

## What is an Instructional Program?

*An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.*

*All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.*

### Program Name

Indicate the type of program here:  AA;  AS;  AA-T;  AS-T;  Certificate

Program Name: Biology

Academic Year: 2023-24

Name of Faculty Submitter(s): Dr. Beverly Ranney

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## I. Program Description

*The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:*

- A. What is the program mission and how does it support the institutional mission?

The Associate of Science in Biology for Transfer prepares students to think like scientists, using concept-based knowledge in biology. The biology professors of BCC are dedicated to teaching biology and preparing future biologists to discover new biological information. As a discipline, biology integrates fundamental science ideas and unifying concepts with the scientific method to expand our understanding of the natural world. We endeavor to provide an academic program that supports student preparation and integration of biological ideas.

- B. What is the program vision and how does it support the institutional vision?

The program, "The Associate of Science in Biology for Transfer," aligns with the institutional vision of empowering students to achieve their personal best through excellence in education. Here's how:

1. Preparation and Knowledge: The statement mentions that the program prepares students to think like scientists by providing them with concept-based knowledge in biology. This emphasis on knowledge and preparation aligns with the idea of empowering students to achieve their personal best. By equipping students with a strong foundation in biology, the program sets them up for success in their academic pursuits and future careers.

2. Excellence in Teaching: The dedication of the biology professors to teaching biology and preparing future biologists indicates a commitment to excellence in education. This commitment resonates with the institutional vision of providing an excellent educational experience for students. When professors are devoted to their students' learning and growth, it contributes to a supportive and conducive learning environment.

3. Scientific Discovery and Understanding: The program's focus on teaching biology as a discipline that integrates fundamental science ideas, unifying concepts, and the scientific method reflects a commitment to fostering scientific discovery and a deeper understanding of the natural world. This aligns with the broader goal of excellence in education, as it encourages students to engage critically with complex concepts and develop analytical and problem-solving skills.

4. Integration of Ideas: The program's aim to support student preparation and integration of biological ideas demonstrates a commitment to holistic education. Students are not only learning facts but are encouraged to connect and integrate different concepts, promoting a more comprehensive understanding. This aligns with the idea of empowering students to achieve their personal best by fostering a well-rounded education that goes beyond rote memorization.

The program vision emphasizes a student-centered approach to education that aligns with the institutional vision of empowering students to achieve their personal best. By providing a comprehensive and concept-based education in biology, fostering scientific thinking, and promoting integration of ideas, the program contributes to students' growth and success, in line with the institution's commitment to excellence in education.

C. Please provide a short program description:

The Associate of Science in Biology for Transfer is 30 units of core courses and 37-39 units of general education coursework that provides students with the foundation necessary to complete a Bachelor of Science in biology.

D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?

The program, "The Associate of Science in Biology for Transfer," aligns with various aspects of BCC Strategic Priorities, including innovating to achieve equitable student success, igniting a culture of learning and innovation, building community, and achieving sustainable excellence in operations. Here's how:

1. Equitable Student Success:

The program's emphasis on concept-based knowledge and critical thinking in biology demonstrates a commitment to providing students with a robust education that prepares them for success. By focusing on teaching students to think like scientists, the program promotes

critical skills that can benefit students from diverse backgrounds. This approach aligns with the goal of equitable student success, ensuring that all students have access to high-quality education that supports their growth.

#### 2. Igniting a Culture of Learning and Innovation:

The program's emphasis on teaching biology through fundamental science ideas, unifying concepts, and the scientific method encourages a culture of learning and innovation. By nurturing scientific thinking and curiosity, the program motivates students to explore and question the natural world. This aligns with the goal of igniting a culture of learning and innovation, as students are encouraged to approach challenges with creativity and intellectual curiosity.

#### 3. Building Community:

The dedication of biology professors to teaching and preparing future biologists fosters a sense of community within the program. Students and faculty collaborating to discover new biological information creates a supportive environment where knowledge-sharing and teamwork thrive. This sense of community aligns with the institution's goal of building community by creating spaces where students and faculty can interact, collaborate, and learn from one another.

#### 4. Achieving Sustainable Excellence in Operations:

The program's commitment to providing concept-based knowledge and supporting student preparation showcases a dedication to operational excellence. By focusing on student-centered learning and effective teaching methods, the program contributes to sustainable excellence in operations. Preparing future biologists to integrate biological ideas also supports the program's long-term success and reputation.

The program aligns with BCC's Strategic Priorities by emphasizing equitable student success, fostering a culture of learning and innovation, building community, and striving for sustainable excellence in operations. Through its approach to teaching biology online and preparing future biologists, the program contributes to the institution's mission of providing high-quality education and creating an environment that supports student growth and success.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

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## II. Program Effectiveness

*The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.*

*For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.*

*Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.*

### **Course Data and Analysis**

#### **A. Course Success Rate by**

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

The course success rates are as follows: 82.8% (n=186) in AY 2020-21, 81.1% (n=381) in AY 2021-22, and 86.6% (n=632) in AY 2022-23. This is higher than the success rates experienced by the college as a whole (74.6%, 71.0%, and 71.2%, respectively over the last three academic years). The COVID-19 Pandemic shifted the availability and access to lab-based science courses to include online modalities. The majority of these classes were taught by full-time faculty, suggesting students have significantly greater success when they have access to full-time faculty and the office hours and knowledge of college support services available. The student success rate of courses taught by part-time faculty was lower than the student success of courses taught by full-time faculty over the three years. This could be due to several factors outside the part-time faculty members control, including when they were offered an assignment, how many other obligations they had outside of BCC, or lack of access to paid professional development opportunities.

#### **B. Retention Rate by**

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

The percentage of students retained in the Biology AS-T program has steadily increased over the three-year review period, beginning with 90.3% in AY 2020-21 to 95.6% in AY 2022-23. The courses are all online and primarily taught by full-time faculty.

#### **C. Section Count by**

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

We have increased from 9 section counts in AY 2020-21 to 24 section counts in AY 2022-23. Full-time faculty teach the overwhelming majority of the sections (21 taught by FT faculty in AY 2022-23).

**D. Enrollment Count by**

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

The enrollment count has increased from 186 in AY 2020-21 to 631 in AY 2022-23. All enrollment counts are online. Full-time faculty had the majority of enrollment counts (552 in AY 2022-23 to 79 for PT in the same year). Part-time faculty enrollment counts are steadily increasing.

**E. Class Size Average by**

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

The average class size is 23.61 over the 3-year period, in line with class caps set for laboratory-science classes. Classes were scheduled online. Part-time and full-time faculty had similar class sizes.

**F. Efficiency: WSCH, FTES, FTEF**

Approximately 90% of the classes are taught by full-time faculty. The efficiency, both as WSCH/FTEF and as FTES/FTEF are below the target efficiencies of 525 and 17.5 respectively however, the classes are capped at levels for safety and by the collective bargaining agreement.

**Student Equity Course Data**

- A. What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

Multiple options for knowledge acquisition

OER materials

Use of Early Alert

Audio files as video alternatives

Provides students an opportunity for feedback on instruction

Ensures all student races and backgrounds are represented in the classroom and the curriculum: **how would faculty ensure that all student races and**

**backgrounds are represented in the classroom? What does this question mean?**

Presentation of resources from campus departments

ADA compliant materials

Use of graphic organizers

Promotes peer community building and support

Seeks multiple perspectives

Correlates learning with real-life experience

Probing and clarifying techniques

Creates space for students to ask for help

Utilizes learning pact: **what is this?**

Includes resources in syllabus

Provide reminders to students throughout course about resources available

Collaborative note-taking

Other:

To ensure that the curriculum is culturally relevant, professional development is needed and to ensure it is available for all instructors, using a FLEX calendar may be ideal.

- B. Specifically discuss any equity gaps that have surfaced in the data.  
African-American students have the lowest success rates in the program. The success rates increased from 58.8% in AY 2020-21 to 72.7% in AY 2022-23.
- C. What innovative plans or projects will help to close these gaps?  
Student focus groups may help identify plans or projects that would close the gaps.

### Curriculum

- A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)?  
If no, please name the course and when it is scheduled for peer review.  
 Yes  No
- B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).  
 Yes  No  
Click or tap here to enter text.
- C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?  
None based on routine peer review. Faculty routinely modify the assignments to better work for students.
- D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).  
Click or tap here to enter text.

### Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

*Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.*

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
A. Develop an appreciation and understanding of evolution and the diversity of life.	Students were about 95% successful with this PLO in AY 2022-23, up from 88.9% in AY 2020-21.	The focus on evolution as a theme throughout the biology courses in the program will be maintained.
B. Provide an understanding of the mechanics, application, and limitations of the scientific process.	Student success with this PLO is based on the scientific methods SLOs in the program. Student success in biology is approximately 88%.	The discussions assessing student understanding of the scientific process will be retained.

C. Demonstrate the relationships between structure, function, and energy in living systems.	This PLO is best assessed with the BIOL 20A SLO data for the time period and suggests that about 80% of students were successful in demonstrating understanding of the relationships.	Add additional assessments to gauge this PLO.
D. Enhance written and oral communication skills appropriate to biology.	This PLO is best assessed with lab reports and presentations and corresponds to approximately 88% success rate in the biology classes.	Maintain focus on clear communication standards.
E. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?

Faculty are working on adding assessments to eLumen to streamline data collection.

B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.

The small number of faculty involved in the program makes data collection and reflection relatively straightforward and allows a nimble response to data.

C. Please reflect on the PLO data above and identify areas for student-centered growth or improvement.

- Are there specific courses/SLOs that the program would like to focus on for growth and improvement?

The program would like to focus on finding ways to support disproportionately impacted students to increase their success.

- What actions can help grow or improve these areas moving forward?

More professional development through national organizations (American Chemical Society, National Association of Biology Teachers, and American Society of Microbiology).

D. Please reflect on assessment data trends based on ethnicity, race, and gender.

- What actions can the program take to support equitable outcomes?

Greater professional development to learn how to develop culturally relevant curriculum may be appropriate.

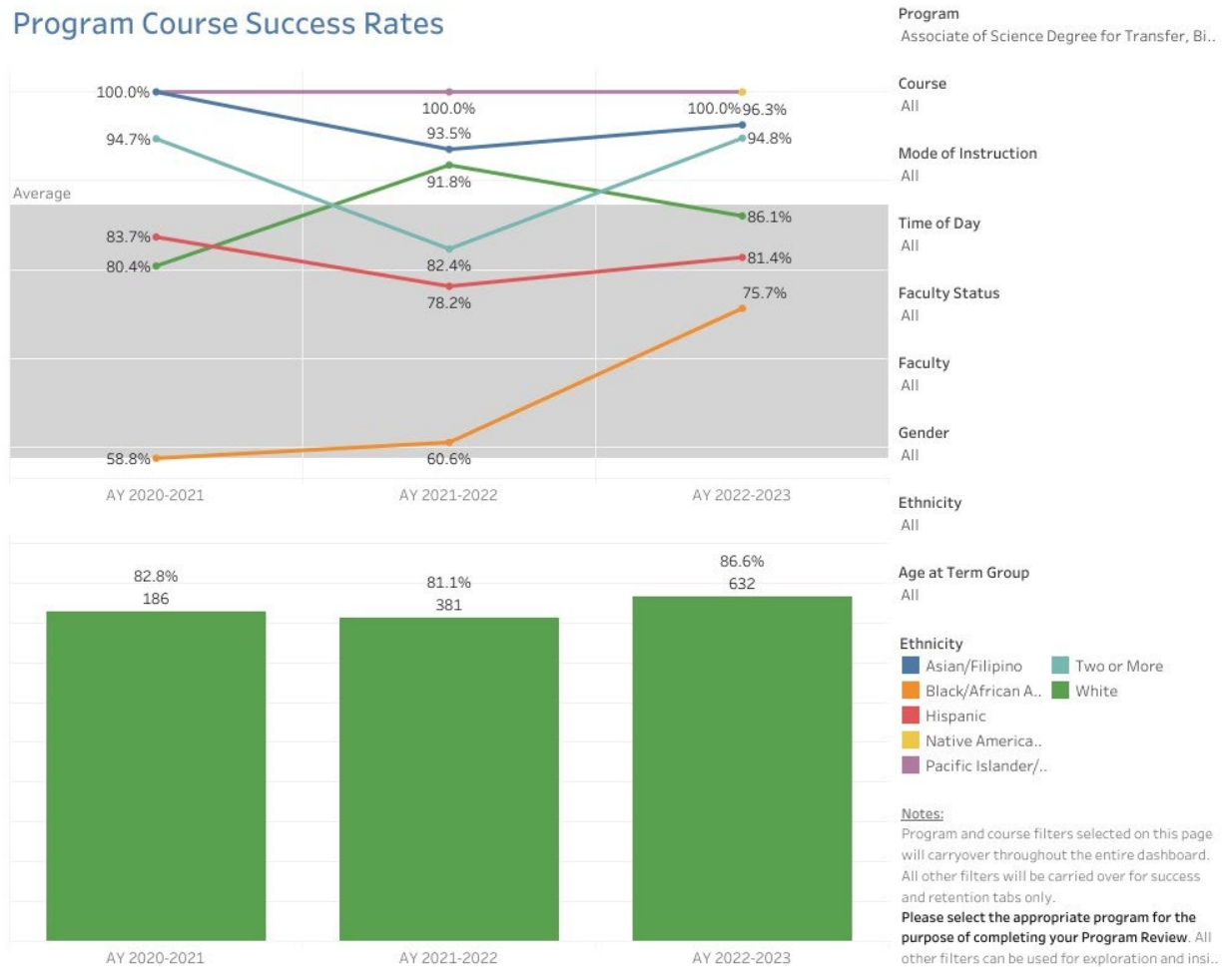
- Are there specific student groups the program would like to focus their efforts on?

No, the program would like to support all students in being successful in STEM.



## Program Data and Analysis

### A. Demographics



### B. Award Count

AY 2022-23 saw 10 Associate of Science degrees awarded. However, hundreds of students (206 in Fall 2022, 261 in Spring 2023, and 180 in Summer 2023) declared biology as their major. Course retention rates are solid, so we expect to see the number of associate degrees awarded steadily increase over the next two years.

### C. Student Equity Program Data

- Specifically discuss any equity gaps that have surfaced in the data. African American students have the lowest success rates.
- What innovative plans or projects will help to close these gaps?  
I am not sure what innovative plans or projects would help close these gaps because I don't have data on why the gaps exist, just that they do.

### D. Student or Program Satisfaction Survey Results

N/A

**E. CTE-specific data**

- CTE Advisory Boards
- Labor Market data
- Program Viability

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**F. Comparative data (compared to BCC and/or compared to other programs)**

I don't see this information on Tableau.

**G. Institution-Set Standards and the Big Picture**

*This section provides an opportunity to tie in all the data about the program to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.*

1. How is your program doing overall based on observation of program data?

Satisfactorily, considering the challenges of launching a program in a once in a hundred year pandemic. With the institutional support of lab kits, led by Dr. Rodden and Dean Garrison, the program is well-positioned to continue growing.

2. Provide an analysis of the "big picture" by reflecting on how your program data compares to the Institution-set Standards below.

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	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	<b>74%</b>	<b>76%</b>	<b>All course completion rates except PHYS 2A exceeds both the floor and stretch goals. With the addition of a full-time faculty in physics this year, we expect to see higher success rates in PHYS 2A.</b>
Certificates	<b>81</b>	<b>97</b>	<b>NA</b>
Degrees	<b>437</b>	<b>524</b>	<b>We are very low with 10</b>
Transfers	<b>213</b>	<b>287</b>	
*Licensure Exam Pass Rates	<b>70%</b>	<b>79%</b>	
*Employment Rates	<b>60%</b>	<b>73%</b>	

\*Applicable to CTE

## Guided Pathways and Response

- Name of the Guided Pathway that your program is a part of  
STEM
- List the other programs (clusters) that are part of your Guided Pathway  
Physical Sciences, Math, Life Sciences
- Provide a summary of how your program collaborates with other programs (clusters) in your Pathway.

*Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.*

Bimonthly faculty meetings

## Faculty/ Program Staff Data and Analysis

### A. Faculty Load (FTEF)

Program  
Associate of Science Degree for Transfer, Biology

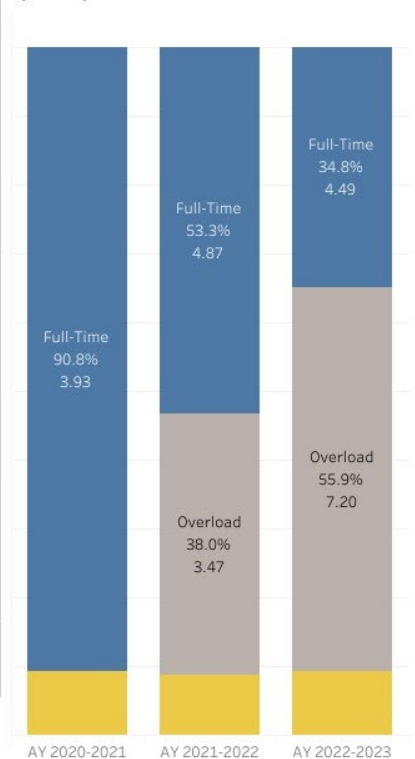
Course  
All

#### Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2020-2021	Full-Time	1,338	44.59	3.93	340	11
	Part-Time	85	2.84	0.40	213	7
	<b>Total</b>	<b>1,423</b>	<b>47.43</b>	<b>4.33</b>	<b>328</b>	<b>11</b>
AY 2021-2022	Full-Time	2,601	86.69	8.33	312	10
	Part-Time	278	9.27	0.80	348	12
	<b>Total</b>	<b>2,879</b>	<b>95.96</b>	<b>9.13</b>	<b>315</b>	<b>11</b>
AY 2022-2023	Full-Time	3,855	128.50	11.69	330	11
	Part-Time	474	15.80	1.20	395	13
	<b>Total</b>	<b>4,329</b>	<b>144.30</b>	<b>12.89</b>	<b>336</b>	<b>11</b>

Efficiency Targets: WSCH/FTEF = 525 OR FTES/FTEF = 17.5

#### FT/PT/OL Faculty Load Ratio (FTEF)



### B. FT/PT/OL Faculty Ratio

See above

**C. Faculty Professional Development**

1. Please list any professional development that faculty members have participated in (Standard 3.2)  
Webinars sponsored by National Association of Biology Teachers and National Science Teachers Association
2. Please list any professional development that faculty members would benefit from (Standard 3.2)  
Attending NABT conferences
3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)  
In its online modality, yes, the program has sufficient staffing and support. Should the demand for in-person classes rise, the program would need additional laboratory support.

**D. Overall Observation of Data on Faculty**

*This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.*

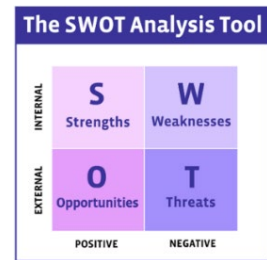
Provide an analysis of the “big picture.”

Professional development opportunities to develop culturally relevant curriculum would be beneficial, based on the data. Also based on the data, it is clear that the workloads the science faculty have been carrying have not negatively impacted students or quality of instruction. We have a highly successful biology program that so far has been delivered online that students are eager to partake in. The faculty feel that the current students are well prepared and well positioned to be successful upon transfer to a CSU or UC as a biology major.

**SWOT Analysis**

*Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.*

*The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.*



	<b>Positive/ Helpful</b>	<b>Negative/ Harmful</b>
<b>Internal</b>	<b>STRENGTHS</b> The AST-Biology prepares students to think like scientists and provides hands-on, concept-based knowledge in biology. The faculty is	<b>WEAKNESSES</b> The program might lack specific focus areas or concentrations within the field of biology, which could limit the depth of knowledge in specific sub-

	committed to enhancing student success and career/workforce opportunities while delivering a cutting-edge, fully transferable online biology degree.	disciplines students specialize in at the CSUs and UCs. Limited financial resources may pose challenges in expanding, updating, and maintaining the biology program. The program may face difficulty attracting and retaining high-caliber faculty members. It may also struggle to keep up with rapidly changing technology trends in biology and education.
<b>External</b>	<p><b>OPPORTUNITIES</b></p> <p>The biology program could collaborate with local research laboratories or groups to provide students with real-world research opportunities, enhancing their learning experience and preparing them for future careers in biology. The increasing demand for online education presents an opportunity for the program to further develop its distance education courses and programs in biology.</p>	<p><b>THREATS</b></p> <p>There might be increasing competition from other community colleges as they develop OER, ZTC online biology programs, which could negatively affect the enrollment and success rate of the program.</p> <p>The program may face challenges in meeting the evolving needs and expectations of students in a rapidly changing global society.</p>

### III. Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years. Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

- Formulate **two to three Program Goals** to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).
- indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)
- Indicate how each Goal is **aligned** with the College's [Strategic Priorities](#).
- Indicate how each goal is **aligned** with the [Pillars of Guided Pathways](#).
- List at least one **objective** for reaching each goal.
- Develop an **outcome** statement for each objective.
- Explain how you will **measure** the outcome.
- List any **resources** that will be needed to achieve the goal.

## GOAL #1

Identify funding for lab kits for biology program courses.

A. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

B. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

C. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

D. Please list objective(s) for achieving this goal.

1. Identify lab kits to be used with prices.
2. Work with vendors to build lab kits based on faculty-written OER lab manuals.

E. Please list outcome statements for each objective.

1. Lab kits will be used successfully with students paying little to no cost for labs.
2. Faculty will have reassigned time to write OER materials.

F. Briefly explain how you will measure the outcome.

1. We either find a funding source for the lab kits or we do not. If we do not, we seek partial funding, perhaps through the Foundation to

- support service-area students. However, faculty do not know the legality of supporting some students with lab kits but not others.
2. The OER materials will provide robust curriculum that aligns with current CORs and PLOs.

G. Please list resources (if any) that will be needed to achieve the goal.

1. Time.
2. Understanding the funding the college receives.
3. Discussions with the Foundation to understand their limitations and abilities to help support students.

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## GOAL #2

Increase by 10% over the next three years the success rates of disproportionately impacted student groups.

B. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

C. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

Choose an item.

Choose an item.

D. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path

Support Learning

H. Please list objective(s) for achieving this goal.

1. Attend professional development trainings, workshops, and conferences.
2. Seek opportunities to develop/write/test out culturally relevant assignments, lectures, guest speakers, and texts.
3. Hire a tenure-track physics instructor.

I. Please list outcome statements for each objective.

1. In AY 2023-24, student success for disproportionately impacted student groups increases by 2% after attending trainings/workshops/conferences and being granted reassign time per the ZTC/OER grant to write curriculum.
2. In AY 2024-25, student success for disproportionately impacted student groups increases by 3% after implementing revised curriculum.
3. In AY 2025-26, student success for disproportionately impacted student groups increases by 5% after implementing revised curriculum.
4. The hiring of a tenure-track physics instructor provides students consistent access to office hours and invested faculty, so PHYS 2A success rates should rise to similar rates of the other courses in the program.

J. Briefly explain how you will measure the outcome.

We will measure the outcomes through seeing increases in student success for disproportionately impacted student groups.

K. Please list resources (if any) that will be needed to achieve the goal.

Faculty will need funding to attend trainings/workshops/conferences. Faculty will need reassign time to focus on culturally relevant curriculum.

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### GOAL #3

Click or tap here to enter text.

C. This Goal is

- New
- Continued



- Modified

*If modified please list how and why.*

Click or tap here to enter text.

D. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

E. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

L. Please list objective(s) for achieving this goal.

Click or tap here to enter text.

M. Please list outcome statements for each objective.

Click or tap here to enter text.

N. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

O. Please list resources (if any) that will be needed to achieve the goal.

Click or tap here to enter text.



### **Previous Goals/Outcomes**

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

Click or tap here to enter text.

#### IV. Resource Requests:

What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- Personnel/Staffing
- Technology Resource
- Facilities Resource
- Professional Development
- Other

For all resource requests programs should utilize the Budget Allocation Proposal form and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
1. Identify funding for biology lab kits	2	Other: Reassign Time/Stipend to develop OER lab manuals aligned with lab kits	20% reassign time; at overload rate: \$2862; will increase each year by CBA	?	ZTC grant
1. Increase by 10% over the next three years the success rates of disproportionately impacted student groups.	1	Professional Development	Varies from free to up to \$3,000 per faculty per conference	Yes	Click or tap here to enter text.
2	2	Culturally relevant curriculum	Reassign time after conference attendance; 20% at current overload rate \$2862, will increase each year by CBA	Yes	Click or tap here to enter text.

