Planning for Institutional Effectiveness (PIE)
VICE-PRESIDENT'S SUMMARY
INSTRUCTION TEAM
2011-12

INTRODUCTION

This Vice-President's Summary is designed to showcase the major themes from unit planning efforts. It is an opportunity to review your area planning and indicate the common topics that are affecting your area as a whole.

A set of reports from units that report directly to you will be e-mailed to you shortly after the deadline for submission of unit ePIEs passes (June 30). A set will also be placed in the 'Document' tab of your ePIE account. Please remember that the ePIE information will not be complete if your units are using the paper version of PIE; in that case, you will need to collaborate with them to gather what you need. The following table relates each report to its corresponding section in the Vice-President's Summary. Use these reports and the Manager's Summaries in conjunction with any other information to which you have access to respond to the sections in the Vice-President's Summary.

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The college mission statement, college goals, and team goals are listed on the next page and serve as a reference for this report.

This Vice-President's Summary is due electronically to Virginia Burley, chair of the Institutional Effectiveness Committee, at vburley@mtsac.edu by September 2, 2012. Additionally, please email a copy of the Summary to your managers. Contact Virginia Burley at x. 5414 with questions relating to the Summary and Kate Scott (x. 5562) with questions relating to either the reports or to ePIE.

Sincerely,

The Institutional Effectiveness Committee

COLLEGE MISSION STATEMENT

The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

COLLEGE GOALS
College goals allow the campus to focus on critical issues. Articulated by the President's Advisory Council and approved by the Board of Trustees, they guide institutional planning and assessment processes.

1. The college will secure funding that supports exemplary programs and services.
2. The college will prepare students for success through the development and support of exemplary programs and services.
3. The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
4. The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.
5. The college will utilize and support appropriate technology to enhance educational programs and services.
6. The college will provide opportunities for increased diversity and equity for all across campus.
7. The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.
8. The college will encourage and support participation in professional development to strengthen programs and services.
9. The college will provide facilities and infrastructure that support exemplary programs and consider the health and safety of the campus community.
10. The college will ensure that basic skills development is a major focus in its planning efforts.
11. The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.
12. The college will engage students in activities and programs designed to increase their term-to-term enrollment (i.e. persistence).
13. The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.
14. The college will utilize assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.
15. The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.
16. The college will ensure appropriate staffing to maintain necessary services and support critical functions to implement the college mission.

Team Goals

Team goals were developed by reviewing and summarizing goals articulated at the department/unit level and aligning priorities with resource distribution mechanisms. Each department/division/work unit is part of one of the following 4 teams: Administrative Services, Human Resources, Instruction, or Student Services. Therefore, each unit should indicate where/how its individual goals align with both the College and Team goals that are appropriate to the unit.

Instruction Team

IN-1. Enhance communication among and between internal and external stakeholders, including students, faculty, advisory committee members, industry representatives and the general public.

IN-2. Provide and maintain state-of-the-art instructional technology, equipment, facilities and infrastructure for safety, currency, and effectiveness and to accommodate growth.

IN-3. Address staffing needs to maintain and enhance delivery of instruction and instructional services (including replacement, growth, and contribution to technical or disciplinary currency.)

IN-4. Encourage and support participation of instructional personnel in ongoing professional development to improve instruction and service to students.

IN-5. Update curriculum and expand successful modes of delivery for currency and to improve effectiveness.

IN-6. Support and expand opportunities for academic enrichment, including provision of guest lecturers, visiting artists, as well as student participation in regional, state, and national competitions and events.

IN-7. Secure funding to support ongoing operational needs of programs (supplies, accreditation, transportation, travel, etc.).

IN-8. Encourage and support unit-level participation in planning and evaluation processes including PIE, SLOs, GEOs, and accreditation self-study (to establish a culture of meaningful assessment and documentation for both internal and accreditation purposes).

IN-9. Expand opportunities for external funding and acquisition of other supporting resources through pursuit of grants and partnerships.

IN-10. Increase support for basic skills activities that benefit an increasing number of students across the College.

IN-11. Strengthen the ability to access data on student success and achievement through the development and maintenance of effective instructional support activities and course delivery models.

I. ACCOMPLISHMENTS
Using the *Accomplishments report*, identify the top 5 to 10 major accomplishments for your area/team and their alignment with college goals. Accomplishments are items that have been achieved as of the writing of this summary and since you last did PIE. Expand as needed.

COLLEGE GOAL(S) (LIST BY #)	PREVIOUS YEAR ACCOMPLISHMENTS
1. Funding for Exemplary Programs & Services	• **VTEA grant funding** was secured through a peer reviewed application process for seven of the Business Division's CTE programs, five programs in the Arts Division, and seven programs in the Technology and Health Division. Grant funds support use of student assistants, lab tutors, and equipment and technology upgrades to increase student success as well as funding professional development opportunities. • During 2011-12 the Grants office monitored 29 **active grant projects** for a fiscal year funding level of $6,450,622 and a total funding level of $18,861,926. The Office coordinated the submission of 15 new applications for a total funding request of $7,780,292; nine were funded and four were pending at the time of the PIE report. • **Adult Basic Education** successfully renewed a grant providing $123,000 to provide Personal Health Care Attendant Service training to unemployed adults. • Business Division faculty members working with Grants developed a proposal to NSF for a regional **CyberWatch West grant** funded at a total funding level of $3,000,000 over a 4-year period. • The Child Development Department was granted a **$220,000 workforce initiative grant** through the Los Angeles Universal Preschool renewable on a yearly basis through 2016. • The Natural Sciences Division received an extension and 5th year funding of $200,000 from the **NSF grant for STEM student support**. • The Chemistry Department received an **NSF grant to host the 19th Annual Southern California Conference on Undergraduate Research (SCCUR)** at Mt. SAC during Fall 2011. • **The Kepler Scholarship dinner** held at Cal Poly raised over $4,000 for future scholarships and established connections for individuals interested in helping to advance the Astronomy program at the college.

1. Funding for Exemplary Programs & Services (Continued)	• The **Robotics Team** secured donations from Robotic Ocean Systems to develop a competitive Robosub team. • An agreement established with scientists from NASA's Jet Propulsion Laboratory will bring equipment and expertise to set up **a research lab** to benefit Mt. SAC students. • The **Nursing program** received a second Enrollment Growth Grant, totaling $260,687 from the California Community College Chancellor's Office to support program expansion to meet community needs. Nursing continues its second year of the Song Brown grant totally $100,000. The award recognizes the program's exemplary efforts to increase the success rates of its diverse student population. • **EDT and Manufacturing programs** received a second Workforce Innovation Partnerships (WIP) grant totaling $220,000 to support implementation of the new Industrial design Engineering program.
2. Development and Support of Exemplary Programs and Services	• Planning for the new **Design Technology Center** focused on collaboration among programs with a strategic emphasis on the future sustainability of programs, efficient use of space and purchasing of equipment, and overall use of technology to benefit students. • The Music Department created a **new piano sequence for Music majors**, MUS 10A/B. This curriculum solidifies our comprehensive undergraduate program and ensures that students can complete all necessary courses to transfer for a 4-year university program. • Fine Arts **increased Art course articulation** with the CSUs by 57 new course articulation agreements for a total of 380 courses; the department also modified the terminal AA Degree with an emphasis in Fine Arts to create a choice of art area focus to enhance student success. • Programs in Photography, 2D Animation and Gaming, 3D Animation, Radio-TV & Film, and Graphic Design worked on the **restructuring of programs** to facilitate early exit, to enable entry into the workforce, and to capture program completers. • Every program in the Business Division has **revamped its curriculum, degrees, and certificates to improve student success and retention**. Changes include adding new certificates, reducing the unit values on existing certificates, and eliminating obsolete certificates.

| 2. Development and Support of Exemplary Programs and Services

(Continued) | • The Continuing Education Division submitted its first full self-study for accreditation through WASC-ACS as an adult school and after a rigorous site visit, received a **6-year accreditation term from ACS.**
• **ESL was recognized** by two different state organizations for its "Give Me 20" reading program; ESL also presented in a CDE webinar on effective practices in performance follow-up, student retention, and persistence data collecting for the National Reporting System (WIA-related).
• Faculty from English, Math, Communication, English, History, Art History, and Psychology have all completed proposals for **AA-Transfer degrees**; Sociology, Philosophy, Political Science, and Geography are finalizing their AA-T degrees.
• The **Dance faculty** organized several workshops and presentations to students in their classes including a transfer workshop, a teacher prep ambassador workshop, an injury prevention workshop and several informative classes with dance and Pilates specialists from potential transfer colleges, CSULB and CSUF.
• The **Dance faculty** revised goals to focus on rewriting their curriculum to include lecture/lab which will align courses in the discipline with that of transfer colleges; several students in Dance have been recruited by 4-year universities for potential transfer.
• **Athletics** captured the South Coast Conference Athletic Supremacy Award and finished second for the NATYCAA for the fifth time (for overall athletic excellence at a two-year institution).
• **Championships:**
    o National Championship in Men's Soccer
    o State Championship in Men's Soccer (three in a row)
    o State Championship in Women's Basketball (4th in 7 years)
    o Two State Championship Runner-Ups: Football, Track & Field (Men)
    o Nine Conference Championships (Baseball-M, Basketball-M, Basketball-W, Cross Country-W, Football, Soccer-M, Tennis-W, Track & Field-W |

2. Development and Support of Exemplary Programs and Services
 	
(Continued)
	• **Forensics team wins** for the year included a 2nd place overall at the national championship tournament and the top individual student speaker in the nation (Simon Rhee). Student Mike Drake was named the top speaker at the International Debate Tournament in China, and the Forensics Team won the world premiere award and multiple jury awards at the American Readers Theater Association National Tournament.
	• More than 20 **Honors students presented their research** at the HTCC Conference at UCI, and at least six presented at SCCUR.
	• In the **Sign Language Program**, 5 of 14 students in the cohort achieved the Sign Language Interpreting Certificate, and 10 students received their A.S. degree in Sign Language and Interpreting, resulting in a **100% completion rate** for this cohort.
	• Learning Assistance faculty **offered alternate scheduling models** to improve student success. 8-week LERN 48 and 49 sequence classes were piloted, and preliminary data suggest significant increase in retention rates among the LERN 48 students.
	• Library faculty linked sections of LIBR 1A with sections of READ 90 and SPCH 1A.
	• **Tutoring Services increased student success** through tutoring and supplemental instruction:
	  o The **Supplemental Instruction** program served 780 students who achieved a success rate of 73.51%, which increased to 84% with more than six hours of SI (during summer and fall terms of 2011).
	  o **Online tutoring** expanded in Math and Chemistry, with 401 unique users, 53 synchronous tutoring sessions, 52 asynchronous (Q&A) sessions, and 107 Tutorial Archive "hits" indicating that students were accessing previous tutoring sessions.
	• Library faculty taught **information competency** and facilitated library workshops
	  o 195 classes for students taking classes in nearly 20 disciplines,
	  o 42 sessions of Starting Your Research workshop with Writing Center staff
	  o 20 workshops in Finding and Evaluating Books and articles plus Pre-searching for Topic Development.

2. Development and Support of Exemplary Programs and Services (Continued)	• **Chemistry Department faculty completed a FIG project** on "Catalyzing Pathways to Student Success: Focusing on the Transition from Intro to General Chemistry." • Earth Sciences and Astronomy faculty held **12 highly successful observation sessions** throughout the year. Observations were attended by an average of 50-75 people, mostly Mt. SAC students but increasing numbers of community members as well. Student assistants helped support the observations which allowed them to gain valuable experience using astronomical equipment and teaching astronomy to others. • The **Venus Transit Event** for the rare transit of Venus across the sun drew approximately 500 people who were able to view Venus during the transit using solar viewers and telescopes. Over 1,000 people attended **the Solar Eclipse Event** on May 20. • Math Department faculty approved **implementation of the Statway** courses that enable Math 51-eligible students to complete college-level transfer Math (for CSU transfer) in 2 semesters. Success rates in the first year exceeded success rates for students in the traditional curriculum pathway. • More than 10% of the total campus population that transferred to UC schools came through the **Physics and Engineering program**. The department started a comprehensive tracking program for exiting students to determine where they transfer. • Second year **Respiratory Therapy students** took first place in the South Coast Chapter of the CSRC Sputum Bowl Competition; three students in this program received prestigious scholarship awards for $1,000 each from the CSRC South Coast Chapter, Breathe LA scholarship and Citrus Valley Health Care Partners Scholarship. • The **Department Chair of Welding** initiated a cooperative agreement with the governing body, the L.A. Department of Building and Safety to host the written exam for L.A. City certification at Mt. SAC. This provides greater access for students who wish to take the written exam and allows the program to receive immediate feedback about results. In Spring 2012, 90% (28 of 31) of students from 2 sections of WELD 70C were successful in achieving certification.

3. Improvement of career/vocational Training Opportunities	**Fire Technology** established an on-site Bachelor of Science program in Fire Service Administration with Southern Illinois University to enable students to continue their formal education at the college. **Nursing** negotiated a free 4-day Kaplan NCLEX-RN Licensure Review course ($24,000 value) to all fourth semester students to enhance the RN licensure passing rate. - After budget cuts significantly reduced the HCRC media lab hours, staff arranged for **networked media** that maybe accessed by Nursing and Psych Tech students 24 hours a day. **Fire** established an internship/work experience program to allow students to work in fire stations, where they will take on administrative duties and responsibilities. **Horticulture certificates** were revised to reduce the number of units required for completion. - The **Chemistry Department** sent 16 students to various local universities to perform summer research projects as part of the college's intercollegiate STEM program. - Over 40 former students who were enrolled in Dance courses are working in the **commercial dance industry** in television shows; teaching dance; working on cruise ships, in musical theater, Las Vegas shows, and dance companies; and performing as Laker Girls. - Over 250 **Student Athletes** are matriculating at 4-year universities; Mt. SAC Student Athletes have annually acquired over 1.5 million dollars in scholarships (over 6 million dollars in the past four years). **Fire Technology** established an on-site Bachelor of Science program in Fire Service Administration with Southern Illinois University to enable students to continue their formal education at the college. 15 **Coaching Certificate students** earned officiating licensure. - A Paralegal faculty member planned and organized what is intended as the **first annual Paralegal Interview Day.** Members of the local legal community (attorneys, a managing paralegal, a superior court judge) came to campus on June, 2 (Saturday), to hold mock interviews of graduating paralegal students.

| 3. Improvement of career/vocational Training Opportunities

(Continued) | • Business Division faculty expanded or provided **additional internships** to students via work experience classes.
• **Hospitality and Restaurant Management** co-hosted two career panels for students.
• **Internships**: R-TV, 2D Animation and Gaming, and Photography are seeing an overall increase in students securing internships, including PHOT 98 Work Experience. Student Karen Karyadi completed work experience at the (Richard) Avedon Foundation in New York City.
• **The R-TV program** pioneered a course in Reality Show Production; students from the program were granted formal media credentials for covering the Dodgers, Galaxy, and the Sparks.
• Students from the **Radio program** earned IBS and CBI Gold Mic Awards for Audio8.ball.com (Best Website), Best Talk Show, and Best Production (The Big Beat on 90.1 FM MtRock).
• A new course Studio Business Practices for Commercial Artists (PHOT 29) will prepare students for entrepreneurship in the field.
• The **Interior Design faculty** completed the process for accreditation with the National Kitchen & Bath Association.
• The **Teacher Prep Institute** expanded volunteer opportunities for TPI students including "Inside the Outdoors in the Mt. SAC Wildlife Sanctuary, Mt. SAC Writing and Tutorial Centers, and Cal Poly Bio Trek.
• Mt. SAC's **Interpreter Training Program** was selected as one of fifteen programs throughout the nation that will be included in the National Interpreter Education Center (NIEC) Outcomes Circle. The current NIEC federal grant supports the use of the Outcomes Circle as a forum for exchange and innovation in interpreting education.
• **Building Automation Systems** adapted curriculum, incorporating software and programming content into existing program structure. Program faculty have continued to increase interaction between the program and industry. Advisory meetings include time for members to interview students for potential placement in internships.
• **Mt. SAC CyberSecurity team** won the CyberSecurity League National Championship, positioning students for career opportunities |

	• Using Banner, the **Continuing Education Division** researched and compiled data on noncredit CDCP certificate completions for 2011-12 resulting in the identification of 1,052 certificates earned. These data will be included in the MIS upload for ARCC reporting.
4. Improve quality of partnerships with business & industry, the community, and other educational institutions.	• **ADVISORY COMMITTEE ANALYSIS:** For the fiscal year 2011-12, 63% of the Advisory Committees have submitted full and complete meeting packets to the Office of Instruction. A complete packet includes the following documentation: letter of invitation, roster, list of attendees and approved meeting minutes. An additional 12% were submitted but are incomplete as not all required documentation is available. The breakdown per division is as follows: Arts 71% complete, Business 100% complete, Humanities and Social Sciences 100% complete, Kinesiology 0% complete, Natural Sciences 60% complete and Technology and health 47% complete.
	• Both the **Radio and TV programs** were featured in local newspaper coverage and a front page feature on the exemplary example of the radio program in the *Los Angeles Times*.
	• The college hosted a **Chinese-American Film Festival**, including a seminar with the director.
	• The **Paralegal** program entered into an articulation agreement with National University's ABA-approved bachelor's degree paralegal program and continued existing articulation agreement with University of LaVerne's ABA-approved bachelor's degree paralegal program. These are the only two such programs in the State.
	• In partnership with Tech Prep, High School Outreach, and local high school administration and teaching staffs, the Accounting and CIS programs at the college continue to develop and maintain **articulation agreements** that enable students to earn college credits while still in high school.

4. Improve quality of partnerships with business & industry, the community, and other educational institutions. (Continued)	• **Adult Basic Ed staff** began or continued service on LA Works Advisory Board and LA Urban League; one staff member was invited to chair the LA Works Advisory Board. • **ESL** provided observation and practicum opportunities for MA-TESOL students from APU, Biola, CSU San Bernardino, CSU Fullerton, and Cal Poly Pomona. • Our Older Adult Program Supervisor **Mary Lange** serves on the City of LaVerne Full Inclusion Advisory Group and on the California Statewide Steering Committee for Evidence-Based Health Promotion. She is President of the CCC Educators of Older Adults. • The Division Dean of Continuing Education, **Donna Burns,** serves on the Board of the Association of Community and Continuing Educators. • Kurt Kemp, Spanish Professor, was elected President of the California Community Colleges Foreign Language Council for the next 2 academic years. • The **Honors Program** maintained **transfer agreements** for Honors students with UCLA, UCI, Columbia School of General Studies, CSU Fullerton, and Chapman University. The program continued outreach efforts with UCR, Pitzer College, CSULA, and CPP.

4. Improve quality of partnerships with business & industry, the community, and other educational institutions. (Continued)	• Honors Director **Carolyn Kuykendall** served as VP for Transfer Relations, Conference Planning Committee Member, and Treasurer for the Honors Transfer Council of California. She also served as Co-Chair of the Teaching and Learning Committee for the National Collegiate Honors Council that planned and presented a 4-hour workshop on interdisciplinary teaching/developing curriculum in an honors environment. • Two members of the **Art History** discipline (one an adjunct) have assumed active leadership roles in presenting and organizing art history conferences in Southern California. Other faculty have presented papers at regional and national conferences. • Division Dean of Library and Learning Resources **Meghan Chen** sits on the Executive Board of Council of Chief Librarians California Community College (CCL-CCC). The statewide group successfully implemented a state-wide purchase of a database bundle that resulted in significant savings. The group is working with the Chancellor's Office to implement a survey of students on library and technology engagement. • The **Mt. SAC Relays** brought to the community over 12,000 competitors, including over 100 athletes who represented their respective countries in the London Summer Olympic Games. • The **Mt. SAC Cross Country Invitational** broke all time records and included over 26,000 competitors competing over three days. • The **Mt. SAC Relays/AAF Youth Days Track and Field Program** promoted the sport of track and field through "learn by doing" clinics which were attended by over 5,000 youth throughout Southern California. The AAF Youth Days Track and Field Meet attracted over 6,000 youth to the 2-day competition. • Division Dean of Natural Sciences **Larry Redinger** was selected to serve of the Board of Directors of the California Science Teachers Association. As President of the Walnut Valley Unified School District Board of Trustees, Dean Redinger was elected to the California School Board Delegate Assembly for State K-12 Policy Making for his third 2-year term. • Donation and transport by TC Designs enabled the installation on the campus of a collection of 16 boulders representing the Geological Environments of California landscapes. Each boulder weighs more than 2 tons. • The **Planetarium Director** has accomplished successful utilization of the Randal Planetarium, establishing a Planetarium website and holding nightly shows on weekends open to students and members of the community. The Director also organized numerous events for elementary-level students. • **Physics faculty and students** serve on the board of the Chinese Institute of

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4. Improve quality of partnerships with business & industry, the community, and other educational institutions. (Continued)	• Faculty in **Physics and Engineering** brought in a summer workshop on computational modeling in the modern physics course as part of a grant project in collaboration with Bradley University funded by NSF ATE Physics Workshops Projects. • **Electronics faculty** have strengthened industry partnerships with Southern California Edison, Am-Tec Security, Trinity, Trane and Air-Ex. • **Welding faculty** have strengthened relations with the Ironworker's Union Local 433 and our certification governing body, the L.A. City Dept. of Building and Safety. The Ironworkers are sponsoring 5 Mt. SAC students into their apprenticeship program. • **EMS** has begun a partnership with L.A. City Fire Dept. to receive cadets into the Paramedic Program beginning in Fall 2012. This partnership may open opportunities for our EMT students to begin ride-along experience with a fire department.

5. Support appropriate technology to enhance educational programs and services	• Seven programs in Technology & Health have received nearly $200,000 in **VTEA funding** to support acquisition of critically needed equipment and technology, including a Tower Simulator, Digital Drawing Tables, classroom computers, non-invasive ventilator, and manual ring rollers.
	• The **Physics Department** solicited and received the donation of a 150-watt Neodymium YAG laser as well as a laser cutter.
	• Improved efficiency and effectiveness in support for instruction by facilitating **Technology updates**:
	    ○ Transition from Blackboard to Moodlerooms
	    ○ Transition from e-learn to OmniUpdate or Course Studio
	    ○ Improved webpages for Distance Learning homepage, DL Committee, and SPOT training
	    ○ Upgraded library system SIRSI to newer version on a new server
	• Updated and expanded departmental **video resources** (all close captioned) in History, Art History, and Psychology
	• The **Honors Program** maintained an updated website through OmniUpdate and expanded the use of the Banner Portal to provide information to students in the program about scholarship opportunities, deadlines for applications, workshops, internship and summer program opportunities.
	• **CIS** initiated and worked with the Business Division staff to implement **virtualization of labs** in CIS classrooms.
	• Business Division assessed, evaluated, and developed a plan to implement **wireless technology** in Buildings 17, 18A, 18B, 21B, 21C, and 21D.
	• Technology upgrades and augmentation in computer equipment were provided in **Fine Arts** to support instruction.
	• The **Theater Dept.** was able to upgrade the sound system in the Studio Theater, improved fume extraction in the welding area, and provided computer support for the Children's Theater Tour.
	• **Commercial and Entertainment Arts** programs moving into the Design Technology Center have purchased equipment totaling approximately $390,000 to meet technology needs in the new facility. Acquisition of equipment is based on careful planning and prioritizing to support ongoing student achievement.
	• Several **Arts Division programs** have established a **Facebook presence** for student outreach, promotion, and communication.

6. Opportunities for increased diversity and equity for all across the campus	- The college hosted an art **exhibition in the Gallery** entitled *The Splendor of Taiwan*, to celebrate the Republic of China Centennial. The exhibition featured selections of Taiwanese folk songs, dance, and photography. **Foreign Languages faculty** hosted diverse cultural celebrations including Dia de los Muertos, Cesar Chavez Tribute, Francophone Week, and Italian Opera Night. **Honors** supported and planned campus projects such as Jayson Braveheart's Lyceum presentation, the Human Trafficking Conference, the Showcase of Student Research, and the Southern California Conference on Undergraduate Research. **The Math Department** conducted a disproportionate impact study using disaggregated data on success and retention rates during the 2010-11 year. The department reviewed disaggregated success and retention data in its effort to increase success and retention in basic skills course. **Honors** worked with individual faculty requests, Bridge, Aspire, Connect 4, EOPS, Transfer Center, and High School Outreach to encourage student participation in the program. Currently approximately half of the Honors students are Asian and 35% are Latino/a. **EEO Training** offered in 2011-12 increased the pool of trained EEO representatives available to serve on hiring committees. 74 individuals participated in this training, 25 of whom were faculty. - Grace Hanson offered training through POD in **"Accommodating Students with Disabilities in the Classroom"** to deepen awareness for faculty participants of effective strategies for working with disabled students in the classroom setting.

| 7. Strengthening recruitment opportunities for full participation | Program faculty in **Photography, Radio, Television & Film, Graphic Design & Illustration, Animation, the Accounting, Finance & Management Club** and the **Child Development Center** have established a Facebook presence to support student outreach and communication. **Articulation exams were offered for high school students** in the areas of 2D Animation & Gaming as well as Photography. **Music festivals** were hosted by the Mt. SAC vocal and instrumental programs for recruitment. **Athletic Training Professors** held athletic training articulation visits with over 350 high school students on campus to strengthen recruitment in Athletic programs. |

8. Support and encourage participation in professional development	• Departments in **Technology and Health** received $30,200 for professional development. They include Aeronautics and Air Traffic Control, Architecture, Electronics, Fire, Psych Tech, Respiratory Therapy, and Welding. • The Basic Skills Coordinating Committee provided $20,000 to Professional and Organizational Development to support conference and travel requests focused on basic skills. • Professional development activities included training for transition to Moodlerooms (multiple training opportunities), Basic Skills in the Classroom, Course Studio, Directed Learning Activities, Teaching Honors Courses, Integrating Writing into Writing Across the Curriculum Courses. • OmniUpdate training was offered to encourage departments across the campus to establish and use websites to communicate with students and the community using current information. • POD supported SLO Workshops and Boot Camp activities to support outcomes assessment efforts for all departments on campus. • Department Chair training activities were offered to enable faculty to meet the professional development training required in the faculty contract. • Nine Liebert, Cassidy, Whitmore webinars were offered for management professional development. Titles including Creating a Culture of Respect; Sick and Disabled Employees; and Exercising Management Rights. • A Classified Conference was organized and offered to classified employees to support their work, encourage positive morale, and revitalize work place energy. • Health oriented professional development activities included CPR/First Aid training and Suicide Awareness. • Banner Workshops offered by Information Technology in 2011-12 focused on the following topics: Navigation, Requisition, Intermediate Requisition, Argos Report Viewer, and Approver. Faculty department chairs were also trained in use of Argos reports to support their planning efforts.

| 9. Provide facilities and infrastructure to support exemplary programs and consider health & safety of the campus community. | • Faculty in the **Chemistry Dept.** have successfully piloted "green" chemistry experiments in CHEM 80, CHEM 81, CHEM 50, and CHEM 51. The Department continues to significantly reduce toxic waste generated in all chemistry labs.
• Two **weather stations** have been placed adjacent to and on the roof of Building 7 and both are fully operational.
• Using equipment donated by scientists affiliated with NASA's Jet Propulsion Laboratory (Dr. Robert Nelson and Dr. William Smythe), a **new research lab** is under development in the basement of Building 11 to enable students to run experiments on infrared spectroscopy of ammonia ices and on reflectance properties of various materials pertinent to planetary surfaces.
• **Library and Learning Resources** used data from student surveys to create more study space in the Library.
• In the **Business Division**, the following instructional facilities were improved:
   o **19B3 and 19B5 (Foods/Lab and Conference Room)** we have done a complete remodel for these two rooms that help both our Hotel Restaurant & Management and Food & Nutrition departments.

   o **21B and 21C**: The College provided us with two trailers that will belong to the Management Institute. We have remodeled the trailers that will now house 4 classrooms with new furniture and new computers thanks to the assistance of the Instruction Office.

   o We have remodeled the following buildings: In **Building 17** we remodeled the women's restroom and painted the outside of the building, installed new doors, reinforced the hallway, and implemented a new classroom numbering system; in **Building 18**, we painted the exterior, reinforced the hallway, and installed new doors. Plans have been developed to remodel **Building 19**.

   o Remodeled 11A (**now Building 21D**) and created the Business Innovative Projects Center to house: CyberWatch West, Perkins, CTE Transitions, Center of Excellence, and Family & Consumer Science grant. |

9. Provide facilities and infrastructure to support exemplary programs and consider health & safety of the campus community. (Continued)	• The Technology and Health Division was instrumental in the **renovation of the Manufacturing Shop floor in Building 28** for safety and efficiency. In addition, the Division cleared, reconfigured, and repurposed the entire third floor of the building after the relocation of the Architecture program for optimal room deployment and scheduling efficiency. These efforts were made in anticipation of utilization of these instructional spaces by the new Industrial Design Engineering program. • Upon notification of closure of the **Fire Technology training facility in Ontario**, Division administrators worked with the Fire Technology Director to establish an alternate site for the Fire Academy for the 2012-13 year. • After significant reductions in staffing for the **Health Careers Resource Center** began impacting the Center's ability to provide quality simulation activities, the Director and Coordinator worked with the Tech and Health Division to create a plan to relocate simulation activities from modular building 37 to Building 67-B, room 190. The increased proximity of simulation activities for HCRC users will allow the Center to achieve desired service levels with limited resources; further, it will result in significant cost savings to the college represented by the cost of leasing the modular building.

10. Basic skills development a major focus in planning efforts	• The **Basic Skills Coordinating Committee** recommended 32 projects for funding in 2011-12. Each project manager for approved projects was required to establish measurable outcomes and complete an assessment cycle. The 2011-12 final report will be completed by October 2012.
	• Funded projects included:
	  o Support for AmLa tutoring
	  o Implementation of **Tutors in the Classroom** in AmLa and English composition classes
	  o Targeted tutoring in the Writing Center for students in basic skills classes
	  o **A Community of Math Professors** successfully conducted an investigation into techniques for increasing success in basic skills course through the development of a stronger sense of classroom community and the use of instructor-generated videos. The ACOMP group received the 2011 President's Award for Excellence
	  o The Math & Computer Science Department developed a **student survey** to generate support for basic skills activities that will be of optimal benefit to students.
	  o Fire Technology and English Department faculty established **linked Fire 1 and ENGL 68 course**s to improve basic writing skills.
	  o **WIN** Program Academic Support
	  o Expository Writing Curriculum for **HS Program English Competency**
	  o **ESL/VESL** Curriculum Improvement and Professional Development
	  o **ABE Curriculum and SLO support**
	  o **AmLa Adjunct Mentoring**
	  o **Developmental Education Conference**
	  o Peer advisors, supplemental instructors, field trips and retreats for **Learning Communities**
	  o Counseling, textbooks and recognition events for **ASPIRE**
	  o **Summer Transition Enrichment Program (STEP)** for students who were eligible for but not accepted into Summer Bridge
	  o **ESL Student Conference**
	  o **AmLa Toolbox for Success** which included curriculum modules with assignments to provide support for student academic success

11. Improve effectiveness of dialogue between and among groups	• **Planning for occupancy of the Design Technology Center** was supported by ongoing dialogue between administrators and faculty and among the faculty groups, between and within departments, as well as departments from Information Technology and Facilities. • **Dialogue between Fine Arts and Photography** has led to a curriculum emphasis in Photography in the Fine Arts AA Liberal Arts degree. The two departments also collaborated on student projects. • Business, Library and Learning Resources, Continuing Education, and Humanities and Social Sciences divisions held **division-wide retreats**. The LLR held two retreats during the year and focused on use of data for decision-making, use of assessment results for planning, and strengthening SLO/AUO work throughout the division. • The Business Division conducted an **8-week student wellness program pilot** study (Total Health Tuesdays) in collaboration with the Wellness Center and the Student Health Center. • In **Humanities and Social Sciences**, dialogue among departments allowed adaptation of curricula to ensure more effective alignment between disciplines. This effort led to the development of new course requirements for all writing courses to emphasize text-based writing in alignment with the English Department. • The **English, Literature, and Journalism Department** publicized its SLOs both on its new website and on posters in the hallways and offices of the department. • AmLa, English, Foreign Languages, and Psychology all created specific activities to include adjunct faculty in outcomes assessment processes. • The **Honors Advisory Board** met twice during the 2011-12 year to discuss program issues and developments. The Board consists of representatives from Aspire, High School Outreach, Counseling, EOPS, Transfer Center, Honors faculty, the HSS Dean, and Honors Program staff. • The **Research and Institutional Effectiveness** office coordinated and completed the Federal Postsecondary Student Aid Survey with the Bursars and Financial Aid offices; RIE also investigated Mt. SAC Gainful Employment unreported programs issues in collaboration with other offices on campus.

11. Improve effectiveness of dialogue between and among groups (Continued)	• The **Director of Grants** presented a session titled "Understanding the Grants Process at Mt. SAC at the college's New Faculty Seminar. • The Distance Learning Committee organized a campus-wide **Distance Learning Conference** to facilitate broad dialogue on DL issues, input for the development of a DL plan, student support, and Moodlerooms training. • **Library faculty** participated actively in numerous campus-wide committees to educate college administrators and faculty in other disciplines about the role of the Library in curriculum, instruction, and student success. They also partnered with faculty from discipline faculty from other departments to integrate Library curriculum, instruction, and collections into academic programs.
12. Activities to improve persistence	• A new course, **EMS 2**, was created to enhance the skills experience of paramedic program candidates accepted into the program. • **Math faculty** used the CalPass Data Tool and ARGOS reports to track overall success and retention rates for students in their courses. The faculty seek ways to improve student success to reduce the bottleneck effect caused by students who continue to repeat math courses. • The **Math faculty** have reviewed the disaggregated success and retention data available through a disproportionate impact study to find ways to improve success and retention in basic skills courses. • **Learning Assistance Department** faculty have piloted an 8-week sequence linking LERN 48 and 49 to increase retention rate increase for LERN 48 students. They have also established linked sections of LIBR 1A with READ 90 and SPCH 1A to enhance persistence and completion rates. • **Online tutoring** expanded in Math and Chemistry with over 400 unique users, 53 synchronous tutoring sessions, 52 asynchronous, and 107 Tutorial Archive hits indicating that students access previous tutoring sessions for support. • The **Honors Program** maintained consistent and significant retention and matriculation rates using Honors Ambassadors students to provide support for campus outreach and offered a Pre-Honors ENGL 68 to support recruitment efforts.

| 12. Activities to improve persistence (Continued) | • **Continuing Ed Division faculty and staff** engaged in dynamic projects and assessments that focused on student persistence including
    o Implementation of the new Adult Diploma Progress Policy found to correlate with a 10% increase in number of completed Adult Diploma courses
    o Course success rates of 72-83% for students receiving WIN counseling and tutoring (assessment data)
    o ESL & ABE managers presented persistence and transition to credit at national and international conferences
• Business division faculty expanded the **Accounting, Finance, and Management Club** to encourage student engagement and retention; the Club held several successful events for students including Community Service events, a networking conference, and the First Annual Student Innovation Conference (SIC)
• All **RTV students** received assistance with Ed Plan preparation; results were incorporated into the scheduled course rotation. |

13. Maximize university transfer	- The **Music Department faculty** supported student persistence demonstrated through increased student transfers: 11 instrumentalists and 12 vocalists. Students transferred to CSUs, UCs, private universities, and schools for the arts. **Honors Program** transfer rates continue to be high: UCI acceptance rates were 95.6%, UCLA TAP acceptance rate was 79%, and 73% of the Mt. SAC students accepted to UC Berkeley were Honors Program students. - Four additional **AA-Transfer degrees** were locally approved in 2011-12: English, Math, History, and Art History; they are awaiting State-level approval. Other AA-T degrees developed this year were in Music, Radio-TV and Film, Geography, Theater, and Political Science. - All departments at the college participated in giving input to complete planning for implementation of **DegreeWorks (**Mountie Map). - The college implemented the **Statway courses** in Math to enable Math 51-eligible students to complete the CSU transfer math requirement in two semesters. - The college offered maximum enrollment options in **science classes** required for transfer: Biological Science courses at 105% capacity; Chemistry courses were enrolled at 110% capacity; and courses in Geology, Oceanography, and Astronomy were also enrolled at 110% capacity. Demand for enrollment in lab classes is beyond the college's capacity. **Physics faculty** organized a lower division research conference for students to present papers and recruited engineers from industry to serve as judges. These faculty also mentored students in the CIRI program and successfully articulated the Engineering program courses to the new engineering program at UC Merced. **Faculty in Photography** developed a student survey to assist students in creating individual educational plans as well as more efficient and effective course scheduling. The faculty have identified significantly higher completions than in past years and hope that this strategy will increase both persistence and transfer for students in this discipline.

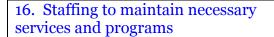|	
14. Use of assessment data to guide planning, curriculum design, and pedagogy, and decision-making	• In the **Air Conditioning and Building Automation programs**, assessment of courses and programs resulted in the reconfiguration of courses for improved flow of instruction and a reduction in the total number of required courses from 14 to 10. • SLO assessment in **ELEC 50 (Electronics Dept.)**, led to the development of additional lab exercises and procurement of equipment intended to assist students in explaining explicitly how numerical calculations relate to specific electronic concepts. • In **Respiratory Therapy**, assessment results indicated that 33% of students needed significant remediation to determine appropriate ventilator settings; this finding prompted faculty to add a "hands on" component with a mechanical ventilator into the classroom. • The **Library and Learning Resources Division** held a division-wide retreat to collaborate on the use of assessment data for decision making, planning, and strengthening outcomes assessment throughout the division. • **Kinesiology faculty** used assessment data to improve certificate completion and implemented a process for tracking student progress. • **Psychology faculty** held a department-wide SLO "Fun Day" to include adjunct faculty in work on outcomes assessment in courses throughout the curriculum. • **Honors** worked with faculty from multiple disciplines to develop SLOs for Honors courses and begin the assessment process. • Faculty in several **Humanities & Social Sciences departments** convened meetings to discuss assessment practices and make the process more meaningful and relevant. • Program assessments are being held across the **Business Division** and are being discussed and analyzed in department meetings with a focus on enhancing curriculum, pedagogy, and planning.

| 14. Use of assessment data to guide planning, curriculum design, and pedagogy, and decision-making

(Continued) | **AmLa** faculty have used assessments to develop writing and speaking course requirements and to improve the use of technology in classes. **Geography & Political Science faculty** have also used outcomes to support better use of technology in courses. **Sign Language faculty** have used assessment results to more clearly identify learning goals and to break these larger program level skill sets down to skills (outcomes) pertaining to each interpreting course. **Music faculty** used assessment results from Music theory courses to open a mini-computer lab within the department to support student learning. **Continuing Education** improved its use of data for decision-making through the enhancement of reports and databases followed by focused dialogue within and across programs. Examples include a new Argos report to monitor WIN student attendance and progress and completion of an ABE database to facilitate faculty and staff dialogue on SLO assessment and individual student progress to determine appropriate interventions when needed. |

15. Utilize existing resources to maximize resources and maintain necessary services and programs	• All **Arts Division departments** assessed course offerings in order to most efficiently and effectively address student educational goals while adhering to workload reductions imposed upon the college. • Materials, supplies, software, and equipment will be **shared in the CTE programs** that will be proximally located in the new Design Technology Center. More effective use of lab techs, assistants, and coordinators is also being considered for programs in the DTC. • The **History & Art History Department** reconfigured one of its "closets" into a media center with computers that can scan documents, an organized collection of DVDs, and a continually expanding electronic print collection of art works, maps, documents, etc. • The **Library** used transaction statistics to plan staff schedules, review progress of the no-fine policy for book return, and validate creating open access to the media collection. Data was also used to determine database cancellations and renewals as well as print periodical subscription renewals. Close captioning of media was based on high circulation statistics. • The **LLR Division** conducted internal review of its practices and adherence to college processes in the areas of class scheduling, faculty load monitoring, faculty and staff evaluations, purchasing/budgeting, hiring, timesheets and absence reports. • In response to budget cuts, the **Health Careers Resource Center** (HCRC) significantly reduced media lab hours; however, staff arranged for networked media that may be accessed by Nursing and Psych Tech students 24 hours a day, resulting in significant savings of personnel costs and an effective redeployment of space.

16. Staffing to maintain necessary services and programs	- The college filled **17 full-time faculty, tenure-track positions**, to meet the most urgent needs of departments across the college. - A **management position** (Assistant Director of the Child Development Center) was **eliminated**. - In response to the loss of an Athletic Trainer, two 47.5% positions for **Athletic Trainers** were approved to address safety needs of students in Athletics programs, maintaining the support while creating more efficiency. - A **research analyst position** to focus on providing support for faculty in outcomes assessment was approved for replacement. **Honors Program** staffing needs for clerical assistance and additional counseling hours were met. - The college filled the position of **Associate Dean in Humanities and Social Sciences** (Dr. Jeanne-Marie Velickovic) that brings strong experience in outcomes assessment and curriculum work. - Positions filled to support programs in **Agricultural Sciences** included an RVT Lab Tech, a Livestock Specialist, and a Horticulture Production Assistant. Approval of an assistant for work in the **Planetarium and Observatory** was secured by donor funding. **Programs in Technology and Health** received $48,150 to support student tutors, lab assistants, and professional experts to support assessment in instructional labs through VTEA funding.

II. INTERNAL AND EXTERNAL CONDITIONS

IIA. INTERNAL CONDITIONS
Using the ***Internal/External Conditions report***, identify the **major internal conditions** affecting planning in your area. Internal conditions are conditions that exist within your area over which you may or may not have an influence. Please only list 5 to 10 for your team.

1. Severely limited funding for instructional equipment has created these challenges:
   a. Challenge in responding to changes in technology to meet industry standards
   b. Inability to support programs with needed equipment to provide an effective classroom learning environment
   c. Limited ability to provide necessary equipment maintenance and safety
   d. Limited ability to provide necessary software and software upgrades as instructional support becomes more technologically oriented across disciplines

2. Reduced workload has limited the college's ability to meet student need for classes and services that allow them to complete programs or transfer requirements in a reasonable length of time.
   a. Strain created on staff in tutorial services areas with increased demand for tutoring and other services
   b. Strain created on faculty who work with students to support their success
   c. Need to limit enrollment in CTE courses to students in the major

3. Staffing decisions based primarily on replacements limits our ability to support areas where work and/or requirements are changing.
   a. Inadequate custodial support for new buildings
   b. Inadequate support for specialized functions (e.g. instructional kitchen laboratories)
   c. Leaves some academic disciplines woefully understaffed and reliant on a large percentage of adjunct faculty

4. Elimination of vacant positions and reduction in operational supply budgets limits our ability to support activities of in the classroom and programs.
   a. Force planning for service reductions
   b. Require reorganization of work which can frustrate staff already taxed with heavy workloads
   c. Limit our ability to respond quickly and efficiently to problems and demands from changes to regulation or internal policies based on the need to comply with Federal regulation
   d. Increasing reliance on adjuncts or hourly workers, which are also subject to multiple layers of restriction and thus more and more difficult to employ

IIA. INTERNAL CONDITIONS (Continued)

5. Deferred maintenance projects and inadequate facilities undermine optimal service to students and create inefficiencies for staff.
    a. Insufficient facilities for study and tutoring
    b. Limited ability to respond to changes in instructional programs
    c. Inadequate wireless and data line connection in some instructional facilities
    d. Furniture in some instructional spaces is deteriorating and beginning to fail without much hope for replacement

6. Technological transitions (e.g., library system SIRSI, Moodlerooms, OmniUpdate, implementation of virtual labs, planned implementation of DegreeWorks) plus greater reliance on Banner and server upgrades and migrations
    a. Create greater opportunities for providing service but
    b. Require enormous effort in training and expectations for work for faculty and staff already strained to meet basic service needs of students as they are required to learn new skill sets

7. Newly available Argos reports on enrollment management for dept. chairs, faculty data, distance education students' retention and success rates, DL out-of-state students have provided data to divisions that improved ability to monitor and track college processes (e.g. scheduling, enrollment management, etc.) but may require additional training for data interpretation and evaluation.

8. Increasing need for faculty to work outside of the classroom (curriculum development and monitoring, outcomes assessment, support for extra curricular student activities such as clubs and undergraduate research, institutional planning and evaluation)

9. Changes to college policies have resulted in difficulty for faculty, management, and staff in these ways:
    a. Loss of auxiliary accounts without a clear replacement process for providing augmented support for programs creates inefficiency for staff trying to respond to program needs
    b. Implementation of closed captioning requirement without time and funding to respond creates program-level frustration and confusion
    c. Confusion over appropriate ways of conducting fund raising activities (e.g. whether or not or HOW to hold a car wash)
    d. Low morale over loss of teaching assignments for classified employees who have taught for many years and whose contributions are significant.

IIA. INTERNAL CONDITIONS (Continued)

10. Difficulty in tracking graduation rates, employment rates, and transfer rates at a time when departments feel acutely the pressure to prove the success of students in their classes, programs, and disciplines.

11. Decreasing funding sources; both Basic Skills and VTEA funding levels have decreased and further limit our ability to support development and support for appropriate instructional activities and student support needs.
    a. Many more proposals submitted than can be funded in both areas
    b. Faculty frustration and discouragement are growing as there are fewer places to turn for necessary support.

12. Faculty are frustrated at the incredible bottleneck for approval of curriculum through Ed Design after changes are made at the department level.

IIB. EXTERNAL CONDITIONS

Using the *Internal/External Conditions report*, identify the **major external conditions** affecting planning in your area. External conditions are conditions that exist outside of your area over which you may have little influence. Please only list 5 to 10 for your team.

1. Decrease in base apportionment from the State that is sequential over time that limits the college's ability to offer necessary courses and services.
   a. Enrollment decrease in Basic Skills-coded classes will further erode our Basic Skills funding
   b. Corresponding decreases to course offerings, program budgets, staffing levels create a barrier to student success (e.g. timely completion of programs or transfer requirements)
   c. Decline in quality of our academic programs
   d. Programs like the Forensics programs experiencing continued cuts and higher demand for classes are prevented from adequately engaging in competitions required for maintenance of even a basic program.

2. ACCJC accreditation changes and mandates for SLO proficiency, mid-term report, and annual outcomes assessment reports impact the work of nearly every person on the Instruction Team.

3. Employment opportunities fluctuate in a volatile job market despite data projecting shortfalls in qualified individuals forecasts
   a. Work experience and internship opportunities are increasingly competitive leading to development of internal work experience placements where practical
   b. Decline in the job market has decreased placement rates across CTE programs (health care, public services, construction-related industries)
   c. Employers in all industry sectors are demanding a broader range of skills in entry-level employees.

4. Continuous and accelerated use of technology in industry demands ongoing professional development for faculty and staff at a time of significant reduction to the college's ability to fund conference and travel. This is especially problematic for Nursing, Welding, Emergency Medical Services, Respiratory Therapy, Radiologic Tech, and Aeronautics.
   a. The recently mandated use of Electronic Health Records Systems and medication delivery systems may prompt further curriculum modification and extended orientation and training for students and faculty in all health programs.
   b. Transition from hand drawn perspectives in Fashion and Interior Design to computer-generated modeling is now the industry norm.

IIB. EXTERNAL CONDITIONS (Continued)

5. State-wide Student Success Act recommendations that impact department, program, and college functioning and determine college work and priorities. An increased focus on statewide metrics, including but not limited to an evolving ARCC/Scorecard concept, continues to require the focus of faculty, staff, research, and IT.

6. Federal regulations on distance learning (credit hours calculation, state authorization, captioning, copyright, student authentication, comparable student academic support services) present challenges to our Distance Learning operations.

7. Decisions by CSU to consider for transfer only students that have completed the AA-T and AS-T degrees have put additional pressure on departments to create these degrees to better serve students. The limited opportunities for transfer have left many students without options except to stay at Mt. SAC and continue to take classes here.

8. Many students come to the college unprepared to handle college reading and writing assignments. A large population of "1.5 generation" language learners is now present; these students require specialized writing and reading support services.

9. Standards for training in the disciplines of Nursing and Sign Language Interpreting are moving to a requirement that students receive a bachelor's degree before being prepared for certification or licensure.

10. Virtualization technology is creating the opportunity for departments to save money on computer expenditures.

11. Title 5 changes to regulations including processes for establishing course prerequisites and corequisites, new program applications and modifications, repeatability limits, and enrollment priorities.

12. The CCCCO Assessment Workgroup has reconvened and has resurrected timelines for revalidation of placement tests, Federal WIA Title I and II funding streams are strengthening their mandates, and national curriculum ("Core Curriculum") standards are in process.

13. The publisher shift to licensing and virtual resources is resulting in higher expenses. We are also losing FTES as students increasingly work from home and the college still has no virtual attendance collection system in place.

IIC. Critical Decisions

Describe the critical decisions your area made this year and the reasons for those decisions. *Example: Departments may revise curriculum and distance learning workload due to interpretation of the faculty contract.*

The following list identifies limited examples of critical decisions made across the Instruction Team to better serve students:

1. Many departments restructured programs, certificates, and degrees to encourage student completion and early exit to the workforce. Many departments eliminated programs and created new programs in response to advisory committee recommendations and state-level initiatives (e.g., the SB 1440 requirement to create transfer degrees).

2. Departments decided to develop AA-T/AS-T degrees to assist students in transferring.

3. ABE eliminated elective courses from the summer high school program offering. ABE also stopped administering the Mt. SAC placement test to students in order to direct limited resources to tutoring and lab assistance. Finally, ABE stopped providing typing skills assessment for the public.

4. The Honors Program changed requirements for certification to 15 units of Honors classes (instead of six classes). This will allow more students to complete the program and be eligible to participate in our transfer agreements.

5. Two departments, History & Art History and Geography & Political Science, along with the Writing Center have worked on an HSS Division task force to create a template for a division-wide critical thinking rubric to address poor critical thinking skills in general education classes.

6. LLR repurposed existing library space to create land-line computerized classroom for library instruction because of chronic wireless failures in the laptop classroom and added three study rooms in response to student demand for quiet study space.

7. The Chemistry Department decided to reduce chemical and waste disposal costs across the lab curriculum by adopting more Green Chemistry practices.

8. In response to the college's mandate to reduce FTES for Fall 2011 and Spring 2012, all departments across the college made difficult decisions, including the determination of which courses to cut while minimizing impact on student progress, revising course rotations, offering stand alone courses as fee-based, and eliminating day and night sections.

IIC. Critical Decisions (Continued)

9. To address significant reductions to Health Careers Resource Center staffing levels that had impacted the Center's ability to provide quality simulation activities, the Director and Coordinator worked with the Tech & Health Division to create a plan to relocate simulation activities from the modular building 37 to space in 67-B 190. This decision will enable to college to achieve desired service levels with limited resources and create a cost savings from the lease of the modular building (approximately $30,000 annually).

What is one major aspect you learned about your team from doing this review of internal/external conditions?

1. CTE program faculty are challenged to **provide access to an updated curriculum** and curricular and extra curricular learning opportunities and enhance student competitiveness in a tight job market. Faculty have been diligent in seeking opportunities to improve student outcomes while balancing those opportunities with diminishing college resources.

2. The continuing **budget shortfall** has reduced classes, library hours, and academic support services while accreditation, federal, and state regulations continue to **mandate greater productivity and accountability**. This complex reality drives virtually all of the planning reported by units across the team.

3. All departments and divisions report internal **conflict and frustration from the loss of resources** and opportunities to support high quality programs and services for our students.

4. More departments and divisions are focused on making **data-driven decisions** in planning for the future. The biggest challenge for many is accessing reliable data on a program-wide and even college-wide scale so that scheduling and curricular decisions can be responsive to the needs the greater student population.

5. The team's **focus on students has been tenacious**. Faculty, staff, and managers through collaboration and honest communication made the necessary accommodations and changes this year with an unerring focus on providing the best instruction for students.

III. INFORMATION ANALYSIS

Using various sources of information including the ***Information Analysis reports*** and department/unit information, identify the common trends, the source(s) that provide evidence for the trends, and their impact on area planning.

Expand the table below as needed.

TREND	SOURCE	IMPACT
1. Although most classes are full, for many programs those who enroll are not majors, preventing majors from getting courses they need to complete programs.	Faculty	This trend undermines students attempting to complete program requirements in their major.
2. Creation of AA-T and AS-T degrees	Curriculum reports Dept. Minutes	Program focus is changing. Transfer degree options should assist students in their goals to transfer to the CSU system.
3. Increased demand for the use of technology	Division reports, Dept. Minutes Advisory Comm Minutes	Strains the capacity of the college to provide programs with necessary equipment. Undermines meeting team goal IN-2.
4. Increased employment opportunities in designated industries.		More jobs will be available for students currently training in our programs
4a. Entertainment industry	Various trade and national news magazines; NPR	Need to schedule the necessary courses to enable students to complete programs.

TREND	SOURCE	IMPACT
4b. Graphic designers with web site design and animation experience	www.bis.gov/oco/ocoso90.htm	Need to schedule the necessary courses to enable students to complete programs.
5. Student achievement (success and retention rates) increased slightly from previous year	Academic Program Review Report	Accounting & Mgmt programs continue to offer high demand courses with excellent retention and success rates. Several programs show increased completion rates.
5. Student achievement (success and retention rates) increased slightly from previous year	Academic Program Review Report	Accounting & Mgmt programs continue to offer high demand courses with excellent retention and success rates. Several programs show increased completion rates.
6. Increased use of social media in the classroom	CHLD 1 class Educational journals CIS Classes	Business division programs will analyze, assess, and develop a plan to incorporate social media into classes to ensure that our programs prepare a well-trained workforce.
7. Increase in demand for mobile application developers	Advisory Committee Recommendations	Added the Mobile Applications program
8. Student enrollment in High School Referral has shifted: referrals from low-performing districts have increased while those from high-performing districts have decreased	ABE database reports Argos reports Student profile reports	Course completion rates remained consistent; however, students from low-performing districts did not complete courses at same level of expectation. More outreach to specific district counselors is needed to clarify program expectations.
9. Completion of the Adult HS Diploma has increased.	Reports on credits earned Argos reports ABE database reports	This validates our implementation of the progress policy. It will be continued.

TREND	SOURCE	IMPACT
10. High demand for SPCH 1AH classes for Honors students	Enrollment transactions	With high rate of transfer for Honors students, we need 9 sections per year to meet demand.
11. High demand for Speech classes required for degree completion and CSU transfer	Enrollment transactions College catalogue	More sections needed of restricted electives and courses for the AA-T in Comm to support transfer

13. High student demand for essential transfer and degree-required courses in
  a. English comp
  b. Foreign Languages
  c. History
  d. Art History
  e. Psychology
  f. American Sign Language
	Enrollment transactions Wait list College Catalogue	Decreased course offerings in departments whose courses are necessary for degree completion and transfer are slowing down student progress.

14. Honors courses increased to 107 over 5 semesters (from 70 over 4 semesters)	Course enrollment data	Yearly average enrollment is 2,181 up from 1,503. Increasing course offerings was accomplished by stacking of some classes to accommodate more students.
15. In Honors, course success has increased and retention rates are slipping. Increase in number of students electing to take a "W" (about 5% of enrolled students).	Success & Retention Rates of Sp 2011-Sp 2012.	Yearly average: Retention: 94.2% Success: 96.7% Honors faculty retreat will address issue of increased "W" grades.
16. Impact on Writing Center tutor staffing from employment rules established 2 years ago (cannot be employed for more than 1 year)	HR Hiring Documents	Director is working with Academic Senate task force dedicated to considering ways of addressing the needed tutors with current hiring policies.

TREND	SOURCE	IMPACT
17. Writing Center ratio of staff to students served remains very low	Student sign-in sheet Banner attendance Data	Negative impact on Tutors in the Classroom which requires a dedicated staff member to supervise it. Also negatively impacts ability to collect and analyze comprehensive data for assessment and reporting purposes.
18. Students benefit from a variety of teaching strategies and techniques	Student success & retention rates in regular, hybrid, and DL courses; Presentations via POD; Scholarship of American Library Assoc.	Library, LAC, and DL faculty need to continue to use best practices in teaching regardless of delivery modality. Faculty development workshops are needed to support this trend.
19. Students need more study space, including quiet study space	Fall 2011 student survey; Observation of student use of library facility	Learning Assistance Resource Center responded to survey results by creating a quieter study environment for students. The Library will increase quiet study space by reorganizing current space.
20. Aging classroom equipment (e.g. 12-year-old Smartboards, computers, and laptops) threaten to undermine student use of technology to learn	Equipment inventory; Anticipated equipment replacement cycle	Learning will be compromised for classes in Learning Assistance and the Library that are highly dependent on technology.
21. In staffing, resource allocation, repair, and maintenance of equipment, the trend is the demand **to Do more with less**.	Scheduling records, Budgets	Biggest impact is fatigue and lower morale. Every resource reduction has been met with the goal of providing students with no reduction in educational value and opportunity. New reductions will have to mean reductions in service levels throughout the division (Natural Sciences).

TREND	SOURCE	IMPACT
22. Contradiction between data driving planning and restricted resources for implementation.	TracDat, Argos, RIE Dept.	As we embrace outcomes assessment and data-driven planning, we are faced with the inability to allocate additional resources in areas where data indicates need is the greatest.
23. Unfilled or eliminated positions	HR and budget documents	Positions that are not filled negatively impact our student hourly budgets, which are already inadequate. We cannot meet the need for student support in Agricultural Sciences without an increase in the workforce.
24. 75-85% of the students coming to Calif. Community college math classes are not prepared for college-level math courses	CCC systems Office report	The department will continue efforts to increase success and retention for basic skills students, including support for successful programs following the Learning Communities model and expanded use of the MARC.
25. Physics & Engineering: Completion rates in Engineering Physics courses has improved over a 5-year period.	Argos data Faculty survey	Students from our program continue to transfer to top schools in California and nationwide
26. Mandated class cuts have required judicious planning to maintain student career pathways (Technology & Health).	Guidelines for Sections cut (Tiers 1-3)	Further cuts will result in protracted delays of student program completion and employment.
27. Increased regulations for the maintenance and certification of tools and equipment.	Accreditation guidelines and mandates	Programs are forced to use outside contractors for certification of equipment and student workers to provide equipment maintenance.

TREND	SOURCE	IMPACT
28. Insufficient technical support staff in an environment that requires specialized skill sets, greater computer knowledge and need for lab supervision of both day and evening students.	Technology & Health Faculty observation and reports	Impacts the quality of the division's oversight and maintenance of expensive specialty labs and equipment and may compromise student safety.
29. Employers want graduates who have industry experience, industry-vetted credentials, and strong interpersonal skills	Advisory Committee Minutes	Increased need to develop work experience and identify internship sites, provide industry credentials and exams as part of curriculum and integrate interpersonal and communication skills in the curriculum.
30. "Greening" of technology curriculum (e.g. Building Automation and Green Construction)	Advisory Committee Minutes	Increased pressure to adapt or create curriculum, hire faculty with appropriate background, and acquire specialized facilities.
31. Limited knowledge of student employment rates and workplace performance.	None, unfortunately	Limited data makes it difficult to keep programs current. Programs have difficulty meeting graduate-tracking requirements from their accrediting bodies.
32. Students entering programs across the Technology & Health division are deficient in basic skills competencies.	Ongoing assessment data (i.e. HSSE/TABE); Student persistence rates captured in enrollment reports	Poor student performance and unacceptable attrition rates necessitate organized basic skills remediation strategies, including Supplemental Instructors, formalized study groups, linked courses, and referrals to college learning labs.

IV. OUTCOMES ASSESSMENT

To answer the following questions (see below), consider all the measurement and assessment efforts occurring in the unit-level including SLOs, GEOs, and AUOs. Other sources of data include discussions with departments and program/course-level information in ePIE. Where available, use the **Program Level Outcomes** report, the **Course-level Outcomes** report, and the **ePIE Transparency report to** answer the following questions.

1. What is your assessment of the overall progress in your unit(s) relative to SLOs, GEOs, and AUOs implementation and assessment? Identify any specific areas that need additional assistance in meeting the target objectives.

SLOs: (by division)   Percentage of courses assessed through Use of Results

Arts:	90.26% (176 of 195)
Business:	91.7% (221 of 241)
Continuing Ed:	88.62% (288 of 325)
Humanities & Soc Sci.	76.23% (202 of 265)
Kinesiology, Athletics, Dance	88.75% (142 of 160)
Library & Learning Resources:	96.15% (25 of 26)
Natural Sciences:	85.86% (164 of 191)
Technology & Health:	75.28% (201 of 267)
INSTITUTIONAL AVERAGE:	**84.97% (1,419 of 1,670)**

GEOs: (by division)	GEO Use of Results	SLO Use of Results
Arts	81% (17 of 21)	95.2% (20 of 21)
Business	85.7% (6 of 7)	85.7% (6 of 7)
Humanities & Soc Sci	63.1% (82 of 130)	80.8% (105 of 130)
Natural Sciences	35.7% (20 of 56)	76.8% (43.56)
INSTITUTIONAL AVERAGE	**57.6% (125 of 217)**	**80.2% (174 of 217)**

IV. OUTCOMES ASSESSMENT (Continued)

Program Outcomes (Institutional)

Summary of Program Outcomes created: 68.37% (201 of 294)

Summary of Summary of Data: 48.3% (142 of 294)

Summary of Use of Results: 46.26% (136 of 294)

NOTE: Data represented in this report is taken from the August 31, 2012 data report for outcomes assessment provided by the Research & Institutional Effectiveness Office.

The area specifically targeted for additional support is the program-level outcomes. The faculty have made tremendous progress in assessing course-level outcomes in the last two years, and very good progress in assessing General Education outcomes. We should continue to assess our General Education Outcomes, especially at a time when transfer data has become increasingly important. Faculty supporting programs across the college have diligently attended to curriculum analysis and in many cases have made key decisions to restructure programs, decrease unit requirements, and modify programs to better meet industry standards. We cannot fault them from not moving as quickly as we would like to the program-level outcomes. In 2012-13, a critical need for the college is to assess program-level outcomes so that we may collect data to help us understand student learning at the program level.

IV. OUTCOMES ASSESSMENT (Continued)

2. Identify key examples where assessments by your unit(s) have led to the implementation of specific changes or produced measurable improvements.

Examples of changes in course delivery:

- **Fire** adjunct faculty members have used assessment results to improve the delivery of curriculum (e.g., incorporating the use of models constructed by students to further explain the concepts of building construction).
- **Architecture** faculty incorporated additional exercises on 2-pt perspective in their lesson plans after reviewing assessment results
- **Earth Science & Astronomy** faculty have adjusted time spent on certain topics as a result of SLO assessment results; assessment results also prompted a change in the presentation of topics within course outlines.
- **Math & Computer Science** faculty have made changes to their courses based on assessment data and/or discussions at the department level about the assessment data.
- **Physics** faculty have developed handouts to address rigid body diagrams to help improve student success in the Physics 1A SLO.
- **AmLa** faculty used assessments to develop writing and speaking course requirements, to improve the use of technology in classes, to provide greater consistency across course sections, and to better ensure matriculation between AmLa and English classes.
- **Foreign Languages** assessment efforts have demonstrated the need for consistent delivery of curriculum across all sections, so the department made a commitment to include adjunct faculty in outcomes assessment planning and discussion.
- Students in **LERN 61/62** classes were assessed for their ability to reflect on their learning. Results from the SLO assessment suggested that there needs to be a scaffolded approach to guide students in making better reflections. Faculty designed a format and instituted it into instruction.
- Assessment results in **Psychology** have shown that the focus on certain courses should be shifted or the emphasis on a particular concept should be strengthened. Assessment work has led to the implementation of i-clickers in the classroom so that faculty are able to determine more quickly student understanding of concepts. Faculty have found i-clickers to increase student attention and engagement in their courses.
- The **Language Learning Center (LLC) partnered with AmLa faculty** on an SLO, the results of which showed higher student achievement in speaking courses when students were required to use the LLC. As a result, all speaking courses in AmLa now require students to use the LLC.
-

IV. OUTCOMES ASSESSMENT (Continued)

- In **Real Estate Principles** (BUSR 50), although 84% of students understood the difference between real and personal property, the faculty member believed that 90% of the students should understand this critical concept. Therefore, more emphasis will be given to instruction in this concept and the faculty member will expand this area of assessment to include trade fixtures, emblements, and migratory substances.
- Assessment results in **Introduction to Paralegal/Legal** indicated that more instructional time in teaching reasoning, and perhaps in-class exercises on the reasoning section, would increase student success.
- Since assessment showed that students in **CISP 21 (Programming in Java)** were not learning material adequately, the faculty member will implement pre-tests on textbook materials to help force students to read course materials. Also planned is the incorporation of lab activities for students to complete.

Curriculum Modifications
- **EMT-Paramedic** field preceptor data led the program to develop a new course, EMS 2, an additional pre-course offered outside the EMS program, to address fundamental skills preparation.
- **Physics** faculty implemented a new laboratory exercise to address the operational amplifier SLO for Engineering 44.
- Based on AUO assessment data and Advisory Board feedback, **TPI** modified the Educational Paraprofessional A.S. degree to make it more responsive to changing demands in schools. TPI also created a cross-disciplinary program of courses and support in which students have a higher transfer rate to 4-year universities (34%) than the general Mt. SAC population (24.6%).
- **ABE faculty and leadership** implemented extensive curricular alignment with enforcement of core standards and appropriate rigor among all Summer High School sites after SLO assessments in the High School Diploma program demonstrated disparity of results between UC areas a-g courses offered on campus and those offered in Summer High School.
- **All programs in the Arts Division** are restructuring course offerings, certificates, and degrees to best meet the needs of students for persistence, completion, transfer, and employment.
- **R-TV** has used assessment data to indicate a need for a change in prerequisites for courses based on student performance, adjunct faculty input, and surveys indicating the flow of students from one area to another.

IV. OUTCOMES ASSESSMENT (Continued)

<u>Other changes:</u>

- Faculty in **Biology** reviewed GEO assessment results for ANAT 10A and questioned the appropriateness of the course as an ideal general education course. The assessment has prompted department discussion on the meaningfulness of the context for outcomes assessment.
- Although students in the **STDY classes** showed a demonstrated increase in their ability to increase their locus of control, their achievement was below predicted levels. Faculty have investigated whether the pre-test scores would be used to indicate risk levels and then create a stop-gap targeted to increase levels of internal control.
- Results from the SLO on basic skills students' ability to locate books after interaction at the reference desk showed nearly 30% of students demonstrated improvement in skills. It was decided that librarians and staff should allow students to conduct computer searches for texts independently instead of faculty and staff conducting such searches for them.
- The **Library** assessed student survey results to develop a plan to repurpose space to create more quiet study space and study rooms.
- The **Kinesiology** department has improved certificate completion by implementing processes for tracking students. Through the Athletic Trainer Aide certificate, a collaborative relationship has been developed with high schools through ROP and with 4-year universities. Licensure training has improved transition from high school to a 4-year university.
- **Honors program** staff assessed student access to programs and related courses. As a result of evaluating student success data, enrollment trends, and scheduling data, the Honors program Director was able to work with faculty, department chairs, and both the Humanities & Social Sciences division and Student Services team to increase student access, matriculation, and transfer by
  - Increasing seats in Honors classes by 23%
  - Obtaining 8 additional hours per week of counseling time for students
  - Gathering more information about private as well as out-of-state universities to expand transfer options for students.
- Based on SLO assessment data from its workshops and tutorial sessions, the **Writing Center** has been able to refine the focus of tutorial sessions, including the creation of intake Directed Learning Activities to further target student need before tutoring.
- Assessment in a **Survey of Child Development Curriculum** indicated the need to utilize a lab assistant to increase student success rates through peer support and practical application in a classroom environment.
- Assessment of responses to student surveys in **Photography** have led to scheduling changes. The faculty identified the need for additional advanced courses in their program and have added them strategically. This resulted in a reduction of PHOT 10 sections.

V. RESOURCES NEEDED TO ACHIEVE GOALS

Resources requested by department/unit faculty, staff, and management support plan implementation toward the achievement of identified goals. Resources may include **budget, facilities, staffing, research support, training, marketing, equipment, etc**. To justify and endorse the department/unit goals, please provide supporting information, including outcomes assessment work, advisory committee minutes, and the like. Please prioritize the requests. (note: one table per priority) **Completed Team Category Prioritized lists should be included as part of the VP Team submission as well as should be sent directly to the person/group responsible for that category of work.** For example, facilities requests should be sent to the Facilities Advisory Committee for their review and that committee should respond with a re-evaluation of where your Team's priorities are aligned with other Team's priorities. At the end of the next fiscal year, this group should provide your team with an update as to what they were able to accomplish. This updated list should be used as part of your Team's next year's review of resource requests and prioritization.

PLEASE ALSO PRIORITIZE YOUR REQUESTS (E.G., RESEARCH #1, STAFFING #2, ETC.)

Please see attachment with all team resource requests.

VI. Planning for the Future

Using the ***Planning for the Future report*** and Managers responses to this question, what are your Team's planning themes for the 2012-13 academic year.

PLANNING FOR THE FUTURE (PLEASE NOTE RELATED COLLEGE GOALS)	TEAM GOAL (NOTE GOAL #)

1. Provide appropriate instructional technology to support student learning in classrooms and laboratories.
   a. Address maintenance and repair needs
   b. Provide current hardware and software to maintain currency with industry standards
   c. Maintain current standards in higher education classroom technology
	IN-2

2. Support ongoing and timely curriculum and program updates and revisions to allow students to meet their educational goals and to prepare students for jobs in the current economy	IN-5
3. Develop strategies for collecting accurate, systematic data related to	

PLANNING FOR THE FUTURE (PLEASE NOTE RELATED COLLEGE GOALS)	TEAM GOAL (NOTE GOAL #)

the following:
   a. courses students need based on their educational plans,
   b. development of schedules based on data-based enrollment management
   c. determination of job placement rates for CTE program graduates.
	IN-11

4. Expand partnerships with industry to foster internship and work experience opportunities for students.	College Goal #4
5. Implement activities to address the necessary basic skills competencies of students in all disciplines, including CTE programs and science courses to increase persistence and successful completion of courses and programs.	IN-10
6. Continue to explore and secure alternate funding sources through grants, gifts, and industry partnerships to support excellence in academic programs.	IN-7

7. Provide faculty and staff professional development opportunities for best practices in
   a. teaching and learning, especially for work with basic skills and online students
   b. use of library resources
   c. use of Moodlerooms and other learning technologies
   d. outcomes and data-driven assessment
	IN-4

8. Maximize use of existing spaces throughout the campus to
   a. increase instructional space,
   b. increase study spaces and access to power for technology, and
   c. increase efficiency in space configuration based on an analysis of functions.
	IN-2

9. Support broad meaningful dialogue regarding outcomes assessment data
   a. to guide efforts in improving institutional and program outcomes and student learning in courses, and
   b. to guide resulting directions for curriculum and pedagogy.
	IN-8

10. Determine appropriate staffing for instructional support that promotes student success and maintains student safety	IN-3

VII. TEAM GOALS

Based on unit/division-level planning efforts, provide a brief analysis of progress and challenges encountered towards meeting Team goals. Would you recommend any revisions to the team goals?

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
IN-1. Enhance communication	• Planning for the move into the Design Technology Center required complex communication among departments and divisions as well as coordination with IT, Facilities, and Event Services. • Reports from departments suggest growing communication within departments and in some cases between departments on outcomes assessment. Adjunct faculty have been included in the planning and response phases of assessment in some departments. • Three divisions have held division-wide retreats for faculty and staff to enhance communication and collaboration in planning efforts. • All Arts programs have participated in meaningful discussions regarding increasing technology requirements, facilities, and safety needs. • All Business Div. departments have developed websites that enhance communication between faculty and external stakeholders. • The development of the accreditation self study report in Continuing Education prompted division wide communication and participation in planning. The division has initiated new communication structures at the division and program levels in the last couple of years. • Ag Sciences faculty have communicated closely with industry professionals in advisory meetings, community-oriented events, and development of work experience opportunities to support program success.	

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
IN-2. Provide and maintain state-of-the art technology, equipment, facilities, infrastructure	• Challenges grow larger as funding sources are reduced; new buildings have made possible the acquisition of up-to-date technology, but many of the Measure R buildings are now facing deterioration of equipment purchased 5 years ago. Limited funding for maintenance of equipment exacerbates the problem. • Several divisions and departments struggle with facilities that are inadequate, outdated, and poorly suited to modern pedagogy and technology. • We anticipate the possibility of restructuring the Measure RR bonds as a source of technology support that will enable the college to meet needs for current and well functioning instructional technology. • Faculty could benefit from new technologies in their teaching: iPad, tablets, mobile computing, social networking. • The remodeled kitchen laboratories contain significantly upgraded equipment and infrastructure. • The Business Division reorganized staffing to allow inclusion of the Technology Educational Resource Center (TERC) into the Business Division Computer Lab (BDCL). Analysis of staff workload, assignments, and technical competencies resulted in changing work hours and developing a stringent work schedule to better support student needs.	

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
IN-3. Address staffing needs to maintain and enhance instruction and services	Progress: • Several full-time tenure-track faculty members were hired in 2011-12. • Some of the classified positions needed in Ag Sciences and the Planetarium were approved and hired. • An additional research analyst position was hired to broaden support for outcomes assessment and institutional research. • Occupancy of the DTC will make more efficient use of existing staff. Challenges: • Eliminated vacant positions have prompted reorganization of work; we will have reached the level where service level reductions will accompany further losses. • New and remodeled facilities require appropriate custodial care for proper maintenance; some instructional facilities require specialized maintenance that is not possible for the college to provide. • Some needed faculty positions were not filled and leave programs with inadequate staffing to maintain high quality programs. Having no FT faculty member in ESL makes it difficult to stay on top of faculty work. • External agencies require lab assistants for courses in which animals are being handled; we have been providing such support through VTEA funding, but this is only a short-term solution.	

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
IN-4. Encourage and support participation in ongoing professional development	• The widespread perception that there is no funding for professional development is an ongoing challenge. The college provided intensive training for faculty and staff to support the transition to Moodlerooms, as well as offering professional development opportunities through Flex Days, support of the Parachutes and Ladders conference, and varied POD course offerings. • VTEA funding has supported nearly $50,000 in professional development activities in Technology & Health alone. • Basic Skills allocated $20,000 in funding for appropriate travel and conference activities. • The Professional Development Council supported the development of a Classified Conference to address the needs of classified employees wishing to attend. • However, funding for professional development is limited, and many, including management, classified, and faculty, are frustrated that they cannot attend professional development activities that they should attend to strengthen their contributions to the college and maintain professional currency.	

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
IN-5. Update curriculum and expand successful modes of delivery	• The roughly 2-year process (from input by advisory committees to department modification of programs to local approval and sometimes State-level approval) makes it very difficult for CTE programs to ensure curriculum currency. • Faculty in departments across the college, but especially those with CTE programs, have spent considerable time and effort in updating curriculum with a focus on restructuring for currency and efficiency, limiting required units, and laddering certificates to make possible greater student success and access. • Faculty in departments with general education courses have developed transfer degrees or are in the process of developing these degrees to assist students in transferring to the CSU system. • Curriculum is being updated based on outcomes assessment data. Faculty are learning from these assessments how to update and improve their courses and programs.	

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
IN-6. Support and expand opportunities for academic enrichment	• Biological Sciences faculty have been able to make use of specialized facilities such as the Meek collection, Exploratorium, Greenhouse, expanded Wildlife Sanctuary, and the Biology museum. • The addition of a Planetarium Director has made it possible to use this facility for academic enrichment of students on campus as well as community groups. • The organization of the Dr. Deborah Boroch Science day provided academic enrichment for children in middle school. • Support for Global Opportunities (aka Study Abroad) was reinstated in 2011-12.	
IN-7. Secure funding to support ongoing operational needs of programs	• The college is doing what is possible to support ongoing operational needs of programs, but support is inadequate, especially after years of reduced support and escalating costs. • Some progress has been established through the acquisition of grants that are targeted to specific program needs (Nursing program grants, for example).	
IN-8. Encourage and support unit-level participation in planning and evaluation, including outcomes assessment	• Technology and Health Division administrators provided individualized support to program faculty as they determined methods for best assessing Program SLOs and as they developed strategies for managing SLOs assessment in courses taught only by adjunct faculty. • Four divisions held division-wide retreats to support broad participation in planning and meaningful use of assessment data.	

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
IN-9. Expand opportunities for external funding and acquisition of grants and partnerships	• The Grants Office's primary purpose is to secure external funding to support the college's needs and the development of new exemplary programs and services, particularly among academic programs and student services. The Office has made good progress in achieving this goal. • Fewer state grant opportunities have led the Grants Office to pursue more federal grants, which are much more competitive. Even high-quality grant proposals are not always funded. • The fiscal year funding level for grants was higher than last fiscal year. In addition, the *total* funding for all active grant projects was nearly $5 million more than the previous year's level. • With only 2 employees in the office, it is not possible to increase productivity beyond current levels. An additional grant writer is needed to establish progress beyond what has been accomplished to date.	
IN-10. Increase support for basic skills activities to benefit an increasing number of students	• Basic Skills funding is decreasing along with diminished course offerings in basic skills course offerings as part of the workload reduction. • Funding for activities with BSI money has decreased support instead of increasing support. • While Basic Skills funding is being carefully allocated and appropriately used to support innovation and student support for students in Basic Skills classes, without an infusion of funding from additional sources, we cannot meet this team goal.	

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
IN-11. Strengthen the ability to access data on student success and achievement	• There are multiple challenges to meeting this goal, but the one that poses the biggest obstacle is employment data. Until we can find a consistent and reliable way to capture these numbers, all decisions regarding the viability of CTE programs must be based on anecdotal evidence from advisories and students as well as labor market info that is outdated at best. • Data related to students' individual educational plans are urgently needed to inform and guide the development of schedules that can best meet the needs of students. While we cannot hope to meet all of their needs in an environment that cannot provide adequate funding, we can at least work together to develop schedules that can be aligned with student need for courses to complete programs and/or transfer.	

VIII. ADDITIONAL COMMENTS
In the space below, share any additional comments that may not have been captured within the sections above.

IX. EVALUATION OF VICE-PRESIDENT'S SUMMARY PROCESS
The Institutional Effectiveness Committee is interested in assessing the forms and processes (i.e. the PIE process, the Vice-President's Summary, etc.) that have been established as planning guides for the college. Please comment on the following components:

1. What suggestions can you offer to improve the Vice President's Summary?

   No suggestions for improvement. I can't say the section on resource requests is optimal yet, however. We have so many requests, so many, and there is no direct tie to a process that establishes budget approval for the few items that we might need to approve. We still need to establish that link.

   My team is really struggling with creating a prioritized list of resource requests. This component of the PIE process has become fraught with complexity due to the anxiety departments experience with the successive reductions of their status quo budgets. Some departments requested their status quo budget amounts! The categories are not clearly established, so requests didn't line up neatly. Prioritization did not happen consistently at the division level, so we are trying to organize a chaotic mass of requests that has taken several weeks after the beginning of the Fall semester. Perhaps we could give clearer directions for what is expected at the division/managers' level in regard to resource requests.

2. What additional information should the College provide to assist your Team?

   I think we should not ask the deans to give their data on outcomes assessment progress given the timelines. By the time I do the summary, their data is outdated. If I can access the reports separately through RIE, the managers do not need to spend time reporting on outcomes assessment progress.

   I would also like to know something about plans at the department level for assessing established outcomes. The summaries I get from the managers don't include even a summarized perspective of how departments are scheduling their work regarding outcomes. That information would be valuable to me.

X. TIMELINE

September 2, 2012	Vice-Presidents prepare a summary of reports they have received to take to budget allocation discussions; VPs submit summaries via e-mail to Ginny Burley, Chair, Institutional Effectiveness Committee (IEC).
October 2012	IEC reviews all submitted summaries to prepare a year-end report to PAC on progress made in meeting College goals, and communication is given to the campus that the relevant documents are placed on the web and the next cycle is to begin.