issues Contra Costa College is committed to Equity (retention, access, degree attainment, completion, and transfer) A. What challenges has your area faced in your equity focused efforts addressing any of the equity indicators listed above? B. What have you done or plan to do to address/improve your area as it relates to the equity indicators identified above? (400 word max)

2019/20	
2018/19	<p>Our biggest challenge over the past few years has been a lack of full-time faculty. Currently, the department has three full-time faculty, seven part-time faculty and one supporting staff. Of the three full-time faculty, one has been on bank-load leave since 2010 and he will not be officially retiring until Spring 2019. Between FA11 to SP13, about 17% of our courses were taught by a single full-time faculty member. Upon the arrival of a new full-time faculty in FA13, about 40% of our courses are taught by full-time faculty. While the department tries to hire the most qualified part-time instructors to teach our courses, these instructors only have one office hour a week and are not required to participate in departmental needs, such as maintenance of the instruments, participation in campus activities and committees, and curriculum and pedagogy development. Furthermore, it is well-known that higher success and retention rates are directly tied to a higher percentage of full-time faculty members. It is difficult to institute curricular and pedagogical changes in a department that lacks stability with the personnel teaching over 60% of the courses. We are thankful to have been granted a full-time replacement for our retiring faculty and are currently in the beginning of the hiring process. If and when a candidate is chosen, we will have three active full-time faculty for the first time in over a decade.</p>
2017/18	<p>Full-Time Faculty: Currently, the department has three full-time faculty, eight part-time faculty and one supporting staff. Of the three full-time faculty, one has been on bank-load leave since 2010 and he will not be officially retiring until Spring 2019. So technically, the department has three full time faculty but in reality we only have two active faculty who are teaching and fulfilling the departmental duties of three people. This is not a sustainable situation. Between FA11 to SP 13, about 17% of our courses were taught by part-time faculty. Upon the arrival of a new full-time faculty in FA13, about 40% of our courses are taught by full-time faculty, which is below the recommended ratio. While the department tries to hire the most qualified part-time instructors to teach our courses, these instructors only have one office hour a week and are not required to participate in departmental needs, such as maintenance of the instruments. Furthermore, it is well-known that higher success and retention rates are directly tied to a higher percentage of full-time faculty members. The chemistry department's roles and responsibilities are to provide excellent instruction in all areas of Chemistry and in all the sections that we offer. Chemistry is a key discipline of several majors (chemistry, pre-med, engineering, biology, biotechnology, and physics) for transfer to 4-year universities and colleges. Our chemistry courses are essential to the college's STEM program. We requested a full-time replacement this past November, however, we were placed last on the priority list. While we take that to signify that our department is running fine with two faculty, we would like to emphasize the fact it is two faculty who are doing the work of three.</p>

Vision for Success

Contra Costa College has adopted the State Chancellor's Vision for Success and has applied the following local metrics for improvement.

1. Over five years, increase by at least 25 percent the number of Contra Costa College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Over five years, increase by 35 percent the number of Contra Costa College students earning ADT degrees and transfer annually to a UC or CSU.
3. Over five years, decrease the average number of units accumulated by Contra Costa College students earning associate degrees, from approximately 96 total units to 81 total units(16% reduction).
4. Over five years, increase the percent of exiting Contra Costa College, CTE students who report being employed in their field of study, from 64 percent to an improved rate of 69 percent.
5. Reduce equity gaps across all Contra Costa College student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
6. Over five years, reduce regional achievement gaps through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

Identify one or more of the goals above and discuss your units efforts to help accomplish those goals.

		Utilization of Budget				
Trend:	Year	14/15	15/16	16/17	17/18	18/19
<input type="radio"/> Increasing	Budget Allocation	23,064	27,942	29,451	29,451	29,557
<input type="radio"/> Stable						
<input type="radio"/> Decreasing						
<input type="radio"/> N/A						
Choose one:	Academic Salaries	NV	NV	NV	NV	NV
<input type="radio"/> Department Budget	Classified Salaries	6,523	8,765	7,154	6,603	8,023
	Supplies	16,077	18,094	15,926	18,357	18,023
<input type="radio"/> Program Budget	Operating Expenses (travel, memberships, printing, etc)	1,245	1,320	NV	3,296	33
	Other Expenses (equipment, etc.)	NV	NV	3,194	NV	NV
	Total Expenses	23,845	28,179	26,274	28,256	26,080
	Instructional Equipment Allocation	NV	NV	NV	NV	NV
	Instructional Equipment Expenses	NV	NV	NV	NV	NV

Budget comment box (100 words max) (Identify other sources of funds such as grants, instructional equipment, cocurricular, and foundation)

Supply Request (List items and amounts not covered by current department funding {grants, fund raiser, operational budget, etc.}) (200 word max)

2019/20	
2018/19	We have no requests for supplies.
2017/18	We have no requests for supplies.

Equipment Request & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (List Items and amounts. Items must cost over \$200 each and must last for longer than one year)

Year	Item	Justification (200 word max)	Status
2019/20			
2018/19	We have no requests for equipment.		
2017/18	We have no requests for equipment.		

Faculty Staffing Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (refer to section II D1-D3 (FTE/FTEF) and compare full time faculty to part time faculty to determine need) (400 word max)

2019/20	
2018/19	<p>The chemistry department is requesting this position to fill the vacancy created when Joe Ledbetter went on leave of absence using banked load in Fall 2010. It has been nine years since Dr. Ledbetter taught a course and been fully committed to participating in departmental duties. He has since submitted his intent to retire in May 2019 and we strongly believe that without an additional full-time chemistry professor, the department will not be able to serve our students to the best of our ability. Chemistry is essential to all STEM and many allied health programs.</p> <p>Currently, the department has two active full-time faculty and seven adjunct faculty teaching 11.1 FTEF per year (36% FT). While we try to hire the most qualified part-time instructors to teach, these instructors only have one optional office hour per week and do not participate in departmental needs, such as maintenance of the instruments for our laboratories, participating in community outreach events, providing workshops on behalf on STEM programs, curriculum development, and applying for grants for extra funding. We expect that an additional FT faculty will allow the Chemistry department to expand our course offerings, including online and weekend/evening courses, since we will not be hindered by maximum load for part-time faculty and their general decreased presence on campus. Furthermore, having an additional FT faculty will give us the opportunity to assess our current curriculum and explore equity-minded pedagogy that will help us address the achievement gap persisting in our courses. With the current staffing of two full-time faculty, we have been struggling to keep up with the administrative demands, campus commitments, and faculty evaluations. An additional faculty member will ease the burden with us need to manage all aspects of our program.</p>
2017/18	<p>The chemistry department is requesting this position to fill the vacancy created when Joe Ledbetter went on leave of absence Fall 2010. It has been seven years since Dr. Ledbetter taught a course and been fully committed to participating in departmental duties. In February of 2015, Dr. Ledbetter submitted his intention to retire in 2019, after he has exhausted his banked load, to the President of Contra Costa College. It was approved by her on February 5, 2015. We strongly believe that without an additional full-time chemistry professor, the department will not be able to serve our students to the best of our ability. Currently, the department has two active full-time faculty, seven part-time faculty, and one staff member, which is a ratio of approximately 40% FT Faculty to 60% PT faculty according to Section IID. This is well below the recommended ratio of full-time to part-time faculty. While the department tries to hire the most qualified part-time instructors to teach our courses, these instructors only have one office hour a week and are not required to participate in departmental needs, such as maintenance of the instruments, participating in community outreach events, providing workshops on behalf on STEM programs, and applying for grants for extra funding. Furthermore, we are limited in our course offerings by maximum load for part-time faculty and their general decreased presence on campus. We hope to resurrect a Friday-only introductory chemistry course, which was previously offered. It was forced to cancel after two weeks of class due to low retention when it was taught by a PT faculty, but was well received when taught by a FT faculty.</p> <p>The Chemistry Department seeks to create and maintain a learning environment in which chemistry students can effectively and critically pursue fundamental chemical and related scientific concepts; gain modern hands-on laboratory skills; gain employment in chemically related fields; achieve practical habits of scientific culture and ethics; and acquire proficiency in communication of scientific results. Chemistry is a key discipline of several majors (chemistry, pre-med, engineering, biology, biotechnology, and physics) for transfer to 4-year universities and colleges. Chemistry courses are essential to the STEM program.</p> <p>The full time position we seek was identified in our 2015 program review and was validated by the validation team. We last applied for this position in November 2015, but were not selected. However, we were reassured by President Medjdedeb to reapply.</p>

Classified Staffing Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (refer to section II D1-D3 and compare full time classified and part time classified to the need within your area) (400 word max)

2019/20	
2018/19	We are satisfied with our current classified staffing.
2017/18	We have no classified staffing requests.

Facilities Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (ex—HVAC, new class room, building modifications, room modifications, upgrades needed, etc.) (400 word max)

2019/20	
2018/19	We have been requesting a solution to the lack of air conditioning in our main lecture classroom, PS-106, for the past several years. In addition to the summer months, the hot weather has been extending into October and November, and February and March. As a result, we have to deal with an uncomfortably hot classroom year-round. Fans are not a solution because they are loud and prevent students who are sitting in the back from hearing the professor. And in several of our double-section courses, every seat is filled, which not only adds to the temperature issue, but also limits options for students sitting close to the fans. Although we are aware that we will be getting a new building in about three years, that is still three years of dealing with poor teaching environment that is easily fixed by the installation of a portable air-conditioner.
2017/18	We have been requesting a solution to the lack of air conditioning in our main lecture classroom, PS-106, for the past several years. The hot weather has been extending into October and November, and February and March. As a result, we have to deal with an uncomfortably hot classroom year-round. Fans are not a solution because they are loud and prevent students who are sitting in the back from hearing the professor. And in several of our double-section courses, every seat is filled, which not only adds to the temperature issue, but also limits options for students sitting close to the fans. Although we are aware that we will be getting a new building in three years, that is still three years of dealing with poor teaching environment that is easily fixed by the installation of a portable air-conditioner.





CCC PR Section I - Unit Plan C702732 (STUDIES)

VIEW
 edit
 data

Click to view section **Summary** Help Back

CCC Mission Statement

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949. The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.

CCC Values -- Contra Costa College's commitment to its mission derives strength and guidance from institutional values. As a community of educators, we value:

- Commitment to helping students learn and to improving the economic and social vitality of communities through education
- Responsiveness to the varied and changing learning needs of those we serve
- Diversity of opinions, ideas, and peoples
- Freedom to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified staff, and all managers alike
- Integrity in all facets of our college interactions and operations

CCC Strategic goals -- to fulfill its mission and to be consistent with its beliefs and values, Contra Costa College is committed to the following goals

1. Equitably improve student access, learning and success
2. Strengthen community relationships and partnerships
3. Promote innovation, create a culture of continuous improvement and enhance institutional effectiveness
4. Effectively optimize resources to support student learning and success

Recommendations from last comprehensive program review mandated by validation team

Year	Last program review recommendations	2019:20 progress (200 word max)
2019/2020		
2018/2019		As a way to increase transfer rates, the department has recently submitted a proposal for a new transfer degree (ADT) in Social Justice.
2017/2018	<p>1. We recommend you increase strategies to address the low success rates, especially addressing the achievement gap for African American and Latinos. While we see the opportunities for the departments to have students learn about their history, the success rates are not reflecting that opportunity.</p> <p>2. We recommend you complete development of the Ethnic Studies degrees and certificates. This would mean to increase the offerings to a minimum of 18 units so that students would be able to obtain Financial Aid. It appears, you have only had two graduates in each area (African and Chicano Studies since 2009).</p> <p>3. We recommend you increase the number of students completing degrees and certificates in the disciplines.</p> <p>4. We recommend you explore options to further integrate the two disciplines into one department – creating pathway map for students. We found the program review problematic since they were written separately and hope one document will be submitted the next time.</p> <p>5. We recommend the previous recommendations be addressed and Afram SLO forms submitted with the report. We do recognize that three LaRaza recommendations were completed in Spring 2012 and there may not have been enough time to address the other recommendations at the report was written.</p> <p>6. We recommend you look at offering more certificates and degrees i.e. Ethnic studies degree. We recommend you offer an introduction course to bridge all of the offered programs. While we may concur with the validation team's suggestion to include more staffing to include Asian American and Native American studies within this department, the program review validation is not the proper course to recommend more staffing. We suggest the department chair meet with your dean in order to review your department budget for the hiring of adjuncts for this purpose.</p>	<p>1. Recommendation completed.</p> <p>a. The department refers students to Skill Center.</p> <p>b. Spent more time in classroom going over expectations, implemented student-led discussions, and added additional supplemental reading.</p> <p>c. Our department's overall success rate has improved and it is now comparable to the college and our division.</p> <p>2. The department is in the process of creating a Social Justice: Ethnic Studies degree (expected to be completed Fall 2017). Both La Raza Studies and African American Studies offer more than 18 units per semester.</p> <p>a. Both African American Studies and La Raza Studies degrees are 18 units. As a department we now offer an average of 18 sections (13 different classes).</p> <p>b. Students take our classes to fulfill general education requirements or graduate with a Liberal Arts degree.</p> <p>3. Recommendation Completed. The department has made minor gains in the number of total degrees awarded. In both 14/15 and 15/16, we awarded 6 degrees each year. This is comparable to some of the other social science disciplines.</p> <p>4. The department is now more integrated. AFRAM and La Raza have incorporated into our majors each other's classes as electives. The upcoming Social Justice: Ethnic Studies degree will further integrate both of our programs, while keeping the integrity and subject specificity of each African American Studies and La Raza Studies.</p> <p>5. Most of the courses in La Raza and AFRAM SLOA have been done. We plan to finish next semester. Some of them have not been completed because of new part-time faculty. Department chairs will be responsible for completing all SLOA.</p> <p>6. We are currently working on developing a new transfer degree. Social Justice: Ethnic Studies. It has been recently submitted to CIC. The department anticipates this program will be offered by Fall 2018, once it is approved by the state.</p>

Other Accomplishments/Improvements (that support the college's strategic plan goals) (400 word max)

2019/20	
2018/19	
2017/18	Enrollment and student success has been steadily increasing. This semester, Fall 2017, all classes were well enrolled and remain so after the Census rate.

Unit Challenges and Issues Contra Costa College is committed to Equity (retention, access, degree attainment, completion, and transfer) A. What challenges has your area faced in your equity focused efforts addressing any of the equity indicators listed above? B. What have you done or plan to do to address/improve

your areas as it relates to the equity indicators identified above? (400 word max)

2019/20	
2018/19	
2017/18	No issues. This semester the department stopped offering hybrid courses, which dramatically increased enrollment in those sections that had been offered as hybrid courses. The department has realized that students preferred to take face-to-face classes.

Vision for Success

Contra Costa College has adopted the State Chancellor's Vision for Success and has applied the following local metrics for improvement.

1. Over five years, increase by at least 25 percent the number of Contra Costa College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Over five years, increase by 35 percent the number of Contra Costa College students earning ADT degrees and transfer annually to a UC or CSU.
3. Over five years, decrease the average number of units accumulated by Contra Costa College students earning associate degrees, from approximately 96 total units to 81 total units(16% reduction).
4. Over five years, increase the percent of exiting Contra Costa College, CTE students who report being employed in their field of study, from 64 percent to an improved rate of 69 percent.
5. Reduce equity gaps across all Contra Costa College student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
6. Over five years, reduce regional achievement gaps through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

Identify one or more of the goals above and discuss your units efforts to help accomplish those goals.

--

Utilization of Budget

Trend:		Year	14/15	15/16	16/17	17/18	18/19
<input type="radio"/> Increasing		Budget Allocation	3605/1348	3605/803	4417	4417	4,417
<input type="radio"/> Stable							
<input type="radio"/> Decreasing							
<input type="radio"/> N/A							
Choose one:		Academic Salaries	NV	NV	NV	NV	NV
<input type="radio"/> Department Budget		Classified Salaries	0/412	0/0	NV	156	112
		Supplies	812/250	1235/1000	3,962	2249	2,210
<input type="radio"/> Program Budget		Operating Expenses (travel, memberships, printing, etc)	1650/2000	2080/1000	2,100	2601	2,362
		Other Expenses (equipment, etc.)	NV	NV	NV	NV	NV
		Total Expenses	2462/2662	3316/1497	6,062	5,006	4,683
		Instructional Equipment Allocation	NV	NV	NV	NV	NV
		Instructional Equipment Expenses	NV	NV	NV	NV	NV

Budget comment box (100 words max) (Identify other sources of funds such as grants, instructional equipment, cocurricular, and foundation)

--

Supply Request (List items and amounts not covered by current department funding {grants, fund raiser, operational budget, etc.}) (200 word max)

2019/20	
2018/19	
2017/18	There is no additional request for supplies.

Equipment Request & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (List Items and amounts. Items must cost over \$200 each and must last for longer than one year)

Year	Item	Justification (200 word max)	Status
2019/20			
2018/19			
2017/18	There is no additional request for equipment.		

Faculty Staffing Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (refer to section II D1-D3 (FTE/FTEF) and compare full time faculty to part time faculty to determine need) (400 word max)

2019/20	
2018/19	
2017/18	The department will like to request an additional part-time faculty instructor to teach a new class, Introduction to LGBTQ Studies. The class was recently approved by CIC.

Classified Staffing Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (refer to section II D1-D3 and compare full time classified and part time classified to the need within your area) (400 word max)

2019/20	
2018/19	
2017/18	None.

Facilities Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (ex—HVAC, new class room, building modifications, room modifications, upgrades needed, etc.) (400 word max)

2019/20	
2018/19	
2017/18	None.



[[Back](#) | [DVC home](#) | [WEPR 2.2 home](#) | [DVC PR Handbook](#) | [DVC PR Rubric](#) | [DVC Ed Master Plan](#) | [Funds Matrix](#)]



CCC PR Section I - Unit Plan C3007 (HUM/PHIL)

VIEW
 edit
 data

Click to view section [Summary](#) [Help](#) [Back](#)

CCC Mission Statement

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949. The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.

CCC Values -- Contra Costa College's commitment to its mission derives strength and guidance from institutional values. As a community of educators, we value:

- Commitment to helping students learn and to improving the economic and social vitality of communities through education
- Responsiveness to the varied and changing learning needs of those we serve
- Diversity of opinions, ideas, and peoples
- Freedom to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified staff, and all managers alike
- Integrity in all facets of our college interactions and operations

CCC Strategic goals -- to fulfill its mission and to be consistent with its beliefs and values, Contra Costa College is committed to the following goals

1. Equitably improve student access, learning and success
2. Strengthen community relationships and partnerships
3. Promote innovation, create a culture of continuous improvement and enhance institutional effectiveness
4. Effectively optimize resources to support student learning and success

Recommendations from last comprehensive program review mandated by validation team

Year	Last program review recommendations	2019:20 progress (200 word max)
2019/2020	<p>"We recommend that the Philosophy/Humanities Department include a section in the narrative, dedicated to the quantitative analysis of the program in future program reviews, including a detailed analysis of productivity, success, and retention."</p> <p>"We recommend that the Philosophy/Humanities Department include a more comprehensive analysis of its SLO guidelines, processes and outcomes in the narrative of the program review."</p> <p>"We recommend that the Philosophy/Humanities Department continue its evaluation of Humanities 160 and consider course alternatives."</p> <p>"We recommend that the Philosophy/Humanities Department continue the development of a Political Philosophy course."</p> <p>"We recommend that the the Philosophy/Humanities Department, in light of its high productivity, retention and success, apply for an additional full time faculty position when such a position becomes available"</p> <p>"We recommend that the Department explore avenues for obtaining certificates and degrees and draft a timeline for this recommendation."</p>	<p>The department intends to provide a more detailed quantitative analysis of productivity, success, and retention in future program reviews.</p> <p>The department has begun assessing and analyzing SLO's, and will have a more comprehensive analysis in the next program review.</p> <p>The department has deactivated HUMAN-160 and is exploring alternative Humanities courses.</p> <p>The department has proposed and received state and UC approval for PHILO-160: Social & Political Philosophy. The department will wait until the course receives IGETC approval before offering it, likely in fall 2019.</p> <p>The department will apply for an additional full-time faculty position for fall 2019.</p> <p>The department has approved, received state approval for, and begun offering two programs in Philosophy: an AA-T degree (18 units) and a Certificate of Achievement (12 units). The department is also exploring creating a Certificate of Achievement, and possible an AA-T, in Humanities.</p>
2018/2019	<p>"We recommend that the Philosophy/Humanities Department include a section in the narrative, dedicated to the quantitative analysis of the program in future program reviews, including a detailed analysis of productivity, success, and retention."</p> <p>"We recommend that the Philosophy/Humanities Department include a more comprehensive analysis of its SLO guidelines, processes and outcomes in the narrative of the program review."</p> <p>"We recommend that the Philosophy/Humanities Department continue its evaluation of Humanities 160 and consider course alternatives."</p> <p>"We recommend that the Philosophy/Humanities Department continue the development of a Political Philosophy course."</p> <p>"We recommend that the the Philosophy/Humanities Department, in light of its high productivity, retention and success, apply for an additional full time faculty position when such a position becomes available"</p> <p>"We recommend that the Department explore avenues for obtaining certificates and degrees and draft a timeline for this recommendation."</p>	<p>The department has proposed and received state approval for 2 new programs: an AA-T in Philosophy and a Certificate of Achievement in Philosophy. Several students have already begun pursuing each program.</p> <p>The department has proposed and received state approval for a new course on Social and Political Philosophy (PHILO-160), which is slated to be offered in Spring 2019.</p> <p>The department has deactivated HUMAN-160, and is currently considering proposals for an alternative course.</p> <p>The department will begin assessing SLOs this semester, Spring 2019.</p>
2017/2018		

<p>"We recommend that the Philosophy/Humanities Department include a section in the narrative, dedicated to the quantitative analysis of the program in future program reviews, including a detailed analysis of productivity, success, and retention."</p> <p>"We recommend that the Philosophy/Humanities Department include a more comprehensive analysis of its SLO guidelines, processes and outcomes in the narrative of the program review."</p> <p>"We recommend that the Philosophy/Humanities Department continue its evaluation of Humanities 160 and consider course alternatives."</p> <p>"We recommend that the Philosophy/Humanities Department continue the development of a Political Philosophy course."</p> <p>"We recommend that the the Philosophy/Humanities Department, in light of its high productivity, retention and success, apply for an additional full time faculty position when such a position becomes available"</p> <p>"We recommend that the Department explore avenues for obtaining certificates and degrees and draft a timeline for this recommendation."</p>	<p>For this program review, the department has analyzed quantitative data, including rates of productivity, success, and retention from the past 4-5 years. The new format for all program reviews at the college and in the district has greatly helped this analysis.</p> <p>The department has plans to more comprehensively assess SLO's for all Philosophy and Humanities courses going forward. The department will devise a plan this semester to assess all of our course offerings by the next program review.</p> <p>The department has decided to deactivate HUMAN 160: Mystery of Humanity.</p> <p>The department has submitted a new course proposal for Social and Political Philosophy, with the requested start date of spring 2018.</p> <p>After the retirement of one full-time faculty member, the department hired one full-time faculty member, who started in the fall 2016 semester.</p> <p>After the retirement of one full-time faculty member, the department hired one full-time faculty member, who started in the fall 2016 semester.</p> <p>The department has proposed all of the courses requisite for an AA-T degree in Philosophy as stipulated by C-ID. Plans are in place to submit a new program proposal during the summer/fall of 2017.</p>
--	--

Other Accomplishments/Improvements (that support the college's strategic plan goals) (400 word max)

2019/20	
2018/19	<p>The department has proposed and received state approval for four additional Philosophy courses: PHILO-101: Introduction to Philosophy, PHILO-140: History of Ancient Philosophy, PHILO-150: History of Modern Philosophy, and PHILO-160: Introduction to Social & Political Philosophy. PHILO-101 and PHILO-140 have received state, UC, and IGETC approval, and are now in the regular rotation of our course offerings. PHILO-150 and PHILO-160 have received state and UC approval, but are still awaiting IGETC approval.</p> <p>The department has also proposed a course on Environmental Ethics (PHILO-200), and has initiated dialogue with other departments to offer additional courses in Philosophy and Humanities.</p> <p>The department has also completed content reviews, and made revisions to, our existing Philosophy courses: PHILO-110: Introduction to Philosophy: Ethics is now PHILO-120: Introduction to Ethics; PHILO-130: Introduction to Critical Thinking is now PHILO-130: Logic & Critical Thinking; PHILO-220: Comparative Religions is now PHILO-180: Introduction to Philosophy of Religion. We have also completed a content review of HUMAN-180, which resulted in UC approval and is pending IGETC approval.</p> <p>These additions and revisions have allowed the department to propose, receive state approval for, and begin offering two programs in Philosophy: an AA-T degree (18 units) and Certificate of Achievement (12 units). Currently, 5 students have declared the Philosophy major (AA-T), and 2 the certificate.</p>
2017/18	<p>The department has expanded its number and range of fully online courses, and begun offering hybrid courses in both Philosophy and the Humanities. It is now possible for students pursuing the AA-T in Philosophy to earn the degree fully online, and for students pursuing the Certificate in Achievement in Philosophy to earn the certificate fully online.</p> <p>The department is exploring possibilities for offering a scholarship for students committed to a Philosophy program.</p> <p>The department is also planning to fund a student Philosophy club, with also for a student journal and annual conferences from Philosophy students throughout the district.</p>

Unit Challenges and Issues Contra Costa College is committed to Equity (retention, access, degree attainment, completion, and transfer) A. What challenges has your area faced in your equity focused efforts addressing any of the equity indicators listed above? B. What have you done or plan to do to address/improve your areas as it relates to the equity indicators identified above? (400 word max)

2019/20	
2018/19	<p>Now that we are offering programs and additional courses in Philosophy, while working towards the same goals in Humanities, our primary challenge is the lack of additional full-time faculty to further develop, maintain, and promote these courses and programs. This need is compounded now that the department chair has taken on the role of Distance Education Coordinator for the college. With additional faculty, the department could grow its enrollments, better promote its courses and programs, mentor majors and interested students, start and sustain clubs, student journals and conferences, host Humanities and Philosophy-related campus events, etc.</p>
2017/18	<p>Having accomplished a great deal on the Philosophy side (4 new courses and 2 new programs), the department's main challenge lies in doing similarly on the Humanities side. We will be doing content reviews of Humanities courses this semester (Spring 2018), as well as discussing proposals for new courses with an eye to a possible Certificate of Achievement in Humanities, and perhaps an AA-T degree.</p> <p>Should there be Humanities programs, whether certificates or degrees, an additional full-time instructor will likely be needed. The validation team's recommendation, based on our most recent program review, to apply for additional full-time position is being taken under serious consideration.</p>

Vision for Success

Contra Costa College has adopted the State Chancellor's Vision for Success and has applied the following local metrics for improvement.

1. Over five years, increase by at least 25 percent the number of Contra Costa College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Over five years, increase by 35 percent the number of Contra Costa College students earning ADT degrees and transfer annually to a UC or CSU.
3. Over five years, decrease the average number of units accumulated by Contra Costa College students earning associate degrees, from approximately 96 total units to 81 total units(16% reduction).
4. Over five years, increase the percent of exiting Contra Costa College, CTE students who report being employed in their field of study, from 64 percent to an improved rate of 69 percent.
5. Reduce equity gaps across all Contra Costa College student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
6. Over five years, reduce regional achievement gaps through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

Identify one or more of the goals above and discuss your units efforts to help accomplish those goals.

Utilization of Budget

Trend:	Year	14/15	15/16	16/17	17/18	18/19
--------	------	-------	-------	-------	-------	-------

<input type="radio"/> Increasing	Budget Allocation	162	146	131	131	131
<input type="radio"/> Stable						
<input type="radio"/> Decreasing						
<input type="radio"/> N/A						
Choose one:	Academic Salaries	NV	NV	NV	199	9
<input type="radio"/> Department Budget	Classified Salaries	NV	NV	NV	NV	NV
	Supplies	105	NV	16	113	232
<input type="radio"/> Program Budget	Operating Expenses (travel, memberships, printing, etc)	30	NV	214	252	117
	Other Expenses (equipment, etc.)	NV	NV	NV	NV	NV
	Total Expenses	135	NV	230	564	358
	Instructional Equipment Allocation	NV	NV	NV	NV	NV
	Instructional Equipment Expenses	NV	NV	NV	NV	NV

Budget comment box (100 words max) (Identify other sources of funds such as grants, instructional equipment, cocurricular, and foundation)

Supply Request (List items and amounts not covered by current department funding {grants, fund raiser, operational budget, etc.}) (200 word max)

2019/20	
2018/19	The department would benefit from a budget increase to \$300. Now that we have new programs and more courses, we would like to "market" these offerings through course and program flyers for students, colleagues, and counselors. We also did not receive the supply request we made last year, to fund the purchase of learning materials like books and dvds on important recent and important subjects in the Humanities and Philosophy. We still have this need, and an enhanced budget would allow us to obtain some of these materials.
2017/18	The department would benefit from expanding its collection of books and DVDs to include more contemporary and relevant learning materials for students. There are series of books focused on philosophy and pop culture, as well as books on important contemporary issues such as race, gender, sexuality, and the environment. In addition, there are several documentary series that would enhance instruction of students on such topics as ancient philosophers, modern philosophers, contemporary philosophers, gender and race studies, and environmental ethics. The department requests \$200 to obtain some of these materials.

Equipment Request & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (List Items and amounts. Items must cost over \$200 each and must last for longer than one year)

Year	Item	Justification (200 word max)	Status
2019/20			
2018/19	N/A		
2017/18	Document camera (\$250)	Since the majority of our classrooms are outside of the GE building, wherein classrooms are equipped with document cameras, instructors in our department would benefit from having our own portable document camera so as to enhance instruction via the most up-to-date technology.	

Faculty Staffing Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (refer to section II D1-D3 (FTE/FTEF) and compare full time faculty to part time faculty to determine need) (400 word max)

2019/20	
2018/19	<p>The Humanities/Philosophy department is requesting one full-time faculty member. Given our history and recent growth, coupled with the department chair's service commitments, we believe that we need an additional full-time instructor to meet the values and strategic goals of both our department and the college.</p> <p>The department, which currently has only one full-time instructor, has historically had two full-time faculty members, one focused on Philosophy and the other on Humanities. This has not been the case for several years now, though we have grown in recent semesters in terms of courses and programs, FTES, and productivity, as discussed below. The department is strongly committed to the college's mission, values, and strategic goals, particularly those concerning responsiveness to varied learning needs, diversity of ideas and peoples, integrity, equity, continuous improvement, and student learning and success. We believe that we can best reflect these values and meet these goals with additional full-time faculty.</p> <p>In recent semesters, the department has been growing in terms of courses and programs offered, FTES, and productivity (currently at 18.7%, up from 17.1% in spring 2018 and 15.7% in fall 2017). We have done this with one full-time instructor and 6-7 part-time instructors, our FTEF/FT at 27.27% and FTEF/PT at 72.73%. Given the positive effects of full-time faculty on student retention, completion, and success, we foresee these rates, along with our FTES and productivity, continuing to increase with the addition of another full-time faculty member.</p> <p>Starting this year, the chair of the Humanities & Philosophy department has taken on the role of Distance Education Coordinator. This role includes many responsibilities, including leading the college in joining the OEI (Online Education Initiative). The release time for this position is 50% and could increase depending on the growth of DE at the college. These commitments have already begun reducing the chair's time for department-related work, including curriculum development, promotion of new courses and programs, managing Philosophy majors and assisting students clubs, journals, and conferences. In addition to the department's history of having two full-time faculty members</p>
2017/18	N/A

Classified Staffing Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (refer to section II D1-D3 and compare full time classified and part time classified to the need within your area) (400 word max)

2019/20	
2018/19	
2017/18	N/A

Facilities Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (ex—HVAC, new class room, building modifications, room modifications, upgrades needed, etc.) (400 word max)

2019/20	
---------	--

2018/19	N/A
2017/18	N/A



[[Back](#) | [DVC home](#) | [WEPR 2.2 home](#) | [DVC PR Handbook](#) | [DVC PR Rubric](#) | [DVC Ed Master Plan](#) | [Funds Matrix](#)]



CCC PR Section I - Unit Plan C7022 (POLSCI)

- VIEW
- edit
- data

Click to view section [Summary](#) [Help](#) [Back](#)

CCC Mission Statement

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949. The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.

CCC Values -- Contra Costa College's commitment to its mission derives strength and guidance from institutional values. As a community of educators, we value:

- Commitment to helping students learn and to improving the economic and social vitality of communities through education
- Responsiveness to the varied and changing learning needs of those we serve
- Diversity of opinions, ideas, and peoples
- Freedom to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified staff, and all managers alike
- Integrity in all facets of our college interactions and operations

CCC Strategic goals -- to fulfill its mission and to be consistent with its beliefs and values, Contra Costa College is committed to the following goals

1. Equitably improve student access, learning and success
2. Strengthen community relationships and partnerships
3. Promote innovation, create a culture of continuous improvement and enhance institutional effectiveness
4. Effectively optimize resources to support student learning and success

Recommendations from last comprehensive program review mandated by validation team

Year	Last program review recommendations	2019:20 progress (200 word max)
2019/2020		
2018/2019	<p>1) I have looked into grants for the political science program but have not been successful in locating funding that is available for general use/overhead as opposed to particular programs, such as education abroad, model U.N, etc. The APSA has additional funding that is available for things like helping undergraduate students pay the registration fee for annual meetings, but it has to be applied for by individual students (rather than faculty sponsors) and is unfortunately is not a viable option for community college students as they compete for this funding from others at four year institutions in their last years of their B.A. or B.S. programs. I will continue to seek out funding sources in the future and indeed have already done so for college-wide events I have organized by for example, coordinating with the Dean of Institutional Effectiveness and Equity for funding related to the International Women's Day event.</p> <p>2) Every semester I organize an event (often college-wide) that is focused on educational and career goals related to the discipline. These events/activities have included film forums, expert panels, community panels, community-watch events (e.g. debate watch party), get out the vote drives, and poll worker training. Each of these events has been a collaborative effort involving students in the the Community Organizing and Political Action club in addition to partners (both formal and informal) in other units around campus, including but not limited to STEM/equity, Library, Social Services/Health, and Ethnic Studies. I have also tabled and recruited at Super Saturday events and have worked with my Dean to adjust class schedules to maximize productivity/fill rates</p> <p>3) In my classes (and in coordinating with new faculty), I have incorporated into my syllabus a textbook price aggregator to help students locate the lowest price possible for assigned textbook and have included a variety of articles and book</p>	
2017/2018	<p>February 2nd 2018 was the first time that faculty were given explicit directions via email to this CCC PR Section I linking this process to budget augmentation. As I understand it from the division Dean, the budget committee has recently (2018) linked this also to a voting process review component to budget augmentation</p>	

Other Accomplishments/Improvements (that support the college's strategic plan goals) (400 word max)

2019/20	
2018/19	

	<p>In an effort to increase access, encourage enrollment, and foster student success, the department has continued to work on developing curriculum. First, we have developed a model on-line curriculum for Polsci 125, which has been accepted into the OEI, and will thus provide a pipeline for additional enrollment into the college. We are also working on creating an on-line Polsci 140 course to be piloted this summer and will begin working this summer on a local politics course, which we hope to get into the OEI as well. Second, the department has continued to develop models of student learning that emphasize a growth mindset. In addition to revamping our SLOs to place more emphasis on critical thinking, we have developed innovative opportunities for student engagement through peer tutoring and editing, embedding skill building into course curriculum and evaluation, and working one-on-one with students to encourage and assist them in pursuing scholarship and internship opportunities.</p> <p>Understanding community college as a training ground to fulfill personal and professional aspirations, we have continued to focus considerable effort in organizing equity-related student engagement, campus-community collaboration, and career pathways into fields related to political science. Working with COPA, the department undertook numerous initiatives in 2018. In Spring we organized a half-day event for International Women's Day, which brought the Executive Director of the East Bay Community Law Center to campus in addition to fifteen invited women leaders, largely women of color working in law, public administration and politics and community advocacy in the East Bay to discuss the Me Too Movement and the political challenges confronting women. Interactive round tables enabled students to explore different career trajectories and discuss with one another the challenges and opportunities facing professional women. In the fall, the department hosted a meet-and-greet event for students with candidates for the California Assembly District 15 seat, organized a three week get-out-the-vote campaign and worked with COPA on three events to benefit the campus community: 1) A Constitution Day film forum and discussion focused on community activism and campaigning for local office, with special guest and newly elected Richmond councilman Demnlus Johnson 2) a 'Dispelling myths around voting' workshop for a largely Latinx west county audience as part of the Accion-West County Voter Education Summit and 3) A public debate on Proposition 10 which brought to campus representatives from the Richmond City Council, California Apartment Association and the El Cerrito Chamber of Commerce.</p>
2017/18	<p>Each semester I have organized college wide events focused on educational and career goals related to the discipline. In 2016 this involved a Presidential Debate Watch Party, a Poll worker training I organized for students on campus, and several get-out-the-vote drives I participated in with community partners. I also organized a film forum, which highlighted the story of Cory Booker and the process of running for local and state-wide offices that was followed by a panel of local office holders and aspiring office holders (2015) and in 2016 organized a community panel, "Political Activism beyond the Ballot Box" in which four community organizations, Asian Pacific Network, the Canal Alliance, and Health Care for All presented about the work they do in the community and the opportunities they have available to students as interns and volunteers. A follow up film forum took place in Spring 2017, when the federal legislature was debating terminating the Affordable Care Act and the California legislature was considering a universal health care bill. In this forum, I worked with Health Care for All, to present a film on health care which brought to campus the film's Canadian directors. In Fall of 2017, I co-organized with COPA a showing of 13th, a film that connects the Constitution to criminal justice and civil rights, which provided another opportunity to discuss themes that are prevalent in a set of core American Government courses we offer in the Political Science Department, but are also connected to the college's values and broader strategic goals related to increasing student access, learning and success; promoting innovation and a culture of continuous improvement, strengthening community relationships and partnerships given that each of these events was a collaborative effort involving students in the the Community Organizing and Political Action club in addition to partners (both formal and informal) in other units around campus, including but not limited to STEM/equity, Library, Social Services/Health, and Ethnic Studies. Additionally, I have also helped to facilitate student success and achievement as well as effectively optimizing resources to support student learning by finding ways to facilitate student access to free opportunities outside of campus, including the hosting Law School's Community College Day UC Berkeley talks, and in the fall took a small group of students to the 2017 APSA conference.</p>

Unit Challenges and Issues Contra Costa College is committed to Equity (retention, access, degree attainment, completion, and transfer) A. What challenges has your area faced in your equity focused efforts addressing any of the equity indicators listed above? B. What have you done or plan to do to address/improve your areas as it relates to the equity indicators identified above? (400 word max)

2019/20	
2018/19	<p>Within an institutional environment which has been characterized by considerable leadership churn, departments have had to operate under conditions of high uncertainty, which has presented key challenges related to staffing and related to this professional and program development. Though the college had emphasized enrollment stabilization from spring 2017-2018, in the fall, institutional efforts at recruitment (pathways, and new Dean of Enrollment) as well as department efforts produced new influx in students, which created a growth in enrollment. However, previous consolidation of sections has created staffing issues. Given the move to a sixteen week calendar there is significantly less wiggle room for canceling classes due to emergencies, a situation that becomes problematic for small departments whose faculty are teaching at capacity and for whom the adjunct pool is thin or nonexistent due to the inconsistency of course offerings (i.e. if prospective faculty are only offered one course but not guaranteed that course they are highly likely to accept employment elsewhere where they can be guaranteed a course or offered more than one course to teach). Therefore, although the department was allowed to hire a second adjunct instructor in the Spring to teach a late add course which was thought to capture additional enrollment (and did), due to roll over criteria, we were not able offer the class to this instructor in the fall and thus lost him. This presented a problem when in the fall six of our eight courses were overenrolled and AFTER the semester began we were asked to offer a late add course. By the time this request came we had no staff to be able to cover that course because both department chair and adjunct instructor were already at full load and because we could not guarantee a course to our new hire he was defacto not available at that late date, even though he was technically still in our adjunct pool. This situation has led the department to press for two new adjunct professors to increase scheduling flexibility particularly as we move to try to develop additional on-line classes that will allow us to grow enrollment through the OEI. In a scenario where a class may need to be canceled, we have a better chance of retaining an adjunct pool without having to lose advisors through the hiring process and thus losing the benefit of the professional development we have tried to cultivate.</p>
2017/18	<p>Key challenges for political science are to develop a broader course curriculum in an environment of low enrollment and retrenchment. The department needs to add additional available courses but new proposals cannot be moved forward for additional classes (particularly on-line) without stable guarantees that the work needed to develop effective curriculum and on-line content will be supported by enabling those courses to make. An additional challenge is having effective ways in rolling out and communicating new systems (whether data collection systems, student monitoring systems, on-line training, budget change and reporting systems) in a way that allows full time faculty that teach five courses to stay on top of new processes that are required of them. Absent stable processes and procedures which are written down and easily accessible, compliance is challenging. A third challenge is reliable and effective data collection, processing and reporting. As has been discussed in numerous committees, this has been a key challenge for planning at the department, division, and college-wide level. A fourth challenge relates to small budgets and coordinating to maximize their impact across different disciplines. Each discipline has distinctive priorities but could work together more effectively to create broader impact if given the right institutional supports and coordinating leadership.</p>

Vision for Success

Contra Costa College has adopted the State Chancellor's Vision for Success and has applied the following local metrics for improvement.

1. Over five years, increase by at least 25 percent the number of Contra Costa College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Over five years, increase by 35 percent the number of Contra Costa College students earning ADT degrees and transfer annually to a UC or CSU.
3. Over five years, decrease the average number of units accumulated by Contra Costa College students earning associate degrees, from approximately 96 total units to 81 total units(16% reduction).
4. Over five years, increase the percent of exiting Contra Costa College, CTE students who report being employed in their field of study, from 64 percent to an improved rate of 69 percent.
5. Reduce equity gaps across all Contra Costa College student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
6. Over five years, reduce regional achievement gaps through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

Identify one or more of the goals above and discuss your units efforts to help accomplish those goals.

Utilization of Budget

Trend: <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing <input type="radio"/> N/A	Year	14/15	15/16	16/17	17/18	18/19
Choose one: <input type="radio"/> Department	Budget Allocation	NV	NV	906	906	906
	Academic Salaries	NV	NV	NV	NV	NV

Budget ○ Program Budget	Classified Salaries	NV	NV	NV	NV	NV
	Supplies	NV	NV	282	675	748
	Operating Expenses (travel, memberships, printing, etc)	NV	NV	NV	445	NV
	Other Expenses (equipment, etc.)	NV	NV	NV	NV	NV
	Total Expenses	NV	NV	282	1,120	NV
	Instructional Equipment Allocation	NV	NV	NV	NV	NV
	Instructional Equipment Expenses	NV	NV	NV	NV	NV

Budget comment box (100 words max) (Identify other sources of funds such as grants, instructional equipment, cocurricular, and foundation)

Supply Request (List items and amounts not covered by current department funding {grants, fund raiser, operational budget, etc.}) (200 word max)

2019/20	
2018/19	<p>Due to ongoing problems with the GE 308 copier, in October we were able to get paper costs paid for through general funds, which has freed up some funding for additional (non-regular items), such as a power point advancer/laser for new adjunct faculty and a back-up office printer/scanner for the department chair. The desktop printer has been particularly helpful in eliminating held up/canceled copying and scanning which was adversely effecting student learning. However, routine, ongoing teaching supply costs (i.e. dry erase pens/erasers/file folders/paper clips/post-it notes) as well as items purchased this fall (e.g. colored paper, table, mini table stands) to facilitate several campus-wide events organized by the political science department last fall have left little monies for Spring events (i.e. IWD) or professional development for faculty and/or items which are needed to promote political science pathways and professional development for students.</p> <p>In the next budget cycle, I am requesting an additional \$1,000 for a forum to promote the political science pathway for students interested in careers in law, public policy, and community organizing and participation in a teaching conference which focuses on on-line pedagogy for political science instruction to facilitate developing additional hybrid and on-line courses.</p>
2017/18	<p>The majority of the political science budget has been taken up by basic supplies that include copy and colored paper, dry erase pens and erasers, file folders, paper clips, notecards/post-its, color printer cartridges for fliers/handout, etc. After this has been budgeted, additional items include teaching tools such as laser pointers and posterboards, easle for signage, etc. funding for professional development opportunities for instructors such as conferences, and funding for student events and activities (listed above) that are always available to the campus community more generally.</p> <p>This upcoming year we will need to spend down additional funds for a new, much needed part time hire (one of only two part time faculty in the department) who though teaching one class per semester will hopefully be reliably available for summer and winter sessions as well. I am hoping that the current budget roll over will accomodate the items needed (like laser pointer and additional supplies) but anticipate requesting additional fundign for supplies (and equipment) next budget cycle in relation to curriculum changes and on-going efforts to improve matriculation and professional development.</p>

Equipment Request & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (List Items and amounts. Items must cost over \$200 each and must last for longer than one year)

Year	Item	Justification (200 word max)	Status
2019/20			
2018/19	<p>Most of our political science courses are taught in room 214 of the General Education Building. Since this room only has one overhead projector and screen and we have a limited number of students who have access to personal devices that are wifi enabled, I would like to request a second monitor (\$219) and overhead projector (\$325) to enable students to view large, high resolutions maps and/or interactive elements such as quizlets, Kahoot surveys, and short videos while also being able to see the power point slides with questions, instructions and lecture material</p> <p>Both Political Science 130 (Comparative Politics) and Political Science 140 (International Relations) require significant knowledge of political geography and students in all three Political Science courses taught in GE 214 would benefit enormously from greater engagement and increased interactivity that could be achieved by these modest enhancements to the classroom.</p> <p>Though I have tried with embedded maps in power point slides and split screens to incorporate an element of dynamism, the resolution of the images suffers as does the effectiveness of the attempts at greater interactivity. After a number of semesters of experimentation I am now convinced that the best solution is to add an additional monitor and screen to allow the simultaneous viewing of two different sets of content. This would contribute not only to enhancing students visual and auditory experience in the classroom, but also enhance the use of technology to develop innovative pedagogy into the curriculum. Moreover, these modest physical enhancements to the GE 214 would benefit a broad</p>		
2017/18	<p>Not requesting this year as the main item I had inquired about last year (prior to the new budget request model) was an effective, high volume color printer that would be able to print copies for all division faculty that would need to use it for their events and activities. I was told that this would NOT be something that would be approved but perhaps with our new budget process and further efforts to systematize the process, this could be an item considered in the future particularly since it does not appear that the college is able to move forward to try to reestablish a production department as common in the past future</p>		

Faculty Staffing Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (refer to section II D1-D3 (FTE/FTEF) and compare full time faculty to part time faculty to determine need) (400 word max)

2019/20	
2018/19	<p>When I came on board Spring, 2015 as a full time faculty member with an obligatory five course load, we operated as a three-person department until 2016 when one of our long time adjunct instructors retired. Reduced to two faculty, one of whom teaches at multiple colleges, limited availability during summer and non-peak hours, combined with significant loss of teaching hours due to the transition to a 16 week schedule, presented staffing concerns for the department's ability to cover classes in cases of emergency. With this in mind, I hired an additional instructor to teach American Government as a late add course in Spring 2018 but unfortunately, I was not able to guarantee him a class in the fall so he accepted a full time teaching position out of state. Given the need to maintain, and when possible, expand our course offerings, our growing number of ADT degrees, and the obvious challenges in retaining adjunct faculty in the bay area, I pursued a replacement hire during the Fall 2018 hiring cycle. This was justified because six of our eight courses had waitlists at the start of the fall semester and because we were asked after the semester was already underway to add a late add course but did not have the staff to do so.</p> <p>Conscious of our ongoing enrollment issues, I am requesting that we retain the two adjunct hires that were made this Fall, 2018. Though I set out to hire an experienced instructor, flexible enough to teach at least two courses we offer in the political science ADT, this profile was difficult to find. Consequently, I hired two adjunct faculty, one of which is teaching a section of Polsci 125 this Spring and due to her expertise in IR is currently taking a training course to develop an OEI ready 6-week version of PS 140 on-line in the summer. The other candidate's course unfortunately did not make this semester but given my plan to go on sabbatical in two years and to cultivate our adjunct pool, I have offered him a section of Polsci 125 this summer and plan to offer him a late add Polsci 125 course in the fall as an incentive for him to also develop a level 100 class.</p>
2017/18	

Classified Staffing Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (refer to section II D1-D3 and compare full time classified and part time classified to the need within your area) (400 word max)

2019/20	
2018/19	NA
2017/18	

Facilities Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (ex—HVAC, new class room, building modifications, room modifications, upgrades needed, etc.) (400 word max)

2019/20	
2018/19	NA
2017/18	Heating issues raised Fall, 2017 as an issue in GE 214 seem to have improved Spring semester 2018.



[[Back](#) | [DVC home](#) | [WEPR 2.2 home](#) | [DVC PR Handbook](#) | [DVC PR Rubric](#) | [DVC Ed Master Plan](#) | [Funds Matrix](#)]



CCC PR Section I - Unit Plan C3003 (SPEECH)

VIEW
 edit
 data

Click to view section **Summary** Help Back

CCC Mission Statement

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949. The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.

CCC Values -- Contra Costa College's commitment to its mission derives strength and guidance from institutional values. As a community of educators, we value:

- Commitment to helping students learn and to improving the economic and social vitality of communities through education
- Responsiveness to the varied and changing learning needs of those we serve
- Diversity of opinions, ideas, and peoples
- Freedom to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified staff, and all managers alike
- Integrity in all facets of our college interactions and operations

CCC Strategic goals -- to fulfill its mission and to be consistent with its beliefs and values, Contra Costa College is committed to the following goals

1. Equitably improve student access, learning and success
2. Strengthen community relationships and partnerships
3. Promote innovation, create a culture of continuous improvement and enhance institutional effectiveness
4. Effectively optimize resources to support student learning and success

Recommendations from last comprehensive program review mandated by validation team

Year	Last program review recommendations	2019:20 progress (200 word max)
2019/2020		
2018/2019	<ol style="list-style-type: none"> 1. We recommend you increase productivity as data shows productivity went from 16.1 in 2011 – 2012 to 14.1 in 2012-2013 and 14.3 in 2013 -2014. (President's Cabinet) 2. We recommend that you ensure courses in the major articulate for C-ID numbering system and other transfer institutions. (President's Cabinet) 3. We recommend you create a department website. (President's Cabinet) 4. We recommend you add SLO's for Interpersonal Communication and the Speech Lab and use the data to enhance the program (President's Cabinet) 5. We recommend you provide data to substantiate how paid tutors have aided in your students' success (show assessments). (President's Cabinet) 6. We recommend you upgrade your video equipment wherever you can to aid with instruction. (President's Cabinet) 	<ol style="list-style-type: none"> 1. Our department has had stable data, and we have been implementing several new practices to ensure higher productivity. We have increased our online class offerings; we have partnered with the Mare Island Academy to offer classes with ensured high attendance numbers; we have reduced sections that are less productive; we have significantly increased productivity and course offerings at the Hercules off-site classes. 2. We have worked with the Counseling department to ensure that all of our courses align with the C-ID recommendations. 3. We are working on a department website. We have a Facebook page for CCC Speech and Debate. 4. We have created SLOs for the Interpersonal Communication class and will create SLOs for the Speech Lab within the next year. 5. The Speech Lab SLOs that we have planned will address this recommendation. We have been commended by Campus-Wide tutoring for our hours of aid to students. 6. We plan to spend some of our department budget on better video equipment.
2017/2018		

Other Accomplishments/Improvements (that support the college's strategic plan goals) (400 word max)

2019/20	
2018/19	The CCC Speech Team has successfully competed in 7 tournaments this season, including the Northern California Forensics Association Spring Champs taking 2nd place as a team, and the California Community College Forensics Association State Championship for Spring 2018.
2017/18	In Fall 2017 alone the team won 12 finalist awards, including 7 top 3 finishes. The talent of our students is showcased across California and is on track to continue growing.

Unit Challenges and Issues Contra Costa College is committed to Equity (retention, access, degree attainment, completion, and transfer) A. What challenges has your area faced in your equity focused efforts addressing any of the equity indicators listed above? B. What have you done or plan to do to address/improve your areas as it relates to the equity indicators identified above? (400 word max)

2019/20	
2018/19	We could have more tutoring hours if we had more funding for instructors to provide line of sight in the lab. We could attend more tournaments, e.g. the California State tournament with increased fund
2017/18	

Vision for Success

Contra Costa College has adopted the State Chancellor's Vision for Success and has applied the following local metrics for improvement.

1. Over five years, increase by at least 25 percent the number of Contra Costa College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Over five years, increase by 35 percent the number of Contra Costa College students earning ADT degrees and transfer annually to a UC or CSU.
3. Over five years, decrease the average number of units accumulated by Contra Costa College students earning associate degrees, from approximately 96 total units to 81 total units(16% reduction).
4. Over five years, increase the percent of exiting Contra Costa College, CTE students who report being employed in their field of study, from 64 percent to an improved rate of 69 percent.
5. Reduce equity gaps across all Contra Costa College student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
6. Over five years, reduce regional achievement gaps through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

Identify one or more of the goals above and discuss your units efforts to help accomplish those goals.

Utilization of Budget

Trend:		Year	14/15	15/16	16/17	17/18	18/19
<input type="radio"/> Increasing	Budget Allocation		NV	NV	13,417	13,817	13,436
<input type="radio"/> Stable							
<input type="radio"/> Decreasing							
<input type="radio"/> N/A							
Choose one: <input type="radio"/> Department Budget <input type="radio"/> Program Budget	Academic Salaries		NV	NV	3,076	NV	932
	Classified Salaries		NV	NV	129	NV	NV
	Supplies		NV	NV	4,531	2,031	3,256
	Operating Expenses (travel, memberships, printing, etc)		NV	NV	898	6,511	5,543
	Other Expenses (equipment, etc.)		NV	NV	NV	NV	NV
	Total Expenses		NV	NV	8,634	8,542	9,731
	Instructional Equipment Allocation		NV	NV	NV	NV	NV
	Instructional Equipment Expenses		NV	NV	NV	NV	NV

Budget comment box (100 words max) (Identify other sources of funds such as grants, instructional equipment, cocurricular, and foundation)

Supply Request (List items and amounts not covered by current department funding {grants, fund raiser, operational budget, etc.}) (200 word max)

2019/20	
2018/19	We again request HD video equipment, to include cameras (\$500 recorders-video and voice), television monitors (\$500) and cloud storage space (\$200, i.e. large Dropbox).
2017/18	We request HD video equipment, to include cameras (\$500 recorders-video and voice), television monitors (\$500) and cloud storage space (\$200, i.e. large Dropbox).

Equipment Request & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (List Items and amounts. Items must cost over \$200 each and must last for longer than one year)

Year	Item	Justification (200 word max)	Status
2019/20			
2018/19	We again request HD video and podcasting equipment (\$100.), to include cameras (\$500 recorders-video and voice), television monitors (\$500), microphones (\$200) and easy access large capacity cloud storage space (\$200, i.e. large Dropbox).	The equipment listed will help ensure the SPCH students, lab attendees (both SPCH and non SPCH students), and speech team competitors all receive timely and substantive feedback. The ability to record and playback presentations on reliable and current technology is essential to critique and communication growth. The use of campus technology, on campus, and in classrooms will also help to ensure equity for our students since not all of them are able to simply, "pull out their phones". Instructors having access to reliable and useful tech gives way for more ingenuity in both lecture and presentational design. The podcasting equipment will enable us to help our students	
2017/18	We request HD video equipment, to include cameras (\$500 recorders-video and voice), television monitors (\$500), microphones (\$200) and easy access large capacity cloud storage space (\$200, i.e. large Dropbox).	The equipment listed will help ensure the SPCH students, lab attendees (both SPCH and non SPCH students), and speech team competitors all receive timely and substantive feedback. The ability to record and playback presentations on reliable and current technology is essential to critique and communication growth. The use of campus technology, on campus, and in classrooms will also help to ensure equity for our students since not all of them are able to simply, "pull out their phones". Instructors having access to reliable and useful tech gives way for more ingenuity in both lecture and presentational design.	

Faculty Staffing Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (refer to section II D1-D3 (FTE/FTEF) and compare full time faculty to part time faculty to determine need) (400 word max)

2019/20	
2018/19	

Our department is growing in three ways: our speech team is gaining members and greater visibility, our Speech Lab is operational in our new space, and our classes are filling with waitlists. We need help establishing a continuity of instruction for the increasing demands of coaching and teaching of all of the demanding aspects of speech and debate. Each semester, we lose talented part-time instructors to other colleges, and we have to find and retrain new ones according to the very rigorous standards we expect for our team and for our courses. The instructors who can help our team are also coaching students at other campuses and can't devote their full energies to our students. A full-time instructor who also coaches our team would recruit from his or her speech classes and maintains student commitment to our team. Most of our good competitors stay on the team for several years if there is continuity in their mentors. The team represents our college in its best light; we train our students to excel in their presentations; they win numerous awards at local, state, and national competitions. Several of our forensic students have received scholarships to universities because of their performance on our teams. We are recognized by the Northern California Forensics Association, and our team brings honor to our college community. In addition, we have a very visible and active campus program including our frequent student speaker showcases that feature our award-winning speakers encouraging other students to gain expertise by joining our team. Our intramural tournament provides students with the opportunity to compete, even if they do not go to tournaments on other campuses; the intramural tournament encourages students from all over campus to experience speech competition. This tournament also gives our speech team members the opportunity to evaluate other speakers and to increase their own expertise. Our Speech Lab has been operational in our new space with tutors to help students in all classes with researching, outlining and preparing presentations. We have been limited to two days of operation because of the need for full-time faculty to provide line of sight tutoring for the lab. We have 9-11 part-time instructors each semester, and many of them are at 60+ percent of their load in waitlisted classes. We have received the allocation for another full-time instructor.

2017/18 1. One full time faculty -- forensic (speech and debate) coach and intercultural communication instructor--

Classified Staffing Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (refer to section II D1-D3 and compare full time classified and part time classified to the need within your area) (400 word max)

2019/20	
2018/19	It would be very helpful for us to have an hourly worker to help with the numerous forms that need to be completed for tournament entries, travel details, and follow-up paperwork. This request would relate to the CCC Strategic goal: Effectively optimize resources to support student learning and success.
2017/18	N/A

Facilities Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (ex—HVAC, new class room, building modifications, room modifications, upgrades needed, etc.) (400 word max)

2019/20	
2018/19	We desperately need for the sound system in AA 219 B to be fixed. Students can't hear media that most instructors use, e.g. sample speeches and educational videos. We also desperately need a floor that is not cracked and damaged for our office space, particularly in AA 219D and the storage room. Our outside room and office windows need to be cleaned. These changes would fit CCC Strategic goal: effectively optimize resources to support student learning and success.
2017/18	We request the speakers for AA 219 be taken out of the ceiling and placed on the wall above the whiteboard. Currently, the speakers are accessible only by removing the ceiling tiles and facing them down, toward the classroom. Additionally, a form of increased sound proofing between the AA 219 Classroom and the AA SPCH Lab is needed. The department also requests that if we are able to secure new technology that facilities will be able to help ensure security for the equips, i.e. locks, storage, securing to walls,



[[Back](#) | [DVC home](#) | [WEPR 2.2 home](#) | [DVC PR Handbook](#) | [DVC PR Rubric](#) | [DVC Ed Master Plan](#) | [Funds Matrix](#)]



CCC PR Section I - Unit Plan C7002T (BIOTECH)

VIEW
 edit
 data

Click to view section [Summary](#) [Help](#) [Back](#)

CCC Mission Statement

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949. The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.

CCC Values -- Contra Costa College's commitment to its mission derives strength and guidance from institutional values. As a community of educators, we value:

- Commitment to helping students learn and to improving the economic and social vitality of communities through education
- Responsiveness to the varied and changing learning needs of those we serve
- Diversity of opinions, ideas, and peoples
- Freedom to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified staff, and all managers alike
- Integrity in all facets of our college interactions and operations

CCC Strategic goals -- to fulfill its mission and to be consistent with its beliefs and values, Contra Costa College is committed to the following goals

1. Equitably improve student access, learning and success
2. Strengthen community relationships and partnerships
3. Promote innovation, create a culture of continuous improvement and enhance institutional effectiveness
4. Effectively optimize resources to support student learning and success

Recommendations from last comprehensive program review mandated by validation team

Year	Last program review recommendations	2019:20 progress (200 word max)
2019/2020	<p>None entered by validation team. Plan for next PR cycle from self-study pasted here:</p> <p>A. Department Goals for the next program review cycle</p> <ol style="list-style-type: none"> 1. Increase enrollment in biotechnology program courses 1a. Authentic High School Outreach/ Engagement 1b. Dual Enrollment 1c. Marketing Plan 1d. Regional Resource Leverage <p>2. Ensure core biotechnology program activities are of high quality, provide education and training relevant to regional and community needs, ensure equity, and comply with educational and institutional standards</p> <ol style="list-style-type: none"> 2a. Fully develop and scale Soil Microbiome Project 2b. Develop and implement campus mini-internship course 2c. Assess needs and make purchases 2d. Increase STEM student access 2e. Clarify schedule and regularly offer advanced skills courses 2f. Hire and train additional biotechnology faculty 3. Increase infrastructure to help students exit biotechnology programs successfully 3a. Paid Internships 3b. Job placement 3c. Curriculum alignment for transfer 	<p>ENROLLMENT:</p> <ol style="list-style-type: none"> 1a. Partnership with BABEC and WCCUSD Health Academy (begun planning F2018, first round planned for S2019). 1b. Surveyed WCCUSD teachers for best dual enrollment time 1c. Participated in numerous generalized marketing activities for CCC. Advocated for specialized marketing plan (not successful) c. CTE outreach brochures c. Comet day S2018 participant c. CTE night F2018 participant c. Visited 30+ STEM classrooms to advertise Soil Microbiome c. Advocates for changes to website and brochure to increase effectiveness (not successful in making change) 1d. Few regional marketing efforts in biotech 1e. Note in schedule indicating IGETC, pre-allied health value of BIOSC172/L (issues with schedule coding interfered with enrollment success for this course F2018) <p>QUALITY of CORE ACTIVITIES</p> <ol style="list-style-type: none"> 2a. Updated class delivery: BIOSC188, BIOSC157/9, BIOSC186 - soil microbiome content 2b. BIOSC188N progress with ISPIC funds 2c. BIOFLO 120 bioreactor purchased, installed, and manual/SOP's produced (B. Williams and K Krolikowski collaborated). This adds manufacturing equipment training to program to update BIOSC186, align with Solano college bachelor's degree program 2d. Planned courses carefully around Biology transfer major schedule. Successful for BIOSC188, and BIOSC157/9 S2018 (issues with scheduling communications caused physics class conflict S2019) 2d/2e. Curriculum: Re-adjusted total hours for BIOSC157/9 to 6h/week; C-ID approvals, Content review, Certificate updates, DE form for lecture portion of BIOSC183, 186, 188 2f. Advocated for BIOSC147 TOP code change to 04300 (not successful in making change) <p>EXIT INFRASTRUCTURE</p> <ol style="list-style-type: none"> 3a. Work with internship hosts to place 4 students in internships summer 2018. 3b. PT biology faculty hired. OAS time to work as liaison to biotech companies in the region to generate comprehensive guide to local biotech employers for use in Career Development Services and to develop internship relationships with some of the companies. Coordination with Career Development office. Will be complete by March 2018. 3c. Developing transfer agreement with Northeastern University's SF Biotechnology bachelor's program.
2018/2019		

	<p>1. Curriculum: 2. Grant Projects: 3. Marketing: 4. Educational partnerships : 5. LBNL: 6 SLO Process: . 7 Release time:</p>	<p>1. Curriculum: New courses BIOSC188, 188N (allows pre-employment continuation) Contextualize BIOSC157/9 as training course, BIOSC 186 contextualize, advocated for change of BIOSC147 TOP code</p> <p>2. Grant Projects: Soil Microbiome Project - SWF local funds round one, SWF state funds round 2, Regional SCOPE project, HSI-STEM printing costs/Research symposium</p> <p>3. Marketing: Prepared hands-on booth, video for super Saturday and tabled with these materials. Designed and coordinated printing for outreach flyers. Coordinator posts regularly on Twitter account and includes @lifeatCCC. Coordinator did outreach for Soil Microbiome (23 classroom presentations, emails to 250+ on outreach list in groups of 10, advisory board, flyers at 5 community centers, LPAT) Met with marketing group for interview about content for website.</p> <p>4. Educational partnerships : worked with HSI-STEM on research symposium, pilot project with Watershed project for citizen science, Prepared a Biology transfer + biotech certificates pathway (3 years moderate pace) as part of Guided Pathways project. Work with HSI-STEM counselor to advertise/vet it. C-ID and FDRG work for regional alignment, transfer to Solano biomanufacturing program. SCOPE: participation in regional biotechnology operations project with focus on quality and high-school outreach</p> <p>5. LBNL: Project discontinued in January 2017</p> <p>6 SLO Process: Training and interaction about how to use CurricuNET tool. Documented SLO's in all biotechnology courses. Ready to enter data into CurricuNET SLO functionality</p> <p>7 Release time: Highlighted the large amount of work and lack of communication and</p>
<p>2017/2018</p>	<p>1. Curriculum: 2. Grant Projects: 3. Marketing: 4. Educational partnerships : 5. LBNL: 6 SLO Process: . 7 Release time:</p>	<p>1A. Biotechnology A.S. degree was updated, and aligns well with AS-T in biology 1B. BIOSC 172L now provides service to multiple student constituencies including general education, allied health, biology majors, and biotechnology students. It was approved as an IGETC GE life science lab course, approved as a pre-requisite for upper-level biology and biotechnology courses, and submitted for C-ID approval for biotechnology. 1C. BIOSC 172 provides service to multiple constituencies similar to BIOSC172L. It was approved as pre-requisite for upper-level biology and biotechnology courses, and will be submitted for C-ID approval once the model COR is published. 1D. The program courses were all modified and submitted for C-ID approval. CCCs biotechnology program is now seamlessly integrated with regional and state biotech programs. 1E. A new majors biology course, BIOSC147 Molecular and Cellular Biology, was created within the biotechnology program. This enables biology majors to take advantage of biotech program training while meeting the transfer requirement for biology majors. 1F. Program coordinator led statewide FDRG for Biotechnology.</p> <p>3. worked with webmaster after biotech website was removed from campus website and linked to ADJUS certificate. Together, added back some content from off-site website and added a link to campus page. Biotech information was included in CTE pamphlet produced by marketing dept.</p> <p>2 and 4. Participated regularly in LPAT (Career Pathways Trust Grant) to encourage High School alignment with introductory biotechnology courses and assistant certificate - unsuccessful in increasing enrollment</p> <p>7A. Program coordinator serves as CTE senator in CCCs academic senate and will advocate for CTE interests from that position 7B. Program coordinator appointed to CTE Leadership Committee with state Academic Senate, and will advocate for and serve CTE interests in that capacity 7C. Program coordinator proposed for 2 adjunct faculty to teach biotechnology</p>

Other Accomplishments/Improvements (that support the college's strategic plan goals) (400 word max)

<p>2019/20</p>	
<p>2018/19</p>	<p>Biotechnology certificates embedded in biology transfer degree as a draft guided pathways program.</p> <p>Worked with HSI-STEM to have soil microbiome (BIOSC157/9 S2018) students participate in research symposium.</p> <p>Advocate to HSI-STEM to highlight value of biotech courses to the many biology majors at CCC. Emphasized economic data showing sector growth, especially for bachelor's degree holders; noted that many CSE speakers in F2018 from biology program are CCC biotech alumni who went on to earn bachelors of biology degrees. (not successful in making this change)</p>
<p>2017/18</p>	<p>Soil Microbiome Project provides 1) Authentic training with clear deliverables 2) Compelling story for outward communications (job interviews, program recruiting) 3) Community, Industry, and University partners (Urban Tilth, iCultivar, UC Berkeley/PGEC) 4) on-campus work environment for school-to-work transition. 5) Student-directed pace of research with regular feedback to instructor regarding needs, suggestions and personal goals</p> <p>Meets the following Strategic Goals - 2 Strengthen community relationships and partnerships and 3 Promote innovation, create a culture of continuous improvement and enhance institutional effectiveness: and CCC values 1 Commitment to helping students learn and to improving the economic and social vitality of communities through education 3 Diversity of opinions, ideas, and peoples</p> <p>Pathways: Created a pilot biology transfer pathway that also includes biotechnology certificates, and starts with curriculum also appropriate for a pre-allied health student. Meets CCC Strategic Goal 1: Equitably improve student access, learning and success</p> <p>Noticed that BIOSC172/L is not shown correctly as a pre-requisite to pre-allied health courses in an application on student phones. Reported to 2 deans and a senior dean. This hopefully will contribute to strategic goal #4: Effectively optimize resources to support student learning and success</p>

Unit Challenges and Issues Contra Costa College is committed to Equity (retention, access, degree attainment, completion, and transfer) A. What challenges has your area faced in your equity focused efforts addressing any of the equity indicators listed above? B. What have you done or plan to do to address/improve your areas as it relates to the equity indicators identified above? (400 word max)

<p>2019/20</p>	
<p>2018/19</p>	

Enrollment is the main issue with this program. Potential students can't be relied upon to find information about the job growth in biotech and opportunities at CCC for training without: 1) clear information on CCC's website regarding course offerings and progression 2) job market and potential careers 3) consistent and positive information about biotechnology program courses from counseling department 4) Support from HSI-STEM team that encourages enrollment. 5) Scheduling times and coding of classes in electronic schedules to show linkage of lab/lecture and availability of courses for biology majors.

Collaboration with WCCUSD for dual enrollment is a good opportunity, both for WCCUSD students and CCC's biotechnology program. No mechanism exists for introducing BIOSC172/L to MCHS counselors/principal, which would need to be done in time for scheduling discussions. Only recently (F2018) was a conduit for communication with WCCUSD health academy teachers made available, and this only after BABEC was engaged as a partner.

2017/18

Recruitment from the matriculating/High School population remains a challenge. Compared to the large increase in enrollment seen when the program coordinator established direct relationships with WCCUSD Health Academies for concurrent enrollment, the current state of the program's relationship with high schools and matriculating students is weak. This appears to be correlated with the implementation of a new outreach structure for CCC.

Recruitment from the ranks of declared biology and other STEM majors continues to challenge, but steady progress is being made. Inclusion of practical lab training/experience in BIOSC147 and the addition of an on-campus research experience appears to attract these students to the program, and word-of-mouth encouragement is increasing. While this trend is encouraging, information given to students (particularly pre-medical) about the value of laboratory training and subsequent successful internships is not consistently communicated to this population campus-wide.

While The Soil microbiome Project is an authentic work experience in science and biotechnology that deliver useful products to community partners is an extremely valuable addition to the program, movement away from a predictable 'cookie cutter' type of laboratory training experience requires additional time and expertise from faculty. Meetings with community and technical advisory partners as well as regional collaborators must happen at regular intervals and require intense preparation. In addition, arranging events where students present their products to their customers (the community partner) consumes time and resources. Campus systems which support this type of activity (such as HSI-STEM or the CTE office) need to be mobilized if this activity is to be sustainable without an increase in the department payroll budget.

Vision for Success

Contra Costa College has adopted the State Chancellor's Vision for Success and has applied the following local metrics for improvement.

1. Over five years, increase by at least 25 percent the number of Contra Costa College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Over five years, increase by 35 percent the number of Contra Costa College students earning ADT degrees and transfer annually to a UC or CSU.
3. Over five years, decrease the average number of units accumulated by Contra Costa College students earning associate degrees, from approximately 96 total units to 81 total units(16% reduction).
4. Over five years, increase the percent of exiting Contra Costa College, CTE students who report being employed in their field of study, from 64 percent to an improved rate of 69 percent.
5. Reduce equity gaps across all Contra Costa College student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
6. Over five years, reduce regional achievement gaps through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

Identify one or more of the goals above and discuss your units efforts to help accomplish those goals.

Utilization of Budget

Trend:	Year	14/15	15/16	16/17	17/18	18/19
<input type="radio"/> Increasing						
<input type="radio"/> Stable						
<input type="radio"/> Decreasing						
<input type="radio"/> N/A						
	Budget Allocation	34920	38413	29479	26352	26,352
Choose one:	Academic Salaries	NV	NV	NV	NV	NV
<input type="radio"/> Department Budget	Classified Salaries	NV	1560	2974	NV	1,756
	Supplies	27579	27110	20656	18706	18,890
<input type="radio"/> Program Budget	Operating Expenses (travel, memberships, printing, etc)	NV	514	NV	3228	NV
	Other Expenses (equipment, etc.)	7652	10347	1074	NV	7,780
	Total Expenses	35231	39531	24704	21934	28,426
	Instructional Equipment Allocation	NV	NV	NV	NV	NV
	Instructional Equipment Expenses	NV	NV	NV	NV	NV

Budget comment box (100 words max) (Identify other sources of funds such as grants, instructional equipment, cocurricular, and foundation)

Supply Request (List items and amounts not covered by current department funding {grants, fund raiser, operational budget, etc.}) (200 word max)

2019/20	
2018/19	Stability of supply/operating budget will be sufficient for 2018-2019 purchases
2017/18	Soil Microbiome Project Supplies (CTE SWF local funds)

Equipment Request & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (List Items and amounts. Items must cost over \$200 each and must last for longer than one year)

Year	Item	Justification (200 word max)	Status
2019/20			
2018/19	Regular replacement of small equipment	Stability of supply/operating budget will be sufficient for 2018-19 needs.	

2017/18	Bioreactor (CTE funds - enhancing instruction)	Add manufacturing equipment training to program to update BIOSC186, align with Solano college bachelor's degree program (SWF round one funding covers this)	Not purchased
---------	--	---	---------------

Faculty Staffing Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (refer to section II D1-D3 (FTE/FTEF) and compare full time faculty to part time faculty to determine need) (400 word max)

2019/20			
2018/19	Part-time faculty recruitment and training for the following courses will be needed: BIOSC172, BIOSC172L, BIOSC188, BIOSC186 (or BIOSC183). Program lead will be serving as ASC President, so teaching duties will need to be covered to maintain the quality of program for students.		
2017/18	<p>No new permanent or part-time instructional faculty hires anticipated for this coming year. Program is not expanding substantially.</p> <p>Up to 70% of faculty salary for lower-enrolled courses related to soil microbiome project (CTE - increasing enrollments, since would be cancelled otherwise; sector navigator projects in common grant covers this)</p> <p>Faculty OAS time to function as a liaison to biotech companies in the region (funding already approved through Strong Workforce, 60 hours max) to generate comprehensive guide to local biotech employers for use in Career Development Services and to develop internship relationships with some of the companies (CTE - more effectively connecting students to employment in their field of study)</p>		

Classified Staffing Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (refer to section II D1-D3 and compare full time classified and part time classified to the need within your area) (400 word max)

2019/20			
2018/19	<p>Technician for setup during one summer iteration of BIOSC188N (20 hours max: 2 hours/lab meeting for 10 meetings over 2 weeks)</p> <p>Outreach and recruitment for one cohort of soil microbiome participation (summer): 25 hours max (Produce and print outreach materials- 3 hours, Deliver presentations to science classes, STEM events, High Schools: 4-6 hours, Follow up with interested students to ensure enrollment/sign-up: 10 hours, Orientation/information event: 6 hours) (CTE - increasing enrollment)</p> <p>These are both in addition to maintenance of current staffing level of Dr. Williams, who is essential to the delivery of a quality program.</p>		
2017/18	<p>No new permanent classified staffing hiring needs anticipated for this coming year. Program is not expanding substantially.</p> <p>Technician for setup during one summer iteration of soil microbiome project (24 hours max: 2 hours/lab meeting for 12 meetings over 6 weeks) (CTE - enhancing instruction, can be covered by state sector navigator project in common grant)</p> <p>Outreach and recruitment for one cohort of soil microbiome participation (summer): 25 hours max (Produce and print outreach materials- 3 hours, Deliver presentations to science classes, STEM events, High Schools: 4-6 hours, Follow up with interested students to ensure enrollment/sign-up: 10 hours, Orientation/information event: 6 hours) (CTE - increasing enrollment)</p>		

Facilities Requests & Justification as it relates to the mission, values, and strategic goals of the college (see top of page) (ex—HVAC, new class room, building modifications, room modifications, upgrades needed, etc.) (400 word max)

2019/20			
2018/19	Website content upgrade to a state that promotes biotechnology program effectively. (advice on content available from advisory board minutes)		
2017/18			

