

De Anza College

Program Review – Annual Update Form – Fall 2025

1. **Department/Area Name:** Biology
2. **Name of individual(s) completing the form:** Elsa Jimenez-Samayoa
3. **Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).**

Over the past two years, the Biology Department has strengthened alignment, clarified OER planning, expanded faculty visibility, and deepened equity-focused collaboration in direct response to RAPP feedback. The department also expanded participation in Partners in Learning, integrating trauma-informed and culturally responsive teaching strategies into course design and departmental discussions.

Goal 1 – Alignment Across Courses:

RAPP recommended shifting from “having conversations” about alignment to measuring actual progress. In response, the department committed to using degree of alignment—including adoption of common textbooks and shared lab schedules—as the primary metric. Faculty teaching paired sections in Bio 6 and Bio 26 now meet quarterly to review alignment and adjust assignments or lab activities accordingly.

Goal 2 – OER Discussion/Adoption:

RAPP suggested defining “semi-regular” and setting specific OER adoption goals. The department now integrates OER discussions once each quarter into department meetings. We also created a plan to:

- Develop an OER resource guide tailored to Bio 10, Bio 6, and Bio 26
- Explore OER options for the Biology 6 lab manuals by the next program review
- Track OER usage as part of our annual department data review

Goal 3 – Increasing College-Wide Impact:

RAPP recommended reframing “competency” to emphasize visibility, engagement, and impact. The goal was renamed accordingly. Faculty have since increased participation in Academic Senate, RAPP, Curriculum, and DALA. We also began consulting Academic Senate newsletters for opportunities and coordinate with the Professional Development Office on training topics.

Success & Equity Gaps:

RAPP asked for more specificity regarding collaboration with Connect, MESA, and the Student Success Center (SSC). In response, faculty strengthened their

practices by increasing referrals to biology-focused tutoring, directing students toward SSC-supported study groups, and consistently integrating SSC resource information into course announcements and Canvas modules. The department also identified student organizations such as BSU, PUSO, LEAD, and WiSTEM to explore additional future partnerships supporting DI students.

Course-Level Gap Analysis:

RAPP requested more granular analysis of course-level gaps. We have begun disaggregating success data by course (Bio 10, Bio 26, Bio 6) and by ethnicity, and will continue to refine these reviews in the next cycle.

SLO Assessment Feedback:

RAPP emphasized the need for a complete implementation cycle and greater specificity. The department has since used the SLO website guidance to recalibrate our SLO process and ensure each course undergoes a full assess-reflect-improve cycle each year.

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

Several significant developments have occurred since the last program review cycle, each affecting instructional stability, equity-centered teaching, and department capacity:

- **Retirement of a Biology 6 faculty member (June 2024):**
This retirement created an immediate instructional gap in the Biology 6 majors series—one of the highest-enrolled and most rigorous sequences in the department. We hired a full-time temporary instructor to stabilize the program for 2024–25.
- **Retirement of a Biology 10 instructor (June 2025):**
The department lost an introductory biology instructor who served a large number of students with disabilities (DRC students) and was well known for inclusive, supportive pedagogy. This loss has had a profound impact on non-majors pathways and DI student success.
- **Retirement of Biology 40 instructor June 2025:**
The department lost an Anatomy & Physiology instructor. Anatomy & Physiology is an extremely popular course and a required prerequisite for Nursing and other Allied Health Courses.

of With these departures, the department will be operating with a reduction more than 20% in full-time faculty load.

- **New Department Chair beginning Fall 2024:**

Elsa Jimenez-Samayoa began serving as chair, leading alignment work, equity-focused curriculum discussions, and scheduling improvements.

- **Enrollment Growth:**

Biology enrollment has increased by approximately four percentage points, intensifying the urgency to stabilize full-time faculty coverage and ensure continuity of instruction across all course sequences.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Table summarizing progress on goals identified in the previous Program Review, including description, responsible parties, collaborations, evidence used, assessments, and changes made based on findings.

Goal Title	Goal Description	Responsible Parties	Collaboration With	Evidence Used to Monitor Progress	Assessment of Goal	Changes Based on Assessment
Greater Alignment in Courses	Increase alignment in lecture and laboratory content across sections to support consistent learning experiences and reduce inequities.	Department Chair; Faculty teaching Bio 6, Bio 26, and Bio 10	Curriculum Office; Division Dean; Lab Technicians	Common textbook adoption; aligned lab schedules; shared Canvas shells; quarterly faculty alignment meetings.	Reviewed syllabi and lab schedules across sections; evaluated student feedback and Canvas shell consistency.	Adopted common textbook in Bio 6, Bio 40 and Bio 26; standardized lab exercises; created shared scheduling templates.
OER Discussion and Adoption	Increase awareness and adoption of Open Educational Resources to reduce financial barriers and support	Department Chair; Biology Faculty	Bookstore; OER Committee; Academic Senate	Quarterly OER meeting notes; tracking number of faculty adopting OER in Bio 10, Bio 26; draft	Informal surveys; faculty reports; increased OER usage documented in meeting minutes.	Developed department OER guide; increased OER adoption in Bio 6 option, Bio 11; Instructor

	equitable access.			OER guide.		writing OER textbook; initiated exploration of OER lab manual for Biology 26.
Increase College-wide Impact of Biology Faculty	Expand faculty representation and leadership in college-wide committees, initiatives, and governance structures.	Biology Faculty	Academic Senate; RAPP; Curriculum Committee ; DALA; Professional Development Office	Committee rosters; participation records; minutes; faculty profession al development reflections.	Tracking number of committees with Biology faculty representation; evaluating faculty leadership roles.	Increased faculty participation across governance groups; strengthened presence in Academic Senate, RAPP, Curriculum , and DALA.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

At this time, the department will continue with its existing goals. No new goals are being added for this cycle. Resource requests remain consistent with previous submissions, with particular emphasis on stabilizing full-time faculty staffing due to multiple retirements and ongoing enrollment growth.

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

A. Personnel

Full-Time Faculty (Approved – Temporary Only):

The temporary full-time instructor hired for Biology 6 helped stabilize the majors series in the short term and preserved enrollment capacity. However, the temporary nature of the position limits long-term continuity, mentorship, undergraduate research opportunities, and program leadership.

Full-Time Faculty (Not Approved – Permanent Replacements):

The inability to replace retiring faculty has had far-reaching effects:

- Disruption of multi-quarter sequences such as Bio 6 and Biol 40 A&P
- Fewer high-demand sections available to students
- Loss of institutional memory and advising capacity
- Increased workload for remaining faculty, increasing burnout risk
- Reduced opportunities for majors and DI students to engage with experienced, equity-minded instructors

The loss of the Biology 10 instructor who teaches an introductory biology course represents a significant equity gap.

B. Biology Technicians

Technicians remain essential to the functioning of our lab-intensive programs. They do an excellent job in maintaining rapid lab turnaround times, preparing complex experiments, and piloting new instructional activities.

C. Instructional Equipment

Approved:

- New microscopes for Bio 10 have significantly improved student engagement, accessibility, and image clarity.

Not Approved:

- Replacement of 25+ year-old microscope cabinets
- Replacement of ergonomically unsuitable lab tables in cell and molecular lab space

The lack of infrastructure upgrades limits the full educational value of new equipment and poses ergonomic risks during 2–3 hour lab sessions.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

A. Impact of Lack of Resources

Disproportionately impacted (DI) students rely heavily on campus-based resources for academic success. When instructional materials are outdated or insufficient, DI students—who often have limited access to supplemental resources—experience widening learning gaps. Aging microscopes, inadequate storage, and ergonomically unsafe lab spaces limit opportunities for hands-on learning and reduce the accessibility of STEM courses for DI students.

B. Loss of Personnel

Faculty retirements have produced the most profound equity impacts:

- **Biology 40 Series:**
DI students pursuing STEM pathways rely on stable, well-supported pre-requisite instruction. The loss of the long-standing Biology 40 instructor disrupts sequence continuity and mentorship—two critical factors for DI student persistence in STEM.
- **Biology 10 Non-Majors (DRC-serving):**
The retirement of a Biology 10 instructor is a significant loss.

Additional effects include:

- Reduced access to stable mentorship and advising
- Decreased availability of equity-centered teaching practices
- Increased barriers to navigating multi-quarter science sequences
- Lower predictability in course scheduling and instructional support

Stabilizing full-time faculty staffing is therefore not only an instructional need—it is an **equity imperative**.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In

the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes

Learning Outcome	Method of Assessment	Summary of Results	Reflection	Strategies Implemented
Biology 10 – Students will evaluate the correlation of structure and function in plants and animals.	Students complete exam questions that required: (1) identification of plant and animal structures; (2) explanation of functional significance and adaptive benefit. Students scoring $\geq 75\%$ were considered meeting expectations.	80% students exceeded	Most students perform well showing alignment.	Future labs will strengthen the connection between the structure and function of plants and animals.

Please email this form to your dean/manager.

10. Dean Manager Comments:

The Biology Department, which includes Health and Nutrition, is experiencing sustained enrollment growth driven by strong student demand for transfer pathways and health-related careers. The expansion of online lecture courses paired with required in-person laboratories has reduced scheduling conflicts and increased access for working students and caregivers. However, continued growth is constrained by a shortage of full-time faculty.

Full-time instructors are essential not only to meet instructional demand but also to provide comprehensive student support, lead curriculum development, engage in program assessment, analyze equity gaps, and collaborate on student success initiatives. The department has lost three full-time faculty members in high-demand

Biology areas, and replacing these positions is a critical priority to maintain program quality, accreditation expectations, and student access to required courses. Facilities needs present an additional barrier to serving students. To meet evolving student interest, the department requires updated classrooms and laboratories, particularly for the Biology 6 series and Biology 26—key gateway courses for transfer, allied health, and nursing programs. These courses require specialized microbiology laboratory space. Currently, only one suitable lab exists, significantly limiting section offerings and enrollment capacity. Upgrading an additional laboratory to microbiology specifications would expand access to required courses, improve the quality of the student lab experience, support enrollment growth, and strengthen the department's longstanding regional reputation for excellence in biology education.

11. Vice President/Associate Vice President Comments:

The Biology Department continues to demonstrate strong instructional leadership, equity-centered practice, and sustained enrollment growth driven by high student demand for transfer and health pathways. The department has made meaningful progress on course alignment, OER adoption, and college-wide engagement, while deepening collaboration with student success and equity partners. However, the retirement of three full-time faculty members in high-demand sequences has created an urgent need for permanent replacements to preserve instructional continuity, mentoring, and program stability. Investments in full-time faculty staffing and modernized laboratory facilities are essential to maintaining access, supporting disproportionately impacted students, and sustaining De Anza's regional reputation for excellence in biology education.