

### I. Planning Framework:

#### A. Two planning sessions were conducted in the Spring of 2010.

One session was on January 20 and the other on May 21. Individuals who were invited to participate in planning included:

- Department chairs from all academic departments
- Administrators from all divisions in the Instruction Team (Arts, Business, Continuing Education, Humanities and Social Sciences, Natural Sciences, Library and Learning Resources, Physical Education, and Technology and Health) and the Student Services Team
- Leaders of the Academic Senate (including the Senate Executive Board)
- Leaders of the Faculty Association
- Vice Presidents from Student Services and Instruction

#### B. The goals of the planning sessions were to:

- Give faculty a strong voice in identifying areas of primary concern in educational master planning
- Determine how to make the best use of the data collected in 2009 as the foundation for educational master planning
- Develop a complex understanding of needs and priorities in the different instructional and instructional support areas of the college
- Determine the most critical directions for the coming academic year
- Plan for optimal quality of instructional programs and services
- Develop a flexible and functional planning model that allows us annually to identify current needs and plan for improvement

### II. Overall Goals:

Three overall goals were identified by the entire group in the January planning session:

- A. Coordinate the efforts of all individuals working with students to maximize resources**
- B. Support greater student success**
- C. Support strategies to increase student access to classes and services**

These goals establish the priorities for educational master planning in 2010-11; they were developed with particular awareness of the limitation of resources that limit classes that can be offered and services that can be sustained for students during a period of declining resources and lack of predictability in State budget allocations which compromises effective planning and follow through.

### III. Goal Details:

#### A. Coordinate the Efforts of All Individuals Working With Students to Maximize Resources

<i>Activities</i>		<i>PIE Planning Alignment</i> <i>(future planning effort, unless noted otherwise)</i>
<b>A1.</b>	<b>Coordinate with Information Technology</b>	
a.	Provide current technology to prepare students for work world	<b>College Goal 5</b> Replace outdated and/or inoperative equipment to meet with industry standards for support of instructional programs.
b.	Utilize technology more effectively (e.g. Blackboard, Skype, YouTube)	<b>College Goal 5</b> <ul style="list-style-type: none"> <li>Support ongoing efforts to integrate technology into the academic process.</li> <li>Use technology to improve services to students</li> </ul>
c.	Implement Banner enhancements that support instructional delivery	
d.	Provide appropriate technology for Distance Learning services to students and faculty	<b>College Goal 5</b> Provide stronger technology support for Distance Learning
e.	Coordinate efforts involved in purchasing equipment and supplies for instruction	Assure sufficient staffing in Purchasing to provide satisfactory level of service
f.	Factor in hidden costs for technology purchases to ensure technology sustainability <ul style="list-style-type: none"> <li>Ongoing maintenance</li> <li>Ongoing support</li> <li>Software costs</li> </ul>	Support upgrade for Library system
g.	Establish and fund a replacement cycle for computers used in classrooms or in teaching labs	<b>College Goal 5</b> Replace outdated and/or inoperative equipment to meet with industry standards for support of instructional programs.
h.	Establish stronger web presence for Instruction	
<b>A2.</b>	<b>Coordinate with Facilities</b>	
a.	Maintain safety for students in all instructional facilities	<b>College Goal 9</b> <ul style="list-style-type: none"> <li>Maintain safe and appropriately supervised lab environments</li> <li>Maintain safe and updated competitive facilities for students</li> <li>Refurbish and repair stadium seating; seats are in extremely poor condition and pose a safety hazard (do not meet minimum ADA standards).</li> <li>Remodel existing Studio Theater to provide ADA accessible elevated technical areas.</li> </ul>

b.	Create more spaces for students to study	
c.	Provide for greater learning capacity and space in the Library	
d.	Plan for specialized facilities to adequately house emerging programs (e.g. a new water facility for the Water Tech. program)	<p><b>College Goal 9</b></p> <ul style="list-style-type: none"> <li>• Provide adequate laboratory and classroom space for all disciplines as they grow and change.</li> <li>• Develop multiple-use outdoor classroom space</li> </ul>
e.	Increase available classroom space as determined by the Facilities Master Plan analysis	<p><b>College Goal 9</b></p> <p>Provide adequate laboratory and classroom space for all disciplines as they grow and change.</p>
f.	Improve ability to change and customize educational facilities for maximum support of the learning process	<p><b>College Goal 9</b></p> <p>Support completion of growing list of small projects maintained by Facilities Management to improve and repair facilities across the campus.</p>
g.	Align growth with development of programs and needed facilities with appropriate planning timelines	<p><b>College Goal 9</b></p> <p>Provide adequate laboratory and classroom space for all disciplines as they grow and change.</p>
<b>A3. Coordinate Instruction and Counseling Efforts</b>		
a.	Strengthen communication between departments to facilitate integrating services	
b.	Develop a “College within a College” based on the Learning Community model with a target of offering 80 classes that utilize appropriately instructors, counselors, supplemental instructors and tutors	<p><b>College Goals 1, 2, 10, 12</b></p> <ul style="list-style-type: none"> <li>• Incorporate and expand successful learning communities model in disciplines across the college</li> <li>• Enhance student awareness, self-confidence, and self-efficacy through programs designed for specialized student populations</li> </ul>
c.	Have counselors working regularly with individual departments to enhance communication, understanding, and coordination of efforts	
d.	Focus on providing information in the classroom to students regarding student services available to support their learning	
e.	Partner counselors and teaching faculty for the Orientation Committee	
<b>A4. Coordinate With Outside Partners to Support Learning</b>		
a.	Strengthen opportunities for hands-on learning through Work Experience and Internships (paid and unpaid)	
b.	Increase student internships through on-campus initiatives	

c.	Support student travel opportunities that enhance learning	
d.	Provide for individuals to serve as Internship Developers, acting as liaisons with industry to help students obtain internships	

**B. Support Greater Student Success**

*Activities*

*PIE Planning Alignment*

*Future planning effort, unless noted otherwise)*

<b>B1. Make Tutoring a Priority for the College</b>		
a.	Staff tutoring centers appropriately to respond to student needs	<b>College Goals 1, 2, 10, 12</b> Maintain high quality tutoring and student learning support across the college
b.	Provide more math tutors to maximize use of expanded math tutoring facilities, especially for advanced math courses	<b>College Goals 1, 2, 10, 12</b> Maintain high quality tutoring and student learning support across the college
c.	Support learning communities classes with appropriate supplemental instruction, peer advising, tutoring	<b>College Goals 1, 2, 10, 12</b> <ul style="list-style-type: none"> <li>Maintain high quality tutoring and student learning support across the college</li> <li>Incorporate and expand successful learning communities model in disciplines across the college</li> </ul>
<b>B2. Faculty support</b>		
	Provide opportunities for faculty to serve their required supplemental hours through tutoring students	
<b>B3. Research support</b>		
a.	Provide appropriate institutional research support for gathering data identifying our challenges and strengths in student achievement and progress	<b>PIE</b> Continue to assess student learning and general education outcomes for courses and programs across the college to improve student success and quality of learning <ul style="list-style-type: none"> <li>Support and facilitate analysis of data and trends to improve services, programs, and efficiency</li> </ul>
b.	Provide appropriate research support for collection of data related to assessment of SLOs at course and program levels	<ul style="list-style-type: none"> <li>Support and facilitate analysis of data and trends to improve services, programs, and efficiency</li> <li>Provide support for assessing and interpreting data related to SLOs and GEOs</li> </ul>
<b>B4. Bridge Program support</b>		
	Expand the Bridge program by providing counseling support necessary for student success	<b>College Goals 1, 2, 10, 12</b> Incorporate and expand successful learning communities model in disciplines across the college

<b>B5.</b>	<b>Student engagement</b>	
	Hire more students as supplemental instructors, peer advisors, and tutors to increase their sense of achievement while bringing them much needed financial support	
<b>B6.</b>	<b>Lab support</b>	
	Provide adequate tutoring center and instructional lab support staff in all disciplines	
<b>B7.</b>	<b>Learning support</b>	
	Establish a sustainable budget for Library materials to support learning	

**C. Support Strategies to Increase Student Access to Classes and Services**

<i>Activities</i>		<i>PIE Planning Alignment</i> <i>Future planning effort, unless noted otherwise)</i>
<b>C1.</b>	<b>Review Distance Learning Plan Collaboratively</b>	
a.	Define where we are going: how we define Distance Learning and how we practice “on-line” education	
b.	Identify facilities impact of dramatic growth in Distance Learning course offerings	<b>College Goals 1, 2, 10, 12</b> Provide adequate laboratory and classroom space for all disciplines as they grow and change
c.	Align increase of DL classes with best interests of students	
d.	Identify appropriate staffing support for expanded DL program	<b>College Goals 1, 2, 10, 12</b> Maintain critical lab tech support and educational program support positions
e.	Plan for adequate access to services for DL students	<b>College Goal 5</b> Use technology to improve services to students and to increase office efficiency
<b>C2.</b>	<b>Increase Access to Education</b>	
a.	Increase class offerings as possible to meet student needs	<b>College Goals 1, 2, 10, 12</b> <ul style="list-style-type: none"> <li>• Increase offerings in basic skills courses</li> <li>• Maintain access and provision of services to students</li> </ul>
b.	Increase full-time faculty as it becomes possible to do so	<u>Institutional</u> : Create a clearly structured and well developed staffing plan tied to program reviews for all areas campus-wide
c.	Increase number of Counselors, including a mental health counselor, to support student needs	<b>College Goals 1, 2, 10, 12</b> Maintain access and provision of services to students
d.	Create more scholarships	Foundation Office Goal

<b>C3.</b>	<b>Replace Essential Positions</b>	<ul style="list-style-type: none"> <li>• <u>Institutional</u>: Create a clearly structured and well developed staffing plan tied to program reviews for all areas campus-wide</li> <li>• Maintain critical lab tech support and educational program support positions</li> </ul>
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**IV. Next Steps:**

**A. The group consensus for follow up was that we must establish the focus of our work on educational master planning goals using the following steps:**

1. We must understand existing problems by gathering data and establishing evidence.
2. We must consider modifying practices that will benefit students.
3. We must work collaboratively to develop new practices when our work is fragmented and ineffective.
4. We need to consider ongoing changes and refinement to our programs and services as situations evolve and change.
5. We must assess regularly how we are doing and the impact of our practices.
6. We must provide input collaboratively to determine more deliberately where we are going.
7. We must continue coming together for planning. The planning process can only be dynamic if the whole group is involved.
8. The planning group must be action-oriented and must assess follow through.

## V. Strategic Objectives for 2010-11:

### A. Coordinate the Efforts of All Individuals Working on Behalf of Students to Maximize Resources

#### ***Goal A1: Coordination with Information Technology***

- a. Develop a schedule for quarterly prioritization of Banner enhancement requests for instructional processes; include a follow-up with IT to see products/reports within the same quarter (e.g., two meetings per quarter at the team level).
- b. Develop (by December 2010) and implement (by March 2011) a software purchase approval process similar to the equipment purchase process (i.e., all equipment requisitions require IT approval).
- c. Develop and publicize users' guides on teaching technology tools and communication tools to maximize current technology:
  - A brochure listing features and functions, with each tool's strengths and weaknesses, of Bb, Course Studio, and instructional web pages used as virtual classrooms.
  - A matrix of current communication tools comparing the features and functions of email, portal messages, portal groups, web pages, Facebook, Twitter, with strengths and weaknesses of each tool.
- d. With input from students, faculty, and staff, develop a college web page review and improvement plan with short-term and long-term strategies; share that plan with the college community by June of 2011.

#### ***Goal A2: Coordination with Facilities***

- a. Develop a team-based process for submitting and approving the request for facilities improvement; the request lists are reviewed and approved at President's Cabinet.
- b. With input from end users, facilities need to make transparent and explicit the facilities improvement request process, criteria, and timeline from initial request to approval of projects and implementation timeline; to support the campus with this process, a request development guide should be distributed along with a request form (e.g., college priorities, PIE data, any resource allocations by team or division or department, things to consider such as bidding requirements, etc.).

#### ***Goal A3: Coordination of Instruction and Counseling***

- a. Designate counselor department liaisons by department, program, or discipline; counselor liaison should attend the department meetings and speak as a regular agenda item.

#### ***Goal A4: Coordination with outside partners to support learning***

- a. Organize work study program with a centralized bank of campus jobs, requirements, application forms, with workshops on work place expectations and application and/or interview guidance.

- b. Explore development of campus-based student worker jobs for international students by clarifying employment laws regarding international students; develop a parallel student employment program as indicated above.

## **B. Support Greater Student Success**

### **Goal B1:** *Make Tutoring a Priority for the College.*

- a. Identify the most successful interventions and develop a long term plan to scale implementations of these interventions.
- b. Develop an apprenticeship program for student tutors with clear pathways for growth (e.g., Tutor Apprentice I, II, III) by June 2011.
- c. Develop a hiring plan for permanent positions in tutoring centers (full-time or part-time).

### **Goal B2:** *Faculty Support*

- a. Implement strategies for greater faculty participation in targeted student success initiatives.

### **Goal B3:** *Research Support*

- b. Identify the largest and most persistent gaps in student success and completion by target populations.

## **C. Support Strategies to Increase Student Access to Classes and Services**

### **Goal C1:** *Review Distance Learning Plan Collaboratively.*

- a. By December 2010, design a student survey on interest in distance learning courses, certificates, or programs; implement survey in Spring 2011; analyze data in Summer 2011; review results and define uses of results in 2011-12.
- b. Develop proposal for a successive Title V Hispanic Serving Institutions grant in Fall 2010 to strengthen e-learning support for faculty and students, to be submitted by June 2011.