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, 2011). A set will also be placed in the 'Document' tab of your ePIE account. 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, 2011. 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
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 improve integration of campus-wide planning activities.

TEAM GOALS – 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, etc., 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 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.

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| 1. The college will secure funding that supports exemplary programs and services. | • This year, the Center of Excellence received $205,000 from EWD, $187,500 for the CTE Hub, and $60,000 for a new grant called Drivers of Change. The total budget was increased from $205,000 to $425,500.  
• The Art Gallery secured over 40 pieces of donated artwork, monetary donations from an individual collector (some dating to the 17th century), and artist donations to the College through the Art Gallery.  
• Programs in Graphic Design & Illustration, Radio-Televisio... |

-Art Sciences received a $25,000 donation for veterinary equipment from Dr. Aura McConnal.  
-Rainbow Nursery donated 2 trucks to the Horticulture Program.  
-Through the NSF S.T.E.M. Grant with CSU Fullerton (Dean Redinger, Principal Investigator), 70 academic scholarships (from $2,400 to $2,800) were awarded in this 4-year, $1.44 million partnership to support non-majors to STEM disciplines.  
-The Nursing Program received funding from the Song Brown Grant, totaling $100,000/year for two years. The award recognizes the program’s exemplary efforts to increase the success rates of its diverse population.  
-Welding, Electronics, and Architecture faculty participation in the SB 70 Faculty Summer Externship Program has created a new partnership with Alliance Refrigeration, leading to material and equipment donations.  
-Through ongoing NSF grants, 13 students were awarded $3,000 scholarships through the grant Promoting Undergraduate Research opportunities for CC students; 8 of these students presented their research at the SCCUR Conference at Pepperdine  
-Two-year scholarships surpassed $3 million for transferring student athletes.  
-The Engineering Design Technology and Manufacturing programs obtained a Workforce Innovation Partnerships (WIP) grant of $220,000 to support the implementation of a new Industrial Design & Engineering program.  
-The Basic Skills Coordinating Committee funded 34 projects focused on supporting and improving basic skills education and student success at the College.  
-The College was selected to participate in the Roadmap Project sponsored by the American Association of Colleges and Universities and the Statway Project sponsored by the Carnegie Foundation. |
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| 2. The college will prepare students for success through the development and support of exemplary programs and services. | **Development of Curriculum/Programs**  
- The Educational Design Committee (EDC) approved 75 new courses or courses with changed course numbers along with 130 modified courses. EDC also approved 177 courses in the 4-year review process and approved the inactivation of 52 courses. 57 new or modified degrees /certificates were approved and inactivated 17 programs.  
- **Graphic Design**: revised degree and created new certificate based on industry advisement  
- New Digital Photographic Technician Certificate  
- Modifications to the AA with an emphasis in Fine Arts  
- Paralegal Program eliminated its 5 specialty options and replaced them with a general Paralegal degree in response to the ABA recommendation  
- The Older Adult Program provided Healthy Aging Course models to State and national Older Adult educators  
- Communication Dept. faculty proposed an AA-T degree in Communication Studies and revised the AA with an emphasis in Communication, significantly increasing the number of students applying for this degree  
- Communication faculty also created three new courses (SPCH 30, 99H, and 2); three SPCH courses were articulated with the CSU.  
- Psychology faculty proposed an AA-T degree in Psychology.  
- Political Science faculty offered new courses in Political Theory and Environmental Politics.  
- Sociology faculty developed courses in the Sociology of Religion and Asian American Communities.  
- The Writing Center Developed Directed Learning Activities targeting specific skills to support stronger student learning  
- Sign Language faculty offered the class Video Interpreting (certificate elective) for the first time  
- Library faculty linked LIBR 1A with ENGL 1C to form a learning communities option  
- Math faculty developed two courses in the Statway pilot program to allow students to cover MATH 51, 71, and 110 in 2 semesters instead of 3. (Funded by the Carnegie Foundation)  
- Ag Sciences faculty developed a new A.S. degree in Integrated Pest Management; the program prepares students to take the PCA exam.  
- Dance faculty have developed nine new courses and three new certificate programs, including two Pilates Teacher Training certificates and a Dance Teaching Certificate.  

**Student Achievement of Excellence:**  
- Computer Sciences students took 3rd place in the Regional Programming Competition  
- The Robotics team is internationally ranked; 3 students presented posters at the Society of Physics Students State meeting.  
- Music and instrumental music student performance groups continue to excel in competition and performances receiving national and international acclaim, including 1st place honors at the International Choral Competition and 2nd place at the Reno Jazz Festival.  
- 210 students (or 20% of the 1048 Honors students) completed 6 or more Honors courses and were certified as Honors students. This represents an increase of 66% over last year.  
- The Athletic program captured the national award, the NATYCAA Championship for the 2nd time in 3 years recognizing program successes.
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| 2. The college will prepare students for success through the development and support of exemplary programs and services. (Continued) | • The transfer rate for student athletes is still nearly double the average for the general population of students.  
• The Football team won the State and National Championship for the second consecutive year, Men’s Soccer won the State championship for the second consecutive year, and the Women’s Track team garnered a State championship, the 50th for Mt. SAC Athletics.  
• The Welding Department hosted the regional Skills USA welding competition and sent 2 students to participate at both regional and state Skills USA competitions.  
• Psych Tech students competed against some 7,000 competitors from across the nation at the recent HOSA National Leadership Conference; all 10 students ranked among the top finalists, and the team won 4 silver and 3 bronze medals in Creative Problem Solving.  
• The Aeronautics program hosted the SAFECON regional competition in January and won awards for top community college and top female pilot.  |

Support for Student Success
• The Writing Center served 3,546 students providing 12,805 hours of tutoring (3% increase in students over last year with a 5.5% reduction in hours because inadequate budget prevented hiring additional tutors). The WC also offered 161 workshops and reached 1,413 students who attended these workshops. 98% of the attendees said they had received help that was useful in their writing courses.  
• The Respiratory Therapy Program has used Perkins funds to hire program graduates with 3 years of experience to assist with practical examination testing and laboratory procedures; students receive increased feedback and just-in-time remediation in lab skills.  
• In collaboration with other Southern Calif. Colleges, Mt. SAC supported the Workforce Initiative Transition Program for 2009-10 nursing graduates who have not found employment. Students are thereby offered an opportunity to maintain professional currency in nursing.  
• The Adult Basic Education’s WIN Program received a Program of Excellence award from the CCC Board of Governors.  
• The ESL Program received a Promising Practice CASAS award for its exemplary student portfolio system of SLOS assessment and level progress; program representatives presented this practice at a national adult education conference. |
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| 3. The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals. | • Programs in R-TV, 2D Animation and gaming, and Photography saw an overall increase in students securing internships. One student (Karen Karyadi) completed an internship at the UCR Museum of Photography and was selected for an internship at the prestigious Avedon Foundation in New York City for Summer of 2011.  
• Students in the Photo program were given industry exposure through field trips to studio partner Red Gum Creative, through numerous guest speakers, and by faculty who participated in professional organizations and provided for expanded opportunities for internships.  
• Faculty in the Management discipline developed an information packet promoting certificates; the packet includes recent research showing the average increase in salaries for people with one year of college and a certificate (5 years after receiving their certificate).  
• The new Interior Design curriculum was introduced in the summer of 2010; it includes 23 new courses, four new certificates, and two new A.S. degrees.  
• The Hospitality Program successfully created and operated “TheBakeShop,” a weekly workshop to provide students with culinary training beyond classroom instruction.  
• Sign Language showed a 33% increase in students awarded certificates in 2010-11 (first half of 2010-11 only) when compared to 2009-10; when compared to completion rates in 2008-09, the increase is 50%. The increase is attributed to rigorous expansion of certificate requirements and the development of more specific program cohorts. (Degree completion is down by 85% since 2008-09).  
• The Hospitality program successfully partnered with the college Auxiliary Services to provide campus internships in Food Services for students in the program. |
| 4. The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions. | • Photo faculty hosted articulation exams and portfolio reviews resulting in agreements with five local high schools, three of which participated in the articulation process this year; about 20 students received credit by exam for Photo 10 and entered the college program.  
• The Child Development Dept. at Cal Poly Pomona has agreed to additional student recruitment for transfer students to obtain a BA in Liberal Studies with an emphasis in Early Care and Education.  
• The Child Development Center & Lab School achieved a national accreditation through the National Assoc. for the Education of Young Children, ensuring a high level of educational experiences for children in the CDC and for students completing coursework at the Center.  
• Sign Language faculty continue to support articulation efforts with Ayala High School; students who pass the evaluation can earn immediate college credit for SIGN 101, 102, 103, and 104. Twenty earned credit, and 15 entered our program.  
• Electronics faculty have expanded ELEC 61 to three units to prepare for articulation with Cal Poly Pomona and also changed the emphasis of ELEC 74 (Micrcontroller Systems) in response to expectations of faculty at Cal Poly, strengthening articulation opportunities for our students.  
• Faculty in Biology have been named to leadership positions in professional organizations:  
  o Jennifer MacDonald named as NAACLS Board of Directors member  
  o Carmen Rexach named as a NAAHP Board of Directors member  
  o Beta Meyer served as State lead for the state academic senate for the transfer model curriculum in Biology. |
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| 5. The college will utilize and support appropriate technology to enhance educational programs and services. | • Several Computer and Networking Technology courses (Electronics Department) are now being conducted in a virtual server environment.  
• The Business Division updated computers and software in several classrooms to support an updated curriculum and to expand successful delivery modes for instructional programs.  
• Sign Language faculty collaborated with Sorenson Communications (who donated the software) to utilize software that make possible the functioning of a computer/webcam into a video phone to simulate Video Relay Service calls for the new Video Interpreting course. This department was also granted the "Fingerspelling Tutor" site license by the American Sign Language Project. The software uses animation to simulate fingerspelling; it will be used by the department for all levels of ASL and Fingerspelling.  
• LLR revised the Online Support Center webpage using OmniUpdate (last revision in 2007-08); the Distance Learning staff supported 438 DL classes and 14,340 students who registered for one or more DL class.  
• The Health Careers Resource Center obtained a contract with T3 Media, which allows Nursing and Psych Tech students to access educational media online from a remote location.  
• The Planetarium’s software was updated from Digistar 3 or Digistar 4. The Planetarium shows have increased student and community access to Astronomy, supporting both shows for public school groups but also for students in geology, meteorology, art history, and special education classes.  
• Physics faculty have increased integration of technology into the classroom with increased use of web-based resources, video-capture technology, computational physics activities, and student-written simulations, laptop-based data-capture, and online homework.  
• The acquisition of several pieces of instructional equipment, including iMac computers for the 2-D Design Studio, supports the incorporation of technology into the Fine Art areas previously supported only in a traditional manner.  
• The Basic Skills Coordinating Committee funded a project ‘Community and Videos’ that provided developmental education math faculty with the technology necessary to be able to produce educational math videos for students. |
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| 6. The college will provide opportunities for increased diversity and equity for all across campus. | - Completion and success rates in English courses in the Bridge program continued to remain high, reaching 100% in some cases. The accomplishment is more significant when compared to the overall success rates of the population of students from which the Bridge program draws, i.e. Hispanic/Latino and African-American, whose overall success rates are lower than the overall student population.  
- The Foreign Languages Department sponsored several clubs to strengthen opportunities for student engagement: French Club, Chinese Christian Fellowship Club, Italian Club, Spanish Club, I.D.E.A.S Club, Ballet Folklorico Club, Japanese Club; they also develop and sponsor different cultural, artistic, and academic events, such as Christmas in Mexico, French Week, Day of the Dead, a tribute to Cesar Chavez, and a cultural fair.  
- Dr. Kate Cannon facilitated a featured speaker and related activities for Women’s History Month.  
- Honors includes a higher percentage of Asian students than the overall college population, a higher percentage of female than male students; 84% of the Honors students are under 25, but all ages up to 64 are represented.  
- The LLR increased the percentage of close captioned or subtitled media titles from 30% in 2009-10 to 55% in 2010-11.  
- The Counseling Dept. supported and assisted the Nursing faculty in redefining the new Admission Criteria for entrance into the Nursing Program.  
- Research & Institutional Effectiveness staff provided key data to support grant applications for HACU, AANAPISI and Title III & V, which are designed to provide targeted support and increase success for under-represented student populations on campus.  
- Biology faculty developed an “intercambio” (exchange program) with FARN in Brazil. |
| 7. The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services. | - Adult Basic Education’s WIN Program received a Program of Excellence award from the CCC Board of Governors.  
- ESL Director Liza Becker participated on a panel of experts at a national adult education conference on the theme of Transitioning to Postsecondary Education, using both her dissertation study and Mt. SAC’s VESL Career Paths model program in her presentation.  
- The Honors Ambassadors (Honors students) continued active support for campus outreach.  
- The implementation of Online Tutoring showed growth in student participation from 34 to 92 sessions, an increase of 170%; students accessing this form of tutoring increased from 12 to 279, an increase of 2,200%.  
- Library faculty delivered 207 course-related information competency instruction sessions to approximately 6,210 students taking courses in Agriculture, Animation, Art History, Biology, Business Law, Counseling, English, Learning Assistance, Paralegal, Physical Education, Psychology, Reading, Sociology, Speech, and Transportation. |
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| 8. The college will encourage and support participation in professional development to strengthen programs and services. | - Research & Institutional Effectiveness staff learned the Argos Report Viewer, Writer Training and attended ODS Training for implementation of the new data warehouse.  
- Professional and Organizational Development re-activated the Classified Professional Development Committee to strengthen dialogue for planning classified employee professional development activities.  
- POD distributed $45,000 in support of professional development activities for faculty and classified employees; also distributed were funds available to support Basic Skills travel and conference.  
- POD worked with Student Services staff to advertise and organize the “Diversity Summit” held for the college community during spring of 2011.  
- Selected to host the Southern California Colleges Undergraduate Research (SCCUR) program meeting in 2011, Mt. SAC became the first community college to host such a meeting.  
- The college was also selected to host the 2YC3 Meeting—the 2-year community college conference in 2011—in conjunction with the National American Chemical Society meeting.  
- Biology faculty organized a successful Pre-health conference which included over 900 attendees (45% not from the college), 67 booths at the health fair, and 85 sessions.  
- James Loy and Laurie Hartman completed Phase One Digital Technician Certification training.  
- Music faculty member Dustin Barr was selected for the National Band Association’s Young Conductor Mentor Project.  
- The Basic Skills Coordinating Committee allocated $40,000 to Professional and Organizational Development to allow faculty and staff to participate in developmental education conferences and workshops.  
- The Basic Skills Coordinating Committee funded the Developmental Education Conference and the Developmental Education Faculty Certificate Program. |
| 9. The college will provide facilities and infrastructure that support exemplary programs and consider the health and safety of the campus community | - The Learning Assistance Resource Center (serving 22 writing, 10 reading, and 54 math classes) was reconfigured to include more space for group work; of the 114 students surveyed after this change 99% agreed that “The LARC is a good environment for studying.”  
- The LLR division created an additional classroom space for library instruction made possible by consolidating Media and Circulation/Reserves; LLR also added 2 new study rooms increasing the number of library study rooms from 15 to 17.  
- The infrastructure of academic library support was expanded, despite losses in funding, to provide print and electronic materials for students in Agriculture, AmLa, Architecture, Art History, Astronomy, Biology, Chemistry, CIS, ESL, Histotechnology, Hospitality, Photography, Psychology, Reading, Respiratory Therapy, and Welding courses.  
- The new Agricultural Sciences building, centerpiece of the Ag Science Complex, opened its doors for Fall 2010. Features include state-of-the-art classrooms, a student work area, staff offices, and a fully functioning Animal Hospital teaching area.  
- Charles Newman worked with CHEM 99 students to create a new safety video for use in the Chemistry Dept.  
- CHEM 80 and 81 successfully piloted green chemistry experiments developed by Iraj Nejad.  
- The Business Division began renovation projects of classrooms and buildings urgently needed with the extended delay of construction of a new Business building. Currently, the division conference room and a computer lab were remodeled, and planning to update the kitchen to meet external standards for health and safety is underway. |
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| 10. The college will ensure that basic skills development is a major focus in its planning efforts | • The ESL Program received a Promising Practice CASAS award for its exemplary student portfolio system of SLOs assessment and level progress. Program representatives presented this practice at a national adult education conference.  
• Adult Basic Ed and ESL implemented and assessed several program improvements related to basic skills students. Most notable were the following:  
  o An ABE study on student engagement and its impact on their persistence, with resulting recommendations for improvement  
  o An ESL “Give Me 20” Extended Reading Program to improve reading skills and develop habits for lifelong learning  
  o An ESL-structured, multi-faceted dialogue on improvement of VESL Career Paths Program to increase noncredit-to-credit transition rates  
• The AmLa faculty held a mentoring workshop to norm their writing classes and helped pilot the new Tutors in the Classrooms program with the Writing Center; students logged in 243 hours of tutoring during 680 sessions.  
• The Writing Center reports that  
  o students with a Tutor in the Classroom who visited their tutor outside the classroom had a success rate of 74.4%, 9.1% higher than the average for ENGL 67  
  o students with 5 or more contacts in the WC had a success rate of 78%, 13% higher than the average.  
  o ENGL 67 students who attended 3 tutorials or more had a success rate of 79.3% (14% higher than overall average for students in the course)  
  o ENGL 68 students who attended 3 tutorials had a success rate of nearly 83% (14% higher)  
• Math 71X (Practical Intermediate Algebra) was developed as a result of collaboration of faculty in Math and Technology & Health to promote success for students who are entering a health care program at Mt. SAC.  
• Math faculty completed the Basic Skills project entitled “Community and Videos, An Action Plan to Increase Success Rates in Calif. Community College Developmental Mathematics,” with results indicating an increase in student success rates.  
• Faculty in Photography, Graphic Design, Animation, and R-TV provide recruitment for participation in college programs and services by inviting counselors/instructors from Career Placement, TERC, Financial Aid, the Writing Center, and Library into classrooms for presentations and assessments. They also encourage tutoring for low/marginal skill students through the Writing Center and TERC.  
• The Basic Skills Coordinating Committee funded 34 projects in 2010-11 focused on tutoring, counseling, professional development, curriculum development, and outreach.  
• The College participated in Statway, a project designed to take students from beginning algebra eligibility to and through college level statistics in two semesters.  
• The College participated in the Roadmap Project, sponsored by the American Association for Colleges and Universities, which will identify clear pathways for students with unique goals and educational aspirations. |
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| 11. The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus. | - The Honors program worked with Bridge, Connect 4, EOPS, Aspire, the Transfer Center, and High School Outreach to recruit students; they expanded the Banner Portal for communicating with program students and completed an informational DVD about the program.  
- The departments of English, Foreign Languages, History & Art History, and Psychology conducted focused training for adjunct faculty or specifically involved adjunct in department processes.  
- The Psychology Department communicated with the Counseling Department and Articulation Office while preparing the new AA-T Degree in Psychology; they also led campus workshops and facilitated statistical analysis projects while serving on the Faculty Association and Distance Learning Committee.  
- Library faculty informed the campus about Library services, collections, and curriculum at Flex Day, at a Perkins advisory meeting, a Lunch and Learning session on ProQuest Databases, and the LLR retreat.  
- RIE staff engaged in dialogue with the Outcomes Coordinators and Outcomes Committee to help strengthen outcomes assessment work on campus, provided regular updates to the Instruction Team managers, and conducted Assessment Pulse open dialogue on courses/programs.  
- RIE staff also administered the Community College Survey of Student Engagement and has broadly distributed findings.  
- The Business Division was finally able to publish the entire division website to the college's production server which increases dialogue among departments and with students on behalf of departments.  
- A division-wide planning retreat for all faculty and staff in the Business Division was held to develop the division’s mission and goals.  
- Continuing Education established an internal Advisory Group to enhance division-wide communication and planning. Comprised of faculty, staff, and managers from each program, the group will hold twice-yearly retreats on campus to review comprehensive data and PIE reports and to provide input for planning.  
- The Dean of Instructional Services meets regularly with the Division Admins and Division secretaries for the purpose of communicating changes in policy and practice and for soliciting ideas to improve the services they provide. |
12. The college will engage students in activities and programs designed to increase their term-to-term enrollment (i.e. persistence)

- The English Department and Writing Center have collaborated to implement the Early Alert Program, which directs students with failing grades on their first assignment to tutoring. The success of the revised process with its newly developed resources will be assessed in 2011-12.
- Honors program students showed a retention rate across all Honors sections of between 91.5 and 99.2%, with retention across all semesters at 95.84%. Success rates in all Honors sections were assessed at 91.45 – 97.9%, with success rates over all semesters at nearly 96%.
- Adult Basic Ed program created and implemented a student progress policy for adult high school diploma students. Approved through SPSS, the policy establishes progress expectations, processes, and interventions for adult diploma students similar to approaches utilized in the College’s academic progress policies for credit students.
- Continuing Ed participated in a state-wide pilot of noncredit progress indicators (pass/no pass/credit) utilizing program-coordinated opportunities for faculty to be trained to establish normed rubrics for their courses.
- Music Professor Bowen has developed the music theory program to prepare students for university transfer; of the 21 students enrolled in the final semester of theory (a record number), 17 passed the course with 8 transferring in the fall. 4 students who have not completed the theory sequence are also transferring as music majors.
- The Basic Skills Coordinating Committee is tracking a cohort of students who have participated in one or more of the basic skills projects to determine whether their term to term persistence rates are higher than the rates of those students who do not participate.

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| 13. The college will improve integration of campus-wide planning activities | - Instruction Office administrators supported Educational Master Planning sessions that included department chairs from all academic departments as well as administrators from both the Instruction and Student Services teams. Additionally, representatives from Facilities and Information Technology participated in the Planning sessions.
- Division administrators worked closely with department chairs and faculty within the departments to implement the Enrollment Management Plan for the reduction of FTES required as the result of a workload reduction instituted by the State for budget reductions.
- Instruction Team administrators participated in the President’s Advisory Task Force on Fiscal Planning, ensuring that team planning efforts were reviewed with representatives from the Academic Senate, Faculty Association, and CSEA.
- Dean Terri Long convened the Basic Skills Coordinating Committee with representatives from relevant departments and units across the college community to review Basic Skills activities for their effectiveness and to plan for appropriate reduction of expenditures necessary due to reductions in funding for 2011-12. |
II. COMMON CONDITIONS

IIA. INTERNAL CONDITIONS

Using the *Internal/External Conditions report*, identify the 5 to 10 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.

- Reduced funding to support acquisition of instructional equipment and technology necessary to meet industry requirements, particularly for CTE programs.
- Reduced funding in Basic Skills Initiative and other categorical funding support challenges our ability to provide essential services and support necessary for student success.
- Reductions in course offerings due to workload reductions imposed by the State.
  - Serious corresponding reduction in adjunct faculty staff
  - Delayed time to completion of programs or transfer for students
  - Reduces College’s ability to meet increase demands for basic skills, reading, and information technology classes.
- Vacancies in critical staffing necessary for support to instructional programs and support services and tutoring services across the college (classified and faculty positions).
- Supply budgets that have remained static for nearly 7 years, strained in their ability to cover needs of the instructional programs.
- Despite progress in Banner functioning related to noncredit students, notable needs remain for curriculum support and attendance collection.
- Aging computers become increasingly inadequate to keep up with updates in the Windows Operating System.
- Demand for systematic outcomes assessment at course and program level requires increased research support and training.
- Inadequacy of facilities
  - Inadequate large group meeting space for a campus our size
  - Tutoring lab space strained to capacity
  - Delays in construction projects that emphasize deterioration of existing classroom and instructional facilities
  - Delays in repairing or completing existing facilities (e.g. Wildlife Sanctuary) have created safety issues and limit functionality
  - Difficulty in paying for necessary off-campus sites with dwindling budgetary resources
- Short term hourly budgets remain static or decrease despite increased minimum hourly wage requirements; such shortages pose major challenges across programs to provide appropriate lab oversight, equipment preventive maintenance, and program graduate tracking.
- Multiple repeats of high demand classes severely limits student access to seats in those classes.
IIB. EXTERNAL CONDITIONS
Using the *Internal/External Conditions report*, identify the 5 to 10 **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.

- Directional changes in industry and accreditation mandates create
  - A pressing need for program curricular creation and modifications to meet changing standards
  - External pressure on departments to develop new programs (e.g. Green Technology)
  - A demand for a broader range of skills in entry-level employees
- Changes in technology that create a heavy demand on financial resources as well as professional development for instructors to remain current.
- State budget restrictions occasioned by the weak State economy
- Reduced employment opportunities for students have decreased placement rates for CTE programs
- Title 5 changes to regulations affecting CTE course prerequisites review, repeatability, and processes for new program applications and modifications
- The current national economic crisis has resulted in a decrease in all types of grant funding with a presumption of even greater reductions in the future.
  - Reductions to VTEA/Perkins grant funding
  - Reductions to Basic Skills Initiative funding
- Loss of Title V grant funding
- Inadequate collaboration/communication between the College and transfer institutions to maximize transfer opportunities and support for students
- New definitions for student success that place heavy pressure on the college for more effective scheduling
- Delays in DSA approval for the rooftop observatory negatively impact class instruction as well as K-12 outreach.
- Multiple repeats of high demand classes severely limits student access to seats in those classes.
- Increased emphasis on planning and evaluation as the foundation for institutional decision making.
- Accreditation standards and their impact on institutional functioning
- Changing Federal regulations (guidelines for college level language arts, authentication of DL students, required captioning for all college media materials)
- Statewide Regulatory Impact: CSU standards change in reducing basic skills coursework, regulations on Learning Assistance classes, minimum number of library required based on FTES, AA-T degrees)
IIC. Critical Decisions
Describe the critical decisions your area made this year and the reasons for those decisions. Please only list 3 to 5.
Example: Departments may revise curriculum and distance learning workload due to interpretation of the faculty contract.

1. Workload reductions have made necessary difficult decisions about cancelling classes that have altered programs and compromised our ability to meet student needs.

2. Delays in construction projects have required planning to reorganize existing facilities to provide adequate and safe learning spaces for current program and student needs.

3. The college will move to Moodlerooms as the learning management system to replace BlackBoard based on the reality of limitations in budget and to provide better customer service.

4. Divisions are holding division-wide planning retreats for broad participation by all constituencies in implementing college procedures and policies. Planning retreats seek to align the work of all within the division to coordinate resources and strengthen collaboration.

5. The Nursing, Radiologic Technician, Respiratory Therapy, and Psychiatric Technician programs decided to reduce the size of their cohorts due to decreasing budgets and grant funding streams. Some have also established creative clinical rotations (such as 12-hour shifts, weekend, and evening rotations) to accommodate program requirements in both Psych Tech and Respiratory Therapy.

6. Need for support staff in computer labs and tool cribs has necessitated the use of student workers to meet program needs—should be included in VP summary)
### III. SUMMARY OF DATA/INFORMATION TRENDS

Using various sources of information including the *Data 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. Please only list 5 to 10 for your team.

Expand the table below as needed.

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| Decreasing funding for permanent staff to provide necessary support to instructional programs | Department PIE reports, College Budget, President’s Cabinet Notes | • Highly specialized programs (like those in Ag Sciences) are compromised in performing necessary functions  
• Student hourly budgets severely strained  
• Negative impact on the quality of a division’s oversight and maintenance of expensive specialty labs and equipment  
• Inability to provide lab assistants or tutors in high tech labs in the Arts Division prohibits students without computer/software access to learn necessary skills for successful progress in courses |
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| Faculty positions eliminated                | President’s Cabinet Notes                    | • Small departments and specialized disciplines are limited in offering courses necessary for students  
• In CIS, 55% of courses are taught by adjunct faculty, placing high pressure on FT faculty to develop updated skills and curricula for wide range of courses  
• With 6 FT Library faculty and decreases to adjunct faculty funding, the College falls extremely short of the Title 5 recommendations that a college with 26,000 FTES should employ 15 Library faculty. This shortage severely minimizes the Library faculty’s capacity to fulfill their core roles. |
| Course reductions make it increasingly difficult to meet the needs of students | Enrollment Management Reports (FTES reduction summary) | • Basic Skills courses being reduced  
• Gen Ed options being reduced  
• Student demand for classes within certificate courses has intensified  
• Forensics classes over-enrolled with many students turned away  
• All courses in Humanities & Soc. Sci are over capacity enrollment with more students turned away, more Honors students turned away.  
• Despite strong demand for interpreters (U.S. Dept. of Labor projects 20% growth for next 10 years), Sign Language program is unable to expand beyond the 2 cohort groups for training in this field.  
• Kinesiology has reduced courses by 80% during summer and reduced 250 sections for 2011-12. Only 2 courses offered for Gen Ed population.  
• Creative and complex scheduling necessary to accommodate students in existing classrooms and specialty labs |
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| Budgets for supplies and maintenance of effort have remained static while costs of supplies and labor have increased dramatically | Mt. SAC Budget Division Budgets Dept. PIE Budget transfers            | • Quality of instructional delivery compromised  
• Difficulty in maintaining available resources for students |
| Decreased funding to support instructional equipment and software needs | VTEA Budget College Budget Title V grant                               | • Limited access to current software impacts the viability of programs that are unable to meet industry standards.  
• Programs struggle to maintain necessary lab equipment |
| Math & Computer Science student achievement                           | CalPass Data                                                           | Between 2002 and 2010 success rates fluctuated between 52.78% and 56.61% for Math, 63.64% - 80.49% for CS. |
| Demands for systematic outcomes assessment of all courses and programs at the college | Academic Senate Plan and ACCJC standards                               | • These mandates create a great need for research support for faculty  
• Requirement for collaboration between faculty managers and RIE for balanced implementation  
• Significantly increases workload for faculty, staff, and administrators. |
| Static funding for tutorial service centers                          | Center Activity reports, College Budget Student Usage Data             | • Centers are unable to train, evaluate, and supervise enough tutors to meet the demands of students for help  
• Restricts ability to collect and analyze comprehensive data for assessment and reporting purposes  
• Reduced hours of tutoring in the basic skills area (LARC) required reassigning teaching assistants to serve students  
• Number of students coming to take tests increased by 13% between 2008-09 to 2009-10; space is inadequate to serve them at peak testing times |
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<td>Reduction in funding available through Perkins/VTEA grant</td>
<td>Services such as the Teacher Prep Institute will be unable to help support predicted surge in number of educational aides and teaching positions needed in the State</td>
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<td>Decreased Perkins/VTEA funding adds to staffing problems (for Foods lab assistants funding has gone from over $20,000 annually to support this function to $5,737 for 2011-12).</td>
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<td>Analysis and use of data is increasingly critical in light of new statewide accountability standards.</td>
<td>State task forces, outcomes data from Banner, SLOs, BSI projects, Continuing Ed Self-Study</td>
<td>Without needed data and analysis, the college will be unable to</td>
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<td>show progress on multiple fronts for progress in student success and</td>
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<td>accurately track and report student success and program completion rates</td>
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<td>Delays for students interested in enrolling in Nursing and Allied Health Programs</td>
<td>Course and Program Wait lists</td>
<td>1-4 year wait time for students attempting to enroll in these programs</td>
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<td>Increased program completion time</td>
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<td>Delayed student entry into workforce</td>
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| Budgets for supplies and maintenance of effort have remained static while costs of supplies and labor have increased dramatically | Mt. SAC Budget Division Budgets Dept. PIE | • Quality of instructional delivery compromised  
• Forensics program is severely restricted with a budget not augmented for 10 years while costs have increased significantly |
| Decreased funding to support instructional equipment needs | VTEA Budget College Budget Title V grant | • Growing limitation to meet increasingly urgent need, especially in CTE disciplines, for updated equipment and software |
| Student Achievement | Chancellor’s Office Data Mart, Sept. 10, 2011 | • Data show an increase in retention rate from 82.31% in Fall of 2007 to 87.47% in Fall 2010 and 86.05% in Spring 2011. Retention rates have remained stable since 2009-10 with a slight increase in Fall 2010 data.  
• Success rates (course completion with grades of A, B, C, CR, P) have increased slightly since Fall 2007 when the percentage was 64.43% For the academic year 2010-11, success rates were slightly over 69% |
| Productivity | Banner Argos Report SSR0037-B | Comparing Fall 2009 data with that provided for Fall 2010, we note that productivity ratios have increased from 574 at Census Week 1 (2009) to 576 at the same point in 2010; the productivity ratio at End of Term increased from 494 in 2009 to 502 in 2010. Additionally, fill rate percentages have increased at CW1 from 100.7% (2009) to 102.4% (2010). End of Term fill rates over all for the campus have increased from 86.6% in 2009 to 89.2% in 2010. Census Week 1 fill rates ranged from 98.7% (Technology & Health) to 110.1% (Natural Sciences) across the credit divisions. |
| Students entering programs across the Tech & Health Division are deficient in basic skills competencies needed to succeed. | Ongoing assessment Data (HSSE/TABE) | • Poor student performance and unacceptable attrition rates  
• Greater demand for remediation at the Tech Ed Resource Center, a service that is inadequately funded and whose existing funding is threatened |
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| Increased demand for greening of technology curriculum | Accrediting Bodies Advisory Comm. Program Update Interviews Program PIE reports VP report to instructional deans | • Increased pressure to adapt/create curriculum, hire faculty with appropriate background, and acquire specialized facilities  
• Increased need for cross-discipline collaboration |
| Requirement for faculty to maintain professional currency in rapidly changing disciplines | Advisory Committee Minutes | • Significant costs related to attending prof. development conferences and industry-related seminars |
| Decreased funding for Library Materials     | Basic Skills and Perkins/VTEA funding notices Bowker Annual and U.S. Periodicals Price Index | • 86% of library materials budget is categorical or restricted  
• Print and electronic materials face a rate-driven increase of 5-15% annually  
• Limits and reductions to the Library’s materials budget, coupled with annual increases in costs, diminish the College’s ability to support current curricula and instruction, and may threaten program accreditation requirements |
IV. SLOs/GEOs/AUOs
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 Progress on Program Level Outcomes report, the Progress on 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.

**Arts Division:** Overall, most units are assessing courses and programs regularly for student success and maintaining current standards in industry and academia that support student success. Faculty are meeting regularly, including adjunct faculty, for discussions involving outcomes and student success. Tracking of unit progress through the Division SLO/GEO Tracking Matrix continues to prove helpful to awareness of progress being made. The Division has begun the planning for refocusing energy toward meaningful assessment based on reinvigorated college-wide efforts.

Fine Arts continues to lead the Division with completion of data through “Use of Results.” Courses are being assessed as scheduled with input of data lagging behind in several areas. The Arts Division and the departments within are making a renewed effort to promote the value of ePIE as our Division’s planning document through ongoing discussion, training, and strategizing around the most effective use of the software structure for documentation and acknowledgment of area planning.

**NEED:** to refocus energy toward meaningful assessment based on reinvigorated college-wide efforts.

**Business Division:** An assessment status by Department and Discipline:
- **Accounting (BUSA)** — 100% of courses have at least 2 SLOs, only 14% have gone through a full assessment cycle. 100% of certificates have outcomes but no assessment of outcomes reported; the one degree has program-level outcomes but no assessment.
- **Business Management (BUSM)** — 100% of courses have at least 2 SLOs and 72% have gone through a full assessment cycle. 93% of the certificates and 100% of the degrees in this discipline have the required SLOs; 93% of the certificates and none of the degrees have gone through a full assessment cycle.
- **Business Communications (BUSO)** — 100% of the courses have SLOs but only 1 of those has assessment results.
- **Economics (BUSC)** — The 5 courses in this discipline have gone through full assessment cycles.
- **Business Law (BUSL)** — 100% of the courses have SLOs but only 50% have been assessed.
- **Real Estate (BUSR)** — 100% of the course have SLOs and 56% have been completely assessed. 100% of the certificates have an SLO, but only course has gone through a complete assessment cycle.
- **Sales & Marketing (BUSS)** — 100% of the courses have at least 2 SLOs, and 28% have gone through a full assessment cycle.
cycle. Assessment of program certificates and degrees is limited.

- **Paralegal (PLGL)** — 86% of the Paralegal courses have at least 2 SLOs but only 9% have gone through a full assessment cycle. The new degree has an SLO, but it has not been possible to assess outcomes yet.
- **Child Development (CHLD)** — 96% of the courses have SLOs, and 26% have been through an assessment cycle. 55% of the certificates have SLOs, but only 1 of the certificates as been assessed. The degree has been through a full assessment cycles for 3 of its program-level outcomes.
- **Computer Information Systems (CIS)** — 100% of the course have SLOs, and 83% have been through full assessment cycles. 100% of the degrees have been through full assessment cycles as have 84% of the certificates.
- **Consumer Sciences** — 100% of the courses have SLOs and 50% have been fully assessed. The certificate in this discipline has SLOs, but no assessment efforts.
- **Fashion** — 100% of the courses have SLOs and 62% of those have been fully assessed. Outcomes work on the degrees and certificates is minimal.
- **Hospitality & Restaurant Management** — 100% of the courses have at least 2 SLOs, and 38% have been through a full assessment cycle. Both certificates and degrees have SLOs, but none has been assessed.
- **Interior Design** — Since courses in this discipline were completely redesigned recently only 13% have SLOS and none have been assessed.
- **Nutrition and Food** — 100% of the course have SLOs and 80% of them have been fully assessed. Each of the certificates has fully assessment cycles.

**NEEDS:**

- Funding support to include adjunct faculty meaningfully into outcomes assessment.
- Offer e-PIE classes through POD to help faculty learn to navigate this difficult software program, or adopt a system that is more user friendly.
- Provide feedback to faculty about their outcomes assessment work.
- Provide samples of effective assessment strategies and assessment schedules.

**Continuing Education Division:** This division is doing well in assessing course and program-level SLOs. Courses are being assessed on a 3-year cycle. The division is also assessing the Student Learning Goals (SLG) for the division which are similar to the GEOs in the credit programs; each course-level SLO is aligned with an SLG in the PIE process. On an annual basis, the division analyzes the alignment of course SLOs to SLGs, and they engage in division-wide discussions on these alignments and possible implications for division directions. However, the division continues to lag in the ability to input course-level SLO “Summary of Data” and “Use of Results” into ePIE. **NEED:** Input of assessment results must be done by classified employees or administrators because there are only hourly faculty working on limited pay, and staff time is very limited.

**Humanities and Social Sciences Division**

Division: All of the active courses within the division (259) have at least 2 SLOs (several courses have more than 2). Of those 259 courses, 102 have gone through a complete assessment cycle with data collected during finals week in the Spring of 2011. This work exceeds the division goal of completing the assessment of 90
courses in the division. In addition, 66 GEOs in Areas B, C2, D1, D2, and E have been assessed or in the assessment process. Many departments have developed SLO assessment rotation calendars, and the division is on the verge of implementing required SLO development to accompany new curriculum proposals. However, compliance remains the main focus of SLO work and as such, it creates a daunting and perceived insurmountable task for more faculty.

Some departments are already using assessment data to make small changes to pedagogy and curricula; in program units (e.g., Writing Center, Honors, TPI), outcomes assessment is revealing significant improvement in student success.

CHALLENGES:
- Almost half of the SLOs already assessed (approximately 50) have required some revision in order to be re-assessed.
- A few departments are measuring unit-level AUOs in addition to their SLOs.
- There are several active courses that, because of budget reductions, have not been offered in the last 2 years and thus cannot be assessed.
- Faculty need more support in collecting data and in helping them when they get “stuck” in the process.
- Faculty are questioning issues of substance and relevance in outcomes assessment work; some are still resistant to work primarily driven by compliance pressure.
- Departments are struggling to use ePIE.

Library and Learning Resources Division:
- Learning Assistance Center, Instructional—SLOs are being measured in area disciplines within the department. Additionally, a department-wide course SLO reflects a shared outcome for all students. The department has discussions regarding assessment in various venues including department and committee meetings. NEED: Additional support from researchers.
- Learning Assistance Department: 100% of courses with at least two SLOs; 40% of courses have completed the full assessment cycle (5 courses have more than a single SLO completed).
- Learning Assistance Center, Testing Services—Staff in this area are involved with goal setting annually and work with RIE staff to get data from assessments and enter results into ePIE. Staff, faculty, and student feedback is used for continuous improvement of Testing Services; feedback is used to plan future assessment.
- Learning Assistance Center, Tutorial Services—This area assesses tutor training to ensure that students are reaching the goal of becoming independent learners. Tutorial Services staff meet regularly to determine areas of need and to train tutors on an ongoing basis to address identified needs.
- Library Department: 100% of courses with at least two SLOs; 100% of courses have been assessed through the full cycle for one SLO, and 50% of courses completed the full assessment cycle for two SLOs.
- Library—FT faculty and staff dialogue about assessment is held at regular faculty and department meetings and in work groups. Communication is also sent via email. It is difficult to reach all faculty staff in this area due to various work schedules across a six-day operation. Assessment has resulted in improved student access to Library collections and
equipment; it has also led to Library renovations, such as the ongoing construction of a new Library classroom and 2 new study rooms.

**NEED:** Clarification between unit-level assessment results and College planning. Further to support the work of the Outcomes Committee and Research Office to simplify, clarify, and standardize outcomes development, assessment and use.

**Natural Sciences Division:**

Participation in outcomes assessment work and motivation of faculty in this division are mixed. Several departments—Agriculture, Chemistry, Math & Computer Sciences, and Physics and Engineering—have a regular agenda item for their department meetings to discuss outcomes assessment. Discussion centers around how to make use of the data being collected, and in at least one department instructors use outcomes assessment results to guide modifications in approach, activities, labs, materials, etc. In other departments, faculty believe that assessing course outcomes is of limited or dubious value. Thus, the work of outcomes assessment is being done with various levels of enthusiasm, although departments in this division are at least meeting targets set for the College in the Academic Senate plan for the establishment and assessment of SLOs and GEOs.

**NEED:** Encourage strategies and approaches that will make outcomes assessment meaningful to faculty, promote use of SLOs to increase student understanding, provide increased institutional research support for departments to assist in determining the “use of results” for assessment work related to SLOs and GEOs, address the difficulty occurring for many faculty of inputting outcomes data into ePIE. Ongoing feedback is that it is not user friendly, difficult to navigate, & time intensive.

**Kinesiology and Athletics Division:**

- The Dance Department is consistently assessing SLOs to determine progress of students in their classes. The faculty in this department are consistently engaged in dialogue regarding the data they collect from SLO assessment along with their own observations of students. The current SLO assessment process is being used effectively.
- In the Kinesiology Department, outcomes assessment is expanding. 100% of the courses have identified at least 2 SLOs and 75% of the courses have been assessed through a full evaluation cycle. Although the first round of assessment has produced some interesting data, more assessment is planned in the future.

**Technology and Health Division:** The Tech and Health Division has sought to create a culture of assessment division-wide by utilizing such strategies as structured assessment discussions in department chair meetings and increased Division outreach/support to chairs. As a result, there has been a substantial increase in the number of departments participating in the SLOs process, but only 38.8% of the Division's courses have been assessed through use of results:

- Aeronautics, Transportation 30%
- Air Conditioning/Refrigeration 47%
- Aircraft Maintenance & Mfg. Technology 18%
- Architecture & Engineering Design 41%
Electronics & Computer Tech. 66%
Engineering Design Technology 10%
Fire Technology 13%
Medical Services 17%
Mental Health/Psychiatric Technician 100%
Nursing 33%
Administration of Justice 95%
Radiologic Technology 62%
Respiratory Therapy 18%
Alcohol and Drug Counseling 19%
Welding 0%

**OVERALL COLLEGE COURSE ASSESSMENT DATA:** (Full report included in the appendix to this Summary.)

1. Nearly all courses have at least one SLO established along with means of assessment and criteria for success.

2. 48% (835 courses) of all active courses (total 1,751) have been assessed and the results are recorded.

**IV. SLOs/GEOs/AUOs (Continued)**

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

- The Music Department facilitated a back-to-school meeting prior to the start of Spring semester for all full-time and adjunct faculty in the department to discuss evaluation of the SLO data collected; the engagement of all faculty in the understanding and fulfillment of the assessment process is proving beneficial.
- In all other Arts Division departments, outcomes have met the criteria and units are examining new areas for assessment.
- Adult Basic Ed completed assessment of an SLO related to the content rigor of subject-specific final exams in the high school program. As a result, several interventions were implemented, particularly in the summer program at off-site locations. New SLO assessment data from this summer are currently being analyzed.
- The ESL Program received a Promising Practice CASAS award for its exemplary student portfolio system of SLOS assessment and level progress; program representatives presented this practice at a national adult education conference.
• Of the 127 students who completed the CAN program in 2010-11 and took the State certification exam, 94% passed (overall pass rate in the State is 88%). The program is considering a new SLO focusing on students who don’t complete the program.

• 50% of the Use of Results reported from departments in Humanities and Social Sciences have led to revisions to pedagogy, curricula, and/or syllabi or more formal connection of courses to support services. For example, in AmLa 21S, outcomes assessment led to the development of additional speech course requirements (articulated pedagogy to syllabi), making digital recorders available to students to help them improve their speaking skills, and the modification of grade sheets to more clearly identify and give feed to students regarding their strengths and weaknesses.

• Writing Center outcomes assessment results show that 74.4% of students in classrooms with Tutors in the Classroom who visited their tutor outside the classroom were successful; this success rate is 9.1% higher than the average for students enrolled in this level. Students with 5 or more contacts had a 78% success rate. 80% of the students in this assessment population met with their tutor one or more times.

• Faculty in Learning Assistance assessed an outcome on vocabulary: Students will be able to demonstrate proper use of math terms/vocabulary. Assessment of this outcome led the faculty to decide that a new instrument needs to be developed before they are able to measure for math vocabulary competency again.

• Tutorial Services assessed knowledge gained through tutor training classes on program procedures and tutoring strategies. Although criteria for success were met, feedback from tutors will inform improvements in the training: more time, more interactive training, additional information on tutoring strategies, use of handouts, and involvement of faculty in training.

• In the Online Learning Support Center (OLSC), 90.75% of the faculty who attended OLSC-delivered workshops reported satisfaction and 93.25% rated the presenter as satisfactory. Although the criterion for assessment of faculty satisfaction was met, a future assessment will focus on the impact of the workshops on the work of faculty attendees.

• SLO assessment in the EMS/Paramedic program supported program faculty assertion that student attrition rates are related to basic mathematical and drug calculation skills. This has led to greater efforts being placed in math preparation in the pre-course (EMS 1).

• In Nursing, SLO assessment of student entrance exam results has led to student remediation prior to entrance into the AND program. Initially, students who received a score of 70% or less on the entrance exam were provided with a remediation plan and admitted into the program. However, these students often did not complete the remediation plan prior to starting the first class, which led to a 100% program failure rate for this group of students. Based on this information, the program has changed its policy so that students who do not score 70% or greater on the entrance exam must participate in a remediation plan prior to program entrance and must retake the entrance exam with a passing score.

• In response to the SLO assessment findings in the ARCH 14 course, students were referred to use the TERC resources for assistance in doing the research/report assignment. This has resulted in documented improvement in the quality of research projects.

• As a result of program-level assessment conducted Spring 2010 for ELEC 55, Electronics faculty created an additional laboratory assignment pertaining to network analysis and will add this assignment to the course for Spring 2011. In
addition, lab exercises pertaining to spectrum analysis and spectrum analyzer operation were added to ELEC 53 beginning Fall 2011.

V. RESOURCES
Using the Resource Requested report, identify the necessary resources and indicate if they are to achieve an SLO, AUO, or SA. Please only list 5 to 10 for your team. Describe your Team’s resource request trends in the following categories:

SHORT-TERM NEEDS:

The comprehensive list of Short-Term Needs is attached as an appendix to this summary.

The resource requests in this category number over 60 and include needs for staffing (both support positions and faculty positions), equipment and software, facilities updates, research, IT support and programming, materials and supplies, and Training. The biggest area of need identified was for staffing. Needs includes support positions for services such as Learning Lab assistants, tutors in the Writing Center and Math tutoring labs, support for the Speech and Sign Success Center, the Technology Educational Resource Center, captioning necessary to meet federal mandates, technician support positions for Astronomy/Natural Sciences, and support for farm operations in the Ag Sciences Area. Staffing needs for faculty were reported in disciplines areas such as Fire Technology, the proposed program in Industrial Design Engineering, Oceanography/Geology, Women’s Basketball, and Swimming/Water Polo.

Additionally, divisions noted equipment needs across the college, many for classroom computers that are either aging and nearing the end of their usefulness, or upgrades to classroom systems for buildings that cannot be replaced because bond/state funded projects are delayed for many years. Faculty also need equipment for specialized use, such as the equipment for Physics classrooms, video capture cameras, and data loggers, as well as field equipment for Earth Sciences. Facilities needs involve budgets for lease agreements for students in the Fire Technology and Aviation programs, renovations of outdated classroom spaces—some that do not meet safety standards or requirements by external agencies, and special use spaces that allow faculty to work with special populations of students. A critically needed Facilities project is the completion of the Astronomy Dome and Observatory.

Other short-term needs include research support for providing data that is necessary to help departments manage enrollment and class schedules, and many research support needs were connected with work that must be done in outcomes assessment by departments across the college. IT programming and support were requested for necessary curriculum support for Continuing Education, including an early alert data system, assistance with updating and maintaining department and service area websites, and integration of WebCMS with Banner.
A critical need identified in the Short-Term Needs category is the need for restoration of $114,000 lost in categorical funding for Library materials.

MAINTENANCE NEEDS:

The comprehensive list of Maintenance Needs is attached as an appendix to this summary.

The resource requests in this category number over 50 and include needs for staffing (both support positions and faculty positions), equipment and software, maintenance and repair, facilities updates, IT support and programming, materials and supplies, and professional development and training. The biggest areas of need identified were in staffing and equipment.

Staffing needs include lab technicians and staffing in radio and television, agricultural sciences, the TERC, the Writing Center, the LAC, the Business Division computer labs, and the Natural Science Division Office. Staffing needs for faculty were reported in CIS, Reading and Writing. Additionally, divisions noted equipment needs that included printers, photocopiers, laptop and desktop computers, Smart boards, and exercise equipment. Software updates and licenses are needed in the LAC, the Psychology Department, and in the Chemistry Department. The LAC has also identified a need for online databases that include multi-year contract and bundles purchasing with print materials. Departments also identified needs for the maintenance and repair of equipment in Chemistry, Kinesiology, Aeronautics, Aircraft Maintenance, Air Conditioning, Water and Welding, Fire Technology, respiratory Therapy, Medical Services, and Mental Health. Facilities needs include updating and maintaining the Foods Lab, renovation of the bathroom and simulation lab at Brackett field, and the renovation of bathroom stalls and urinals in 28A and 28B. IT support and programming needs have been identified in Continuing Education for implementation of the virtual lab, LLR for the creation and maintenance of the online faculty directory, support of DL faculty, and OLSC list serves.

Materials and supply needs have been identified by the Fine Arts Department, and the Agricultural Sciences Department. In addition, specific software needs in the Natural Sciences disciplines are critical. The Business Division has identified needs in professional development that include increasing faculty access to journals and professional periodicals, increasing faculty membership in professional organizations, and increasing faculty training and professional development opportunities. Additional needs in the area of professional development include POD survey tallies for Online Learning Support Center and additional professional development opportunities and conference and travel funds for faculty in the Natural Science Division.

LONG-TERM NEEDS:

The comprehensive list of Long-Term Needs is attached as an appendix to this summary.
The long-term needs requests fall under the categories established previously, but needs are more extensive; more than 85 requests are recorded in this category.

**Staffing:** Many departments identify needs for additional full-time faculty positions as long-term needs. Faculty positions are needed for specialized disciplines such as a CIS faculty to teach networking and security, a faculty member for the proposed program in Industrial Design Engineering, faculty for commercial music, a faculty member with specialization in raptor rehabilitation, a faculty member of Kinesiology/Combatives, and faculty to lead development of curriculum in ESL, Adult Basic Education, and Older Adult for Continuing Ed. Additionally the Library requests that the College meet the Title 5 minimum standards for Librarians for a college our size (requiring the need for 9 additional faculty members). Faculty positions are requested also to replace those which have been eliminated, for example those in Kinesiology and Athletics, Fire Technology, Nursing, Electronics, and Air Conditioning. Additionally, the Grants Office requested a new position for an additional grant writer.

Numerous requests for support staff are needed for teaching and learning lab support in labs across the disciplines, including tutorial assistants, instructional aides, and specialized positions in areas such as Ag Sciences, Astronomy, and commercial music. Ten departments in Technology and Health requested clerical staff to support and maintain documentation for certification or accreditation of instructional programs. Some of the learning support positions involve maintaining safety standards in labs where students operate power tools.

Faculty also project needs for **equipment** that include equipment for a listening lab for music transfer majors, video cameras, scanners, design computers and software (Journalism), and equipment to support the intermediate Algebra course. Additionally, Physics and Engineering needs multimeters, motion sensors, video-capture equipment, data loggers, oscilloscopes, frequency generators, and computers to collect and analyze data. Much of the equipment is specialized, such as mechanical ventilators, laser cutters, large format printers, equipment for the Pilates mini certificate, and fire breathing apparatus. Many equipment requests are accompanied by requests for additional software needed to support instruction: WC Online and NoodleBib, OmniUpdate, PALS for Anatomy, PsysiEX for Physiology, and practice software for Mental Health, Nursing, and Respiratory Therapy. Professional and Organizational Development reports a need to upgrade and redesign its website and registration system.

A number of departments and units request **Research and IT support** as well as additional budget for professional development for faculty to maintain currency. Along with professional development for faculty across the team, the need to provide more opportunities for adjunct faculty to receive certification for teaching online classes is noted. The Technology and Health Division requests funding for student competition-related travel for learning opportunities offered through organizations such as Skills USA, Westec, HOSA, and Safecon.

**Facilities** requests include several requests for additional classroom space, and for security and facilities upgrades. Needs for specialized spaces are also reported in Long-Term Needs, such as and Online Learning Support Center training room, improvements to the Art Gallery and the Studio Theater, and instruction areas for Continuing Education dance studio and labs. Along with expanded
learning support space, departments requests upgrades to classroom technology to meet campus standards, (and POD support for use of technology in the classroom). Natural Sciences requests expanded custodial services.

Additional areas important in the long-term needs category are funding for materials and for supply budgets. Ten departments in the Technology and Health Division report needs for augmentation to their supply budgets. Kinesiology/Athletics requests resources to purchase instructional anatomy DVDs to facilitate the illustration of student workbooks, and faculty in two departments request augmented supply budgets to implement “green” labs or learning support. With more disciplines relying on classroom technology, some supplies have evolved into technology support including software and I-Clickers needed to support their programs.

Finally, faculty have expressed the need to restore classes cut during the years of budget decline. They are aware that classes needed to complete programs or to meet transfer requirements have been cut to the point where students struggle to find needed classes in order to make progress. The Communication Department requests an augmentation of SPCH 1A of 40%.
VI. Planning for the Future
Using the *Planning for the Future report* and based on the narrative summary from the units, what are your unit(s) planning themes for the 2011-12 academic year. Please only list 5 to 10.

**NOTE: TOP 12 GOALS ARE IN BOLD TEXT.**

<table>
<thead>
<tr>
<th>Planning for the Future Using Department Goals</th>
<th>Team Goal (Note Proposed Changes To Team Goal)</th>
</tr>
</thead>
</table>
| 1. Determine effective methods for tracking program completers:  
  - Track # of graduates and transfers  
  - Identify near completers to encourage completion  
  - Determine employment rates after program completion | IN-1. Enhance communication among and between internal and external stakeholders, including students, faculty, advisory committee members, industry representatives and the general public. |
| 2. Increase articulation with 4-year institutions  
  - Provide articulation info to assist students in graduation  
  - Develop appropriate degrees to assist students in successful transfer | |
| 3. Increase opportunities for internships and work experience learning for students. | |
| 4. Modify web pages throughout the division to improve currency and timeliness of information to faculty and students.  
  - Strengthen communication between the Library and discipline faculty  
  - Strengthen communication with Distance Learning faculty and their administrators | |
| 5. Develop and make available to students course rotation schedules | |
| 1. Update existing but inadequate and dilapidated facilities  
  - Provide appropriate space for authorized activities  
  - Meet safety standards for instructional programs | IN-2. Provide and maintain state-of-the-art instructional technology, equipment, facilities and infrastructure for safety, currency, and effectiveness and to accommodate growth. |
| 2. Provide physical and technology infrastructures that will promote student learning  
  - Provide technologically current equipment & software as | |
determined through industry advisement and program accreditation standards
- Develop budget support for maintenance of laboratory equipment and instruments
- Support “green” initiatives in instructional programs

4. Maintain and expand agreements with clinical sites

<table>
<thead>
<tr>
<th>1. Maintain appropriate staffing to increase student access to technology and for learning support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lab assistants</td>
</tr>
<tr>
<td>- Specialized critical support positions (e.g. tool keepers)</td>
</tr>
<tr>
<td>- Student tutors</td>
</tr>
<tr>
<td>- Necessary permanent classified staff to maintain essential functions</td>
</tr>
</tbody>
</table>

2. Replace full-time faculty critical for program survival

3. Establish a process to use income generated to fund support personnel needed to increase generation of income and serve the public

<table>
<thead>
<tr>
<th>1. Participation of faculty in technical training to upgrade and maintain professional currency.</th>
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<tbody>
<tr>
<td>2. Implement and promote professional development initiatives that support Continuing Education themes and priorities.</td>
</tr>
<tr>
<td>3. Leverage existing resources to offer professional development activities online, in-person, at conferences.</td>
</tr>
<tr>
<td>4. Provide for professional training and skills enhancement for faculty and support staff.</td>
</tr>
</tbody>
</table>

1. Conduct research into potential for expanding the online curriculum in disciplines across the college.

2. Develop AA-T degrees to support effective transfer for students.

3. Utilize outcomes assessment results and career data to guide curriculum

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 of instruction.
and program changes.

4. **Improve student learning through**
   - continual improvement of courses and pedagogy
   - assessment of SLOs, GEOs, and Student Learning Goals (noncredit)

5. Strengthen learning lab curriculum to align with changing curriculum and student needs.

6. Change and modify existing curriculum to meet the needs of employers, industry standards, changes in science technology, and emerging initiatives.

| 1. Maintain funding for high quality exhibitions by displaying diverse exhibitions that provide artist lectures, demonstrations, and educational materials for the public. |
| 2. Support guest speakers and site visits to enhance and enrich student learning |
| 3. Support student participation in competition as a significant dimension of learning |
| 4. Provide appropriate support to Natural Science centers that support student learning and enrich learning in the community (Wildlife Sanctuary, Meek, Ag Literacy Trail, etc.) |

1. Modify existing web pages or create new web pages to better serve students and faculty.

2. Strengthen curriculum-integrated information competency instruction with adjunct hourly support.

| 3. **Increase instructional program supply budgets in alignment with increased costs for necessary supplies** |
| 4. Continue to develop grants with outside agencies to support student progress and success |

| 1. **Provide ongoing support for departments and faculty participation in outcomes assessment and institutional planning processes (PIE)** |

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
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<tr>
<td>2. Support division-wide planning retreats for meaningful participation by faculty and staff in planning</td>
<td>accreditation self-study (to establish a culture of meaningful assessment and documentation for both internal and accreditation purposes).</td>
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<tr>
<td>3. Establish more flexibility for faculty in assessment of meaningful learning outcomes</td>
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<tr>
<td>4. Improve the use of data to track, assess, and report student success and outcomes.</td>
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<tr>
<td>1. Encourage faculty in CTE programs to participate in VTEA to supplement funding provided by the District.</td>
<td>IN-9. Expand opportunities for external funding and acquisition of other supporting resources through pursuit of grants and partnerships.</td>
</tr>
<tr>
<td>2. Encourage participation in research and development of new potential funding sources.</td>
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<tr>
<td>3. Provide venues for meeting the educational and enrichment needs of the community where State funds are not available.</td>
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<tr>
<td>4. Develop internal and external partnerships in order to improve the educational and career opportunities for students.</td>
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<tr>
<td>5. Support and strengthen appropriate fundraising activities to supplement program budgets.</td>
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<td>6. Plan for application to the next USDE Title V grant to support the Distance Learning and students.</td>
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<tr>
<td>1. Promote opportunities for improvement of basic skills across programs.</td>
<td>IN-10. Increase support for basic skills activities that benefit an increasing number of students across the College.</td>
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<tr>
<td>2. Provide relevant, specific services, support, and information for students to strengthen student success.</td>
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<tr>
<td>3. Support access to high quality student services to meet the needs of diverse noncredit student populations</td>
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<tr>
<td>4. Collaborate with State and national organizations to improve support for noncredit student populations.</td>
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</tbody>
</table>
5. Expand capacity for providing high quality academic support through tutoring labs across the College:
   - Math Activity Resource Center (MARC)
   - WIN
   - Writing Center
   - Learning Assistance Center
   - TERC
   - Transfer Math Activity Resource Center (TMARC)

<table>
<thead>
<tr>
<th>1. Demonstrate significant progress in increasing the following:</th>
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<tbody>
<tr>
<td>- student persistence rates</td>
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<td>- successful course completion rates</td>
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<tr>
<td>- successful program completion rates</td>
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<tr>
<td>- successful transfer rates</td>
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2. Use outcomes assessment data to document improvement of core skills in student achievement.

3. Provide effective support for faculty in the transition to Moodle rooms to maintain effective support for strong course delivery.

4. Develop the library collection appropriately to provide the academic support students need to succeed.

5. Strengthen faculty development for online course instruction to improve student success.

IN-11. Strengthen student success and achievement through the development and maintenance of effective instructional support activities and course delivery models.
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 following team goals?

<table>
<thead>
<tr>
<th>TEAM GOAL</th>
<th>PROGRESS/CHALLENGES IN MEETING GOALS</th>
<th>PROPOSED CHANGES/ADDITIONS/DELETIONS TO THE TEAM GOALS</th>
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</table>
| IN-1. Enhance communication among and between internal and external stakeholders, including students, faculty, advisory committee members, industry representatives, and the general public. | - Two divisions held division-wide planning retreats to help enhance communication among internal stakeholders.  
- Divisions and departments report updating websites that will enable us to communicate more clearly with students about current services and program requirements.  
- Most departments and disciplines are holding their advisory committee meetings; a theme in this PIE report is change made in response to input from advisory committees.  
- A strong need expressed in relationship to outcomes assessment work is for more meaningful dialogue across the college community that helps give departments useful parameters for assessment work. | No changes suggested. |
<table>
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<tr>
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</table>
| IN-2. Provide and maintain state-of-the-art instructional technology, equipment, facilities, and infrastructure for safety, currency, and effectiveness and to accommodate growth. | Progress:  
- Several of the CTE departments have benefitted by Perkins/VTEA funding to purchase instructional technology and equipment to meet standards established in their respective industries.  
- Remodeling projects in the Business Division instructional spaces as well as the Library have provided more effective and useful spaces for students to study and to learn.  
- Completion of the Ag Sciences building brings impressive capacity to our ability to provide instruction for students in that discipline.  
- At least one program is utilizing virtual labs to reduce costs required for supporting computer labs; the Business Division has asked for resources to install appropriate technology to allow for implementation of virtual labs.  
Challenges:  
- Perkins/VTEA funding is sharply reduced for next year which will make it harder for us to provide necessary instructional technology, equipment, and software.  
- Facilities funding is extremely limited so that we cannot accommodate growth in some classroom buildings and face serious safety issues in the Wildlife Sanctuary.  
- Some important Ag Sciences construction elements are not completed. | This is a central goal for the Instruction Team. No changes recommended. |
<table>
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</table>
| 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). | Progress:  
- The College recruited and hired 22 new faculty positions in the Spring of 2011 along with several new support positions.  
- Three growth positions were added: supervisors for the Farm and for the Planetarium as well as a Flight Director. Although the needs for staffing are staggering, it is good to get positions that have been critically needed for some time.  
- Several critical positions were approved for replacement; these include 2 associate deans, lab techs, administrative secretaries for 2 divisions, and the curriculum specialist.  
Challenges:  
- Staffing needs in tutoring centers are an ongoing challenge. Current assessment shows significant impact on student success for students who seek tutoring services, but our capacity for serving students is crippled by budgetary limits. The TERC, for CTE students, is particularly threatened with the loss of funding streams previously enjoyed, but other labs are also limited to serving only about 17% of our students.  
- Specialty areas such as Ag Sciences, Astronomy, and the Health Careers Resource Center continue to struggle to provide adequate services without appropriate staffing. | This is a central goal for the Instruction Team. No changes recommended. |
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| IN-4. Encourage and support participation of instructional personnel in ongoing professional development to improve instruction and service to students. | Progress:  
- Flex day activities gave faculty and staff a number of options for professional development.  
- POD activities for faculty were funded through Basic Skills for the Teaching and Learning Center (discontinued at the end of 2011).  
- We have maintained training in Developmental Education, and have offered many other options for faculty as well.  
- The Curriculum Liaison and Dean of Instructional Services presented training on the integrated course outline of record to update department chairs across the campus on requirements of the State.  
  Challenges:  
- Although limited budgets are available for faculty professional development, much more targeted professional development is necessary particularly for faculty teaching in high tech areas that are rapidly changing.  
- Classified staff members providing support for instructional programs also need professional development to maintain currency. | No changes recommended. |
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</table>
| IN-5. Update curriculum and expand successful modes of delivery for currency and to improve effectiveness. | Progress:  
- Several new programs and courses were developed in response to advisory committee recommendation and input.  
- Changes to pedagogy and assignments were made to courses and programs in response to outcomes assessment findings.  
- Changes were reported in course orientation and pre-course requirements for students to support higher success for students entering programs.  

Challenge:  
- Updated curriculum in high tech disciplines requires upgraded software and sometimes equipment; it is increasingly more difficult for the College to support the needs of instructional programs in this regard.  
- Insufficient outcomes assessment input is being reported in PIE reports to give the College consistent and systematic data that can be used to improve effectiveness. | This is a central goal for the Instruction Team. No changes recommended. |
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</table>
| IN-6. Support and expand opportunities for academic enrichment, including provision of guest lecturers, visiting artists, etc., as well as student participation in regional, state and national competitions and events. | Progress:  
- Art Gallery exhibitions continue to bring a rich and diverse opportunity for academic and cultural enrichment for students and the college community.  
- Students were able to participate in regional, state, and national competitions using Stars of Excellence funding. They were able to learn while they excelled in competitions tied to disciplines across the College as varied as Journalism, turf, Robotics, music, and health careers occupations.  
- The College was able to host Honors Program student scholarship and presentations of research as well as grant-funded research in the sciences through the NSF grant.  
- Through grant funding for Developing Teachers, the Teacher Preparation Institute sponsored “Science Day” in May 2011 and the Natural Sciences Division organized the “2012 Summer Science Camp” with the Continuing Education Division.  
- Students continued to learn outside the classroom through college-sponsored field trips and site visits. | No changes recommended.  

Challenge:  
- The challenge is always funding to maintain or expand opportunities for academic enrichment. One great loss for the college was the suspension of Study Abroad, a decision that has created important opportunities for learning in different cultures and global context. |
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</table>
| IN-7. Secure funding to support ongoing operational needs of programs (supplies, accreditation, transportation, travel, etc.) | Progress:  
- For the most part, the operational needs of programs have been met, at least marginally. Student travel for athletic competition and the performing arts students has been funded.  
Challenge:  
- Providing adequate funding for materials and supplies has been extremely challenging, particularly in areas whose teaching materials continue to increase dramatically in cost.  
- Cuts to student transportation budgets in Forensics and Music have limited opportunities to learn through performance.  
- Supply budgets have been static for nearly 10 years; in order to meet the needs of programs, deans are required to transfer money from other accounts in a desperate effort to provided needed materials and supplies. Most budget augmentations for supplies have been with one-time money, so permanent solutions have not been possible in most cases. | This is a central goal for the Instruction Team. No changes recommended. |
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</table>
| 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). | Progress:  
- Departments across the college have established course-level SLOs on virtually every course and some program-level outcomes as well. Assessment efforts are compliant with the Academic Senate Plan.  
- GEO outcomes assessment work has helped created dialogue among different departments and groups of faculty.  
- Some departments have documented assessment efforts tied to program improvement; this indicates that assessment is seen as meaningful in helping to strengthen student success.  
- Departments have established dialogue on outcomes assessment as a regular agenda item in department meetings.  
- A sincere openness to developing a culture of meaningful assessment appears to be emerging.  
Challenge:  
- For some faculty, outcomes assessment is not meaningful.  
- Many departments report need for research assistance with outcomes assessment and the need for sample SLOs with effective outcomes assessment strategies for their consideration.  
- Too few departments report regular and ongoing outcomes assessment tied to program improvement. | This is a central goal for the Instruction Team. No changes recommended. |
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| IN-9. Expand opportunities for external funding and acquisition of other supporting resources through pursuit of grants and partnerships. | Progress:  
- Some departments have identified expansion of opportunities for external funding as a goal for themselves.  
- The Grants Office continues to identify grant opportunities that will provide badly needed support for innovation and change, as well as for strengthening the success of targeted populations of students.  
- Departments report establishing numerous articulation pathways with both high schools and Cal Poly Pomona.  
| Challenge:  
- The fiscal difficulties faced now by the Federal Government is threatening some grant funding that has brought significant support to instructional programs; this is particularly evident for our CTE programs with the reduction of Perkins/VTEA money and for our tutoring services with the ending of the Title V grant.  
- Fewer grant opportunities are available in an economy that remains stagnant. |
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<tbody>
<tr>
<td>IN-10. Increase support for basic skills activities that benefit an increasing number of students across the College.</td>
<td>Progress:</td>
<td>No changes recommended.</td>
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<tr>
<td></td>
<td>- The Basic Skills outcomes assessment projects have helped the College determine which activities are the most effective in benefiting student success.</td>
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<td>- Tutoring across the college has been supported with backfill money by the College to at least maintain levels of service that have been offered.</td>
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<td></td>
<td>Challenge:</td>
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<td></td>
<td>- Funding is not available to increase support in basic skills activities that can expand access to service and support for students. With the reduction of money in the Basic Skills Initiative grant, it becomes more and more difficult to support maintenance of effort and expansion is not possible.</td>
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<td></td>
<td>- The definition of basic skills imposed by the State makes it difficult to serve students in many disciplines that struggle with basic skills acquisition necessary for learning within their course of study. Narrowly defined, basic skills support can only benefit students in courses coded as basic skills.</td>
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<td>- Course reductions are beginning to erode even the ability to offer adequate numbers of basic skills courses.</td>
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<tr>
<td>IN-11. Strengthen student success and achievement through the development and maintenance of effective instructional support activities and course delivery models.</td>
<td>Progress:</td>
<td>This is a central goal for the Instruction Team. However, we need to revise this goal in such a way that we ask departments to report consistently on their student success data. Few departments appear to be doing that in this PIE process.</td>
</tr>
<tr>
<td></td>
<td>• Data collected by the tutoring centers shows that tutoring and out-of-class support are critical to increasing success and achievement rates for students.</td>
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<td>• Tutoring centers have developed effective strategies for reaching more students; examples are targeted topic workshops and Tutors in the Classroom.</td>
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<td>• Facilities in the Library have been reconfigured to provide additional study spaces for students.</td>
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<td></td>
<td>• Many faculty have revised instructional activities and course delivery strategies based on outcomes assessment data in order to strengthen student success.</td>
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<td></td>
<td>Challenge:</td>
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<td></td>
<td>• Connecting faculty with student success data related to their courses and programs so that they are able to evaluate findings and use the data for program improvement.</td>
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<td></td>
<td>• Effective instructional support requires additional funding.</td>
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<td></td>
<td>• Innovative course delivery models often entail a new use of space or new equipment/technology. Severely limited Facilities funding makes that kind of change difficult for many departments across the College.</td>
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</table>
**VIII. ADDITIONAL COMMENTS**
In the space below, share any additional comments that may not have been captured within the sections above.

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<table>
<thead>
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<tbody>
<tr>
<td><strong>1.</strong></td>
<td>There is very little information coming to me from manager reports that shows a real engagement in student success data across the academic departments. I would like to see a more consistent and systematic review of student success data at the department level and subsequent connections to goal setting and resource requests made.</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>There is a significant disparity in summaries of outcomes assessment across the divisions being reported. Even in areas that report high percentage of department participation in full outcomes assessment cycle, there is inadequate information coming forward to me about how the use of results can be understood or used by the college to support improvements in student learning, services, or programs across the team. The form itself does not require such a link to be made.</td>
</tr>
</tbody>
</table>
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 did you learn as a result of preparing this Vice President’s Summary?

- I hear consistently that faculty are struggling with the TracDat software. I had thought after several years of its use that these comments would diminish. That really is not the case. I am wondering if the difficulty with inputting ePIE has become a major stumbling block for our faculty in seeing PIE as an important planning tool.
- Inadequate funding is the major problem we have in supporting instructional programs adequately. This theme surfaces on almost every level.
- No programs appear to be developing plans for retrenchment or at least they are not revealing them. As we enter our third year of budgetary reductions, it would seem that planning for operating in this new environment would make sense. Most of the planning reported has to do with expansion, need for growth, and frustration.

2. What was the most challenging part of preparing this Vice President’s Summary?

- There was a problem with alignment between Manager Summary forms and the VP Summary form. This alignment problem made it difficult to present a systematic summary on important team planning efforts as they are expressed through unit-level goals and planning initiatives.

3. What suggestions can you offer to improve the Vice President’s Summary?

There is no place to really capture and report on the team’s planning agenda. If PIE is going to be used successfully to report on complex team goals, there needs to be a place to bring forward unit and division-level goals. Limiting planning efforts to 5-10 means that important goals must be excluded, an action which will structure disenfranchisement for those whose goals get left out.

4. What additional data should the College provide to assist your unit(s)?

We need to find a way to bring student success data to the forefront of departments in their planning function: data on program completion and transfer, student retention, student success in courses, and student persistence. We may also need to create stronger structural links in the process between resource requests and goal setting/outcomes assessment. I found that many units do not really make connections like this on their own.
## X. TIMELINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>September 2, 2011</td>
<td>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).</td>
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<tr>
<td>October 2011</td>
<td>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.</td>
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