



# Fullerton College

## Self-study for Health Sciences Program

2025

---

### Section 1: Introduction

---

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Health Sciences department, previously known as Anatomy/Physiology/Microbiology or APM, is responsible for the courses and programs students use to enter careers in healthcare – nursing, physician assistant (PA), physical therapy (PT), pharmacy, dental hygiene, nutrition and dietetics, medical technologist, and several others. To align with the college mission, we offer several associate's degrees, a certificate, and often directly transfer our students to professional programs. The Pre-Nursing Associate's Degree program is our largest and is the pathway chosen by over 75% of our students. We also offer a Health Sciences Preparation for Transfer certificate for the students who take our courses but do not pursue an associate's degree. Additionally, we offer an AS in Microbiology for students who want an alternative to a biology degree or are headed for a career in medical technology.

We offer three courses currently, ANAT 231 F Human Anatomy (4 units including 3 hours of intensive lab per week), ANAT 240 F Human Physiology (5 units with 6 hours of intensive lab per

week), and MICR 262 F General Microbiology (5 units with 6 hours of intensive lab per week). We currently have 3 full-time faculty in the department and one adjunct faculty member. The number of full-time faculty is drastically down from our last comprehensive self-study when we had 5. This reduction in staffing has impacted the number of sections we are able to offer each semester and the ability of our students to move through our program in a timely fashion.

Pre-nursing is the number one choice of major for Latina/o/x/e students at Fullerton College. As a proud HSI, we take the responsibility of preparing our students (especially those in the Latina/o/x/e community) seriously. Nursing and other healthcare careers are an important tool for first generation and economically disadvantaged students to improve their earning potential and the economics of their families. The Health Sciences department, while technically not CTE, promotes career awareness alongside preparing students to enter and be successful in rigorous professional programs, like nursing and PA schools.

In accordance with the college mission, we work hard to build a diverse learning community within our program. Health Sciences is a strong supporter of Hornets Tutoring – our tutors play a big part in building community and helping students achieve their goals. We provide study materials, such as models and scientific tools, for students to use during tutoring sessions. Students working together in a lab course naturally form study cohorts; these are encouraged and promoted to build community as much as possible. Expanding the sense of community, belonging, and collaborations between students taking ANAT 231 has shown to be an effective part of improving outcomes in the more challenging courses in our program, ANAT 240 and MICR 262. With this in mind, we have begun creating events and programs that would further this positive effect for the benefit of our future Health Sciences students.

---

## Section 2: Students

---

### 2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

Health Sciences serves a diverse student population, similar in demographics to the Fullerton College student body as a whole. Where we differ – enrollments in our courses are predominantly female (approximately two-thirds as opposed to roughly half at the college level) and slightly higher in the Latina/o/x/e demographic group by just a few percentage points. This likely reflects the fact that the majority (75% +) of our students are pursuing a nursing pathway and, despite recent trends toward more males entering a

nursing career, it still attracts a predominantly female population.

---

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Enrollment is strong in each of our courses. Each section fills quickly as does the wait list. For ANAT 231 F, we sometimes get dozens of petitioners showing up the first week, hoping for an open seat. Enrollment entirely depends on the number of sections we offer. In the 4 academic years from 2020/2021 to 2023/2024 our average headcount was 544 students. During these years we had 4-5 full-time faculty and were able to offer an average of 27 sections. In the 2024/2025 academic year we were down to 2 full time faculty, served only 342 students, and were only able to offer 13 sections. When we offer a section, we have no problem filling it.

---

3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

We offer a night program and have done so consistently for decades. Every semester we offer a section of ANAT 231, ANAT 240, and MICR 262 that begins after 5 PM. The department is committed to offering these night sections for our students despite a general lack of support from the campus.

We have begun looking into altering the modality of ANAT 231 to include a hybrid (online lecture, in-person lab) option. This will improve inclusivity for some students, while maintaining critically important hands-on learning of human anatomical structures.

---

## 2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Success: Lowest and below the institutional standard for ANAT 231, the introductory course in the program. Despite a lot of effort (described below in section 3.0.1) to improve student outcomes, success rates have remained relatively stable over the past 5 years. Success in the subsequent courses in the pathway, ANAT 240 and MICR 262, is much better. Once students learn how to approach a challenging STEM course in ANAT 231, they are more

likely to be successful in the rest of the pathway as a whole. When looking at the entirety of the Health Sciences department, success has shown a slight increase over the past 5 years, with 41% in 2020-2021 to 46% in 2024-2025.

Awards: Our Pre-nursing AS shows a slight decline in the past 5 years. We have added a Certificate recently, but awareness and/or interest in it appears to be low. Perhaps with a little more advertising, we can improve the number of certificates awarded. Our Pre-Nursing AS accounts for 35-40% of the total AA/AS degrees awarded in the Natural Sciences Division. There are far more students with a declared Pre-nursing major than graduate with the AS degree. We acknowledge and will actively address the need to encourage our students to apply for these degrees. If A&R notified students once they qualify for a degree or certificate and made the process of applying for the reward accessible, there would be far more awards, in Health Sciences and across the campus.

---

2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Yes, success is lowest in two demographic groups, Black/AA and Latina/o/x/e, following trends observed across the Natural Sciences Division as a whole. Factors that might explain this achievement gap include:

- Many students in these lower-achieving groups are first generation college students. These students may lack familial and social support for their educational journey.
  - Many of our students have economic challenges that require full-time employment, especially those who enroll in our night sections. Busy students face challenging finding appropriate out-of-class time for studies and are often too busy to attend tutoring sessions, office hours, or even peer study groups.
  - Many of those same students are also parents of small children and/or caregivers for a loved one in their household. Challenging majors-level science courses require a lot of out-of-classroom time to prepare for exams, write lab reports, and work on other special projects.
  - Students enrolled in our night program (courses that start after 5:00PM) lack institutional support that may have a negative impact on their overall success. Services such as Health Services, DSS, and other student services are generally unavailable past 5PM.
  - One population in particular struggle with time management in challenging majors-level science courses, our student athletes, many of whom are physical therapy and/or kinesiology majors.
  - Redlining practices in Orange County in the past created disparities that continue into this day, and may be responsible for a lack of high quality public K-12 education, especially in communities of color.
-

3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

Degrees awarded follow the general demographic makeup of the students, no groups appear to be particularly underrepresented.

---

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

The average number of years to graduate with a Pre-nursing degree is 4.31 years. This compares favorably to the campus years to graduate average of 4.65 years. More than half of our students complete their degree in 3-5 years, and a majority of our degree earners are Latina/o/x/e and/or female, following our general student demographic pattern. 77% of Health Sciences students do not use our courses for a degree or to transfer – the majority of our Pre-nursing and Allied Health (PA, PT, pharm, dental hygiene, etc.) pathway students take our classes to meet professional program prerequisites. We suspect this positive use of our courses, to meet professional program prerequisites, is not included in the data provided. This 77% non-degree/transfer number is slightly higher than a comparable program, Biology. Biology has an AS-T that is popular with students, something we do not have in Health Sciences, which may account for the difference.

Average time to complete our courses has become a problem of late due to staffing reductions. We hope to hire 1-2 new full-time faculty over the next few years and increase our pool of adjunct faculty to help meet the need. During the 2024-2025 academic year, we anecdotally heard students complain about our limited offerings and leave Fullerton College for other schools. See section 4.1.2. for more information on our staffing woes.

---

## 2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

The Health Sciences department follows the recommendations from the SLOA committee for CSLO assessment. We typically assess most of the CSLOs in each section of the course each semester, although sometimes a CSLO or section slips through the cracks. Our CSLO data is linked to PSLOs and ISLOs per eLumen. We look forward to the transition to a better CSLO assessment tool.

---

2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

NA. Data not provided. See Health Sciences 2023 PR Update (<https://committees.fullcoll.edu/program-review/>) for our most recent SLO analysis.

---

## Section 3: Other Areas of Program Effectiveness

---

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

The Health Sciences department recognizes and has been working towards improving student outcomes over the past 5 years, focusing primarily on success/retention and equity in ANAT 231 F. If you review our PR updates from the last few years (found here: <https://committees.fullcoll.edu/program-review/>) you will note we talk about little else. Our continuing efforts are summarized below:

### Expanded Formative & Active Learning Strategies

- Added **more formative assessments** to increase engagement and provide ongoing feedback. The current best practices ratio of summative assessment to formative assessment is 80% - 20%. See [readingroom.law.gsu.edu](http://readingroom.law.gsu.edu) and [hanoverresearch.com](http://hanoverresearch.com) for more information.
- Introduced **creative lab projects** (formative assessments) that allow for student voice and expression.
  - Piloted and continued use of a **student-led video instruction project**:
    - Encourages peer teaching and knowledge synthesis.
    - Planned expansion to all ANAT 231 F sections.

### Enhanced Tutoring & Instructional Support

- **Embedded tutors** in almost every ANAT 231 F section.
  - Provide in-class and out-of-class academic support.
  - Reinforce study strategies and science learning skills.
- Our internal data shows **statistically significant improvement** in outcomes for students who use embedded tutoring.
- Prioritized recruitment of tutors from **diverse demographic backgrounds** to reflect

student population and foster inclusion.

### **Increased Access to Lab Materials**

- Implemented **open lab hours**:
  - Students may quietly attend another instructor's lab section to work with models, slides, and microscopes.
- Increased availability of lab materials in the library and STEM center.
- Promotes **hands-on mastery** and greater flexibility for students with demanding schedules.

### **Curricular Alignment & Faculty Collaboration**

- Strengthened coordination between ANAT 231 F, ANAT 240, and MICR 262:
  - Shared goals and consistent learning progressions across courses.
  - Faculty regularly meet to align content and reinforce key skills.
- Emphasis on building lab techniques (e.g., microscope use) early in ANAT 231 to support later coursework.

### **Improved Study Skill Development**

- ANAT 231 instructors devote time to teaching **how to study for science courses**.
- Tutors also support **study technique coaching**, including time management and test prep.
  - ANAT 231 tutors put together a comprehensive practice Lab Practical exam with instructor supervision. It was very popular with the students, and internal data shows that students who attended performed higher on the exam. It was a labor and facility-intensive activity and might not be possible every semester but we will try.
- These foundational skills contribute to **increased success** in later Health Sciences courses.

### **Evening Program Expansion**

- We offer at least one **night section of each course** every semester for the purpose of supporting:
  - **Working students**
  - **Parents and caregivers**
  - **Students with limited daytime availability**

### **Impact of the Student STEM Center (opened Spring 2025)**

- This new campus resource will:
  - Provide **tutoring**, lab materials, and study space for use of ANAT 231 students.

- Build a sense of **community and belonging** in STEM fields by interacting with other students who face similar challenges and have common career/academic goals.
- Offer extended support hours and **peer collaboration opportunities**.
- Use for make-up exams and office hours to increase student access and equity
  - Expected to address equity gaps in access to academic support.

### **Lowering the Cost of Materials to Make Courses More Accessible**

- Faculty-generated lab manual for MICR 262 is \$0 cost to students, significantly reducing their total cost to take the course. Loaner lab coats also reduce cost.
- Health Sciences does not currently use OER textbooks to reduce student costs as they are currently far inferior to published textbooks. We revisit the OER texts every couple of years to see if they have improved enough for use.
- Health Sciences faculty include a lot of supplemental materials for student use at no cost. For students who cannot afford or choose not to buy the text and/or lab manual these supplemental materials can make up some, if not all, of the deficit.
- Health Sciences students are provided materials they need for lab, including dissection tools and PPE (personal protective equipment), at no cost.

2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

- The Health Sciences department encourages our pre-healthcare students to explore the COPE Health Scholars program. Administrated by local hospitals. COPE provides an inexpensive way for students to get real-world healthcare experience prior to the professional school application process. This is a critical part of their application. We invite COPE representatives introduce the program in our classes and promote it as much as possible.
- Health Sciences faculty interact with and promote the Transfer Center's Nursing 101 and 201 seminars, offered each semester. These serve to introduce new students to this complex major (101) and assist them in developing a strong application (201).
- Our faculty encourage outside-of-class study groups, in-person at the STEM center or virtually. We also help develop and/or promote faculty-led seminars that apply and expand on topics covered in our courses.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course

Numbering, etc.

Common Course Numbering – Currently General Microbiology is being discussed as part of the state-wide initiative. As of this writing, no substantive changes in our course, MICR 262, will be required. A combined Anatomy and Physiology 5-unit course is also being reviewed as part of the CCN process but this will have no immediate impact on our program as we do not offer that course. In the future, should nursing school prerequisites change, we may need to offer A&P.

---

## Section 4: Faculty and Staff

---

### 4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

The Health Sciences faculty demographics are not reflective of our student population but our numbers are small and we hope to add to faculty diversity with our next hire. Our last hire did help with the gender disparity. We continue to recruit a diverse adjunct pool.

- 
2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Our program is fully staffed at 5 full-time faculty. With the completion of the STEM/HORT building we hope to expand even further.

Relying on a large number of adjunct faculty to teach ANAT 231 sections is problematic. Human anatomy is a high-demand course across the state; once an adjunct becomes a competent instructor they leave for full-time positions elsewhere.

	<b>F21-S22</b>	<b>F22-S23</b>	<b>F23-S24</b>	<b>F24-S25</b>	<b>F25 – S26</b>
<b>Full-time</b>	4	5	4	2	3
<b>Adjunct</b>	0	0	1	2	3
<b>Total</b>	4	5	5	4	4

## **4.2 Staff Support and Professional Development**

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

Every department meeting and department flex activity includes these topics. Informal meetings occur regularly. See above section 3.0.1 for a summary of these conversations.

---

2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

See 3.0.1.

---

3. What additional areas of professional development could help your faculty and staff engage in this work?

Health Sciences full-time faculty engage courses to expand their discipline knowledge and/or learn best practices for improving student outcomes. Two courses recently completed by Health Sciences faculty are:

- Connecting Art and Anatomy, taught by HAPS (the Human Anatomy and Physiology Society).
  - Teaching the Latino Student, taught by University of La Verne.
- 

## **Section 5: Program Planning**

---

### **5.1 Progress on Previous Strategic Action Plans**

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

**Comprehensive PR 2021 SAP**

**Status**

<p>SAP #1 – Construction of a new vocational STEM building which would have the facilities that we need to increase our course offering and innovate instruction. The STEM building is in the process of State approval and is scheduled for completion, if funded, in the academic year 2025/2026.</p>	<p>Way behind schedule. As of the writing of this document the architects have yet to be selected. Completion might be 2028.</p>
<p>SAP #2 – Create a Campus STEM Resource Center.</p>	<p>Completed. See section 3.0.1.</p>
<p>SAP #3 and #4 – Faculty hiring</p>	<p>We have hired 2 full-time faculty members since the last comprehensive PR but unfortunately we lost 3 to 1) retirement, 2) relocation, and 3) death.</p>
<p>SAP #5 – Additional funding for replacement of old equipment and purchasing of additional state-of-the-art equipment</p>	<p>Recent purchases include 1) new human skeletons for ANAT 231 F, 2) a new incubator for MICR 262, 3) a new lab refrigerator for MICR 262, Division money was used for these purchases to the best of our knowledge.</p>
<p>SAP #6 – Faculty need to continuously be updated in the latest trends in pedagogy, student equity, technology, and new developments in the field. Our faculty would like to continue to attend professional and educational conferences such as HAPS (Human Anatomy and Physiology Society), EB (Experimental Biology), and ASM (American Society of Microbiology).</p>	<p>Not funded. Division and Staff Development funds, as well as personal expense, were used for continuous education.</p>
<p>SAP #7- Upgrade the water supply to our autoclave.</p>	<p>We currently use a rented water system to prevent erosion of the autoclave's boiler using Division funds.</p>

---

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

NA

---

## SAPs

---

### **SAP #1: Introduce Human Plastinated Dissections into ANAT 231 Human Anatomy**

#### **Short Description:**

Many anatomy courses at surrounding community colleges use human cadavers for instruction. We have a large collection of human bones for student use, but no cadavers. After looking into acquiring and integrating a human cadaver into ANAT 231 curriculum we decided it was better, at this time, to introduce plastinated human dissected specimens into the course instead, supplemented with new limb models. Plastinated specimens are more cost effective in the long term, durable, and have lighter regulatory guidelines than cadavers. These specimens will improve student understanding of muscle, blood vessel, and nerve anatomy which are challenging to study using our current dissection, preserved cats. In addition, preserved cats are becoming harder to acquire. Use of these human specimens helps students prepare for their future career in healthcare becoming more familiar with real human anatomical structures, while also helping meet the Department and College goals of preparing our students for successful careers in healthcare. In the future, we hope to expand into more plastinated human specimens and eventually, when the new STEM/HORT building is complete, into human cadavers. In the long term, using permanent plastinated specimens to replace some of the need for preserved cats will be cost effective. As of this writing we spend \$7200/year of Division funds to purchase preserved cats. (\$120/cat, 6 cats per lab section, averaging 5 sections per semester of late) Using plastinated human limbs will cut the number of preserved cats in half. When we expand our ANAT 231 offerings as planned the savings will be even greater.

#### **Measurable Outcomes:**

- o Increase success and retention in ANAT 231. We especially hope this will increase outcomes for our PT/KIN majors, a group that often struggles in human anatomy courses.
- o Increase success and retention in ANAT 231 by creating more formative assessment options for instructors.
- o Exposure of our pre-nursing and pre-allied health students to the real anatomy of human limbs, head, and torso. Career path development – handling human remains is more like handling actual human patients; this will enhance and reinforce career goals.

#### **College Goals:**

3.3 Reduce equity gaps in transfer attainment

#### **SAP Phase:**

New

#### **Resource Requests**

## **Plastinated Human Arm Dissection, Customized**

**Enhancement:**

Provide comparative access to human musculature in comparison to the student-dissected cats. Allow for a detailed study of blood vessels and nerves in human limbs. Customized to perfectly fit into our program. Includes stainless steel stand. Does not include shipping, import, and insurance costs - provided as a separate line item.

**Personnel-Related:**

NA

**Resource Category:**

Other

**Quantity:**

1

**Unit Cost:**

\$15,410.00

**TotalCost:**

\$15,410.00

## **Three-quarter size human arm models**

**Enhancement:**

Provide comparative access to human musculature in comparison to the student-dissected cats and plastinated human arm dissection. Enhance student understanding of human limbs.

**Personnel-Related:**

NA

**Resource Category:**

Equipment

**Quantity:**

3

**Unit Cost:**

\$796.00

**TotalCost:**

\$2,388.00

## **Plastinated Human Leg Dissection, Customized**

**Enhancement:**

Provide comparative access to human musculature in comparison to the student-dissected cats. Allow for a detailed study of blood vessels and nerves in human limbs. Customized to perfectly fit into our program. Does not include shipping, import, and insurance costs - provided as a separate line item.

**Personnel-Related:**

NA

**Resource Category:**

Other

**Quantity:**

1

**Unit Cost:**

\$19,850.00

**TotalCost:**

\$19,850.00

**Three-quarter size human leg models**

**Enhancement:**

Provide comparative access to human musculature in comparison to the student-dissected cats and plastinated human leg dissection. Enhance student understanding of human limbs.

**Personnel-Related:**

NA

**Resource Category:**

Equipment

**Quantity:**

3

**Unit Cost:**

\$1,094.00

**TotalCost:**

\$3,282.00

**Shipping, import, and insurance costs for plastinated human specimens**

**Enhancement:**

The specimens are from a company in Germany so require insurance and import fees, as well as specialized shipping. These are the estimated costs from the company. Airfreight and insurance: \$1380.00 Import costs: \$450.00

**Personnel-Related:**

NA

**Resource Category:**

Other

**Quantity:**

1

**Unit Cost:**

\$1,830.00

**TotalCost:**

\$1,830.00

## **SAP #2: Equitable Teaching Practices in ANAT 231**

**Short Description:**

Moving forward we will be implementing several modifications to ANAT 231 designed to improve success/retention and student equity. These include:

- o Course Modality – Introduce a hybrid ANAT 231 option to increase student access to the course and equity.
- o Community Building – Utilize experienced students (currently taking ANAT 240 Human Physiology) to mentor current ANAT 231 Human Anatomy students.
- o Expanding Use of Human Specimens in ANAT 231 – Plastinated human dissections and eventually, when the new STEM/HORT building is complete, human cadavers. See SAP #1.
- o More equitable testing practices:

1. We will incorporate extra time into our lab exams. Currently lab exams consist of timed stations with no ability to return after the time elapses. To institute better practices, we will add extra time at the end of the exam for students to return to any stations they were unable to finish in the previously allotted time. Our hope is this will improve scores for students that experience test anxiety, especially associated with timed questions.
2. We will incorporate an additional opportunity for students to demonstrate discipline knowledge for the first exam. Human Anatomy is usually the first course in our pre-nursing series and thus typically the first rigorous science class our students face. Because of this there is a learning curve for proper study techniques, test-taking strategies, etc. that result in lower-than-average first exam scores. This current initiative will allow students to take the first Lecture Exam and view their score to identify weak spots, gaps in knowledge, test-taking mistakes and reanalyze their study strategies. Students will then have an opportunity to take a different version of the test to improve their score and ultimately demonstrate discipline knowledge. Some faculty may try a variation on this approach by replacing a bad first exam with an average of the subsequently better (after students improve their study and test-taking skills) exams.

**Measurable Outcomes:**

We hope that by helping students overcome a bad start in the course will make them more likely to persist. Item 2 above, giving students an extra opportunity to demonstrate discipline knowledge following the first exam is especially designed to help with retention. o Improved success – We hope that all of the measures we are taking, those efforts we have been doing for years as well as the new efforts, will result in improved student outcomes.

**College Goals:**

3.3 Reduce equity gaps in transfer attainment

**SAP Phase:**

New

---

## **SAP #3: Institutional Support for the STEM/MESA Student Center**

**Short Description:**

While most of our Health Sciences students do not qualify for the MESA program, we do use the STEM/MESA Student Center for tutoring, group study sessions, and to allow student access to study materials (bones, anatomical models, microscopes and histological specimens, etc.) away from open lab hours. The Center has become a hub for the greater STEM community on campus - securing permanent funding for the Director and Administrative positions is critical to growing and maintaining this valuable new resource. This resource is shared by the 3 Divisions on campus - Natural Sciences, Math, Tech and Engineering.

**Measurable Outcomes:**

Community-building and providing career growth opportunities is what the STEM/MESA Student Center is all about. Success and retention across the STEM student population should increase as the Center continues to engage our students in meaningful ways.

**College Goals:**

2.5 Increase sense of belonging/mattering

**SAP Phase:**

Completed

## **Resource Requests**

### **Director, Academic Support Programs (MESA)**

**Enhancement:**

Current position - Carlos Aguirre

**Personnel-Related:**

Director, Academic Support Programs (MESA): (\$165,460 salary) + (\$3,500 doctoral stipend) + (\$2,646.10 fringe benefits) + (\$61,091.77 benefits) = \$232,697.87

**Resource Category:**

Non-Faculty Personnel

**Quantity:**

1

**Unit Cost:**

\$232,698.00

**TotalCost:**

\$232,698.00

**Admin II (MESA Center)****Enhancement:**

Current: Stephanie Cheung

**Personnel-Related:**

Administrative Assistant II:  $(\$6,617 \times 12 \text{ months}) + (\$2,646.10 \text{ fringe benefits}) + (\$29,209.84 \text{ benefits}) = \$111,259.94$

**Resource Category:**

Non-Faculty Personnel

**Quantity:**

1

**Unit Cost:**

\$111,260.00

**TotalCost:**

\$111,260.00

---

## Resource Requests

---

**Service Contract for the Autoclave (shared cost with Biology program)****Enhancement:**

Prior 3 year contract was \$27,897. Price appears to be going up 4% a year. The next 3 year contract is likely going to be \$31,000. We would like to get a 4 year contract (to coincide with the PR cycle) so are requesting \$42,000. Our autoclave is essential equipment for the Health Sciences/Microbiology and Biology/Biotechnology programs. We are not capable of self-repair. Having it go down for any length of time has a profound negative impact on our programs' ability to function. This is the only autoclave on campus to the best of our knowlege. Health Services uses

it occasionally as well.

**Personnel-Related:**

NA - 4-year service contract with outside vendor.

**Resource Category:**

Other

**Quantity:**

1

**Unit Cost:**

\$42,000.00

**TotalCost:**

\$42,000.00

**Animal/Specimen Waste Disposal (shared with Biology department)**

**Enhancement:**

Disposal of animal/specimen waste from ANAT 231 dissections, BIOL 170 dissections, BIOL 102L dissections. These dissections are an essential component in these labs. We currently pay \$3500/year for this service.

**Personnel-Related:**

NA - seeking 4 years of service costs.

**Resource Category:**

Other

**Quantity:**

4

**Unit Cost:**

\$3,500.00

**TotalCost:**

\$14,000.00

**Microscope Maintenance and Cleaning (shared with Biology department)**

**Enhancement:**

Microscopes are a critical component in many lab courses, including MICR 262, BIOL 272, ANAT 231, BIOL 170, BIOL 101, and a few others. Yearly maintenance and cleaning helps keep our current stock in order so that we don't have to buy new 'scopes every few years. We currently pay \$2000/year for microscope maintenance/cleaning.

**Personnel-Related:**

NA - requesting 4 years of costs

**Resource Category:**

Other

**Quantity:**

4

**Unit Cost:**

\$2,000.00

**TotalCost:**

\$8,000.00