



Admissions & Records Annual Unit Plan

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The mission statement was developed during a previous A&R Director's tenure, following at that time the mission statement of the College. With the development of a predominant online environment, the statement process is, currently, being revamped between all of the sites to try to incorporate these changes and a perspective that looks at the customer's expectations and, not necessarily, the College's adaptation.

The mission of Admissions and Records (A&R) is to provide excellent quality service to our customers; students, faculty, staff, and the community. This service is characterized by friendliness, problem solving, accuracy, efficiency, fairness, and effective communication.

b. Program Applicability

A&R, in close concert with other departments within student services, is organized around a one-stop mindset. In other words, even though counseling and financial aid are not within a proximate area, we attempt to facilitate each other's processes so that students are served more completely and efficiently. A&R supports all instructional programs in the areas of registration, student record changes, processing waitlist adjustments and transcripts, and administering the proper submission of grades earned.

c. Partnerships

A&R maintains a close partnership with community colleges within the state of California, as it relates to California Association of Community College Registrars and Admissions Officers (CACCRAO) and within the Kern Community College District (KCCD). In addition, partnering with Edwards Air Force Base and the Weapons Division at China Lake, A&R maintains third-party contracts which allow active duty military to take advantage of tuition-free education. In like manner, the Owens Valley Career Development Center, through the reservation in Bishop, has developed a close working relationship to allow their citizens a college education.

c. Distance Education

In 2007, Cerro Coso eliminated paper applications, utilizing only online web applications. A&R supports all online issues that can arise because of this capability, namely, online registration, wait listing, pin/password reset, automatic notification of registration into a class, and the resulting email clarifications. Electronic communication is the primary means of communicating with distance-ed. students who are also supported at all five sites (Indian Wells Valley [IWV], Kern River Valley [KRV], South Kern, Bishop and Mammoth campuses).



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Past Goals

- **Keeping staff informed of emerging A&R issues and best practices through attendance at CACCRAO conferences, monthly A&R meetings, and the state-wide A&R list serve.** This is an ongoing endeavor. CACCRAO highlights new changes in best practices and Title 5 issues that are being discussed; namely, discussion on residency issues, requiring Form 1 forms for student athletes during audits, and the forthcoming changes in repeatability. Staff is able to discuss confusion about the handling of FERPA related issues concerning subpoenas and how to properly handle, among other things, class repeats and the impact of overriding certain coding on a student's record
- **There is an ongoing effort to continuously improve communication and relationships within A&R [at the sites] and other departments within IWV, especially counseling and other student services offices.** Counseling participates in District A&R Directors' meetings to facilitate the incorporation of certain programs in Banner (Degree Works) and the impact that certain changes in Title 5 (e.g., repeatability) will have on counselors and students. In addition, A&R is pleased to share with other segments of student services (Counseling, Associated Students of Cerro Coso [ASCC], and Special Services) when there are all-staff retreats and in the planning of student services strategies when Student Services Executive Council [SSEC] meets (generally twice a month).
- **Luminis and Banner 8.3 were launched during calendar 2011; Banner 8.4 is being tested during the last quarter of calendar 2011.** The testing for implementing new phases of Banner Upgrades crosses between departments, as all student services departments are affected either by forms or in learning how to enter data when the upgrade involves changes. Currently (Fall 2011), Porterville College is beginning testing for implementing Degree Works, while the lessons learned and the required questions to ask are being shared between the three colleges of the KCCD.



b. Review of Overall Department/Unit

[What needs/opportunities did your last program review reveal? Did your most recent SLO assessments demonstrate gaps to be addressed? What is working with your unit? What improvements need to be made?]

The 2009 SLO postulated that 90% of students would not have difficulty in processing transcripts. The survey determined that there is always room to improve communication effectiveness. A continuous improvement objective reminds us to seek clearer explanations for the processing of transcripts, irrespective of how we view the procedure.

In addition, electronic transcripts were a new addition for the 2010 education year; there is an ongoing move to educate students of the availability of this form of transmission. The processing of this form of transcript has certainly expedited A&R's responsiveness for student requests and the department has had to work through some processing techniques so that Banner can read the request that comes in from Credentials Inc. (the College's online provider for transcripts).

The KCCD will be initiating Degree Works during the 2011/12 education year. Porterville College will be initiating the program first, followed by Cerro Coso. Scribing only two years of the College's catalog has necessitated a review of how to include more catalog information and whether this will necessitate additional staffing in not only the scribing of catalogs but also the transfer articulation of new transcripts into the database.

The graduation evaluation process will need to be streamlined if the College expects to see the goal of 90% of the students not having a problem with this process; some internal communication between A&R and Counseling have been identified to facilitate the process through mutual expectation. During 2010, timeliness of graduation evaluation submissions created some un-needed stress to ensure that students' names would be included on the commencement bulletin. It was also noted that the instructions for graduation information on the College's website was not updated or complete. This shortfall is being worked during the 2011/2012 education year through a series of written changes and a collaborative assessment through SSEC's roundtable discussions. In addition, there is an active discussion of reconciling the degrees and certificates that are offered at the three colleges within the KCCD with the offerings that are posted on the state Chancellor's website

c. Current Year Goals:

Goal 1 Increase responsiveness to customer requests from the customer expectation perspective

Connection to College Strategic Goals: Through regularly scheduled A&R meetings, to keep all A&R personnel informed of changes occurring in Banner, namely wait listing, Flex. Reg. [community education registration format], and Banner 8.4 upgrades [Goal 2, Obj. 2.2] This effort will enable the sites to become knowledgeable of changes and, at the same time, to develop a uniformity of technique of entering/reviewing data.

Specific internal* or external** condition(s) the goal is a response to Using updated information and techniques in the processing of student records is an ongoing endeavor; codifying processes and disseminating of information will increase customer satisfaction with A&R's processes [Goal 4, Obj. 4.2]. There is also a need to be able to be responsive students' needs when it comes to responding to telephone calls, requests for transcripts, and graduation evaluations. Timeliness to these efforts is at the crux of complaints that are being addressed [Goal 6, Obj. 6.1]

Action Plan: Conduct monthly A&R meetings through interactive TV with the other sites. In order to respond to the timeliness of response issues, A&R



will be closed, during the day, for about an hour to be devoted to returning phone calls.

An awareness survey will be conducted by A&R to try to facilitate the understanding of the availability of different transcript transmission capabilities (electronic and paper). In addition, through collaboration with counseling, graduation timelines and suggestions will be enumerated to help students in their graduation decisions.

Measure of Success: *Follow-up surveys will be utilized to determine the effectiveness of changes that will result from the above-mentioned action plans. In addition, students will be queried randomly to get a feeling of changes that were enacted and whether these changes were effective in their desired results.*

Goal 2 Implement process improvements in Banner, the College's website, and facilitate the understanding of Family Education Rights and Privacy Act (FERPA) for the faculty and staff.

Connection to College Strategic Goals: *There are two primary Banner upgrades, Flex. Reg. and Degree Works, planned for 2011-2012 that will be a dynamic improvement for Cerro Coso's education public. These process improvements will improve a student's readiness for transferring to a four year college and Flex. Reg. will ease the application process for community education (Goal 4, Obj. 4.2; Goal 6, Obj. 6.1).*

The College website is undergoing continuous improvement in order to make the information more user-friendly. Currently, SSEC with inputs from A&R and Counseling, is implementing changes to website in the area of graduation timelines/transfer/application procedures (Goal 2, Obj. 2.2) FERPA understanding and awareness is of profound importance in this litigious society. (Goal 4, Obj. 4.2)

Specific internal* or external condition(s) the goal is a response to:** *Community Education students are now required to pay for classes in the Business Office and the registration is maintained on a spreadsheet. Flex. Reg. will enable students to register in A&R while Banner will supply the necessary reports to substantiate and verify attendance for the community education program.*

Students, currently, are unable to initiate "what if" scenarios with their degree programs and Degree Works will facilitate these experiments easily to ensure that students feel satisfied in the route that they are pursuing with their education.

The Cerro Coso website needs to undergo a facelift to facilitate changes necessitated by Inside CC and other requirements to keep the website looking fresh and inviting.

FERPA training is an ongoing requirement that will help keep the College safer from inadvertent violations that can happen because of a lack of awareness.

Action Plan: *Degree Works and Flex. Reg. have been purchased by the District; Degree Works, initially, is being inputted and installed at Porterville College and Flex. Reg. is being tested at the District.*

For the Cerro Coso website, a web content editor has been hired to aid in the design and changes to the website and through collaboration with SSEC and other users; the website is being refurbished.



FERPA training will be implemented during the 2011/12 education year.

Measure of Success: *Seek feedback when completing cycles of review, to continuously improve the communication or processing of required transactions, i.e., transcripts, graduation, or other student-driven requirements.*

Implementing Degree Works will reveal a gradual success, as it will take students a period of time to fully utilize all aspects of this program. Flex. Reg. will reflect an immediate benefit to the payment and processing of applications for community education.

The website improvements and FERPA counseling will reflect tangible and intangible benefits as they are ongoing endeavors.

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized. Please see the attached Criteria for Prioritization of Resource Requests chart for a complete list of codes and explanations for prioritization.)

The following attempts to address a need in implementing Degree Works at Cerro Coso, which may or may not be the charge of the A&R department:

CRITERIA:

RATING:

Program Effectiveness (A)

Hire a scribe clerk (at least part time) for inputting articulated transcripts into a database, so that what-if scenarios can be built

To help students to self-actualize the steps needed in fulfilling their degree requirements (**High Priority 1A**)

Strategic Plan/Goal (B)

Strengthen Instructional Programs and Services (Goal 1A)

Students will have to take their degree dreams and perform the due diligence needed to successfully complete their goals (**2B Substantively**)

Expand the scope and quality of Student Services college-wide (Goal 1D)

This will be an amazing tool that will allow students to focus on achievement methods (**2B Substantively**)

Urgency or Compliance (C)

This effort must be accomplished while Degree Works is being implemented

This is an immediate compliance issue for the successful implementation of the program (**1C**).



Cost Effectiveness/Revenue Generation (D)

Will make the student counseling time a more effective practice; able to concentrate on degree and transfer issues

Benefits are more subjective for student success and more visioning potentialities **(2D)**

Meets Student, Institutional or Community Needs (E)

Degree Works and this scribing effort will foster the use of another tool in the student and counselor's arsenal

Because of the infinite possibilities this program and this effort will have a high impact **(1E)**.



a. Classified Staffing

Position Title	Position Description	Priority	Strategic Plan goal addressed by this position	Provide a detailed rationale for the requested position. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
Dept. Asst. II	Scribe Technician and Imaging Specialist	1A	Goal 1 (A&D)		DA II	12	19-40		G
a1.				See substantiated resources above					
a2.									

Classified Staffing: Explain why the work of this position cannot be assigned to current staff

Ensuring the accuracy of transfer articulated transcripts, so that Degree Works will be successful is beyond time allotted for the existing three A&R technicians

Classified Staffing: Describe impact on the college if the position is not filled

Degree Works and the capability of students to individually design and take responsibility for fulfilling their degree desires may be lost.

b. Full-Time Faculty Staffing - N/A

Position	Department	Location	Priority	Strategic Plan goal addressed by this position	Enrollment Data/Growth Trends	Full-time/Part-time Faculty Ratio	Productivity	Funding Source: G=General Fund R=Restricted (be specific)
b1.								
b2.								

Full-Time Faculty Staffing: Provide a detailed rationale for the requested position

[Your rationale should substantiate the priority you have placed on this request and should refer to such things as department's mission and goals, recent program review, SLO assessment results, external needs assessment, planning assumptions, College's Strategic Goals, etc.]



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c. Supplies (per unit cost less than \$500). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
c1.	Non-Inst Supplies & Materials	1A	4, Obj. 4.2	Maintain department supplies	2000	Ongoing	G
c2.	Paper	1A	4, Obj. 4.2	Transcript Paper, Diploma Covers/Paper	3200	Ongoing	G
c3.	CACCRAO Membership	1A	4, Obj. 4.2	Professional Development Membership	200	Ongoing	G
c4.	Software Licensing/Maintenance	1A	4, Obj. 4.2	Precision Imaging: Diplomas on Demand	1400	Ongoing	G
c5.	Cash Over/Short	1A	4, Obj. 4.2	Register over/short estimate	100	Ongoing	G

d. Non-Technology Equipment (per unit cost greater than \$500). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
d1.							
d2.							
d3.							
d4.							

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e1.	Computer for Technician	1A	4, Obj. 4.2	If the need for continuous upgrade for Degree Works is valid then a computer is needed	\$3000-\$4000	One time	G
e2.	Imaging System for Transcripts	1A	4, Obj. 4.2	Capability to image incoming transcripts will be needed	Unknown	One Time plus Maintenance	G
e3.							
e4.							

f. Facilities. Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
f1.							
f2.							

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
g.1	Employee Travel - DO	1A	4, Obj. 4.2	Contingency travel for training at DO; to include travel to Porterville College for implementing Degree Works	400	Ongoing	G
g2.	CACCRAO Conference – 2 people + travel/hotel	1A	4, Obj. 4.2	Professional Development/Networking with Peers Conference	1500	Ongoing	G
g3.	Regional CACCRAO Workshops	1A	4, Obj. 4.2	Prof. Dev. workshops at diff. colleges	250	Ongoing	G



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
g4.							
g5.							

h. Marketing (brochures, radio spots, promotional travel, etc.). *Enter requests on lines below.*

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
h1.							
h2.							
h3.							

STEP 4: ATTACH LAST YEAR'S SLO ASSESSMENT DATA



STUDENT LEARNING OUTCOME AND ASSESSMENT PLAN

Program:

Assessment Team:

Outcome and Assessment Definitions				Assessment and Data Collection			
	Condition of Outcome	Target Performance Level	Student Learning or Admin. Unit Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A.	Upon successful completion of requesting a transcript;	20% of students will rely on the electronic version of e-trans.	Demonstrate technical and behavioral understanding of applying and completing transcript requests, and relying on quicker turnaround	This SLO will be assessed with the amount of usage that students will attain on e-transcripts.	<p>Description: As soon as students find out about e-trans, demand will increase.</p> <p>Timeline: Throughout 2010, utilization will be analyzed</p> <p>Sample: E-trans began in 2009 and it was estimated that demand would increase significantly.</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • Calculate /Tally the amount of usage in 2010 • Determine awareness issues for this program 	<p>Less than 7% of transcript requests involved e-trans</p> <p>Utilization of e-trans increased over 6 times from 2009 to 2010</p>	Develop a Survey that poses an awareness question about e-trans
B.	Upon implementation of wait listing (WL)	50% of the problems in notifying students about being in a class will go away	Demonstrate technical understanding of completing registration	This SLO will be assessed indirectly by the number of calls received from students about not being notified	<p>Description: Monitor the # of calls received in A&R and Counseling</p> <p>Timeline: 1/18/10 to Census 2/1/10</p> <p>Sample: Online classes represent 65% of enrollment; expect difficulties</p> <p>Pending Tasks: Identify and describe the type and amount of issues as a result of implanting wait lists</p>	50% of the problems went away however additional problems were identified	<p>*Passwords for Moodle not distributed</p> <p>*Email for going from WL to registration not received</p> <p>*Students not using college email</p> <p>*Late start classes – an issue</p> <p>Re-asses More</p>



STUDENT LEARNING OUTCOME AND ASSESSMENT PLAN

							debriefing sessions planned
C.					Description: Timeline: Sample: Pending Tasks:		
D.					Description: Timeline: Sample: Pending Tasks:		

Mapping of Program Learning Outcomes to Core Courses

Courses	Program Learning Outcomes			
	A.	B.	C.	D.



Student Activities Annual Unit Plan Template

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The purpose of the Student Activities Program is to provide students with an environment in which to enhance Leadership Development of students; to assist with the delivery of services which will facilitate the completion of educational goals; and to provide students with an organization, the Associated Students of Cerro Coso (A.S.C.C.), through which they may have self-governance, and participate in co-curricular and extra-curricular activities.

b. Program Applicability

This program supports all aspects of college life, creates an environment for students to have a campus voice, develop leadership skills, supports all active clubs, and provide a variety of programming that enhances student life. The Student Activities Office also supports the A.S.C.C. in its function as the Cerro Coso's Student Senate and the participation of the Senators in the participatory governance process at Cerro Coso. Student Activities supports the institutional goal of increasing FTES by making a concerted effort to recruit, train, and retain students for the clubs, student government, and other student activities. In addition this office creates programming or provides financial support through the appropriation of student development funds to support many areas of academics and student services including: Financial Aid (constitution events) DSPS and Special Services, (Disabilities awareness day), and Veterans Services (planning assistance and volunteering at Veterans events, letter writing campaign to soldiers)

c. Partnerships

Houchin (2x per year blood drive)

c. Distance Education

ASCC Meetings are broadcast via ITV to several campus sites in order to allow the opportunity for active participation in ASCC meetings

STEP 2: EXPLAIN YOUR PLANNING

a. Review of Past Goals



The Student Activities Program goals are:

1. To improve student recognition of ASCC as their voice college wide on issues affecting students.
 - Students have become part of the shared governance process, taking a seat at the table with administration, faculty and staff on student issues.
2. To improve student and community recognition of the ASCC and ASCC's credibility as an integral part of shared governance (college-wide, regionally and state wide).
 - Students have participated at state and regional level meetings (3 state, 10 regional.) In addition students have become part of the Shared governance process, taking a seat at the table with Administration, faculty and staff on student issues.
3. To serve and support the clubs, student athletes and student productions and demonstrations at Cerro Coso.
 - The Student activities office supported over 25 on campus events last year.
4. To effectively allocate resources.
 - ASCC has been operating within its budget for the past 2 years.
5. To increase the sales of the ASCC Coyote Card
 - Sales increased slightly, additional 75 cards sold.
6. To raise funds that will enable the ASCC to increase students', staff, faculty and community members' awareness of Cerro Coso's and the ASCC's services and activities.
 - Not met
7. To raise funds that will allow ASCC to participate fully in local, regional and state governance activities
 - Currently use RP362 funds, Student rep fee implemented and will be used from Jan on for this purpose.
8. To increase the level of diversity awareness and celebration of that diversity on campus.
 - Addition of programming such as cross cultural music, diversity day and abilities awareness day
9. To assess the Student Learning Outcomes developed for the students participating in ASCC Student Senate.
 - Goal is met
10. To develop Student Learning Outcomes for students participating in each club.
 - In progress
11. Bring the ASCC accounting practices into Ed Code compliance
 - Goal is met



b. Review of Overall Department/Unit

The Student Activities Program has been increasingly effective at reaching a greater number of students across a greater majority of the college. The number of student clubs has stayed steady and includes two community campus clubs that serve the communities of the Kern River Valley and the Eastern Sierras. Additionally, student participation in participatory governance committees, Region IX meetings and State Student Senate has increased. Students' participation in Student Senate has increased and students are reporting an increased comfort in the use of basic parliamentary procedure.

The Student Activities Program has affected greater recognition across campus of the ASCC's role in voicing student concerns, serving the students on campus and serving the communities in which Cerro Coso is located. Faculty and staff report increased satisfaction with the level of student representation and the effectiveness of student representation in the various participatory governance committees. The Student Activities Program continues to expand the scope and quality of mentoring for student leaders, to encourage the growth of established clubs and the development of new clubs and expand the activities and diversity programming for students and the community.

The 10-11 academic year had a host of events and activities to support our role and goals. A total of 14 ASCC meetings and 15 events or activities per semester helped create the atmosphere of inclusion and excitement the activities office strives for. Each student who participated in student government had 6 opportunities for leadership training, locally and at the state level. In addition we saw the addition on one new club and the reinvigoration of the KRV student club. All told the SA office estimates over 1000 contacts with students and community based on event and activity head count. WE continue to strive to create connection with students, staff faculty and community.

c. Current Year Goals:

Goal 1 Develop Student leaders who understand their role and impact on the campus community

Connection to College Strategic Goals: 1D, 4C

Specific internal or external** condition(s) the goal is a response to:*

Action Plan: Provide leadership training to those students participation in the ASCC clubs and executive board. These include attendance at multiple types of conferences (CCSSA, General Assembly, ASGA, Joint leadership training at BC and PC, The Leadership Academy offered at Cerro Coso.

Measure of Success: Students will: Understand that leadership is a process rather than a position; Acknowledges that leadership is relational; Understand that everyone has a leadership capacity; Engage in the leadership process in increasing levels of quality and quantity; Analyze contexts that influence the leadership process (i.e., characteristics of self and others, society, organizations); Relate insights to the application of the leadership process; Recognize the ethical components of leadership.



Goal 2 ASCC students will demonstrate the ability to effectively conduct and participate in productive meetings and will exhibit the ability to engage in meaningful debate, discussion and collaboration.

Connection to College Strategic Goals: 5A

Specific internal or external** condition(s) the goal is a response to:*

Action Plan: Students will have the opportunity to receive training at various in-services and state level meeting that identify how to meet the above mentioned goal. They will receive an assessment of these skills at the end of the spring semester.

Measure of Success:

Goal Create programming and events that reach all campus', embrace cultural and educational diversity, and create a climate of inclusion.

Connection to College Strategic Goals: 1D, 6B,C,D

Specific internal or external** condition(s) the goal is a response to:* Embracing diversity enhances the performance of all College work. Committing to greater cross-cultural competency must be undertaken by acknowledging that diversity fosters excellence and abundance--offering all a chance for personal growth and students an staff an occasion to pursue increased innovation. A multicultural environment encourages innovation and fosters creativity. Studies make it clear that students who develop in the context of a diverse, multicultural, educational community benefit significantly and are more successful in the workplace.

Action Plan: Addition of 1 program per site and a minimum of 3 diversity programs.

Measure of Success: Programming will occur as state above.



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized. Please see the attached Criteria for Prioritization of Resource Requests chart for a complete list of codes and explanations for prioritization.)

a. Classified Staffing

Position Title	Position Description	Priority	Strategic Plan goal addressed by this position	Provide a detailed rationale for the requested position. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
a1.	Department Assistant 12 month	High		This position is currently a 9 month position partially supported by student development funds. It also supports athletics. During the summer months when this position is normally off is a crucial planning time for both of the departments and assistance is needed.		12	40		G R/Student Development
a2.									

Classified Staffing: Explain why the work of this position cannot be assigned to current staff



It can be an extension of the current position.

Classified Staffing: Describe impact on the college if the position is not filled

Impact includes a “late start” on many aspects of fundraising, and planning for which that position is crucial to both programs it serves

c. Supplies (per unit cost less than \$500). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
c1.	Office Supplies	med		Needed to replace basic office equipment, printer ink, pens, ect	1500	On going	G
c2.							
c3.							
c4.							
c5.							

d. Non-Technology Equipment (per unit cost greater than \$500). Enter requests on lines below.



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
d1.							
d2.							
d3.							
d4.							

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e1.	Laptop computer,	high		Director has 4 year old computer	1500	On-time	G
e2.							



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e3.							
e4.							

f. Facilities. Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
f1.							
f2.							

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below.



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
g1.	Employee Travel	High		This position requires attendance at several leadership events as well as the travel between campuses.	2000	On going	G
g2.							
g3.							
g4.							
g5.							

h. Marketing (brochures, radio spots, promotional travel, etc.). *Enter requests on lines below.*

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
h1.							
h2.							
h3.							



STEP 4: ATTACH LAST YEAR'S SLO ASSESSMENT DATA

SLOs, Assessment tools, Data Collection

Method of Assessment & Evaluation

- 1) Participants will be selected from current leadership groups such as the Associated Students Executive Board, leadership and cross cultural retreat participants.
- 2) Assessments will be administered to these groups at the beginning of the semester and prior to attendance at any leadership retreat, seminar or workshop.
- 3) A post-assessment will be administered to the same students at the end of the spring semester.
- 4) Additional, assessments will include completion of the Leadership Practices Inventory Self evaluation and Observer evaluation by specific student leadership groups. (Executive board)
- 5) Retreats will have supplemental assessments and evaluations specific to the goals of each retreat.

Program:

Assessment Team:

p 1

Outcome and Assessment Definitions				Assessment and Data Collection			
Condition of Outcome	Target Performance Level	Student Learning or Admin. Unit Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment	
Students who have participated in the Leadership Institute, CCCSA, and Summer Leadership Retreat can recognize their own leadership philosophy.	80% of students	Through participation in the Leadership Institute and Summer Leadership Retreat, students will be able to identify at least 3 leadership traits and explain how they relate to their personal	This will be assessed using both observation with a rubric and self assessment.	Description: Timeline: Spring each year Sample: student government Pending Tasks:	85% of students could identify three personal leadership traits and effectively relate how that relates to their personal leadership philosophy.	Continue to assess this on a yearly basis with each new government group that comes in.	



			leadership philosophy.				
	After attending 8 ASCC meetings	85% of students will	ASCC students will demonstrate the ability to effectively conduct and participate in productive meetings and will exhibit the ability to engage in meaningful debate and discussion.	This will be assessed by observation using a rubric.	<p>Description:</p> <p>Timeline: end of school year</p> <p>Sample: all these meeting minimum requirements</p> <p>Pending Tasks</p>	80% of students could complete all outcomes as listed	Conduct a beginning of the semester workshop on Roberts rules of order to create foundation for meeting/debate understanding.
	After being part of the student government executive board for 1 semester	80% accuracy	Students will identify supportive resources for creating and initiating students clubs that represent the diversity, social, political and cultural interest of the college community	This will be assessed by observation using a rubric.	<p>Description:</p> <p>Timeline: end of school year</p> <p>Sample: student government executive board</p> <p>Pending Tasks:</p>	Students could identify the support resource for clubs with 80% accuracy	Continue to asses this on a yearly basis with each new government group that comes in.

#



Athletics Annual Unit Plan

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The mission of Cerro Coso Community College Department of Athletics is to provide an athletic program that helps develop the whole person through education and competition. The intercollegiate athletic program enhances the institutional mission by providing a platform from which students are able to develop their highest potential by: stimulating a lasting attitude of discipline, sportsmanship, integrity and social responsibility. We encourage our athletes to further their education through pursuing an advanced degree at a university of their choice and strive to graduate athletes that are leaders and critical thinkers. We promote ethnic, cultural and personal diversity within athletic programs and strive to insure equal opportunity for all staff and student-athletes. Finally, the Athletics Department at Cerro Coso Community College takes priority in making the athletic program an enduring source of pride for the student population, student-athletes, alumni, college, and community.

b. Program Applicability

All

c. Partnerships

The athletics programs is working closely with the Cerro Coso Community College boosters program to create a capital campaign that can offset the cost of the athletics program. In addition we have created community partnerships to help increase community awareness and connection. These partnerships include: Gateway Elementary School(Coyotes in the Classroom program) KZIQ radio, IWV youth football, and IWV youth cheer. We are also members of the Foothill Athletic Conference.

c. Distance Education

No



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Past Goals

Goals for the CCCC athletics program are being reconfigured to address the changing environment athletics must function under.



b. Review of Overall Department/Unit

The last program review for athletics cast a new direction for the program. It was a conference level review and resulted in many recommendations and many new goals and a new direction for the program. **The following is a list of the findings and response to those findings. The goals in the next section are a direct reflection of this program review.**

Commission On Athletics(COA) Standard 3- College and Athletic philosophy-

- Athletics needs a gender equity statement
- Athletics needs written statement on athletic recruitment philosophy or guidelines

STATUS- In progress; Working on researching wording for these statements

COA Standard 4 Staff professionalism-

- No indication of in-service meetings
- No involvement at the state level

STATUS Addressed-Athletics meeting held Date January 28, April 28, Aug 18

Coaches meetings May 9, Aug 23/24

Athletic Director Attended 2 conference and 2 state level meetings in 2011

COA Standard 5 Academic achievements and support

- Women's BB-low enrollment, poor retention
- Need for increased community and campus support

STATUS In progress

An athlete's orientation was implemented start of fall 2011 semester for all athletes

Revitalization of boosters Fall 2011

Implementation of early intervention with tutoring, for athlete receiving a C or less at grade check

Mandated study hall for both men and women's teams, tutors provided during these study hall times.

COA Standard 6 Citizenship

- Not enough community involvement

STATUS In progress

All teams have committed to increasing their presence and volunteerism in the community.

Basketball- hosts several youth tournaments, hosted youth cheer club at home events,

Baseball- coyotes in the classroom, Involvement with CDC

Coyotes in the Classroom partnership with Gateway Elementary

COA Standard 7 Gender equity

- Out of Title IX compliance

STATUS On-going

Athletics survey done, goal to add one women's sport by 12-13 school year. (must be equal in 3 years)

COA Standard 8 fundraising

- Lack of fundraising support for athletics



STATUS Addressed: capital campaign plan under development
Foundation has reinstated Boosters Club and commitment to fundraising to support athletics
Teams have each added one-three fundraising events to help support their programs.

The Athletics Department has taken the program review and its findings very seriously. In addition to hiring a new coaching staff the department has implemented mandatory department meetings, individualized coaches meeting and athlete orientation. All coaches, councilors and the AD will have several opportunities to continue to expand their knowledge through conferences, and professional development activities.

c. Current Year Goals:

Goal 1 Support the academic and athletic success of student-athletes

Connection to College Strategic Goals: 1ADE

Specific internal or external** condition(s) the goal is a response to:*

1. *Action Plan:* Proactively recruit student-athletes who are committed to academic and athletic success to better ensure academic eligibility for sport participation. **Measure of success** improvement in grade point averages and retention and graduation rates.
2. Provide an academic support system with access to college academic resources, such as tutorial services, study sessions for athletes, workshops, and orientation seminar for freshman student athletes on topical areas that will assist them in succeeding in their academic and athletic endeavors. **Measure of success:** Increase enrollment and retention of student-athletics
3. Increase required use of academic advisor for student athletes to help students define academic goals and develop an educational plan for completion of graduation requirements. **Measure of success:** Increase retention of student-athletics
4. Monitor class attendance and academic progress of all student-athletes on a scheduled basis through the use of formal reporting system provided to academic instructors by the CCCC Athletic Department. Address unacceptable reports, develop a plan for improvement, and complete a follow-up process to assess progress. **Measure of success:** improvement in grade point averages and retention and graduation rates.



5. Track the number of CCC athletes who play at the next level or pursue college degrees or careers related to physical education or athletics. **Measure of success:** increased rate of students continuing their education.

Responsibility - Athletic Director, academic advisors and Coaches

Current status 2009-10 year

Female athletes GPA 2.47

Female athlete retention rate 100.00%

Female athlete success rate 82.54%

Comparison group GPA 2.24

Comparison groups retention rate 83.39%

Comparison Group Success rate 58.64%

Male athletes GPA 2.48

Male athlete retention rate 92.91%

Male athlete success rate 78.73%

Comparison group GPA 2.19

Comparison groups retention rate 82.58%

Comparison Group Success rate 57.95%

Data source- Cal PASS

Goal 2 Increase community awareness and involvement with Cerro Coso Athletics Programs

Connection to College Strategic Goals:3A

Specific internal or external** condition(s) the goal is a response to:*

Action Plan:

- Create a Boosters program



- Build relations, encourage participation, and solicit support among local civic groups, Chamber of Commerce, community leaders, area businesses, local citizens, and CCCC Alumni through communication and public relation efforts of members of the Athletic Department.

Measure of success: Increased awareness of CCCC Athletic programs, membership to various social media/alumni groups as connected with the Athletic Department

- Implement an end of the year Athletics Awards Banquets that recognizes the academic and athletic achievements of our Student Athletes. **Measure of success: Recognition will continue to encourage student athletes to participate in community, excel scholastically and feel part of the Cerro Coso family. This will result in increased retention rates and a connection to community and campus.**

- Increase community awareness of programs through community service.
 - “Family day/Night” at least once per semester
 - Continue and expand the Coyotes in the Classroom Program
 - Offer several youth sports camps through the semester

Measure of success: Increased community support for CCCC Athletics, resulting in increased capital support as well as increased event and game support .

- Increase community awareness through better communication
 - Ensure earlier and more visible advertising of sports events
 - Develop more radio presence
 - Develop Face book page for Coso Athletics
 - Create email list serve to all booster members and media

Measure of success: Increased community involvement in CCCC Athletics.

Goal 3 Provide equity and opportunity for all.

Connection to College Strategic Goals: 4B



Specific internal or external** condition(s) the goal is a response to:*

- *Action Plan:* Plan
 1. Insure complete compliance with Title IX on the resource management, as well as in direct proportionality.
 2. Institute a survey program for the general student population on sport offerings for student-athletes.
 3. Submit program recommendations, as appropriate, to insure adequate participation opportunities are available for both genders.

Measure of success - An environment where Title IX compliance is present and respect for diversity and gender equity are fundamental components of the decision making process in the athletic department.

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized. Please see the attached Criteria for Prioritization of Resource Requests chart for a complete list of codes and explanations for prioritization.)

a. Classified Staffing

Position Title	Position Description	Priority	Strategic Plan goal addressed by this position	Provide a detailed rationale for the requested position. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
a1.	Department		1A,D 3A,C 6	This position is currently a 9 month position partially		12	40		G/R RP362



Position Title	Position Description	Priority	Strategic Plan goal addressed by this position	Provide a detailed rationale for the requested position. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
	Assistant 12 month			supported by student development funds. It also supports athletics. During the summer months when this position is normally off is a crucial planning time for both of the departments and assistance is needed.					

Classified Staffing: Explain why the work of this position cannot be assigned to current staff

It can be an extension of the current position.

Classified Staffing: Describe impact on the college if the position is not filled

Impact includes a "late start" on many aspects of fundraising, and planning for which that position is crucial to both programs it serves

b. Adjunct Coach Staffing



Position	Department	Location	Priority	Strategic Plan goal addressed by this position	Justification	Full-time/Part-time Faculty Ratio	Cost	Funding Source: G=General Fund R=Restricted (be specific)
b1.	Head Volley Ball coach		High	1 ADE	Needed for new program		5616	G
b2.	Assistant VB coach		High	1 ADE	New program		4000	G
	Head Men's basketball coach		High	1 ADE	New program		5616	G
	Assistant Men's BB coach		High	1 ADE	New program		4000	G
	Head Athletic Trainer		High	1 ADE 6A	Requirement of Foothill Conference for safety and health of athletes.		30,000	G

Adjunct Coach Staffing: Provide a detailed rationale for the requested position

There are four new requested positions for the 12-13 school year. They include 2 head coaches, 2 assistant coaches and a 30 hour per week athletic training position. These position recommendations necessitated by the new goals of the department, the program review performed by the foothill conference and the renewed commitment to student life and athletics by the CCCC Administration and the CCCC Foundation.

Head and Assistant Volleyball Coach-

- Rational- The title IX compliance test revealed we are not in compliance with federal law. The addition of the team is necessitated to create equality among male/female athletics.

Head and Assistant Men's Basketball Coach

- Rational- High community support and demand for Men's Basketball. This team will create and opportunity for local young men to compete and gain and education locally. In addition the Foothill conference carries a game schedule in which Men and women's teams play the same night, saving monies on support staff, referees and travel. The return of men's basketball would create an excitement in the community and is a fiscally responsible addition to the sports of CCCC.

c. Supplies (per unit cost less than \$500). *Enter requests on lines below.*



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
c1.	Office Supplies	med	1A	Needed to maintain printer, fax and general office supplies	\$1500	On going	G
c2.							
c3.							
c4.							
c5.							

d. Non-Technology Equipment (per unit cost greater than \$500). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
d1.	Conference Membership	high	1A 5D, 6	Fees to participate in foothill conference	5,500	On going	G
d2.	Athletic Equipment	high	1A,D	Team basics, bats, balls, nets, ect	20,000 (5,000 per team)	On going	G Possible offset by boosters funding request
d3.	Athletic training supplies	high	1A,D	Necessary to provide injury care for the safety of athletes. Increased due to increase in teams	5000 (approx 1000 per team)	ongoing	G Possible offset by boosters funding request
d4.	4 sets uniforms	High	1A,D	Two new teams, two uniforms each	5000	One time	G

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below.



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e1.	Head Coaches laptops	med	1A,D 5D	Coaches required to record and keep scores on the road as well as at home. Laptops provided the appropriate media for this	3,000	On time	
e2.							
e3.							
e4.							

f. Facilities. Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
f1.	Repaint Gym floor	high	1AD	Rules have changed in basketball. The three point line is now the same for men and women. We currently have the women's line,	25,000	One time	G
f2.	Terrace baseball seating	Med	1AD	Current setup is not safe, hill is steep and grass can be slippery. The area does not provide adequate seating for fans and is a deterrent to attending events.	15,000	One time	

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below.



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
g1.	Travel to COA events, Coaches meetings(2 per season, 3 seasons per year) Foothill conference Athletic Director meetings (3 per year) COA meetings(3 per year)(1-3 person's per meeting) CCCADA meeting (1 per year)	high		Program review revealed a lack of participation of CCCC athletics department in regional, and state meetings.	5,500	ongoing	G
g2.	Baseball travel			Required for games	22,000	Ongoing	G
g3.	Mens Basketball travel			see above	15,000	Ongoing	G
g4.	Volleyball travel			see above	12000	Ongoing	G
g5.	Women's basketball travel			see above	15000	Ongoing	G

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
h1.	Brochures				250	Ongoing	G
h2.	Collateral for fundraising				500	Ongoing	G
h3.	Marketing				250	Ongoing	G



STEP 4: ATTACH LAST YEAR'S SLO ASSESSMENT DATA

Program/Unit Name: Athletics

Assessment Team:

Outcome and Assessment Definitions				Assessment and Data Collection			
Condition of Outcome	Target Performance Level	Student Learning or Admin. Unit Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment	
Upon completion of 10 Community Service opportunities and a minimum of one semester as a member of the athletics program	80% of student athletes	will demonstrate leadership, team spirit, and civic responsibility	Survey	Description: Timeline: Spring each year Sample: athletes that meet condition Pending Tasks:			
After completing one semester of intercollegiate class	85% of student athletes will	will demonstrate improved athletic performance	Pre and post skills test	Description: Timeline: at end of each season of sport Sample: all these meeting minimum requirements Pending Tasks			
After meeting with a councilor to develop a long term education plan and attend the mandatory study hall	90% of student athletes	Will maintain athletic eligibility at Cerro Coso.	Review of transcripts and ed plan	Description: Timeline: end of 4 th semester at Cerro Coso Sample: Pending Tasks:			



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Annual Unit Plan Template 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

Mission:

The mission for the Basic Skills Program is to ensure that all students at Cerro Coso Community College have the foundation skills in reading, writing, mathematics, and English as a Second Language, as well as the learning, self-efficacy, and technology skills necessary for success in college level-work.

b. Program Applicability

Vision:

Our vision is to offer stand-alone courses, learning support services, and advising services that are flexible and responsive to student needs and to provide these services to all students at all sites, including online, in a consistent and sustainable manner.

c. Partnerships

Basic skills, not a department of its own, works with the English and Math Departments, the LAC (computer labs and tutoring). Basic skills also partners closely with counseling and Disabled Students Programs and Services.



d. Distance Education

Basic Skills provides English 40 and Read 56 classes online. Online education provides an innovative, highly structured, and vigorous option for students taking basic skills courses.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

The following goals are from the 2010-2011 Basic Skills Action Plan.

1. Simplify Action Plan to implement best practices and strategies for improving success, retention, and completion for Cerro Coso Basic Skills students and

their specific/identified needs.

A.1.2 Institutional leadership demonstrates a commitment to developmental education.

A.3.2. Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).

Action Plan reduced from over 20 goals (2010-2011) to 3 specific goals for 2011-2012

2. Adding Supplemental Instruction

A.5 Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists.

This began in Fall 2011 with two classes and will continue in the spring of 2012.

3. Basic Skills Lab

A.5.3 A comprehensive learning assistance center provides support to developmental education students.

A.5.4 Peers, and/or faculty provide mentoring to developmental education students.

A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.

Basic Skills purchased computers and software for the lab. The computers have been set up. Basic Skills is waiting on IT to install the software. The lab will be open and fully functioning in Spring 2012.

4. Provide basic skills textbooks in all campus LRC/Library

A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

5. Explore streamlining data collection with programs such as SARSTRAK or Acutrak



B.2.5. Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.

Basic Skills is working with Heather Ostach to purchase SARSTRAK for use beginning in Spring 2012.

6. Plan and develop all day workshop in response to faculty inquiry group to be hosted in Fall 2011 with specific subjects and/or guest speakers to meet developmental needs in all areas of instruction, counseling, and learning support services related to the mission, philosophies, and goals of developmental education and departments and programs.

C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.

C.3.1. Development of education staff development activities are clearly linked to department, program, and/or institutional goals.

C.3.2. Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing.

Met at Fall 2011 flex day. Continued faculty development workshops planned throughout Fall and Spring of 2012.

7. Further develop ESL course offerings for each campus.

D.2.3 Developmental courses/programs implement effective curricula for ESL

D.2.4 Developmental courses/programs implement effective curricula for development of study skills

D.4.2 Developmental instruction communicates high expectations, engages students in critical dialogue regarding cultural conflicts, and establishes compatible socio-cultural contexts for group learning.

D.4.3 Developmental instruction reflects cultural sensitivity and culturally mediated instruction.

ESL classes were added to IWV campus in Fall 2010 and Spring 2011; however, they were not sustainable due to low enrollment. ESL classes continue at ESCC and Bishop campuses.

b. Review of Overall Department/Unit

The last unit plan for Basic Skills was submitted in the Spring of 2010 as part of the LAC unit plan. However, since basic skills is a separate program it is apparent that it needs a separate unit plan. A major gap – or missing component from basic skills has been the ability to collect and report accurate data. This became apparent when completing the 2011-12 Action Plan for the state. As a result, basic skills is in the



process of purchasing SARS TRAK to better collect and analyze data. Another problem with past goals were that there were no benchmarks for success. For example, goals on the Unit plan included:

Increase student retention rates across the college (and especially in basic skills sequences)

Increase student success rates across the college (and especially in basic skills sequences)

Reduce the number of students repeating courses, especially in pre-collegiate level

Reduce the number of students who drop within the first few weeks each semester

The problem with these goals is there were no specific measures. No percentage for increase or decrease was given, thus the outcomes were not measurable. Additionally, there were no criteria presented to measure the effectiveness of each goal.

c. Goals for Upcoming Year (next academic year). Three goals not required. If more goals needed, copy and paste additional boxes.

Goal 1: Implement Student Success (Basic Skills) Lab at all three campuses to provide supplemental instruction in Reading, Writing, and Math to increase success

1. Connection to College Strategic Goals:

Goal 1: Become an exemplary model of Student Success

1.1 Increase the percentage of students who successfully complete 12 units within one year.

1.2 Increase the percentage of students who, within a one-year period; successfully complete English or Math courses both one level below transfer and at the transfer level.

2. Specific internal or external** condition(s) the goal is a response to:*

This goal is in response to the need to increase student success (internal college goal – and external: goal of the state basic skills initiative committee).

3. Action Plan:

Meets the following goals in the Basic Skills as a Foundation for Student Success in California Community College handbook (Poppy Copy). A.1.2, A.3.2, A.5.1, A.5.3A.5.4

4. Measure of Success:

Measurable Outcomes:

Students using the Supplemental Instruction



provided in lab should be able to:

Improve grade on tests (Math, reading and/or English)

Receive a C or better in courses where supplemental instruction (lab) was used at least 10 hours per week

Criteria that Demonstrates Effectiveness:

1. Collect data from Institutional Researcher using SARS TRAK (or similar program)
2. Student receives a C or better course
3. Pre/post test

Goal 2: Add soft skills (learning/study skills and self-efficacy skills) to CORs of all Basic Skills Courses

1. Connection to College Strategic Goals:

Goal 1: Become an exemplary model of student success

Goal 3: Foster a comprehensive and rich learning environment

2. Specific internal or external** condition(s) the goal is a response to:*

This is the result of internal goals. After five semesters of Smart Grades implementation it is clear that students need more instruction and classroom time with soft skills as well as course content.

3. Action Plan:

Meets the following goals as outlined in the Poppy Copy:

A.5.2, A.7.1, A.7.2, A.7.3, A.7.6, D.1.1, D.1.2, D.1.3, D.3.1, D.3.3, D.3.4

4. Measure of Success:

Measurable Outcomes:



1. By the end of the course students will
2. Turn in 90% of all work assigned
3. Use specific skills (test taking, goal setting) provided in class

Criteria that Demonstrates Effectiveness:

1. Pre-course self-assessment survey
2. Midterm self-assessment survey
3. Post self-assessment survey
4. Students will successfully pass the course with a C or better

Goal 3: Provide professional Development (flex day activities and workshops) for all Instructors (full- and part-time) who teach basic skills courses

1. Connection to College Strategic Goals:

Goal 4: Strengthen personnel and institutional effectiveness

2. Specific internal or external** condition(s) the goal is a response to:*

This condition is a result of internal goals to provide necessary training, especially as it relates to teaching soft skills to all faculty – full- and part-time who will be teaching any basic skills courses.

3. Action Plan:

Meets the following goals as outlined in the Poppy Copy:

A.1.1, A.1.2, A.3.4, A.6.1, A.6.2, A.6.3, A.7.2, A.7.3, A.7.4, A.7.5, A.7.6, C.3.1, C.3.2, C.3.3, D.6.1, D.6.2, D.6.3

4. Measure of Success:

Measurable Outcomes:

1. By the end of the flex day/workshop activities:
2. All basic skills instructors will be trained in teaching soft skills to basic skills students
3. All instructors will be provided with a variety of specific activities that can be used in class
4. Instructors set specific goals to revise practices and strategies at the first meeting

Criteria that Demonstrates Effectiveness:



1. Goals and practices will be evaluated and revised half-way through the course
2. Goals and practices will be evaluated at the end of the course
3. Instructors use at least three of activities provided in the professional development flex/workshop during the semester



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
No needs at this time								

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
No needs at this time					

Full-Time Faculty Staffing Justification:



[Refer to the separate handout listing criteria for new faculty hiring.]

c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
<p>Funding is provided by the State Chancellor's Office as non-flexible categorical funds.</p> <p>Since basic skills does not have a general fund budget, I've attached the categorical budget (BA4, BA5, and BA6).</p>							

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

BSAD 70 Business Mathematics**Fall 2010 - O'Connor**

	Student Learning Outcome	Assessment	Results
A	Perform basic ten-key touch operations using an electronic calculator	This will be assessed by an exam.	Adding, subtracting, subtotaling questions, evaluated for accuracy resulted in 29 of 31 students (all completing test one) succeeding with this outcome. 93.55%
B	Calculate discounts, markups, percents and prorate	This will be assessed by an exam.	Comprehensive Test Two included questions 30-35 (Percents) Comprehensive Test Two question 1-4 and 5-8 (Payroll), Question 16, 17 (Markups), 22-27 (Prorating). 87.10%
C	Perform banking, depreciation, and payroll calculations	This will be assessed by an exam.	Comprehensive Test Two: Questions 5-8 Payroll (87%) 1-4 Banking (89%),
D	Calculate and explain mortgage types, installment payments and amortization	This will be assessed by an exam.	Comprehensive Test Two: Questions 1-8 Payroll (87%) 1-4 Banking (89%), 18-21 Installments (83%) Comprehensive Test One Question Ammortization 49 and 50 (90%)
E	Calculate cost of inventory using different methods	This will be assessed by an exam.	Comp Two Question 32-37 (83%)
F	Define corporate investment, shares of stock, shareholders, dividends, and stock exchange	This will be assessed by an exam.	Test Five 25 of 31 Succeeded 80.65%
G	Explain and calculate simple, compound, true interest,	This will be assessed by an exam.	Test 6/7 25 of 31 succeeded 80.64%
H	Identify and Convert between International System of Measurement Units (SI) and units of the U.S. Customary System (USCS)	This will be assessed by an exam.	Test 6/7 27 of 31 succeeded 87.10%

BSAD 72 Introduction to Accounting**Spring 2010 O'Connor**

	Student Learning Outcome	Assessment	Analysis
A	Explain, identify and record, increases and decreases in General Ledger accounts.	This will be assessed by a project, scored with a rubric.	Comprehensive Project Two: One month accounting cycle including special journals, posting to General Ledger, Worksheet, Balance Sheet, Income Statement, Statement of Owners Equity 23 successfully completing out of 25 responses. 92%
B	Accurately prepare documents in the "Accounting Cycle".	This will be assessed by a project, scored with a rubric.	Comprehensive Project Two: One month accounting cycle including special journals, posting to General Ledger, Worksheet, Balance Sheet, Income Statement, Statement of Owners Equity 23 successfully completing out of 25 responses. 92%

C	Accurately process source documents.	This will be assessed by a project, scored with a rubric.	Comprehensive Project One: 92%
D	Prepare and record information.	This will be assessed by a project, scored with a rubric.	Comprehensive Project Two: One month accounting cycle including special journals, posting to General Ledger, Worksheet, Balance Sheet, Income Statement, Statement of Owners Equity 23 successfully completing out of 25 responses. 92%
E	Analyze and accurately record closing transactions.	This will be assessed by a project, scored with a rubric.	Comprehensive Project Two: One month accounting cycle including special journals, posting to General Ledger, Worksheet, Balance Sheet, Income Statement, Statement of Owners Equity 23 successfully completing out of 25 responses. 92%

- BSAD 80 Special Topics
- BSAD 81 Special Topics
- BSAD 83 Special Topics
- BSAD 86 Special Topics

BSAD 100 Introduction To Business		Fall 2010 - Hightower
Student Learning Outcome	Assessment	Analysis

A	Analyze and evaluate the ethics of a business decision.	This will be measured with a case study scored with a rubric.	You own a tax-preparation company with 10 employees who prepare tax returns. In walking around the office, you notice that several of your employees spend a lot of time making personal use of their computers, checking personal e-mails or shopping online. After doing an Internet search on employer employee computer monitoring, respond to these questions: Is it unethical for your employees to use their work computers for personal activities? Is it ethical for you to monitor computer usage? Do you have a legal right to do it? If you decide to monitor computer usage in the future, what rules would you make, and how would you enforce them? Fall 2010 (84 responses, 7 below 80%, 7 non-submittals) Spring 2011 (58 responses, 9 below 80%, 2 non-submittals)
B	Explain the economic basis for international business.	This will be assessed through an exam with 80% accuracy identified as a benchmark of success.	What role do balance of trade, trade surplus, and trade deficit play in a nation's economy? Fall 2010 (73 responses, 11 below 80%) Spring 2011 (49 responses, 3 below 80%, 4 non-submittals)
C	Compare and contrast the primary forms of business ownership.	This will be assessed through an exam with 80% accuracy identified as a benchmark of success.	Identify and define three types of business ownership. Fall 2010 (73 responses, 4 below 80%) Spring 2011 (49 responses, 1 below 80%, 0 non-submittals)
D	Describe the major functions of management and organizational structure.	This will be assessed through an exam with 80% accuracy identified as a benchmark of success.	Identify the three levels of management in a typical organization and briefly describe the responsibility of manager at each of these levels. Fall 2010 (73 responses, 7 below 80%) Spring 2011 (49 responses, 3 below 80%, 0 non-submittals)
E	Summarize the process of recruiting, selecting, and motivating employees.	This will be assessed through an exam with 80% accuracy identified as a benchmark of success.	Done in discussion
F	Identify and describe the four P's of marketing.	This will be assessed through an exam with 80% accuracy identified as a benchmark of success.	Identify and describe the four Ps in the marketing mix. Fall 2010 (73 responses, 4 below 80%) Spring 2011 (49 responses, 1 below 80%, 2 non-submittals)

G	Explain the nature of accounting and information systems.	This will be assessed through an exam with 80% accuracy identified as a benchmark of success.	What two items does an income statement show? Fall 2010 (73 responses, 12 below 80%) Spring 2011 (49 responses, 4 below 80%, 1 non-submittals)
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BSAD 101 Financial Accounting			Fall 2010 - Porter & Smith
	Student Learning Outcome	Assessment	Analysis
A	Identify and analyze the users and uses of accounting including the impact of transactions on accounts.	This will be measured by a project and scored with a rubric.	
B	Identify and execute the steps in the accounting cycle and analyze the impact on financial statements.	This will be measured by a project and scored with a rubric.	
C	Explain accrual accounting, cash flows, cash control procedures, and inventory costing methods for a merchandising company.	This will be measured by a project and scored with a rubric.	
D	Report and analyze receivables and liabilities.	This will be measured by a project and scored with a rubric.	

BSAD 102 Managerial Accounting			Fall 2010 - Porter
	Student Learning Outcome	Assessment	Analysis
A	Identify and analyze major differences between managerial and financial accounting, analyze financial statements, various cost classifications, cost variances.	This will be assessed and scored with an examination.	
B	Identify and execute the steps in figuring contribution margin and break-even point.	This will be assessed and scored with an examination.	
C	Identify and analyze cost of goods manufactured and cost of goods sold; job-order costing and process costing, activity based costing, standard costing, production costing.	This will be assessed and scored with an examination.	
D	Identify and execute the steps in preparing sales, production, overhead and expense budgets	This will be assessed and scored with an examination..	

BSAD 110 Introduction to Personal Finance			Spring 2010 - Hightower
	Student Learning Outcome	Assessment	Analysis
A	Analyze and explain the financial implications of career planning.	This will be measured with a case study scored with a rubric.	Students analysed and responded to a series of algorithmic scenario questions related to career planning. In the Spring Semester of 2011, 29 students participated. Of those, 24 (83%) scored 80% or higher.

B	Determine the time value of money.	This will be assessed through an exam with 80% accuracy identified as a benchmark of success.	Students answered a series of algorithmic questions about various applications of the time value of money. In the Spring Semester of 2011, 28 students participated. Of those, 25 (89%) scored 80% or higher.
C	Identify and analyze the major tax features that affect all taxpayers.	This will be assessed through an exam with 80% accuracy identified as a benchmark of success.	Students answered a series of algorithmic questions about various applications of federal taxes and tax planning. In the Spring Semester of 2011, 27 students participated. Of those, 25 (93%) scored 80% or higher.
D	Plan a cash management strategy and a personal budget.	This will be measured with a case study scored with a rubric.	Students analysed and responded to a series of algorithmic scenario questions related to cash management and personal budgeting. In the Spring Semester of 2011, 28 students participated. Of those, 27 (96%) scored 80% or higher.
E	Compare and contrast the components of consumer loans and banking options.	This will be assessed through an exam with 80% accuracy identified as a benchmark of success.	Students answered a series of algorithmic questions about various applications of consumer credit and banking. In the Spring Semester of 2011, 28 students participated. Of those, 24 (86%) scored 80% or higher.
F	Evaluate methods to control debt and make good buying decisions.	This will be assessed through an exam with 80% accuracy identified as a benchmark of success.	Students answered a series of algorithmic questions about various applications of consumer debt and purchasing. In the Spring Semester of 2011, 26 students participated. Of those, 15 (58%) scored 80% or higher.
G	Analyze financial risk and understand the effects of insurance.	This will be assessed through an exam with 80% accuracy identified as a benchmark of success.	Students answered a series of algorithmic questions about various applications of insurance. In the Spring Semester of 2011, 27 students participated. Of those, 23 (85%) scored 80% or higher.
H	Analyze investment choices and set investment goals.	This will be measured with a case study scored with a rubric.	Students analyzed many articles on the Motley Fool website and prepared written critiques of three and monitored two stock investments of their choice. In the Spring Semester of 2011, 26 students participated. Of those 24 (92%) scored 80% or higher.

BSAD 125 Computerized Accounting Practice			?
	Student Learning Outcome	Assessment	Analysis
A	Maintain accounting records using a computerized accounting program		
B	Apply the basic concepts of accounting principles while maintaining accurate records with the accounting program		
C	Transfer balances from a company's manual records to the computerized accounting system		
D	Manage accounts payable and receivable		
E	Perform daily banking tasks		
F	Manage inventory and set up an inventory control system		
G	Administer payroll functions		
H	Produce financial and accounting reports		

BSAD 131 Business Law			Fall 2010 - Damiano & Otteson
	Student Learning Outcome	Assessment	Analysis
A	Understand the legal system, legal ethics and the applicability in both State and Federal Courts.	The assessment will be by discussion and examination using rubrics for discussion and essay/short answer in the examinations.	
B	Discuss the impact of the American Legal System on business, employer, and employee relations (operating principles and activities); including leadership (CEO), management (line supervisors) functions, and employee functions.	The assessment will be by in-classroom discussion, examination-using rubrics for discussion and essay/short answer in the examinations.	
C	Recognize the importance of understanding Contract, Tort, Criminal and other statutory laws. examinations.	The assessment will be by in-classroom discussion and examination using rubrics for discussion and essay/short answer in the	
D	Define the elements of contracts, a contractual agreement, and the guidelines for the interpretation of contracts, which includes the nature or real and personal property.	The assessment will be by in-classroom discussion and examination using rubrics for discussion and essay/short answer in the examinations.	
E	Describe the common law and Uniform Commercial Code of Contracts.	The assessment will be by in-classroom discussion and examination using rubrics for discussion and essay/short answer in the examinations.	
F	Recognize the regulatory issues that affect the business environment and components of agency law.	The assessment will be by in-classroom discussion and examination using rubrics for discussion and essay/short answer in the examinations.	

BSAD 141 Human Relations in Business			Fall 2010 - Paiz
	Student Learning Outcome	Assessment	Analysis
A	Demonstrate an awareness of the importance of effective human relations in the business environment.	This will be assessed and scored by an exam.	

B	Differentiate between the concepts of personal, group, and organizational values, ethics, and cultures and describe their influence on performance and satisfaction in the workplace.	This will be assessed and scored by an exam.	
C	Explain the differences between interpersonal and organizational communication processes.	This will be assessed and scored by an exam.	
D	Recognize and apply the attributes of effective leaders and managers.	This will be assessed and scored by an exam.	

BSAD 145 Business Communication **Spring 2011 - O'Connor**

	Student Learning Outcome	Assessment	Analysis
A	Explain and apply the principles, techniques, and strategies of effective business communication and how to apply those principles at work, in teams, and in a multi-cultural business environment.	This will be assessed through a project and scored with a rubric.	
B	Prepare business communication including letters, reports, presentations, and other messages that are clear, concise, courteous, complete and grammatically correct.	This will be assessed by written assignments and scored with a rubric.	
C	Critique oral communication skills to determine effective techniques.	This will be assessed by written critique and scored with a rubric.	
D	Plan and produce visual aids using presentation software.	This will be assessed with a project and scored with a rubric.	
E	Identify appropriate strategies for resume writing including use of electronic media.	This will be assessed with a project and scored with a rubric.	
F	Practice effective business communication techniques in independent and group projects.	This will be assessed with a project and scored with a rubric.	

BSAD 152 Managing Diversity in the Workplace **Fall 2010 - Paiz**

	Student Learning Outcome	Assessment	Analysis
A	Identify and handle discriminatory, harassing or inappropriate conduct in the workplace	This will be assessed and scored by an exam.	
B	Assess the cost of inappropriate behavior in human, financial and performance terms	This will be assessed and scored by an exam.	
C	Perform a diversity audit that measures the level of diversity in the organization	This will be assessed and scored by an exam.	
D	Discuss a model for changing organizational culture and promoting or strengthening diversity in an organization	This will be assessed and scored by an exam.	
E	Design a recruitment and training program to meet diversity goals	This will be assessed and scored by an exam.	

BSAD 155 Human Resources Management **Spring 2011 - Levy**

	Student Learning Outcome	Assessment	Analysis
A	Demonstrate knowledge of human resources fundamentals, ethics, and the human resources environment.	This will be assessed and scored by an exam.	

B	Differentiate between effective human resource policies and procedures in recruitment, selection, performance appraisal, compensation management, safety and health, and employee discipline.	This will be assessed and scored by an exam.	
C	Explain the significance of the collective bargaining agreements in employee - management relations	This will be assessed and scored by an exam.	
D	Compare and contrast policies and procedures needed for human resource management in local vs. global organizations.	This will be assessed and scored by an exam.	

BSAD 171 Introduction to Marketing			Spring 2011 - Levy
	Student Learning Outcome	Assessment	Analysis
A	Demonstrate knowledge of marketing fundamentals and the marketing environment.	This will be assessed and scored by an exam.	
B	Differentiate between buyer behavior and target market selection.	This will be assessed and scored by an exam.	
C	Explain the relationships between and applications of the four P's (product, placement, promotion, and price)	This will be assessed and scored by an exam.	
D	Recognize and apply the principles of marketing management.	This will be assessed and scored by an exam.	

BSAD 180 Small Business Management: Entrepreneurship			Fall 2010 - Teigen
	Student Learning Outcome	Assessment	Analysis
A	Recognize and define the characteristics of the successful entrepreneur and their role in our economy and society.	This will be assessed and scored by an exam.	
B	Outline the process of creating a new business venture within the primary forms of small business ownership.	This will be assessed and scored by an exam.	
C	Recognize, discuss, and apply the legal, governmental, and financial issues associated with a starting and operating a small business.	This will be assessed and scored by an exam.	
D	Develop the major components of a small business plan.	This will be assessed and scored by an exam.	
E	Identify and describe the elements needed to manage the human, physical, financial, and information resources of a small business.	This will be assessed and scored by an exam.	

BSAD 201 Business Ethics			Not in rotation
	Student Learning Outcome	Assessment	Analysis
A	Discuss the concept of ethics and corporate social responsibility and their relevance in business.	This will be assessed and scored by an exam.	
B	Identify ethical business issues and develop an ethical framework to improve decision making in business and organizational performance.	This will be assessed and scored by an exam.	

C	Describe and discuss business ethics in cross-cultural and global environments.	This will be assessed and scored by an exam.	
D	Develop an awareness of personal and organizational responsibilities when making ethical decisions.	This will be assessed and scored by an exam.	

BSAD 211 E-Commerce			Fall 2010 - Hightower
	Student Learning Outcome	Assessment	Analysis
A	Evaluate business models and strategies for marketing, selling, and distributing products, media, and services through the Internet.	This will be assessed and scored by an exam.	Identify and briefly discuss the roles and value of intermediaries in e-marketplaces. (17 responses, avg. 14/15, 1 below 80%)
B	Compare and contrast technologies and virtual spaces for electronic commerce.	This will be assessed and scored by an exam.	Briefly describe Web 2.0 and how it differs from the World Wide Web (Web 1.0) (17 responses, avg. 13/15, 2 below 80%)
C	Describe the impact of economics, law, and social psychology on electronic commerce.	This will be assessed and scored by an exam.	Why are trust verification sites important to e-tailers and other online sellers? List two verification sites. What is their function? (17 responses, avg. 13/15, 2 below 80%)
D	Evaluate and discuss marketing and search engine optimization strategies for different scenarios.	This will be assessed and scored by an exam.	Businesses may use unethical practices or bad tactics to promote their Web sites to improve their search engine rankings. Identify three of these practices or tactics. (17 responses, avg. 14/15, 2 below 80%)

BSAD 212 International Business			Fall 2012 - Paiz?
	Student Learning Outcome	Assessment	Analysis
A	Identify and describe the forces underlying the globalization of business.	This will be assessed and scored by an exam.	
B	Identify and evaluate the major legal and political issues facing international companies.	This will be assessed and scored by an exam.	
C	Identify and explain trade and national competitive advantage theories.	This will be assessed and scored by an exam.	
D	Compare and contrast the benefits and drawbacks associated with regional economic integration.	This will be assessed and scored by an exam.	
E	Identify and evaluate the issues important to cultures and countries when assessing investment proposals.	This will be assessed and scored by an exam.	

BSAD 220 Principles of Project Management			Fall 2011 - LaRue
	Student Learning Outcome	Assessment	Analysis
A	Differentiate between and evaluate applications of project, program, and portfolio management.	This will be assessed through an exam.	
B	Assess methods involved in initiating, planning, executing, monitoring, controlling, and closing projects.	This will be assessed through the creation of a project scored with a rubric.	

C	Apply the concepts of project management terms and techniques such as selection methods, work breakdown structures, Gantt charts, network diagrams, critical path analysis, and cost estimates.	This will be assessed through the creation of a project scored with a rubric.	
D	Demonstrate use of project management software to help plan and manage a project including assignment and tracking of resources, tasks, and milestones.	This will be assessed through the creation of a project scored with a rubric.	

BSAD 222 Problem Solving and Computer Applications in Management **Spring 2012 - Hightower**

	Student Learning Outcome	Assessment	Analysis
A	Design and create models of business problems using computer applications software.	This will be assessed via case studies and projects using a rubric.	
B	Integrate input, processing and output from different computer applications programs to create useful reports for various business scenarios.	This will be assessed via case studies and projects using a rubric.	
C	Apply computer application skills to business decision making problems in areas including inventory management, financial analysis, and cost and credit analysis.	This will be assessed via case studies and projects using a rubric.	
D	Demonstrate the ability to manage and manipulate data from internal and external systems for inclusion in analysis and reporting.	This will be assessed via case studies and projects using a rubric.	

BSAD 251 Principles of Management and Operations **Spring 2011 - Paiz**

	Student Learning Outcome	Assessment	Analysis
A	Recognize and describe the formal organization, its history, environment, and structure. This will be assessed through an exam with 80% accuracy identified as a benchmark of success.	This will be assessed through an exam with 80% accuracy identified as a benchmark of success.	
B	Differentiate between and evaluate applications of the concepts of corporate social responsibility and ethical decision-making.	This will be measured with a case study scored with a rubric.	
C	Critique strategic planning and decision making processes in organizations.	This will be measured with a case study scored with a rubric.	
D	Apply the concepts of organizing to include design, human resource management, and change management.	This will be measured with a case study scored with a rubric.	
E	Analyze and assess effective leadership to include styles, motivation, and conflict resolution.	This will be measured with a case study scored with a rubric.	
F	Demonstrate an awareness of organizational cultures and workforce diversity.	This will be measured with a case study scored with a rubric.	
G	Assess methods to control and evaluate organizational processes to include human resource planning and operations management.	This will be measured with a case study scored with a rubric.	

CSCI 101 Introduction to Computer Information Systems

	Student Learning Outcome	Assessment	Analysis
A	Identify the major components of hardware, software, and computing systems and their respective networks.	This will be assessed and scored by an exam. (Use for multiple choice, matching, and T/F exams.)	Students took an exam covering the specified topics. In the Spring of 2011, 30 students participated. Of those 22 (73%) scored 80% or higher.
B	Understand and demonstrate appropriate file management and software management.	This will be assessed by a demonstration, scored with a rubric.	Students used an interactive lab covering the specified topics. In the Spring of 2011, 30 students participated. Of those 29 (97%) scored 80% or higher.
C	Identify and describe the use of wise consumer practices in purchasing computer hardware and software.	This will be assessed and scored by an exam. (Use for multiple choice, matching, and T/F exams.)	Students did specific reading, used interactive labs, and responded to questions covering the specified topics. In the Spring of 2011, 30 students participated. Of those 30 (100%) scored 80% or higher.
D	Understand and demonstrate basic skills using html, word processing, spreadsheet, presentation, graphic and database software application packages.	This will be assessed by a project, scored with a rubric.	Students participated in interactive labs for HTML, Word processing, Spreadsheets, Presentation Software, Graphics, and Database software and submitted documents reflecting work in Wordprocessing, spreadsheets, and presentation software. In the Spring of 2011, the results were reflected as follows: HTML (29 participated, 29 (100%) scored 80% or higher), Word Processing (29 participated, 25 (86%) scored 80% or higher), Spreadsheets (29 participated, 28 (97%) scored 80% or higher), Presentation Software (29 participated, 28 (97%)scored 80% or higher), Graphics (29 participated, 28 (97%) scored 80% or higher), Database (28 participated, 27 (96%). The documents submitted were as follows: Word Processing (30 participated, 30 (100%) scored 80% or higher), Spreadsheets (29 participated, 23 (79%) scored 80% or higher), and Presentation Software (29 participated, 26 (90%) scored 80% or higher).

E	Describe the social, legal and ethical implications of modern computer use.	This will be assessed by an exam, scored with a rubric. (Use for short answer and essay answers exams.)	Students used an interactive lab and responded to questions covering the specified topics. In the Spring of 2011, 30 students participated. Of those 30 (100%) scored 80% or higher.
F	Evaluate the trends in the history of computers.	This will be assessed by an exam, scored with a rubric. (Use for short answer and essay answers exams.)	Students took an exam covering the specified topics. In the Spring of 2011, 31 students participated. Of those 22 (71%) scored 80% or higher.
G			

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College
7/15/2011

Subject:BSAD	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			45	1,127	25.0	119.5	7.9	5.7	15.2	1,003	859	85.6%	684	68.2%	
	200750		5	120	24.0	11.9	0.9	0.6	13.7	111	99	89.2%	84	75.7%	
		Business Administration	5	120	24.0	11.9	0.9	0.6	13.7	111	99	89.2%	84	75.7%	
	200770			22	492	22.4	53.8	3.7	2.8	14.4	458	390	85.2%	316	69.0%
		Business Administration	22	492	22.4	53.8	3.7	2.8	14.4	458	390	85.2%	316	69.0%	
	200830			18	515	28.6	53.7	3.3	2.3	16.4	434	370	85.3%	284	65.4%
Business Administration		18	515	28.6	53.7	3.3	2.3	16.4	434	370	85.3%	284	65.4%		
2008-2009			39	994	25.5	105.1	7.3	4.4	14.5	973	796	81.8%	652	67.0%	
	200850		2	81	40.5	8.6	0.5	0.3	18.3	80	55	68.8%	49	61.3%	
		Business Administration	2	81	40.5	8.6	0.5	0.3	18.3	80	55	68.8%	49	61.3%	
	200870			18	450	25.0	47.7	3.3	2.2	14.3	442	361	81.7%	292	66.1%
		Business Administration	18	450	25.0	47.7	3.3	2.2	14.3	442	361	81.7%	292	66.1%	
	200930			19	463	24.4	48.8	3.5	1.9	14.1	451	380	84.3%	311	69.0%
Business Administration		19	463	24.4	48.8	3.5	1.9	14.1	451	380	84.3%	311	69.0%		
2009-2010			46	1,263	27.5	134.8	7.5	4.5	17.9	1,269	977	77.0%	757	59.7%	
	200950		4	153	38.3	17.1	0.9	0.5	18.3	153	127	83.0%	103	67.3%	
		Business Administration	4	153	38.3	17.1	0.9	0.5	18.3	153	127	83.0%	103	67.3%	
	200970			18	509	28.3	54.4	2.9	1.9	18.5	513	380	74.1%	288	56.1%
		Business Administration	18	509	28.3	54.4	2.9	1.9	18.5	513	380	74.1%	288	56.1%	
	201030			24	601	25.0	63.3	3.7	2.1	17.3	603	470	77.9%	366	60.7%
Business Administration		24	601	25.0	63.3	3.7	2.1	17.3	603	470	77.9%	366	60.7%		
2010-2011			36	1,082	30.1	110.9	6.9	4.7	16.1	1,086	889	81.9%	718	66.1%	
	201050		4	150	37.5	16.6	0.9	0.5	17.8	154	126	81.8%	99	64.3%	
		Business Administration	4	150	37.5	16.6	0.9	0.5	17.8	154	126	81.8%	99	64.3%	
	201070			18	516	28.7	52.3	3.2	2.2	16.4	517	426	82.4%	345	66.7%
		Business Administration	18	516	28.7	52.3	3.2	2.2	16.4	517	426	82.4%	345	66.7%	
	201130			14	416	29.7	42.0	2.7	1.9	15.4	415	337	81.2%	274	66.0%
Business Administration		14	416	29.7	42.0	2.7	1.9	15.4	415	337	81.2%	274	66.0%		
Sum			132	4,466	33.8	470.3	29.5	19.3	15.9	4,331	3,521	81.3%	2,811	64.9%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:BSOT	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			18	286	15.9	19.0	1.2	0.0	15.8	287	244	85.0%	179	62.4%	
	200750		4	55	13.8	2.9	0.5	0.0	6.2	51	47	92.2%	38	74.5%	
		Business Office Technology	4	55	13.8	2.9	0.5	0.0	6.2	51	47	92.2%	38	74.5%	
	200770			7	129	18.4	8.7	0.2	0.0	37.6	122	111	91.0%	80	65.6%
		Business Office Technology	7	129	18.4	8.7	0.2	0.0	37.6	122	111	91.0%	80	65.6%	
	200830			7	102	14.6	7.3	0.5	0.0	14.7	114	86	75.4%	61	53.5%
Business Office Technology		7	102	14.6	7.3	0.5	0.0	14.7	114	86	75.4%	61	53.5%		
2008-2009			16	261	16.3	18.5	1.2	0.1	15.9	237	185	78.1%	149	62.9%	
	200850		3	63	21.0	4.2	0.4	0.0	11.3	62	44	71.0%	38	61.3%	
		Business Office Technology	3	63	21.0	4.2	0.4	0.0	11.3	62	44	71.0%	38	61.3%	
	200870			6	104	17.3	7.3	0.4	0.0	18.3	101	74	73.3%	55	54.5%
		Business Office Technology	6	104	17.3	7.3	0.4	0.0	18.3	101	74	73.3%	55	54.5%	
	200930			7	94	13.4	7.0	0.4	0.1	17.5	74	67	90.5%	56	75.7%
Business Office Technology		7	94	13.4	7.0	0.4	0.1	17.5	74	67	90.5%	56	75.7%		
2009-2010			18	329	18.3	23.8	1.4	0.2	17.1	327	251	76.8%	208	63.6%	
	200950		4	95	23.8	7.3	0.5	0.0	15.7	95	61	64.2%	48	50.5%	
		Business Office Technology	4	95	23.8	7.3	0.5	0.0	15.7	95	61	64.2%	48	50.5%	
	200970			6	130	21.7	9.1	0.4	0.0	22.8	128	97	75.8%	80	62.5%
		Business Office Technology	6	130	21.7	9.1	0.4	0.0	22.8	128	97	75.8%	80	62.5%	
	201030			8	104	13.0	7.5	0.5	0.2	14.0	104	93	89.4%	80	76.9%
Business Office Technology		8	104	13.0	7.5	0.5	0.2	14.0	104	93	89.4%	80	76.9%		
2010-2011			20	287	14.4	20.5	1.7	0.3	11.9	287	227	79.1%	190	66.2%	
	201050		4	99	24.8	7.4	0.5	0.0	15.9	100	63	63.0%	55	55.0%	
		Business Office Technology	4	99	24.8	7.4	0.5	0.0	15.9	100	63	63.0%	55	55.0%	
	201070			6	78	13.0	5.1	0.5	0.1	9.6	78	65	83.3%	53	67.9%
		Business Office Technology	6	78	13.0	5.1	0.5	0.1	9.6	78	65	83.3%	53	67.9%	
	201130			10	110	11.0	8.0	0.7	0.1	11.0	109	99	90.8%	82	75.2%
Business Office Technology		10	110	11.0	8.0	0.7	0.1	11.0	109	99	90.8%	82	75.2%		
Sum			66	1,163	17.6	81.8	5.5	0.6	14.9	1,138	907	79.7%	726	63.8%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:CSCI	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			81	2,573	31.8	168.5	8.2	5.4	20.7	1,587	1,278	80.5%	909	57.3%	
	200750		12	311	25.9	13.7	1.6	0.9	8.5	217	190	87.6%	147	67.7%	
		Computer Science	12	311	25.9	13.7	1.6	0.9	8.5	217	190	87.6%	147	67.7%	
	200770			33	1,088	33.0	75.5	3.2	2.2	23.4	615	538	87.5%	397	64.6%
		Computer Science	33	1,088	33.0	75.5	3.2	2.2	23.4	615	538	87.5%	397	64.6%	
	200830			36	1,174	32.6	79.4	3.3	2.3	23.9	755	550	72.8%	365	48.3%
Computer Science		36	1,174	32.6	79.4	3.3	2.3	23.9	755	550	72.8%	365	48.3%		
2008-2009			102	3,424	33.6	234.6	15.9	10.7	14.7	2,053	1,604	78.1%	1,176	57.3%	
	200850		17	462	27.2	33.4	2.7	1.7	12.4	320	270	84.4%	224	70.0%	
		Computer Science	17	462	27.2	33.4	2.7	1.7	12.4	320	270	84.4%	224	70.0%	
	200870			41	1,511	36.9	101.2	6.7	4.2	15.2	848	620	73.1%	439	51.8%
		Computer Science	41	1,511	36.9	101.2	6.7	4.2	15.2	848	620	73.1%	439	51.8%	
	200930			44	1,451	33.0	100.0	6.6	4.8	15.2	885	714	80.7%	513	58.0%
Computer Science		44	1,451	33.0	100.0	6.6	4.8	15.2	885	714	80.7%	513	58.0%		
2009-2010			93	2,194	23.6	215.1	15.2	10.5	14.2	2,213	1,640	74.1%	1,246	56.3%	
	200950		16	375	23.4	37.2	3.1	2.5	12.1	373	300	80.4%	227	60.9%	
		Computer Science	16	375	23.4	37.2	3.1	2.5	12.1	373	300	80.4%	227	60.9%	
	200970			40	904	22.6	88.5	6.1	3.9	14.5	923	650	70.4%	492	53.3%
		Computer Science	40	904	22.6	88.5	6.1	3.9	14.5	923	650	70.4%	492	53.3%	
	201030			37	915	24.7	89.5	6.0	4.1	14.9	917	690	75.2%	527	57.5%
Computer Science		37	915	24.7	89.5	6.0	4.1	14.9	917	690	75.2%	527	57.5%		
2010-2011			106	2,141	20.2	202.3	14.5	8.7	14.0	2,163	1,630	75.4%	1,318	60.9%	
	201050		17	416	24.5	40.5	2.7	1.8	14.8	415	287	69.2%	224	54.0%	
		Computer Science	17	416	24.5	40.5	2.7	1.8	14.8	415	287	69.2%	224	54.0%	
	201070			48	873	18.2	90.5	6.7	4.0	13.5	895	684	76.4%	546	61.0%
		Computer Science	48	873	18.2	90.5	6.7	4.0	13.5	895	684	76.4%	546	61.0%	
	201130			41	852	20.8	71.4	5.1	2.9	14.1	853	659	77.3%	548	64.2%
Computer Science		41	852	20.8	71.4	5.1	2.9	14.1	853	659	77.3%	548	64.2%		
Sum			279	10,332	37.0	820.5	53.7	35.3	15.3	8,016	6,152	76.7%	4,649	58.0%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:PARA	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			11	209	19.0	19.3	2.1	2.1	9.0	194	172	88.7%	143	73.7%	
	200770		4	89	22.3	8.3	0.8	0.8	10.4	82	77	93.9%	65	79.3%	
		Paralegal Studies	4	89	22.3	8.3	0.8	0.8	10.4	82	77	93.9%	65	79.3%	
	200830			7	120	17.1	11.0	1.3	1.3	8.2	112	95	84.8%	78	69.6%
		Paralegal Studies	7	120	17.1	11.0	1.3	1.3	8.2	112	95	84.8%	78	69.6%	
2008-2009			18	312	17.3	28.4	3.0	3.0	9.5	305	262	85.9%	215	70.5%	
	200850		2	37	18.5	3.0	0.3	0.3	9.0	33	29	87.9%	25	75.8%	
		Paralegal Studies	2	37	18.5	3.0	0.3	0.3	9.0	33	29	87.9%	25	75.8%	
	200870			7	118	16.9	11.0	1.2	1.2	9.2	114	93	81.6%	81	71.1%
		Paralegal Studies	7	118	16.9	11.0	1.2	1.2	9.2	114	93	81.6%	81	71.1%	
	200930			9	157	17.4	14.4	1.5	1.5	9.8	158	140	88.6%	109	69.0%
Paralegal Studies		9	157	17.4	14.4	1.5	1.5	9.8	158	140	88.6%	109	69.0%		
2009-2010			15	343	22.9	31.6	2.5	2.5	12.8	343	262	76.4%	190	55.4%	
	200950		1	30	30.0	2.8	0.2	0.2	14.0	30	26	86.7%	15	50.0%	
		Paralegal Studies	1	30	30.0	2.8	0.2	0.2	14.0	30	26	86.7%	15	50.0%	
	200970			7	150	21.4	14.0	1.2	1.2	11.6	151	112	74.2%	80	53.0%
		Paralegal Studies	7	150	21.4	14.0	1.2	1.2	11.6	151	112	74.2%	80	53.0%	
	201030			7	163	23.3	14.9	1.1	1.1	13.9	162	124	76.5%	95	58.6%
Paralegal Studies		7	163	23.3	14.9	1.1	1.1	13.9	162	124	76.5%	95	58.6%		
2010-2011			17	423	24.9	38.3	2.8	2.8	13.7	428	327	76.4%	289	67.5%	
	201050		2	66	33.0	5.3	0.3	0.3	15.9	66	52	78.8%	40	60.6%	
		Paralegal Studies	2	66	33.0	5.3	0.3	0.3	15.9	66	52	78.8%	40	60.6%	
	201070			7	155	22.1	14.3	1.2	1.2	12.0	156	127	81.4%	112	71.8%
		Paralegal Studies	7	155	22.1	14.3	1.2	1.2	12.0	156	127	81.4%	112	71.8%	
	201130			8	202	25.3	18.6	1.3	1.3	14.7	206	148	71.8%	137	66.5%
Paralegal Studies		8	202	25.3	18.6	1.3	1.3	14.7	206	148	71.8%	137	66.5%		
Sum			59	1,287	21.8	117.6	10.4	10.4	11.3	1,270	1,023	80.6%	837	65.9%	



**Annual Unit Plan Template
2012-2013 Academic Year
CalWORKs Program**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The Cerro Coso College mission statement is to “**educate, innovate, inspire and serve**”. Additionally the college mission states “**Educate** students who seek transfer for baccalaureate degrees, career and technical education, workforce training” and “**Serve** our clients and our communities with relevance.... **Inspire** our students to strive for excellence in achieving their aspirations, our employees to deliver quality instruction and learning support, and our communities by supporting economic development and responding to their needs in a timely and professional manner.”

As part of the College mission the CalWORKs Program provides students with the opportunity to pursue quality educational programs that will result in students being able to obtain employment in their local area that supports the economic health of the surrounding communities. CalWORKs students typically focus on career and technical programs that will develop work readiness skills. CalWORKs Program funds are available to provide support services and work study opportunities to CalWORKs students in transition from their educational programs to employment while maximizing college and CalWORKs benefits and resources. The mission of the Cerro Coso CalWORKs Program is to provide participants with quality educational programs and employment training experiences that lead to economic self-sufficiency.

b. Program Applicability

The CalWORKs program provides a broad range of services to eligible students which includes, specialized counseling services to meet CalWORKs student needs, employment, work study and internship opportunities, career development and search



information, information related to CalWORKs state compliance regulations, and liaison with the Department of Human Services (DHS) and other community agencies to help students maintain CalWORKs benefits. Additionally, CalWORKs students are provided with specialized job prep training (developing resumes and interviewing skills), workshops related to CalWORKs issues, and individualized support services and referrals. CalWORKs guidelines and funding are established through the Federal TANF authorization act and implemented as defined by California State Legislation

In addition to the student services provided on campus, there are administrative services that must be coordinated and maintained. At the beginning of each academic year the CalWORKs Program must submit a grant proposal to the State Chancellor's office for funding. Funding is based on the submission and acceptance of the grant proposal and the total number of CalWORKs students served the previous academic year. The State Budget Act language requires that CalWORKs programs monitor and report yearly data on each CalWORKs participant. Each community college program is required to provide the following services: coordination with the local County Welfare Department (to avoid duplication of services), have a centralized and recognizable point of entry for CalWORKs recipients, track eligibility and services provided to CalWORKs students while attending college, track child care services, track and ensure proper use of CalWORKs funds, and provide a program coordinator.

CalWORKs staff collaborates with local community agencies serving CalWORKs clients in order to promote the program and provide transitional services to CalWORKs students. Staff works cooperatively with other campus programs to assure continuity in services, avoid duplication of services, and coordinate services to maximize resources and efficiency of service delivery. CalWORKs staff participates in community and college outreach programs designed to inform and promote college educational programs, classes and resources.

c. Partnerships

CalWORKs students are among the poorest of students attending Cerro Coso College. They require resources outside of the CalWORKs Program for academic success. The CW staff maintains cooperative relationships with on campus programs to assist CW students in obtaining these additional resources. The Financial Aid office is instrumental to CW students in that it provides additional funding, work study matches on campus, scholarship programs. The EOPS and CARE Programs also provide support in the form of books, supplies, additional child care, and other services. The Learning Resource Center and the Learning Assistance Center provide necessary study and tutorial resources to. The LAC also provides verification of study hours that CW students can use to verify TANF compliance.



An area of concern related to other programs such as the Financial Aid office or EOPS/CARE programs is the identification of CalWORKs recipients so CW services can be offered to those CW students already enrolled. The Financial Aid office and the EOPS/CARE program can assist in the identification of CalWORKs students. Better sharing of information would result in identifying more CalWORKs recipients attending Cerro Coso so services could be extended to them.

CalWORKs student are high risk students in that they have limited previous academic training and/or success. Consequently, CW staff provides guidance in college policies and procedures. CW staff assists in registration issues and make referrals to the Admissions and Records office. Advocating for CW students in their interactions with instructors provides CW students the tools of how to be a successful college student. Appropriate educational planning is essential when assisting CW students to promote academic success.

CalWORKs regulations require coordination with Department of Human Services (DHS) in the delivery of services to CW students. College CW staff are in constant contact with students' DHS workers to ensure student compliance with DHS while obtaining viable college training that will lead to long term employment. CW staff also coordinates and collaborate with other community agencies such as EDD, in serving CalWORKs recipients. This provides maximizing resources and avoids duplication of services between agencies.

d. Distance Education

The college CalWORKs program maintains a presence on the college website. CW program application, needs assessment and student information sheet are posted on the CalWORKs link under Student Services. Contact information and brief details of eligibility and services are provided. Information related to short term training and career technical educational programs available at Cerro Coso are listed on the website. Work Study opportunities, career and employment information is also posted and a link to the career center is provided.

The CalWORKs program will extend its' services to online students if students can provide the required eligibility documentation.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

Funding resources for the CalWORKs program have been declining for the past several years due to the State budget situation. Additionally, due to a decrease in the overall number of students served for the past four years, 2010-2011 being dramatically lower, the college has received less funding which is based on students served the prior year. Consequently, other sources of funding have been pursued at Cerro Coso to maintain the same level of services to our CW students despite decreases in CW funding. During the last three years the Job Development Specialist position has been expanded to provide services to CTE students and CTE programs. This has led to additional funding from CTE resources to maintain and stabilize the position. Through the integration of staff and services with other college programs there is the potential of additional funding options. The concern is that with the expansion of staff and services to other college programs could diminish the efficacy of the CW program.

Due to poor participation numbers at the Kern River Valley for the past 2 to 3 years campus an effort was undertaken to revitalize services and reach out to CalWORKs participants in the area. The DHS CalWORKs workers servicing the area were contacted and cooperated with college staff in identifying eligible students needing college CalWORKs services. The CalWORKs Coordinator and Job Development Specialist travelled to the KRV site to increase availability of services on campus that resulted in a growth of students served. The small amount of available staff time to serve KRV CalWORKs students has had a negative impact on the services provided at the site.

The CW program staffing is minimal, with no staff member being solely assigned to serving only the CW program. Through the cooperation of other departments on campus additional counseling time has been added for CalWORKs students. Specifically, the Special Services counselor has used her connections with the CARE program to identify CW students and bring them into the program at the KRV site. She has also provided counseling services and liaison services with DHS workers on students' behalf. A general population counselor has also been providing services to CW students during the summer months. The CalWORKs Coordinator provided training and supervision to develop the counselor's knowledge of the CW program and the challenges faced by CW students. These additional services will continue with the hope that the CalWORKs program can increase its number of students it can serve.

As the KRV CalWORKs student population has grown, the IWV CalWORKs population has decreased. This has been the



result of decreasing numbers of students being referred from the Department of Human Services office. The local DHS office experienced total disarray of staffing due to the instability of their State funding during the academic year 2010-2011. They went from four full time CalWORKs workers to none at one point in the year when the remaining worker took a two month medical leave. Consequently referrals for CW participants to attend college have declined substantially. Monthly meetings between Partner community service programs organized by the DHS office have also been affected. There were very few meetings held at DHS for CW serving agencies, again, leading to weakened identification of recipients and the college relationship with DHS over the year.

In 2010-2011, 74 CalWORKs students were served, down from 105 the previous two years. Other explanations for the decrease in eligible students are most likely a result of instability of the State legislature's approach to the fiscal crisis California is experiencing. During the 2010-2011 academic year the State has reacted to budget deficits by exempting a larger group of CalWORKs participants to reduce the number of clients they need to serve. The State Legislature has also decreased the maximum time a CW recipient can continue on CW aid; reduced from 60 months to 48 months total on cash aid before the recipient "times out" of CalWORKs eligibility. These two changes have decreased the total number of eligible recipients resulting in our decrease in CalWORKs eligible students.

The economic down turn has also impacted community employers and there were fewer off campus work study positions available as a consequence of employers downsizing. The CalWORKs staff has experienced the dilemma of having to spend more time recruiting and determining student eligibility, while taking on other tasks, resulting in more effort with diminished outcome.

b. Review of Overall Department/Unit

Overall decline of the number of students receiving CalWORKs services will continue through the 2011-2012 academic year as a result of the economic climate. There are signs of some recovery potential. The Department of Human Services has stabilized their CalWORKs staff and the State has finished their cuts to State services at this point. The college CW staff will make attempts to reestablish relationships with the DHS staff. The Coordinator will also look for alternative contacts to find ways to identify CW recipients for purposes of recruitment to the program. The sharing of staff resources will continue so more counseling time will be available to serve CalWORKs students.



A more robust and effective outreach program needs to be initiated. Besides reestablishing relationships with DHS, the CW program will look for other ways to let CalWORKs clients know about the viability of attending college while working.

The past few years the Job Development Specialist has been actively building a strong Career Center where students can also come to discuss employment readiness skills and discuss job opportunities in the community. As this position becomes more integrated with other Student Services program and CTE programs, more of the position's time will be spent in other non CalWORKs activities. This results in less time to develop off campus jobs and participate in recruitment and outreach activities for the CW program. Additionally, the Career Center has become a place where all students come to explore career related activities. This has resulted in a need to increase college resources to continue providing services to all students who come to the Career Center.

c. Goals for Upcoming Year (next academic year). Three goals not required. If more goals needed, copy and paste additional boxes.

Goal 1/ Increase the number of CalWORKs students served in 11-12

- 1. Connection to College Strategic Goals:*
- 2. Decreasing number of students served will impact current level of funding leading to a decline of services available to CW students.*
- 3. Reestablish relationships with DHS, increase outreach activities, enhanced recruitment materials.*
- 4. Increase CW served to 80*



Goal 2/Increase college resources to support CalWORKs program

1. *Connection to College Strategic Goals:*
2. *Decrease in resources due to reduced funding and increased staff time in program as well as other college tasks they have responsibilities for.*
3. *Seek additional college resources. Maintain current level of service provided.*
4. *Maintain current services offered and increase total number of students served to 80*

Goal 3

1. *Connection to College Strategic Goals:*
2. *Specific internal* or external** condition(s) the goal is a response to:*
3. *Action Plan:*
4. *Measure of Success:*



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)

Full-Time Faculty Staffing Justification:



[Refer to the separate handout listing criteria for new faculty hiring.]

c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Copier	IWV	2		General population of students share space with CW students and use of copier purchased in prior year with CW funds is on last legs	\$400?	One time	G



e. Technology Equipment (computers, data projectors, document readers, etc.). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Upgraded computers for Career Center	IWV	1		Computers used by students in career center older. Provides access to Center resources for all college students. Enhances services to CW students.	unknown	On going	G

f. Facilities. *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

g. Travel (inter-campus, intra-district, conferences, etc.). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

CalWORKs student persistence rates continue to vary significantly from year to year despite program interventions remaining the same. Program interventions included a minimum of one meeting per semester with CW counselor, development of educational plan and verification of class hours and study time that count towards work related activities for the county. (see attached SLO sheet for further information)

Starting 2010-2011 student success was assessed by tracking the completion of the CW students' educational goals; completion of Certificates and Degrees. Because CalWORKs students' educational goals must be focus on obtaining sustainable employment, completion of educational goals is a way to assess employability and program success. (Pending data on this SLO)



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Students Served	151	111	102	105	105	74
Work Study Positions	14	22 (22 on campus, 0 off campus)	20 (14 on campus, 6 off campus)	31 (22 on campus, 9 off campus)	33 (26 on campus, 7 off campus)	17 (15 on campus, 2 off campus)
Persistence Rates	-	75%	52%	81%	76%	pending

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)



Annual Unit Plan CHILD DEVELOPMENT & EDUCATION DEPARTMENT 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The mission of the Child Development Program at Cerro Coso Community College is to provide a comprehensive educational program rooted in quality and excellence. The program is responsive to the interests, aspirations and capabilities of students. The A.S. Degree in Child Development prepares students for life work in areas of child development, education (early childhood, elementary, and secondary), psychology, human services, administration of programs for children, and related human development fields. Students completing this major fulfill the educational requirements to apply for a California Child Development Permit. This major fulfills requirements for teaching in private child development settings licensed by the California State Department of Social Services. (revised by Child Development Advisory Committee 9/14/04)

b. Program Applicability

The Child Development program mission fully supports the college mission. The Child Development mission exemplifies a high quality degree and certificate program in career technical education. We are continuously vigilant to discover creative, useful and efficient paths toward student opportunities and success as demonstrated by our program exceeding the minimum qualifications defined by the California Commission on Teacher Credentialing, California Child Development Permit. The Child Development mission reflects the college's response to the interests, aspirations, and capabilities of students. Students are prepared for work in myriad professions including Child Development Assistant, Associate Teacher, Teacher or Site Supervisor working in infant, toddler, preschool or school-age care and education; and education (K-12) paraprofessional as well as to transfer to four year college programs.



c. Partnerships

Cerro Coso Child Development Center/Lab School.

Every Child Development class (including online) requires observations. The Cerro Coso CDC/lab schools provide examples of child development best practices in action for our students to observe. The Cerro Coso CDC/lab school centers serving infants, toddler and preschool age children are the highest quality centers in our communities.

Eastern Sierra Association for the Education of Young Children (ESAEYC).

Cerro Coso co-sponsors bi-annual Child Development conference that provides training to hundreds of Child Care and Development Professionals from communities throughout our service area. Sponsorship provided by VTEA funds with emphasis on understanding the important role of men in the profession.

State of California Child Development/Early Childhood Education Curriculum Alignment Project (CAP)

The Cerro Coso Child Development Program joined the California Community Colleges Curriculum Alignment Project (CAP) in 2008-2009: http://www.childdevelopment.org/cs/cdte/print/htdocs/services_cap.htm

The CAP has developed a lower-division program of study called, "The Lower Division 8" which represents evidence-based courses that are intended to become a foundational core for all child development professionals. Hundreds of Early Childhood Education/Child Development faculty from California Community Colleges and California State Universities worked for 4 years (2003-2007) in collaborative work groups to plan the content of the eight, 3-unit courses.

Another key effort of the CAP is to facilitate the transfer of these eight courses as an integrated course of study to the California State Universities, "promoting access to ongoing education and degree attainment. CAP continues to collaborate with California State Universities and work toward the integration of the Lower Division 8 into Baccalaureate programs."

http://www.childdevelopment.org/cs/cdte/print/htdocs/services_cap.htm

Child Care Training Consortium, Community College Program. FT Faculty, Lisa Fuller, Coordinator

http://www.childdevelopment.org/cs/cdte/print/htdocs/services_cc.htm

California Early Childhood Mentor Program. FT Faculty, Vivian Baker, Statewide Virtual Mentor Coordinator

<http://www.ecementor.org/>

State of California Commission on Teacher Credentialing Child Development Permit, <http://www.ctc.ca.gov/>



d. Distance Education

CHDV has a very strong online program. 28 of 31 CHDV courses offered in Fall 2011 were online while 2/3 of the EDUC 170 courses were either online or iTV. However, a request has been made to stop including both ESCC sites in the EDUC C170 iTV class beginning Spring 2012 due to low enrollment/demand.

The ESCC Child Development Advisory Committee has worked in concert with the ESCC Director to agree that the needs of ESCC CHDV students are best met via online classes due to the shortage of CHDV faculty and low enrollments.

CHDV classes offered via iTV are another matter. From Fall 2004 to Spring 2009, CHDV utilized interactive television (iTV) to offer courses at the sites. Although we were able to offer 2 classes each semester, the enrollments were low and feedback from the students was not positive. These courses did allow us to offer low enrollment courses to the sites. In general, the classes became more like online courses and students who are uncomfortable with the online environment are also uncomfortable with the iTV courses. For this reason, CHDV (on the advice of the Child Development Advisory Committee which has representation from all sites) decided not to offer classes through iTV beginning in the 2009-2010 academic year. Many of the issues related to iTV related to lack of institutional support for this medium. Different sites have different closing times, the technology was not reliable, there was little to no support at the sites for moving materials between sites, and students at the sites were alone in the building with no institutional representative available to even lock or unlock the doors. We understood that a greater level of institutional support and upgraded equipment in some iTV rooms so we tested the waters when the Faculty Chair conducted a hybrid (iTV-online) course in Fall 2009. The experience for students and faculty was marginal, at best. Full-time faculty are willing to travel to instruct 1 class per semester at the non-IWV sites in order to ensure that all Child Development students have access to more than 1 faculty during the course of their program. Full-time faculty is adamant that students must take classes from more than 1 faculty as this is critical to program integrity. The barrier to students at the sites receiving instruction from full-time faculty the administration's lack of support to pay for mileage.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

1. Child Development faculty will complete the 3rd Child Development Program Assessment using student portfolios from the capstone course, CHDV C203, Principles and Practices in Child Development II (renamed Practicum: Field Experience).

The 3rd Program Assessment using the student portfolios was completed. It was agreed that this method of assessing Program Outcomes is not effective as it consistently reflected <50% attainment of the Program Goals. It was agreed that CHDV needs to assess its SLO'S and use that experience to inform a more meaningful method for assessing our PLO's

2. Program Assessment model for the administration track will be developed in 2010-2011.

No completed. Administration track classes (CHDV C251, 252 and 281) will have SLO's assessed

b. Review of Overall Department/Unit

The Child Development program is working on our Student Learning Outcome (SLO) assessments. We have built a strong, online program with a stellar reputation throughout the State. The time has come for us to pause and take stock; to evaluate our practices. One practice we seek to change is the flight to online classes, only. We shall now seek to bend the curve more towards a balanced offering of online and on ground classes. We are dedicated to offering at least 2 courses on ground at IWV and at least 1 course on ground each semester at KRV.

The Child Development program will complete Program Review in Spring 2012. We look forward to taking this in-depth look at our program.



c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*

Goal 1 REBUILD IWV ON GROUND CHILD DEVELOPMENT PROGRAM

1. *Connection to College Strategic Goals:*

Strategic Goal 1. Improve our response to community needs through ... area work force development ...

Child Development is one of the fast growing professions in our service area.

2. *Specific internal* or external** condition(s) the goal is a response to:*

Not all students are successful in the online environment so we need to rebuild our on ground CHDV course offerings at the Indian Wells Valley campus.

3. *Action Plan:*

Offer, at minimum, 2 CHDV courses at the IWV campus every semester in the following sequence:

Fall 2011 100

Spring 2012 102

Fall 2012 104

Spring 2013 106

Fall 2013 125

Spring 2014 111

Fall 2014 145

Spring 2015 121

Offer classes in the evenings and/or on Saturdays.

Offer classes via iTV provided that mileage is paid for faculty to be at every iTV class site at least twice during the class as this is an iTV best practice.

4. *Measure of Success:*



No on ground class will be canceled for low enrollment.
Class enrollments will increase at least 5% each year.

Goal 2 STUDENT LEARNING OUTCOMES (SLO's), TOP DOWN, ASSESSED

1. Connection to College Strategic Goals:

Goal 1, A. Maintain progress on Student Learning Outcomes to achieve the level of Proficiency by 2012
(Defined by ACCJC)

2. Specific internal or external** condition(s) the goal is a response to:*

Compliance with minimal standards defined by ACCJC.

3. Action Plan:

Spring 2012 – we intend to have identified the assessment tool for each SLO in every class (except 107) Top down = we'll adopt the same measurement for every SLO and everyone teaching the class will use the same assessment. Multiple-Choice Tests – easier to assess than other forms of assessment. We seek to identify multiple choice test questions to assess each SLO. We hope that it won't affect the Curriculum classes – plan, implement and evaluate- doesn't lend itself to multiple choice questions. We'll have to have standardized assignments with standardized assessment – the same for every class.

Fall 2012 – gather and analyze SLO assessment data from every Spring 2012 CHDV class.
revise assessment tool as may be indicated by analysis for implementation Spring 2013.

Spring 2013 – gather SLO assessment data (revised) for every Fall 2012 CHDV class

4. Measure of Success:

SLO data will be reported for all CHDV classes in Spring 2012



Analysis of Spring 2012 SLO data will be completed by September 15, 2012.
SLO assessment tools will be modified, as needed, by November 1, 2012
SLO data will be reported for all CHDV classes offered in Fall 2012

Goal 3 STUDENT SUCCESS – INVESTIGATE WHY SUCCESS RATES ARE CHANGING

1. Connection to College Strategic Goals:

Goal 2. A. Integrate instruction and advising services • Utilize data to drive decisions to improve the program

2. Specific internal or external** condition(s) the goal is a response to:*

Increasing numbers of under prepared students in CHDV classes

Increasing numbers of technologically illiterate students in online CHDV classes

3. Action Plan:

Research best practices in online learning for technologically illiterate students

Analyze effect of class prerequisites established in 2010-2011 for efficacy in ensuring student preparedness for higher level CHDV classes.

4. Measure of Success:

Fall 2012 – faculty will report on research into best practices in online learning for technologically illiterate students by November 2012

Spring 2013- Recommendations, as indicated, for new practices online learning for technologically illiterate students will be made by March 2013

Analysis of the effect of class prerequisites established in 2010-2011 for efficacy in ensuring student preparedness for higher



level CHDV classes will be presented by April 2013



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

NO REQUEST FROM CHDV SINCE MINIMUM FACULTY CHAIR REASSIGNED TIME HAS REMAINED UNCHANGED AT 0.30

b. New Full-Time Faculty Staffing

NO REQUEST FROM CHDV FOR 2012-2013.

ANTICIPATE MAKING REQUEST FOR 2013-2014.

c. Supplies (per unit cost less than \$1000). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

NONE

d. Non-Technology Equipment (per unit cost greater than \$1000). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

NONE

e. Technology Equipment (computers, data projectors, document readers, etc.). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

NONE

f. Facilities. *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

NONE



g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Mileage	IWV-KRV	1	1	Faculty at every iTV site at least twice each semester	\$300.00	ongoing	G
Conferences	IWV	2	1	FT Faculty stay current with best practices and research	\$5400.00	One-time	V

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Brochures	IWV	2	1	Tool for students to understand required preparation for CHDV courses	\$750	One-time	V



i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Library, e-books	IWV	2	1	>90% CHDV students online. Resource for student success	\$500	On-going	G

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

N/A

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

Attached

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:FACE	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			5	167	33.4	15.8	0.8	0.2	19.8	152	145	95.4%	137	90.1%	
	200750		1	42	42.0	3.8	0.2	0.0	19.2	39	37	94.9%	36	92.3%	
		Family & Consumer Education	1	42	42.0	3.8	0.2	0.0	19.2	39	37	94.9%	36	92.3%	
	200770			1	46	46.0	4.3	0.2	0.0	21.4	41	39	95.1%	37	90.2%
		Family & Consumer Education	1	46	46.0	4.3	0.2	0.0	21.4	41	39	95.1%	37	90.2%	
	200830			3	79	26.3	7.7	0.4	0.2	19.3	72	69	95.8%	64	88.9%
Family & Consumer Education		3	79	26.3	7.7	0.4	0.2	19.3	72	69	95.8%	64	88.9%		
2008-2009			3	119	39.7	11.5	0.6	0.2	19.1	115	100	87.0%	88	76.5%	
	200850		1	40	40.0	3.7	0.2	0.0	18.6	40	36	90.0%	35	87.5%	
		Family & Consumer Education	1	40	40.0	3.7	0.2	0.0	18.6	40	36	90.0%	35	87.5%	
	200870			2	79	39.5	7.8	0.4	0.2	19.4	75	64	85.3%	53	70.7%
Family & Consumer Education		2	79	39.5	7.8	0.4	0.2	19.4	75	64	85.3%	53	70.7%		
Sum			8	286	35.8	27.3	1.4	0.4	19.5	267	245	91.8%	225	84.3%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:EDUC Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			4	72	18.0	3.4	0.4	0.0	8.4	69	65	94.2%	48	69.6%
	200770		1	19	19.0	0.8	0.1	0.0	8.4	18	18	100.0%	12	66.7%
		Education	1	19	19.0	0.8	0.1	0.0	8.4	18	18	100.0%	12	66.7%
	200830		3	53	17.7	2.5	0.3	0.0	8.4	51	47	92.2%	36	70.6%
		Education	3	53	17.7	2.5	0.3	0.0	8.4	51	47	92.2%	36	70.6%
2008-2009			12	283	23.6	11.9	0.8	0.0	15.4	277	263	94.9%	195	70.4%
	200850		1	37	37.0	1.7	0.1	0.0	17.2	35	33	94.3%	24	68.6%
		Education	1	37	37.0	1.7	0.1	0.0	17.2	35	33	94.3%	24	68.6%
	200870		3	99	33.0	4.8	0.3	0.0	15.8	104	98	94.2%	76	73.1%
		Education	3	99	33.0	4.8	0.3	0.0	15.8	104	98	94.2%	76	73.1%
	200930		8	147	18.4	5.5	0.4	0.0	14.6	138	132	95.7%	95	68.8%
Education		8	147	18.4	5.5	0.4	0.0	14.6	138	132	95.7%	95	68.8%	
2009-2010			15	271	18.1	9.9	0.6	0.0	15.3	271	227	83.8%	179	66.1%
	200950		1	37	37.0	1.7	0.1	0.0	17.2	35	29	82.9%	25	71.4%
		Education	1	37	37.0	1.7	0.1	0.0	17.2	35	29	82.9%	25	71.4%
	200970		7	116	16.6	4.0	0.3	0.0	14.7	119	103	86.6%	79	66.4%
		Education	7	116	16.6	4.0	0.3	0.0	14.7	119	103	86.6%	79	66.4%
	201030		7	118	16.9	4.1	0.3	0.0	15.1	117	95	81.2%	75	64.1%
Education		7	118	16.9	4.1	0.3	0.0	15.1	117	95	81.2%	75	64.1%	
2010-2011			10	177	17.7	5.4	0.3	0.0	15.6	169	131	77.5%	88	52.1%
	201070		7	126	18.0	4.6	0.3	0.0	16.7	123	110	89.4%	72	58.5%
		Education	7	126	18.0	4.6	0.3	0.0	16.7	123	110	89.4%	72	58.5%
	201130		3	51	17.0	0.8	0.1	0.0	11.3	46	21	45.7%	16	34.8%
		Education	3	51	17.0	0.8	0.1	0.0	11.3	46	21	45.7%	16	34.8%
Sum			41	803	19.6	30.6	2.2	0.0	14.1	786	686	87.3%	510	64.9%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:CHDV Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			50	1,521	30.4	140.1	9.2	6.6	15.2	1,433	1,267	88.4%	949	66.2%
	200750		12	388	32.3	35.5	2.4	2.2	14.8	378	343	90.7%	281	74.3%
		Child Development	12	388	32.3	35.5	2.4	2.2	14.8	378	343	90.7%	281	74.3%
	200770		17	506	29.8	46.7	3.1	1.8	15.2	475	429	90.3%	301	63.4%
		Child Development	17	506	29.8	46.7	3.1	1.8	15.2	475	429	90.3%	301	63.4%
	200830		21	627	29.9	57.9	3.8	2.5	15.4	580	495	85.3%	367	63.3%
Child Development		21	627	29.9	57.9	3.8	2.5	15.4	580	495	85.3%	367	63.3%	
2008-2009			69	2,201	31.9	204.5	13.4	9.1	15.3	2,173	1,788	82.3%	1,346	61.9%
	200850		15	459	30.6	41.8	2.8	2.0	14.8	456	395	86.6%	327	71.7%
		Child Development	15	459	30.6	41.8	2.8	2.0	14.8	456	395	86.6%	327	71.7%
	200870		25	778	31.1	74.8	5.1	3.2	14.6	792	612	77.3%	450	56.8%
		Child Development	25	778	31.1	74.8	5.1	3.2	14.6	792	612	77.3%	450	56.8%
	200930		29	964	33.2	87.9	5.4	3.9	16.3	925	781	84.4%	569	61.5%
Child Development		29	964	33.2	87.9	5.4	3.9	16.3	925	781	84.4%	569	61.5%	
2009-2010			80	2,499	31.2	231.7	14.7	11.5	15.8	2,485	2,070	83.3%	1,581	63.6%
	200950		23	758	33.0	69.7	4.4	3.8	15.7	753	641	85.1%	501	66.5%
		Child Development	23	758	33.0	69.7	4.4	3.8	15.7	753	641	85.1%	501	66.5%
	200970		28	777	27.8	71.7	4.6	3.7	15.7	768	625	81.4%	482	62.8%
		Child Development	28	777	27.8	71.7	4.6	3.7	15.7	768	625	81.4%	482	62.8%
	201030		29	964	33.2	90.3	5.7	4.0	15.8	964	804	83.4%	598	62.0%
Child Development		29	964	33.2	90.3	5.7	4.0	15.8	964	804	83.4%	598	62.0%	
2010-2011			94	3,297	35.1	303.8	18.7	13.5	16.2	3,248	2,622	80.7%	1,883	58.0%
	201050		32	1,043	32.6	96.3	6.4	5.0	15.0	1,053	910	86.4%	674	64.0%
		Child Development	32	1,043	32.6	96.3	6.4	5.0	15.0	1,053	910	86.4%	674	64.0%
	201070		31	1,098	35.4	102.8	6.2	4.0	16.7	1,094	813	74.3%	561	51.3%
		Child Development	31	1,098	35.4	102.8	6.2	4.0	16.7	1,094	813	74.3%	561	51.3%
	201130		31	1,156	37.3	104.8	6.2	4.4	17.0	1,101	899	81.7%	648	58.9%
Child Development		31	1,156	37.3	104.8	6.2	4.4	17.0	1,101	899	81.7%	648	58.9%	
Sum			245	9,518	38.8	880.1	56.1	40.6	15.7	9,339	7,747	83.0%	5,759	61.7%



Annual Unit Plan Template 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT Counseling Department

a. Mission

The goal of the Counseling department at Cerro Coso Community College is to facilitate student development in the areas of basic skills, career and academic planning and completion, and transfer preparedness to four year institutions. The counseling staff is committed to providing quality services and meeting the changing needs of our diverse student populations at all sites by continued involvement in college wide activities, outreach programs in the community, and implementing new strategies that focus on increasing student retention and success.

b. Program Applicability

The counseling department is responsible for providing direct counseling and advising services to students, coordinates and facilitates Matriculation Services including Orientation and Assessment, provides a Career and Transfer Center and facilitates activities related to Transfer and Career services including access to job and internship opportunities in the community, disseminates and participates in Articulation processes at the College, develops and coordinates Outreach and Recruitment activities, provides input into the Basic Skills Program, and offers Personal Development and Counseling courses to facilitate expanded student services addressing issues related to career development, study strategies, educational planning and goal setting, as well as other topics that enhance student success. The Counseling department is actively engaged in the implementation of the College Student Success Plan.



c. Partnerships

Counseling coordinates with other student services programs on campus to ensure continuity of services without duplication of effort. Coordination with programs such as the tutoring center, EOPS, CARE, CalWORKs, DSPS, student government, or Financial Aid programs assures students efficient access to on campus services. Many of counseling services are dependent on the cooperation with other campus programs such as the early alert program that relies on the participation of instructors, EOPS, DSPS, and the LAC staff.

Counseling supports and collaborates with the college Career Technical Educational Programs. A Job Development Specialist located in The Career and Transfer Center provides job services to students and assists in the career development process. The Job Development Specialist provides job information and placement services to enhance transitional services to students in the completion of their educational goals and employment. Counseling supports and coordinates CTE programs aimed at high school students, including the Virtual High School program, Concurrent Enrollment, high school articulation, and Career Pathways. Counseling provides advising and coordinates the application process for Health Careers Programs, particularly the LVN Program. Counselors participate in the CTE department chair meetings and partners with CTE on multiple outreach/recruitment events. VATEA funds and SB 70 funds enhance many of these services by providing funding for counseling staff and activities.

Counseling provides support for the Basic Skills program and students through Smartgrades assessment, intrusive counseling, collaboration with Basic Skills faculty and targeted student intervention. A presentation is given at the beginning of every semester in all Basic Skills classes to ensure that students understand the nature and importance of the course they are taking and the services available to them. Counselors serve on the Basic Skills Advisory Committee. The basic skills budget supports 50% of an adjunct counselor specifically dedicated to supporting Basic Skills students.

Counseling maintains partnerships with local/feeder High Schools with a focus on providing transitional services to current High School students planning to attend Cerro Coso after graduation. Assessment, orientation and counseling services are offered at the High Schools as requested and available. Outreach activities related to college programs are coordinated with the K through 12 educational institutions as well. The following are some examples of the activities hosted by counseling; a variety of workshops offered to current students, Parent Night for the parents of graduating high school students, Preview Day for junior and senior high school students, and "I'm Going to College" for fifth grade students.

Community agencies such as EDD, ETR, Department of Human Services, local employers, and Base Human Resources, as well as others, communicate regularly with the counseling staff regarding employment, career training/retraining, internship opportunities.

Collegial associations as well as California Community College Chancellor's office provide informational updates through conferences and listservs, training opportunities and updates on academic/educational trends, tools, and information that are essential to keeping current with information that students need to make good decisions related to careers and transfer choices.



d. Distance Education

All counseling services offered at a physical campus location must also be offered online. Counseling provides access for students to complete all matriculation components online; Orientation, Assessment and Counseling. Additionally, information and forms need to be made available online. A counseling intranet site on the Cerro Coso website provides uniformed access to all counseling resources. Counseling staff are updating information and procedures online as needed This is a time consuming and sometimes, technologically challenging process. Some Personal Development classes are offered online.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

Extended Orientation Classes/Curriculum

SLO: After successful completion of COUN C101, PDEV C101, or PDEV C052, first semester students will demonstrate increased success and retention rates compared to first semester students who did not take an extended orientation course.

There is no comparative data for student success with students that have not taken a student success course at this time. This Student Learning Outcome will be reviewed for feasibility after consulting with the newly hired full time, college dedicated Institutional Researcher. Once the Institutional Researcher confirms a process by which we can obtain this information we will collect the comparison data, review the results and report out.

The data reflects lower retention and success rates for the identified extended orientation classes compared to the overall retention and success rates for all Cerro Coso courses. The Counseling staff have been working together to coordinate strategies and practices in the orientation classes to maximize effectiveness and student engagement. Course syllabi will be aligned for all orientation classes, identifying and requiring specific essential components such as long term educational plans. Counseling will increase the number of orientation classes as staffing permits.

As a result of a discussion with the Basic Skills committee, group consensus was to develop a degree applicable, non transferable student success course to better serve Basic Skills students. This group of students needs the learning strategies, resources, and college information early in their college career to provide better opportunities for course success. The counseling department is tasked with the development of the course, using current student success courses as a model.

SLO assessment cycle for PDEV/COUN courses

The counseling department will work together to complete a full cycle of SLO assessment for active courses. Counseling faculty will coordinate the assessment process by identification of SLO outcomes to be assessed and follow a scheduled pattern of assessment resulting in all active courses reflecting a full SLO cycle by the end of the 2011-2012 academic year. Analysis of the data will be addressed in department meetings and reflected in the next annual unit plan and or program review for 2011-2012. The following charts outline the scheduling of assessment and the artifacts or data to be assessed.



				Sections	Retention Rate	Success Rate	
PDEV101	Becoming a Master Student	2010-2011	201070	Fall 2010	3	75.0%	53.7%
			201050	Summer 2010	1	63.6%	45.5%
			Annual Yr Sum		4	71.7%	51.3%
		2009-2010	201030	Spring 2010	5	73.9%	43.9%
			200970	Fall 2009	4	69.0%	44.4%
			200950	Summer 2009	2	71.8%	63.4%
			Annual Yr Sum		11	71.6%	47.8%
		2008-2009	200930	Spring 2009	3	72.6%	43.2%
			200870	Fall 2008	4	74.2%	48.3%
			200850	Summer 2008	3	91.7%	64.3%
			Annual Yr Sum		10	78.6%	51.2%
		2007-2008	200830	Spring 2008	3	71.3%	50.0%
			200770	Fall 2007	6	85.3%	55.1%
			200750	Summer 2007	2	89.4%	63.8%
			Annual Yr Sum		11	81.2%	54.9%
		2006-2007	200730	Spring 2007	5	78.4%	53.6%
			200670	Fall 2006	6	82.9%	48.1%
			200650	Summer 2006	4	89.9%	72.2%
			Annual Yr Sum		15	83.2%	55.4%
		2005-2006	200630	Spring 2006	5	83.3%	47.1%
			200570	Fall 2005	5	79.7%	39.0%
			200550	Summer 2005	4	89.3%	66.7%
			Annual Yr Sum		14	83.3%	48.7%



					Sections	Retention Rate	Success Rate
COUNC101	Tools for College Success	2010-2011	201070	Fall 2010	1	93.9%	60.6%
			201050	Summer 2010	1	61.3%	51.6%
			Annual Yr Sum		2	78.1%	56.3%
		2009-2010	201030	Spring 2010	1	79.2%	62.5%
			200970	Fall 2009	3	85.1%	58.4%
			200950	Summer 2009	2	77.4%	67.7%
			Annual Yr Sum		6	81.8%	62.0%
		2008-2009	200930	Spring 2009	3	81.5%	60.2%
			200870	Fall 2008	3	80.0%	63.1%
			Annual Yr Sum		6	80.9%	61.3%
		2007-2008	200830	Spring 2008	2	73.9%	47.8%
			200770	Fall 2007	2	96.6%	56.9%
			Annual Yr Sum		4	86.5%	52.9%
		2006-2007	200730	Spring 2007	1	86.7%	53.3%
			200670	Fall 2006	2	86.8%	54.7%
			Annual Yr Sum		3	86.7%	54.2%
		2005-2006	200630	Spring 2006	2	90.2%	58.5%
			200570	Fall 2005	2	80.3%	53.0%
			Annual Yr Sum		4	84.1%	55.1%



					Sections	Retention Rate	Success Rate
PDEV052	Becoming Successful ONL Student	2010-2011	201070	Fall 2010	4	98.6%	76.6%
			201050	Summer 2010	2	100.0%	66.0%
			Annual Yr Sum		6	99.0%	73.7%
		2009-2010	201030	Spring 2010	4	61.9%	55.8%
			200970	Fall 2009	3	75.6%	63.0%
			200950	Summer 2009	2	85.1%	64.9%
			Annual Yr Sum		9	70.3%	59.7%
		2008-2009	200930	Spring 2009	4	76.3%	61.3%
			Annual Yr Sum		4	76.3%	61.3%



COUN C101

Student Learning Outcomes & Assessments

Upon successful completion of the course, the student will be able to:

SLO	Learning Outcome Description	Outcome Assessment Definition
A	Articulate an educational goal and describe the requirements and courses to meet this educational goal. This will be measured by a student project portfolio, be evaluated by a rubric.	This will be measured by a student project portfolio, to be evaluated by a rubric.
B	Evaluate educational and career options and obstacles and develop educational and career action plans.	This will be measured by a student project portfolio, to be evaluated by a rubric.
C	Utilize college and community resources in the planning and implementation of their educational and career action plans.	This will be measured by a student project portfolio, to be evaluated by a rubric.
D	Develop and apply academic and study skills necessary for success in their classes and everyday living	This will be measured by an essay exam or term paper to be evaluated by a rubric.
E	Assess personal strengths and weaknesses and develop strategies for increasing individual success towards life goals.	This will be measured by a term paper and/or oral presentation to be evaluated by a rubric.
F	Recognize issues of diversity and be able to discuss impacts of diversity within the student's community.	This will be measured by a term paper and/or oral presentation to be evaluated by a rubric.



INSTRUCTOR	SITE	SLO	ARTIFACT	DATA UNIT	DATA	NUMBER ENROLLED	PERCENTAGE
M. GROSS	IWV	A*	LTEP	# of students who completed a long term ed plan		26	0%
P. Godfrey	IWV	A*	LTEP	# of students who completed a long term ed plan		29	
K. Hamilton	IWV	A*	LTEP	# of students who completed a long term ed plan		29	
P. Talley	IWV	A*	LTEP	# of students who completed a long term ed plan		41	
M. GROSS	IWV	B*	Career Café				
P. Godfrey	IWV	B*	Career Café				
K. Hamilton	IWV	B*	Career Café				
P. Talley	IWV	B*	Career Café				
M. GROSS	IWV	C*					
P. Godfrey	IWV	C*					
K. Hamilton	IWV	C*					
P. Talley	IWV	C*	Library Treasure Hunt				
M. GROSS	IWV	D*					
P. Godfrey	IWV	D*					
K. Hamilton	IWV	D*					
P. Talley	IWV	D*					
M. GROSS	IWV	E*	Pre/Post Skills Assessment				
P. Godfrey	IWV	E*	Pre/Post Skills Assessment				
K. Hamilton	IWV	E*	Pre/Post Skills Assessment				
P. Talley	IWV	E*	Pre/Post Skills Assessment				
M. GROSS	IWV	F*					
P. Godfrey	IWV	F*					
K. Hamilton	IWV	F*					
P. Talley	IWV	F*					
Gayle Whitlock	KRV						
Greg Kost	ESCC						
Wendy Adams	Online						
Jamie Flatebo	Online						



PDEV C052

Becoming a Successful Online Student

Student Learning Outcomes & Assessments

Upon successful completion of the course, the student will be able to:

SLO	Learning Outcome Description	Outcome Assessment Definition
A	Describe the basic differences between online courses and traditional face-to-face courses.	This will be assessed by a paper, scored with a rubric.
B	Demonstrate knowledge of the process of taking an online course.	This will be assessed and scored by an exam. (Use for multiple choice, matching, and T/F exams.)
C	Demonstrate the ability to use web pages, email, discussion groups, and submit a written assignment in online classes.	This will be assessed by a performance, scored with a rubric.
D	Evaluate readiness for taking online classes.	This will be assessed and scored by a pre- and post-test.
E	Identify the general equipment needs for taking online courses.	This will be assessed and scored by an exam. (Use for multiple choice, matching, and T/F exams.)
F	Demonstrate ability to work in and navigate the Cerro Coso course environment.	This will be assessed by a performance, scored with a rubric.



INSTRUCTOR	SITE	SLO	ARTIFACT	DATA UNIT	DATA	NUMBER ENROLLED	PERCENTAGE
M. GROSS	IWV	A*	Instructors to				
P. Godfrey	IWV	A*	Define and				
K. Hamilton	IWV	A*	Provide				
P. Talley	IWV	A*	Info by 11/15/11				
M. GROSS	IWV	B*					
P. Godfrey	IWV	B*					
K. Hamilton	IWV	B*					
P. Talley	IWV	B*					
M. GROSS	IWV	C*					
P. Godfrey	IWV	C*					
K. Hamilton	IWV	C*					
P. Talley	IWV	C*					
M. GROSS	IWV	D*					
P. Godfrey	IWV	D*					
K. Hamilton	IWV	D*					
P. Talley	IWV	D*					
M. GROSS	IWV	E*					
P. Godfrey	IWV	E*					
K. Hamilton	IWV	E*					
P. Talley	IWV	E*					
M. GROSS	IWV	F*					
P. Godfrey	IWV	F*					
K. Hamilton	IWV	F*					
P. Talley	IWV	F*					
Gayle Whitlock	KRV						
Greg Kost	ESCC						
Wendy Adams	Online						
Jamie Flatebo	Online						



Outreach/Preview Day

SLO: Given participation in Preview Day, 85% of participating high school students will indicate a greater likelihood of attending Cerro Coso. Results compared to last year's data are as follows:

What is your Grade level?

08-09 42% Seniors, 41% Juniors, 17% Other

09-10 64% Seniors, 32% Juniors, 4% Other

Comment: Greater percent of seniors attended in 09-10.

Were you made aware of any services or programs?

08-09 55% yes, 44% no, 1% no response

09-10 61% yes, 33% no, 6% no response

Comment: Higher percentage of students indicated more awareness of college programs.

Which part was most informative?

08-09 24% Information, 48% campus tour, 8% both, 20% no response

09-10 61% career fair, 25% campus tour, 5% both, 9% no response

Comment: The new feature of the career fair had significant effect on increased information students felt they heard about during Preview Day.

Was this event helpful?

08-09 83% yes, 12% no, 5% no response

09-10 93% yes, 1% no, 6% no response

Comment: Increase in students relating event helpful to them.

After attending this event are you more likely to attend Cerro Coso?

08-09 72% yes, 18% no, 6% maybe, 4% no response

09-10 80% yes, 13% no, 3% maybe, 4% no response

Comment: Significant increase in responses related to the event and the likelihood of students attending Cerro Coso. The response does not meet the initial goal set in the SLO but there has been significant increase in the response rate to the degree that we continue to see a clear positive impact from the event as a recruitment and outreach activity.

In the 2010-2011 year Preview Day incorporated a career fair for the visiting High School students. This addition to Preview Day resulted in very favorable feedback from the students who identified the career fair as the most informative component of the overall activity. The career fair focused on CTE majors and provided students the opportunities to explore how educational programs relate to the world of



work. The overall rating for the event was 93% positive and resulted in 80% of the attending High School students considering attending Cerro Coso College. Overall, Preview Day continues to be a positive, informative and effective recruitment event for the local area seniors.

Due to continued favorable responses of Preview Day, counseling will continue to offer the event to local area High School seniors as budget permits. This SLO is considered completed and counseling will next follow participating students in Preview Day to see what percentage of students actually enroll at Cerro Coso the following fall semester.

As a result of the successful career fair component, this part of the Preview Day activity has been expanded and extended to Cerro Coso students later in the day.

Follow Up Services/Early Alert

Early alert services continue to be offered through the counseling department. There continues to be an increase in instructor use of the program. Past evidence suggests that the Early Alert process positively impacts course success rates, indicating a positive relationship. In addition to continuing to gather this data, a survey will be developed to illicit input from both the faculty members who use Early Alert to provide feedback and the students who receive feedback and follow up via Early Alert. This is a continuing goal from last year due to a reduction in available staffing time.

	Number of Instructors	Number of Alerts
Spring 2008	11	145
Fall 2008	20	295
Spring 2009	13	231
Fall 2009	23	312
Spring 2010	18	357
Fall 2010	17	324

Basic Skills/Implementation of Smartgrades

Spring 2009 was the first semester in which Smartgrades was administered in most of the Basic Skills classes on the IWV Campus. The desired results of having the students complete the Smartgrades assessment was 1) to assist students in learning to identify personal areas of



risk to their academic success and 2) provide follow up counseling appointments (interventions) to those students identified as high risk.

Basic skills instructors continue to include Smartgrades in their class activity suggesting that they support the idea that students need to consider their academic skills and personal support systems and skills when trying to determine how to best succeed in class. After a discussion between counseling, basic skills instructors and administration, a more intrusive approach is being used in the classroom to encourage student response in conjunction with the application of Smartgrades. Other intrusive methods of providing counseling services to basic skills students will be discussed to encourage basic skills students more proactive in addressing personal and educational needs that impact their success in classes.

Student Success Strategies

As part of the college effort to increase student success and retention, counseling has identified the following goals. 1) Provide extended orientations for general population students as well as specific target populations such as Veteran and Athletic students. 2) Provide workshops for targeted students to address specific student needs. This includes workshops to assist students in developing student educational plans and deciding on an educational goal, and workshops for students on probation or disqualification. 3) Develop pathways for all chosen majors, degrees, transfer. Expand the use of Long Term Student Educational Plans with students. Provide students with an individualized pathway to completion of their educational goal. 4) Develop and provide more comprehensive instructions for students related to all processes and procedures; available both electronically and in hard copy and readily available on campus and online. Review and update online information as it relates to counseling services. Provide cross training between student services offices so resources and processes are consistent and reinforced to students.



b. Review of Overall Department/Unit

Counseling contacts are rising significantly requiring additional counseling time to attend to the increase in student needs. The following table indicates the rise in contacts for the past 9 years. (Data collected through SARS appointment system.) The renewed focus of increasing retention and success with our students requires additional counseling staff. To provide increases in student success classes, workshops to address probation issues and provide comprehensive student educational planning, as well as offering extended orientations to new students requires more counseling staff and time than we currently have. The counseling department will continue to advocate for counseling staff to meet student needs and to fully implement the college mission.

Counseling Contacts								
Year	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Number of Counseling Contacts*	10,681	12,066	10,604	13,788	11,585	15,327	14,181	21,702 (SARS)

*Number includes all programs and all sites.

Counseling is focused on providing consistent services to all campus sites and their students served. Sites include Ridgecrest, Kern River Valley, South Kern, Eastern Sierra (Bishop, Mammoth), and online. Required resources need to be available to all students at all sites. Counseling will focus on coordinating services through counseling meetings where site needs will be identified and addressed as appropriate and/or feasible.

There is a need to find a more efficient method of identifying student progress towards their educational goals. Degree works has been proposed as a program that would assist in this effort, providing counseling the opportunity to directly contact students regarding their progress and status to degree or certificate completion.

c. Goals for Upcoming Year (next academic year). Three goals not required. If more goals needed, copy and paste additional boxes.

Goal 1

- 1. Develop a non transferable, degree applicable student success course that can be offered to Basic skills students. (Strategic Goal 2. Improve services to under-prepared students and increase their success rates.)**



2. *Currently no degree applicable/non transferable student success available to new student. Basic Skills students need student success courses to provide learning strategies, college resources and processes, and career and educational development and planning to increase their ability to be successful in college.*
3. *Provide counseling department faculty opportunity to discuss and develop course through departmental meetings. Faculty chair to work with faculty in development of curriculum and follow through with CIC submission.*
4. *Course submitted and approved for instruction. Course offered.*

Goal 2

1. ***Expand the application/offering of Long Term Student Educational Plans to all students.*** (1D. Expand the scope and quality of Student Services college-wide.)
2. *As part of the strategy to increase student retention and success college wide, counseling will promote the development of long term educational plans to more students. Current best practices backed by corresponding data (RP group references) indicate increased student retention and completion rates.*
3. *Increase offerings of Student success courses such as COUN C101 where long term student educational plans required. Provide targeted populations with long term educational plans such as Veterans, Athletes, CTE students.*
4. *Using first time enrolled students enrolled in COUN C101 classes who have completed their educational plans as comparison group to first time enrolled students who have not taken COUN C101 class in same semester. Compare retention and completion rates at the end of the semester.*

Goal 3



1. *Connection to College Strategic Goals:*

2. *Specific internal* or external** condition(s) the goal is a response to:*

3. *Action Plan:*

4. *Measure of Success:*



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

b. New Full-Time Faculty Staffing



Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
Counselor	All counseling services and instruction related to student success courses	To be determined	1	1. Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.	G

Full-Time Faculty Staffing Justification:

- Full-time/Part-time ratio within the discipline:** In recent years there has been a decrease in part-time Counselors employed. As budgets have tightened there have been fewer part-time Counselors employed. Currently we have one 24 hour per week part-time Counselor working during the Academic year funded primarily through the use of Basic Skills money. This part-time Counselor provides counseling and other tasks that support the Basic Skills mission. As funding permits, part-time counseling is provided during the summer months based on Adjunct pay. Currently, the IWV campus has two full time Counselors funded through general funds, two categorically funded Counselors, and one Counselor with primarily categorical funding and some general funds. One of these general funded Counselors travels to our South Kern site once a week to provide services. There is also one full time general funded Counselor at the Kern River Valley site and one full time Counselor serving both Eastern Sierra sites. Counseling also employs two full time Educational Advisors funded with general funds that serve the IWV campus. This is a total of 7 full time Counselors, 1 part time Counselor, and 2 Educational Advisors to serve 5 different sites and those online students needing counseling services. **The numerous coordination responsibilities and all of the associated planning and reporting are assigned to the small number of full time counselors. These responsibilities include Recruitment and Outreach, Articulation and Matriculation coordination, CTE Support, maintenance of the Transfer Center, Coordination of EOPS, CARE, DSPS, and CalWORKs programs. The loss of the Counselor who previously held this position was responsible for matriculation coordination, was the Articulation officer, Honors Counselor, coordinated counseling office, staff and services. Many of these**



tasks now have fallen under the job duties of the remaining Counselors.

- Growth (include data)** : In June of 2006 we had a full time counselor retire. That counselor had over 1,169 student contacts for that year. Additionally at that time the most recent program review reflected and justified the need for an additional full time counselor. The retirement of that full time counselor in June 2006 was not replaced. Since then, the annual unit plans have cited a need for an additional full time counselor (although by this time the department now has the need for an additional counselor **and** the replacement of a full time counseling position). In the 2009-2010 academic year an additional 1.5 full time counselors were lost to providing instruction due to the need to off set the 50% law under an emergency situation **and** there was an initial cut to counselors 10 extra days on contact to 7 extra days. Beginning 2010-2011 counseling again lost a full time counselor to an Administrative position, so we are now down an additional full time position.

Counseling contacts continue to grow but the amount of counseling hours provided by Counselors has decreased substantially.

Counseling Contacts							
Year	04-05	05-06	06-07	07-08	08-09	09-10	7/1/2010 to 10/4/2010
Number of Counseling Contacts*	10,604	13,788	11,585	15,327	14,181	19,474	6,432

- Compliance with state regulations/accreditation:** In recent years there has been an increase in the collection of data for



purposes of funding, accountability and justification for program actions and growth. This has led to increased time by counselors to collect and input accurate and complete data into various programs such as SARS and BANNER. There has also been an increase in the complexity and amount of reporting to the State Chancellors Office for those categorically funded programs requiring more time.

- **Long-term community needs/support:** The communities within Cerro Coso's service areas are showing growth; particularly in Ridgecrest, Mammoth and Bishop, and especially online. Additional outreach is necessary to let the community know of expanded/updated programs and opportunities available to them. Outreach is primarily conducted by the counseling department. To promote continued growth additional counseling hours are necessary to coordinate outreach and provide new students comprehensive services. Online services must also be updated to reflect parity of services with on campus services which requires additional work to prepare and implement those services online.
- **Support new programs:** Cerro Coso has been rigorously revitalizing programs and introducing/developing new programs to assist in its' mission of providing the community with viable, innovative educational opportunities. Programs like the Basic Skills Initiative and implementation of the Student Success Plan by the counseling department impacts availability of direct counseling time. With the additional tasks related to SB 1440, accreditation preparation, growing CTE programs, and other newly proposed programs and services related to increasing retention and success, Counseling will be challenged to have the availability of staff to attend to these tasks and still maintain the same quality of services without the minimal replacement of the Counselor position.
- **Courses are part of a core program and/or a graduation requirement:** Counseling supports students in meeting their educational goals through educational planning, career goal setting, evaluation and determination of required coursework for matriculation. Counseling is also responsible for offering Student Success courses which is a proven way to increase retention and success rates.

c. Supplies (per unit cost less than \$1000). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Acad. Emp.-Non-inst.-Non Contract	CI	1	1A	To address the increasing number of counseling contacts and implementation of retention and success activities requires and increase in counseling time and support to maintain programs and quality services to students. Supports basic skills students.	\$90,000	On-going	G
Non-instructional Supplies and Materials	CI	1	1A	Provides for purchasing of testing materials like Accuplacer (\$5,000 units at \$8,750) that supports basic skills and instructional goals for success. Provides for office supplies to deliver information to students related to educational planning and career development.	\$10,000	On-going (until statewide assessment is established)	G
Food- Non Travel	CI	2	1A, 5B,6CD	Supports the coordination and collaboration activities with other educational programs (Ex: Local high school counselors), and professional development activities that lead to better	\$1,500	On-going	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				services to students			

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Annual student Planners	All sites	2	1. Improve our response to community needs through customized educational opportu.....	Planners provide communication to students regarding college processes, procedures, educational programs, resources and activities. Provides organizational tool for student success.	\$9,000	On going	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Updated computers	SK	1	1D	Standardize the support and services offered at each location.	\$4,000	One-time	G
Degree works	All	2	1	Provide method of assessing student progress towards educational goal completion and increasing college	Unknown	One-time	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				success rates.			

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Expansion of all counseling services to one area on campus	IWV	2	1	Staffing needs continue to grow. Consolidating counseling programs will allow for maximizing resources while minimizing student efforts to locate and obtain counseling services.	Unknown	One time	G



g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Employee Travel	CI	1	1A	Supports counseling staff in obtaining current information and training regarding the changes and development of new strategies that directly impact student services.	\$3,000	On-going	G

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

See attached.

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

See attached.



Digital Media Arts Annual Unit Plan 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The Digital Media Arts Department offers a Web Design Associate of Science degree and certificates in both Web Design and Digital Media Skills. The Web Design program provides students with the opportunity to develop the foundation skills and master the tools and processes necessary for entry level employment or university transfer, while simultaneously nurturing their artistry and creative vision. Students work alongside experienced professionals and undergo industry standard production experiences in the classroom that reflect industry needs and current industry trends. The Digital Media Skills Certificate program is designed to provide students with a range of important skills related to digital media that enhance individual employability and augment organizational effectiveness.

The programs are structured to provide students with a comprehensive educational approach to the field of Digital Media Arts and will teach students to become flexible professionals who can adapt to a variety of design projects and roles in a constantly changing field. The curriculum is structured so as to afford students a balance between aesthetic and practical design applications.

b. Program Applicability

While Web Design is the primary program supported by Digital Media Arts, DMA courses also complement the current programmatic offerings in the Art, Business Administration, Computer Information Systems, Music and English discipline areas. Some course offerings from each of those programs are part of the Digital Media Arts program curricula.

c. Partnerships

The Digital Media Arts Department has 11 articulation agreements that are complete or pending completion with high schools in our service area. These



schools include Burroughs High School, Lone Pine High School, Big Pine High School, Bishop Unified High School, and Mammoth High School.

The department also maintains close ties to organizations and individuals in industry through regular meetings of the Web Design Program Advisory Group.

d. Distance Education

Both the Web Design AS degree and Certificate can be completed entirely online, as can the Digital Media Skills Certificate.

The Web Design Program utilizes the online learning environment as its principal mode of instructional delivery for two primary reasons. First, the online environment is central to the pedagogy of the program. Professional working conditions in the field of Web Design demand the ability to effectively function, collaborate and communicate online. Thus, acquiring familiarity and achieving competency in these areas is essential for a student's preparation for work as a web professional. Second, offering the program online provides the opportunity to achieve a degree or certificate to students from across the vast expanse of our service area, which directly supports the mission of our college.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

The future development strategies listed in the 2011-2012 Annual Unit plan included paring down the number of course offerings in the Web Design program, submitting the Digital Media Skills certificate program to the State Chancellor's Office for approval, reviewing and revising the advisory and/or prerequisites for some courses, and improving the schedule of all course offerings to better serve student needs.

Course offerings have been trimmed as much as possible, while retaining enough diversity to retain demand for the Web Design program. The Digital Media Skills certificate program was not submitted to the State Chancellor's Office for approval. Prerequisites for some classes were changed to advisory status, in order to remove obstacles to enrollment for students who had obtained the necessary skills through professional experience or courses completed at other institutions. The scheduling of classes has allowed for core courses to be offered at least once a year, with entry level courses being offered every semester.

b. Review of Overall Department/Unit

What is working in Digital Media Arts:

- ✓ The Web Design program remains closely aligned with the mission and the Strategic Plan of the college.
- ✓ Curriculum is updated regularly to reflect evolving web design standards and practices.
- ✓ We receive regular input from our Advisory Group, as well as industry conferences and publications, through which we maintain a standard of relevance and timeliness in the field of web design.
- ✓ All faculty teaching in the department regularly use a variety of modes of delivery for instruction, which both meets the varied learning needs of students and establishes at a programmatic level a high degree of technological currency.
- ✓ The primarily online delivery of the Web Design program provides access to educational opportunities to students throughout our vast geographical service area, and also serves as a foundation for the development of skills necessary for students to achieve success as a web professional.

What improvements need to be made:

- Student retention and success rates need to be improved across the spectrum of DMA course offerings.
- Degree and certificate completions need to be increased.



- A broader view of the department reveals a gap in the effectiveness of the staffing in Digital Media Arts, which needs to be addressed in the coming year. Given the restructuring of the department - with the inactivation of Digital Animation and the resulting primary focus on Web Design - Professor Lisa Darty's contribution to teaching in the web design program has become somewhat peripheral. It is proposed therefore that she be assigned to the Visual and Performing Arts Department, where her skill set in digital art topics will have a greater positive impact on the college's mission.
- Student learning outcomes need to be improved in the areas of aesthetic design, intermediate Photoshop skills, and describing core XHTML/CSS concepts.
- The Digital Media Skills Certificate program needs to be redesigned to meet the needs of a larger population of students, including those who attend on campus classes at all sites. The certificate then needs to be submitted to the State Chancellor's Office for approval.

In addition to the synopsis above, the most recent Web Design Program Review, completed in 2010, revealed the needs and opportunities categorized and listed below.

Curriculum Development

Needs:

- Industry trends outline the need for HTML5 content to be integrated into the program. HTML5 is still under development, but will become the standard language for presenting content on the Web, and thus will be a required component of the Web Design program. Currently, HTML5 content is best suited to an advanced development course; in the future, it will need to be incorporated into courses across all learning levels.
- Input from our Advisory Group specified a need for instruction in AJAX, another advanced web development concept.
- Advisory group members also suggested that some classes with esoteric titles (e.g. XHTML/CSS) be designated with less technical names, to clarify their entry-level nature and make them more accessible to students.
- Finally, group members identified a strong student interest in learning graphic design fundamentals.

Related Opportunities:

- The creation of an Advanced Web Development class would address the need for both HTML5 and AJAX content in our course offerings.
- Renaming courses to increase perceived accessibility has already begun, with the recent change in title of XHTML/CSS to Fundamentals of Web Development.
- DMA C109, Desktop Publishing with InDesign, provides a strong foundation in graphic design theory, with specific emphasis on typography and the design of multi-page documents. Rebranding of DMA C109 as a graphic design course would be an effective and efficient response to the indicated student need for a class in this topic area.



Student Performance

Needs:

- Student retention and success have been in decline over the past several years. We believe that this is corollary to the increasing number of students who are returning to college to develop skills or retrain as a result of unemployment. A significant number of these students are underprepared with respect to computer and self-efficacy skills, and there is a clear need for both assessment of computer competency, and training when assessment indicates insufficient skill in this area.

Related Opportunities:

- We believe retention and success can be directly improved by developing and launching a skills-based assessment, to be completed by students prior to registration. If students do not meet the competency standard, they can be guided into an appropriate course, such as CSCI C070.
- Students could be provided with additional assistance in creating and completing an education plan. This is particularly true in the online environment, in which students do not have as much access to face- to-face counseling services as do on campus students.
- More broadly, the Digital Media Skills certificate, redesigned to offer a decreased number of courses across fewer categories of digital media, could also serve to increase student achievement in areas related to computer competency, as well as providing students with an attainable milestone of success.

Student Learning Outcomes

All four program learning outcomes for the Web Design Program were assessed in 2009: A) demonstrate technical and creative mastery of the creation of web media, such as graphics, motion graphics, and interactive media; B) use valid markup, cascading style sheets, semantic encoding, accessibility compliance, and error-free scripting in the creation of web content; C) apply design principles to solve visual communication problems; and D) demonstrate lifelong learning skills in effective collaboration, leadership, written communication, management, and information search and retrieval.

Needs:

- Related to Outcome A, results of the assessment indicated a need for augmented instruction in specific Photoshop skills, and identified student interest in classes centered on additional Adobe applications that we do not currently teach.
- Related to Outcome B, we identified a need for greater instructional emphasis to be placed on accurately describing core XHTML/CSS concepts. A survey of graduates also indicated a desire for additional advanced classes in the program, particularly in the area of web programming.
- In regard to Outcome C, we identified a gap in the expected level of achievement with regard to design skills, and identified student interest in an advanced class to extend the learning opportunities in this topic area.



- No changes to curriculum are required in regard to the Outcome D; 100% of the assessed students achieved this outcome at a success rate of 85% or greater.

Related Opportunities:

- Revision to the current structure of DMA C102, Digital Imaging with Photoshop, should include additional instruction in masking and making selections, as well as an increased focus on imaging concepts related to web design. Historically, this class served as a core in both the Web Design and Digital Animation programs; with the inactivation of the Digital Animation Program, stronger focus on editing and creating graphic solutions for web delivery is needed.
- Although we have significantly pared down course offerings in an effort to increase productivity and help the college avoid exceeding its enrollment cap, the results of the above assessment suggest that additional courses providing learning opportunities in advanced web design concepts should be considered.

c. Goals for Upcoming Year (next academic year). Three goals not required. If more goals needed, copy and paste additional boxes.

Goal 1- Increase student retention, success and degree/certificate completion

1. Connection to College Strategic Goals:

- 1B - Improve student success rates and productivity numbers in CTE programs and classes
- 1C - Analyze and improve student success rates for Distance Education
- 2A - Analyze the needs of under-prepared students in our communities
- 2A - Create a program which meets those needs
- 4B - Secure regular and dependable research data

2. Specific internal or external** condition(s) the goal is a response to:*

Student retention rates have decreased slightly over the past several years, and student success has exhibited a significant decline. We believe this is due in some part to the growing number of college students who are underprepared with respect to computer and self-efficacy skills, corollary to the increase in students who are returning to college to develop skills or retrain as a result of unemployment.

3. Action Plan:



- a. Develop and implement a skills-based assessment to be completed by students prior to registration. If students do not meet the competency standard in computer and self-efficacy skills, they can be guided into appropriate courses to address these learning needs.
- b. Increase personal interactions with students taking courses in the department, and offer them additional guidance in navigating the route to degree completion. In the fall 2011 semester, Professor Suzie Ama developed an online survey that was launched in all DMA courses. The survey allowed students to identify their major, and to provide contact information if they desired assistance from our department in developing and completing their educational plan. Response to the survey was excellent, and it is our intention to contact each of the respondents individually.
- c. Utilize the forthcoming DegreeWorks application to identify students nearing milestones of success, and provide them with assistance in reaching those milestones.

4. Measure of Success:

Increase in the number of students successfully completing DMA courses and receiving degrees and certificates.

Goal 2 - Improve Student Learning Outcomes in the areas of intermediate Photoshop skills, describing core XHTML/CSS concepts and aesthetic design.

1. Connection to College Strategic Goals:

1A - Strengthen instructional programs and services

1B - Improve student success rates and productivity numbers in CTE programs and classes

1C - Analyze and improve student success rates for Distance Education

2. Specific internal or external** condition(s) the goal is a response to:*

Assessment of Student Learning Outcomes across a spectrum of classes identified three areas in which students are achieving lower than targeted levels of proficiency:

- a. Intermediate Photoshop skills such as masking and making selections.
- b. Core XHTML/CSS concepts, such as ranking style sheet priority, defining semantic encoding, identifying valid type selectors and identifying valid inline and block elements.



- c. Applying design principles to solve visual communication problems.

3. Action Plan:

- a. Additional instruction will be provided in Photoshop masking and selection techniques, and specific formative and summative assessments of these skills will be developed.
- b. Greater instructional emphasis will be placed on the problematic concepts identified, including more formative assessment with feedback.
- c. Online workshops within the class environment will be used to help students calibrate and develop their aesthetic assessment criteria. In addition, greater instructional emphasis will be placed on design styles and trends.

4. Measure of Success:

Increase in the number of students achieving the target level of proficiency in the identified three areas.

Goal 3- Redesign the Digital Media Skills Certificate to meet the educational needs of a larger population of students, including those who attend on campus classes at all sites.

1. Connection to College Strategic Goals:

- 1A - Maintain availability of comprehensive quality associate degrees and transfer program
- 1B - Continue to assess the needs of our communities
- 1B - Improve student success rates and productivity numbers in CTE programs and classes

2. Specific internal or external** condition(s) the goal is a response to:*

The courses in the certificate program were initially selected from those already offered through Digital Media Arts and Computer Information Systems. We believe that new courses for the program should be developed that specifically address the needs of a larger student population (i.e. those not seeking a web design degree, but who nonetheless need training in various aspects of digital media). In addition to serving a larger student group, the redesign could reduce the need for students in this program to purchase high-end software packages, which will significantly reduce their expenses.

3. Action Plan:

The redesign will be discussed at the next meeting of the Web Design Advisory Group, tentatively scheduled for November 9th, 2011. With the input



provided at that meeting, as well as continued discussions with other departments and deans, the Digital Media Skills Certificate will be modified as to offer a decreased number of courses across four broad categories of digital media: presentation; document creation; imaging and video; and web content. It is our hope that a more rigidly structured but broadly based lineup of entry level courses will make the certificate more widely useful, accessible and achievable.

4. Measure of Success:

Completion of the certificate program revision, as well as the submission of the program to the State Chancellor's Office for approval.

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.



3. Describe the impact on the college if the position is not filled.

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)

Full-Time Faculty Staffing Justification:

[Refer to the separate handout listing criteria for new faculty hiring.]

c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Replacement motherboard	CI	2	1B, 1C	A new motherboard will upgrade a computer that is currently unusable; this computer will be helpful for creating media for the development of the Mac track of the planned computer competency skills assessment.	200.00	One time	G
Adobe Connect licenses	All	1	1A, 1B, 1C	The Digital Media Arts Department uses Adobe Connect to deliver synchronous instruction in online classes and in multisite synchronous campus classes. It is	1800.00	Ongoing, annual	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				a mature product, exhibiting technological stability, robust features, and an intuitive user interface. Historically, this budget item has been paid through the IT GUI budget; we've received some indication that this might not be the case in the future, and we wish to ensure that DMA faculty are able to provide instruction using Connect without interruption.			
Adobe Creative Suite licenses	All	1	1A, 1B, 1C	We offer a regular pattern of entry-level and elective classes on campus and in hybrid format to meet the needs of on campus students, students not ready for online learning, and students who take DMA courses as general electives or for personal development. We have modified our licenses to save money in the long term, and will continue to examine different software packages that will help us provide students with instruction using	\$2,282 and \$7,306 on alternating academic years. During the 2012-2013 year, \$2,282 will be due.	Ongoing, annual	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				industry standard software in the most cost-effective manner.			

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
2 Industry Conferences (1 conference per year per full time faculty member)	IWV	1	1F	The field of web design and digital media arts changes rapidly.	\$4,800	Ongoing, annual	V



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				Industry conferences are an important way that faculty can maintain current knowledge of industry standards and development tools and network with others in the industry.			

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Brochure Web Site Hosting Service	All	1	1A, 1B, 1D, 1E	Chief marketing tool for the program. Includes long term schedule, degree/cert patterns, labor market information, instructions for incoming students, information about successful online learning, faculty biographies, and a gallery of	\$406.80	Biennial (next due Dec. 2012)	V



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				student work.			

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
lynda.com subscription	All	1	1A, 1C	Digital Media Arts encompasses multiple topic areas, most of which continuously undergo rapid evolution. These subscriptions assist faculty in maintaining technological and topical currency in the field, as well as providing access to ongoing training in a multitude of instructional delivery techniques.	2100.00	Ongoing, annual	V
Bluehost PHP Server	All	2	1A, 1B, 1C	Some course offerings require students to utilize a web hosting service; this ability is an integral	\$190.80	Biennial (next due Dec. 2011)	V



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				component of preparing students to successfully deliver web content.			

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:DMA Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2008-2009			37	744	20.1	115.1	11.5	7.6	10.0	737	563	76.4%	405	55.0%	
	200850		4	79	19.8	13.0	1.3	1.0	9.8	82	62	75.6%	47	57.3%	
		Digital Media Arts	4	79	19.8	13.0	1.3	1.0	9.8	82	62	75.6%	47	57.3%	
	200870			17	365	21.5	60.9	4.6	2.4	13.4	358	271	75.7%	187	52.2%
		Digital Media Arts	17	365	21.5	60.9	4.6	2.4	13.4	358	271	75.7%	187	52.2%	
	200930			16	300	18.8	41.2	5.6	4.2	7.3	297	230	77.4%	171	57.6%
Digital Media Arts		16	300	18.8	41.2	5.6	4.2	7.3	297	230	77.4%	171	57.6%		
2009-2010			31	711	22.9	108.2	8.4	4.9	12.8	711	522	73.4%	351	49.4%	
	200950		5	79	15.8	10.1	1.7	1.3	6.1	79	65	82.3%	47	59.5%	
		Digital Media Arts	5	79	15.8	10.1	1.7	1.3	6.1	79	65	82.3%	47	59.5%	
	200970			15	317	21.1	52.7	3.8	2.3	13.9	316	234	74.1%	162	51.3%
		Digital Media Arts	15	317	21.1	52.7	3.8	2.3	13.9	316	234	74.1%	162	51.3%	
	201030			11	315	28.6	45.3	3.0	1.2	15.2	316	223	70.6%	142	44.9%
Digital Media Arts		11	315	28.6	45.3	3.0	1.2	15.2	316	223	70.6%	142	44.9%		
2010-2011			34	585	17.2	88.9	7.1	3.9	12.5	587	437	74.4%	284	48.4%	
	201050		4	93	23.3	13.0	0.8	0.5	15.6	93	68	73.1%	42	45.2%	
		Digital Media Arts	4	93	23.3	13.0	0.8	0.5	15.6	93	68	73.1%	42	45.2%	
	201070			16	243	15.2	42.1	3.3	1.8	12.8	243	182	74.9%	118	48.6%
		Digital Media Arts	16	243	15.2	42.1	3.3	1.8	12.8	243	182	74.9%	118	48.6%	
	201130			14	249	17.8	33.8	3.0	1.6	11.4	251	187	74.5%	124	49.4%
Digital Media Arts		14	249	17.8	33.8	3.0	1.6	11.4	251	187	74.5%	124	49.4%		
Sum			101	2,040	20.2	312.2	27.0	16.4	11.5	2,035	1,522	74.8%	1,040	51.1%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:MA Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			39	663	17.0	100.6	7.3	4.5	13.7	586	495	84.5%	358	61.1%	
	200750		5	62	12.4	6.4	1.3	0.7	4.8	62	53	85.5%	44	71.0%	
		Media Arts	5	62	12.4	6.4	1.3	0.7	4.8	62	53	85.5%	44	71.0%	
	200770			19	321	16.9	50.3	3.8	2.3	13.4	288	239	83.0%	160	55.6%
		Media Arts	19	321	16.9	50.3	3.8	2.3	13.4	288	239	83.0%	160	55.6%	
	200830			15	280	18.7	43.8	2.2	1.5	19.6	236	203	86.0%	154	65.3%
Media Arts		15	280	18.7	43.8	2.2	1.5	19.6	236	203	86.0%	154	65.3%		
2008-2009			1	7	7.0	0.5	0.1	0.0	3.7	7	7	100.0%	6	85.7%	
	200850		1	7	7.0	0.5	0.1	0.0	3.7	7	7	100.0%	6	85.7%	
		Media Arts	1	7	7.0	0.5	0.1	0.0	3.7	7	7	100.0%	6	85.7%	
Sum			40	670	16.8	101.0	7.5	4.5	13.6	593	502	84.7%	364	61.4%	

Course Name: DMA C102 Digital Imaging with Photoshop

Assessors:

- Suzie Ama
- Lisa Darty
- Vickie Taton

Assessment Definitions and Plan

Outcome and Assessment Definitions		Assessment and Data Collection		
	Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to critique fine art, digital paintings, and iconography for use of design elements and principles.</p> <p>This will be assessed with a written assignment, scored by a rubric.</p>	<p>Description Student papers will be collected from Lisa Darty. The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming.</p> <p>Timeline Assessment will be conducted Finals Week, Spring 2011.</p> <p>Sample All students who were enrolled in Fall 2010 and Spring 2011 sections will be assessed.</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • None 	<p>Average scores for this written assignment for three sections of this class were 86%, 86% and 87%. A fourth section, at the KRV campus, averaged 65%.</p> <p>Three out of four classes exceeded the target; one section fell significantly below target.</p>	<p>For the sections with a successful outcome, no curriculum or instructional changes are indicated. This outcome will be reassessed during the next assessment cycle, following the 2012 accreditation visit.</p> <p>We believe that the low scores garnered by the fourth section at the KRV campus were a result of the class comprising students with lower than average reading, writing and computer skills.</p>
B.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to apply design elements and principles to</p>	<p>Description Student projects will be collected from Lisa Darty. The project files will be converted to .jpg format if they are not already in that format.</p>	<p>43 out of 49 (88%) of students attained this outcome.</p>	<p>With a successful outcome, no curriculum or instructional changes are indicated. This outcome will be reassessed during the</p>

	<p>construct composite digital images with layers, layer blending modes, layer styles, layer masks, vector masks, clipping masks, adjustment layers, type layers, and filters.</p> <p>This will be assessed with a project, scored with a rubric.</p>	<p>The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming.</p> <p>Timeline Assessment will be conducted Finals Week, Spring 2011.</p> <p>Sample All students who were enrolled in Fall 2010 and Spring 2011 sections will be assessed.</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • None 		<p>next assessment cycle, following the 2012 accreditation visit.</p>
C.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to apply design elements and principles to construct effective iconography and optimized Web graphics.</p> <p>This will be assessed with a project, scored with a rubric.</p>	<p>Description Student projects will be collected from Lisa Darty. The project files will be converted to .jpg format if they are not already in that format. The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming.</p> <p>Timeline Assessment will be conducted Finals Week, Spring 2011.</p> <p>Sample All students who were enrolled in Fall 2010 and Spring 2011 sections will be assessed.</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • None 	<p>28 out of 49 (57%) of students attained this outcome. The component, design and optimization, were assessed separately and then averaged to arrive at an overall percentage. While 90% of students mastered web graphic optimization skills, only 24% of them exhibited master of design principles for iconography.</p>	<p>Additional activities will be developed to help students strengthen their aesthetic assessment criteria, and greater instructional emphasis will be placed on design principles.</p>

D.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to demonstrate mastery in selection techniques and use of tools and brushes.</p> <p>This will be assessed with a project, scored with a rubric.</p>	<p>Description Artifacts from DMA C102 (Photoshop) were collected and assessed. For each software tool, several essential skills and operations were evaluated in each artifact. Students who do not exhibit mastery over all criteria will not be deemed to have met the outcome.</p> <p>Timeline May 2009</p> <p>Sample All students who completed DMA C102</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • None 	<p>12 out of 29 students exhibited mastery over essential Photoshop skills.</p>	<p>It was discussed that Photoshop masking and selection requires more instructional emphasis, as well as specific formative and summative assessments. We discussed that the recent addition of Lynda.com training videos may also improve this outcome.</p> <p>This will be reassessed in Spring 2011.</p>
E.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to evaluate the application of copyright law to specific scenarios.</p> <p>This will be assessed with a quiz, scored with a rubric.</p>	<p>Description A quiz will be developed and launched for all sections of this class, and quiz scores will be collected from Lisa Darty.</p> <p>Timeline Assessment will be conducted Finals Week, Fall 2011.</p> <p>Sample All students who were enrolled in Fall 2011 sections will be assessed.</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • Quiz scores to be collected in Finals Week, Fall 2011 		

Course Name: DMA C103 Digital Photo Enhancement with Photoshop

Assessors:

- Suzie Ama
- Lisa Darty

Assessment Definitions and Plan

Outcome and Assessment Definitions		Assessment and Data Collection		
	Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to evaluate a photograph based on its relative color cast, tonal distribution, saturation, and apply software techniques to correct imbalances.</p> <p>This will be assessed with a project, scored by a rubric.</p>	<p>Description Final projects will be collected from the Adjunct Professor, Vickie Taton. The project files will be converted to .jpg format if they are not already in that format. The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming.</p> <p>Timeline Finals Week, Spring 2011</p> <p>Sample All students in the class will be assessed.</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • None. Assessment is ready for next week. 	24 out of 44 (55%) of students successfully attained this outcome.	
B.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to apply software techniques to repair damaged,</p>	<p>Description Final projects will be collected from the Adjunct Professor, Vickie Taton. The project files will be converted to .jpg format if they are not</p>	21 out of 35 (60%) of students successfully attained this outcome.	

	<p>distorted, or undesirable areas of a photograph and to apply special photographic effects.</p> <p>This will be assessed with a project, scored by a rubric.</p>	<p>already in that format. The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming.</p> <p>Timeline Finals Week, Spring 2011</p> <p>Sample All students in the class will be assessed.</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • None. Assessment is ready for next week. 		
C.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to acquire digital photographs through a variety of input devices and prepare images for print or Web output.</p> <p>This will be assessed and scored with a quiz.</p>	<p>Description A 5-question quiz was administered in Week 12 that solely measured understanding of concepts of input and output of digital image. The quiz is self-scoring.</p> <p>Timeline Spring 2011</p> <p>Sample All students in the class</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • Discuss results during Assessment Meeting, Finals week. 	<p>The class-wide average score for this quiz was 75%, which was slightly below the target.</p> <p>Students tended to do more poorly on the following questions:</p> <ol style="list-style-type: none"> 1. Your options for inputting an image larger than the scanner surface will accommodate include: 2. When scanning images for eventual output by an ink jet printer your scan resolution should be at least pixels per inch. 	<p>Students were only exposed to this information through assigned readings. We discussed the benefit of also delivering this instruction via a live Connect lecture. The lecture material and the quiz will also be more closely examined to ensure that they align well.</p> <p>This outcome will be reassessed in Spring 2012, when the course is next offered.</p>
D.	<p>Upon successful completion of the</p>	<p>Description</p>	<p>The class-wide average</p>	<p>With a successful outcome,</p>

<p>course,</p> <p>80% of students will be able to explain Copyright and Fair Use as the law applies to digital photographs.</p> <p>This will be assessed and scored with a quiz.</p>	<p>A 5-question quiz was administered in Week 13 that solely measured understanding of concepts of copyright and fair use. The quiz is self-scoring.</p> <p>Timeline Spring 2011</p> <p>Sample All students in the class.</p> <p>Pending Tasks:</p> <ul style="list-style-type: none">• None.	<p>score for this quiz was 88%, which exceeded the target.</p>	<p>no curriculum or instructional changes are indicated. This outcome will be reassessed during the next assessment cycle, following the 2012 accreditation visit.</p>
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Course Name: DMA C111 XHTML/CSS

Assessors:

- Suzie Ama
- Elaine Rudis-Jackson

The original SLOs for this course were:

1. Define block and inline elements and classify XHTML elements according to each category. This will be assessed with a final project, scored with a rubric.
2. Write valid and semantically correct XHTML code. This will be assessed with a final project, scored with a rubric.
3. Apply CSS concepts to the box model effectively. This will be assessed with a final project, scored with a rubric.
4. Write valid CSS code to control page appearance and layout. This will be assessed with a final project, scored with a rubric.
5. Describe microformats and apply several types to web pages. This will be assessed with a final project, scored with a rubric.

Suzie and Elaine decided that outcomes 1 and 3 would better be assessed with an exam, rather than a project. These will be assessed in the Spring 2011. It was also decided that outcome 2 needed to be separated into 2 outcomes to assess validation and semantic encoding. Finally, it was decided that it is not necessary to have an SLO for microformats. That content will still be taught, but it is not central to the course and need not be assessed as an SLO.

Assessment Definitions and Plan

Outcome and Assessment Definitions		Assessment and Data Collection		
	Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A.	Upon successful completion of the course, 80% of students will be able to define block and inline elements and classify XHTML elements according to each	Description Originally, this outcome was defined to be measured with a project. However, it was discussed that an objective exam would be a more effective measure. The exam will be	16 out of 17 students (94%) met this outcome.	Students exceeded the target for this outcome. However, only 2 exam questions addressed these concepts. Two additional questions should be added to ensure a

	<p>category.</p> <p>This will be assessed with an exam.</p>	<p>prepared for Spring 2011 students.</p> <p>Timeline Spring 2011</p> <p>Sample All students enrolled in the class.</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • None. 		<p>breadth of understanding.</p> <p>This outcome will be reassessed in Fall 2012</p>
B.	<p>Upon successful completion of the course, 80% of students will be able to write valid XHTML code.</p> <p>This will be assessed with a final project, scored with a rubric.</p>	<p>Description Suzie and Elaine used a simple scoring rubric to determine whether or not each student satisfactorily met the SLO. Prior to assessment they looked at several samples and discussed where the threshold would be between having met and not having met the outcome.</p> <p>Timeline Fall 2010</p> <p>Sample 20 students were randomly selected from Fall 2010 sections, offered online or in hybrid format.</p> <p>Pending Tasks</p> <ul style="list-style-type: none"> • None. Assessment complete. 	<p>15 out of 20 students (75%) met this outcome.</p>	<p>Students fell below the target percentage. Suzie and Elaine are meeting during Spring 2011 Finals Week to analyze the results and identify strategies to improve the outcome. This SLO will be reassessed in Fall 2012.</p>

C.	<p>Upon successful completion of the course, 80% of students will be able to write semantically correct XHTML code.</p> <p>This will be assessed with a final project, scored with a rubric.</p>	<p>Description Suzie and Elaine used a simple scoring rubric to determine whether or not each student satisfactorily met the SLO. Prior to assessment they looked at several samples and discussed where the threshold would be between having met and not having met the outcome.</p> <p>Timeline Fall 2010</p> <p>Sample 20 students were randomly selected from Fall 2010 sections, offered online or in hybrid format.</p> <p>Pending Tasks None. Assessment complete.</p>	<p>14 out of 20 students (70%) met this outcome.</p>	<p>Students fell below the target percentage. Suzie and Elaine are meeting during Spring 2011 Finals Week to analyze the results and identify strategies to improve the outcome. This SLO will be reassessed in Fall 2012.</p>
D.	<p>Upon successful completion of the course, 80% of students will be able to define the box model.</p> <p>This will be assessed with an exam.</p>	<p>Description Originally, this outcome was defined to be measured with a project. However, it was discussed that an objective exam would be a more effective measure. The exam will be prepared for Spring 2011 students.</p> <p>Timeline Spring 2011</p> <p>Sample</p>	<p>15 out of 17 students (88%) met this outcome.</p>	<p>Students exceeded the target for this outcome. However, only 2 exam questions addressed these concepts. Two additional questions should be added to ensure a breadth of understanding. This outcome will be reassessed in Fall 2012</p>

		<p>Pending Tasks:</p> <p>Create exam questions and incorporate into Final Examination.</p>		
E.	<p>Upon successful completion of the course, 80% of students will be able to write valid CSS code to control page appearance and layout.</p> <p>This will be assessed with a final project, scored with a rubric.</p>	<p>Description Suzie and Elaine used a simple scoring rubric to determine whether or not each student satisfactorily met the SLO. Prior to assessment they looked at several samples and discussed where the threshold would be between having met and not having met the outcome.</p> <p>Timeline Fall 2010</p> <p>Sample 20 students were randomly selected from Fall 2010 sections, offered online or in hybrid format.</p> <p>Pending Tasks None. Assessment complete.</p>	<p>15 out of 20 students (75%) met this outcome.</p>	<p>Students fell below the target percentage. Suzie and Elaine are meeting during Spring 2011 Finals Week to analyze the results and identify strategies to improve the outcome. This SLO will be reassessed in Fall 2012.</p>
F.	<p>Upon successful completion of the course, 80% of students will be able to describe microformats and apply several types to web pages.</p> <p>This will be assessed with a final project, scored with a rubric.</p>	<p>Description Suzie and Elaine used a simple scoring rubric to determine whether or not each student satisfactorily met the SLO. Prior to assessment they looked at several samples and discussed where the threshold would be between having met and not having met the outcome.</p>	<p>13 out of 15 students (65%) met this outcome.</p>	<p>Students did not meet this outcome at the target percentage, however, this SLO has removed from the course outline of record because it is a supplemental concept, rather than a core concept. This SLO will not be reassessed.</p>

Timeline

Fall 2010

Sample

20 students were randomly selected from Fall 2010 sections, offered online or in hybrid format.

Pending Tasks

None. Assessment complete.

Course Name: DMA C113 Accessibility and Usability

Assessors:

- Suzie Ama

Assessment Definitions and Plan

Outcome and Assessment Definitions		Assessment and Data Collection		
	Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to evaluate the usability of web content and apply usability principles, taking into account such issues as user technology, visual hierarchy, legibility and readability, writing style, site structure, navigation, search engine optimization, Intranets, eCommerce, and internationalization.</p> <p>This will be assessed with a project, scored by a rubric.</p>	<p>Description Students will be given the option to produce a web site or write a term paper. The scoring rubric evaluated usability concepts of visual hierarchy, technology, legibility and usability, content, site structure, navigation, and search engine optimization. Analysis was done for each student's overall mastery of the group, and there was analysis for each usability concept, as well.</p> <p>Timeline Spring 2011</p> <p>Sample All students</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> None. 	<p>Students exhibited 81% overall mastery of the outcome.</p> <p>Analysis of the individual usability concepts revealed weakness in visual hierarchy (56%) and navigation design (67%). All of the other areas were 80% or above.</p>	<p>Although the overall outcome met the target level of performance, student learning for this outcome can be improved by providing more focus on visual hierarchy and navigation design. The development of these skills needs to be scaffolded and students need more opportunity to critique and articulate how the principles are applied. Exercises will be developed and implemented in Spring 2012 and students will be reassessed.</p>
B.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to identify disabilities that impede access to web content and categorize appropriate</p>	<p>Description Students were given a matching question in an exam, in which they were asked to match the specific disability with the appropriate accommodation. There were 5</p>	<p>Students averaged 76% correctness across all 5 pairs, falling below the 80% target.</p> <p>Macular degeneration</p>	<p>Greater emphasis is being placed on these concepts in Spring 2011, including a live Adobe Connect mini-lecture to provide this instruction in a supplemental format and</p>

	<p>accommodations for each.</p> <p>This will be assessed and scored with a quiz.</p>	<p>disabilities and 5 accommodations to match.</p> <p>Timeline Spring 2010</p> <p>Sample All students who were enrolled in the class (32 respondents).</p> <p>Pending Tasks</p> <ul style="list-style-type: none"> • None. 	<p>(69%), multiple sclerosis (72%), and blindness (63%) and their corresponding accommodations were problematic concepts for students.</p>	<p>to implement formative assessment.</p>
C.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to defend the position that sites should be accessible from a legal and ethical perspective.</p> <p>This will be assessed by an exam essay question, scored with a rubric.</p>	<p>Description Students were given an essay question in an exam with the following scenario: "Ms. Smith has started a new dog grooming business and launched a web site to promote her services. Should she make her web site accessibility compliant? If so, why?"</p> <p>Timeline Spring 2010</p> <p>Sample All students who were enrolled in the class (32 respondents).</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • None. Assessment complete. 	<p>87% of students provided a correct answer, reflecting knowledge of accessibility law and sensitivity toward ethical reasons for making a site accessible.</p>	<p>Students met the target threshold for this outcome, and this SLO will not be reassessed until the entire course inventory has completed the assessment cycle.</p>
D.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to apply XHTML coding techniques to make a site compliant with the strictest accommodation standard.</p>	<p>Description Students will be given the option to produce a web site or write a term paper. However, this outcome cannot be assessed with a paper. This outcome should be revised to evaluate a students ability to use</p>	<p>4 out of 6 students (67%) mastered this outcome.</p>	<p>My observation is that students XHTML coding skills are not strong enough. Making DMA C111/CSCI C181 a prerequisite, rather than an advisory would improve this outcome.</p>

	<p>This will be assessed with a project, scored with a rubric.</p>	<p>accessibility testing software.</p> <p>Timeline Spring 2011</p> <p>Sample All students who chose the web site project as their final project.</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • None. 		
E.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to Develop a usability and accessibility testing plan.</p> <p>This will be assessed with a written report, scored with a rubric.</p>	<p>Description Students will be given the option to produce a web site or write a term paper. A rubric will be developed for each to score students' work.</p> <p>Timeline Spring 2011</p> <p>Sample All students enrolled in DMA C113.</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • None. 	<p>11 out of 12 (92%) students mastered this outcome.</p>	<p>This exceeds the target level of performance. No changes to curriculum or instruction are required.</p>

Course Name: DMA C117 Web Design with Dreamweaver

Assessors:

- Suzie Ama
- Elaine Rudis-Jackson

Assessment Definitions and Plan

Outcome and Assessment Definitions		Assessment and Data Collection		
	Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to design and produce visually attractive, usable, accessible, and interactive Web content that takes the intended audience needs and expectations into account.</p> <p>This will be assessed by a project, scored with a rubric.</p>	<p>Description Final projects from the Spring 2011 DMA C117 class were collected and assessed.</p> <p>Timeline Spring 2011</p> <p>Sample All students enrolled in DMA C117.</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • Review appropriateness of the rubric. • Reassess in Spring 2011. 	<p>8 out of 17 students (47%) met this outcome. This is a 7% increase compared to when this outcome was last assessed in 2009.</p>	<p>The previous plan to improve student learning involved placing greater emphasis on design and provide students will more opportunities to evaluate their own work with a rubric. Students' Photoshop skills seem to be somewhat weak and this limits their ability to design rich interfaces and page design. Suzie is developing a lesson and assignment that Lisa can adopt in DMA C102.</p>
B.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to Use Dreamweaver's features to create Web content that correctly separates semantic encoding from content.</p> <p>This will be assessed by a project, scored with a rubric.</p>	<p>Description Student projects from the Spring 2009 DMA C117 class were collected and assessed. For each software tool, several essential skills and operations are evaluated in each artifact. Students who did not exhibit mastery over all criteria were not deemed to have met the outcome.</p>	<p>7 out of 7 students exhibited mastery over Dreamweaver software.</p>	<p>There is no need to reassess until the entire course inventory has completed the assessment cycle.</p>

		<p>Timeline Spring 2013</p> <p>Sample All students enrolled in DMA C117.</p> <p>Pending Tasks</p> <ul style="list-style-type: none"> • None, Assessment complete. 		
C.	<p>Upon successful completion of the course,</p> <p>80% of students will be able to use Dreamweaver for collaboration and testing.</p> <p>This will be assessed and scored by an exam.</p>	<p>Description Final projects from the Spring 2011 DMA C117 class were collected and assessed.</p> <p>Timeline Spring 2011</p> <p>Sample All students enrolled in the class.</p> <p>Pending Tasks:</p>	88% of students met this outcome.	There is no need to reassess until the entire course inventory has completed the assessment cycle.



Emergency Medical Technology Annual Unit Plan 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The mission of the Emergency Medical Technology Program is to develop and provide quality education in pre-hospital emergency medical care and related aspects of related career opportunities. The program encourages education in a variety of pre-hospital and clinical areas, including Emergency Medical Technician, EMS Instruction, infection control, and the safety courses relevant to field operations. The Emergency Medical Technician course provides students the opportunity to become certified as an EMT and apply for entry level positions in ambulance operations, fire fighting, national fire services agencies, security officers, safety officers, and law enforcement. Numerous other courses such as Medical Terminology, EKG Interpretation, and Pharmacology are taught through allied health courses but highly augment the EMT Program.

Certification programs are provided for the Emergency Medical Technician via the National Registry of Emergency Medical Technicians and within the State of California through Kern County Emergency Medical Services Department or other LEMSAs. The Emergency Medical Services Associate's Degree provides students the opportunity to progress toward a BS in Emergency Medical Services in programs at Loma Linda University and other universities.

The EMT Program supports the College mission by providing vocational education for students, in addition to expanded opportunities to continue into a variety of career fields. The end product of this programs results in increased FTES, from students enrolled in the program, as well as supports enrollment in the academic programs within the college due to the need for a variety of general education and prerequisite courses.

b. Program Applicability

Emergency Medical Technology Program supports a majority of the programs offered. Some of the programs include: health careers, fire technology, sciences, math, and other general education programs. Faculty promotes continued education and advancement in each course by informing students of the programs available at the college. The Emergency Medical Technology Program continually strives to promote its courses by increasing community awareness of course availability, participation in curriculum content via advisory groups and evaluations by students. This process is furthered by the use of Advisory Groups that help guide the growth and development of community needs.



The college has become a testing site for the national exam provide local access for taking the exam. Prior to becoming a testing site, student had to travel more than two hours to take the exam.

c. Partnerships

This program provides emergency personnel, refresher training and continuing education in the local communities in the following positions: ambulance attendant/operator- Liberty Ambulance, Care Ambulance, Symons Ambulance, AMR Ambulance, Hall Ambulance, Antelope Ambulance, Desert Ambulance, San Bernardino and Eastern Sierra Fire agencies; law enforcement – China Lake, Kern County Sheriff, CHP; search and rescue – Kern County, Inyo County, San Bernardino County; paid and volunteer fire departments – China Lake, Kern County, Mammoth Lakes, Big Pine, Lone Pine, Olanha-Cartago, San Bernadino County, Mono Lakes, Bishop, U.S. Forrest Service, BLM, Cal-Fire, Edwards AFB; security officers at Searles Valley Minerals, Riotinto Minerals, Honda Proving Grounds, safety coordinator – AES Wind Generation, Vestas Wind Turbines, GE Wind Energy, Terra-Gen, Next Era, Caithnes Wind, Cal-Wind.

The Emergency Medical Technology Program continually strives to promote its courses by increasing community awareness of course availability, participation in curriculum content via advisory groups and evaluations by students. This process is furthered by the use of Advisory Groups that help guide the growth and development of community needs. Although 100% participation in our advisory council is desired, not all of the providers attend meetings to provide information and feedback at to their needs. Faculty relationships with local industry and the community are fostered to maintain contact with providers to seek out potential needs and address them.

d. Distance Education

The Emergency Medical Technology Program is currently instructed face-to face but will have a hybrid course scheduled during the 2012-2013 college year.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

Previous goals included building additional courses and a degree program. They have been submitted and should be added to the 2012-2013 college catalog.

b. Review of Overall Department/Unit

Student learning outcomes met or exceeded the goals of the department, county, state, and federal mandates. Student retention in the program will be a focus of faculty and adjunct faculty. In July 2010 cognitive portions of the national standard were added without an increase in the course hours. A change in the curriculum increasing the hours of the course may aid in student retention by providing additional hours to lecture and participate in the practical skills application practice.

Student learning outcomes will be evaluated at the end of this semester to prepare for the spring semester. This will include course structure, exams, quizzes and informational handouts utilized throughout each semester.

c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*

Goal 1

1. *Connection to College Strategic Goals: 1.A and 1.B*

2. *Specific internal* or external** condition(s) the goal is a response to:* The current training center is requesting we become our own training center since we provide more training than all the other training sites totaled together. The training center no longer has a dedicated employee to manage the AHA center and provide card printing and regular course management. We currently are doing everything a training center does with the exception of ordering cards directly from the supplier. Ordering may not be done without being a training center.



3. *Action Plan:* Establishment of American Heart Association Center to providing CPR and First Aid training to students college wide (at all campuses).

4. *Measure of Success:* Center Established.

Goal 2

1. *Connection to College Strategic Goals:* 1.A and 1.B

2. *Specific internal* or external** condition(s) the goal is a response to:* Maintain and build each site to educate students with the same materials and supplies.

3. *Action Plan:* Advocate for budgets equal at all sites.

4. *Measure of Success:* Budget approved.

Goal 3

1. *Connection to College Strategic Goals:* 1.A and 1.B

2. *Specific internal* or external** condition(s) the goal is a response to:* Dedicated space is needed to establish the EMT program. SK is sharing a room at the local high school. This seems equitable until the college sustains losses to tables, chairs, laptops and other training supplies. An established training site with dedicated space will provide stability to the program, allow for a known location for the college and be more accessible to provide day and evening courses without interference with the high school. Regular low enrollment exists due to the lack of an established college site in the area, according to students and advisory group opinions.

3. *Action Plan:* Advocate for budget and college establishment of a dedicated college site and EMT program area.

4. *Measure of Success:* Site and budget approval.



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
Dept Assistant II	IWV	2	A.1		10	6-10		G

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

- 1. This needs clerical assistance in order to maintain the level of service that has been done previously with one full time faculty member. This position will provide additional time to the full time faculty to address their programmatic goals, program review and SLO assessment. This position will assist the Director of Emergency Medical Technology faculty member assist in the filing, completion of state and county forms/reports as required, plus take on the clerical tasks to release the faculty director to focus on programmatic issues, partnerships and community outreach.*
- 2. Some of this work is currently being done by existing employees. While this is assisting the department, the work has been fielded by temporary assistants and multiple offices which create a scattered approach to the work required. A permanent position assigned to this area would provide a single focus and point of contact both for the faculty within the area, but for the private and public agencies as well.*
- 3. The impact to this college if this is not filled is the continued stretching of existing resources and a scattered approach to one of the highest producing programs at the college. The long-term impact could be a lack of responsiveness to the communities we serve.*



b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
Emergency Medical Technology	EMT, INSF, RET, FIRE, ADMJ	SK/IWV		1.A, 1.B, 1.E.2	G

Full-Time Faculty Staffing Justification:

[Refer to the separate handout listing criteria for new faculty hiring.]



c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Instructional supplies	ESCC	1	1.A, 1.B.3	Need funds to purchase necessary lab supplies for class including CPR disposal items. Blood pressure cuff, Epi-pen trainers, exam gloves, air ways, pen lights and bandaging materials.	\$700	Ongoing	G
Instructional supplies	IWV	1	1.A, 1.B.3	Need funds to purchase necessary lab supplies for class including CPR disposal items. Blood pressure cuff, Epi-pen trainers, exam gloves, air ways, pen lights and bandaging materials.	\$700	Ongoing	G
Instructional supplies	KRV	1	1.A, 1.B.3	Need funds to purchase necessary lab supplies for class including CPR disposal items. Blood pressure cuff, Epi-pen trainers, exam gloves, air ways, pen lights and bandaging materials.	\$700	Ongoing	G
Instructional supplies	SK	1	1.A, 1.B.3	Need funds to purchase necessary lab supplies for class including CPR disposal items. Blood pressure cuff, Epi-pen trainers, exam gloves, air ways, pen lights and bandaging materials.	\$700	Ongoing	G
Back boards	SK/KRV/E SCC	1	1.A, 1.B.3	Need to replace worn materials for EMTC classes. These are required for instruction – need 8 boards	\$1000	One-time	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
CPR and First Aid Cards (~300 per year)	All	1	1.A, 1.B.3	Cards are needed to issue to students for CPR and First Aid. (see goal 1)	\$750	On-going	G
Printer Ink – 2 sets of ink	IWV	1	1.A, 1.B.3	Printer ink	\$300	On-going	G
Storage cabinets (locking) to store materials at sites – 2 total	ESCC	1	1.A, 1.B.3	To store EMTC supplies, materials and training equipment at the ESCC sites	\$700	One-time	G
Storage cabinets (locking) to store materials at sites – 2 total	KRV/SK	1	1.A, 1.B.3	To store EMTC supplies, materials and training equipment at the ESCC sites	\$700	One-time	G
Tables for instruction (20)	SK	1	1.A, 1.B.3	Instruction tables for student to sit at	\$5000	One-time	G
Student Chairs (40)	SK	1	1.A, 1.B.3	Chairs for students to sit on.	\$3000	One-time	G
White Boards (2)	SK	1	1.A, 1.B.3	For instruction in SK	\$800	One-time	G
ID Card Supplies	IWV	1	1.A, 1.B.3	ID Card Supplies	\$300	On-going	G



d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Laser Printer dedicated to the American Heart Association Training Center (see goal 1)	IWV	1	1.A, 1.B.3	Printer needed to print CPR and First Aid cards.	\$1000	One-time	G
Computer Instructional Projector	SK	1	1.A, 1.B.3	Projector to use in the classroom at SK.	\$3000	One-time	G
Laptops (20)	SK	1	1.A, 1.B	Laptops to be used for instruction and testing.	\$20,000	One-time	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Laptop storage charging station	SK	1	1.A, 1.B	Charging station for laptops	\$3000	One-time	G
Laptops (20)	IWV	1	1.A, 1.B	Laptops to be used for instruction and testing.	\$20,000	One-time	G
Laptop storage charging station	IWV	1	1.A, 1.B	Charging station for laptops	\$3000	One-time	G
ID Card Printer	IWV	1	1.A, 1.B	Specialize printer to create ID badges for students for clinical experiences as mandated by clinical providers	\$1500	One-time	G

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Dedicated classroom space in South Kern	SK	1	1.A, 1.B	Stabilize instructional space for students in SK. We have had problems maintaining our presence, equipment, supplies and security at Cal City High School		On-going	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Dedicated classroom space in IWV	IWV	1	1.A, 1.B	Stabilize instructional space for students in SK. We have had problems maintaining our presence, equipment, supplies and security at IWV.		On-going	G

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Professional conferences	IWV	1	1.A, 1.B	Professional development of full time faculty	\$1800	On-going	V
OSHA Training for general industry (3 courses)	IWV	2	1.A, 1.B	Faculty training to become certified to teach OSHA general industry safety.	\$6500	One-time	G
EMT Director Meetings (4 meetings)	IWV	1-2	1.A, 1.B	Attend regional/county EMT Director's meetings. There are 8 per year – should attend at least half. Currently not attending. These meetings are required to keep up with new and revised requirements, as well as interacting with	\$1000	On-going	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				counterparts.			
Advisory Meetings	All	1	1.	Hold advisory meetings at all campuses as required by federal regulations once per semester per campus	\$500	On-going	V

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Program Promotional Shirts	IWV	2	1-6	Shirts purchased to worn by faculty to advertise programs	\$400	One time	G
Program Brochures	All	2	1-6	Program brochures to be used at events and promote EMT and Industrial Safety programs`	\$1500	On-going	G



i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

Course Assessment Worksheet

Course: EMTC C105 Emergency Medical Technician

Outcome and Assessment Definitions		Assessment and Data Collection		
		Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
Upon successful completion of the course,	90% of students will be able to Recognize minor to major medical and trauma patient conditions	<p>Description Practical exams administered individually with trauma and medical patient scenarios.</p> <p>Timeline Students are given 10 minutes per scenario to evaluate and direct and treat the patient in the</p>	100% of the students taking the course to earn a course completion certificate passed the practical exams.	Continued reevaluation of mandate criteria for testing to meet or exceed the national standard.
This will be assessed with				



	<p>final practical exams which include 2 trauma and 4 medical patient scenarios testing multiple aspects of assessment and treatment.</p>	<p>scenario</p> <p>Sample See Attached</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • None 		
.	<p>Upon successful completion of the course,</p> <p>90% of students will be able to Demonstrate appropriate scene survey, patient assessment, management and treatment of medical and trauma patients, in a safety conscious manner, to the training level of an EMT.</p> <p>This will be assessed with final practical exams which include 2 trauma and 4 medical patient scenarios testing multiple aspects of assessment and treatment.</p>	<p>Description Practical exams administered individually with trauma and medical patient scenarios.</p> <p>Timeline Students are given 10 minutes per scenario to evaluate and direct and treat the patient in the scenario</p> <p>Sample See Attached</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • None 	<p>100% of the students taking the course to earn a course completion certificate passed the practical exams.</p>	<p>Continued reevaluation of mandate criteria for testing to meet or exceed the national standard.</p>
.	<p>Upon successful completion of the course,</p> <p>90% of students will be able to Identify the basic topographical anatomy of the human body organ systems.</p> <p>This will be assessed with written (computer) based exams.</p>	<p>Description Written exams with labeling of various organ systems, anatomical terms and body positions.</p> <p>Timeline Exams are proctored online exams and are not timed.</p> <p>Sample See Attached</p> <p>Pending Tasks:</p>	<p>98% of the students taking the course to earn a course completion certificate passed the topographical and anatomy exams.</p>	<p>Continued reevaluation of mandate criteria for testing to meet or exceed the national standard as required by state law.</p>



	<p>Upon successful completion of the course,</p> <p>90% of students will be able to Demonstrate knowledge and ability according to the standards established by the U.S. National Highway Traffic Safety Administration by passing the Emergency Medical Technician level national exam managed by the National Registry or Emergency Medical Technicians.</p> <p>This will be assessed by using the results of student pass/fail rates on the national exam administered by NREMT.</p>	<ul style="list-style-type: none"> • None <p>Description A computer based EMT level exam at an approved NREMT testing site is taken after the course is completed.</p> <p>Timeline Students have 2 years to take the national exam.</p> <p>Sample This is not available for review by the public nor EMT course instructors. Only results are available to the program director.</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • Continue to monitor success/fail rate. 	<p>The Emergency Medical Technology Program has consistently provided an excellent pass rate for graduates of these courses. We maintain the highest pass rate (88.8%) of all courses offered by all public and private programs in Kern County. We rank 6th of 31 programs offered in San Bernardino, Inyo and Mono Counties. In 2010 18 students completed the national exam. Sixteen completed on the first attempt and two with more then one attempt.</p>	<p>An attempt to remind students to take the national exam before the course completion expires has been initiated. We realize that financial, personal and other reasons may cause a student to withhold taking the national exam.</p>
	<p>Upon successful completion of the course,</p> <p>90% of students will be able to Explain how the human organ systems react in various medical and traumatic conditions.</p> <p>This will be assessed with written exams.</p>	<p>Description Written (computer) exams are administered throughout the course</p> <p>Timeline no time limit is required</p> <p>Sample See Attached</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • None 	<p>93% of the students completing the exams passed the specific questions related to this objective.</p>	<p>Continued monitoring of the student success/fail rates to encourage early clarification of material in order to encourage student retention and progression.</p>



STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

					Sections	1st Day Enroll	Census Enrollmt	Ending Enroll	Students /Section	Actual FTES	FTEF	FTES/ FTEF	Retentio n Rate	Success Rate
EMTC C070	CPR for the Healthcare Provide	2010- 2011	201130	Spring 2011	4	76	76	72	19	1.4	0.1	9.3	100.0%	100.0%
			201070	Fall 2010	4	75	76	57	19	1.1	0.1	7.3	100.0%	100.0%
			Annual Yr Sum		8	151	152	129	19	2.5	0.3	8.3	100.0%	100.0%
EMTC C105	Emergency Medical Technician I	2010- 2011	201130	Spring 2011	4	118	107	85	27	25.9	2.0	13.2	79.4%	55.1%
			201070	Fall 2010	4	129	90	78	23	21.8	1.9	11.6	86.7%	64.4%
			Annual Yr Sum		8	247	197	163	25	47.7	3.8	12.4	82.7%	59.4%
					Sections	1st Day Enroll	Census Enrollmt	Ending Enroll	Students /Section	Actual FTES	FTEF	FTES/ FTEF	Retentio n Rate	Success Rate
EMTC C205	Emergency Med. Tech. I Refresh	2010- 2011	201130	Spring 2011	1	9	9	9	9	0.5	0.1	4.6	100.0%	100.0%
			201070	Fall 2010	1	13	13	13	13	0.8	0.1	6.7	100.0%	100.0%
			Annual Yr Sum		2	22	22	22	11	1.3	0.2	5.7	100.0%	100.0%



English Department Annual Unit Plan 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The English Department at Cerro Coso Community College provides the skills in communicating ideas and information that are at the heart of a program of higher education. In particular, we teach writing and reading classes supporting under-prepared and ESL students advancing to regular level English courses and fulfilling prerequisites required by some departments; degree-level proficiencies in composition and reading; transfer-level skills in composition, reading, and public speaking; and appreciation of language-based arts and humanities. The English Department also feels strongly that students must be more than minimally prepared to succeed in today's university and work place settings.

b. Program Applicability

The English Department at Cerro Coso Community College supports mastery of education, one of the four pillars of our college mission. In support of particular requirements and degrees, the department offers

- 005-099 level courses supporting writing and reading proficiency for AA and AS degrees.
- 100-299 level courses supporting requirements for the college's Liberal Arts: Arts and Humanities AA degree.
- 100-299 level courses supporting requirements for the college's other AA and AS degrees.
- 100-299 level courses supporting writing requirements for the college's general education pattern and IGETC and CSU transfer patterns.
- 100-299 level courses supporting analytical/critical thinking requirements for the general education pattern and IGETC and CSU transfer patterns.
- two 100-299 level course supporting the oral communication requirements for the IGETC and CSU transfer patterns.



- 100-299 level courses supporting arts and humanities requirements for the general education pattern and IGETC and CSU transfer patterns.
- 100-299 level honors courses supporting the completion requirements of the honors program.

c. Partnerships

None.

d. Distance Education

Distance education allows the English Department to serve students who are unable to attend on-ground classes. As with onsite instruction, distance education serves students who seek transfer for baccalaureate degrees, career and technical education, workforce training, college preparation, and lifelong learning. Distance education also compels faculty to be innovative since they must consistently confront the challenge of providing quality instruction in a virtual environment. Finally, as with on-ground classes, distance education inspires our students to strive for excellence in achieving their aspirations, our faculty to deliver quality instruction and learning support, and our communities to support economic development. More specifically, distance education allows us to

1. Provide academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities.
2. Provide basic skills education and student services programs to help students become successful learners.
3. Improve the quality of life of our students and communities through broad-based general education courses.
4. Prepare students with the skills to function effectively in the global economy of the 21st century.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

In curriculum

- Student Learning Outcome Assessment will now be conducted in the afternoon of each Flex Day before the start of a new semester. In early spring, we will assess student success in English 30, 102, and 151, again with the future goal of assessing all courses taught by the department. We will continue gathering statistics of student success in achieving student-learning outcomes and use them to monitor and improve departmental performance.

Progress: We have held two assessment sessions in the past year (1/14/11 and 8/26/11). In those meetings we assessed ENGL 30, READ 56, ENGL 102, ENGL 151, READ 36, READ 46, and ENGL 20. As a result, we have now assessed over half of our courses, and we are on schedule to complete all assessment by the end of the 2012 Spring Semester.

In basic skills

- The department will continue to work with basic skills leadership to accomplish the short- and long-term goals identified by the Basic Skills Committee for the developmental program. As long as it represents the consensus of basic-skills faculty, we will also support the creation of a separate Department of Basic Skills.

Progress: We have continued to work with Laura Vasquez, our Basic Skills Coordinator, to accomplish the short- and long-term goals identified by the Basic Skills Committee for the developmental program. Some of these goals include revising the course outlines of record in each developmental class to include “soft” skills like self-efficacy, study skills, and time management. Laura and I have begun planning to complete those changes. There is currently no movement toward the creation of a separate Department of Basic Skills.

In writing

- We will continue to monitor the graduation change from English 70 (Introductory Composition) to English 101 (Freshman Composition) in fall 2009, considering curriculum changes to improve student retention and success in these courses.
- We will continue to revise writing courses and course outlines as required to be consistent with good practices for assessment standards.

Progress: We have continued to monitor the graduation change from English 70 (Introductory Composition) to English 101 (Freshman Composition), considering curriculum changes to improve student retention and success in these courses. One of the changes has been a



slight decrease of difficulty in the writing assignments for English 101. Partly because of this or because students have now adjusted to it, the success rate for English 101 is now approximately the same as it was in English 70 before the change. Consequently, even though students are now required to take more English classes than they were previously, the change in the graduation requirement no longer seems to present a significant challenge to faculty or (most) students.

In literature

- We will continue to revise literature courses as required to be consistent with good practices for assessment standards.

Progress: Through departmental meetings, planning, and assessment sessions, literature courses are now taught with a close eye on how the course content fulfills the student-learning outcomes of each section. Literature courses are among the last to be assessed, so we have yet to see the impact of this planning on student success.

In speech

- We will continue offering SPCH C105: Interpersonal Communication to address needs in the area of career technical education.
- We will continue to revise speech courses and course outlines as required to be consistent with good practices for assessment standards.

Progress: We have continued to offer SPCH 105 every semester, either onsite or online.

In ensl

- We will promote Laura Vasquez's spring ENSL 21 class, with the hope of eventually resurrecting a robust ESL program at the IWV campus.

Progress: Unfortunately, even after active promotion of the classes, enrollment was so meager that we have now discontinued ENSL at IWV.

b. Review of Overall Department/Unit

The most important improvement that needs to be made in our department is the hiring of a full-time faculty member in English, for the justification of which see 3.b below.



In regard to curriculum, we have discovered gaps in a few of our basic skills reading and English classes that need to be addressed, as well as in a few of our transfer classes. These deficits indicate a clear need to reassess the delivery of some of the material and, in the case of basic skills reading and English classes, to rewrite the course outlines to include “soft” skills like self-efficacy, study skills, and time management. Working with basic skills leadership, we have begun the process of making those changes.

On the other hand, the most recent program review data seem to suggest slight increases in productivity and success in all of our classes, perhaps because we have become more efficient at enrollment management and teaching to the student-learning objectives of each class.

What always works well in our department is the extraordinary commitment of highly experienced and effective teachers, but implementation of data-driven decision making should make our teachers even more effective. For instance, student-learning outcomes assessment certainly has transformed the way we organize and deliver the content of our classes, and it has become part of the “culture” of our department. Another example is our increasing awareness of student success rates, compelling us to redesign course content to improve performance in all of our sections.

In regard to student success, one improvement that needs to be made is a uniform approach to early assessment and notification of students who are struggling. For a more explicit statement of that goal, see 2.c. 1 below.

c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*

Goal 1

Improve Student Success in English Courses:

1. Connection to College Strategic Goals: **2 and 5.**
2. Specific internal* or external** condition(s) the goal is a response to: **Comparatively low success rates of students in English classes.**
3. Action Plan: **Adopting a more uniform approach to early assessment and notification of students who are struggling in English, reading, and speech classes.**
4. Measure of Success: **Student performance data from the 2012-2013 year indicating success rates have increased.**



Goal 2

Work with Local High Schools to Bridge the Gap to College Composition Classes:

1. Connection to College Strategic Goals: **1, 2, 4, and 5.**
2. Specific internal* or external** condition(s) the goal is a response to: **Low placement of high-school students in English classes.**
3. Action Plan: **Collaborating with local high schools to better prepare students before they reach college. This will require the sharing of curriculum and course content, including course outlines of record, syllabi, sample assignments, and grading rubrics.**
4. Measure of Success: **Placement exam results from the 2012-2013 year indicating placement of incoming high-school students has improved.**



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
English (Generalist with Basic Skills Expertise)	English	IWV	1 (high)	1, 2, 6.	General Fund

Full-Time Faculty Staffing Justification:



New Full-Time Faculty Hire:

Discipline: English (Generalist and Basic Skills)

Affected Programs: English

Location: IWV Campus

Priority: 1 (High)

Strategic Goals Affected by This Position: 1, 2, and 6

Funding Source: General Fund

Full-time Faculty: 7

Adjunct Faculty: 15

Productivity in 2010-2011: 11.9

This position is intended to fill the vacancy left by Dr. Corey Marvin, a former English faculty member who in spring 2011 was chosen as Vice President of Academic Affairs of Cerro Coso.

Justification 1: The English Department at Cerro Coso has lost three full-time faculty members in the past six years and now, at 70% of previous staffing levels, is struggling to maintain even the most streamlined schedule of core curriculum for the college.

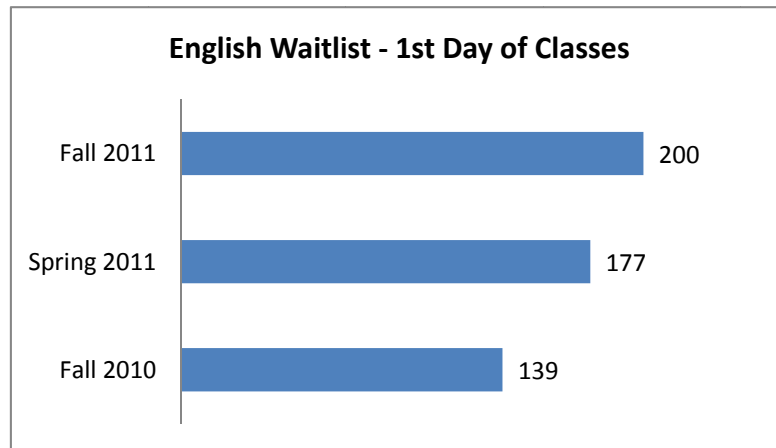
That is, we are not offering as many sections of core English classes as the students need for completion, graduation, and transfer. We have repeatedly slashed sections over the past six years, at first in order to increase productivity, but over the past four years, from a shortage of personnel. Even after relying more heavily on adjunct instructors, evidence of the reduction is found in the diminution of total sections over the years: five or six years ago we were offering over 60 total sections every semester; this fall, we're offering just over 50. At the same time, the 2009 State Chancellor's requirement of English 101 for all graduating students increased the number of classes students need, so this decrease of sections is even more significant than it appears.

Some of the reductions are captured in the following facts:

1. We have now virtually eliminated all sections of English 20 (100% reduction in sections).
2. While we used to offer an online section of English 151: Technical Writing every semester, we now offer it just once a year (50% reduction in sections).
3. We used to offer two sections every semester of each basic-skills reading class (READ 36 and 46); now we're offering just one of each section, and our plan, beginning in the spring, is to begin alternating READ 36 and 46 every semester (75% reduction in sections).
4. We used to offer a literature course onsite every semester at IWV; now we offer literature classes less often than every other semester (50 to 75% reduction in sections).
5. While we used to offer them every semester, we now alternate ENGL 30 and 40 at ESCC (50% reduction in sections).

To reiterate, we've cut 30% of our full-time faculty and though we've scoured our service communities to find more adjuncts, we have insufficient part-time instructors to make up the difference.

Justification 2: A 43.8% increase in waitlist numbers demonstrates our inability to meet student demand for basic-skills classes, graduation requirements, and transfer-level classes.



English waitlist numbers have seen a percentage rise of +43.8% from Fall 10 to Fall 11. Although waitlist numbers are dynamic, this change represents a significant rise in student demand, which is a consequence of the transfer out of the department, last spring, of a full-time faculty member.



Specifically, English 40, 70, and 101 appear on the list of the highest waitlisted classes, i.e., precisely those sections that our transferred faculty member taught most frequently. As the following data indicate, all three had waitlisted enrollments on the first day of classes:

Waitlist History: High Waitlist
Courses with Greater than 20 Waitlisted Enrollments
 Waitlist Capacity Summary >= 0.75
 College : 'CC', Term : '201170, 201150, 201130, 201070'; Academic_Period = :Term, College = :College, WaitlistEnrollmts > 20

Page Items: Dean: <All> Campus: <All> Div: <All> Dept: <All> Subj: English Event: FIRST DAY

(7) FIRST DAY						
	201070		201130		201170	
	Waitlist Enrollmts	Waitlist Capacity	Waitlist Enrollmts	Waitlist Capacity	Waitlist Enrollmts	Waitlist Capacity
▶ ENGLC040	22	24%	25	100%	21	42%
▶ ENGLC070	25	28%	47	94%	43	57%
▶ ENGLC101			43	86%	38	51%
▶ ENGLC102			22	44%		

Despite the increase to 20 sections this semester from 17 last fall of transfer-level English courses, the increased demand on waitlists validates the need for a full-time faculty member, as does the decrease in sections of degree-applicable English from eight last fall to seven this fall.



Course Type w Sections & FTES: Section Summary

Note: While a course might fit into multiple Course Type categories (i.e. both Transfer & Voc Ed), they are assigned to the first category in order. Actual (ending) FTES is reported for terms that have ended; while Estimated FTES (using current census enrollment) is reported for terms in progress
 College : 'CC' , Term : '201030, 201070, 201130, 201170'; Academic_Period = :Term, College = :College

Page Items: College: <All> Dean: <All> Dept: <All> Subject: English Course Type: <All>

		2009-10			2010-11				2011-12			
		201030		Total Sections	201070		201130		Total Sections	201170		Total Sections
		Sections	% of Sections		Sections	% of Sections	Sections	% of Sections		Sections	% of Sections	
> Cerro Coso College	> 1) Transfer	19	48.7%	19	17	44.7%	20	51.3%	37	20	54.1%	20
	> 3) Basic Skills	13	33.3%	13	13	34.2%	11	28.2%	24	10	27.0%	10
	> 4) Degree	7	17.9%	7	8	21.1%	8	20.5%	16	7	18.9%	7
	College Total	39	100.0%	38	38	100.0%	39	100.0%	37	37	100.0%	37
	Sum	39		39	38		39		77	37		37

Waitlist History: High Waitlist Courses with Greater than 20 Waitlisted Enrollments

Waitlist Capacity Summary >= 0.75
 College : 'CC' , Term : '201170, 201150, 201130, 201070'; Academic_Period = :Term, College = :College, Waitlist Enrollm

Page Items: Dean: <All> Campus: <All> Div: <All> Dept: <All> Subj: English Event: 1 WEEK BEFORE FIRST DAY

		(6) 1 WEEK BEFORE FIRST DAY					
		201070		201130		201170	
		Waitlist Enrollmts	Waitlist Capacity	Waitlist Enrollmts	Waitlist Capacity	Waitlist Enrollmts	Waitlist Capacity
> ENGLC040		21	23%	25	100%	24	48%
> ENGLC070		85	38%	42	84%	34	45%
> ENGLC101		26	29%	43	86%	43	57%
> ENGLC102				30	60%		



Course Type w Sections & FTES: by Course										
Note: While a course might fit into multiple Course Type categories (i.e. both Transfer & Voc Ed), they are assigned to the first category Actual (ending) FTES is reported for terms that have ended; while Estimated FTES (using current census enrollment) is reported for terms in College : 'CC' , Term : '201030, 201070, 201130, 201170'; Academic_Period = :Term, College = :College										
Page Items: College: CC Dean: <All> Dept: <All> Subject: English Course Type Cat: <All> Course Type: <All> Course ID										
			201030		201070		201130		201170	
			Sections	FTES (Act/Est)	Sections	FTES (Act/Est)	Sections	FTES (Act/Est)	Sections	FTES (Act/Est)
▶ English	▶ ENGLC020	▶ 3) Basic Skills	2	4.6	2	3.7	1	1.8		
	▶ ENGLC030	▶ 3) Basic Skills	5	14.1	3	12.1	5	15.6	2	8.0
	▶ ENGLC040	▶ 3) Basic Skills	6	22.6	8	28.5	5	18.8	8	28.1
	▶ ENGLC070	▶ 4) Degree	7	24.5	8	31.3	8	31.3	7	27.0
	▶ ENGLC101	▶ 1) Transfer	8	28.8	8	26.4	7	22.8	9	30.7
	▶ ENGLC101H	▶ 1) Transfer							2	1.6
	▶ ENGLC102	▶ 1) Transfer	5	10.0	4	9.7	5	11.2	4	8.5
	▶ ENGLC102H	▶ 1) Transfer	1	0.7	1	0.7	1	0.4	1	1.9
	▶ ENGLC111	▶ 1) Transfer					1	1.8	1	3.0
	▶ ENGLC141	▶ 1) Transfer			1	3.1			1	2.7
	▶ ENGLC151	▶ 1) Transfer	1	1.4			1	2.5		
	▶ ENGLC221	▶ 1) Transfer	2	2.5	1	3.0			1	3.2
	▶ ENGLC231	▶ 1) Transfer	1	3.3			1	2.7		
	▶ ENGLC235	▶ 1) Transfer					1	1.9		
	▶ ENGLC245	▶ 1) Transfer			1	2.5	2	1.6	1	3.4
	▶ ENGLC249	▶ 1) Transfer	1	3.5			1	3.5		
	▶ ENGLC298A	▶ 1) Transfer			1	0.2				
	Sum		39	116.2	38	121.0	39	115.9	37	118.1
Sum			39	116.2	38	121.0	39	115.9	37	118.1

Justification 3: Not having enough full-time instructors affects completion of lower-division certificates and associates degrees, as well as transfer-readiness for all students.

Justification 4: We now have a diminished ability to serve basic-skills as well as general-education students.

Evidence of this is found in the aforementioned reduction of basic-skills sections and the increase of waitlists. The large percentage of



students who need basic skills cannot be overlooked. Basic skills is a central part of the California Community College's mission, so we must adequately meet these students' needs.

Justification 5: This results in a decline in completion for all students.

Justification 6: English classes are central to the core curriculum of the college.

Therefore, the reduction in sections forecasts a more general decline for all programs at the college. The backlog of students is what matters most here. If students can't get started on the composition series, they graduate later or, far more likely, not at all, thus reducing the college's completion rates. As we know, basic-skills students are the most at risk for non-completion. If these students are delayed because we do not offer a sufficient number of sections, then they are even less likely to sustain to completion.

Data from the Legislative Analyst's Office supports the urgency of reducing or eliminating waitlists in basic skills courses:

1. According to the State Chancellor's Office, 90% of incoming California community college students are not proficient and need basic skills. Since nearly all students must take two or more composition classes and reading, delaying students only ensures their failure to complete.
2. According to the Basic Skills Initiative, only 60% of students who enrolled in and completed basic-skills English courses pass these courses. This does not even include those who enrolled in a dropped class.
3. 50% of basic skills students do not persist in college, and even 50% of those who successfully complete a basic skills class do not advance to the next course. Anything we do to further frustrate and delay them will only drive them away.
4. When the State Chancellor's Office changed the California community college minimum graduation requirement to English 101 starting in 2009, this increased the number of courses our students would need to complete in order to graduate, making a backlog of waitlisted students even more of a threat to both our completion and graduation rates.

Justification 7: The research is clear and conclusive that full-time faculty members are more effective than adjuncts at teaching and retaining students.

We are currently using a KRV part-time faculty member to cover some of our classes, but the commute is onerous and expensive. In addition, because of load restrictions, the adjunct cannot cover all of the classes that we need to offer at IWV. And, of course, the adjunct's responsibilities at IWV now preclude her from teaching any classes at KRV. Therefore, the absence of a full-time faculty member has now resulted in a net loss at *both* sites.

Justification 8: The loss of full-time faculty negatively affects FTFO and the 50% law.



c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Non-Inst Supplies & Materials	All Campuses	1 = high	1, 6	This fund is for basic office supplies, like paper, ink cartridges, staplers, and post-it notes, which support teaching in all basic-skills, college-, and transfer-level English courses. Links to Strategic Plan Goals: IA, IC, 2A.	300.00	On-going	G = General Fund

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
All Computer Software	All Campuses	1 = high	1, 2, 3, 5, 6	These monies support all technology used in basic-skills, college-, and transfer-level English courses--onsite but particularly online. Without	300.00	On-going	G = General Fund



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				institutional support for technology, innovation is impossible in the delivery of these courses. Links to Strategic Plan Goals: IA, IC, 2A.			

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Employee Travel	All Campuses	1 = high	1, 2, 5, 6	Some funds for travel are necessary so that faculty members will maintain currency in the disciplines of basic-skills, college-, and transfer-level English. These	1500.00	On-going	G = General Fund



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				monies support attendance at conferences, as well as academic partnerships like ECCTYC, Building Bridges, NCTE, and TYCA, both with sister colleges in the district and all California community colleges and universities. Links to Strategic Plan Goals: 1A, 1C, 1E, 2A, 6C, 6D.			

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Non-Library/Magazines/Bks/Prdcls	All Campuses	1 = high	1, 2, 3, 5, 6	These funds that support library database and printed materials are essential for student success in achieving one of the most important student-learning	300.00	On-going	G = General Fund



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				<p>outcomes in college- and transfer-level English courses: teaching students how to incorporate secondary sources in college essays. This outcome applies not only to the composition sequence of ENGL 70, 101, and 102, but also to transfer-level literature courses like ENGL 221, 231, 235, 241, 245, and 245.</p> <p>Links to Strategic Plan Goals: 1A, 1C, 1D, 3D.</p>			
Institutional Dues/Memberships	All Campuses	1 = high	1, 2, 3, 5, 6	This fund pays for our subscription to inside english, a journal that promotes excellence in teaching English courses, providing a forum for discussion of issues in basic-skills, college-, and transfer-	100.00	On-going	G = General Fund



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				level English and serving as a vehicle for writers to express their ideas and challenge assumptions. Links to Strategic Plan Goals: 1A, 1C, 2A, 5B, 6D.			

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

Department of English Assessment Session II
English 30: Basic Reading Skills, Reading 56: College Reading, and English 102: Critical
Thinking Through Literature
(1/14/11)

Participants:

M. Crow
C. Davis
G. Enns
C. Marvin
C. Swiridoff
L. Vasquez
C. Abbott

Methodology

We held our second Student Learning Outcome Assessment Session on the Flex Day prior to the spring semester. We gathered statistics of student success in three courses taught by full-time faculty—English 30, READ 56, and English 102—with the continued goal of assessing all courses taught in the department.

The data sample was a random selection of final papers from all of the sections taught by full-time faculty. The papers were shuffled, evenly distributed among the readers, and graded by a rubric, with all faculty members making reference to pre-established departmental guidelines and using anonymous tally sheets for assessment of student success in achieving the student-learning outcomes.

A significant change from the last session was the decision to narrow the range of assessment to “adequate” or “unsatisfactory,” the faculty members deciding that the distinction between “proficient” and “adequate” is superfluous to the evaluation of whether the students have succeeded in achieving the student-learning outcomes.

The session took approximately two and 1/2 hours.

Student Learning Outcomes

ENGL C030: Basic Writing Skills

- A. Write developed, coherent, unified paragraphs in a variety of modes, such as exemplification, compare/contrast, cause and effect, etc., with clear topic sentences, subtopic sentences, paragraph unity, coherence, and development.
Construct five-paragraph essays with beginner level skill including statement of thesis.
- B. Identify and correct errors in parts of speech, run-ons, and fragments and employ varying sentence structures.
- C. Read actively, distinguishing among topics/main ideas, determining claim and support, and identifying transition words.

READ C056: College Reading

- A. Analyze the conceptual framework of college-level reading materials, such as patterns of organization, stated and implied main ideas, major and minor supporting ideas, and transitions.
- B. Assess the viability of explanations and arguments by identifying author's purpose and tone, distinguishing facts from opinions, and drawing sound inferences through logic and one's own experience
- C. Synthesize multiple sources by determining relation among texts on a single topic and finding common ideas
- D. Demonstrate increased college-level vocabulary.

ENGL 102: Critical Thinking Through Literature

- A. Distinguish among facts, inferences, judgments, and implications.
- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.
- C. Identify premises, both stated and unstated.
- D. Recognize fallacious reasoning.

Data

ENGL 30

SLO	Adequate	Unsatisfactory	% of Success
A	10	0	100
B	10	0	100
C	9	1	90
D	9	1	90

READ 56

SLO	Adequate	Unsatisfactory	% of Success
A	11	5	68.75
B	12	6	66.66
C	18	0	100
D	15	2	88.23

Conclusions

ENGL 30: These statistics are uniform and indicate that in these composition courses the students are achieving all of the student-learning outcomes at a rate of higher than 90%, which we determined to be an excellent performance overall.

READ 56: The data indicate a significant disparity between student success in achieving outcomes A and B, and C and D, the first two at a less than 70% success rate and the second two at nearly 90% and higher. After discussing the discrepancy, faculty concluded that the reason for the lower success rate in outcomes A and B is the unsuitability of a paper artifact to determine whether students can analyze the conceptual framework of college-level reading materials or assess the viability of explanations and arguments by identifying an author's purpose and tone. In other words, the low success rates with A and B have little to do with pedagogy or instruction in READ 56 but rather with the means by which student success is assessed. The solution to this problem, it was quickly recognized, is to use two artifacts rather than one: a paper for outcomes C and D and a quiz or exam on reading comprehension for outcomes A and B. This modification will be incorporated in future assessment of READ 56.

ENGL 102: A similar but far more widespread problem appeared in our attempt to assess student success in achieving the student-learning outcomes of English 102. It quickly became apparent that a paper artifact was appropriate for assessing *only one* of the four outcomes of the class: B. to analyze and create written arguments, using sound reasoning and relevant supporting details. Because of this difficulty, the faculty members repeatedly stopped to ask questions about how, by means of the papers they were evaluating, they could assess the students' ability to distinguish between facts and inferences, identify premises, and recognize fallacious reasoning. After a lengthy discussion, the department decided that the assessment of English 102 would have to be deferred until a more suitable artifact, a quiz or exam that tests the students' abilities to perform critical thinking exercises, was identified and included with the paper artifact for student-learning outcome B. Fortunately, we have already written an exam on logical fallacies to which we could include material designed to assess student-learning outcomes A and C. The addition of this exam data will be incorporated in future assessment of English 102.

Future Assessment

The next assessment session, to be held on the Flex Day prior to Fall Semester 2011, will evaluate student success in the following courses: **ENGL 20, 151, and READ 36 and 46.**

Department of English Assessment Sessions III
English 151: Technical Communication, Reading 36: Developmental Reading, Reading 46:
Improving Reading Skills, and English 20: Literacy Skills
(8/26/11-9/10/11)

ENGL C151: Technical Communication

Participants:

C. Davis

C. Swiridoff

Methodology

Based on past Student Learning Outcome Assessment Sessions over the past two semesters, we repeated the same methodology, except that in the case of English 151, we surveyed all of the final papers from the single section offered annually, which is taught by the same instructor year after year. This kind of “cluster sampling” was determined to be the most effective data-gathering strategy for a less frequently offered course. The papers were graded by a rubric based on pre-established departmental guidelines for assessment of student success in achieving the student-learning outcomes.

Student Learning Outcomes

STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Write and revise technical compositions for audience, purpose, clarity, conciseness, and freedom from major and minor grammatical errors.
2. Divide a large body of information into meaningful units and organize those units into a hierarchy of relationships.
3. Write effective content to enhance the marketability and persuasiveness of communications.
4. Use principles of visual design to create usable documents, incorporating graphics and/or tabular data to communicate technical information.
5. Understand significant aspects of the technical communication, such as ethical and legal considerations, collaboration, and communication tools, while writing a variety of different kinds of technical documents.
6. Evaluate and abstract information from research and apply a documentation system, such as MLA.

Data

Reviewed 20 out of 21 final projects submitted (omitting plagiarized project) in spring 2011.

STUDENT LEARNING OUTCOMES: Upon completion of the course, the student will be able to

1. Write and revise technical compositions for audience, purpose, clarity, conciseness, and freedom from major and minor grammatical errors.

Proficient	Adequate	Unsatisfactory	% of Success
11	7	2	0.90

2. Divide a large body of information into meaningful units and organize those units into a hierarchy of relationships.

Proficient	Adequate	Unsatisfactory	% of Success
10	9	1	0.95

3. Write effective content to enhance the marketability and persuasiveness of communications.

Proficient	Adequate	Unsatisfactory	% of Success
10	7	3	0.85

4. Use principles of visual design to create usable documents, incorporating graphics and/or tabular data to communicate technical information.

Proficient	Adequate	Unsatisfactory	% of Success
11	6	3	0.85

5. Understand significant aspects of the technical communication, such as ethical and legal considerations, collaboration, and communication tools, while writing a variety of different kinds of technical documents.

Proficient	Adequate	Unsatisfactory	% of Success
9	5	5	0.75

6. Evaluate and abstract information from research and apply a documentation system, such as MLA.

Proficient	Adequate	Unsatisfactory	% of Success
5	3	12	0.40

Total % of Success
0.78

Conclusions

These statistics indicate that the students are achieving five of the six student-learning outcomes at a rate of 75%-95%, averaging 86%, which we determined to be a better-than-satisfactory performance overall. The success rate of the sixth SLO is significantly lower, indicating a clear need to reassess the course's delivery of this specific material. Revisions to the course to

improve student success in this area have already begun and will be fully implemented when the course is offered in the spring semester.

READ 36: Developmental Reading
READ 46: Improving Reading Skills

Participants:

C. Davis

L. Vasquez

Methodology

We also used the cluster sampling method for READ 36 and 46, since the reading courses are offered far less ubiquitously than our composition courses and by only one full-time faculty member. The artifact for both courses is a final exam that tests for all of the student-learning outcomes of the classes.

READ 36:

Student Learning Outcomes

Upon completion of the course, the student will be able to

1. Analyze structure (main ideas, major and minor ideas, supporting details) in paragraphs and rudimentary essays.
2. Locate transitions in paragraphs and rudimentary essays.
3. Identify purpose and tone in paragraphs and rudimentary essays.
4. Make inferences in paragraphs and rudimentary essays.
5. Read actively by marking text and making useful marginal notes for later use.
6. Demonstrate increased vocabulary appropriate to 7th-10th grade.

Data

STUDENT LEARNING OUTCOMES: Upon completion of the course, the student will be able to

1. Analyze structures, including main ideas, major and minor ideas, supporting details in paragraphs and rudimentary essays.

Satisfactory	Unsatisfactory	% of Success
7	5	0.58

2. Locate transitions in paragraphs and rudimentary essays.

Satisfactory	Unsatisfactory	% of Success
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10	2	0.83
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3. Identify Purpose and Tone in paragraphs and rudimentary essays.

Satisfactory	Unsatisfactory	% of Success
9	3	0.75

4. Make inferences in paragraphs and rudimentary essays.

Satisfactory	Unsatisfactory	% of Success
7	5	0.58

5. Read actively by marking text and making useful marginal notes for later use.

Satisfactory	Unsatisfactory	% of Success
5	7	0.41

6. Demonstrate increased vocabulary at an intermediate level.

Satisfactory	Unsatisfactory	% of Success
7	5	0.58

Total % of Success
0.71

READ 46:

Student Learning Outcomes

Upon completion of the course, the student will be able to

1. Review: structure, transition, inferences, and purpose and tone in paragraphs and rudimentary essay.
2. Analyze structure, transition, inferences, and purpose and tone in longer, pre-collegiate-level essays, poems, and novels.
3. Identify patterns of organization and mixed patterns of organization in pre-collegiate-level essays, poems and novels.
4. Read actively by making marginal notes and marking items for use in summarizing and responding to a text.
5. Demonstrate increased advanced level pre-collegiate vocabulary

Data

STUDENT LEARNING OUTCOMES: Upon completion of the course, the student will be able to

2. Analyze structure, transition, inferences, and purpose and tone in longer, pre-collegiate-level essays, poems, and novels.

Satisfactory	Unsatisfactory	% of Success
12	4	0.75

3. Identify patterns of organization and mixed patterns of organization in pre-collegiate level essays, poems, and novels.

Satisfactory	Unsatisfactory	% of Success
12	4	0.75

4. Read actively by making marginal notes and marking items for use in summarizing and responding to a text.

Satisfactory	Unsatisfactory	% of Success
10	6	0.625

5. Demonstrate increased advanced level pre-collegiate vocabulary.

Satisfactory	Unsatisfactory	% of Success
13	3	0.8125

Total % of Success
0.78

Conclusions

These statistics indicate that in READ 36, the students are achieving outcomes 2 and 3 at a rate of over 70%, but not outcomes 1, 4, 5, and 6. In Read 46, the students are achieving outcomes 2, 3, and 5 at a rate of over 70%, but not outcome 4. These findings indicate a need to reevaluate the course's delivery of these objectives, and since the data sample is small, to reassess again next semester.

English 20: Literacy Skills

Participants:

C. Davis

J. Gray

Methodology

We chose two sections of English 20, one offered in the spring and one in the summer, since this course is offered 2-3 times a year and only by part-time instructors, the most active of which participated in the data gathering and assessment session. The artifact for both sections was a final exam that tests for all of the student-learning outcomes of the class.

Student Learning Outcomes

Upon completion of the course, the student will be able to

1. Employ simple spelling rules and usage conventions, such as capitalization, proper use of the period and apostrophe, how to double-space, etc.
2. Employ basic principles of grammar, including recognizing basic parts of speech, such as noun, pronoun, verb, adjective, etc., and sentence structures, like simple, compound, and complex sentences.
3. Demonstrate expanded vocabulary by using word attack strategies.
4. Show basic reading skills at the sentence level: phonics, word-recognition, and rudimentary comprehension, and improve reading comprehension and learn suitable reading strategies for various kinds of reading materials.

Data

STUDENT LEARNING OUTCOMES: Upon completion of the course, the student will be able to

1. Employ simple spelling rules and usage conventions, such as capitalization, proper use of the period and apostrophe, how to double-space, etc.

Satisfactory	Unsatisfactory	% of Success
17	6	0.75

2. Employ basic principles of grammar, including recognizing basic parts of speech, such as noun, pronoun, verb, adjective, etc., and sentence structures, like simple, compound, and complex sentences.

Satisfactory	Unsatisfactory	% of Success
17	6	0.75

3. Demonstrate expanded vocabulary by using word attack strategies.

Satisfactory	Unsatisfactory	% of Success
18	5	0.775

4. Show basic reading skills at the sentence level: phonics, word-recognition, and rudimentary comprehension, and improve reading comprehension and learn suitable reading strategies for various kinds of reading materials.

Satisfactory	Unsatisfactory	% of Success
20	3	0.85

Total % of Success
0.795

Conclusions

These statistics indicate that in ENGL 20 the students are achieving all of the student-learning outcomes at a rate of nearly 80%, which we determined to be a better-than-satisfactory performance overall.

Future Assessment

The next assessment session, to be held on the Flex Day prior to Spring Semester 2012, will evaluate student success in the following courses: **SPCH 101, ENGL 141, ENGL 102, and literature courses. We will also gather more data from READ 36 and 46.**

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:ENGL	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			75	1,714	22.9	208.3	18.6	2.2	11.2	1,524	1,302	85.4%	882	57.9%	
	200750		7	183	26.1	20.4	2.1	0.0	9.9	173	146	84.4%	86	49.7%	
		English	7	183	26.1	20.4	2.1	0.0	9.9	173	146	84.4%	86	49.7%	
	200770			36	782	21.7	98.0	8.6	0.7	11.4	677	581	85.8%	401	59.2%
		English	36	782	21.7	98.0	8.6	0.7	11.4	677	581	85.8%	401	59.2%	
	200830			32	749	23.4	89.8	8.0	1.5	11.2	674	575	85.3%	395	58.6%
English		32	749	23.4	89.8	8.0	1.5	11.2	674	575	85.3%	395	58.6%		
2008-2009			80	1,938	24.2	235.1	20.2	2.5	11.6	1,883	1,480	78.6%	1,023	54.3%	
	200850		9	231	25.7	24.0	2.3	0.0	10.3	213	157	73.7%	111	52.1%	
		English	9	231	25.7	24.0	2.3	0.0	10.3	213	157	73.7%	111	52.1%	
	200870		35	880	25.1	109.2	9.0	1.1	12.1	865	694	80.2%	474	54.8%	
		English	35	880	25.1	109.2	9.0	1.1	12.1	865	694	80.2%	474	54.8%	
	200930		36	827	23.0	101.8	8.9	1.5	11.5	805	629	78.1%	438	54.4%	
English		36	827	23.0	101.8	8.9	1.5	11.5	805	629	78.1%	438	54.4%		
2009-2010			82	1,974	24.1	246.6	21.4	2.9	11.5	1,971	1,478	75.0%	1,052	53.4%	
	200950		8	204	25.5	23.5	2.3	0.0	10.4	203	143	70.4%	107	52.7%	
		English	8	204	25.5	23.5	2.3	0.0	10.4	203	143	70.4%	107	52.7%	
	200970		35	850	24.3	107.0	9.1	1.0	11.7	851	636	74.7%	451	53.0%	
		English	35	850	24.3	107.0	9.1	1.0	11.7	851	636	74.7%	451	53.0%	
	201030		39	920	23.6	116.2	10.0	1.9	11.6	917	699	76.2%	494	53.9%	
English		39	920	23.6	116.2	10.0	1.9	11.6	917	699	76.2%	494	53.9%		
2010-2011			87	2,135	24.5	267.2	22.5	5.2	11.9	2,134	1,688	79.1%	1,145	53.7%	
	201050		10	262	26.2	30.2	2.8	0.2	10.8	264	197	74.6%	127	48.1%	
		English	10	262	26.2	30.2	2.8	0.2	10.8	264	197	74.6%	127	48.1%	
	201070		38	952	25.1	121.0	9.8	2.1	12.4	951	750	78.9%	493	51.8%	
		English	38	952	25.1	121.0	9.8	2.1	12.4	951	750	78.9%	493	51.8%	
	201130		39	921	23.6	115.9	9.9	2.9	11.7	919	741	80.6%	525	57.1%	
English		39	921	23.6	115.9	9.9	2.9	11.7	919	741	80.6%	525	57.1%		
Sum			243	7,761	31.9	957.1	82.8	12.9	11.6	7,512	5,948	79.2%	4,102	54.6%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College
7/15/2011

Subject:ENSL Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			7	26	3.7	1.8	0.8	0.8	2.2	24	20	83.3%	14	58.3%
	200770		1	7	7.0	0.0	0.3	0.3	0.0	7	7	100.0%	5	71.4%
		English as a Second Language	1	7	7.0	0.0	0.3	0.3	0.0	7	7	100.0%	5	71.4%
	200830			6	19	3.2	1.8	0.5	0.5	3.3	17	13	76.5%	9
English as a Second Language		6	19	3.2	1.8	0.5	0.5	3.3	17	13	76.5%	9	52.9%	
2008-2009			12	35	2.9	5.0	1.1	1.1	4.7	38	36	94.7%	27	71.1%
	200870		6	14	2.3	2.0	0.5	0.5	3.7	16	14	87.5%	11	68.8%
		English as a Second Language	6	14	2.3	2.0	0.5	0.5	3.7	16	14	87.5%	11	68.8%
	200930			6	21	3.5	3.0	0.5	0.5	5.6	22	22	100.0%	16
English as a Second Language		6	21	3.5	3.0	0.5	0.5	5.6	22	22	100.0%	16	72.7%	
2009-2010			9	39	4.3	5.5	0.8	0.8	6.8	38	35	92.1%	31	81.6%
	200970		3	13	4.3	1.9	0.3	0.3	7.0	12	11	91.7%	7	58.3%
		English as a Second Language	3	13	4.3	1.9	0.3	0.3	7.0	12	11	91.7%	7	58.3%
	201030			6	26	4.3	3.6	0.5	0.5	6.8	26	24	92.3%	24
English as a Second Language		6	26	4.3	3.6	0.5	0.5	6.8	26	24	92.3%	24	92.3%	
2010-2011			8	50	6.3	5.7	1.3	0.8	4.3	55	50	90.9%	44	80.0%
	201070		4	22	5.5	2.9	0.5	0.3	5.4	27	24	88.9%	20	74.1%
		English as a Second Language	4	22	5.5	2.9	0.5	0.3	5.4	27	24	88.9%	20	74.1%
	201130			4	28	7.0	2.9	0.8	0.5	3.6	28	26	92.9%	24
English as a Second Language		4	28	7.0	2.9	0.8	0.5	3.6	28	26	92.9%	24	85.7%	
Sum			34	150	4.4	17.9	4.0	3.5	4.5	155	141	91.0%	116	74.8%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:READ	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			11	225	20.5	27.4	2.6	0.8	10.5	209	185	88.5%	124	59.3%	
	200750		2	25	12.5	2.8	0.5	0.0	6.0	23	21	91.3%	17	73.9%	
		Reading	2	25	12.5	2.8	0.5	0.0	6.0	23	21	91.3%	17	73.9%	
	200770			5	116	23.2	13.7	1.1	0.5	12.1	107	96	89.7%	64	59.8%
		Reading	5	116	23.2	13.7	1.1	0.5	12.1	107	96	89.7%	64	59.8%	
	200830			4	84	21.0	10.8	1.0	0.3	10.8	79	68	86.1%	43	54.4%
Reading		4	84	21.0	10.8	1.0	0.3	10.8	79	68	86.1%	43	54.4%		
2008-2009			13	315	24.2	38.0	2.9	0.5	13.0	281	204	72.6%	111	39.5%	
	200870		8	200	25.0	23.6	1.8	0.3	13.1	175	127	72.6%	71	40.6%	
		Reading	8	200	25.0	23.6	1.8	0.3	13.1	175	127	72.6%	71	40.6%	
	200930		5	115	23.0	14.4	1.1	0.3	12.7	106	77	72.6%	40	37.7%	
Reading		5	115	23.0	14.4	1.1	0.3	12.7	106	77	72.6%	40	37.7%		
2009-2010			13	314	24.2	35.8	2.9	0.7	12.5	294	215	73.1%	120	40.8%	
	200950		1	19	19.0	1.8	0.2	0.0	8.8	20	14	70.0%	10	50.0%	
		Reading	1	19	19.0	1.8	0.2	0.0	8.8	20	14	70.0%	10	50.0%	
	200970		7	193	27.6	21.7	1.5	0.5	14.2	179	131	73.2%	69	38.5%	
		Reading	7	193	27.6	21.7	1.5	0.5	14.2	179	131	73.2%	69	38.5%	
	201030		5	102	20.4	12.4	1.1	0.3	10.9	95	70	73.7%	41	43.2%	
Reading		5	102	20.4	12.4	1.1	0.3	10.9	95	70	73.7%	41	43.2%		
2010-2011			13	244	18.8	29.8	3.1	1.2	9.7	245	200	81.6%	108	44.1%	
	201050		1	23	23.0	2.1	0.2	0.0	10.7	24	16	66.7%	11	45.8%	
		Reading	1	23	23.0	2.1	0.2	0.0	10.7	24	16	66.7%	11	45.8%	
	201070		6	124	20.7	15.0	1.4	0.5	10.7	125	102	81.6%	49	39.2%	
		Reading	6	124	20.7	15.0	1.4	0.5	10.7	125	102	81.6%	49	39.2%	
	201130		6	97	16.2	12.7	1.5	0.7	8.6	96	82	85.4%	48	50.0%	
Reading		6	97	16.2	12.7	1.5	0.7	8.6	96	82	85.4%	48	50.0%		
Sum			50	1,098	22.0	131.0	11.5	3.3	11.4	1,029	804	78.1%	463	45.0%	

7/15/2011

Subject:SPCH Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FT EF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			14	356	25.4	36.0	2.8	1.0	12.9	323	299	92.6%	283	87.6%
	200750		2	47	23.5	5.0	0.4	0.2	12.4	46	44	95.7%	43	93.5%
		Speech	2	47	23.5	5.0	0.4	0.2	12.4	46	44	95.7%	43	93.5%
	200770		6	143	23.8	14.0	1.2	0.4	11.6	125	115	92.0%	110	88.0%
		Speech	6	143	23.8	14.0	1.2	0.4	11.6	125	115	92.0%	110	88.0%
	200830		6	166	27.7	17.1	1.2	0.4	14.2	152	140	92.1%	130	85.5%
Speech		6	166	27.7	17.1	1.2	0.4	14.2	152	140	92.1%	130	85.5%	
2008-2009			13	328	25.2	34.1	2.6	1.0	13.1	322	278	86.3%	254	78.9%
	200850		2	45	22.5	4.8	0.4	0.2	12.0	44	41	93.2%	41	93.2%
		Speech	2	45	22.5	4.8	0.4	0.2	12.0	44	41	93.2%	41	93.2%
	200870		5	136	27.2	14.0	1.0	0.4	14.0	128	106	82.8%	94	73.4%
		Speech	5	136	27.2	14.0	1.0	0.4	14.0	128	106	82.8%	94	73.4%
	200930		6	147	24.5	15.2	1.2	0.4	12.7	150	131	87.3%	119	79.3%
Speech		6	147	24.5	15.2	1.2	0.4	12.7	150	131	87.3%	119	79.3%	
2009-2010			16	432	27.0	44.1	3.2	1.6	13.8	434	345	79.5%	302	69.6%
	200950		3	83	27.7	8.4	0.6	0.4	14.0	83	64	77.1%	59	71.1%
		Speech	3	83	27.7	8.4	0.6	0.4	14.0	83	64	77.1%	59	71.1%
	200970		6	177	29.5	18.2	1.2	0.6	15.2	179	157	87.7%	137	76.5%
		Speech	6	177	29.5	18.2	1.2	0.6	15.2	179	157	87.7%	137	76.5%
	201030		7	172	24.6	17.5	1.4	0.6	12.5	172	124	72.1%	106	61.6%
Speech		7	172	24.6	17.5	1.4	0.6	12.5	172	124	72.1%	106	61.6%	
2010-2011			16	429	26.8	42.8	3.2	1.8	13.4	430	365	84.9%	317	73.7%
	201050		4	128	32.0	12.5	0.8	0.6	15.6	128	123	96.1%	99	77.3%
		Speech	4	128	32.0	12.5	0.8	0.6	15.6	128	123	96.1%	99	77.3%
	201070		6	172	28.7	17.4	1.2	0.6	14.5	173	141	81.5%	133	76.9%
		Speech	6	172	28.7	17.4	1.2	0.6	14.5	173	141	81.5%	133	76.9%
	201130		6	129	21.5	12.9	1.2	0.6	10.8	129	101	78.3%	85	65.9%
Speech		6	129	21.5	12.9	1.2	0.6	10.8	129	101	78.3%	85	65.9%	
Sum			58	1,545	26.6	157.0	11.8	5.4	13.3	1,509	1,287	85.3%	1,156	76.6%



Annual Unit Plan Template 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The mission of the Cerro Coso Community College Maintenance and Operations Department is to provide a safe, secure, and clean learning environment.

b. Program Applicability

The Maintenance and Operations department's role is to maintain the facilities, infrastructure and provide a reliable physical plant. The college consists of five campuses spread across 18,500 square miles. The department services 15 buildings consisting of approximately 345,000 square feet. The IWWV campus staff consists of M&O Manager, one full time Plant Engineer, one full time Maintenance worker, two full time Grounds workers, five full time Custodians, one 19 hour FLB Automotive mechanic, one 19 hour Shipping and Receiving clerk. ESCC staff consists of one full time Site Operations Coordinator, and a 19 hour FLB Custodian. KRV site consists of one 19 hour Custodian. Cal-City CDC consists of one 19 hour Custodian.

c. Partnerships

[Describe any partnerships (community, industry, education) your unit participates in] NA

d. Distance Education



[Does your unit have a distance education component? Describe it here; explain how it allows your unit to fulfill the college mission]NA



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

Continue to act as a resource person and active participant in the development and implementation of all remodeling and new construction projects.

Work with District staff to implement a work order system for M&O staff.

Continue to work with Kern County Environmental Health Services Dept. on our HAZMAT programs.

b. Review of Overall Department/Unit

Over the past few years M&O has been able to acquire new equipment to support our work. With this equipment we have been able to accomplish many projects that have been on hold. *(Equipment)*

With the newer facilities we have completed the workloads have become greater and more demanding of newer technology to keep them operational. We need to budget and schedule for the proper training to stay current with the technology allowing us to meet the needs of our students and staff. *(training)*

KCCD has recently purchased software "Schooldude" for campus work requests and preventative maintenance; this program is still in the implementation phase. Once the program is fully operational we will be able to track much needed preventative maintenance schedules, Work orders and special set-up requests will be able to be tracked for resources used and needed, the system will be able to send a message to the requestor letting them know the status of their requests, as well as the timeline for completion of the request. *(resources)*

c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*



Goal 1

- 1. Connection to College Strategic Goals: #3. Seek opportunities to enhance the acquisition and use of resources.*
- 2. Specific internal* or external** condition(s) the goal is a response to: Cerro Coso Community College Facilities Master Plan.*
- 3. Action Plan: Act as a resource person and active participant in the development and implementation of CCCC Facilities Planning.*
- 4. Measure of Success: Project completion.*

Goal 2

- 1. Connection to College Strategic Goals: #3. Seek opportunities to enhance the acquisition and use of resources.*
- 2. Specific internal* or external** condition(s) the goal is a response to: Implement a work request and preventative maintenance program.*
- 3. Action Plan: Work with KCCD to implement the program to its fullest capacity.*
- 4. Measure of Success: Saved resources, transparency in the process, accountability.*

Goal 3

- 1. Connection to College Strategic Goals: #4. Build upon our culture of accountability, responsibility, and collegiality amongst all stakeholders.*
- 2. Specific internal* or external** condition(s) the goal is a response to: Campus Safety and Security*
- 3. Action Plan: Continue to provide training through drills and best practices to all stakeholders.*
- 4. Measure of Success: Ongoing.*



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
Grounds worker 1	IWV	2		34	12	40	2317.38	G
Maintenance worker	ESCC	2		36.5	10	40	2605.70	G
Custodian 1	IWV	2		31.5	12	40	2050.84	G

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)

Full-Time Faculty Staffing Justification:



[Refer to the separate handout listing criteria for new faculty hiring.]

c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
White boards campus wide	IWV	1	2/6	White boards can longer be cleaned.	\$50,000	One time funds	G
Bulletin Boards	IWV	1	2/6	We need more posting space	\$5,000	One time funds	G
Classroom desks	IWV	2	2/6	Replace broken sled base chairs	\$3,000	One time funds	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Office / Desk Chairs	Nursing	1		Need to replace 15 old/broken chairs, for the safety of our students	\$3500	One time	General
Repair upholstery on weight rm equip.	PE	1	1A	Upholstery tears and wears out	\$1000	Ongoing	General
Resurface track	PE	2A, 2C	1A,1E	Track is officially used by our college classes and the community along with K-12 schools. Safety is a concern.	TBD by M&O, KCCD facilities	One time	General
Repair/replace scoreboards gym	PE	1C,2C	1A	Score boards are obsolete and are in need of major wiring repairs	TBD by M&O, KCCD facilities	One time	General
Repair and resurface tennis courts	PE	1A,1C	1A	Tennis courts are becoming very slick and are losing their grip. Safety is a concern	TBD by M&O, KCCD facilities	One time	General
Additional lighting for the dirt parking lot	PE	2C	1A	Needed to create a safely lighted environment and to improve student visibility during night classes as well as sporting events.	TBD by M&O, KCCD facilities	One time	General
Learning Support Success Center	KRV						

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Lap top computer/ shock proof, will be used on the roofs, equipment room and travel.	M&O	1	All	This computer will be used to program HVAC, security, cameras	5500	yes	General

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Additional space	Industrial - arts	?	?				

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)



Annual Unit Plan 2012-2013 Academic Year

HEALTH CAREERS/VOCATIONAL NURSING

a. Mission

The mission of the Health Careers and Vocational Nursing Program is to develop and provide quality programs in various aspects of healthcare. The programs encourage education in a variety of health career areas, including Certified Nurse's Aide/Home Health Aide, Vocational Nursing and Medical Assisting. The Medical Assisting program includes both administrative (front office) and clinical (back office) courses. Numerous other courses such as Medical Terminology, Nutrition, Nutrition and Diet Therapy, Pharmacology, Cultural Diversity, Ethics for the Healthcare Provider and Cardiac Arrhythmia are taught as separate courses but highly augment all of the Health Career Programs and serve as required prerequisites for several programs including Vocational Nursing, Medical Assisting, and Emergency Medical Technician.

b. Program Applicability

These programs result in increased FTES (from students enrolled in the programs (LVN, Medical Assistant, CNA/HHA) as well as supports enrollment in the academic programs within the college due to the need for a variety of general education and prerequisite courses. The programs are also in support of the communities needs as identified in the Advisory Boards for the service areas.

c. Partnerships

We currently have partnerships with the following local high schools: Burroughs High School, Mammoth Lakes High School Health Academy, and actively participate in the Virtual High School Programs with the various local high schools in the service area.

Currently have active Advisory Boards at both ESCC and IWV campuses and are currently working on establishing an Advisory Board in the KRV area.



We also have numerous active partnerships with local medical facilities at both ESCC and IWV and are working on establishing these partnerships in the KRV area.

d. Distance Education

The Health Careers/Vocational Nursing Program has continues to work diligently at developing and refining coursework to fulfill the goal goals. The LVN Program is currently being offered via ITV from the IWV campus to the Eastern College Center Bishop and Mammoth campuses. Cerro Coso Community College has also been highly active in the promotion and development of an LVN to RN Distance Education Career Ladder Program with Bakersfield College. We recently received a Department of Labor Grant TAACCCT grant for the development of a LVN Program in the KRV service area which will be offered via ITV from the IWV campus also.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

1. The Health Careers/Vocational Nursing Program continually strives to promote its courses by increasing community awareness of course availability, participation in curriculum content via advisory groups, evaluations by students, and anecdotal student notes. This process is furthered by the use of Advisory Groups that help guide the growth and development of community needs. *As a result of this we applied for and received a grant to implement a LVN Program in the Kern River Valley Area over the next 3 years, and apply for national certification of the Medical Assisting Program offered at IWV, ESCC and KRV. We also promote our programs through local community events, newspapers, fund raisers and service organizations in our communities.*
2. The Health Careers/Vocational Nursing Program closely monitors the outcomes of its students to ensure the viability of program offerings and instructional methods. This process is aided by the use of the program review to verify program success and failures. The Board of Vocational Nursing and Psychiatric Technicians and the Department of Health Services monitor the success of students after course completion via mandated testing. *The Health Career Programs/Vocational Nursing has consistently provided an excellent pass rate for graduates above the state average. The current pass rate for the CCCC LVN students through 9/30/11 is 100%. The National pass rate is 87% and the California State Pass rate is only 74%.*
3. The Health Careers/Vocational Nursing Program has continued to work diligently at developing and reefing coursework to fulfill college goals. The LVN Program is currently being offered via ITV from the IWV campus to the ESCC Bishop and Mammoth campuses. CNA courses and Medical Assisting courses are provided at the IWV campus, Kern River campus and the ESCC campus. *As a result of the increased need for health care workers in our service area and the request of Advisory Boards, we applied for and received a grant that would allow for us to increase the number of offerings of the CNA/HHA courses at these locations along with the ability to develop and apply for national certification of the Medical Assisting Program at all three sites. This will allow for the students upon completion of the program to sit for the National Medical Assisting Certification Boards.*

b. Review of Overall Department/Unit

Overall, the Health Careers/Vocational Nursing Programs appear to be heading in the right direction. We are continuing to evaluate all courses and update as needed or required by state mandates. Our pass rates for state certifications for LVN, CNA, and HHA all remain consistently higher than the state average in all areas. The Pass rates for the LVN students have remained consistently higher than the state and national averages. Currently since January 2011 – September 2011 the pass rate is at 100% (the National average is 87%, with the California State average at 74%). Due to the increased need for health care workers in the area and nationwide, we applied for a Department of Labor grant with a consortium of 11 other colleges during the spring and the grant was awarded this past October. This will allow for us to develop and implement several additional programs within



our service area.

An area of weakness that has been identified is in the use of simulation within the Health Careers Programs. Although we have established beginning simulation labs at IWV, Bishop and Mammoth campuses, we are finding that our use of the simulation labs varies from one instructor to another. We have identified the need for a Simulation Coordinator to service the simulation labs to ensure that all instructors have the knowledge and skills to use the simulation equipment effectively, that the equipment is operational and to troubleshoot any issues, and most importantly to provide the sites with the same scenarios to address the same Student Learning Outcomes in the same way. We have discovered by not having the same scenarios with the same objectives we are not effectively addressing the SLO's. The use of simulation with the Health Career/Vocational Nursing programs is vital in providing our students with the needed hands on practice and skills to meet the mandated state requirements. The state currently allows for 25% of clinical experience to be completed by simulation.

c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*

Goal 1

1. *(College Strategic Plan) Improve our response to community needs through customized educational opportunities, transfer programs, area workforce development and quality student services*
2. Internal Response to increased attrition rates
3. *Action Plan: Improve Student Access, Retention, and Success*
4. *Measure of Success: Improve attrition rates for all programs through the development of student support systems including online tutor services for health careers and nursing, provide for increased availability and equality of simulation labs at all sites, and pass rates for all state mandated testing for employment in the health related fields.*

Goal 2

1. *(College Strategic Plan) Improve our response to community needs through customized educational opportunities, transfer program, area workforce development, and quality student services*
2. External Response to meeting the needs of the workforce in a timely manner



3. Action Plan: Provide Effective Learning and Earning Pathways for Students

4. Measure of Success: Develop Pathways for all Healthcare Programs with collaboration with counseling and development of alternative methods of instruction for students to meet the healthcare objectives (simulation labs) in communities services by CCCC.

Goal 3

1. (College Strategic Plan) Improve service to under-prepared students and increase their success rates

2. Internal/External Response to meeting the educational needs of the students with emphasis on the competencies of the healthcare field

3. Action Plan: Support Student Learning through Appropriate Technology

4. Measure of Success: Increase student learning support systems through the use of Computer Assisted Instruction (Moodle), simulated learning, use of Notebooks/tablets for immediate visual demonstration purposes, and the development of student support courses. Provide up to date training for instructors in the use of the new technologies which will assist in maximizing the success of students in the courses.



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
HCRS	LVN, CNA/HHA, Medical Assisting	IWV	High	1,2,3,6	G

Full-Time Faculty Staffing Justification: Additional full time staff is required to accommodate the needs of the growing Health Career Programs. Since 2005 we have only had 2 full time faculty with the remaining sections being taught by adjunct. The workload for the department has increased from 4.46 in 2005 to 9.3427 in the Fall 2010. With the acquisition of the TAACCCF grant the workload will also



be increased significantly over the next 3 years. Currently for the Spring 2012 term we are looking at using 18 adjuncts with a load at 8.87 or at an average load of .50 each. We are also looking at the 2 full time faculty at loads of at least 1.53 each. The need for additional full time faculty is apparent in order to continue to develop and provide quality programs in various aspects of healthcare and with the implementation of the TAACCCF grant from the Department of Labor.

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
HCRS	LVN, CNA/HHA, Medical Assisting	IWV	High	1,2,3,6	G

Full-Time Faculty Staffing Justification: This position is for a full time Instructor/Simulation Coordinator to serve all the campuses and run the Simulation Lab at IWV. The need for this position has become apparent due to the increased use of simulation in all programs in order to meet the competency needs of all students at all sites due to our isolation and lack of specific case scenarios. As we reviewed our SLO's for clinical objectives we found that the clinical instructors were not using the same required way to assess the SLO's on the students, therefore the data collected was not valid. The need for a coordinator to create and disseminate the scenarios, the training of the faculty on the use of the simulation equipment, the ability to troubleshoot the equipment and the need to have the simulation lab open during the week for all students to utilize is critical in the success of the students and the promoting of the required competencies as established through QSENS and the healthcare facilities. This position becomes more crucial with the addition of the KRV LVN Program, certificated Medical Assisting Program and the increased sections of CNA/HHA with the acquisition of the TAACCCF grant.

Overall Justification Data for Full Time Faculty Requests

According to the data presented since 2007/2008 we have increased	
Number of Sections offered	53%
Enrollment	111%
Number of students per section	38%
FTES	88%
FTEF	35%
Adjunct FTEF	28%
FTES/FTEF	39%



Based on this information we have seen an increase in class size, workload, and use of adjuncts

- *Increase in class size
- *Increase in workload of full time faculty
- *Increase in use of adjuncts

We have had a decrease in retention by 11.7% and a decrease in the success rate by 16.1%. Although some of this can be directly related to the implementation of the online courses it is still an issue that needs to be addressed. We feel that by increasing the total number of full time faculty that our retention and success rate will increase. This is evident in the fact that our LVN program is taught by full time faculty and our pass rates for these students have remained consistently higher than the state and national averages. Our current pass rate from January 2011 – September 2011 is 100% where the national average is 87% and the California State average is 74%.

c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
General skills lab supplies	ESCC, KRV, IWV	1	1-2	Need for funds to stock supplies at skills labs on 3 sites to support the LVN, CNA/HHA, Medical Assisting courses. Without supplies the courses cannot operate	2000.00	On-going	General
General Office Supplies	IWV ESCC KRV	1	1-6	Need funds for offices, classrooms for all instructors on IWV, KRV, ESCC campuses	1500.00	Ongoing	General

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Fingerprint fees	ESCC KRV	1		State mandated costs for reimbursement of CNA students for livescan (60 X \$57)	3500.00	On-going	General

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
18 Notebook/Tablets (18 x \$700)	IWV	1	1,2	These will support the students learning resource support center as outlines in the Unit Plan under goal #3. They are addressed specifically in the Strategic Plan Goal # 1 & 2. And they will have a high impact on meeting the students' needs in the areas of technology and simulation.	12,600.00	One time	G
Printer for Department	IWV	1		Need to upgrade the printer in 122 that is used for the entire	700.00	One time	General



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				department as the current one is obsolete and not working well			
Vita Sim Box	IWV	1	1-2	Need an additional Vital Sim box to allow for multiple simulations to be occurring during a simulation to better serve more students and increase our case scenarios	3000.00	One Time	General

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
15 Chairs for Advanced Skill Lab and Computer Lab	IWV	1		Need to replace remaining 15 broken chairs with new ones for the safety of the students	3500.00	One time	General

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Travel - Director	IWV	1	4,5,6	Travel funds needed for the Director to attend State Mandated Directors's Meeting, Advisory Boards on ESCC and KRV	1000.00	On going	General
Simulation Conferences/Professional Development	IWV	1	1,2	Funds to provide training for the IWV instructors for simulation and Professional Development	6000.00	On going	General/VTEA
Advisory Meetings	IWV ESCC KRV	1	1,2,3,4,5,6	To maintain Mandated Advisory Board Meetings at the 3 sites each semester	3000.00	On going	General/VTEA

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Brochures	All sites	1	3,4,5,6	Need brochures for all Health Career Programs for recruitment of students, Career Day, solicitation of funds, etc. We currently have no brochures available	2500.00	One time	General, VTEA



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
California Simulation Alliance	All Sites	1	1,2,6	Membership in the Alliance provides us with up to date simulation scenarios, technology, current simulation national standards and discounts with several vendors. It also offers training and collaboration with other institutions, etc.	300.00	On-going	General

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)



STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

Health Science &
Physical
Education
Department Unit
Plan (proposed 10/31/11)

2012-13



Annual Unit Plan Template 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

Based on a specific set of learning outcomes, the mission of the Health Science and Physical Education Department is to provide a comprehensive transfer curriculum in physical education, health, fitness and wellness related activities. This includes all populations of the college: those in the Physical Education Major, those in other AA and/or AS degree programs, those transferring to universities and colleges, community members and for those students seeking lifelong health, wellness and leisure time skills and knowledge. Students engage in a wide spectrum of educational experiences designed to fulfill their academic and career needs.

b. Program Applicability

[Give here a complete list of the instructional programs your unit supports; if all, state all]

AA Physical Education
General Education



c. Partnerships

[Describe any partnerships (community, industry, education) your unit participates in]
None involving monetary compensation. However, community involvement is listed under step 2, item 5.

d. Distance Education

[Does your unit have a distance education component? Describe it here; explain how it allows your unit to fulfill the college mission]

The Distance Education component for this department involves General Education requirements and the Physical Education Major. The Department currently offers two courses: a Foundations of Physical Education course (required for majors) and the Principles of Health Education (Major and General Education). We have a very limited number of online offerings at this time, but they do permit online access to our general student population.

STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

1. The Health Science and Physical Education Department will continually strive to promote and increase student participation and retention while continuing to examine our online and on ground course offerings while responding to student needs.

Response: Over the past year, course scheduling in both areas has been carefully examined. These actions have resulted in reduced class offerings and improved time block scheduling for a variety of on ground courses. The Physical Education Major was revised with course SLO and certain course deletions during the spring semester of 2011. Online courses are currently be evaluated for their influence with respect to student needs.



2. The Health Science and Physical Education Department will examine District provided evaluations of student success and retention and respond accordingly to ensure future program and student needs are met.

Response: The Department has moved in a positive direction in decreasing the gap between Retention and Success Rates See “Student Retention and Success Rate Comparison Chart” at end of this document.

3. The faculty will conduct program review in accordance to the schedule developed by Cerro Coso Community College Academic Senate.

Response: Program Review will be completed during the spring of 2012.

4. The faculty will continue to update classes to meet SB 1440 requirements.

Response: State-Wide approved Transfer Model Curriculum for Physical Education will be presented to the Curriculum Committee in spring of 2012. If the proposed program revisions are approved by the Curriculum Committee, implementation will follow.



5. The Health Science and Physical Education Department will promote our programs through college and community sponsored fitness events, clinics, camps, and lectures to a culturally diverse population.

Response: The Health Science and Physical Education Department has increased outreach to the community by hosting

- Special Olympics
- Junior Olympics
- Relay for Life
- Local tennis club USTA league
- IWV Youth Cheer program
- Over the Hill Track Club
- Summer/winter camps offered through baseball and basketball programs
- Relay for life
- Community Health Fair
- Host and participate in college recruitment efforts
- Preview day
- Grade Level 6-12 athletic team (girls and boys teams) practices and several athletic contests in the sports of track and field, cross country, basketball, and girls volleyball.

6. The department will continue to examine the class schedule and its productivity to ensure high levels of efficiency within the department.

Response: Please see the "Course Offerings and FTES" chart at the end of this document. It should indicate that while the Department has become more efficient by reducing course offerings, we have managed to maintain a relatively high FTES count.



7. Examine state and all other funding sources to plan and construct a self sustaining aquatic fitness facility.

Response: In the Department's view, this would be an extremely worthwhile project. However, upon investigation the current budget constraints state-wide have forced us to "table" this goal for the near future.

8. We anticipate two faculty needs in the near future. One should be a replacement due to retirement and one should be a new position offered in Eastern Sierra.

Response: Action on this goal has been deferred to the upcoming Spring 2012 Department Program Review process.

b. Review of Overall Department/Unit

[What needs/opportunities did your last program review(s) reveal? Did your most recent SLO assessments demonstrate gaps to be addressed? What is working with your unit? What improvements need to be made?]

There have been so many changes to our college processes over the past five years. The department has made efforts to adjust to new requirements that are being implemented, not only locally, but state-wide. With student needs being one of the primary movers, many adjustments/changes have been made. The timing of the upcoming Program Review will be advantageous in the sense that it will provide a needed, in depth, look at the department. Improvements should be a natural result of that process. At this point in time, we are not sure what recommendations for change will surface.

At the present time, the department appears to be working relatively well, with curriculum and scheduling issues being the dominate change agent.



c. Goals for Upcoming Year (next academic year). Three goals not required. If more goals needed, copy and paste additional boxes.

Goal 1: Full implementation of the SB 1440 Transfer Model Curriculum for the Physical Education Major.

1. Connection to College Strategic Goals:
CCCC Goal Number One: Improve our response to community needs through customized educational opportunities, transfer program, area workforce development, and quality student services
2. Specific internal* or external** condition(s) the goal is a response to: A. Maintain availability of comprehensive quality associate degrees and transfer program.
3. Action Plan: Presenting Physical Education Program revisions to the Curriculum Committee for approval. This may include further SLO revisions as well.
4. Measure of Success: Approved Transfer Model Curriculum for Physical Education in place.

Goal 2

1. Connection to College Strategic Goals:
2. Specific internal* or external** condition(s) the goal is a response to:
3. Action Plan:
4. Measure of Success:

Goal 3

1. Connection to College Strategic Goals:
2. Specific internal* or external** condition(s) the goal is a response to:



3. Action Plan:

4. Measure of Success:

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

The Department is scheduled for Program Review in spring of 2012. Requests and the required documentation/justification, for Classified Staffing will be addressed in that document.

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
None at this time								

Classified Staffing Justification.

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.



2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)

Full-Time Faculty Staffing Justification: While we believe that an additional Full-Time position should be considered, it should be noted that the Department is scheduled for Program Review in Spring of 2012. Requests, and the required documentation/justification/data for new Full-Time Faculty, will be fully assessed at that time.



c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Printer Cartridges	IWV	3A	1A	Quality instruction is impacted	\$300.00	Ongoing	G
Weight Room Dumbbells	IWV	1A	1 A	Quality instruction is impacted.	\$ 400.00	One-Time	G
Tennis Balls	IWV	1A	1 A	Quality instruction is impacted.	\$ 600.00	Ongoing	G
Tennis Nets	IWV	2A	1 A	Quality instruction is impacted.	\$ 600.00	One-Time	G
Supplies for First Aid Courses HSCI C105	IWV	1A	1A	Quality instruction is impacted.	\$ 900.00	On-Going	G
Conditioning Exercise Balls		1A	1A	Quality instruction is impacted.	\$ 400.00	One-Time	G

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Physical Education Equipment – Treadmills/Cardio Equipment	IWV	2A	1A	Older equipment needs replacement. Quality instruction is impacted.	\$12,000	One-Time	G



e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
None at this time							

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Upholstering and repair of Weight Room and Cardio Equipment	IVW	1A	1A	Upholstery tears and becomes brittle because of daily use by students in exercise classes. Electronics on Cardio Equipment require periodic maintenance and repair. Quality instruction is impacted.	\$ 1000	Ongoing	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Refurbish and repair College Track surface.	IWV	2A,2C	1A, 1E	Track is officially used by our college classes, the community (Relay for Life, Over the Hill Track Club, and service area K-12 schools). Maintenance and repair of this track is a safety as well as a community service need. Safety is the concern.	TBD by M & O and KCCD Architect	One-Time	G
Additional lighting in the dirt parking light near the track/field access gates.	IWV	2C	1A	Needed to create a safely lighted environment and to improve student visibility during night classes as well as sporting events.	TBD by M & O and KCCD Architect	One-Time	G
Repair the scoreboard connections in the Gym floor.	IWV	1C /2C	1A	The wiring/connections are 20 years old and have experienced wear and tear. Operation of message board is intermittent. The situation needs to be assessed for safety concerns.	TBD by M & O and KCCD Architect	One-Time	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Tennis Court Re-Surfacing	I WV	1A,1C	1A	Courts are becoming slick and are losing their surface grip. Quality instruction is impacted.	TBD by M & O and KCCD Architect	One-Time	G

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Department Chair Travel	KRV + Bishop	1A	1A	Funding will be used for travel to and from sites for adjunct evaluation procedures	\$ 150.00	Ongoing	G



h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
None at this time							

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
None at this time							

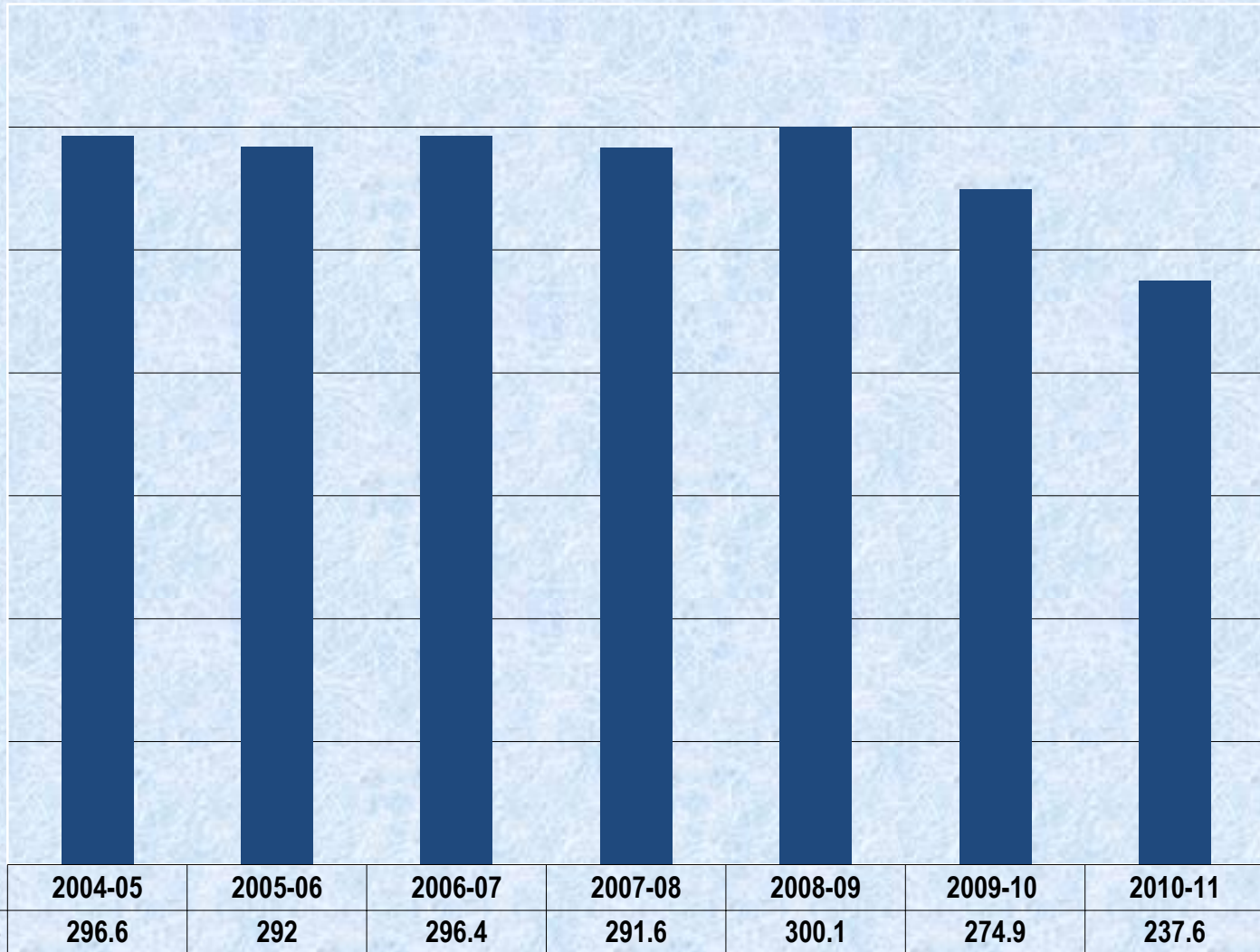


STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

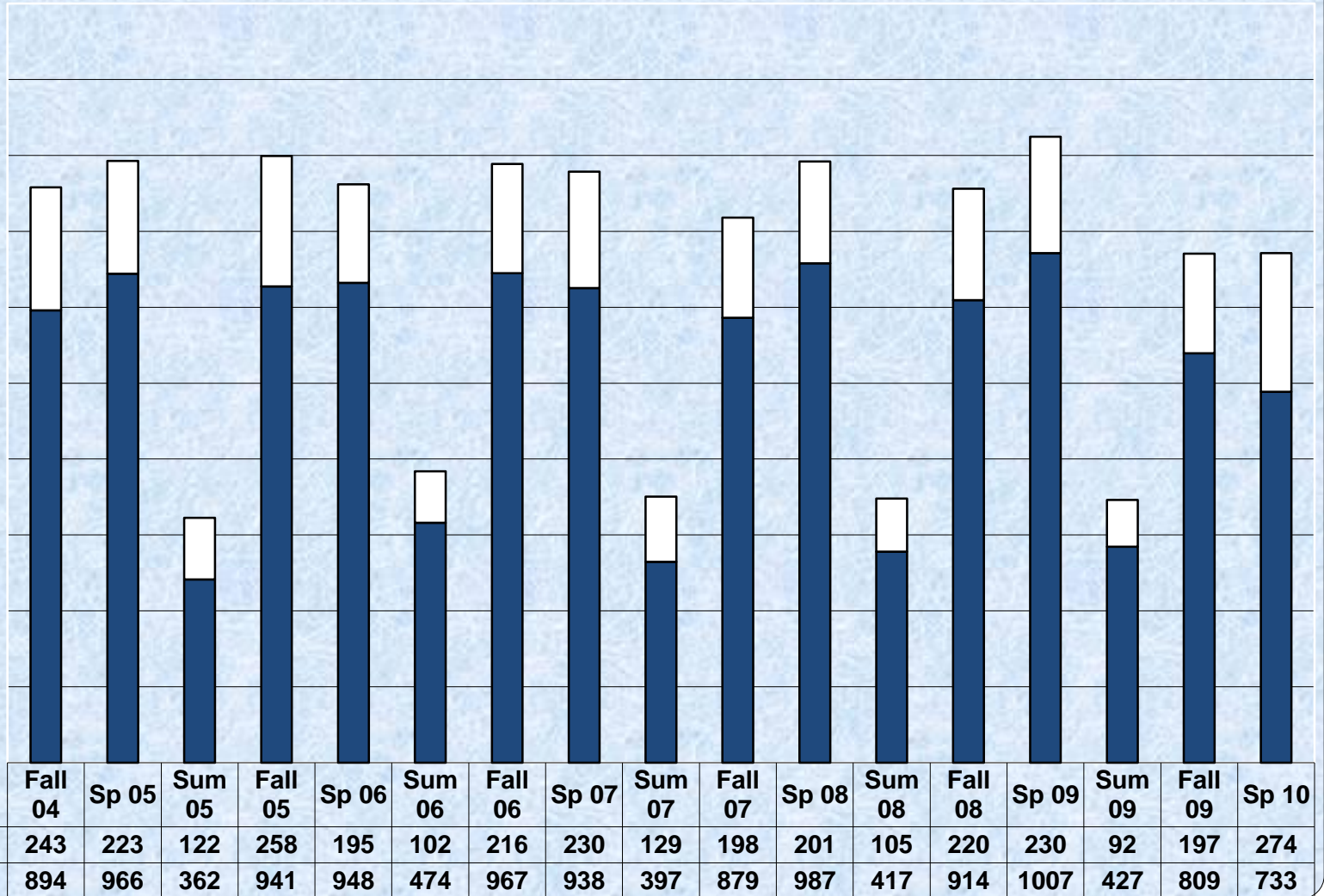


HEALTH SCIENCE & PHYSICAL EDUCATION FTES BY YEAR (Summer/Fall/Spring Semesters)



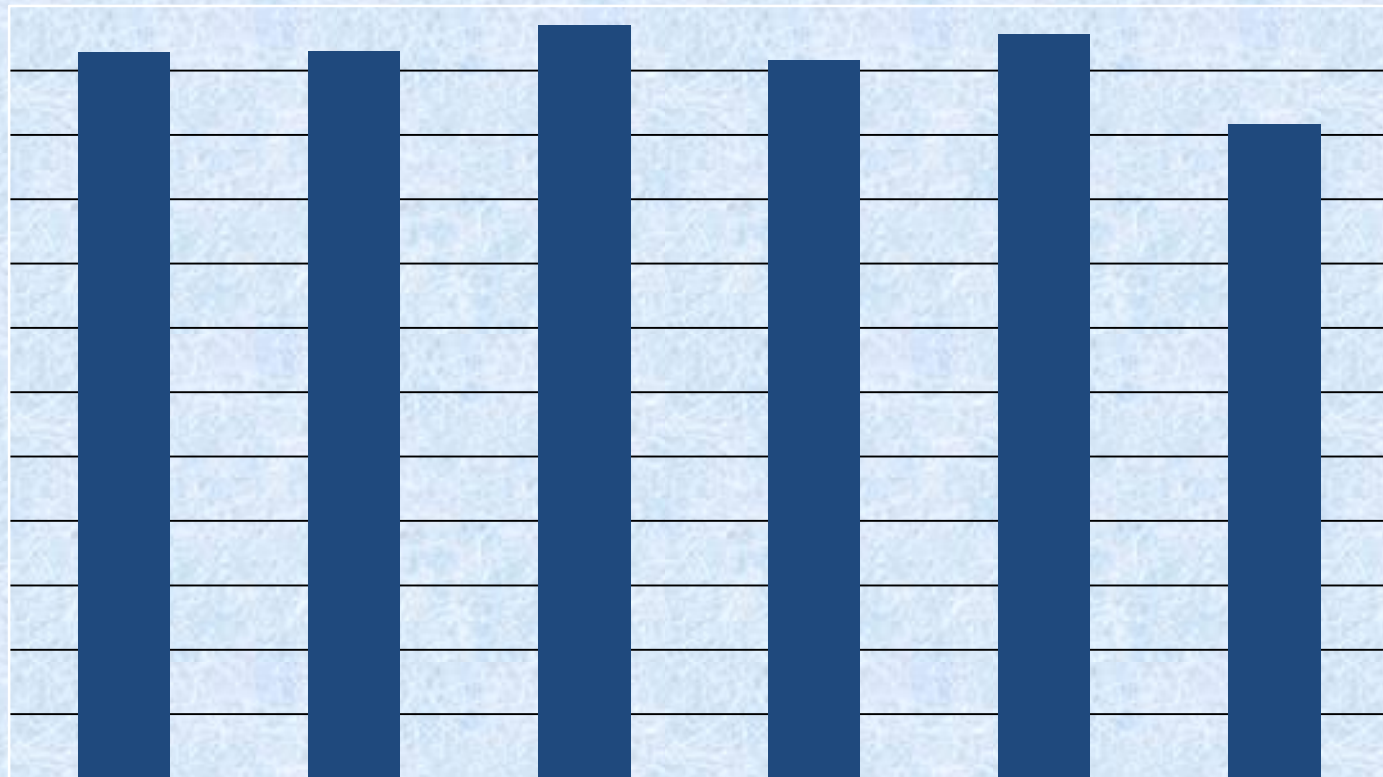


HEALTH SCIENCE AND PHYSICAL EDUCATION STUDENT ENROLLMENT AT CENSUS DATE BY SEMESTER





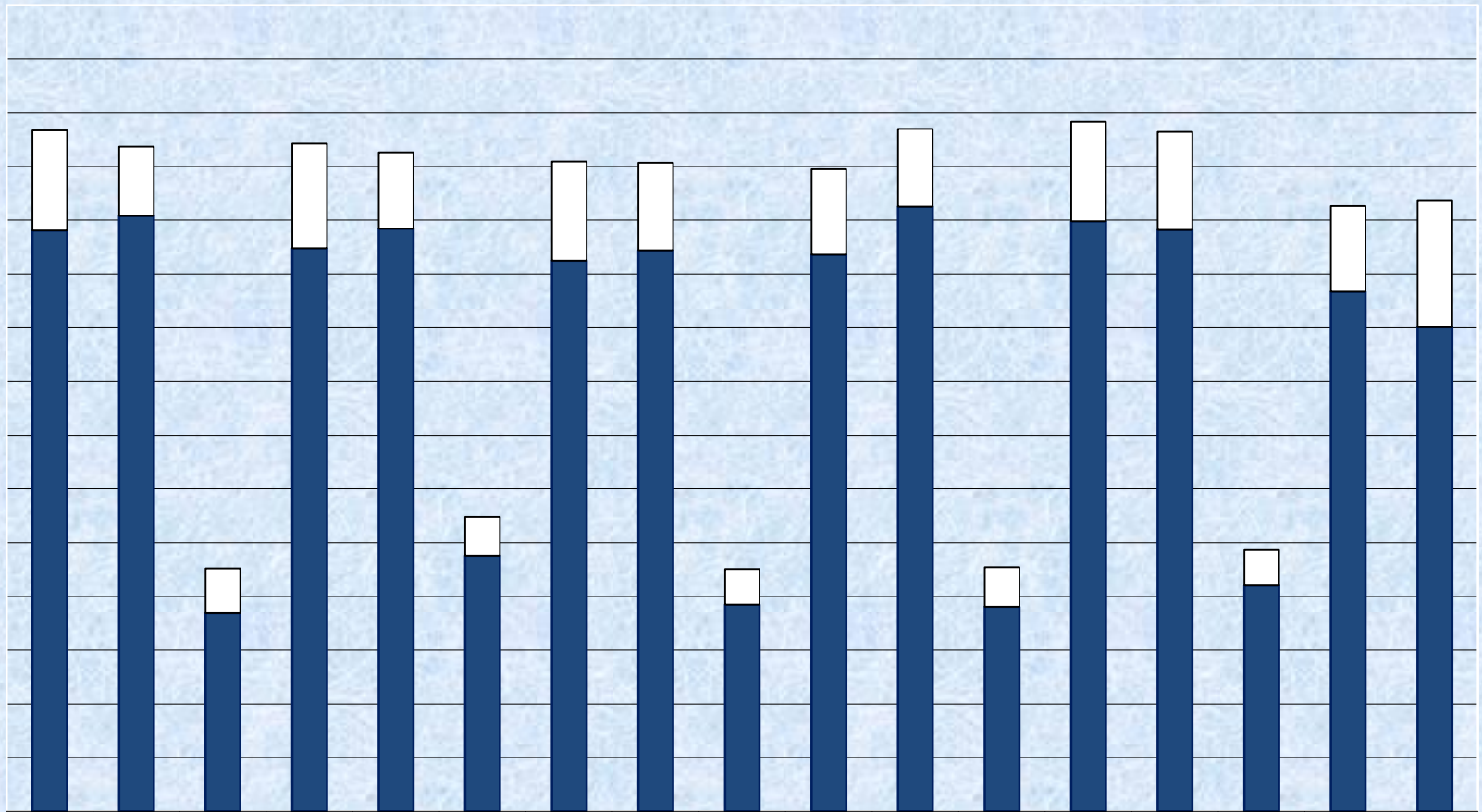
**HEALTH SCIENCE AND PHYSICAL EDUCATION
TOTAL STUDENT ENROLLMENT AT CENSUS DATE
BY YEAR (Summer/Fall/Spring)**



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
■ CENSUS ENROLLMENT BY YEAR	2821	2826	2927	2791	2891	2542



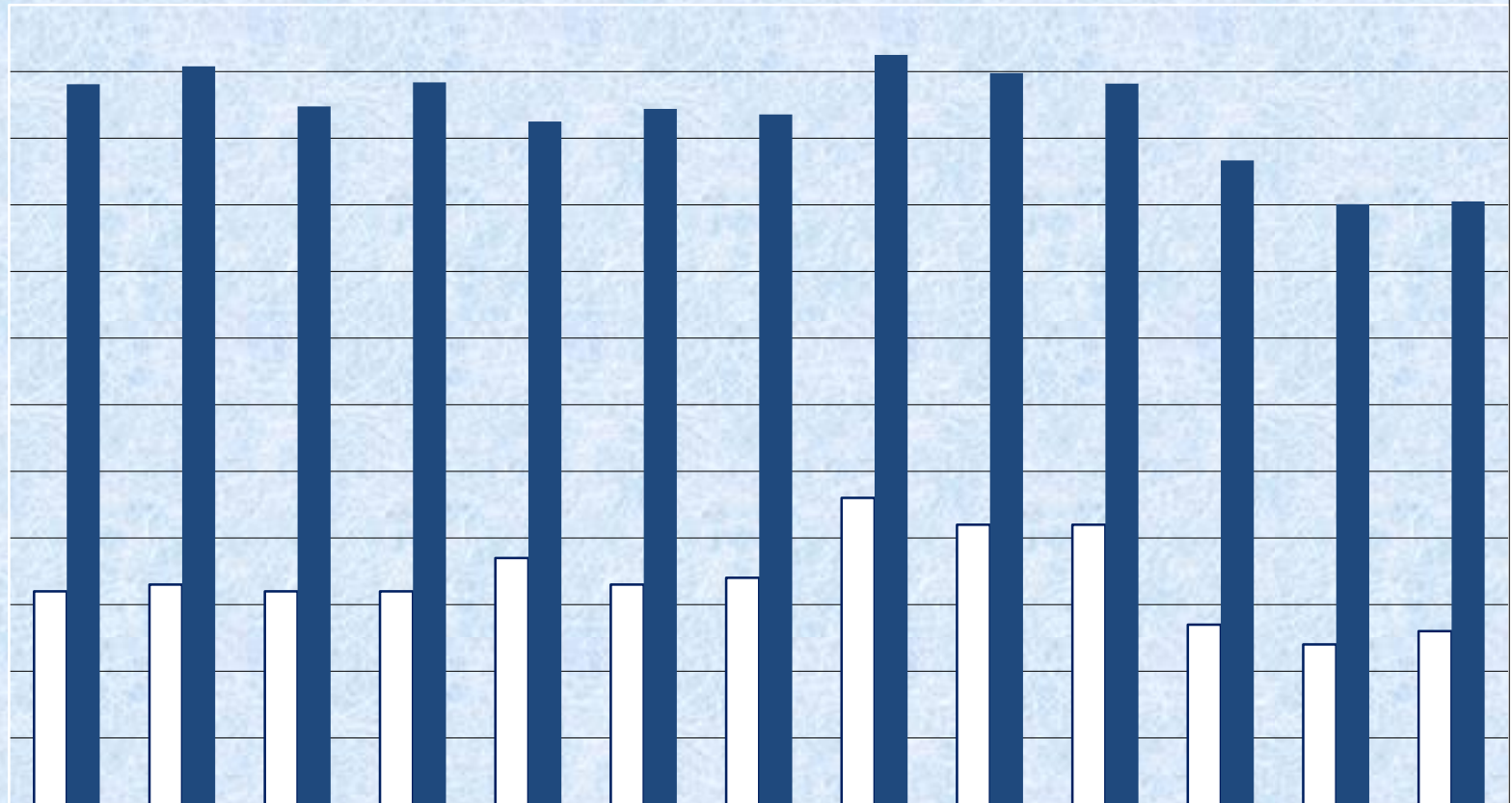
HEALTH SCIENCE & PHYSICAL EDUCATION FTES BY SEMESTER



	Fall 04	Sp 05	Sum 05	Fall 05	Sp 06	Sum 06	Fall 06	Sp 07	Sum 07	Fall 07	Sp 08	Sum 08	Fall 08	Sp 09	Sum 09	Fall 09	Sp 10
□ HSCI FTES	18.6	12.9	8.3	19.4	14.2	7.2	18.4	16.3	6.6	15.9	14.5	7.3	18.5	18.2	6.6	15.9	23.6
■ PHED FTES	108.1	110.8	36.9	104.8	108.4	47.6	102.5	104.4	38.5	103.6	112.5	38.1	109.8	108.2	42	96.7	90.1



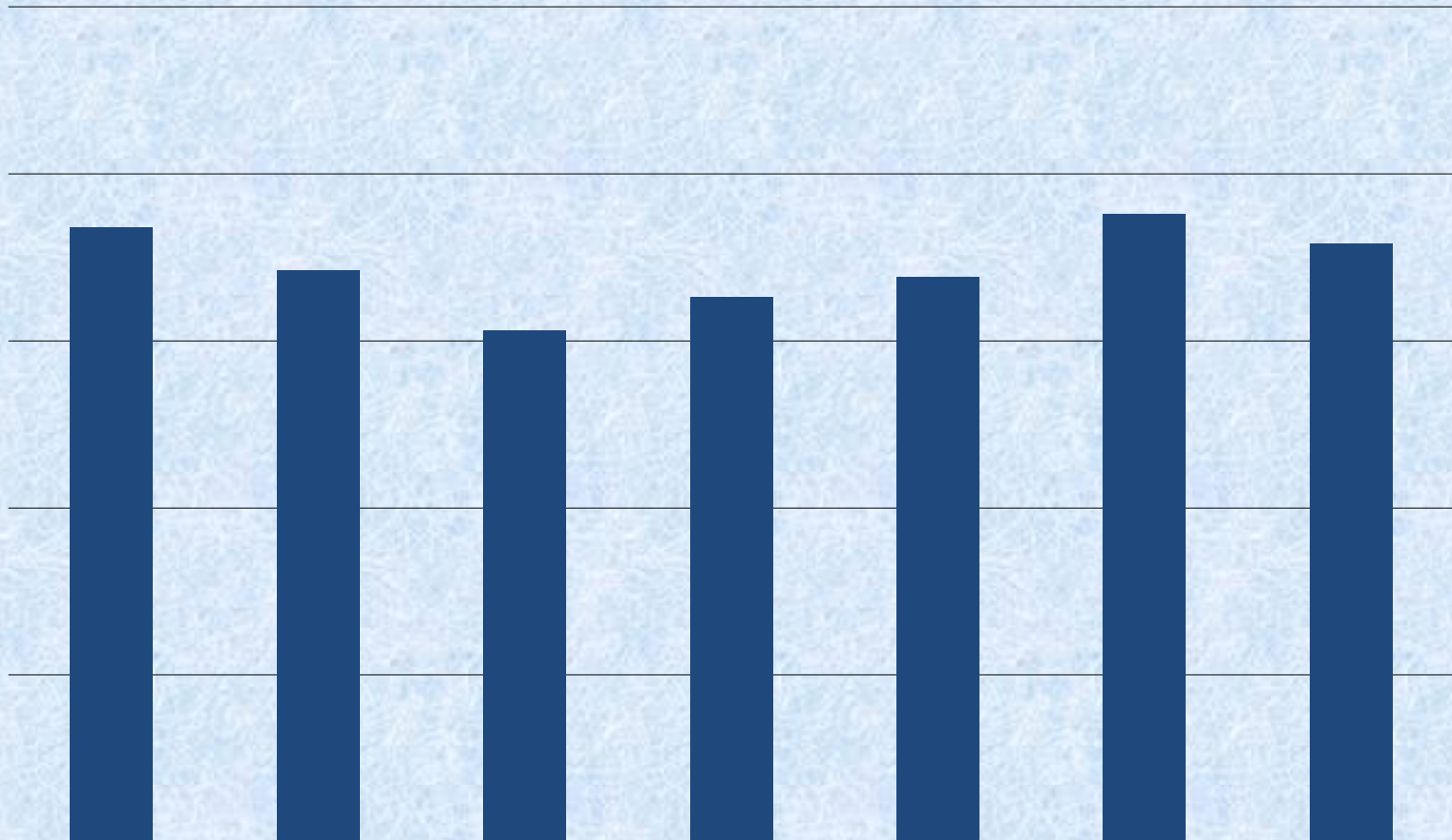
PHYSICAL EDUCATION COURSE OFFERINGS AND FTES FALL & SPRING SEMESTER



	Fall 04	Sp 05	Fall 05	Sp 06	Fall 06	Sp 07	Fall 07	Sp 08	Fall 08	Sp 09	Fall 09	Sp 10	Fall 10
□ Number of Courses	32	33	32	32	37	33	34	46	42	42	27	24	26
■ FTES By Semester	108.1	110.8	104.8	108.4	102.5	104.4	103.6	112.5	109.8	108.2	96.7	90.1	90.5



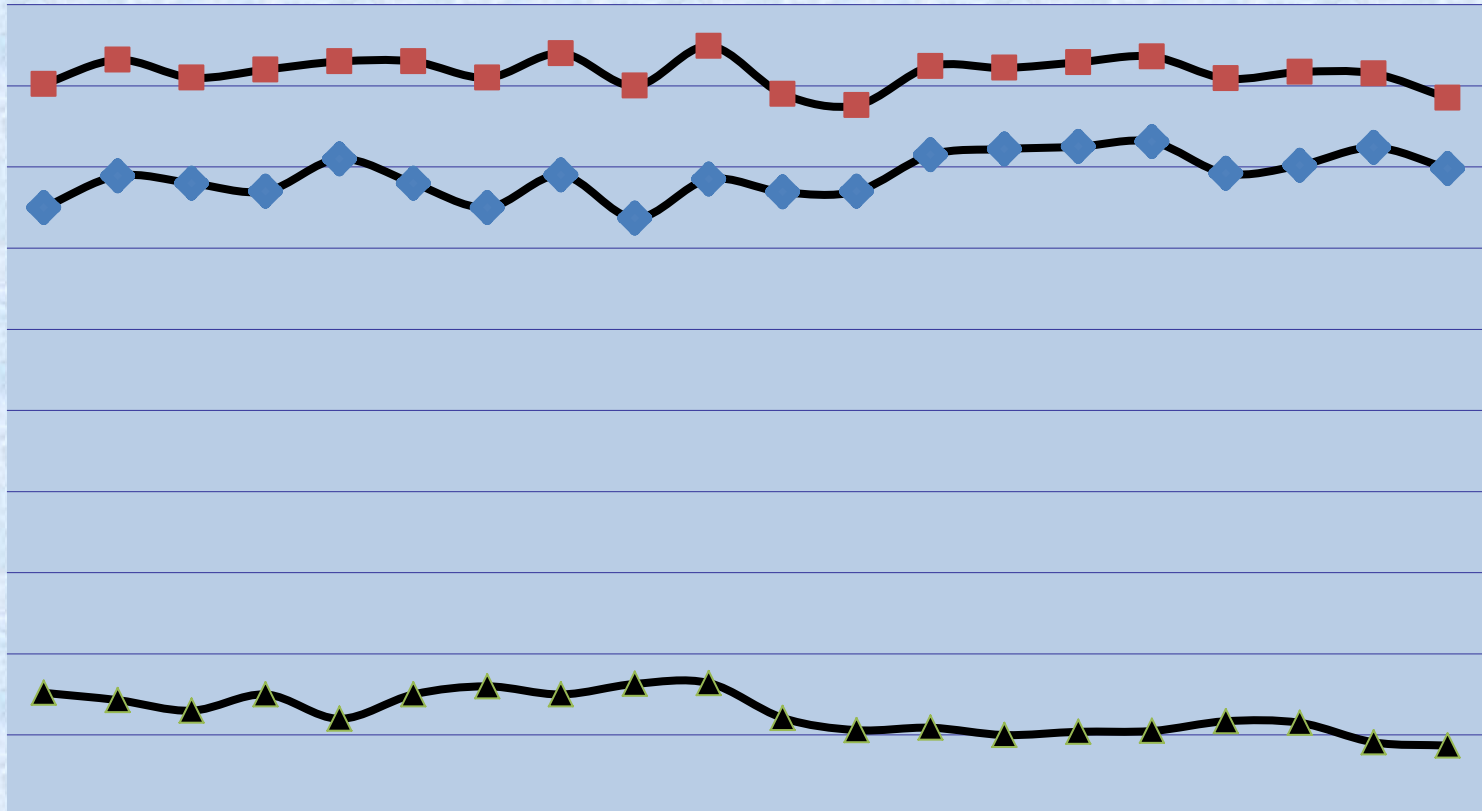
PHYSICAL EDUCATION FTES/FTEF RELATIONSHIP BY YEAR (Summer, Fall, Spring)



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
■ PHED FTES/FTEF	18.4	17.1	15.3	16.3	16.9	18.8	17.9



PHYSICAL EDUCATION STUDENT RETENTION AND SUCCESS RATE COMPARISON



	Fall 00	Sp 01	Fall 01	Sp 02	Fall 02	Sp 03	Fall 03	Sp 04	Fall 04	Sp 05	Fall 05	Sp 06	Fall 06	Sp 07	Fall 07	Sp 08	Fall 08	Sp 09	Fall 09	Sp 10
■ PHED Retention Rate	90.2	93.2	91.0	92.0	93.0	93.0	91.0	94.0	90.0	94.9	89.0	87.6	92.4	92.2	92.9	93.6	90.9	91.7	91.5	88.5
◆ PHED Success Rate	75.0	78.9	78.0	77.0	81.0	78.0	75.0	79.0	73.7	78.5	76.9	77.0	81.5	82.2	82.5	83.1	79.2	80.2	82.4	79.8
▲ % Difference	15.2	14.3	13.0	15.0	12.0	15.0	16.0	15.0	16.3	16.4	12.1	10.6	10.9	10.0	10.4	10.5	11.7	11.5	9.1%	8.7%



Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:PHED	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			289	2,268	7.8	254.6	15.6	7.0	16.3	2,293	2,206	96.2%	1,970	85.9%	
	200750		50	397	7.9	38.5	2.7	2.1	14.3	439	431	98.2%	394	89.7%	
		Physical Education	50	397	7.9	38.5	2.7	2.1	14.3	439	431	98.2%	394	89.7%	
	200770			101	884	8.8	103.6	6.1	2.4	17.0	869	835	96.1%	742	85.4%
		Physical Education	101	884	8.8	103.6	6.1	2.4	17.0	869	835	96.1%	742	85.4%	
	200830			138	987	7.2	112.5	6.8	2.5	16.5	985	940	95.4%	834	84.7%
Physical Education		138	987	7.2	112.5	6.8	2.5	16.5	985	940	95.4%	834	84.7%		
2008-2009			298	2,344	7.9	255.8	15.1	7.3	16.9	2,192	2,026	92.4%	1,800	82.1%	
	200850		46	417	9.1	38.0	2.3	1.5	16.3	435	422	97.0%	400	92.0%	
		Physical Education	46	417	9.1	38.0	2.3	1.5	16.3	435	422	97.0%	400	92.0%	
	200870			126	922	7.3	109.6	6.5	2.8	17.0	937	852	90.9%	742	79.2%
		Physical Education	126	922	7.3	109.6	6.5	2.8	17.0	937	852	90.9%	742	79.2%	
	200930			126	1,005	8.0	108.2	6.3	3.1	17.1	820	752	91.7%	658	80.2%
Physical Education		126	1,005	8.0	108.2	6.3	3.1	17.1	820	752	91.7%	658	80.2%		
2009-2010			193	1,978	10.2	226.1	12.2	6.0	18.6	1,995	1,810	90.7%	1,626	81.5%	
	200950		42	437	10.4	42.0	2.2	1.2	19.3	430	401	93.3%	355	82.6%	
		Physical Education	42	437	10.4	42.0	2.2	1.2	19.3	430	401	93.3%	355	82.6%	
	200970			79	809	10.2	96.2	5.2	2.3	18.7	816	746	91.4%	672	82.4%
		Physical Education	79	809	10.2	96.2	5.2	2.3	18.7	816	746	91.4%	672	82.4%	
	201030			72	732	10.2	87.9	4.8	2.5	18.2	749	663	88.5%	599	80.0%
Physical Education		72	732	10.2	87.9	4.8	2.5	18.2	749	663	88.5%	599	80.0%		
2010-2011			137	1,558	11.4	181.0	10.1	4.7	17.9	1,543	1,362	88.3%	1,233	79.9%	
	201050		10	177	17.7	17.4	0.8	0.2	21.7	173	157	90.8%	142	82.1%	
		Physical Education	10	177	17.7	17.4	0.8	0.2	21.7	173	157	90.8%	142	82.1%	
	201070			66	751	11.4	90.5	4.8	2.3	19.0	752	661	87.9%	594	79.0%
		Physical Education	66	751	11.4	90.5	4.8	2.3	19.0	752	661	87.9%	594	79.0%	
	201130			61	630	10.3	73.2	4.5	2.3	16.1	618	544	88.0%	497	80.4%
Physical Education		61	630	10.3	73.2	4.5	2.3	16.1	618	544	88.0%	497	80.4%		
Sum			659	8,148	12.4	917.5	53.0	25.0	17.3	8,023	7,404	92.3%	6,629	82.6%	

Revised: 11/7/11



Subject:HSC I	Top_Code:<All >	Campus_Desc:<All >
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTE S	FTE F	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			21	528	25.1	37.0	2.5	0.9	14.6	477	437	91.6%	338	70.9%	
	200750		5	129	25.8	6.6	0.5	0.1	12.9	120	105	87.5%	93	77.5%	
		Health Science	5	129	25.8	6.6	0.5	0.1	12.9	120	105	87.5%	93	77.5%	
	200770			9	198	22.0	15.9	1.1	0.5	14.3	183	168	91.8%	129	70.5%
		Health Science	9	198	22.0	15.9	1.1	0.5	14.3	183	168	91.8%	129	70.5%	
	200830			7	201	28.7	14.5	0.9	0.3	16.0	174	164	94.3%	116	66.7%
Health Science		7	201	28.7	14.5	0.9	0.3	16.0	174	164	94.3%	116	66.7%		
2008-2009			20	553	27.7	44.0	2.7	0.7	16.5	530	487	91.9%	410	77.4%	
	200850		4	105	26.3	7.3	0.5	0.1	15.5	97	94	96.9%	84	86.6%	
		Health Science	4	105	26.3	7.3	0.5	0.1	15.5	97	94	96.9%	84	86.6%	
	200870		8	220	27.5	18.5	1.1	0.3	17.2	213	190	89.2%	160	75.1%	
		Health Science	8	220	27.5	18.5	1.1	0.3	17.2	213	190	89.2%	160	75.1%	
	200930			8	228	28.5	18.2	1.1	0.3	16.4	220	203	92.3%	166	75.5%
Health Science		8	228	28.5	18.2	1.1	0.3	16.4	220	203	92.3%	166	75.5%		
2009-2010			22	563	25.6	46.1	2.7	0.5	17.1	531	469	88.3%	396	74.6%	
	200950		4	92	23.0	6.6	0.5	0.1	13.9	84	74	88.1%	68	81.0%	
		Health Science	4	92	23.0	6.6	0.5	0.1	13.9	84	74	88.1%	68	81.0%	
	200970		9	197	21.9	15.9	0.9	0.1	17.5	185	172	93.0%	153	82.7%	
		Health Science	9	197	21.9	15.9	0.9	0.1	17.5	185	172	93.0%	153	82.7%	
	201030			9	274	30.4	23.6	1.3	0.3	18.0	262	223	85.1%	175	66.8%
Health Science		9	274	30.4	23.6	1.3	0.3	18.0	262	223	85.1%	175	66.8%		
2010-2011			23	703	30.6	56.5	3.3	0.5	17.1	666	556	83.5%	440	66.1%	
	201050		4	101	25.3	7.5	0.5	0.1	15.8	100	95	95.0%	88	88.0%	
		Health Science	4	101	25.3	7.5	0.5	0.1	15.8	100	95	95.0%	88	88.0%	
	201070		9	296	32.9	23.7	1.3	0.1	18.1	276	223	80.8%	171	62.0%	
		Health Science	9	296	32.9	23.7	1.3	0.1	18.1	276	223	80.8%	171	62.0%	
	201130			10	306	30.6	25.3	1.5	0.3	16.8	290	238	82.1%	181	62.4%
Health Science		10	306	30.6	25.3	1.5	0.3	16.8	290	238	82.1%	181	62.4%		



SUBJECT	COR #	TITLE	LAST OFFERED	ASSESSED? WHEN?	TOP-DOWN?		BOTTOM-UP?		NOT OFFERED	DELETE?	FACULTY RESPONSIBLE
					FALL 2011	SPRING 2012	FALL 2011	SPRING 2012			
PHYSICAL EDUCATION											
HSCI -	C101 -	Principles of Health Education	201170			X	X				Bill, Dick, Tom
HSCI -	C105 -	First Aid/CR/AED	201170			X	X				Dana, Jean
PHED -	C101 -	Foundations of Physical Educa.	201170		X						Dick
PHED -	C102 -	Personal Lifelong Fitness	201130						X		
PHED -	C103 -	Aerobic Dance I	201170		X						Susie
PHED -	C104 -	Aerobic Dance II	201170		X						Susie
PHED -	C105 -	Weight Training I	201170		X						Bill
PHED -	C106 -	Weight Training II	201170		X						Bill
PHED -	C107 -	General Conditioning I	201170			X	X				Dick, Jean
PHED -	C108 -	General Conditioning II	201170			X	X				Dick, Jean
PHED -	C109 -	Golf I	201130						X		
PHED -	C110 -	Golf II	201130						X		
PHED -	C113 -	Tennis I	201170		X						Tom
PHED -	C114 -	Tennis II	201170		X						Tom
PHED -	C115 -	Volleyball I	201170		X						Dana
PHED -	C116 -	Volleyball II	201170		X						Dana
PHED -	C117 -	Basketball I	200370								
PHED -	C118 -	Basketball II	201150								
PHED -	C123 -	Softball I	200830						X		
PHED -	C124 -	Softball II	200830						X		
PHED -	C125 -	Soccer I	NEVER								
PHED -	C126 -	Soccer II	NEVER								
PHED -	C129 -	Cardiovascular Fitness I	201170		X						Tom



PHED -	C130 -	Cardiovascular Fitness II	201170		X					Tom
PHED -	C131 -	Wellness Walking I	201170		X					Dick
PHED -	C132 -	Wellness Walking II	201170		X					Dick
PHED -	C140 -	Day Hiking	201050		X					Frey
PHED -	C147 -	Adaptive Physical Education I	200130							
PHED -	C148 -	Adaptive Physical Education II	200130							
PHED -	C151 -	Intro Gen Cond. for Comp. Ath.	201170		X					Tom
PHED -	C152 -	Beg. Gen. Cond. for Comp. Ath.	201170		X					Tom
PHED -	C155 -	Care & Prevention of Ath. Inj.	201070							
PHED -	C156 -	Practicum in Athletic Training	201130					X		
PHED -	C173 -	Intercollegiate Baseball I	201130			X				Holmes
PHED -	C174 -	Intercollegiate Baseball II	201130			X				Holmes
PHED -	C175 -	Competitive Baseball I	201170		X					Holmes
PHED -	C176 -	Competitive Baseball II	201170		X					Holmes
PHED -	C177 -	Women's Intercol. Bsktbl. I	201170		X					Jackson
PHED -	C178 -	Women's Intercol. Bsktbl. II	201130		X					Jackson
PHED -	C181 -	Intercollegiate Softball I	200330							
PHED -	C183 -	Competitive Softball I	200270							
PHED -	C184 -	Competitive Softball II	200270							
PHED -	C276 -	Advanced Baseball Skills	201130			X				Holmes
PHED -	C277 -	Women's Intercol. Bsktbl. III	201170			X				Jackson
PHED -	C278 -	Women's Intercol. Bsktbl. IV	201130			X				Jackson
PHED -	C281 -	Intercollegiate Softball II	200330							
PHED -	C283 -	Competitive Softball III	200270							



**Honors / Phi Theta Kappa
Annual Unit Plan
2012-2013 Academic Year**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

Honors

The Honors Program seeks to prepare students for transfer and to heighten students' educational experiences.

Phi Theta Kappa

Phi Theta Kappa is an international honors society for community college students. Its mission is to recognize and encourage academic achievement of community college students and provide development opportunities through participation in leadership, honors, service, and fellowship.

b. Program Applicability

Honors

The Honors Program supports transfer courses in the general education areas, specifically those with honors classes: biology, chemistry, English, history, mathematics, music, political science, and psychology.

Phi Theta Kappa

None. Phi Theta Kappa is an honors society, not an instructional program.



c. Partnerships

Honors

The Cerro Coso Honors Program maintains several memberships, each benefitting our students:

- UCLA's Transfer Alliance Program (TAP)
 - Cerro Coso is one of 48 colleges accepted into UCLA's Transfer Alliance Program. Through the TAP, our Honors Program works directly with UCLA to help our Honors Program students transfer to UCLA. Our Honors Program Counselor certifies our Honors Program graduates who then receive priority consideration for admission to UCLA. As a result of this agreement, nearly all of our program graduates who have applied to UCLA have been accepted.
 - UCLA hosts a TAP/Transfer Conference each November, where prospective transfer students learn about UCLA's opportunities, tour the campus, attend workshops, and talk with departmental representatives. Each year, several of our Honors Program students attend.
 - Our Honors Program graduates are eligible for TAP scholarships at UCLA, and several of our graduates have received them.
 - As part of our membership agreement, UCLA conducted a site review of Cerro Coso's Honors Program during the 2008-09 academic year, and the report and recommendations were provided in spring 2010.
- Honors Transfer Council of California (HTCC)
 - The Honors Transfer Council of California is a collection of 50+ California community college honors programs.
 - HTCC negotiates transfer agreements for our Honors Program graduates at several universities: UC Irvine, UC Riverside, UCLA (only for TAP members), UC San Diego, CSU Fullerton, CSU Long Beach, Cal Poly Pomona, Chapman University, San Jose State, LaSierra University, Loyola Marymount University, Mills College, Occidental College, Azusa Pacific University, Pitzer College, Pomona College, University of San Diego, Whitman College, and San Diego State University.
 - HTCC sponsors an undergraduate research conference at UC Irvine each spring, providing our Honors Program students an opportunity to present at a conference, publish an abstract, and receive HTCC scholarships.
- Western Regional Honors Council (WRHC)
 - The Western Regional Honors Council is part of the National Collegiate Honors Council (NCHC) representing community college and university honors programs across 13 western states. While we are part of the Western Regional Honors Council, we are not a member of the National Collegiate Honors Council.
 - WRHC offers our students opportunities to publish and to attend conferences, though the latter are cost-prohibitive as they are typically out of state.



Phi Theta Kappa

Our local Phi Theta Kappa chapter, Beta Kappa Chi, partners with the Phi Theta Kappa organization and is part of the California/Nevada region of Phi Theta Kappa.

d. Distance Education

Honors

Honors does not offer distance education courses as the Honors Program Committee has decided against online Honors courses. This is consistent with nearly all of the community college honors programs in California. Instead, we allow students to earn honors credit through contracts with individual instructors, which may be at any Cerro Coso campus or online, thus meeting the needs of our students. Contracts offer a much greater variety than online courses.

Phi Theta Kappa

Not applicable.

STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (2010-2011)



Honors

Goal #1: Growth

- In recent years, our Honors Program has tripled in size, reaching 26 students at the end of spring 2010 semester. We will continue to serve a steady population of Honors Program students.
- Starting in the spring 2011 semester, the Honors Program will go college-wide for the first time, so we anticipate growth in the program.

Progress in Growth

Our primary goal in recent years has been to expand the Honors Program college-wide rather than only serving IWV students. We were successful in completing this goal. With the creation of a process for honors contracts, any Honors Program student can work with an instructor to earn honors credit in any Cerro Coso course included on either the IGETC or CSU GE list.

Goal #2: Marketing

- Our most effective marketing tool is to write students directly, especially at the students' homes so parents are reached. Our outreach efforts at the high schools are not effective unless we also send information home where presumably parents become involved. The Honors Program Counselor visits local high schools to talk at student assemblies and meet with the high school counselors to market Cerro Coso's Honors Program. We have expanded our outreach efforts by writing letters to Burroughs students eligible for the Honors Program. These efforts doubled and then tripled the number of students applying directly from high school. As we move college-wide, we will continue to improve outreach to high schools so that incoming students are aware of the Honors Program and its benefits, but we will also write eligible students so we know we reach all potential Honors Program students.
- We will continue to improve outreach to our own college students so that they are aware of the Honors Program and its benefits. Despite our increased outreach efforts, we still have some continuing Cerro Coso students, even those eligible for the Honors Program, who do not know what the Honors Program is. Many of our students move in from other areas or schools, or are students returning to college later in life and so were missed in our contacts through the local high school.
- We will continue to search for ways to inform our local community of the Honors Program, primarily using the college's web site and the local newspapers.
- We will continue to participate in College Preview Day and College Night.

Progress in Marketing

We continue to participate in Preview Day and College Night, to promote the Honors Program at our feeder schools, to announce honors students' achievements in the newspapers, and to contact eligible students directly. Only the later seems to have an immediate, noticeable effect. With the



creation of the process for earning honors credit through contracts, our target population grew from Ridgecrest to our entire service area, including online; therefore, we expanded our marketing efforts to reach all potential targets. Since students can apply to the Honors Program either directly from high school or while at Cerro Coso, we targeted both groups. In identifying eligible incoming students, we contacted all high schools in our service area, not just those in Ridgecrest, and we mailed letters to all of their eligible high school students. Since the contract process was implemented in January 2011, in December 2010, we contacted all Cerro Coso students eligible for Honors. The response was immediate: several non-IWV students applied to the Honors Program. #

Goal #3: Data Collection

- Our greatest measure of success is that those who enter the Honors Program complete the program and are competitive at transfer universities, particularly the UC schools, where our Honors Program graduates are TAP-certified and have significantly higher acceptance rates for transfer than our non-Honors graduates; however, this is not data that we can collect at this time. In the history of the program, we have had a high graduation rate, having very few students wash out of the program, and all students who have applied to transfer universities successfully transferred, many with scholarships. Historically, the Honors Program has not kept consistent data on students once they graduate and transfer, leaving our data largely anecdotal, based on the low number of responses we receive. Largely, such data collecting was probably seen as unnecessary because of our high graduation and transfer rates. We will attempt to track data, including the number of IWV students eligible for the Honors Program, the number who actually enter the program, the number who graduate from the program, the number who transfer, and the number who receive scholarships. Success and retention numbers in Honors courses are collected by individual departments.

Progress in Data Collection

In previous years we tried student surveys, but the response was very low. To improve this, last year we created a mandatory graduation application, but the response is still too low to provide reliable data. To fill in the gap in data keeping, we have created a spreadsheet of all students who have applied to the Honors Program. Because this covers at least four different Honors Program Coordinators in over a decade, the effort is not yet 100% complete. The data is relatively complete for the years since 2004 and shows great (nearly 100%) Cerro Coso completion and transfer success. Of those students who entered the Honors Program, 83% complete the program. Of the 17% who do not complete the Honors Program, nearly all graduate Cerro Coso or transfer but did not complete the required 16 honors units.

Information on honors courses is captured in other departments offering honors courses (English, Math, Science, Social Science, and Visual Performing Arts) and has not been culled out since this would represent these courses twice.



Phi Theta Kappa

Goal #1: Growth

- Our most important goal each semester is making Phi Theta Kappa available to all eligible students, and our growth has been steady. College-wide, all Cerro Coso students eligible for Phi Theta Kappa, about 250 per semester, are sent invitation letters from the college president. Each semester, 15-25% of eligible students join. In several semesters, our chapter has earned a Phi Theta Kappa Pinnacle award for increasing its membership over the previous year.

Progress in Growth

Excellent! In fall 2010, we had a 25% increase in our membership from the previous semester, earning us the Pinnacle Award and five \$45 scholarships for new members. And for the 2010-2011 academic year, we had our largest number of new Phi Theta Kappa members: 96. Unfortunately, we cannot sustain such incredible growth every semester, especially during bad economic times as our students cannot always afford the \$75 membership fee and the supporting funds given by EOPS have dried up, leaving these students least able to join Phi Theta Kappa. Without those funds, fewer students will join and our future growth will be limited. Since our chapter's inception in 2006, we have had about 450 students join Phi Theta Kappa. This is excellent, but we want more students to benefit from what Phi Theta Kappa offers.

Goal #2: Leadership

- We will continue to seek ways to improve the officer leadership training.

Progress in Leadership

I am continuing to find ways to improve leadership training and have had excellent officers; however, I still feel inadequate as a training resource for this specialized area.

Goal #3: Conferences

- Phi Theta Kappa holds several conferences, training sessions, and meetings in our California/Nevada region and throughout the nation. To date, we have only sent one chapter officer to a conference. Our chapter and students would benefit from increased exposure to what Phi Theta Kappa offers in its honors seminars, leadership training seminars, and conferences. Without a budget, conference attendance is unlikely as most of our students cannot afford the expenses of travel and conference fees.

Progress in Conferences

No budget, so no conferences. While this was a goal, it was always assumed to be highly unlikely. Our students simply cannot afford such travel



expenses.

Goal #4: Increased Member Involvement

- While members do not have to be involved in the chapter to remain members in good standing, we strive to involve more members in our chapter's activities. This is complicated by the vast distances between our members at the different Cerro Coso sites and online. The level of involvement is largely dependent on the interest level of its members, so this varies from year to year, but the Phi Theta Kappa chapter is ready to support the interests of its members.

Progress in Increased Member Involvement

We continue to provide many opportunities for member involvement and we have had many new members attend monthly meetings, participate service activities, and serve as officers. The level of engagement is still less than we would desire.

b. Review of Overall Department/Unit



Honors

Having done a major overhaul of the Honors Program by adding contracts as a way for students to earn honors credit in a non-honors transfer course, we are now assessing the process and making adjustments as needed. Overall, the result has been great. We immediately had several non-IWV students apply to the Honors Program. Many of our students have taken advantage of contracts as they allow for greater flexibility, giving students an opportunity to earn honors credit in classes for which we do not have honors classes. Where we have not succeeded, however, is in getting large numbers of non-IWV students to participate in contracts. Several non-IWV students joined the Honors Program, but two semesters into the contract process, only a few of these students have made progress to complete honors contracts. It is a start and actually exceeds our expectations in many ways, but we would like to see more non-IWV students completing contracts. To remedy this, we first need to identify the problem: students or faculty? Is it that these new honors students do not know how to proceed? If so, then the written communications mailed to them explaining the process are not sufficient and we need to seek additional means of training students. Or is it that non-IWV faculty have not yet been responsive to honors contracts? Based on anecdotal evidence, this is indeed a problem as some online students have been told not to do contracts online but to instead take honors courses at IWV, which is unfortunate and runs counter to our goal in creating contracts: taking the Honors Program to the students. The contract process has been presented several times at Academic Senate and in e-mails to faculty before the start of each semester, but this may not be sufficient to communicate with faculty between the sites or to generate faculty buy-in. We should continue to work with the various Cerro Coso sites as well as local high schools throughout our service area to establish ourselves in those schools and communities. This effort ties in with Cerro Coso's goal to stabilize student services to support transfer college-wide.

In addition to the success of contracts, several other things are going well. We are attracting new student populations. Our transfer rates continue to be excellent. A program learning outcome was developed and curriculum is being updated in response to it. Students are taking advantage of the opportunities the Honors Program offers, such as presenting research at the HTCC Undergraduate Research Conference and attending UCLA's Transfer Conference. For the later, this year we are partnering with the Transfer Center to allow all Cerro Coso students interested in transferring to attend along with the Honors Program students. This fits nicely with the Honors Program's and Cerro Coso's goal to support transfer college-wide and to inspire our students to strive for excellence. The research conference challenges students to do something that they otherwise would not have the opportunity to do. We provide recognition to our Honors Program graduates with a banquet for them and their families and recognition at commencement with honors regalia and commencement program notations. Finally, we continue to offer several scholarships each year to students in the program:

- \$1,000 President's Scholarship to an incoming student (used to recruit graduating seniors)
- \$500 Transferring Honors Student Scholarships to two outstanding graduating Honors Program students
- Honors Research Scholarship to all students presenting their research at the UC Irvine Undergraduate Research Conference

Of course, the Honors Program also has areas of improvement needed. First, we need to identify any potential gaps between our program goals and actual student learning and then to bridge these gaps. Second, while the number of honors students remains steady, we hope to increase those numbers so all



students who might benefit from the Honors Program take advantage of the opportunity. This is especially true of students outside of Ridgecrest who have lacked the opportunity until this year.

Phi Theta Kappa

Our Phi Theta Kappa chapter continues to offer its members opportunities in Phi Theta Kappa's four hallmarks—scholarship, leadership, service, and fellowship—and supports its mission to encourage and recognize academic excellence.

Scholarship Opportunities

Since establishing a Phi Theta Kappa chapter at Cerro Coso, our students have gained access to several scholarships:

- All-USA Academic Team
- All-California Academic Team
- New Century Scholars
- Barry M. Goldwater Scholarship
- Guistwhite Scholarship
- Leaders of Promise Scholarship
- Coca-Cola Two-Year Colleges Scholarship
- Jack Kent Cooke Foundation Undergraduate Transfer Scholarship
- Over \$65 million in scholarships at more than 600 transfer schools

Some of these scholarships are exclusive to Phi Theta Kappa members while others are available to all qualifying Cerro Coso students, especially for transfer students. Additionally, our chapter now offers 10 partial membership scholarships (\$45 of the \$75 membership fee) each semester.

Service, Leadership, and Fellowship Opportunities

Our chapter of Phi Theta Kappa has completed several service projects in our community. Our chapter has participated in the communities at Ridgecrest, KRV, and Bishop, working with local women's shelters, Boys and Girls Clubs, Better World Books, Relay for Life, libraries, clothing and food collection and donations, and local events like garden and food projects. Each provides Phi Theta Kappa members a chance for leadership and/or service experience as well as an opportunity for fellowship with other members, Cerro Coso students, and our communities. When members are interested, we also attempt to provide purely social activities to increase a sense of fellowship among Cerro Coso students.



Recognition

Our Phi Theta Kappa students are recognized for their academic achievement and Phi Theta Kappa membership in a number of ways:

- Annual induction ceremony of new members
- Press releases
- Graduation regalia and commencement ceremony program notation
- Automatic inclusion in the National Dean's List publication of college honors students
- A golden key membership pin
- A certificate of membership
- A gold diploma seal denoting Phi Theta Kappa membership for their college diploma

c. Goals for Upcoming Year (2012-13)

Honors Goal #1: Update Honors Curriculum

1. Connection to College Strategic Goals: Strategic goal #1.A—Strengthen instructional programs and services: specifically transfer

Goal: Working with the CIC Chair and the Faculty Chairs, the Honors Program Coordinator will assist in updating honors COR's.

2. Specific internal or external** condition(s) the goal is a response to:* Curriculum Committee deadlines

3. Action Plan: Work with Faculty Chairs to make sure that all CORs for honors courses are up-to-date

4. Measure of Success: COR's for all honors courses will either be updated, inactivated, or deleted



Honors Goal #2: Complete Assessment of Program and Student Learning Outcomes

1. *Connection to College Strategic Goals:* Strategic goal #1.A—Strengthen instructional programs and services: specifically, maintain progress on Student Learning Outcomes to achieve the level of Proficiency by 2012

Goal: The Honors Program will complete its program learning outcomes and student learning outcomes.
2. *Specific internal* or external** condition(s) the goal is a response to:* college assessment deadlines
3. *Action Plan:* Honors Program Committee members will
 - a) conclude a two-year assessment of student learning outcomes in honors classes and contracts
 - b) assess the Honors Program learning outcome
 - c) identify any gaps in the program learning outcome(s) and/or student learning outcomes
 - d) identify ways to eliminate these gaps to make classes and/or contracts better
4. *Measure of Success:* Comprehensive SLO/PLO report will be submitted

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
Not applicable								



b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
Not applicable					

c. Supplies (per unit cost less than \$1000)

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Supplies	College wide	2	1.A 1.D	<p>Honors and PTK program supplies, graduation regalia, and other needs for program members.</p> <p><u>Rationale:</u> Supports Phi Theta Kappa's mission to recognize and encourage academic achievement of community college students and provide development opportunities through participation in leadership, honors, service, and fellowship. Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting</p>	\$500.00	Ongoing	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				equitable student services college wide.			

d. Non-Technology Equipment (per unit cost greater than \$1000)

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Not applicable							

e. Technology Equipment (computers, data projectors, document readers, etc.)

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Not applicable							



f. Facilities

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Not applicable							

g. Travel (inter-campus, intra-district, conferences, etc.)

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Honors travel	College wide	1	1.A 1.D	Travel for Honors Program Coordinator, Honors Program Counselor, and Honors Program students to UCLA Transfer/TAP Conference: meals, gas, and parking. Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. <u>Rationale:</u> Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide.	\$200.00	Ongoing	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Honors travel	College wide	1	1.A 1.D	Travel for Honors Program Coordinator and Honors Program students to UC Irvine for the HTCC Undergraduate Research Conference: meals, hotel, gas, conference registration fees, and parking. <u>Rationale:</u> Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide.	\$700.00	Ongoing	G
Honors travel	College wide	2	1.A 1.D	Travel for Honors Program Coordinator and Honors Program Counselor to the TAP meetings: meals, gas, and parking. Attendance is required for the Cerro Coso Honors Program to maintain its partnership with UCLA and TAP. <u>Rationale:</u> Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by	\$100.00	Ongoing	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				supporting both associate degree and transfer students and by supporting equitable student services college wide.			
Honors travel	College wide	2	1.A 1.D	Travel for Honors Program Coordinator and Honors Program Counselor to the HTCC meetings: meals, gas, and parking. Attendance is required for the Cerro Coso Honors Program to maintain its partnership with HTCC. <u>Rationale:</u> Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide.	\$100.00	Ongoing	G



h. Marketing (brochures, radio spots, promotional travel, etc.)

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Not applicable: Honors marketing material is made in Cerro Coso print shop, and Phi Theta Kappa provides marketing resources							

i. Other (institutional fees, library books)

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Honors faculty stipends	College wide	1	1.A 1.D	Pay faculty \$250 per honors contract. By providing direct instruction, stipends support the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. <u>Rationale:</u> Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide.	\$5,000.00	Ongoing	G
Phi Theta Kappa Advisor stipend	College wide	1	1.A 1.D	Stipend plus benefits for PTK Advisor. <u>Rationale:</u>	\$3,076.77	Ongoing	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				<p>Supports Phi Theta Kappa's mission to recognize and encourage academic achievement of community college students and provide development opportunities through participation in leadership, honors, service, and fellowship.</p> <p>Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide.</p>			
Honors Program graduate banquet	College wide	1	1.A 1.D	<p>The spring banquet honors the year's Honors Program graduates.</p> <p><u>Rationale:</u> Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences.</p> <p>Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide.</p>	\$900.00	Ongoing	G
Phi Theta Kappa induction ceremony	College wide	1	1.A 1.D	<p>A PTK induction ceremony is required for its new members. We do one a year rather than one a semester to keep costs down.</p> <p><u>Rationale:</u></p>	\$400.00	Ongoing	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				<p>Supports Phi Theta Kappa's mission to recognize and encourage academic achievement of community college students.</p> <p>Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide.</p>			
Honors Program membership dues	College wide	3	1.A 1.D	<p>Honors Program has membership dues for some partnerships.</p> <p><u>Rationale:</u></p> <p>Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences.</p> <p>Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide.</p>	\$100.00	Ongoing	G
Faculty stipends for Phi Theta Kappa campus advisors for KRV and Bishop/Mammoth	KRV ESCC	3	1.A 1.D 5	<p>New request: Phi Theta Kappa students would be best served by a faculty advisor at each college site.</p> <p>When Cerro Coso started its chapter of Phi Theta Kappa, the administration understood that it was not possible or at least ideal for one faculty advisor to serve the needs of students college-</p>	\$2,000.00	Ongoing	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				<p>wide and desired an advisor for each campus; however, this remains the situation. The faculty advisor works via mail, phone, and e-mail to reach eligible students and members across the college. In recent years, we have tried to have a student representative at each college site. Using student volunteers is not ideal, of course, and we cannot maintain even one student representative at each site, so promotion is a challenge. We have also tried recruiting full-time faculty at these campuses, but without any success. A stipend might make faculty willing to work with the Phi Theta Kappa students at their campuses. Additionally, since a Cerro Coso employee must be present at all student events, if Phi Theta Kappa wishes to participate in a community event at one of the non-IWV campuses, we have had to rely on staff. Obviously a campus PTK advisor would be ideally suited for such a task and would certainly improve student participation. Even with the wonders of technology, Moodle, Facebook, and videoconferences do not provide a</p>			



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				<p>sense of community or encourage participation.</p> <p><u>Rationale:</u> Supports Phi Theta Kappa's mission to recognize and encourage academic achievement of community college students and provide development opportunities through participation in leadership, honors, service, and fellowship.</p> <p>Supports College's Strategic Plan by supporting both associate degree and transfer students, by supporting equitable student services college wide, and by improving communication.</p>			

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

Not applicable for either Honors or Phi Theta Kappa.

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

Not available for Honors. Not applicable for Phi Theta Kappa.



Humanities Annual Unit Plan Template 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The mission of the Humanities department is to promote student success and critical thinking by providing quality instruction and services in Foreign Languages, including American Sign Language, as well as the disciplines of Film, Philosophy, Anthropology and Interdisciplinary Studies. The department has two primary missions in support of the programs we support (see below) as follows:

Transfer – The department prepares students for transfers to the above mentioned disciplines at private four year, CSU and UC institutions.

General Education – The department provides elective and required courses that can be used to complete degrees in various other departments and programs at Cerro Coso as well as the General Education degree and the Liberal Arts degree. Many of these courses fulfill the IGETC transfer requirements.

b. Program Applicability

General education and liberal arts

c. Partnerships

N/A

d. Distance Education



Many of the classes in humanities are available online. All of the classes in philosophy, film and anthropology are available online. Some Spanish and French classes are available online, but not ASL and Latin. Due to our large service area and a lack of qualified instructors at most sites, these online classes are critical.

STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

- 1) Hired a full time instructor in anthropology.
- 2) Continued to work on courses in all disciplines including deletions, revisions and updates.
- 3) Continued work on SLO assessments.

b. Review of Overall Department/Unit

There are no program reviews in our department except for participation in the Liberal Arts program which is ongoing this year. SLO assessments in several classes, especially foreign language classes, showed that we could modify, update and streamline our SLOs for more accurate assessments. This is in progress.

[What needs/opportunities did your last program review(s) reveal? Did your most recent SLO assessments demonstrate gaps to be addressed? What is

c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*

Goal 1: Complete assessments of SLOs in all courses.



1. *Connection to College Strategic Goals:* Instructional improvement.
2. *Specific internal* or external** condition(s) the goal is a response to:* State mandate.
3. *Action Plan:* Finish any outstanding assessments left.
4. *Measure of Success:* They get done.

Goal 2: Create a 100-level class in film so that students have an introductory class before taking the two 200 level classes currently offered.

1. *Connection to College Strategic Goals:* Improving student success
2. *Specific internal* or external** condition(s) the goal is a response to:* Currently there is no introductory level film class for students, just two 200 level courses. This class would focus on learning the basics and on improving writing skills before students move on to the 200 level.
3. *Action Plan:* Dr. Heaton will submit a new COR.
4. *Measure of Success:* The COR makes it through CIC, the board of trustees approval, and is sent on for articulation before being offered.

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. If more lines are needed, Tab over from the bottom-right box.

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)



Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s strategic plan.
2. Explain why the work of this position cannot be assigned to current staff.
3. Describe the impact on the college if the position is not filled.

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)

Full-Time Faculty Staffing Justification:

[Refer to the separate handout listing criteria for new faculty hiring.]

c. Supplies (per unit cost less than \$1000). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Office supplies	?	1	All	We just need to be able to buy printer cartridges, pens, pencils, paper, dry erase markers, etc.	\$500	ongoing	

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Continued upgrading of the EW classrooms to smart classrooms	East wing	1	All	It's getting almost impossible to teach in the rooms in the EW that only have 1970's era televisions and VHS players. The carts are broken down as often as they are usable.	No idea, and I don't know how to find out, but this is a high priority	Probably ongoing	

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Travel for faculty evaluations	All sites	1	All	Every semester there is a faculty member at one or more of our sites that needs to be evaluated.	\$1000??	ongoing	

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

All of the SLOs in humanities are being completed during the 2011-2012 school year

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

No access to the G drive from home where I am finishing this at the last minute. I don't understand why we don't use the intranet anymore which can be accessed from home? In any case, the next time I am on campus I will download and send that data to be attached.

Course Assessment Worksheet

Course Number and Course Name: Spanish 211/Film 211 (cross-listed)

Instructor: Dr. Jon Heaton

Student Learning Outcome		Assessment Tool	Detailed Description of Assessment Plan	Results
A.	<p>Upon successful completion of the course, students will be able to</p> <p>1) Analyze a variety of the common material and non-material components of Hispanic culture such as humor, art, music and architecture.</p>	<p>This will be assessed with (Click to choose assessment) This was assessed with a paper scored with a rubric.</p>	<p>Students viewed a variety of films centered around the cultural components listed. E.g. <i>Frida</i> for art and architecture, <i>The Buena Vista Social Club</i> for music, <i>Matando cabos</i> for humor amongst others. Reading materials contained an explanation of culture, material vs. non-material, etc. Students were directed to view all of the films regarding these components and to analyze them based on the reading and classroom discussion.</p>	<p>92% of the students successfully completed this SLO with a passing grade.</p>
B.	<p>Upon successful completion of the course, students will be able to</p> <p>2) Explain the historical and political background of the Hispanic world as an influencing factor in the development</p>	<p>This will be assessed with (Click to choose assessment) This was assessed with a paper scored with a rubric.</p>	<p>Students viewed a variety of films based on major historical events in the Hispanic world (E.g. <i>Apocalypto</i>, <i>500 Nations</i>, <i>Conquest of America</i>) and political events, especially those from the 1970s and 80s (e.g. <i>Romero</i>,</p>	<p>92% of the students successfully completed this SLO with a passing grade.</p>

	of sociocultural commonalities.		<i>Missing, La historia oficial</i>). Students had to write their papers looking at the similarities and differences between the various countries in the Hispanic world, how they developed, differences between Spain and Latin America, etc.	
C.	Upon successful completion of the course, students will be able to 3) Examine sociocultural issues such as ethnic identity (mestizaje), gender roles in Hispanic society, and the underpinnings of social class structure in Latin America.	This will be assessed with (Click to choose assessment) This was assessed with a paper scored with a rubric.	Through readings and films, students were directed to look at issues such as ethnic identity (e.g. <i>Cocalero, Men with Gun</i>) gender roles, (e.g. <i>Frida, Vicky Cristina Barcelona, A mi madre le gustan las mujeres</i>), and social class issues, (e.g. <i>Y tú mamá también, Conquest of America</i>). This paper was more difficult, perhaps due to the multiple concepts presented, however, 71% of the class still completed this SLO with a passing grade which is considered acceptable.	71% of the class completed this SLO with a passing grade which is considered acceptable.
D.	Upon successful completion of the course, students will be able to 4) Analyze the role of film as a major factor in the development of cultural mores in the Hispanic world and elsewhere.	This will be assessed with (Click to choose assessment) This was assessed through classroom discussion and optional inclusion in student papers.	This was a part of the analysis throughout the class in the classroom discussion and could also be commented upon in their papers. Since this was a major part of the discussion in most of the classroom sessions, and all students commented on it either orally or in their papers,	100% of the students successfully completed this SLO.

			<p>this SLO is considered to have a 100% success rate. However, future discussion of this SLO should take place to see if there is a better way to assess it.</p>	
E.	<p>Upon successful completion of the course, students will be able to</p> <p>5) Critically assess film production in the Hispanic world including differences between the true foreign film, Hollywood films about the Hispanic world, and hybrid films with some aspects of each.</p>	<p>This will be assessed with (Click to choose assessment) This was assessed through classroom discussion, an exam question and inclusion in student papers.</p>	<p>This was assessed in several ways. An exam question about film production in the Hispanic world yielded a 100% grade on centers of production. In several parts of the class students were asked to look at differences between styles of films. E.g. a typical Hollywood comedy compared to a Hispanic film such as <i>Boca a boca</i>, or the influence of a Hollywood director (Woody Allen) on a Spanish film (<i>Vicky Cristina Barcelona</i>), or the Hollywood production of films about political violence in Latin America such as <i>Romero</i>, <i>Salvador</i>, <i>Missing</i>. This was a major part of classroom discussion, as well as a component of several papers. Students were easily able to discuss and assess these differences with a 100% passing grade.</p>	<p>Students were easily able to discuss and assess these differences with a 100% passing grade.</p>
F.	<p>Upon successful completion of the</p>	<p>This will be assessed with</p>	<p>One segment of the class was</p>	<p><i>Two students did not</i></p>

	<p>course, students will be able to Examine Hispanic culture in the United States, assessing cultural similarities and differences, the effects of assimilation on Hispanic culture, and issues such as immigration and acculturation.</p>	<p>(Click to choose assessment) This was assessed with a paper scored with a rubric.</p>	<p>dedicated to looking at Hispanic culture in the United States through readings and films based on the issues listed in the SLO. Examples of films would be <i>Mi familia</i>, <i>Spanglish</i>, <i>Real Women Have Curves</i> and <i>Tortilla Soup</i>. Two students did not complete this paper, of those who did the success rate was 92% with a passing grade.</p>	<p><i>complete this paper, of those who did the success rate was 92% with a passing grade.</i></p>
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Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:ANTH	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			12	373	31.1	35.4	2.2	2.2	16.1	351	304	86.6%	238	67.8%	
	200750		3	96	32.0	8.8	0.6	0.6	14.6	93	79	84.9%	63	67.7%	
		Anthropology	3	96	32.0	8.8	0.6	0.6	14.6	93	79	84.9%	63	67.7%	
	200770			5	131	26.2	12.8	0.8	0.8	16.0	121	107	88.4%	84	69.4%
		Anthropology	5	131	26.2	12.8	0.8	0.8	16.0	121	107	88.4%	84	69.4%	
	200830			4	146	36.5	13.9	0.8	0.8	17.3	137	118	86.1%	91	66.4%
Anthropology		4	146	36.5	13.9	0.8	0.8	17.3	137	118	86.1%	91	66.4%		
2008-2009			14	418	29.9	40.0	2.6	2.6	15.4	403	323	80.1%	265	65.8%	
	200850		2	83	41.5	7.7	0.4	0.4	19.3	83	66	79.5%	52	62.7%	
		Anthropology	2	83	41.5	7.7	0.4	0.4	19.3	83	66	79.5%	52	62.7%	
	200870		8	187	23.4	18.1	1.4	1.4	12.9	173	138	79.8%	111	64.2%	
		Anthropology	8	187	23.4	18.1	1.4	1.4	12.9	173	138	79.8%	111	64.2%	
	200930			4	148	37.0	14.2	0.8	0.8	17.7	147	119	81.0%	102	69.4%
Anthropology		4	148	37.0	14.2	0.8	0.8	17.7	147	119	81.0%	102	69.4%		
2009-2010			11	401	36.5	38.0	2.0	2.0	19.0	397	320	80.6%	256	64.5%	
	200950		2	78	39.0	7.2	0.4	0.4	17.9	76	62	81.6%	56	73.7%	
		Anthropology	2	78	39.0	7.2	0.4	0.4	17.9	76	62	81.6%	56	73.7%	
	200970		5	164	32.8	15.6	0.8	0.8	19.6	162	126	77.8%	103	63.6%	
		Anthropology	5	164	32.8	15.6	0.8	0.8	19.6	162	126	77.8%	103	63.6%	
	201030			4	159	39.8	15.2	0.8	0.8	19.0	159	132	83.0%	97	61.0%
Anthropology		4	159	39.8	15.2	0.8	0.8	19.0	159	132	83.0%	97	61.0%		
2010-2011			11	383	34.8	36.6	2.0	2.0	18.3	383	299	78.1%	241	62.9%	
	201050		2	89	44.5	8.3	0.4	0.4	20.7	89	59	66.3%	43	48.3%	
		Anthropology	2	89	44.5	8.3	0.4	0.4	20.7	89	59	66.3%	43	48.3%	
	201070		5	144	28.8	13.9	0.8	0.8	17.4	144	123	85.4%	102	70.8%	
		Anthropology	5	144	28.8	13.9	0.8	0.8	17.4	144	123	85.4%	102	70.8%	
	201130			4	150	37.5	14.4	0.8	0.8	18.0	150	117	78.0%	96	64.0%
Anthropology		4	150	37.5	14.4	0.8	0.8	18.0	150	117	78.0%	96	64.0%		
Sum			37	1,575	42.6	150.0	8.8	8.8	17.1	1,534	1,246	81.2%	1,000	65.2%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College
7/15/2011

Subject:ASL	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			2	55	27.5	7.9	0.5	0.5	14.7	54	49	90.7%	48	88.9%	
	200770		1	33	33.0	4.7	0.3	0.3	17.7	32	30	93.8%	30	93.8%	
		American Sign Language	1	33	33.0	4.7	0.3	0.3	17.7	32	30	93.8%	30	93.8%	
	200830			1	22	22.0	3.1	0.3	0.3	11.8	22	19	86.4%	18	81.8%
		American Sign Language	1	22	22.0	3.1	0.3	0.3	11.8	22	19	86.4%	18	81.8%	
2008-2009			4	131	32.8	18.6	1.1	1.1	17.4	131	117	89.3%	96	73.3%	
	200870		2	88	44.0	12.4	0.5	0.5	23.3	88	80	90.9%	69	78.4%	
		American Sign Language	2	88	44.0	12.4	0.5	0.5	23.3	88	80	90.9%	69	78.4%	
	200930		2	43	21.5	6.1	0.5	0.5	11.5	43	37	86.0%	27	62.8%	
		American Sign Language	2	43	21.5	6.1	0.5	0.5	11.5	43	37	86.0%	27	62.8%	
2009-2010			4	125	31.3	17.9	1.1	1.1	16.7	124	107	86.3%	86	69.4%	
	200970		2	84	42.0	12.0	0.5	0.5	22.5	83	70	84.3%	54	65.1%	
		American Sign Language	2	84	42.0	12.0	0.5	0.5	22.5	83	70	84.3%	54	65.1%	
	201030		2	41	20.5	5.9	0.5	0.5	11.0	41	37	90.2%	32	78.0%	
		American Sign Language	2	41	20.5	5.9	0.5	0.5	11.0	41	37	90.2%	32	78.0%	
2010-2011			4	112	28.0	16.0	1.0	1.0	15.3	112	102	91.1%	78	69.6%	
	201070		2	66	33.0	9.4	0.5	0.5	17.7	66	63	95.5%	52	78.8%	
		American Sign Language	2	66	33.0	9.4	0.5	0.5	17.7	66	63	95.5%	52	78.8%	
	201130		2	46	23.0	6.6	0.5	0.5	12.9	46	39	84.8%	26	56.5%	
		American Sign Language	2	46	23.0	6.6	0.5	0.5	12.9	46	39	84.8%	26	56.5%	
Sum			14	423	30.2	60.3	3.7	3.7	16.2	421	375	89.1%	308	73.2%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject: FILM	Top_Code: <All>	Campus_Desc: <All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			4	62	15.5	5.9	0.5	0.2	11.1	52	38	73.1%	31	59.6%	
	200750		1	15	15.0	1.4	0.2	0.0	6.9	12	12	100.0%	10	83.3%	
		Film	1	15	15.0	1.4	0.2	0.0	6.9	12	12	100.0%	10	83.3%	
	200770			2	29	14.5	2.9	0.2	0.2	14.5	24	13	54.2%	11	45.8%
		Film	2	29	14.5	2.9	0.2	0.2	14.5	24	13	54.2%	11	45.8%	
	200830			1	18	18.0	1.7	0.1	0.0	12.6	16	13	81.3%	10	62.5%
Film		1	18	18.0	1.7	0.1	0.0	12.6	16	13	81.3%	10	62.5%		
2008-2009			3	55	18.3	5.4	0.4	0.0	13.5	51	42	82.4%	33	64.7%	
	200850		1	13	13.0	1.2	0.2	0.0	6.1	10	9	90.0%	7	70.0%	
		Film	1	13	13.0	1.2	0.2	0.0	6.1	10	9	90.0%	7	70.0%	
	200870			1	20	20.0	1.9	0.0	0.0	0.0	20	13	65.0%	9	45.0%
		Film	1	20	20.0	1.9	0.0	0.0	0.0	20	13	65.0%	9	45.0%	
	200930			1	22	22.0	2.3	0.2	0.0	11.6	21	20	95.2%	17	81.0%
Film		1	22	22.0	2.3	0.2	0.0	11.6	21	20	95.2%	17	81.0%		
2009-2010			3	62	20.7	5.9	0.4	0.0	14.9	62	40	64.5%	29	46.8%	
	200970		1	23	23.0	2.1	0.0	0.0	0.0	23	19	82.6%	15	65.2%	
		Film	1	23	23.0	2.1	0.0	0.0	0.0	23	19	82.6%	15	65.2%	
	201030			2	39	19.5	3.8	0.4	0.0	9.5	39	21	53.8%	14	35.9%
Film		2	39	19.5	3.8	0.4	0.0	9.5	39	21	53.8%	14	35.9%		
2010-2011			3	74	24.7	7.1	0.4	0.0	17.7	74	46	62.2%	30	40.5%	
	201050		1	25	25.0	2.3	0.0	0.0	0.0	25	19	76.0%	13	52.0%	
		Film	1	25	25.0	2.3	0.0	0.0	0.0	25	19	76.0%	13	52.0%	
	201070			1	35	35.0	3.3	0.2	0.0	16.3	35	18	51.4%	9	25.7%
		Film	1	35	35.0	3.3	0.2	0.0	16.3	35	18	51.4%	9	25.7%	
	201130			1	14	14.0	1.5	0.2	0.0	7.4	14	9	64.3%	8	57.1%
Film		1	14	14.0	1.5	0.2	0.0	7.4	14	9	64.3%	8	57.1%		
Sum			13	253	19.5	24.4	1.7	0.2	14.1	239	166	69.5%	123	51.5%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:FREN	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			2	50	25.0	7.9	0.7	0.7	11.9	44	31	70.5%	18	40.9%	
	200770		1	20	20.0	3.3	0.3	0.3	9.8	19	13	68.4%	8	42.1%	
		French	1	20	20.0	3.3	0.3	0.3	9.8	19	13	68.4%	8	42.1%	
	200830			1	30	30.0	4.7	0.3	0.3	14.0	25	18	72.0%	10	40.0%
		French	1	30	30.0	4.7	0.3	0.3	14.0	25	18	72.0%	10	40.0%	
2008-2009			2	66	33.0	10.4	0.7	0.7	15.6	59	45	76.3%	16	27.1%	
	200870		1	33	33.0	5.1	0.3	0.3	15.4	26	19	73.1%	8	30.8%	
		French	1	33	33.0	5.1	0.3	0.3	15.4	26	19	73.1%	8	30.8%	
	200930			1	33	33.0	5.3	0.3	0.3	15.9	33	26	78.8%	8	24.2%
		French	1	33	33.0	5.3	0.3	0.3	15.9	33	26	78.8%	8	24.2%	
2009-2010			2	66	33.0	10.2	0.7	0.7	15.4	67	55	82.1%	32	47.8%	
	200970		1	33	33.0	5.1	0.3	0.3	15.4	34	25	73.5%	11	32.4%	
		French	1	33	33.0	5.1	0.3	0.3	15.4	34	25	73.5%	11	32.4%	
	201030			1	33	33.0	5.1	0.3	0.3	15.4	33	30	90.9%	21	63.6%
		French	1	33	33.0	5.1	0.3	0.3	15.4	33	30	90.9%	21	63.6%	
2010-2011			2	58	29.0	9.0	0.7	0.7	13.5	58	43	74.1%	33	56.9%	
	201070		1	24	24.0	3.7	0.3	0.3	11.2	24	16	66.7%	12	50.0%	
		French	1	24	24.0	3.7	0.3	0.3	11.2	24	16	66.7%	12	50.0%	
	201130			1	34	34.0	5.3	0.3	0.3	15.9	34	27	79.4%	21	61.8%
		French	1	34	34.0	5.3	0.3	0.3	15.9	34	27	79.4%	21	61.8%	
Sum			8	240	30.0	37.6	2.7	2.7	14.1	228	174	76.3%	99	43.4%	

Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code =
7/15/2011

Subject:HUM Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/F TEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2008-2009			6	63	10.5	6.4	0.2	0.0	42.7	14	14	100.0%	11	78.6%
	200870		3	29	9.7	3.1	0.0	0.0	0.0	6	6	100.0%	4	66.7%
		Humanities	3	29	9.7	3.1	0.0	0.0	0.0	6	6	100.0%	4	66.7%
	200930			3	34	11.3	3.3	0.2	0.0	21.9	8	8	100.0%	7
Humanities		3	34	11.3	3.3	0.2	0.0	21.9	8	8	100.0%	7	87.5%	
2009-2010			3	21	7.0	2.2	0.2	0.0	14.4	8	7	87.5%	7	87.5%
	200950		3	21	7.0	2.2	0.2	0.0	14.4	8	7	87.5%	7	87.5%
		Humanities	3	21	7.0	2.2	0.2	0.0	14.4	8	7	87.5%	7	87.5%
Sum			9	84	9.3	8.6	0.3	0.0	28.6	22	21	95.5%	18	81.8%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:INST	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			62	1,290	20.8	114.1	9.1	1.7	12.6	1,097	1,048	95.5%	819	74.7%
	200750		10	192	19.2	11.5	2.0	0.7	5.8	182	177	97.3%	135	74.2%
		Interdisciplinary Studies	10	192	19.2	11.5	2.0	0.7	5.8	182	177	97.3%	135	74.2%
	200770		25	459	18.4	54.0	3.2	0.3	16.8	427	410	96.0%	308	72.1%
		Interdisciplinary Studies	25	459	18.4	54.0	3.2	0.3	16.8	427	410	96.0%	308	72.1%
	200830		27	639	23.7	48.7	3.9	0.6	12.6	488	461	94.5%	376	77.0%
Interdisciplinary Studies		27	639	23.7	48.7	3.9	0.6	12.6	488	461	94.5%	376	77.0%	
2008-2009			44	1,111	25.3	99.4	8.1	2.4	12.2	765	699	91.4%	558	72.9%
	200850		5	97	19.4	10.0	1.1	0.2	9.4	61	61	100.0%	52	85.2%
		Interdisciplinary Studies	5	97	19.4	10.0	1.1	0.2	9.4	61	61	100.0%	52	85.2%
	200870		26	642	24.7	53.9	4.0	0.9	13.6	468	426	91.0%	310	66.2%
		Interdisciplinary Studies	26	642	24.7	53.9	4.0	0.9	13.6	468	426	91.0%	310	66.2%
	200930		13	372	28.6	35.5	3.1	1.3	11.4	236	212	89.8%	196	83.1%
Interdisciplinary Studies		13	372	28.6	35.5	3.1	1.3	11.4	236	212	89.8%	196	83.1%	
2009-2010			17	561	33.0	42.6	2.7	1.5	15.5	392	312	79.6%	278	70.9%
	200950		5	126	25.2	11.9	1.3	0.6	8.9	132	105	79.5%	92	69.7%
		Interdisciplinary Studies	5	126	25.2	11.9	1.3	0.6	8.9	132	105	79.5%	92	69.7%
	200970		4	185	46.3	14.7	0.6	0.5	23.8	105	86	81.9%	74	70.5%
		Interdisciplinary Studies	4	185	46.3	14.7	0.6	0.5	23.8	105	86	81.9%	74	70.5%
	201030		8	250	31.3	16.0	0.8	0.5	20.1	155	121	78.1%	112	72.3%
Interdisciplinary Studies		8	250	31.3	16.0	0.8	0.5	20.1	155	121	78.1%	112	72.3%	
2010-2011			12	365	30.4	25.0	0.9	0.5	27.9	128	93	72.7%	83	64.8%
	201050		3	90	30.0	8.6	0.6	0.3	15.2	91	66	72.5%	58	63.7%
		Interdisciplinary Studies	3	90	30.0	8.6	0.6	0.3	15.2	91	66	72.5%	58	63.7%
	201070		5	159	31.8	11.3	0.2	0.1	48.4	37	27	73.0%	25	67.6%
		Interdisciplinary Studies	5	159	31.8	11.3	0.2	0.1	48.4	37	27	73.0%	25	67.6%
	201130		4	116	29.0	5.2	0.1	0.0	51.8	0	0	0.0%	0	0.0%
Interdisciplinary Studies		4	116	29.0	5.2	0.1	0.0	51.8	0	0	0.0%	0	0.0%	
Sum			133	3,327	25.0	281.1	20.8	6.0	13.5	2,382	2,152	90.3%	1,738	73.0%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:LATN	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			9	42	4.7	5.1	0.5	0.5	9.5	42	37	88.1%	32	76.2%	
	200770		4	25	6.3	3.1	0.3	0.3	11.5	25	22	88.0%	17	68.0%	
		Latin	4	25	6.3	3.1	0.3	0.3	11.5	25	22	88.0%	17	68.0%	
	200830			5	17	3.4	2.0	0.3	0.3	7.4	17	15	88.2%	15	88.2%
		Latin	5	17	3.4	2.0	0.3	0.3	7.4	17	15	88.2%	15	88.2%	
2008-2009			8	39	4.9	4.9	0.5	0.5	9.1	35	26	74.3%	21	60.0%	
	200870		5	23	4.6	3.0	0.3	0.3	11.1	24	18	75.0%	15	62.5%	
		Latin	5	23	4.6	3.0	0.3	0.3	11.1	24	18	75.0%	15	62.5%	
	200930			3	16	5.3	1.9	0.3	0.3	7.0	11	8	72.7%	6	54.5%
		Latin	3	16	5.3	1.9	0.3	0.3	7.0	11	8	72.7%	6	54.5%	
2009-2010			5	33	6.6	4.3	0.3	0.3	16.0	28	21	75.0%	19	67.9%	
	201030		5	33	6.6	4.3	0.3	0.3	16.0	28	21	75.0%	19	67.9%	
		Latin	5	33	6.6	4.3	0.3	0.3	16.0	28	21	75.0%	19	67.9%	
2010-2011			9	58	6.4	7.8	0.5	0.5	14.6	51	36	70.6%	34	66.7%	
	201070		5	30	6.0	4.1	0.3	0.3	15.2	27	15	55.6%	15	55.6%	
		Latin	5	30	6.0	4.1	0.3	0.3	15.2	27	15	55.6%	15	55.6%	
	201130			4	28	7.0	3.8	0.3	0.3	14.0	24	21	87.5%	19	79.2%
		Latin	4	28	7.0	3.8	0.3	0.3	14.0	24	21	87.5%	19	79.2%	
Sum			31	172	5.5	22.0	1.9	1.9	11.8	156	120	76.9%	106	67.9%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:PHIL	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			20	506	25.3	50.6	4.0	3.1	12.6	436	358	82.1%	287	65.8%	
	200750		4	96	24.0	9.4	0.9	0.4	10.9	83	69	83.1%	61	73.5%	
		Philosophy	4	96	24.0	9.4	0.9	0.4	10.9	83	69	83.1%	61	73.5%	
	200770			10	230	23.0	23.4	1.9	1.4	12.6	203	173	85.2%	139	68.5%
		Philosophy	10	230	23.0	23.4	1.9	1.4	12.6	203	173	85.2%	139	68.5%	
	200830			6	180	30.0	17.7	1.3	1.3	14.0	150	116	77.3%	87	58.0%
Philosophy		6	180	30.0	17.7	1.3	1.3	14.0	150	116	77.3%	87	58.0%		
2008-2009			21	568	27.0	57.5	3.9	2.6	14.6	543	413	76.1%	302	55.6%	
	200850		4	100	25.0	9.6	0.8	0.8	12.0	86	73	84.9%	56	65.1%	
		Philosophy	4	100	25.0	9.6	0.8	0.8	12.0	86	73	84.9%	56	65.1%	
	200870			10	257	25.7	26.3	1.9	1.0	14.1	252	193	76.6%	137	54.4%
		Philosophy	10	257	25.7	26.3	1.9	1.0	14.1	252	193	76.6%	137	54.4%	
	200930			7	211	30.1	21.6	1.3	0.8	17.0	205	147	71.7%	109	53.2%
Philosophy		7	211	30.1	21.6	1.3	0.8	17.0	205	147	71.7%	109	53.2%		
2009-2010			21	570	27.1	58.4	4.0	2.8	14.6	569	393	69.1%	299	52.5%	
	200950		4	96	24.0	9.2	0.8	0.8	11.5	95	64	67.4%	51	53.7%	
		Philosophy	4	96	24.0	9.2	0.8	0.8	11.5	95	64	67.4%	51	53.7%	
	200970			8	231	28.9	23.8	1.5	1.0	16.2	231	160	69.3%	120	51.9%
		Philosophy	8	231	28.9	23.8	1.5	1.0	16.2	231	160	69.3%	120	51.9%	
	201030			9	243	27.0	25.5	1.7	1.0	14.7	243	169	69.5%	128	52.7%
Philosophy		9	243	27.0	25.5	1.7	1.0	14.7	243	169	69.5%	128	52.7%		
2010-2011			20	621	31.1	64.1	3.9	2.2	16.6	624	459	73.6%	339	54.3%	
	201050		5	186	37.2	18.7	1.1	0.8	17.5	188	143	76.1%	117	62.2%	
		Philosophy	5	186	37.2	18.7	1.1	0.8	17.5	188	143	76.1%	117	62.2%	
	201070			7	211	30.1	22.0	1.3	1.0	17.4	212	154	72.6%	112	52.8%
		Philosophy	7	211	30.1	22.0	1.3	1.0	17.4	212	154	72.6%	112	52.8%	
	201130			8	224	28.0	23.4	1.5	0.4	15.3	224	162	72.3%	110	49.1%
Philosophy		8	224	28.0	23.4	1.5	0.4	15.3	224	162	72.3%	110	49.1%		
Sum			82	2,265	27.6	230.6	15.8	10.7	14.6	2,172	1,623	74.7%	1,227	56.5%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:RUSS	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			10	24	2.4	2.8	0.5	0.5	5.2	21	20	95.2%	18	85.7%	
	200770		5	11	2.2	1.3	0.3	0.3	4.7	11	11	100.0%	9	81.8%	
		Russian	5	11	2.2	1.3	0.3	0.3	4.7	11	11	100.0%	9	81.8%	
	200830			5	13	2.6	1.5	0.3	0.3	5.8	10	9	90.0%	9	90.0%
		Russian	5	13	2.6	1.5	0.3	0.3	5.8	10	9	90.0%	9	90.0%	
2008-2009			8	38	4.8	4.2	0.5	0.5	7.9	34	29	85.3%	24	70.6%	
	200870		5	19	3.8	2.2	0.3	0.3	8.4	20	17	85.0%	13	65.0%	
		Russian	5	19	3.8	2.2	0.3	0.3	8.4	20	17	85.0%	13	65.0%	
	200930			3	19	6.3	2.0	0.3	0.3	7.5	14	12	85.7%	11	78.6%
		Russian	3	19	6.3	2.0	0.3	0.3	7.5	14	12	85.7%	11	78.6%	
2009-2010			4	40	10.0	5.9	0.5	0.5	11.0	38	30	78.9%	23	60.5%	
	200970		2	24	12.0	3.6	0.3	0.3	13.4	22	17	77.3%	12	54.5%	
		Russian	2	24	12.0	3.6	0.3	0.3	13.4	22	17	77.3%	12	54.5%	
	201030			2	16	8.0	2.3	0.3	0.3	8.6	16	13	81.3%	11	68.8%
		Russian	2	16	8.0	2.3	0.3	0.3	8.6	16	13	81.3%	11	68.8%	
2010-2011			8	46	5.8	6.6	0.5	0.5	12.3	47	40	85.1%	34	72.3%	
	201070		4	22	5.5	3.1	0.3	0.3	11.8	23	17	73.9%	14	60.9%	
		Russian	4	22	5.5	3.1	0.3	0.3	11.8	23	17	73.9%	14	60.9%	
	201130			4	24	6.0	3.4	0.3	0.3	12.8	24	23	95.8%	20	83.3%
		Russian	4	24	6.0	3.4	0.3	0.3	12.8	24	23	95.8%	20	83.3%	
Sum			30	148	4.9	19.5	2.1	2.1	9.1	140	119	85.0%	99	70.7%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:SPAN	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			41	923	22.5	114.0	7.2	1.7	15.8	855	766	89.6%	588	68.8%
	200750		12	287	23.9	23.2	1.5	0.3	15.1	272	268	98.5%	221	81.3%
		Spanish	12	287	23.9	23.2	1.5	0.3	15.1	272	268	98.5%	221	81.3%
	200770		13	299	23.0	45.9	2.7	0.5	16.8	271	240	88.6%	173	63.8%
		Spanish	13	299	23.0	45.9	2.7	0.5	16.8	271	240	88.6%	173	63.8%
	200830		16	337	21.1	44.9	2.9	0.9	15.3	312	258	82.7%	194	62.2%
Spanish		16	337	21.1	44.9	2.9	0.9	15.3	312	258	82.7%	194	62.2%	
2008-2009			36	817	22.7	109.2	7.5	1.8	14.5	809	618	76.4%	463	57.2%
	200850		13	254	19.5	24.9	1.9	0.4	13.3	232	221	95.3%	193	83.2%
		Spanish	13	254	19.5	24.9	1.9	0.4	13.3	232	221	95.3%	193	83.2%
	200870		14	316	22.6	48.4	3.3	0.9	14.8	314	213	67.8%	142	45.2%
		Spanish	14	316	22.6	48.4	3.3	0.9	14.8	314	213	67.8%	142	45.2%
	200930		9	247	27.4	35.9	2.4	0.5	15.0	263	184	70.0%	128	48.7%
Spanish		9	247	27.4	35.9	2.4	0.5	15.0	263	184	70.0%	128	48.7%	
2009-2010			25	734	29.4	106.4	6.6	1.2	16.1	719	507	70.5%	373	51.9%
	200950		7	234	33.4	27.4	1.8	0.4	15.5	210	177	84.3%	148	70.5%
		Spanish	7	234	33.4	27.4	1.8	0.4	15.5	210	177	84.3%	148	70.5%
	200970		9	257	28.6	40.8	2.5	0.3	16.1	258	171	66.3%	123	47.7%
		Spanish	9	257	28.6	40.8	2.5	0.3	16.1	258	171	66.3%	123	47.7%
	201030		9	243	27.0	38.3	2.3	0.4	16.4	251	159	63.3%	102	40.6%
Spanish		9	243	27.0	38.3	2.3	0.4	16.4	251	159	63.3%	102	40.6%	
2010-2011			27	813	30.1	125.3	7.4	1.3	16.9	821	612	74.5%	448	54.6%
	201050		7	257	36.7	38.5	2.2	0.0	17.5	264	210	79.5%	165	62.5%
		Spanish	7	257	36.7	38.5	2.2	0.0	17.5	264	210	79.5%	165	62.5%
	201070		10	295	29.5	47.1	2.7	0.3	17.7	296	199	67.2%	130	43.9%
		Spanish	10	295	29.5	47.1	2.7	0.3	17.7	296	199	67.2%	130	43.9%
	201130		10	261	26.1	39.7	2.5	1.0	15.7	261	203	77.8%	153	58.6%
Spanish		10	261	26.1	39.7	2.5	1.0	15.7	261	203	77.8%	153	58.6%	
Sum			125	3,287	26.3	454.9	28.7	6.0	15.8	3,204	2,503	78.1%	1,872	58.4%



Annual Unit Plan Template 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

It is the mission of the Industrial Arts Department to provide courses and instruction that will meet the academic, vocational, and general education needs of our students, college, and communities. We provide instruction leading to Associate degrees and certificates in multiple occupational areas including: Welding, Industrial Technician, and Machine Tools.

The programs in the Industrial Arts Department provide life-long learning and support to students in their academic, technical, and vocational pursuits. The goal of our programs is to foster in students a lifelong desire to learn, a passion to excel, and a commitment to contribute actively to their local community. Students graduating from the department's programs will be prepared to enter the job market in entry level positions with a variety of focus including but not limited to: construction, mining, manufacturing, drafting, welding, fabrication and machine shops, electronics, railroads, automotive, as well as the aircraft, marine, aerospace, and renewable energy industries.

b. Program Applicability

Automotive Technology (TOP 0948.00)

Automotive Technology AS (deactivated)

Automotive Technology Certificate of Achievement (deactivated)

Engineering Drafting (TOP)

Engineering Drafting AS (deactivated)

Engineering Drafting Certificate of Achievement (deactivated)

Engineering Technology (TOP)



Engineering Technology AS (deactivated)
Engineering Technology Certificate of Achievement (deactivated)

Industrial Technician (TOP)

Industrial Technology AS (31-37 units in the major, 60 units total)

Industrial Technology Certificate (19 Units)

Areas of Emphasis:

Electronics Technician Certificate (18 Units)

Engineering Technology Certificate (18 Units)

Solar Technician Certificate of Achievement (12 Units)

Wind Technician Certificate of Achievement (12 Units)

Machine Tool (TOP 0956.30)

Machine Tool AS (20 units in the major, 60 units total)

Machine Tool Certificate of Achievement (20 Units)

Renewable Energy Technology

Renewable Energy Technology AS (29-45.5 units in the major, 60-65 units total)

Renewable Energy Technology Certificate (30-45.5 units)

Full Performance Wind Turbine Technology Certificate (22 units)

Trades Practices AS and Certificate of Achievement (deactivated)

Welding Technology (TOP 0956.5)

Welding Technology AS (20 units in the major, 60 total)

Welding Technology AS and Certificate of Achievement (20 units in the major)

Welding Technology AS and Certificate of Proficiency (12 units)



c. Partnerships

NAWS China Lake, TerraGen Geothermal, Searles Valley Minerals, AirStreams, Ames and Associates, Frontier Pro, Next Era Energy, General Electric, KWEA Wind/Solar

d. Distance Education

This department does not have a distance education component except in cases where there is overlap with the Department of Business and Information Technology and Mathematics for courses such as CSCI C070 Computer Literacy, CSCI C121 Beginning Word, CSCI C123 Beginning Excel, and MATH C056 Trades Math.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

[List the goals/action plans included in your plan for the previous year and describe progress made towards accomplishing them.]

Re- structure the Industrial Arts programs by deactivating programs that (1) have courses that are contained within other programs making them redundant and (2) deactivate programs that cannot be viable due to lack of enrollment. To address this there have been seven certificate/degree programs deactivated or pending deactivation.

Update and/or introduce new courses to enhance the programs. Currently in the Renewable Energy area there is a full time faculty released to write curriculum. This is being funded with the CREATE grant from the National Science Foundation. New electrical/electronic curriculum is being developed that updates existing curriculum to better serve students in real world working environments.

Create a long term plan for all program areas to ensure completion is possible in a two year period. This is in process.

b. Review of Overall Department/Unit

[What needs/opportunities did your last program review(s) reveal? Did your most recent SLO assessments demonstrate gaps to be addressed? What is working with your unit? What improvements need to be made?]

The current chair (fall 2011) has not been provided department information from previous program reviews or course SLO assessment. Welding Department student learning outcomes assessment is in process for all courses and will be facilitated by the SLO workshop Nov. 4th.

Program review needs to be completed for scheduled program areas during spring 2012.



c. **Goals for Upcoming Year (next academic year). Three goals not required. If more goals needed, copy and paste additional boxes.**

Goal 1

1. *Connection to College Strategic Goals:*
2. *Specific internal* or external** condition(s) the goal is a response to:* This is ongoing work that is impacted by the existence of Curricunet.
3. *Action Plan:* Update all programs and courses in Curricunet
4. *Measure of Success:* All program will be updated by Spring 2013

Goal 2

1. *Connection to College Strategic Goals:*
2. *Specific internal* or external** condition(s) the goal is a response to:* The need for more space for Industrial Tech courses. This is needed due to the increased enrollment, more courses being taught, and addition of teaching equipment including trainer, simulators, tools and machinery.
3. *Action Plan:* Request additional space for expanding Industrial Arts courses. The space requested was originally part of the Industrial Arts area and was temporally used for the Art Dept while the Art modernization project was taking place.
4. *Measure of Success:*
 - By having more space overcrowding is reduced during the hands-on portion of instruction when building projects or using trainers and machinery.
 - Safety is increased.
 - Different classes are held during the same time slot easing scheduling conflicts and room assignments.
 - Security and storage is increased for equipment.



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.



b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
Industrial Technology	RET, MCTL ,WELD, ET, DRFT	IWV	1	1 & 6	G

Full-Time Faculty Staffing Justification:

[Refer to the separate handout listing criteria for new faculty hiring.]

- Replace faculty that retired.
- Some instructors are nearing retirement.
- Increased enrollment in Industrial Tech courses and more course offerings. Using the welding program as an example, the enrollment for 2007-2008 year was 63 with a success rate of 68.9%. The enrollment for 2010-2011 was 201 with a success rate of 81.6%. In the four year period the enrollment has increased 220% and the success rate increased 12.7%.
- Instructors currently teaching are at maximum load.
- There are courses that industry wants but there are not enough instructors to teach the classes (see above)
- Students able to pursue a program of study for purposes of lower division certificate, associate degree, or transfer education requirements.
- There is need for industrial technology workers in our service area as borne out by our own Employer Summit meetings and advisory committee meetings.



c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Instructional Supplies	IWV	1	1.A	These supplies are required for instruction. they include steel, rod, gases, etc for the welding classes	\$25,000	On-going	G
Supplies	IWV	1	1.A	Supplies for general office (toner) tasks, business cards, etc.	\$400	On-going	G

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Projection equipment for video and power point presentations							
Video projection equipment	Rm 198 RET Lab	1	1	Videos and Power Point presentations will supplement and augment instruction. College Strategic Plan 1	unknown	yes	V
Video projection equipment	Rm 192 Welding Lab	1	1	Videos and Power Point presentations will supplement and augment instruction. College Strategic Plan 1	unknown	yes	V

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Machine Tool Space Requested	IWV	1	1.A	Additional space is needed in the Industrial Technology and Renewable Energy Lab to house existing and new equipment, provide instructional space and the electrical power required to run the machinery. In addition, there is a secured space in the area that would be used to store expensive simulators and tools.		On-going	G



g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Inter-campus travel	IWV	2	1.A	To go to ESCC and other campuses to work with directors to determine what Industrial Arts programs need to be offered to meet the needs of our service area.	\$600	One-time	G
Professional conferences	IWV	2		To provide two full time faculty access to professional development opportunities within their fields	\$4000	One-tiem	G or V

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Industrial Arts brochures Renewable Energy brochures	IWV	2	1.A	Brochures in this area do not exist and need to be developed to promote and market the programs.	\$2500	One-time	G



i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Maintenance/Repair	IWV	2	1.A	Machinery needs to be repaired and/or replaced through the year.	\$1,000	On-going	G
Advisory Committee Meeting Expenses	IWV	1	1.A	Required to hold once a semester	\$750	Ongoing	V

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

DRFT 84.7% retained 72.9% succeeded WELD 91.0% retained 81.6% succeeded
 ET 91.4% retained 71.4% succeeded WEXP 83.0% retained 66.0% succeeded
 MCTL 89.1% retained 84.8% succeeded RET 64.0% retained 57.0% succeeded (These numbers are expected to rise substantially with the
 new curriculum development and RET instructor)

Total of 83.9% retained and 72.3% succeeded

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College
7/15/2011

Subject:AUTO Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			6	79	13.2	24.5	3.4	1.5	7.2	78	71	91.0%	21	26.9%
	200770		3	36	12.0	10.5	1.7	0.6	6.2	35	33	94.3%	11	31.4%
		Automotive Technology	3	36	12.0	10.5	1.7	0.6	6.2	35	33	94.3%	11	31.4%
	200830			3	43	14.3	14.0	1.7	0.9	8.2	43	38	88.4%	10
Automotive Technology		3	43	14.3	14.0	1.7	0.9	8.2	43	38	88.4%	10	23.3%	
2008-2009			7	111	15.9	33.4	3.7	1.2	9.1	113	59	52.2%	34	30.1%
	200870		4	66	16.5	19.1	2.0	0.5	9.4	68	36	52.9%	19	27.9%
		Automotive Technology	4	66	16.5	19.1	2.0	0.5	9.4	68	36	52.9%	19	27.9%
	200930			3	45	15.0	14.3	1.6	0.7	8.8	45	23	51.1%	15
Automotive Technology		3	45	15.0	14.3	1.6	0.7	8.8	45	23	51.1%	15	33.3%	
2009-2010			1	18	18.0	4.5	0.5	0.2	9.6	19	16	84.2%	11	57.9%
	200970		1	18	18.0	4.5	0.5	0.2	9.6	19	16	84.2%	11	57.9%
		Automotive Technology	1	18	18.0	4.5	0.5	0.2	9.6	19	16	84.2%	11	57.9%
Sum			14	208	14.9	62.3	7.5	2.9	8.3	210	146	69.5%	66	31.4%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College
7/15/2011

Subject:DRFT Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			2	37	18.5	6.8	0.7	0.7	10.1	35	32	91.4%	25	71.4%
	200770		1	15	15.0	2.8	0.3	0.3	8.4	15	15	100.0%	11	73.3%
		Drafting	1	15	15.0	2.8	0.3	0.3	8.4	15	15	100.0%	11	73.3%
	200830		1	22	22.0	4.0	0.3	0.3	11.9	20	17	85.0%	14	70.0%
		Drafting	1	22	22.0	4.0	0.3	0.3	11.9	20	17	85.0%	14	70.0%
2008-2009			2	46	23.0	6.1	0.2	0.0	30.6	47	43	91.5%	37	78.7%
	200870		1	17	17.0	3.1	0.0	0.0	0.0	18	15	83.3%	13	72.2%
		Drafting	1	17	17.0	3.1	0.0	0.0	0.0	18	15	83.3%	13	72.2%
	200930		1	29	29.0	3.1	0.2	0.0	15.3	29	28	96.6%	24	82.8%
		Drafting	1	29	29.0	3.1	0.2	0.0	15.3	29	28	96.6%	24	82.8%
2009-2010			4	91	22.8	13.1	1.1	0.7	12.3	95	81	85.3%	66	69.5%
	200970		2	51	25.5	7.5	0.5	0.3	14.0	51	42	82.4%	37	72.5%
		Drafting	2	51	25.5	7.5	0.5	0.3	14.0	51	42	82.4%	37	72.5%
	201030		2	40	20.0	5.6	0.5	0.3	10.6	44	39	88.6%	29	65.9%
		Drafting	2	40	20.0	5.6	0.5	0.3	10.6	44	39	88.6%	29	65.9%
2010-2011			3	85	28.3	11.2	0.7	0.3	15.3	85	72	84.7%	62	72.9%
	201070		2	56	28.0	8.0	0.5	0.3	15.1	56	45	80.4%	41	73.2%
		Drafting	2	56	28.0	8.0	0.5	0.3	15.1	56	45	80.4%	41	73.2%
	201130		1	29	29.0	3.2	0.2	0.0	15.8	29	27	93.1%	21	72.4%
		Drafting	1	29	29.0	3.2	0.2	0.0	15.8	29	27	93.1%	21	72.4%
Sum			11	259	23.5	37.2	2.7	1.7	13.9	262	228	87.0%	190	72.5%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College
7/15/2011

Subject:ET Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2009-2010			1	23	23.0	3.3	0.3	0.3	12.3	23	20	87.0%	13	56.5%
	200970		1	23	23.0	3.3	0.3	0.3	12.3	23	20	87.0%	13	56.5%
		Electronics Technology	1	23	23.0	3.3	0.3	0.3	12.3	23	20	87.0%	13	56.5%
2010-2011			2	35	17.5	5.0	0.5	0.5	9.4	35	32	91.4%	25	71.4%
	201070		1	24	24.0	3.4	0.3	0.3	12.8	24	22	91.7%	17	70.8%
		Electronics Technology	1	24	24.0	3.4	0.3	0.3	12.8	24	22	91.7%	17	70.8%
	201130			1	11	11.0	1.6	0.3	0.3	5.9	11	10	90.9%	8
Electronics Technology		1	11	11.0	1.6	0.3	0.3	5.9	11	10	90.9%	8	72.7%	
Sum			3	58	19.3	8.3	0.8	0.8	10.3	58	52	89.7%	38	65.5%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College
7/15/2011

Subject:MCTL	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/ FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			1	14	14.0	2.3	0.3	0.3	7.0	13	13	100.0%	12	92.3%
	200830		1	14	14.0	2.3	0.3	0.3	7.0	13	13	100.0%	12	92.3%
		Machine Tool Technology	1	14	14.0	2.3	0.3	0.3	7.0	13	13	100.0%	12	92.3%
2008-2009			3	33	11.0	5.0	0.9	0.3	5.8	36	30	83.3%	21	58.3%
	200870		2	19	9.5	3.0	0.6	0.3	5.1	22	16	72.7%	10	45.5%
		Machine Tool Technology	2	19	9.5	3.0	0.6	0.3	5.1	22	16	72.7%	10	45.5%
	200930		1	14	14.0	2.0	0.3	0.0	7.5	14	14	100.0%	11	78.6%
Machine Tool Technology		1	14	14.0	2.0	0.3	0.0	7.5	14	14	100.0%	11	78.6%	
2009-2010			4	72	18.0	11.4	1.2	0.7	9.5	73	66	90.4%	54	74.0%
	200970		2	40	20.0	6.5	0.6	0.3	10.9	40	37	92.5%	28	70.0%
		Machine Tool Technology	2	40	20.0	6.5	0.6	0.3	10.9	40	37	92.5%	28	70.0%
	201030		2	32	16.0	4.9	0.6	0.3	8.2	33	29	87.9%	26	78.8%
Machine Tool Technology		2	32	16.0	4.9	0.6	0.3	8.2	33	29	87.9%	26	78.8%	
2010-2011			2	47	23.5	6.7	0.5	0.0	12.6	46	41	89.1%	39	84.8%
	201070		1	25	25.0	3.6	0.3	0.0	13.4	25	23	92.0%	21	84.0%
		Machine Tool Technology	1	25	25.0	3.6	0.3	0.0	13.4	25	23	92.0%	21	84.0%
	201130		1	22	22.0	3.1	0.3	0.0	11.8	21	18	85.7%	18	85.7%
Machine Tool Technology		1	22	22.0	3.1	0.3	0.0	11.8	21	18	85.7%	18	85.7%	
Sum			10	166	16.6	25.5	2.9	1.3	8.7	168	150	89.3%	126	75.0%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_

7/15/2011

Subject:RET	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2008-2009			3	103	34.3	8.1	0.5	0.0	15.2	104	98	94.2%	65	62.5%
	200870		1	48	48.0	1.6	0.1	0.0	24.3	50	48	96.0%	47	94.0%
		Renewable Energy Technology	1	48	48.0	1.6	0.1	0.0	24.3	50	48	96.0%	47	94.0%
	200930			2	55	27.5	6.5	0.5	0.0	13.9	54	50	92.6%	18
Renewable Energy Technology		2	55	27.5	6.5	0.5	0.0	13.9	54	50	92.6%	18	33.3%	
2009-2010			8	226	28.3	19.1	1.7	0.0	11.0	242	194	80.2%	106	43.8%
	200970		4	96	24.0	8.0	0.9	0.0	8.5	104	90	86.5%	50	48.1%
		Renewable Energy Technology	4	96	24.0	8.0	0.9	0.0	8.5	104	90	86.5%	50	48.1%
	201030		4	130	32.5	11.1	0.8	0.0	13.9	138	104	75.4%	56	40.6%
Renewable Energy Technology		4	130	32.5	11.1	0.8	0.0	13.9	138	104	75.4%	56	40.6%	
2010-2011			7	178	25.4	12.6	1.2	0.0	10.5	176	128	72.7%	98	55.7%
	201070		4	100	25.0	7.8	0.8	0.0	9.8	97	77	79.4%	53	54.6%
		Renewable Energy Technology	4	100	25.0	7.8	0.8	0.0	9.8	97	77	79.4%	53	54.6%
	201130		3	78	26.0	4.8	0.4	0.0	12.1	79	51	64.6%	45	57.0%
Renewable Energy Technology		3	78	26.0	4.8	0.4	0.0	12.1	79	51	64.6%	45	57.0%	
Sum			18	507	28.2	39.8	3.5	0.0	11.5	522	420	80.5%	269	51.5%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:WELD	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			3	63	21.0	10.8	0.9	0.9	11.6	61	56	91.8%	42	68.9%	
	200770		1	23	23.0	4.1	0.3	0.3	12.4	23	19	82.6%	15	65.2%	
		Welding	1	23	23.0	4.1	0.3	0.3	12.4	23	19	82.6%	15	65.2%	
	200830			2	40	20.0	6.6	0.6	0.6	11.1	38	37	97.4%	27	71.1%
		Welding	2	40	20.0	6.6	0.6	0.6	11.1	38	37	97.4%	27	71.1%	
2008-2009			10	151	15.1	24.0	2.7	1.1	9.0	156	135	86.5%	113	72.4%	
	200870		6	73	12.2	11.7	1.5	0.5	8.0	77	67	87.0%	51	66.2%	
		Welding	6	73	12.2	11.7	1.5	0.5	8.0	77	67	87.0%	51	66.2%	
	200930			4	78	19.5	12.4	1.2	0.5	10.3	79	68	86.1%	62	78.5%
		Welding	4	78	19.5	12.4	1.2	0.5	10.3	79	68	86.1%	62	78.5%	
2009-2010			9	185	20.6	29.9	2.7	1.1	10.9	186	173	93.0%	145	78.0%	
	200970		5	93	18.6	15.2	1.5	0.6	9.9	94	90	95.7%	77	81.9%	
		Welding	5	93	18.6	15.2	1.5	0.6	9.9	94	90	95.7%	77	81.9%	
	201030			4	92	23.0	14.6	1.2	0.5	12.2	92	83	90.2%	68	73.9%
		Welding	4	92	23.0	14.6	1.2	0.5	12.2	92	83	90.2%	68	73.9%	
2010-2011			10	201	20.1	31.5	3.0	1.1	10.5	201	183	91.0%	164	81.6%	
	201070		5	94	18.8	15.0	1.5	0.6	9.8	94	80	85.1%	71	75.5%	
		Welding	5	94	18.8	15.0	1.5	0.6	9.8	94	80	85.1%	71	75.5%	
	201130			5	107	21.4	16.4	1.5	0.5	11.2	107	103	96.3%	93	86.9%
		Welding	5	107	21.4	16.4	1.5	0.5	11.2	107	103	96.3%	93	86.9%	
Sum			32	600	18.8	96.2	9.3	4.3	10.3	604	547	90.6%	464	76.8%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:WEXP	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2009-2010			8	45	5.6	2.2	0.1	0.0	16.4	51	49	96.1%	41	80.4%	
	200970		4	30	7.5	1.4	0.1	0.0	20.9	32	30	93.8%	26	81.3%	
		Work Experience	4	30	7.5	1.4	0.1	0.0	20.9	32	30	93.8%	26	81.3%	
	201030			4	15	3.8	0.8	0.1	0.0	12.0	19	19	100.0%	15	78.9%
		Work Experience	4	15	3.8	0.8	0.1	0.0	12.0	19	19	100.0%	15	78.9%	
2010-2011			8	45	5.6	2.2	0.1	0.0	16.8	53	44	83.0%	35	66.0%	
	201070		4	21	5.3	1.2	0.1	0.0	18.5	21	20	95.2%	13	61.9%	
		Work Experience	4	21	5.3	1.2	0.1	0.0	18.5	21	20	95.2%	13	61.9%	
	201130			4	24	6.0	1.0	0.1	0.0	15.0	32	24	75.0%	22	68.8%
		Work Experience	4	24	6.0	1.0	0.1	0.0	15.0	32	24	75.0%	22	68.8%	
Sum			16	90	5.6	4.4	0.3	0.0	16.6	104	93	89.4%	76	73.1%	



Information Technology Annual Unit Plan 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The department of Information Technology's (IT) mission is to provide a reliable technological environment that allows students, faculty and staff to efficiently carry out the mission of the college. Our goal is to be a leader in Customer Service and establish systems, processes, and solutions based on best practices and industry standards. IT provides leadership for effective strategic and tactical planning in the use of technology at the college and facilitates the effective integration of technology throughout the college through planning, programming, training, and other support activities. Finally, it is the mission of IT to promote new uses of information technology through the support for exploratory and innovative applications.

b. Program Applicability

The Information Technology department role is to provide a learning environment rich with innovative, value-added, reliable standardized systems and trained, efficient and reliable support staff. The IT department currently supports 675 desktop and laptop computers and over 5,000 students, staff and faculty users across 4 sites. Cerro Coso Community College IT staff consists of a IT Manager, one full time Technical Support Specialist at the IWV campus, one full time Technical Support Specialist at for the ESCC sites, one full time PC Technician at the IWV campus, and one 31 hour IWV and 9 hour at KRV PC Technician.

c. Partnerships



The local campus IT department is partnered with the District IT department. This partnership is essential and a necessity in providing the core services that are available to the college. This is a very strong and collaborative partnership between the local campus IT department and the district IT; this collaboration is not only at the managerial level but is also at the technician level. The two staffs work very closely to ensure all systems are reliable and provide a value added services to our student, staff and faculty. This collaboration and partnership is not only at the district office IT, it also includes Bakersfield and Porterville College and their IT managers and staff.

d. Distance Education

With Cerro Coso's online enrollment at or near the 60% level, IT support is very important to the students' success in this area. The local college does not host Moodle or Luminis, however local support is provided for access and connectivity issues and we work closely with the district on system reliability, platform compatibility issues. This support includes student account permissions and single sign on to Moodle from InsideCC along with ensuring that there is adequate bandwidth from the campus to the remote services. Another factor of Distance Education is ITV. Working with KCCD IT staff the local IT staff provides support for ensuring site-to-site connectivity and the equipment in the classrooms at all locations. As we continue to expand our ITV locations, the need for support will continue to grow also. In the department unit plans for this year, they were requests for additional ITV rooms; these requests will be addressed at the time of construction of the facilities, as currently there are not facilities to house additional ITV classrooms.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

Staff IT Department at approved and appropriate level – This goal has been completed for the current IT environment we are now at 2 PC Technicians, and 2 Technical Support Specialists.

Provide open wireless access to community members at all Cerro Coso Community College campuses – This goal is complete; all sites have open access for the community members using a self-sign in process.

Implement asset management system and review hardware replacement plan – This goal is ongoing. Currently we are using new inventory tags for identifying property; this tag is also part of unique identifier in the asset database. As property is replaced or upgraded we are tagging with the new tags and updating the data. The current hardware replacement plan has been updated and been reviewed by TRT.

Develop a new 5-year IT Strategic Plan – This plan is in the drafting stages at TRT. The TRT committee has been reviewing the document and content as each section is drafted. One recommendation from TRT is to have a 3-year IT Strategic Plan instead of a 5 year.

b. Review of Overall Department/Unit

During the past year to 18 months, the biggest change in the IT Department has been staffing. These staffing changes include a new department manager and 2 new PC Technicians and a new Technology Support Specialist at the IWV campus. These changes will provide solid IT leadership for the department and college along with a highly qualified and trained IT staff. From the manager to the PC Techs, everyone's number one priority is customer service.

Over the past year IT has continued with the implantation of the hardware replacement plan. There were 65 student lab computers replaced along with 75 staff and faculty computers. If funded this next year all of the old gateway computers will be replaced with dell. As we move in to the new cycle, it is recommended that we look at how we can optimize our digital footprint. Some options



should include lab utilization and scheduling along with exploring thin client solutions. A large number of our computers especially in the student services areas are there so students can access their accounts and information, while these terminals need to be reliable they do not need to be workstations. Thin clients could provide an inexpensive alternative to dedicated workstations. While the practice in the past has been to use used computers as opposed to new ones, the problem is that because we wait 5 years to recycle computers, the used computers that these areas are receiving are not reliable.

An area that the IT department is hoping to address this year are the multimedia enhanced classrooms and standardizing these rooms. With the completion of the East Wing project this past summer, the shortcomings of the other classrooms was very apparent. The East wing project provide those classrooms with a standardized equipment and user interface that allowed faculty to seamlessly transition from one classroom to the next. While not all classrooms or even all multimedia enhanced classrooms need to have the same equipment as the East Wing there should be a level standardization that covers all of our classrooms. The recommendation from the IT Strategic plan is to classify the classrooms into three categories; ITV, smart classrooms, and presentation classrooms. This will allow us to standardize the rooms by categories at all sites. The reasoning behind this is that not all classes need all of the technology in the ITV classrooms or the smart classrooms, however do need to provide presentation capabilities. What is important from the user perspective is simplicity, reliability, and interface standardization. This will allow faculty to present their class lessons quickly and easily, and allow students a richer and productive learning experience.

This summer Cerro Coso completed the Wi-Fi project. This project provides Wi-Fi access for students, staff, faculty, and community remembers at all Cerro Coso Community College sites except south Kern. With the availability of Wi-Fi and the popularity of mobile devices there has been an increased demand for tablets and I Pad's on campus. This demand is not only for use by administration but in the classroom to. The CTE pilot program that is exploring the use of these mobile devices to enhance instructional technology in the classroom has added 15 I Pad's and 60 Android tablets to our network. This project will not only show the effectiveness of these devices in the classroom, they will also give the IT department hands-on training in learning how to support these devices and any access or software issues arise from them. Additional training maybe needed for the IT staff as we move forward with further implementation of mobile devices, however it is believed that mobile devices will become an integrate part of our technological environment.



c. Goals for Upcoming Year (next academic year). Three goals not required. If more goals needed, copy and paste additional boxes.

Goal 1

- 1. Connection to College Strategic Goals: #1. Improve our response to community needs through customized educational opportunities, transfer program, area workforce development, and quality student services*
- 2. Specific internal* or external** condition(s) the goal is a response to: Upgrade and standardize audio visual equipment in classrooms*
- 3. Action Plan: Upgrade LRC 710 and 709 from presentation rooms to smart classroom, acquire classroom podiums that multimedia capable to replace existing classroom podiums.*
- 4. Measure of Success: Project completion and user interface transparency amongst the classrooms.*

Goal 2

- 1. Connection to College Strategic Goals: #3. Seek opportunities to enhance the acquisition and use of resources.*
- 2. Specific internal* or external** condition(s) the goal is a response to: Replace the current multiple server environment with a single virtual server.*
- 3. Action Plan: Work with KCCD IT to develop best practices and implement a solution that will provide the necessary services along with room for future growth.*
- 4. Measure of Success: Saved resources, transparency in the process, additional data storage space, smaller technological footprint.*

Goal 3

- 1. Connection to College Strategic Goals: #3. Seek opportunities to enhance the acquisition and use of resources.*
- 2. Specific internal* or external** condition(s) the goal is a response to: Upgrade and replace campus computes and core infrastructure.*
- 3. Action Plan: Complete the first cycle of the Hardware Replacement Plan. Continue to review needs and look for cost effective solutions to provide the best possible end user experience.*
- 4. Measure of Success: When all old gateway computers have been replaced with dell's, this will complete the first cycle.*



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

b. New Full-Time Faculty Staffing



Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)

Full-Time Faculty Staffing Justification:

[Refer to the separate handout listing criteria for new faculty hiring.]

c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Department supplies	All sites	1	3/3	This provides us with the needed supplies to run the department at the all sites	\$2500.00	On going	G

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
New IT Requests							
Smart Classroom Equipment to include displays, whiteboards, sound, document cameras, Extron switchers and touch panels.	IWV	2	1/3	Upgrade LRC 709 and 710 from presentation rooms to smart classrooms, this would include replacing the screen with displays and installing sound and extron touch panel system. This request is also in response to multiple annual unit plan requests.	\$32000	One time funds	G
Classroom Media Lecterns this will allow us to start standardizing the classrooms	IWV	2	1/3	Purchasing these lecterns along with upgrading and standardizing the equipment in the multimedia	\$10,000.0	One time funds	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				classrooms will address the requests from the unit plans along with improve the user interface for the faculty.	0		
48 port switches 6 X \$4,000.00	All sites	1	3/3	We need to add and replace our network switches, while we do some each year this year we need to add switches in multiple locations at IWV and at KRV and Bishop	\$24,000.	One time funds	G
Upgrade multimedia equipment in presentation rooms on campus	IWV	2	1/3	Purchase VGA switchers and cabling and basic sound for 6 presentation classrooms	\$6000	One time funds	G
IT Operations Requests							
Account code 6413 – Non instructional supplies. This allows us to continue with the hardware replacement plan.	All Sites	1	3/3	This year will finish the first cycle of the hardware replacement plan and hereby replacing all of the older gateway computers. There is an increase over last years as there were more computers then originally inventoried.	\$130,000.00	On going	G
Account code 6412 – computer/tech equipment	All sites	1	3/3	These funds are used to provide needed computers, servers, printers, switches and to maintain core services on campus. There is a request for an increase to	\$48,000.00	On going	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				support IT providing printers and the associated toner.			
Account code 5650 – software licensing	All sites	1	3/3	This allows us to continue our current software maintenance contracts	\$32,000.0 0	On going	G
Account codes 5685,5690,6215 - Computer Maintenance and repairs	All sites	1	3/3	This allows us to make repairs on non-warranty items and do upgrades	\$7300.00	On going	G
Account code 5220, 5300 – Travel, memberships, training, professional development.	All sites	1	3/3	This will allow us to travel as needed and to attend professional development opportunities.	\$4000.00	On going	G
Unit Plan Requests							
Presentation room – this includes a projector, podium, computer, screen or whiteboard, and sound.	IWV – RET198 and RET 192	1	1/3	This request is in response to CTE and industrial arts annual unit plan request for presentation equipment in this instructional area. This request is merited due to the location of their classes and the lab areas each program works in.	22,000.00	One time funds	G
Laptops and projector for EMT program and printer	Cal City	1	3/3	Requested in EMT's unit plan was a request for 20 laptops and projector. The purpose of these laptops is to allow students to take web based tests for this	\$33500.0 0 if full laptops are used \$15,500.0	One time funds	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				program. A better solution could be to use mini laptops instead of a full size laptop.	0 if mini laptops are used		
Printer for Visual Performing arts	IWV	1	3/3	The request from Visual Performing arts was for a new computer lab and a high end photo printer, however a better solution would be to purchase a printer and install it in LRC631 and teach the classes in there, they would then be able to use Adobe suite and those computer are high end computers and would work for both programs.	\$5000.00	One time	G
Laptops for Head Coaches	IWV	2	3/3	A request from Athletics unit plan is to acquire 2 laptops for the coaches to use to keep stats on the road and at home. We could possible accommodate the request with used laptops however reliability especially on the road would be an issue. While the request is an one time request these would need to be added to the HRP.	\$3000.00	One time	G
Learning Center computers and	All sites	1	3/3	A request from the Learning	\$6000.00	One time	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
headphones				Center unit is for to computers track student use data at all sites, these computers would need the SARS application installed. The headphone/microphone sets are for use with the read write gold software that we already have a site license for. The funding for the computers would be a one-time request however would need to be added to the HRP.			
IPads – 5 for the library and 2 for ESCC, and 2 for IT	IWV and ESCC	3	3/3	Ipads are a very portable and convenient device for browsing the web and checking email. There are many applications for education the could also make the devices useful for instructional purposes. However at this point these devices should not be used as desktop replacements, and there connectivity to our central administrative systems is not supported. This request is in response to ESCC and the library's unit plan to purchase IPads. The two for IT is to allow the IT staff to	\$4500.00	One time funds	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				keep current with this technology and the needed support.			
10 Laptops	KRV	2	2	To support computer based classes at KRV this would increase the number of laptops back to 25. These would need to be factored into future hardware replacement plans	12000	One time	g

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Upgrade/replace AC unit in LRC MDF room	IWV	1	3/6	Replace current AC unit with one designed to handle the BTU load of the room. There has been two failures in the past year and this room is one of the core network rooms for the campus.	\$7500	One time	G



g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)



Annual Unit Plan Template 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

A philosophical/pedagogical change was submitted to Basic Skill Committee spring 2011 renaming Learning Assistance Center to Learning Support Success Center. The change reflects a desired change from a deficit model to a model sharply focused on supporting learning and promoting success for all learners across our college's campuses. The Learning Support Success Center model provides faculty not only with a means to innovate, consider best practices, collaborate on issues and seek training but also a place for providing a variety of learning interactions between students and faculty to promote student success.

Arguably many names could be chosen from the over 160+ names listed in the LSCHE (Learning Support Centers in Higher Education)list-serve; however, the name chosen reflects the campus goal of student success. It invites growth opportunities for all campus members. Adult learning research consistently reflects increased student success when there is faculty- student, student-student, and faculty-faculty collaboration.

a. Mission and Vision

Mission- Our mission is to collaboratively provide learning support services to promote learner success on all our campuses. The Learning Support Success Center (LSSC) in its' mission acknowledges student and college goals, levels of learning, current research, and campus data for success, retention and completion. Further it provides for learning skills and knowledge to be assessed and demonstrated or applied.

For faculty, the LSSC provides a means to consider research or best practices, innovate, interact with students, collaborate with other faculty, and to participate in workshops. Students are provided with various forms of supplemental instruction- faculty and peer tutoring, mentoring, SI (Supplemental Instruction from the UM Kansas City model),skills workshops, computer assistance in open or success labs, a variety of assessments and through our web page self-help links. Other services such as proctoring of exams are provided.

Vision- The vision of the Learning Support Success Center is to promote and provide learning services inside and outside classrooms so the learner may demonstrate mastery of skills necessary for academic and life success. Learning opportunities must evolve in response to demonstrated student need, to faculty input, and to technological changes. Learning Center data combined with standards from the field provide a measure of efforts and rationale for changes. All efforts must be delivered by trained peers, staff and faculty with ample



opportunities for collaboration and additional training. Each campus LSSC will have flexibility in providing learning success support services appropriate to their student population, oversight by trained faculty and regular data collection and evaluation.

b. Program Applicability

All-General Goal: The overarching goal is to ensure that services promoting learning are provided at all sites in a consistent, sustainable manner. Activities point toward increased student success, retention and completion in support of efforts in basic skills, transfer and CTE curricula.

c. Partnerships

We partner with other campus efforts and statewide pilot projects such as partnering with Basic Skills to build soft skills particularly basic skill courses, with Special Services to emphasize on universal design for learning in our purchases. We will participants in a state wide grant-funded pilot project placing math class notes on a web or course Moodle page.

d. Distance Education

Enrolled students may receive synchronous tutoring online. We use with Adobe Connect Professional on tutoring stations available at our Ridgecrest, Lake Isabella and Bishop campuses. When subject tutors are not available at a specific campus, students may also receive tutoring through an online tutor who is located at another Cerro Coso campus.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

[List the goals/action plans included in your plan for the previous year and describe progress made towards accomplishing them.]

Previous Goals

Staffing and Hours

- In addition to permanent staff- additional faculty involvement will be documented. For instance, faculty tutoring, workshops, and assistance in success labs and workshops. It was suggested faculty use office hours to man success labs.

***Current Status:** Documentation is improved but needs further implementation. October 2011- success labs are receiving installation of software. Some faculty use office hours to support lab work/ tutoring. In addition to workshops at our IWV campus, full time and adjunct faculty provide workshops at Bishop, Mammoth and Kern River campuses.*

- A minimum of 19 hours service at our campuses.

***Current Status:** Our other campuses use adjunct faculty to provide services and supervision of tutors. Kern River provides a maximum of 14 hours/week for an adjunct faculty and our ESCC campuses provide 3-4 hours /day for four days per week with adjunct faculty who serve both LAC and LRC functions. IWV has a full time classified LAC person and a temporary full time LAC technician for proctoring in addition to part-time faculty coordination.*

- Tutoring by trained tutors and tutor /lab aides.

***Current Status:** Tutoring Training is on campus by iTVs, or online. Only iTV training is eligible for CRLA Level1 International Tutor Certification.*

- Increase the number of lab aides during the beginning of each semester for computer log-in assistance, and during times when success labs are operation.

Current Status: *Completed and continuing.*

Labs, Equipment and Software

- In faculty supported success labs- Continue to add appropriate software, assessments, class assignments, syllabi, manuals for student use and method to document student participation and progress. Add A+dvancer Diagnostics, A+dvancer as needed, Read/Write Gold, Inspiration and Accuplacer.

Current Status: *In progress-*

- Future plans should make success labs available in a room.

Current Status : *Needs further discussion*

- Consider needs of students with disabilities in selection of software.

Current Status: *Read/Write Gold our new software is accessible.*

Materials

- Evaluate regularly for ongoing supplies and materials and keep a materials/supplies list.

Current Status : *Completed at IWV campus. Other campuses notify us of needs.*

- Track expenditures and budget from which they were provided. Keep an ongoing inventory of books, software and other materials used.

Current Status : *Completed at IWV campus. Other campuses ESCC tracks its own,-KRV Lost track of materials when the new LRC person cleaned . Books purchased by Basic Skills did not arrive in LAC at KRV.*

- Update MLA and APA manuals regularly.

Current Status : *Completed and ongoing*

Additional Learning Support

- Provide a semester long workshop schedule and publicize it to instructors and students

Current Status : *Completed at IWV campus. Other campuses selected specific times throughout the semester.*



- Expand formal and informal communication about all services through on campus means such as posters, flyers and class visits. Ensure greater campus (faculty/student) awareness of online success builders.

Current Status : *Completed. Needs expansion.*

Data Collection, Assessment, and Analysis

- Document and collect data on all sessions with agreed upon means of data collection and analysis . Success, retention and continuation data will be evaluated by Institutional Researcher.

Current Status : *Completed at IWV campus. Other campuses- Continue to evaluate and implement.*

Documentation

- Regularly update the LSSC handbook with policies and procedures-

Current Status : *Started*

b. Review of Overall Department/Unit

1. The last program review revealed a need for additional staff and better data collection. Progress has been made but lacks sustainability for all campuses. Data collection lacks consistency. Plans are underway for using SARS for demographic data collection. SARS will allow easier comparisons for success and retention. However, Student Learning Outcomes will require continued monitoring.

Action items:

- a. The addition of a full time classified person for test proctoring and evening student worker supervision will be evaluated. Additional classified staff can provide similar supervision for success lab aide/tutors at other campuses.
- b. For sustainability and FTE collection on “Supervised Tutoring”, each campus must maintain a level of full time or adjunct faculty supervision



efforts by faculty in a basic skill discipline or certified in adult learning.

c. Our other campuses have received basic skill funding to support tutoring. The long term goal will be lesser reliance on categorical (Basic Skill) funding and Increased support from campus general funds as well as classified and faculty support. We cannot and do not claim FTES for categorical funded efforts. However, moving to campus funding enhances long term sustainability by reducing reliance on categorical funds..

2. Tutoring contributes to student success. Based on our recent evaluation, students who enrolled in tutoring and consistently used tutoring showed above a 75% success rate with a grade of “ C” or better or a passing grade. Those who enrolled and were not successful “D ,F or W” used an average of 6.9 hours of tutoring. These with passing or above a “C” used an average of 19 hours of tutoring.

Action items:

a. Needed is a consistent method for presenting our success data. Work with the Institutional Researcher is planned.

b. New fall 2011 semester was instituting a referral process to meet the state requirement for “Supervised Tutoring” and enrollment in “Supervised Tutoring” facilitates data collection efforts. However, there has been a reduction in the number of students using tutoring at IWV. This may be due to course reductions or to the need for a referral. This will be tracked. Efforts with faculty and staff to encourage or require students to participate in success activities will continue.

3. Our SLO evaluation indicated a need for improvement at all campuses for SLO#1-“ Identify specific skill needs for each tutoring session.” It was clear that closer monitoring of all campuses was needed to ensure SLO’s were met.

Actions items: Each campus will submit tutoring sheets on a monthly basis and specific tutors were counseled about emphasizing early identification of skills sets needed each session.

Each campus has unique strengths and weaknesses.

IWV

Campus staff and faculty workshops have increased in attendance. A Learning Assistance Technician was hired at IWV to provide proctoring in lieu of faculty proctoring. There is a need for quiet area for test proctoring at IWV. IWV uses trained tutors as lab aides. More tutor/lab aides will be added for supporting student success labs in spring 2012 with expansion planned for other campuses the following academic year.

KRV

There is greater usage of tutors at KRV and a concerted effort by faculty to provide skill workshops. The facility is crowded; more space is needed. The LAC staff are currently sharing a desk with the LRC staff. The LAC shares space with a small computer Lab, adaptive equipment and the LRC. Tutoring has little designated space, making tutoring sessions more difficult. SI following the Kansas model was started this semester at KRV.



Action Planned:

- a. Continued monitoring of tutors is essential to meeting our SLO goals.
- b. Discussion is needed about the affect of crowded quarters, our ability to provide services effectively, to monitor and to expand.
- c. Expansion with lab aide/tutors in success labs

ESCC campuses still have difficulty recruiting tutors and getting students to attend tutoring. Tutor Training via iTV was problematic for campus scheduling and will be discontinued until there is an increase in tutors and demand for tutors. Mammoth campus provides tutoring in the Mammoth library not on the Mammoth campus. Extra effort by LAC/LRC helps to provide a personal connection to the off-campus tutoring. ESCC campuses provide for GED support while none of our other campuses provide this service. If a separate funding source is used to support GED efforts, this needs to be clearly separated from state general or categorical funding.

Action Planned:

- a. Continued monitoring of tutors is essential to meeting our SLO goals.
- b. Expansion with lab aide/tutors in success labs

General Actions Planned: Future efforts will center on

- a. providing additional tutor/lab aides for success labs at all campuses,
- b. student mentors who will provide additional soft skill and technical support,
- c. close work with counselors for more referrals,
- d. greater emphasis on online tutoring with greater presence on the Cerro Coso portal including availability of referral forms and
- e. fine tuning of collection/reporting of data.

Student success efforts will require expansion of our tutoring program at all sites and especially online. Further expansion of all forms of supplemental instruction (learning assistance and tutoring) are needed.



c. Goals for Upcoming Year (next academic year 2012-2013).

*Overarching Goal-CC Strategic Plan #2 Improve service to under-prepared students and increase their success rates.
Planning focused on equal services, expansion of supplemental instructions forms, data collection and assessment.*

Goal 1 Goal1: Maintain equal services and flexible expansion of supplemental instruction forms

Connection to College Strategic Goals:

1. Improve our response to community (campus) needs through customized educational opportunities...
3. Seek opportunities to enhance the acquisition and use of resources

Specific internal or external** condition(s) the goal is a response to:1. Large numbers of under-prepared students determined by placement exams, tutoring data and basic skill assessments.2 campus student success efforts requiring student participation in labs, tutoring or workshops.*

Action Plan:

- a. Tutoring Expansion- Recruit tutors earlier, evaluate all tutors, provide additional training for online tutors,
- b. Expand student success lab with trained lab aide/funded by basic skills as new effort. Provide support for success labs with tutor/lab aides, copies of faculty assignments, syllabus and tracking of participation.
- c. Expand Supplemental Instruction (SI) and targeted tutoring (to be replaced with student mentors for technical assistance)
- d. Increase number and types of assessments available to students in the LAC, success labs and online
- e. Expand formal and informal communication about all services through on campus means such as posters, flyers and class visits. Ensure greater campus (faculty/student) awareness of online success builders.
- f. Evaluate and expand critical skills workshops based on demonstrated need.
- g. Evaluate the addition of a full time classified person for test proctoring and evening student worker supervision and determine if similar would provide enhanced services at other campuses.

Measure of Success:

Completion of each action or demonstrated ongoing progress. For example-

Goal 1a.Increase the number of tutors at sites where there are minimal number of tutors and overall increase the number of tutors for all campuses including online

Goal 1c.More instructors and students are using forms of supplemental instruction



Goal 2: Continue to Improve Data Collection, Assessment, and Analysis

Connection to College Strategic Goals: # 4. Build a culture of accountability...

Specific internal or external** condition(s) the goal is a response to: Difficulties collecting consistently accurate and valid data.*

Action Plan:

- a. Document and collect data on all sessions. Use agreed upon means of data collection and analysis with all parties. Work with Institutional Researcher on presentation of success, retention and continuation data.
- b. Track Demographics-Student Numbers, Begin using SARS
- c. Regularly assess tutoring sheets for consistency at all campuses with early identification of skill sets.

Measure of Success: Degree to which we were able to collect valid reliable data from all campuses for SLO evaluation and, implement a new system for demographic tracking. Are reports consistent with other types of campus reports?

Goal 3: Expand opportunities for participation and communication

Connection to College Strategic Goals:

- 5. Identify and implement principles of effective communications in support of our mission
- 4. Build a culture of accountability, responsibility and collegiality amongst all stakeholders

Specific internal or external** condition(s) the goal is a response to: Success efforts require large scale input, buy-in and participation.*

Action Plan:

Student success efforts will require expansion of our tutoring program at all sites and especially online. Further expansion of all forms of supplemental instruction require greater communication and participation across campuses to

- a. Collegially evaluate and pilot pedagogically sound initiatives for improving student success and retention with forms of supplemental instruction. (See attached sheet)
- b. Continue efforts with faculty and staff to encourage or require students to participate in activities that promote student success
- b. Support Previously delineated goals For example see goals 1 a,b,c,d,e
- c. Continue to consider universal design for learning to support multiple populations with future software purchases and forms of supplemental instruction.
- d. Maintain a level of full time or adjunct faculty supervision of “Supervised Tutoring” efforts by faculty in a basic skill discipline or certified in adult learning.
- e. Continue discussions about delivering services effectively.

Measure of Success: Increased participation and evaluation of initiatives and/or participation in success oriented initiatives related to forms of supplemental instruction across our campuses. In short was there increased communication and participation such as

a. Increased opportunities for faculty input with focus groups, trainings provided apart from flex activities.

a ,b, c. Increased participation in program evaluation based on best practices, internal and external research or national standards and piloted initiative(s)

d, e Increased discussion about sustainability and effectiveness.



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
Student Success Lab Technician	ESCCB with ESCCM	1	Goals 1,2&3	Classified 15.17/Hr	10 ESCC With ESCCM	10 ESCCB with 9ESCCM	11,529.20	G/R
Student Success Lab Technician	KRV	1	Goals 1,2&3	Classified 15.17/Hr	10 KRV	19 KRV	11,529.20	G/R
LAC Technician	IWV	1	1,2,3	Classified 15.17/Hr	10 month	40 hrs wk/	With benefits 29,475.91	G



Classified Staffing Justification. If more than one position requested, copy and paste additional boxes.

*Student Success Lab technician*1. Describe how the position is linked to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s strategic plan.

1. The position supports all goals, supports basic skills success labs, helps provide expanded coverage, and supervision of lab aide/tutors, Facilitates consistent SLO and demographic data collection.

2. Explain why the work of this position cannot be assigned to current staff.

There is no current staffing for success labs

3. Describe the impact on the college if the position is not filled.

Basic Skill Success Labs would not go forward at other campuses unless full time and adjunct faculty are used.

LAC Technician. Describe how the position is linked to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s strategic plan.

1. The position supports all goals, supports basic skills success labs, helps provide expanded coverage, proctoring and supervision of lab aide/tutors, facilitates consistent SLO and demographic data collection.

2. Explain why the work of this position cannot be assigned to current staff.

Moving from a temporary position to permanent position

3. Describe the impact on the college if the position is not filled.

See #3 under Student Success Lab Technician.

b. New Full-Time Faculty Staffing- Alternative to ESCC classified staffing



Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
Communication	ESL, Reading Writing and LAC	ESCC	2	All listed above	G Split load between communication and LAC/Success lab duties.

Full-Time Faculty Staffing Justification:

An alternative to providing classified staffing at ESCC is to assign either a full time person to oversee success labs as part of load. The other option would be to continue to develop ESL/Reading/English at ESCC with a full time position with LAC, Success Lab duties as part of load.

c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested And campus	Location (supplier)	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restrict ed V = VTEA
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Describe resource requested And campus	Location (supplier)	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restrict ed V = VTEA
Movable White Board-IWV	School Outfitters	1	1&3	Continue to provide tutoring	\$700.00	Replacem ent. Ongoing as needed.	G
10' round clock-ESCCM	Staples	1	1&3	No clock available in Mammoth library LRC/LAC	15.99	One time	G
Other-Food-IWV	Subway Little Ceasars	1	3	Award Presentations	Total \$150/yr	Ongoing 2x	R
2 drawer locking file cabinet- ESCCM	Staples	1	1&3	Confidential tutoring information	\$149.99	One time	G
4pack Livescribe notebooks- IWV	Amazon	1	1&3	Notetaking- student mentors pilot project back up	17.95	Ongoing	G
Assorted supplies KRV-pen, pencils folders etc.	Staples	1	1&3	Support for tutoring	\$339.00	Ongoing	G/submi tted to Erie Johnson
4 pkg. Plastic binding combs 3/8'	Staples	2	1&3	Tutoring handbooks	4.99x 4=19.96	ongoing	G



Describe resource requested And campus	Location (supplier)	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restrict ed V = VTEA

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Livescribe Echo Smart Pen-IWV	Amazon.com	1	3a&c 1c&f	State pilot project and expansion Minimal costs, student mentor/instructor collaboration Expand form of supplemental instruction especially form that will benefit both online and on campus student.	5x 150.00= \$750.	Start up-pilot project zero expand across college.	G
Microphone headsets for success labs ESCC	Softmart	1	1&3	Needed to work with Read/Write Gold	25x 30=\$750	One time	R
Microphone headsets for success labs -KRV	Softmart	1	1&3	Needed to work with Read/Write Gold	25x30- \$750	One time	R
Data tracking computers Equipped with SARS	ALL	1	2	2-IWV, 1 each KRV, ESCCM, ESCCB	\$750 x 5= \$3750	One time	G

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
A designated room or share with student center or success lab at KRV or downstairs	KRV	1	1&3	Space is currently too crowded to be wholly effective.	Cost to move ?	One time	G
Quiet testing area	IWV	1	1	Negative Affects of Noise and Distraction			G

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Travel to assist other campuses	All other campuses	1	1,2,&3	coordination	\$500.	ongoing	G
conferences	?	2	1&3	Currency on viable initiatives	\$1000	ongoing	R



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
CRLA College Reading and Learning Certification	IWV/KR C	3	1,3	Provides Certification for Tutors	\$100	1x/3yrs.	R

Other –Student employment.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Tutoring & Student LAC assistant Includes summer	IWV	1	1,2,3	Minimal expansion Transfer of categorical funds to general funding -\$3,300	28,300	ongoing	G-25,800 R-2,500 BSI *Total tutoring expenditures from BSI match BSI



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
							unit plan.
Tutoring ESCC B, ESCCM&KRV	ESCC/KRV	1	1,2,3	Expansion of tutoring Less emphasis on categorical funding	3K each Bishop and Mammoth 7,500 KRV	ongoing	R(BSI) BA4
Tutoring	any	1	1,2,3	Use of all funding sources	1200	ongoing	Fin Aid
Student Tutor/lab aides	IWV (only)	1	1,2,3	Coverage during lab open times 52 hrs /wk Regular semester 40 hr wk summer.	13,500 3,500 summer	ongoing	IT/LAC split
Student tutor/lab aide success labs	All	1	1,2,3	High demand times Success labs 20 hrs week IWV/KRV/ESCC x 15 wks.	\$7200x2=\$14,400	ongoing	R(BSI) BA 6 New effort



STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

1. Articulate goals for a tutoring session. Tutees will be assessed by an open-response questionnaire.

SLO--70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student tutee in writing or dictated to the tutor.

Results 69.85% of tutees who completed four sessions were able to articulate goals as evidenced by written goals in the form of questions for the tutoring session

Conclusion: This is our weak point. Some tutors clearly show evidence of tutees articulating goals.

Action: Increase training on this point. This needs to be a tutee responsibility but encouraging this is done by early query during tutoring sessions. Need further training where this is modeled for tutors.

2. Articulate specific skill, concept or study skill learned. This will be assessed by an open-response questionnaire.

SLO--70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor.

Results: 88.2% of students were able to do this.

Action: Keep this SLO's it is stated.

3. Demonstrate ability to plan inter-session work. This will be assessed by an open-response questionnaire.

SLO--70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor.

Results: 93 % were able to plan study time and set it as a priority. Most tutors mark time management as a priority for tutee.

Action: We need to consider degree of follow up study as a consideration for future SLO.

4. Identify specific skills or concepts they need to use during their study time between sessions. This will be assessed by an open-response questionnaire.



SLO-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor.

Results: 83.8% of tutees were able to do this; however students sometimes do not distinguish between the study skill and the concept. In other words they know what is needed but not necessarily which skills are essential to complete the task. By rewording for spring semester we can ask students to identify which study skill they will use to accomplish a set task or learn a concept.

Other Campus notations

ESCC needs to report results consistently and we need to consider whether to include their GED students in the data set.

KRV- Results

SLO 1=57.2%

SLO 2=66.7%

SLO 3=85.7%

SLO 4=57.2%

Analysis/Conclusion: Normally results are distributed so no pattern emerges; however, with KRV results indicate one tutor in particular was not focused on the SLO's and two were mediocre in their focus.

Action items : Work with the adjunct faculty at the campus for closer monitoring. This was discussed with faculty supervisor. Check if these tutors will return this semester and expand their training. Continued lack of compliance =lack of interest in the student's long term progress and therefore they should be dropped as tutors. Work with institutional Researcher to make data analysis clearer.

All campuses -collect sheets monthly for closer monitoring

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

(Submitted for Basic Skills Report –limit 200 words)

Spring 2011, Cerro Coso focused on analyzing tutoring data from our campuses. We sought to describe how tutoring usage impacted student performance. Infrastructure is being developed to allow more robust tracking of tutoring effectiveness on class performance and outcomes.

Spring 2011, 251 students enrolled in our open entry/open exit Supervised Tutoring* course over four campuses. Two criteria, (reliable data collection and a threshold of 4 hours or more of tutoring) reduced usable data to 61% or 154 students. Unusable data (39%) was attributed to tutoring of 0-3 hours or invalid data.

Results:



Class performance when compared to hours tutoring showed 74.7% of students with 4 or more hours received grades above a “C” and the remaining 25.3 percent were below a “C”.

We broke tutoring into four hour increments. The number and % of students with below “C” performance decreased steadily such that 20% used only 4-13 hours while 3.9% students used 14-18 hours. By comparison 45 % of students with ‘C’ or better used 4-13 hours while 26.5 % used 14-23 hours. **The average hours tutoring for below “C” students was 6.5 as compared to 19 for the above “C” group.**

In total 95% of tutoring hours were within the range of 4-23 hours and 81.3 % were in the range of 4-18 hours.

Considerations:

1. Infrastructure for accurate data tracking is needed.
2. Actual numbers fall to fall need to determine the impact of “Supervised Tutoring” on student enrollment.
3. The impact of tutoring on subsequent semesters GPA
4. Do students in tutoring do better than class counterparts?
5. Would a tutoring limit of 18 sessions be a reasonable consideration?
6. What are the reasons for students who use less than for hours
7. Why do some not follow through with needed tutoring?
8. What is the impact of requiring referrals?

** The course name was changed during the semester to Supervised Tutoring from a lab due to state requirements covering supplemental instruction therefore all students Spring 2011 were self-referrals.*

Other Information Referenced

Learning Support Success Center- Unit Plan

Seven Principles of Good Practice.

1. Encourages Contact Between Students and Faculty

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement.

Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Develops Reciprocity and Cooperation Among Students



Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

3. Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. *They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.*

4. Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need *frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.*

5. Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. *Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.*

6. Communicates High Expectations

Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts. *Communicating High Expectations- principle #6, as an underlying assumption needs to be actively communicated.*

7. Respects Diverse Talents and Ways of Learning

There are many roads to learning. *People bring different talents and styles of learning to college.* Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education.

What qualities must this environment have?



- *A strong sense of shared purposes.*
- *Concrete support from administrators and faculty leaders for those purposes.*
- *Adequate funding appropriate for the purposes.*
- *Policies and procedures consistent with the purposes.*
- *Continuing examination of how well the purposes are being achieved.*

There is good evidence that such an environment can be created. When this happens, faculty members and administrators think of themselves as educators. Adequate resources are put into creating opportunities for faculty members, administrators, and students to celebrate and reflect on their shared purposes. Faculty members receive support and release time for appropriate professional development activities. Criteria for hiring and promoting faculty members, administrators, and staff support the institution's purposes. Advising is considered important. Departments, programs, and classes are small enough to allow faculty members and students to have a sense of community, to experience the value of their contributions, and to confront the consequences of their failures.

Sources consulted

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>

Implied is the ongoing nature of evaluation, multiple opportunities for all to communicate and access information about teaching with the clear emphasis on educators as learners

Principles lead to practice. Boylan (2002) provided research based best practices much of which can be adopted in a Learning Support Success Center using principles to counterbalance practices. Goals and objectives are reflected in overarching principles (# 7)- bringing diverse talents and learning styles together and #1&2 increased contact.

Boylan's list of effective practices:

Principles 1, 2, 7 accommodation of diversity through varied instructional methods; use of Supplemental Instruction;

Principle 4 provide frequent testing opportunities;

Principle 3 & 5 use of technology in moderation;

Principle 4 provide frequent and timely feedback;

Principle 6 use of mastery learning;

Principle 7 share instructional strategies; teach critical thinking; teach learning strategies;

Principle 3 use active learning techniques;

Also in Boylan's list but not directly related to LSSC objectives.



use classroom assessment techniques, learning communities; and linking the developmental course content to college level requirements;



Library Annual Unit Plan 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The library's mission is to support the college's educational programs and diverse communities by providing quality services and collections that will:
Ensure access by all Learning Resource Center users to current, quality information regardless of format.
Facilitate the integration of new technologies into research, teaching, and learning.
Provide appropriate technology and information resources to enhance user access and to expand student educational opportunities.
Provide an environment conducive to discovery and self-learning.

b. Program Applicability

The library program supports all courses and programs at the college.

c. Partnerships

The library at Mammoth Lakes is a joint-use facility per agreement between Cerro Coso and the Mono County Office of Education. The Mammoth Lakes Library, located near the college campus, houses a designated room for the college's Learning Resource Center.



d. Distance Education

The library has multiple distance education components that serve students online as well as at the remote sites. Electronic resources, Online Reference, and Online Research Guidance are three components that extend library programming and collections to students at a distance. Electronic resources are of particular importance in view of the large geographical area served and the growth of online delivery. The Library subscribes to 20 full-text databases, such as InfoTrac Academic OneFile, Opposing Viewpoints Resource Center, Literature Resource Center, and Health and Wellness Resource Center. These databases provide access to over 6-million full-text periodical articles, primary source materials, and audiovisual clips. All library online resources are accessible from computers throughout the campus and at distant Sites. Remote access is provided to all Cerro Coso students with a current student ID number.

The library web site has been designed to provide students, regardless of physical location, access to materials in specific formats and directs students to specific formats of material in the same order as the "Steps in the Research Process", which is covered in information competency instruction. Finding background information in general encyclopedias and Reference works (Subject Resources) is listed before finding books (automated library catalog) and periodical articles (Indexes), for example. There is a "Websites by Subject" tab that lists websites evaluated by the library staff for currency and authority along with tips for searching the internet. The site also features citation guides, a few basic research tutorials, and links to learn about policies, procedures, and library staff.

In 2009, the "Ask-a Librarian" 24/7 chat service was added to the site, expanding reference assistance to distant and online students.

The Library's Distance Education components strive to fulfill the college's mission of educating, innovating, inspiring, and serving our students at all locations, including online. Library electronic resources grant access to key educational material; the 24/7 online chat feature is an innovative system that delivers professional library services to students in any location at any time; online library research tutorials further educate students on key information competencies that they can use in their college career and beyond.

In addition to the Indian Wells Valley campus, the Library serves community campuses at Eastern Sierra College Center Bishop, Eastern Sierra College Center Mammoth, Kern River Valley, and South Kern. Of these Distant Sites, Eastern Sierra College Center Bishop is the only one with specifically designated library space. The Bishop site's library has 1,100+ volumes and includes a special collection of Eastern Sierra local history/interest books. Eastern Sierra College Center Mammoth shares a joint-use agreement with the Mono County Office of Education. The Mammoth Lakes Library, located near the college campus, houses a designated room for the Learning Resource Center. A small Core-Reference Collection of 70 titles was developed for the Mammoth site LRC.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

Faculty Staffing: Budget request for additional adjunct coverage at the sites was approved. Each site (except South Kern) now has 4 hours per week of adjunct Reference Librarian coverage. This is the bare bones coverage needed to begin the important process of extending library services to the sites.

Classified Staffing: A request was made to reconfigure library positions so that the Tech II position was made into a full time position, based on job duties and work load. The position is filled. Two vacant part-time Tech I positions have been reconfigured into 1 30/hour/week Tech I position. The hope is that the job will be more attractive to potential applicants since it has pro-rated benefits. The job is currently unfilled. The library evening shift is being staffed by temporary workers.

Library Web Page: A new heading, "Research Guidance", was added to the library web page and includes several links that instruct students on the use of citation formats and on evaluating and using library resources.

Library Programming: Library Orientation/Research Instruction presentations have been formalized as key components to library programming. In spring 2011, these presentations were extended to the ESCC campuses. Workshops were developed for the IWV campus with input from the English faculty. They cover citation styles, plagiarism, and library research.

Collection Development: The textbook reserve project was initiated in fall 2010 and, over the past year, the library has procured ~100 textbooks for the Reserve collection.

b. Review of Overall Department/Unit

Program Review has never been undertaken for the library. Program and Administrative Learning Outcomes (PLOs) are just recently being assessed. Hence, the overall review of the program is largely based on anecdotal evidence and usage data (library attendance and materials usage data). Completing a Program Review and completely assessing the library program are gaps that need to be addressed. . In spring 2010, the "counter" that collected data on remote "hits" to our online resources was removed. Since then, the IT department has not come up with a similar program that collects remote usage data. This gap will impact the ability to complete certain key aspects of the program review.



One of the largest issues facing the library department is the challenge of serving all our students with a single librarian. Title 5 Article 4, Section 58724 outlines the minimum standards for Library staffing. For a college of Cerro Coso's size (~FTE 3,000), there should be a minimum of 3.0 faculty librarians. Currently there is 1.0 faculty librarian and .3 adjuncts. This is a gap that needs to be addressed. Currently, the full time librarian only serves the IWV students and adjuncts fill in the gaps at the sites. Serving online students, beyond simply providing access to electronic resources, is being neglected.

Another issue facing effective library programming at the college is the challenge of getting faculty to use library services and programming in their classes. Student use of the library is mostly voluntary. Promoting information competency should be a campus-wide endeavor; academic support should be seamless. Coordinating with faculty is an important librarian role that would be more effective with direct organizational/administrative support.

In terms of the IC C075 course, SLO assessment reveals some inconsistencies in how the class is scheduled and taught. Since the course is taught at several locations by several different instructors, a need for standardization is apparent.

Despite these gaps, library staff has developed strong, new, and innovative library programming on the IWV campus, where the full time librarian is located. Visits to the library by classes seeking library instruction and/or students attending library workshops have increased over the past year. New library laptops and new library desktop computers have also increased library attendance. Linking attendance to learning is a gap that needs to be addressed via the assessment cycle.

c. Goals for Upcoming Year (next academic year). Three goals not required. If more goals needed, copy and paste additional boxes.

Goal 1: Extend Library Instruction to Online Students through Embedded Librarianship and Web Page Improvements/Additions

Connection to College Strategic Goals: this goal is aligned with the College's Strategic Goal #1.C. in that it is an effort to improve support for Distance Education.

Specific Internal or External conditions the goal is a response to: Internal--Currently, online classes don't have the same level of librarian support (in the form of workshops and research orientations) that on-site classes do. External—Over half of Cerro Coso students are online; Cerro Coso has 5 satellite "distant" campuses with little to no librarian coverage; Statistics show that more and more on-site students are accessing services online. Internal—Currently, the library website lacks instructional components.

Action Plan, specific objectives: 1. Work with faculty to target an online class with a research paper component to trial "embedded librarian". Librarian will be a "guest" or "contributor" to the online class during the time the students are assigned their research project and will present (via forum, lecture, messaging, etc.) library instruction. This is an attempt to mirror library programming that is available on-site.

2. Add 5 more learning objects to the library website under "Research Guidance" that instruct students on how to use library resources/evaluate information/present information effectively. 3. Research ways to assess learning outcomes of such objects.



Measure of Success: 1. In spring 2012, trial the embedded librarian program in 1 online course. In fall 2012, increase the program to at least 2 online courses, after evaluating the trial. Get feedback from instructor and students on effectiveness of embedded librarianship.

5 new learning objects by end of 2012/2013. 2. Plan in place to assess learning objects by end of fall 2012.

Goal 2: Seek collaboration with High School Librarian to improve Information Competency skills at the High School level for college readiness.

Connection to College Strategic Goals: This goal is aligned with the College's Strategic Goal #1.E. in that it is an effort to improve college-going rates with area K-12 schools. It is also aligned with Goal #2 in that it seeks to improve service to under-prepared students and increase their success rates.

Specific Internal or External conditions the goal is a response to: This goal is a response to internal and external conditions. Incoming students are increasingly recognized as under-prepared for college success. Information competency is a set of skills required to achieve college success.

Action Plan, specific objectives: The initial meeting with the Burroughs High School Librarian and administrator will be scheduled for AY 2011/2012. A plan will be developed for instructing high school students on key Information Competency skills to be implemented in fall semester 2012.

Measure of Success: Holding the first meeting, designing an instructional plan, implementing plan in fall 2012. Survey students and teachers at high school to determine if they feel they perceive college-success was attained in the area of Information Competency.

Goal 3: Align and Assess on-site Library Programming across campus locations

Connection to College Strategic Goals: this goal is aligned with the College's Strategic Goal #1.A. in that it seeks to strengthen instructional programs and services, #1.C. in that it is an effort to improve support for Distance Education, and 1.D. in that it seeks to evaluate strategies to maintain or improve the scope and quality of student services college-wide.

Specific Internal or External conditions the goal is a response to: Internal—library programming is only recently being developed at KRV and ESCC. There needs to be standardization of programming and also assessment of program learning outcomes at the sites.

Action Plan, specific objectives: 1. Meet with adjuncts at the sites in AY2011/2012 to develop programming and outcomes. 2. Implement standardized



programming at KRV and ESCC starting Fall 2012. Assess PLOs in Spring 2012.

Measure of Success: By spring 2012, there will be an increase in standardized library instruction sessions to classes at the sites. Each site adjunct will provide lists of faculty they've collaborated with, classes they've provided instruction in, workshops they've given, and learning outcomes results.

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. If more lines are needed, Tab over from the bottom-right box.

Classified Staffing Justification. If more than one position requested, copy and paste additional boxes.

None requested at this time

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
Library	All	Online/ES CC	High (1A, 1B, 1C, 1D, 1E)	1.A; 1.C	G

Full-Time Faculty Staffing Justification:

This position addresses the college's strategic goals of "Response to Community Needs" and "Recruit, retain, and develop employees".



1. The college is out of compliance with Title 5 Article 4, Section 58724 which outlines the minimum standards for Libraries. For a college of Cerro Coso's size (~FTE 3,000), there should be a minimum of 3.0 faculty librarians. Currently there is 1.0 faculty librarian and .3 adjuncts. Back in 1996, the college employed 1 librarian. Since then, the college's FTEs have almost doubled and the college has developed an online program that is essential to the college's overall health...yet we still only have 1 faculty librarian. A new librarian designated to coordinate library services online and at the North sites would make sense. The IWV librarian would then be able to focus on coordinating library services at IWV and the KRV sites.
2. The WASC Accreditation Standard II C. outlines the importance of library services, specifically the need for an institution to provide library services regardless of location or means of delivery. This includes access to collections, library services, information competency instruction, and assessment and evaluation of learning outcomes. Furthermore, The American Library Association's "Standards for Distance Learning Library Services" requires that institutions with a Distance Learning program have a designated librarian specializing in distance learning library services who can coordinate equitable distance learning library services and outcomes assessment, provide direct human access to online students, and provide information literacy instruction to the distance education learning community.
3. Currently the college funds 8 hours of weekly adjunct Librarian coverage at ESCC AND an additional 20 weekly hours of non-librarian adjunct coverage at ESCC. The Academic Senate, in a paper on "Library Faculty in California Community College Libraries" (1996) details the unique roles, qualifications, and responsibilities of community college librarians noting that library faculty are the primary source of information and instruction in research methods. Non-librarian adjuncts are unable to meet the LRC/Library needs at the sites. Currently the college is paying almost as much to staff the site LRCs with non-librarian adjuncts at ESCC than if the college hired a full time librarian to be "stationed" at the ESCC sites.
4. Library services and programming for online users has emerged as a key goal in the current and past few Annual Unit Plans. Supporting Distance Education is also a key goal in the college's Strategic Plan (Goal #1.C: Improve support for Distance Education). Currently this clientele is being neglected. The past few Annual Unit Plans have called for and justified the need for an additional librarian who understands the emerging trends in community college libraries, information competency needs of online students, and who has the skills to develop online guides and tutorials and support faculty teaching online.
5. Currently, all technical service library issues such as database administration and management are being handled by a Technical Librarian at Bakersfield College on an ad-hoc basis.



c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Non-Instructional Supplies & Material	IWV	1	1	Minimum supply budget for purchasing materials needed for ongoing library services including book processing, meding, reports, etc.	150.00	Ongoing	G
Toner Cartridges	IWV	1	1	Printers low on toner. Printers allow students to access and print needed course resources in the library.	400.00	One-time	G
Exhibit display	IWV	1	1	Library exhibits have been a neglected part of library programming. They visually extend curricular themes and increase student involvement.	375.00	One-time	G

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
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Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Mobile, lockable shelving unit	KRV	1	1	Extending library services to KRV has been a program goal for several years. KRV lacks library facilities. A mobile shelving unit would allow collection development efforts to begin at this under-represented campus.	1200.00	One-time	G

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
5 iPads for student use in the library and faculty to check out for use in the classroom.	IWV	3	1	Would extend library programming implement emerging technologies. Apps could target disciplines across curriculum, including basic skills.	4500.00	One time	G
Adobe Connect license	online	1	1	Would support online teaching and learning.	300.00	One time	G



f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Employee Travel	IWV	1	1	Site visits. Job description calls for regular site visits to standardize library services cross-campus. Previous year travel expense was \$600. This was cut in half as a response to "budget crisis". At minimum of \$400.00 is needed.	400.00	On going	G



h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Magazines and Periodicals	IWV	1	1	Keeps our current database subscriptions, allowing students and faculty at all locations and in all disciplines access to key library e-resources. This request allows for a 5% increase over last year's cost, per trends.	47055.86	On-going	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Software Licensing, Maintenance, Questionpoint, Classweb cataloging & Institutional Dues.	IWV	1	1	Subscription dues to OCLC, Horizon, and Questionpoint Online Reference. OCLC allows us to provide Interlib- rary loan, cataloging; Horizon is our automated book data- base; Questionpoint extends Reference to online and site students. This request allows for a 5% increase over last year's cost, per trends.	11025.87	On-going	G
Library Books	IWV	1	1	Budget required to sustain minimum collection develop- ment for all campuses since TTIP monies halted.	10000.00	On going	G
Non-instructional Adjunct Librarians at sites (in the event that the requested full time faculty librarian justified above is not hired this year).	KRV ESCC	1	1	Currently each site (except South Kern) has 4 hours of weekly adjunct librarian coverage. It was decided to increase this # to 8 hours per week per site starting in AY2012/2013.	51683.34	On going	G



STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

ATTACHED

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

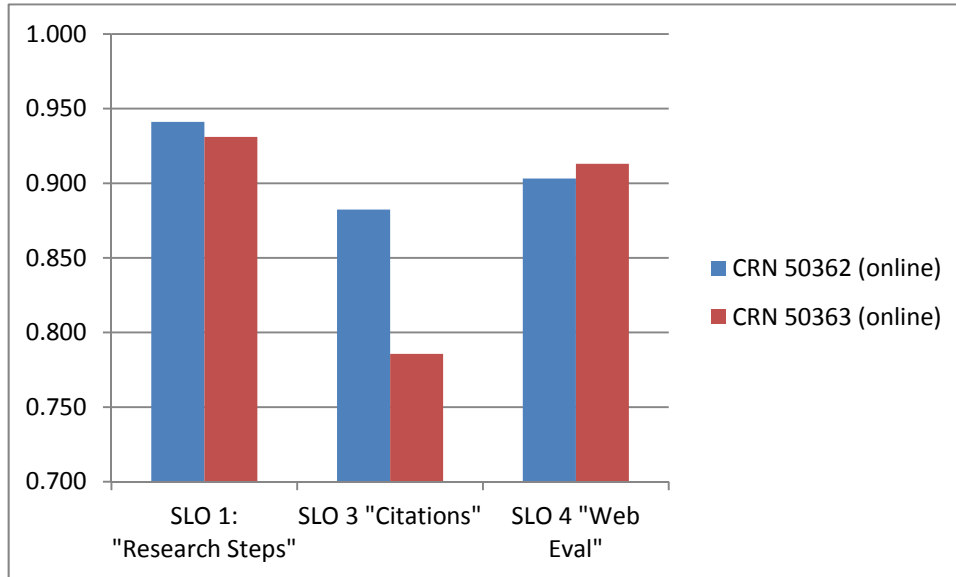
ATTACHED

Library SLO Update fall 2011

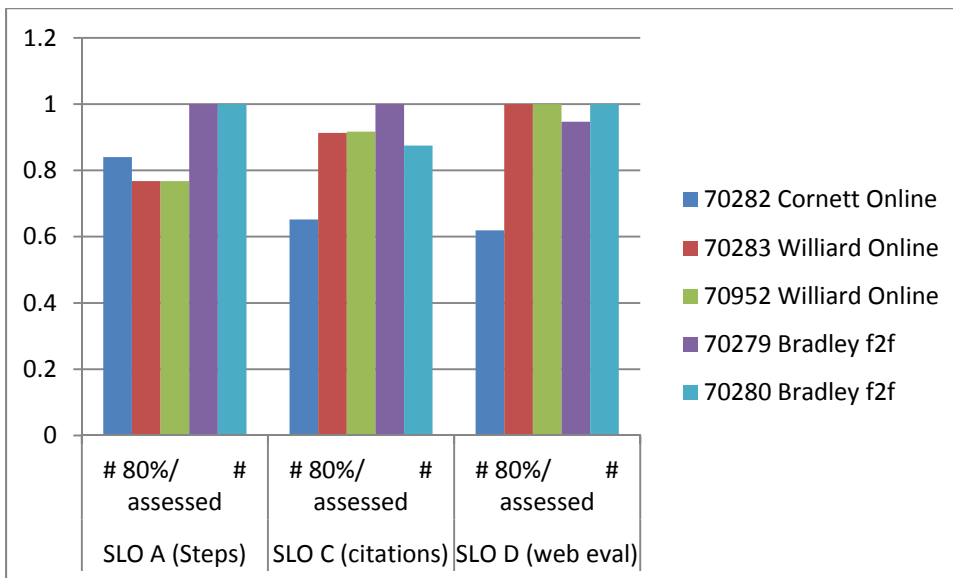
COURSE-LEVEL

Assessments of Student Learning Outcomes for IC C075 were initiated in summer 2010. It was determined that the first level of assessment would tackle SLO 1, 3, and 4 in summer and fall 2010. The following graphs tabulate SLO data for sections of IC C075 from the summer and fall semesters. SLO assessment of the remaining 2 SLOs is being undertaken in fall 2011.

Summer 2010



Fall 2011



FINDINGS AND RECOMMENDATIONS

Summer 2010

Only 2 sections of IC were offered in the summer semester and both were offered online and taught by the same instructor using identical Moodle class sites. SLOs were assessed using identical assessment tools. Only students who completed the assignments and quizzes used to assess the SLOs were assessed. For each CRN, this averaged to:

- 33 students assessed for all 3 SLOs in CRN 50362
- 27 students assessed for all 3 SLOs in CRN 50363

Students in both classes scored fairly high in SLOs 1 and 4 (above 90%). Factors causing the lower percentages (less than 90%) in both CRNs for SLO 3 might include:

- The “citations” assignment being the last assignment in the class—students may be feeling end-of-course “burn out”;
- The citations assignment requires the most attention to detail;
- The library chair is looking into other factors as well.

Fall 2010

5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1st time. Though coordination was attempted on the part of the department chair to assess the SLOs using identical assessment tools, an end-of-course debriefing revealed that there was some inconsistency in assessments, which in some ways made the assessment inconsistent. For example, 1 instructor allowed students to hand-write the citations page and gave students a chance to “fix” errors before turning in specific assignments linked to assessment. This could account for the fact that all f2f students scored very high in all SLOs assessed.

It became clear during the end-of-course debriefing with both new adjuncts that the assessment tools must not only be identical but also administered in the exact same way at the same time of the semester in all sections taught.

Regardless of the inconsistency in assessment, findings reveal that students in each section scored highest in the SLO 1 (or A) and SLO 4 (or B).

RECOMMENDATIONS FOR FUTURE ASSESSMENT OF CURRICULUM SLOS

Revising the SLOs for the IC C075 course and developing standardized assessment tools for all instructors was initiated in the spring 2011 semester. Faculty in the library department, (Julie Cornett, Nancy Williard, Sandra Bradley) met several times to develop better assessment tools to assess SLOs. This discussion is still under way as the department deems it necessary to revise the SLOs for the IC C075 course to align them with the Standards for Information Competency developed by the Association of College and Research Libraries. This will ensure

that Cerro Coso students are meeting the same Information Competency learning goals and outcomes as other students in the nation's colleges.

After the fall 2011 semester, all SLOs will have been assessed. The department will discuss findings, which will inform future assessments and future SLO revision.

PROGRAM LEVEL

Library Programming

Program Learning Outcomes were initially developed in 2008 by the then Library Director. The outcomes have been revised and assessment tools were developed beginning in 2010 by the new faculty chair of the library. Development of effective assessment tools has been a challenge due to the fact that library programming has undergone some changes. For example, Library Orientations and Research Instruction presentations to classes as well as Library Workshops are new key components to library programming; hence, assessment tools are still being fine-tuned to capture necessary data.

A 2-page "exit quiz" was developed to assess SLOs for the Library Orientation/Research Instruction presentations to classes. After trying it out in a couple of English 70 classes, it became clear that there needed to be two separate assessment tools to assess two separate levels of class presentations: a Basic Library Orientation (offered to below 70-level courses) and a Research Instruction session (offered to 70-level and above courses that have a research paper requirement as part of the course). For each level of library instruction, a different set of program SLOs are assessed. Having gone through both levels of library instruction sessions (over the course of a student's tenure at the college), all program SLOs would be covered and assessed.

Similar "exit quizzes" are being developed for Library Workshops.

These tools are currently being finished and tried out in presentations and workshops (fall 2011).

ADMINISTRATIVE LEVEL

AUO #1

To provide materials that support academic programs and the research interests of students, staff, and faculty.

AUO #2

To provide an environment that supports and fosters student learning, and faculty teaching and research.

The department is in discussion about ways to assess the library's administrative unit outcomes. As a start, in AY 11/12, surveys were developed to assess student and faculty use and perceptions of the library. Findings are reported below.

Student Survey spring 2011 Findings

To assess the library's administrative outcomes, a student survey was circulated in spring 2011. The survey, the first of its kind, targeted on-ground students at the main campus. 83 students filled out the survey and the following findings were reported:

- Most respondents visit the library a couple of times per week.
- The most common reasons for visiting the library: to study, to use text reserves, and to use online research databases.
- Many on-site students use library resources remotely "often" and "sometimes".
- However, many respondents were not aware of online library resources.
- Most respondents reported that they felt "very comfortable" asking the librarian questions and that the library staff is helpful.
- All but 5 respondents reported that the LRC space is pleasant.
- Only half of respondents were aware of library workshops.
- The majority of respondents desire the library to be open longer hours on Fridays.

Overall, the survey results reveal a fairly positive student view of the campus library environment—with approachable staff and comfortable study/research areas. Findings reveal that online database tutorials would work well to help students navigate electronic resources. Additionally, it is noted that the library can increase marketing efforts to publicize resources and programs. Lastly, adding additional weekend hours to the library schedule is being looked into at the administrative level.

Another survey is being developed for spring 2011 with questions that better measure the library's administrative unit outcomes. Specific questions about collection strengths are needed as well as some more pointed questions about the library environment.

The department is discussing surveying students at the distant sites now that there is adjunct coverage at those locations. The question about surveying online students is also in discussion.

Faculty Survey fall 2010 Findings

To assess the library's administrative outcomes, a student survey was circulated in fall 2010. This inaugural survey was circulated to faculty at all sites, including adjuncts teaching online. Only 23 faculty completed the survey and the following findings were reported:

- The resources and services ranking highest as "very important" to faculty for instruction were: books and ebooks, journals and databases, librarian help with research instruction, and instructional equipment.
- The library instruction topics thought to be "very important" to faculty for their students were: "Steps in the Research Process", "Overview of library research databases", "Evaluating web resources", and "Database search strategies".
- 78% of respondents were satisfied with library hours, with 4 respondents suggesting to open the library weekend hours.
- In general, only about half of respondents are "satisfied" with the library's print and online collections and services. Fewer than half are "satisfied" with the library's website.
- About one third of respondents "don't use" library collections and services, including the website.
- Faculty see the top 2 priorities for the library as: providing access to more ebooks and develop more online library tutorials and subject guides.

- One respondent suggested the library specify how the libraries on different campuses are different.

The faculty survey results reveal that, while faculty view library resources as important for instruction, many do not use them. The library department has addressed some of the faculty concerns brought up in the survey: the website has been updated to include site-specific information and also includes a new “Research Guidance” section with several library tutorials on citation styles and evaluating web information.

Another survey will be developed with questions that are better designed to measure the library’s administrative unit outcomes. Questions addressing the library environment were left out of the faculty survey and will be included in the next version.

The department is in discussion about how to achieve better participation in the faculty survey.

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College
7/15/2011

Subject:IC Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2008-2009			14	358	25.6	10.1	0.9	0.6	11.6	367	288	78.5%	233	63.5%	
	200850		2	52	26.0	1.5	0.1	0.1	11.5	50	46	92.0%	41	82.0%	
		Information Competency	2	52	26.0	1.5	0.1	0.1	11.5	50	46	92.0%	41	82.0%	
	200870			7	155	22.1	4.6	0.5	0.3	9.8	174	122	70.1%	90	51.7%
		Information Competency	7	155	22.1	4.6	0.5	0.3	9.8	174	122	70.1%	90	51.7%	
	200930			5	151	30.2	4.0	0.3	0.2	14.8	143	120	83.9%	102	71.3%
Information Competency		5	151	30.2	4.0	0.3	0.2	14.8	143	120	83.9%	102	71.3%		
2009-2010			14	403	28.8	11.9	0.9	0.5	13.7	397	335	84.4%	278	70.0%	
	200950		3	96	32.0	2.8	0.2	0.1	13.7	97	83	85.6%	70	72.2%	
		Information Competency	3	96	32.0	2.8	0.2	0.1	13.7	97	83	85.6%	70	72.2%	
	200970		4	111	27.8	3.3	0.3	0.1	12.2	113	87	77.0%	76	67.3%	
		Information Competency	4	111	27.8	3.3	0.3	0.1	12.2	113	87	77.0%	76	67.3%	
	201030			7	196	28.0	5.9	0.4	0.3	14.6	187	165	88.2%	132	70.6%
Information Competency		7	196	28.0	5.9	0.4	0.3	14.6	187	165	88.2%	132	70.6%		
2010-2011			13	427	32.8	13.7	0.9	0.7	15.7	423	334	79.0%	302	71.4%	
	201050		2	75	37.5	2.3	0.1	0.1	17.4	77	64	83.1%	59	76.6%	
		Information Competency	2	75	37.5	2.3	0.1	0.1	17.4	77	64	83.1%	59	76.6%	
	201070		6	172	28.7	5.6	0.4	0.3	13.9	166	119	71.7%	104	62.7%	
		Information Competency	6	172	28.7	5.6	0.4	0.3	13.9	166	119	71.7%	104	62.7%	
	201130			5	180	36.0	5.8	0.3	0.3	17.3	180	151	83.9%	139	77.2%
Information Competency		5	180	36.0	5.8	0.3	0.3	17.3	180	151	83.9%	139	77.2%		
Sum			40	1,188	29.7	35.7	2.6	1.9	13.7	1,187	957	80.6%	813	68.5%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:LIT	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			21	546	26.0	15.6	1.4	0.9	11.2	522	460	88.1%	349	66.9%	
	200750		4	99	24.8	2.9	0.3	0.3	10.8	100	90	90.0%	74	74.0%	
		Library & Information Tech.	4	99	24.8	2.9	0.3	0.3	10.8	100	90	90.0%	74	74.0%	
	200770			8	201	25.1	5.9	0.5	0.3	11.1	169	160	94.7%	114	67.5%
		Library & Information Tech.	8	201	25.1	5.9	0.5	0.3	11.1	169	160	94.7%	114	67.5%	
	200830			9	246	27.3	6.8	0.6	0.3	11.4	253	210	83.0%	161	63.6%
Library & Information Tech.		9	246	27.3	6.8	0.6	0.3	11.4	253	210	83.0%	161	63.6%		
Sum			21	546	26.0	15.6	1.4	0.9	11.2	522	460	88.1%	349	66.9%	

Math C152 Analytic Geometry and Calculus II

	Outcome and Assessment Definitions	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A	Definition: Outcome A	Description: Outcome A	Results: Outcome A	Plan: Outcome A
B	Definition: Outcome B	Description: Outcome B	Results: Outcome B	Plan: Outcome B
C	Definition: Outcome C	Description: Outcome C	Results: Outcome C	Plan: Outcome C
D	Definition: Outcome D	Description: Outcome D	Results: Outcome D	Plan: Outcome D
E	Definition: Outcome E	Description: Outcome E	Results: Outcome E	Plan: Outcome E
F	Definition: Outcome F	Description: Outcome F	Results: Outcome F	Plan: Outcome F
G	Definition: Outcome G	Description: Outcome G	Results: Outcome G	Plan: Outcome G
H	Definition: Outcome H	Description: Outcome H	Results: Outcome H	Plan: Outcome H

Math C251 Analytic Geometry and Calculus III

	Outcome and Assessment Definitions	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A	Definition: Outcome A	Description: Outcome A	Results: Outcome A	Plan: Outcome A
B	Definition: Outcome B	Description: Outcome B	Results: Outcome B	Plan: Outcome B
C	Definition: Outcome C	Description: Outcome C	Results: Outcome C	Plan: Outcome C
D	Definition: Outcome D	Description: Outcome D	Results: Outcome D	Plan: Outcome D
E	Definition: Outcome E	Description: Outcome E	Results: Outcome E	Plan: Outcome E

Math C255 Ordinary Differential Equations

	Outcome and Assessment Definitions	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A	Definition: Outcome A	Description: Outcome A	Results: Outcome A	Plan: Outcome A
B	Definition: Outcome B	Description: Outcome B	Results: Outcome B	Plan: Outcome B
C	Definition: Outcome C	Description: Outcome C	Results: Outcome C	Plan: Outcome C
D	Definition: Outcome D	Description: Outcome D	Results: Outcome D	Plan: Outcome D
E	Definition: Outcome E	Description: Outcome E	Results: Outcome E	Plan: Outcome E
F	Definition: Outcome F	Description: Outcome F	Results: Outcome F	Plan: Outcome F
G	Definition: Outcome G	Description: Outcome G	Results: Outcome G	Plan: Outcome G
H	Definition: Outcome H	Description: Outcome H	Results: Outcome H	Plan: Outcome H
I	Definition: Outcome I	Description: Outcome I	Results: Outcome I	Plan: Outcome I

Math C257 Linear Algebra

	Outcome and Assessment Definitions	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A	Definition: Outcome A	Description: Outcome A	Results: Outcome A	Plan: Outcome A
B	Definition: Outcome B	Description: Outcome B	Results: Outcome B	Plan: Outcome B
C	Definition: Outcome C	Description: Outcome C	Results: Outcome C	Plan: Outcome C
D	Definition: Outcome D	Description: Outcome D	Results: Outcome D	Plan: Outcome D



Math Annual Unit Plan 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The Mathematics Department at Cerro Coso Community College provides a diverse learning environment designed to meet the educational goals of our students. Our curriculum supports the mathematical needs of other disciplines and programs. We help our students develop logical reasoning and problem solving skills which form a foundation for their careers and future study. The Mathematics Department at Cerro Coso Community College offers classes which improve basic skills and support the requirement for the AA and AS degrees, vocational/technical programs, and transfer to the university. We have entered into agreements and developed equivalencies with the California State Universities (CSU) and University of California (UC) systems. When our students transfer to the CSU or UC system, credits they earn in the mathematics department are transferable. This is also an indication that these transfer students from Cerro Coso Community College will be successful in completing higher degrees. The Mathematics Department offers courses at the Indian Wells Valley (IWV), Kern River Valley (KRV), Eastern Sierra College Center (ESCC), South Kern (SK), as well as Online. Four full-time faculty serve the IWV campus. One full-time faculty serves the KRV campus, and one full-time faculty serves the ESCC campus. Courses offered at SK are taught by adjunct faculty. Courses are also taught online and via iTV.

b. Program Applicability

US Transfer	Industrial Technology
CSI Transfer	Nursing
Trades Practices	Paralegal Studies
Computer Information Systems	Mathematics
Business Administration	Basic Skills
Computer Science	Liberal Arts
Engineering	Engineering Technology
General Sciences (all emphasis)	



c. Partnerships

A partnership exists between the Cerro Cos Community College Mathematics Department, Antelope Valley College, and the Department of Engineering at the California State University, Long Beach.

d. Distance Education

With the exception of Math C020, Basic Arithmetic Skills, the department offers its entire curriculum both on-site and online. Indeed, Survey of Mathematical Concepts, Finite Mathematics, and Business Calculus are offered solely online. Linear Algebra is being offered online for the first time in fall 2011. An Associate of Arts Degree in Mathematics as well as an SB 1440 Associate of Arts Degree in Mathematics can be earned completely online.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

The Mathematics Department will be:

- Supporting mathematical needs for other disciplines and programs: accomplished
- Supporting mathematical needs for all the campus sites: accomplished
- Seeking opportunities to develop partnerships with agencies and organizations in the service area to create courses that meet the training and development needs of specific populations within our communities: accomplished
- Offering an Associate of Arts degree in Mathematics that can be earned completely online: accomplished
- Seeking to hire another full-time, tenure-track professor: failed to accomplish

b. Review of Overall Department/Unit

Completion of Student Learning Outcomes is expected in mid-to late-spring semester 2012. There is nothing more to report at this time.

c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*

Goal 1- Increase student retention, success and degree/certificate completion

1. *Connection to College Strategic Goals: Response to Community Needs*
2. *Specific internal* or external** condition(s) the goal is a response to:*
3. *Action Plan:*
4. *Measure of Success:*



Goal 2

1. Connection to College Strategic Goals:

2. Specific internal* or external** condition(s) the goal is a response to:

3. Action Plan:

4. Measure of Success:

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. If more lines are needed, Tab over from the bottom-right box.

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

Classified Staffing Justification. If more than one position requested, copy and paste additional boxes.

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.



b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)

Full-Time Faculty Staffing Justification:

[Refer to the separate handout listing criteria for new faculty hiring.]

c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Travel cost reimbursement	ESCC	2	Effective communic ations in support of mission	Department members occasionally need to meet face-to- face. They live far away from each other.	\$200.00	On-going	G
Travel cost reimbursement	KRV	2	Effective communic ations in support of mission	Department members occasionally need to meet face-to- face. They live far away from each other.	\$200.00	On-going	G

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



i. Other (institutional fees, library books). *Enter requests on lines below. If more lines needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:MATH Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			94	2,448	26.0	323.5	23.0	7.4	14.0	2,204	1,902	86.3%	1,310	59.4%
	200750		8	213	26.6	24.4	2.1	0.0	11.8	185	153	82.7%	88	47.6%
		Mathematics	8	213	26.6	24.4	2.1	0.0	11.8	185	153	82.7%	88	47.6%
	200770		44	1,151	26.2	151.0	10.7	3.9	14.1	1,058	923	87.2%	647	61.2%
		Mathematics	44	1,151	26.2	151.0	10.7	3.9	14.1	1,058	923	87.2%	647	61.2%
	200830		42	1,084	25.8	148.1	10.3	3.5	14.4	961	826	86.0%	575	59.8%
Mathematics		42	1,084	25.8	148.1	10.3	3.5	14.4	961	826	86.0%	575	59.8%	
2008-2009			92	2,631	28.6	355.5	23.0	7.9	15.5	2,545	1,991	78.2%	1,430	56.2%
	200850		14	332	23.7	38.7	3.3	0.9	11.6	293	213	72.7%	168	57.3%
		Mathematics	14	332	23.7	38.7	3.3	0.9	11.6	293	213	72.7%	168	57.3%
	200870		43	1,216	28.3	168.1	10.4	3.7	16.1	1,189	926	77.9%	630	53.0%
		Mathematics	43	1,216	28.3	168.1	10.4	3.7	16.1	1,189	926	77.9%	630	53.0%
	200930		35	1,083	30.9	148.7	9.2	3.3	16.1	1,063	852	80.2%	632	59.5%
Mathematics		35	1,083	30.9	148.7	9.2	3.3	16.1	1,063	852	80.2%	632	59.5%	
2009-2010			96	2,834	29.5	384.3	24.3	5.0	15.8	2,840	2,224	78.3%	1,555	54.8%
	200950		19	542	28.5	67.6	4.6	0.0	14.7	548	389	71.0%	268	48.9%
		Mathematics	19	542	28.5	67.6	4.6	0.0	14.7	548	389	71.0%	268	48.9%
	200970		41	1,245	30.4	173.6	10.5	2.8	16.6	1,243	999	80.4%	690	55.5%
		Mathematics	41	1,245	30.4	173.6	10.5	2.8	16.6	1,243	999	80.4%	690	55.5%
	201030		36	1,047	29.1	143.2	9.3	2.2	15.5	1,049	836	79.7%	597	56.9%
Mathematics		36	1,047	29.1	143.2	9.3	2.2	15.5	1,049	836	79.7%	597	56.9%	
2010-2011			101	2,974	29.4	398.0	26.0	5.3	15.3	2,975	2,545	85.5%	1,859	62.5%
	201050		13	428	32.9	53.8	3.5	0.0	15.2	432	368	85.2%	277	64.1%
		Mathematics	13	428	32.9	53.8	3.5	0.0	15.2	432	368	85.2%	277	64.1%
	201070		45	1,335	29.7	180.4	11.6	3.1	15.5	1,334	1,129	84.6%	829	62.1%
		Mathematics	45	1,335	29.7	180.4	11.6	3.1	15.5	1,334	1,129	84.6%	829	62.1%
	201130		43	1,211	28.2	163.9	10.9	2.2	15.1	1,209	1,048	86.7%	753	62.3%
Mathematics		43	1,211	28.2	163.9	10.9	2.2	15.1	1,209	1,048	86.7%	753	62.3%	
Sum			292	10,887	37.3	1,461.4	96.3	25.6	15.2	10,564	8,662	82.0%	6,154	58.3%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = '
7/15/2011

Subject:HSCI Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			21	528	25.1	37.0	2.5	0.9	14.6	477	437	91.6%	338	70.9%
	200750		5	129	25.8	6.6	0.5	0.1	12.9	120	105	87.5%	93	77.5%
		Health Science	5	129	25.8	6.6	0.5	0.1	12.9	120	105	87.5%	93	77.5%
	200770		9	198	22.0	15.9	1.1	0.5	14.3	183	168	91.8%	129	70.5%
		Health Science	9	198	22.0	15.9	1.1	0.5	14.3	183	168	91.8%	129	70.5%
	200830		7	201	28.7	14.5	0.9	0.3	16.0	174	164	94.3%	116	66.7%
Health Science		7	201	28.7	14.5	0.9	0.3	16.0	174	164	94.3%	116	66.7%	
2008-2009			20	553	27.7	44.0	2.7	0.7	16.5	530	487	91.9%	410	77.4%
	200850		4	105	26.3	7.3	0.5	0.1	15.5	97	94	96.9%	84	86.6%
		Health Science	4	105	26.3	7.3	0.5	0.1	15.5	97	94	96.9%	84	86.6%
	200870		8	220	27.5	18.5	1.1	0.3	17.2	213	190	89.2%	160	75.1%
		Health Science	8	220	27.5	18.5	1.1	0.3	17.2	213	190	89.2%	160	75.1%
	200930		8	228	28.5	18.2	1.1	0.3	16.4	220	203	92.3%	166	75.5%
Health Science		8	228	28.5	18.2	1.1	0.3	16.4	220	203	92.3%	166	75.5%	
2009-2010			22	563	25.6	46.1	2.7	0.5	17.1	531	469	88.3%	396	74.6%
	200950		4	92	23.0	6.6	0.5	0.1	13.9	84	74	88.1%	68	81.0%
		Health Science	4	92	23.0	6.6	0.5	0.1	13.9	84	74	88.1%	68	81.0%
	200970		9	197	21.9	15.9	0.9	0.1	17.5	185	172	93.0%	153	82.7%
		Health Science	9	197	21.9	15.9	0.9	0.1	17.5	185	172	93.0%	153	82.7%
	201030		9	274	30.4	23.6	1.3	0.3	18.0	262	223	85.1%	175	66.8%
Health Science		9	274	30.4	23.6	1.3	0.3	18.0	262	223	85.1%	175	66.8%	
2010-2011			23	703	30.6	56.5	3.3	0.5	17.1	666	556	83.5%	440	66.1%
	201050		4	101	25.3	7.5	0.5	0.1	15.8	100	95	95.0%	88	88.0%
		Health Science	4	101	25.3	7.5	0.5	0.1	15.8	100	95	95.0%	88	88.0%
	201070		9	296	32.9	23.7	1.3	0.1	18.1	276	223	80.8%	171	62.0%
		Health Science	9	296	32.9	23.7	1.3	0.1	18.1	276	223	80.8%	171	62.0%
	201130		10	306	30.6	25.3	1.5	0.3	16.8	290	238	82.1%	181	62.4%
Health Science		10	306	30.6	25.3	1.5	0.3	16.8	290	238	82.1%	181	62.4%	
Sum			83	2,347	28.3	183.6	11.2	2.6	16.4	2,204	1,949	88.4%	1,584	71.9%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:PHED	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			289	2,268	7.8	254.6	15.6	7.0	16.3	2,293	2,206	96.2%	1,970	85.9%
	200750		50	397	7.9	38.5	2.7	2.1	14.3	439	431	98.2%	394	89.7%
		Physical Education	50	397	7.9	38.5	2.7	2.1	14.3	439	431	98.2%	394	89.7%
	200770		101	884	8.8	103.6	6.1	2.4	17.0	869	835	96.1%	742	85.4%
		Physical Education	101	884	8.8	103.6	6.1	2.4	17.0	869	835	96.1%	742	85.4%
	200830		138	987	7.2	112.5	6.8	2.5	16.5	985	940	95.4%	834	84.7%
Physical Education		138	987	7.2	112.5	6.8	2.5	16.5	985	940	95.4%	834	84.7%	
2008-2009			298	2,344	7.9	255.8	15.1	7.3	16.9	2,192	2,026	92.4%	1,800	82.1%
	200850		46	417	9.1	38.0	2.3	1.5	16.3	435	422	97.0%	400	92.0%
		Physical Education	46	417	9.1	38.0	2.3	1.5	16.3	435	422	97.0%	400	92.0%
	200870		126	922	7.3	109.6	6.5	2.8	17.0	937	852	90.9%	742	79.2%
		Physical Education	126	922	7.3	109.6	6.5	2.8	17.0	937	852	90.9%	742	79.2%
	200930		126	1,005	8.0	108.2	6.3	3.1	17.1	820	752	91.7%	658	80.2%
Physical Education		126	1,005	8.0	108.2	6.3	3.1	17.1	820	752	91.7%	658	80.2%	
2009-2010			193	1,978	10.2	226.1	12.2	6.0	18.6	1,995	1,810	90.7%	1,626	81.5%
	200950		42	437	10.4	42.0	2.2	1.2	19.3	430	401	93.3%	355	82.6%
		Physical Education	42	437	10.4	42.0	2.2	1.2	19.3	430	401	93.3%	355	82.6%
	200970		79	809	10.2	96.2	5.2	2.3	18.7	816	746	91.4%	672	82.4%
		Physical Education	79	809	10.2	96.2	5.2	2.3	18.7	816	746	91.4%	672	82.4%
	201030		72	732	10.2	87.9	4.8	2.5	18.2	749	663	88.5%	599	80.0%
Physical Education		72	732	10.2	87.9	4.8	2.5	18.2	749	663	88.5%	599	80.0%	
2010-2011			137	1,558	11.4	181.0	10.1	4.7	17.9	1,543	1,362	88.3%	1,233	79.9%
	201050		10	177	17.7	17.4	0.8	0.2	21.7	173	157	90.8%	142	82.1%
		Physical Education	10	177	17.7	17.4	0.8	0.2	21.7	173	157	90.8%	142	82.1%
	201070		66	751	11.4	90.5	4.8	2.3	19.0	752	661	87.9%	594	79.0%
		Physical Education	66	751	11.4	90.5	4.8	2.3	19.0	752	661	87.9%	594	79.0%
	201130		61	630	10.3	73.2	4.5	2.3	16.1	618	544	88.0%	497	80.4%
Physical Education		61	630	10.3	73.2	4.5	2.3	16.1	618	544	88.0%	497	80.4%	
Sum			659	8,148	12.4	917.5	53.0	25.0	17.3	8,023	7,404	92.3%	6,629	82.6%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Sectic
7/15/2011

Subject:ADMJ Top Code:<All> Campus Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FT EF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			130	2,158	16.6	294.6	6.5	4.0	45.6	2,208	2,150	97.4%	1,993	90.3%
	200750		30	493	16.4	24.0	0.7	0.4	36.4	559	558	99.8%	544	97.3%
		Administration of Justice	30	493	16.4	24.0	0.7	0.4	36.4	559	558	99.8%	544	97.3%
	200770		56	957	17.1	123.6	2.6	1.6	47.6	975	950	97.4%	884	90.7%
		Administration of Justice	56	957	17.1	123.6	2.6	1.6	47.6	975	950	97.4%	884	90.7%
	200830		44	708	16.1	146.9	3.2	2.0	45.9	674	642	95.3%	565	83.8%
Administration of Justice		44	708	16.1	146.9	3.2	2.0	45.9	674	642	95.3%	565	83.8%	
2008-2009			71	1,165	16.4	277.1	5.6	4.2	49.5	1,418	1,300	91.7%	1,146	80.8%
	200850		6	110	18.3	9.2	0.0	0.0	0.0	110	110	100.0%	110	100.0%
		Administration of Justice	6	110	18.3	9.2	0.0	0.0	0.0	110	110	100.0%	110	100.0%
	200870		25	585	23.4	199.2	3.0	2.2	66.4	587	521	88.8%	421	71.7%
		Administration of Justice	25	585	23.4	199.2	3.0	2.2	66.4	587	521	88.8%	421	71.7%
	200930		40	470	11.8	68.7	2.6	2.0	26.4	721	669	92.8%	615	85.3%
Administration of Justice		40	470	11.8	68.7	2.6	2.0	26.4	721	669	92.8%	615	85.3%	
2009-2010			164	1,819	11.1	270.6	5.2	4.6	52.0	3,035	2,833	93.3%	2,665	87.8%
	200950		8	40	5.0	59.1	0.2	0.0	295.4	115	115	100.0%	107	93.0%
		Administration of Justice	8	40	5.0	59.1	0.2	0.0	295.4	115	115	100.0%	107	93.0%
	200970		78	644	8.3	102.8	2.2	2.2	46.7	1,601	1,509	94.3%	1,422	88.8%
		Administration of Justice	78	644	8.3	102.8	2.2	2.2	46.7	1,601	1,509	94.3%	1,422	88.8%
	201030		78	1,135	14.6	108.7	2.8	2.4	38.8	1,319	1,209	91.7%	1,136	86.1%
Administration of Justice		78	1,135	14.6	108.7	2.8	2.4	38.8	1,319	1,209	91.7%	1,136	86.1%	
2010-2011			155	2,453	15.8	229.2	5.4	4.8	42.5	2,674	2,539	95.0%	2,334	87.3%
	201050		8	102	12.8	48.2	0.2	0.0	241.0	110	109	99.1%	104	94.5%
		Administration of Justice	8	102	12.8	48.2	0.2	0.0	241.0	110	109	99.1%	104	94.5%
	201070		84	1,301	15.5	77.6	2.6	2.4	29.8	1,449	1,375	94.9%	1,261	87.0%
		Administration of Justice	84	1,301	15.5	77.6	2.6	2.4	29.8	1,449	1,375	94.9%	1,261	87.0%
	201130		63	1,050	16.7	103.4	2.6	2.4	39.8	1,115	1,055	94.6%	969	86.9%
Administration of Justice		63	1,050	16.7	103.4	2.6	2.4	39.8	1,115	1,055	94.6%	969	86.9%	
Sum			473	7,595	16.1	1,071.5	22.7	17.6	47.3	9,335	8,822	94.5%	8,138	87.2%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College
7/15/2011

Subject:AGRI Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			3	66	22.0	8.9	0.8	0.8	11.1	56	51	91.1%	40	71.4%	
	200770		1	18	18.0	3.8	0.4	0.4	9.5	14	14	100.0%	11	78.6%	
		Agriculture	1	18	18.0	3.8	0.4	0.4	9.5	14	14	100.0%	11	78.6%	
	200830			2	48	24.0	5.1	0.4	0.4	12.7	42	37	88.1%	29	69.0%
		Agriculture	2	48	24.0	5.1	0.4	0.4	12.7	42	37	88.1%	29	69.0%	
Sum			3	66	22.0	8.9	0.8	0.8	11.1	56	51	91.1%	40	71.4%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', §
7/15/2011

Subject:EMTC Top Code:<All> Campus Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			21	312	14.9	44.2	3.9	0.9	11.4	329	317	96.4%	271	82.4%
	200770		12	163	13.6	24.0	2.5	0.9	9.4	183	178	97.3%	151	82.5%
		EMT	12	163	13.6	24.0	2.5	0.9	9.4	183	178	97.3%	151	82.5%
	200830		9	149	16.6	20.1	1.3	0.0	15.0	146	139	95.2%	120	82.2%
		EMT	9	149	16.6	20.1	1.3	0.0	15.0	146	139	95.2%	120	82.2%
2008-2009			17	358	21.1	52.2	4.3	1.4	12.1	343	300	87.5%	251	73.2%
	200850		1	0	0.0	0.0	0.1	0.0	0.0	0	0	0.0%	0	0.0%
		EMT	1	0	0.0	0.0	0.1	0.0	0.0	0	0	0.0%	0	0.0%
	200870		9	193	21.4	25.6	2.1	0.5	11.9	185	165	89.2%	136	73.5%
		EMT	9	193	21.4	25.6	2.1	0.5	11.9	185	165	89.2%	136	73.5%
	200930		7	165	23.6	26.5	2.1	0.9	12.8	158	135	85.4%	115	72.8%
		EMT	7	165	23.6	26.5	2.1	0.9	12.8	158	135	85.4%	115	72.8%
2009-2010			22	427	19.4	60.7	4.4	1.9	13.8	402	347	86.3%	310	77.1%
	200970		11	200	18.2	27.6	2.2	0.9	12.6	194	174	89.7%	149	76.8%
		EMT	11	200	18.2	27.6	2.2	0.9	12.6	194	174	89.7%	149	76.8%
	201030		11	227	20.6	33.1	2.2	0.9	15.0	208	173	83.2%	161	77.4%
		EMT	11	227	20.6	33.1	2.2	0.9	15.0	208	173	83.2%	161	77.4%
2010-2011			18	371	20.6	51.5	4.4	1.9	11.8	348	314	90.2%	268	77.0%
	201070		9	179	19.9	23.7	2.1	0.9	11.0	160	148	92.5%	128	80.0%
		EMT	9	179	19.9	23.7	2.1	0.9	11.0	160	148	92.5%	128	80.0%
	201130		9	192	21.3	27.8	2.2	0.9	12.5	188	166	88.3%	140	74.5%
		EMT	9	192	21.3	27.8	2.2	0.9	12.5	188	166	88.3%	140	74.5%
Sum			75	1,468	19.6	208.6	17.0	6.1	12.3	1,422	1,278	89.9%	1,100	77.4%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:FACE	Top Code:<All>	Campus Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			5	167	33.4	15.8	0.8	0.2	19.8	152	145	95.4%	137	90.1%	
	200750		1	42	42.0	3.8	0.2	0.0	19.2	39	37	94.9%	36	92.3%	
		Family & Consumer Education	1	42	42.0	3.8	0.2	0.0	19.2	39	37	94.9%	36	92.3%	
	200770			1	46	46.0	4.3	0.2	0.0	21.4	41	39	95.1%	37	90.2%
		Family & Consumer Education	1	46	46.0	4.3	0.2	0.0	21.4	41	39	95.1%	37	90.2%	
	200830			3	79	26.3	7.7	0.4	0.2	19.3	72	69	95.8%	64	88.9%
Family & Consumer Education		3	79	26.3	7.7	0.4	0.2	19.3	72	69	95.8%	64	88.9%		
2008-2009			3	119	39.7	11.5	0.6	0.2	19.1	115	100	87.0%	88	76.5%	
	200850		1	40	40.0	3.7	0.2	0.0	18.6	40	36	90.0%	35	87.5%	
		Family & Consumer Education	1	40	40.0	3.7	0.2	0.0	18.6	40	36	90.0%	35	87.5%	
	200870			2	79	39.5	7.8	0.4	0.2	19.4	75	64	85.3%	53	70.7%
Family & Consumer Education		2	79	39.5	7.8	0.4	0.2	19.4	75	64	85.3%	53	70.7%		
Sum			8	286	35.8	27.3	1.4	0.4	19.5	267	245	91.8%	225	84.3%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject: FIRE | pp_Code: <A | Campus_Desc: <All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEF	FTEF	Adjunct FTEF	FTEF/ FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			1	0	0.0	0.6	0.0	0.0	0.0	4	4	100.0%	3	75.0%
	200830		1	0	0.0	0.6	0.0	0.0	0.0	4	4	100.0%	3	75.0%
		Fire Technology	1	0	0.0	0.6	0.0	0.0	0.0	4	4	100.0%	3	75.0%
2008-2009			2	11	5.5	0.0	0.0	0.0	0.0	18	13	72.2%	13	72.2%
	200930		2	11	5.5	0.0	0.0	0.0	0.0	18	13	72.2%	13	72.2%
		Fire Technology	2	11	5.5	0.0	0.0	0.0	0.0	18	13	72.2%	13	72.2%
2010-2011			4	73	18.3	7.6	0.8	0.8	9.4	73	59	80.8%	35	47.9%
	201070		2	45	22.5	4.8	0.4	0.4	11.9	45	34	75.6%	22	48.9%
		Fire Technology	2	45	22.5	4.8	0.4	0.4	11.9	45	34	75.6%	22	48.9%
	201130		2	28	14.0	2.8	0.4	0.4	7.0	28	25	89.3%	13	46.4%
		Fire Technology	2	28	14.0	2.8	0.4	0.4	7.0	28	25	89.3%	13	46.4%
Sum			7	84	12.0	8.2	0.8	0.8	10.2	95	76	80.0%	51	53.7%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College
7/15/2011

Subject:HCERS Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/ FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			51	795	15.6	127.2	15.8	11.6	8.0	708	660	93.2%	562	79.4%	
	200750		4	65	16.3	10.8	1.6	1.4	6.7	56	50	89.3%	47	83.9%	
		Health Careers	4	65	16.3	10.8	1.6	1.4	6.7	56	50	89.3%	47	83.9%	
	200770			20	304	15.2	42.4	6.8	5.0	6.2	272	258	94.9%	215	79.0%
		Health Careers	20	304	15.2	42.4	6.8	5.0	6.2	272	258	94.9%	215	79.0%	
	200830			27	426	15.8	74.1	7.4	5.2	10.0	380	352	92.6%	300	78.9%
Health Careers		27	426	15.8	74.1	7.4	5.2	10.0	380	352	92.6%	300	78.9%		
2008-2009			60	1,077	18.0	179.7	18.8	12.1	9.6	1,050	918	87.4%	743	70.8%	
	200850		3	51	17.0	6.5	0.9	0.7	6.8	51	45	88.2%	40	78.4%	
		Health Careers	3	51	17.0	6.5	0.9	0.7	6.8	51	45	88.2%	40	78.4%	
	200870			26	464	17.8	85.5	8.4	5.2	10.2	449	396	88.2%	316	70.4%
		Health Careers	26	464	17.8	85.5	8.4	5.2	10.2	449	396	88.2%	316	70.4%	
	200930			31	562	18.1	87.8	9.5	6.3	9.3	550	477	86.7%	387	70.4%
Health Careers		31	562	18.1	87.8	9.5	6.3	9.3	550	477	86.7%	387	70.4%		
2009-2010			72	1,525	21.2	234.2	20.5	13.9	11.4	1,563	1,324	84.7%	1,066	68.2%	
	200950		10	225	22.5	28.4	2.8	2.3	10.2	226	208	92.0%	186	82.3%	
		Health Careers	10	225	22.5	28.4	2.8	2.3	10.2	226	208	92.0%	186	82.3%	
	200970			32	623	19.5	93.8	8.2	5.4	11.4	660	536	81.2%	419	63.5%
		Health Careers	32	623	19.5	93.8	8.2	5.4	11.4	660	536	81.2%	419	63.5%	
	201030			30	677	22.6	112.0	9.4	6.2	11.9	677	580	85.7%	461	68.1%
Health Careers		30	677	22.6	112.0	9.4	6.2	11.9	677	580	85.7%	461	68.1%		
2010-2011			78	1,676	21.5	238.6	21.4	14.8	11.1	1,720	1,401	81.5%	1,088	63.3%	
	201050		13	334	25.7	39.2	3.9	2.8	10.0	332	294	88.6%	255	76.8%	
		Health Careers	13	334	25.7	39.2	3.9	2.8	10.0	332	294	88.6%	255	76.8%	
	201070			36	687	19.1	97.0	8.6	5.9	11.3	737	581	78.8%	452	61.3%
		Health Careers	36	687	19.1	97.0	8.6	5.9	11.3	737	581	78.8%	452	61.3%	
	201130			29	655	22.6	102.4	8.9	6.1	11.5	651	526	80.8%	381	58.5%
Health Careers		29	655	22.6	102.4	8.9	6.1	11.5	651	526	80.8%	381	58.5%		
Sum			221	5,073	23.0	779.8	76.5	52.4	10.2	5,041	4,303	85.4%	3,459	68.6%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College
 7/15/2011

Subject:INDT Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2008-2009			1	8	8.0	1.2	0.3	0.0	4.7	8	7	87.5%	7	87.5%
	200930		1	8	8.0	1.2	0.3	0.0	4.7	8	7	87.5%	7	87.5%
		Industrial Technology	1	8	8.0	1.2	0.3	0.0	4.7	8	7	87.5%	7	87.5%
Sum			1	8	8.0	1.2	0.3	0.0	4.7	8	7	87.5%	7	87.5%



**Sciences and Engineering
Annual Unit Plan Template
2012-2013 Academic Year**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The mission of the Science and Engineering Department is to provide the rigorous science and engineering foundation necessary for students to achieve the skills, knowledge, intellectual curiosity and scientific literacy essential for a wide range of professional, technical and academic careers. For students pursuing careers outside of science, an understanding of the processes and an appreciation for science is provided. The department mission supports the mission of the district and college by striving to provide excellent educational programs, services and opportunities for transfer and CTE students.

b. Program Applicability

The Science and Engineering Department includes the following course disciplines: Biology, Chemistry, Physical Geography, Geology, Physical Science, Engineering, and Physics. These disciplines offer courses that satisfy General Education requirements, requisites in Health Careers and Physical Education and transfer needs for Liberal Arts: Math and Science, General Science and Engineering majors.

c. Partnerships

We have an MOU with CSULB's Engineering Degree Completion Program. Five students were accepted into and four students joined the inaugural cohorts of this program in September of 2011. In conjunction with this in October 2011, we were named a sub-awardee on a STEM Collaboration grant from the Department of Education with Antelope Valley College as the lead, and CSULB as another sub-awardee. We will



get about \$12,000 for supplies and about \$50,000 for personnel.

We have had additional support from the local Engineering contractors to help offset some of our low enrolled engineering and science programs over the last several years. We also have an educational partnership with the China Lake NAWCWD which allows us access to certain types of lab equipment that would be prohibitively expensive (Mass Spectrometer for example)/

d. Distance Education

Our online offerings are geared toward completion of General Education requirements for Life and Physical Science. Generally we try to offer a Life and a Physical Science course every semester, at least one of which generally has a lab. The number of sections has been lower over the last year or so, most recently due to the dearth of online training opportunities. As a department we have had direct evidence of the importance of training for online instructors; we continue to hope a new pipeline is quickly put in place to replace the Cerro Coso Online Teaching Courses.

You could potentially get the Liberal Arts: Math and Science Degree online, but it would likely not allow you to transfer into a Science Degree at a 4-year College.

We do not teach ITV course currently in Sciences and Engineering, though they may be appropriate in the future at ESCC.

STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

Goal: Streamline course offerings by removing courses that are not relevant to our current degrees and general education needs.
Progress: 38 classes were deleted in the Spring of 2011.



Goal: To take ownership over all degrees related to our department, remove overlap from these degrees and clarify Program Learning Outcomes.

Progress: In Spring of 2011 (and again in the Fall of 2011), Liberal Arts: Math and Science was revised, and the PLOs were written.

Additionally, Engineering was rewritten so that it is more flexible for students and will limit the number of classes they have to take that may not transfer to the varying programs at the 4 year colleges. The revisions for General Sciences were begun in Spring of 2011 and finished in Fall 2011. This was the main target for removal of overlapping and confusing emphases: Liberal Arts and Engineering were removed as they are better addressed in the other individual degrees. Earth and Atmospheric Sciences and Physics were combined into a Physical Science Emphasis, and now the degree has a much more relevant list of core courses for transfer. Finally the Human Biology Emphasis was removed, as it was deemed to be more flexibly addressed by the Liberal Arts: Math and Science Degree.

Future: The three remaining emphases in the General Sciences Degree: Biology, Chemistry and Physical Science are in pretty good shape to be transitioned in to a Transfer Model Curricula, if they become available.

Goal: Work to make the labs at KRV and SK adequate for student learning and success. The labs at KRV and SK are make-due labs at best; certainly a sink and a bit of storage is the very minimum needed for a science lab.

Progress: In preparation for teaching Survey of Anatomy and Physiology at KRV in the Fall of 2011, the following models were purchased: ½ full body muscle model, heart model, brain model, an articulated and disarticulated skeleton, eye model, reproductive/urinary system models (totaling about \$4500). We also equipped the site with a set of 15 microscopes better matched for the course level offered at this site (costing about \$7500). This site has only a very minimal set of teaching slides, to remedy this would cost another \$2500-3000. Even with these improvements, there have been complaints from the students over the last couple of terms about the limited facilities at this site. For the foreseeable future, Physical Science labs cannot be taught at South Kern due to a deficit of equipment. We did equip this site with 6 matched microscopes for the Fall 2011 Biology Labs. The facilities at SK are definitely the most below par in the College, but they will likely need to stay that way until real lab space can be dedicated to these courses.

Future: There is discussion about moving both of these locations to new facilities. As these discussions progress, science lab needs are an imperative part of the planning.

Unit Priority and Resource Needed: The astronomical observatory is a 500,000 dollar facility that has four domes and twenty optical telescopes. We need a plan and commitment from administration to maintain and keep this great facility. The entire observatory compound is fenced, relatively easy to access and located at a somewhat remote part of the IWV campus where light pollution effects are minimized. In the future, the college needs to look at replacing the parking lot lighting with shaded lamps that light only the surface of the parking lot. On one of the domes the tracts that the door rides on to open has had some damage, and the lubricating strips need to be replaced. In the storage shed there has been some damage to the wood floor, and it needs to be repaired. Several of the shelving units in the storage sheds also need to be replaced. Finally, we have a dome that is currently not in use. We need to outfit it for use.



Progress: In the budgeting for this year (11-12), M&O included the dome and storage shed repair in their budget. This is an important sign that the College has committed to the observatory. The annual Star Party is also a commitment by the College. We have enough money in our account for one large project or several smaller; we are working on determining what they should be.

b. Review of Overall Department/Unit

Program Review:

We are in mid-cycle for the program reviews for this department. General Sciences Program Review will need to be completed by Fall 2016. Engineering Program's first review will take place Fall of 2015. Liberal Arts: Math and Science is apparently Fall 2014..

SLOs:

We are about 1/3 of the way done with the SLO assessment for our classes. About half of the classes that have been assessed had all of the SLOs met to target. The remaining courses had only one (or in one case two) unmet SLOs. In general the remedy appears to be refocusing on the deficient material. We also believe strengthening the prereqs for some of these classes in writing, reading and math with improve student success. We are currently putting reading and writing prereqs in place for Biology 141/145, 251, 255, 261 and Math pre reqs in place for PHSC 111, 115. Also see attachment.

Engineering Program:

The Engineering Program is in its fourth year. During this time frame, it has been a rocky ride. The loss of the partnership with CSU Fresno has strongly negatively impacted the program. Though, student numbers had increased to classes that finished with 16-20 students, we have dropped to smaller numbers over the last several years. As we are getting back on track with our new 4-year partner, CSULB, we need to do what we can to stabilize this program. We already have good commitment from the College and the community to run the classes we put in the schedule. Except in cases where there are 0 or 1 students, we have run the Engineering classes we have scheduled over the last couple of years.

A current priority for this year is to work to get our existing classes better articulated with a wider range of 4-year schools. Shannon Bliss is working with Heather Ostash to work with our Engineering Part Time Faculty to begin this process. We are also collaborating with Math to build a Matlab class that will have broad applicability and usefulness.



GE Offerings:

As a response to the budget crisis, Science offerings have been curtailed over the last couple years. General Education offerings in the Sciences have dropped well below the needs of the students, particularly at online. As a department we have had direct evidence of the importance of training for online instructors; we hope a new pipeline is quickly put in place to replace the Cerro Coso Online Teaching Courses. We are currently working on slowly growing these offerings to balance giving students some choices in courses to take in Life and Physical Sciences while still being very conservative about our offerings. In 2012-13 ESCC Mammoth and Bishop may be able to each offer a Science class every term. KRV will continue the trend of this year of having 3 science offerings during the year, though next year, it will be 2 physical science courses rather than 2 biology. We plan to offer biology and physical science courses online every term in 2012-13.

Facilities:

Finally, nearly 2 years after moving back into our remodeled labs, we have come to the point that we are not constantly trying to resolve unfinished or improperly done work from the construction. The temperature control in the fume hood room and labs has been resolved as far as it can be. We are disappointed that we do not have the local control of this we had been promised, but we seem to have achieved a state where the temperature issues are no longer dangerous. The air flow noise in the labs may never be ideal, but several of the areas have been resolved. As stated previously the sinks in all of the laboratories are far too shallow (they are less than 6 inches). Students, faculty and staff often use these sinks to clean beakers that have held chemicals and other items. Using the sinks as they are causes a lot of splashing out of the sink and it is probable that someone will get hurt. John Daly resolved this to some extent by purchasing a set of flow regulators. We were not able to get resolve on this issue in any other way.

As stated in last year's unit plan "As a department we would like to go on record to state that we were taken out of the conversations and decision making much too early. Though we can see the advantage of streamlining the conversations once construction is started, periodic consultation could have foreseen and avoided many of the issues that have come up with bringing the labs online."

The Science Lab remodel at IWV has resulted in classrooms that are more flexible in the number of students that are served. The level of technological connectivity is the best of all classrooms at the college.

Supplies and Equipment:

As we focus on student learning and success we are finding that we have some significant equipment needs to fully utilize our new high standard facilities. As we begin our collaborative grant with AVC and CSULB, we have an opportunity to address some of these needs. Although Sciences and Engineering maintains a list of prioritized equipment needed (currently with about \$80,000 on it), it is time to build an all encompassing, forward-looking list of equipment taking all fields in science and college sites into account. We will need to judiciously plan the use the grant funds, one-time general funds and donations from our industry partners equip these teaching labs focusing on optimal



student success. The attached budget has some equipment that we know we need in a timely manner as a precursor to this process.

The course offerings in the Sciences are costly in their supply needs. Scheduling of these classes needs to correspond to the supply money to run them. The chart below estimates the semester supply costs for our classes. Several changes have been made in this chart for 2012-13. As Astronomy has stabilized over the last couple of years, the supply costs have decreased. We now estimate it costs \$500 rather than \$1000 to run a section. On the other hand, in Biology we are finding our slide collections are aging and dissection animals are costing more. Anatomy, Survey of Anatomy and Physiology, and General Biology supply costs have been raised to the next higher costing category. Note the chart also gives the projected offerings form 2012-13.

Courses	Semester Supply Cost	Projected 11-12 Offering
most Physical Science offerings	\$200	6 Physical Science
Concepts of Biology, Human Physiology, Introduction to Chemistry, Engineering I-IV, Physics I-III, Astronomy	\$500	6 Biology 2 Physiology 2 Chemistry 4 ENGR 3 Physics 4 Astronomy
, General Biology, General Inorganic Chemistry I and II, Organic Chemistry I and II	\$750	2Biology 2 Chemistry
Anatomy, Survey of Anatomy and Physiology Microbiology	\$1000	1 A&P 3 Anatomy 2 MicroBiology

Staffing:

We have been able to hire 2 new full time faculty members over the last two years. This has stabilized much of our program through the College. We are particularly finding improvement in two particular areas. With two labs, the LVN prep and GE needs, it is crucial to have a full time presence in science at ESCC. Dennis Jensen is filling this role very well. Additionally we consider the Alex Shlanta Observatory to be a jewel of our Department and the College. Scott Cameron is providing the stability needed to maintain this facility optimally for student learning and success. The hire of the Astronomy TA in the Spring of 2011 will also contribute to this greatly.

We are finding that the recent changes in HRs hiring of part time faculty is starting to affect us. We have begun the process of soliciting applications for part time faculty in Biology and Physical Science at most of the college campuses.



c. Goals for Upcoming Year (next academic year). Three goals not required. If more goals needed, copy and paste additional boxes.

Goal 1 Build a ranked, all-encompassing, forward-looking list of equipment need by the Science and Engineering Department in the next 5 years taking all disciplines and college sites into account.

- 1. Connection to College Strategic Goals:* Strategic Plan 3: Seek opportunities to enhance the development and use of resources.
- 2. Specific internal* or external** condition(s) the goal is a response to:* We will likely not achieve the level of equipment availability found at larger colleges, but our students' education should not suffer because they attend a small rural college. Our part time faculty and students often comment on supply and equipment deficiencies.
- 3. Action Plan:* We will have focus group meetings with each scientific discipline to focus on needs over next 5 years, followed by a department meeting to prioritize among disciplines.
- 4. Measure of Success:* A ranked list of equipment need by the Science and Engineering Department in the next 5 years, with a purchasing schedule and possible funding source.

Goal 2 Investigate textbook alternatives of appropriate rigor and breadth to provide an equivalent educational experience to traditional textbooks.

- 1. Connection to College Strategic Goals:* Strategic Plan 1: Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.
- 2. Specific internal* or external** condition(s) the goal is a response to:* As a given student fees are rising in the State of California. In recent surveys of our students in Sciences and Engineering we found that they are often spending a thousand dollars a semester on textbooks.
- 3. Action Plan:* Research ebooks and renting plans to see if there are untapped resources out there that adequately address the needs of our students. Particular care must be taken to ensure that using an ebook does not adversely affect transferability of the class. This project will be headed by John Stenger Smith and Claudia Sellers. Relevant professional societies will be consulted.
- 4. Measure of Success:* A plan reviewing the options. Possible student focus groups to evaluate the materials.



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
none								

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

none

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
none					

Full-Time Faculty Staffing Justification:



none

c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Instructional Supplies	ESCCB	1	1 & 2	Student success in Biology	500	On-going	G
Instructional Supplies	ESCCB	1	1 & 2	Student success in Physical Science	200	On-going	G
Instructional Supplies	IWV	1	1 & 2	Student success in Biology: Micro & 2 Anatomy- \$3000, A&P- \$750, 2 Concepts, 2 General & Physiology- \$2500	7000	On-going	G
Instructional Supplies	IWV	1	1 & 2	Student success in Chemistry: 2 intro & 2 inorganic	2500	On-going	G
Instructional Supplies	IWV	1	1 & 2	Student success in Engineering: 4	2000	On-going	G
Instructional Supplies	IWV	1	1 & 2	Student success in Physical Science: 4 Astro- \$2000, 2 Physical Sci- \$400	2400	On-going	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Instructional Supplies	IWV	1	1 & 2	Student success in Physics: 3	1500	On-going	G
Instructional Supplies	KRV	1	1 & 2	Student success in Biology	500	On-going	G
Instructional Supplies	KRV	1	1 & 2	Student success in Physical Science- 2 Physical Sci- \$400	400	On-going	G
Instructional Supplies	ESCCM	1	1 & 2	Student success in Biology: Anatomy- &1000, Physiology & Concepts- \$1000	2000	On-going	G
Instructional Supplies	ESCCM	1	1 & 2	Student success in Physical Science	200	On-going	G
Instructional Supplies	SK	1	1 & 2	Student success in Biology	500	On-going	G
Instructional Supplies	SK	1	1 & 2	Student success in Physical Science	200	On-going	G
Laundry Service	IWV	1	1 & 2	Student success in Wash student lab coats	150	On-going	G

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Rotary Evaporator	IWV	1	1 & 2	Needed for student learning in Chemistry	8000	One time	G
Motion Detecting Devices (4)	IWV	1	1 & 2	Needed for student learning in physics	8000	One time	G
Analytical Balance	IWV	1	1 & 2	Needed for student learning in Chemistry	2500	One time	G
Hot/Cold Circulator	IWV	1	1 & 2	Needed for student learning in Chemistry	2500	One time	G
Digital Oscilloscopes (2)	IWV	1	1 & 2	Needed for student learning in physics	3000	One time	STEM grant
UV Spectrophotometer	IWV	1	1 & 2	Needed for student learning in Chemistry	8000	One time	STEM grant
Faraday's Law Experiment (2)	IWV	1	1 & 2	Needed for student learning in physics	3600	One time	STEM grant

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
30 copies of Matlab	IWV	1	1 & 2	Needed for student learning and success in mathematics, physics and engineering.			

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Course Field Trips	IWV	1	1 & 2	Necessary to support concepts in some science courses for student success	200	On-going	G
Course Field Trips	ESCCB	1	1 & 2	Necessary to support concepts in some science courses for student success	200	On-going	G
Course Field Trips	KRV	1	1 & 2	Necessary to support concepts in some science courses for student success	200	On-going	
Employee Travel	IWV	1	1 & 2	Necessary to repair or move technical equipment or supplies and maintain student success.	200	On-going	G
Employee Travel	ESCCB	1	1 & 2	Necessary to repair or move technical equipment or supplies and maintain student success.	100	On-going	G
Employee Travel	KRV	1	1 & 2	Necessary to repair or move technical equipment or supplies	100	On-going	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				and maintain student success.			

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:BIOL Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			36	765	21.3	107.0	8.3	2.0	12.8	742	644	86.8%	516	69.5%	
	200750		4	126	31.5	9.9	0.6	0.2	17.1	127	113	89.0%	105	82.7%	
		Biology	4	126	31.5	9.9	0.6	0.2	17.1	127	113	89.0%	105	82.7%	
	200770			17	315	18.5	49.6	4.4	1.2	11.3	297	264	88.9%	199	67.0%
		Biology	17	315	18.5	49.6	4.4	1.2	11.3	297	264	88.9%	199	67.0%	
	200830			15	324	21.6	47.5	3.4	0.7	14.1	318	267	84.0%	212	66.7%
Biology		15	324	21.6	47.5	3.4	0.7	14.1	318	267	84.0%	212	66.7%		
2008-2009			33	768	23.3	101.9	7.7	3.1	13.2	762	615	80.7%	461	60.5%	
	200850		4	116	29.0	8.2	0.6	0.2	14.2	105	98	93.3%	82	78.1%	
		Biology	4	116	29.0	8.2	0.6	0.2	14.2	105	98	93.3%	82	78.1%	
	200870		15	338	22.5	46.6	3.8	1.5	12.3	343	263	76.7%	180	52.5%	
		Biology	15	338	22.5	46.6	3.8	1.5	12.3	343	263	76.7%	180	52.5%	
	200930			14	314	22.4	47.1	3.4	1.4	14.0	314	254	80.9%	199	63.4%
Biology		14	314	22.4	47.1	3.4	1.4	14.0	314	254	80.9%	199	63.4%		
2009-2010			27	656	24.3	104.1	7.0	0.9	14.9	650	530	81.5%	394	60.6%	
	200950		3	94	31.3	8.1	0.5	0.1	16.6	93	77	82.8%	63	67.7%	
		Biology	3	94	31.3	8.1	0.5	0.1	16.6	93	77	82.8%	63	67.7%	
	200970		14	297	21.2	46.7	3.2	0.8	14.4	292	249	85.3%	176	60.3%	
		Biology	14	297	21.2	46.7	3.2	0.8	14.4	292	249	85.3%	176	60.3%	
	201030			10	265	26.5	49.2	3.3	0.0	15.1	265	204	77.0%	155	58.5%
Biology		10	265	26.5	49.2	3.3	0.0	15.1	265	204	77.0%	155	58.5%		
2010-2011			19	563	29.6	100.8	6.4	1.5	15.7	564	477	84.6%	351	62.2%	
	201050		1	34	34.0	3.2	0.2	0.0	15.8	34	27	79.4%	19	55.9%	
		Biology	1	34	34.0	3.2	0.2	0.0	15.8	34	27	79.4%	19	55.9%	
	201070		10	305	30.5	51.6	3.2	0.8	16.1	306	254	83.0%	188	61.4%	
		Biology	10	305	30.5	51.6	3.2	0.8	16.1	306	254	83.0%	188	61.4%	
	201130			8	224	28.0	46.0	3.0	0.7	15.3	224	196	87.5%	144	64.3%
Biology		8	224	28.0	46.0	3.0	0.7	15.3	224	196	87.5%	144	64.3%		
Sum			99	2,752	27.8	413.7	29.5	7.5	14.0	2,718	2,266	83.4%	1,722	63.4%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:CHEM Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEF	FTEF	Adjunct FTEF	FTEF/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			9	97	10.8	22.4	2.5	0.8	8.8	93	91	97.8%	87	93.5%
	200770		4	59	14.8	13.8	1.3	0.4	10.3	57	55	96.5%	52	91.2%
		Chemistry	4	59	14.8	13.8	1.3	0.4	10.3	57	55	96.5%	52	91.2%
	200830		5	38	7.6	8.6	1.2	0.4	7.1	36	36	100.0%	35	97.2%
Chemistry		5	38	7.6	8.6	1.2	0.4	7.1	36	36	100.0%	35	97.2%	
2008-2009			6	114	19.0	26.5	2.2	0.4	12.1	115	107	93.0%	97	84.3%
	200870		3	68	22.7	15.6	1.3	0.4	12.3	69	63	91.3%	60	87.0%
		Chemistry	3	68	22.7	15.6	1.3	0.4	12.3	69	63	91.3%	60	87.0%
	200930		3	46	15.3	10.9	0.9	0.0	11.7	46	44	95.7%	37	80.4%
Chemistry		3	46	15.3	10.9	0.9	0.0	11.7	46	44	95.7%	37	80.4%	
2009-2010			8	123	15.4	29.1	2.7	0.0	10.6	122	113	92.6%	108	88.5%
	200970		3	67	22.3	16.0	1.3	0.0	12.0	66	61	92.4%	57	86.4%
		Chemistry	3	67	22.3	16.0	1.3	0.0	12.0	66	61	92.4%	57	86.4%
	201030		5	56	11.2	13.1	1.4	0.0	9.3	56	52	92.9%	51	91.1%
Chemistry		5	56	11.2	13.1	1.4	0.0	9.3	56	52	92.9%	51	91.1%	
2010-2011			5	109	21.8	25.1	1.8	0.0	13.9	107	97	90.7%	93	86.9%
	201070		2	61	30.5	13.9	0.9	0.0	16.1	60	53	88.3%	53	88.3%
		Chemistry	2	61	30.5	13.9	0.9	0.0	16.1	60	53	88.3%	53	88.3%
	201130		3	48	16.0	11.1	0.9	0.0	11.9	47	44	93.6%	40	85.1%
Chemistry		3	48	16.0	11.1	0.9	0.0	11.9	47	44	93.6%	40	85.1%	
Sum			28	443	15.8	103.0	9.3	1.2	11.1	437	408	93.4%	385	88.1%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:ENGR Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2008-2009			2	30	15.0	6.3	0.8	0.8	8.3	32	30	93.8%	27	84.4%	
	200870		1	13	13.0	2.7	0.4	0.4	6.9	14	14	100.0%	13	92.9%	
		Engineering	1	13	13.0	2.7	0.4	0.4	6.9	14	14	100.0%	13	92.9%	
	200930			1	17	17.0	3.6	0.4	0.4	9.8	18	16	88.9%	14	77.8%
		Engineering	1	17	17.0	3.6	0.4	0.4	9.8	18	16	88.9%	14	77.8%	
2009-2010			3	59	19.7	10.5	1.0	1.0	10.5	59	51	86.4%	50	84.7%	
	200970		2	42	21.0	6.9	0.6	0.6	11.4	42	36	85.7%	35	83.3%	
		Engineering	2	42	21.0	6.9	0.6	0.6	11.4	42	36	85.7%	35	83.3%	
	201030			1	17	17.0	3.6	0.4	0.4	9.0	17	15	88.2%	15	88.2%
		Engineering	1	17	17.0	3.6	0.4	0.4	9.0	17	15	88.2%	15	88.2%	
2010-2011			2	17	8.5	3.2	0.6	0.6	5.3	17	16	94.1%	15	88.2%	
	201070		2	17	8.5	3.2	0.6	0.6	5.3	17	16	94.1%	15	88.2%	
		Engineering	2	17	8.5	3.2	0.6	0.6	5.3	17	16	94.1%	15	88.2%	
Sum			7	106	15.1	20.0	2.4	2.4	8.4	108	97	89.8%	92	85.2%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:GEOL Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			4	99	24.8	19.7	1.4	0.4	14.1	94	85	90.4%	59	62.8%
	200770		3	75	25.0	14.7	1.0	0.4	14.7	71	65	91.5%	47	66.2%
		Geology	3	75	25.0	14.7	1.0	0.4	14.7	71	65	91.5%	47	66.2%
	200830		1	24	24.0	5.1	0.4	0.0	12.7	23	20	87.0%	12	52.2%
		Geology	1	24	24.0	5.1	0.4	0.0	12.7	23	20	87.0%	12	52.2%
2008-2009			3	81	27.0	11.9	1.0	0.4	11.9	82	69	84.1%	48	58.5%
	200870		1	19	19.0	2.0	0.2	0.0	10.0	19	16	84.2%	10	52.6%
		Geology	1	19	19.0	2.0	0.2	0.0	10.0	19	16	84.2%	10	52.6%
	200930		2	62	31.0	9.9	0.8	0.4	12.3	63	53	84.1%	38	60.3%
		Geology	2	62	31.0	9.9	0.8	0.4	12.3	63	53	84.1%	38	60.3%
2010-2011			1	32	32.0	6.8	0.4	0.4	16.9	32	30	93.8%	29	90.6%
	201070		1	32	32.0	6.8	0.4	0.4	16.9	32	30	93.8%	29	90.6%
		Geology	1	32	32.0	6.8	0.4	0.4	16.9	32	30	93.8%	29	90.6%
Sum			8	212	26.5	38.4	2.8	1.2	13.7	208	184	88.5%	136	65.4%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:PHYS Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			3	40	13.3	11.2	1.6	1.6	7.0	38	34	89.5%	32	84.2%	
	200770		1	12	12.0	3.4	0.5	0.5	6.3	11	10	90.9%	10	90.9%	
		Physics	1	12	12.0	3.4	0.5	0.5	6.3	11	10	90.9%	10	90.9%	
	200830			2	28	14.0	7.8	1.1	1.1	7.3	27	24	88.9%	22	81.5%
		Physics	2	28	14.0	7.8	1.1	1.1	7.3	27	24	88.9%	22	81.5%	
2008-2009			3	44	14.7	12.3	1.6	1.6	7.7	44	41	93.2%	38	86.4%	
	200870		1	14	14.0	3.9	0.5	0.5	7.3	14	14	100.0%	11	78.6%	
		Physics	1	14	14.0	3.9	0.5	0.5	7.3	14	14	100.0%	11	78.6%	
	200930			2	30	15.0	8.4	1.1	1.1	7.9	30	27	90.0%	27	90.0%
		Physics	2	30	15.0	8.4	1.1	1.1	7.9	30	27	90.0%	27	90.0%	
2009-2010			3	47	15.7	13.1	1.6	1.6	8.2	47	41	87.2%	36	76.6%	
	200970		1	14	14.0	3.9	0.5	0.5	7.3	14	13	92.9%	13	92.9%	
		Physics	1	14	14.0	3.9	0.5	0.5	7.3	14	13	92.9%	13	92.9%	
	201030			2	33	16.5	9.2	1.1	1.1	8.6	33	28	84.8%	23	69.7%
		Physics	2	33	16.5	9.2	1.1	1.1	8.6	33	28	84.8%	23	69.7%	
2010-2011			3	34	11.3	9.4	1.6	1.6	5.9	34	30	88.2%	28	82.4%	
	201070		1	10	10.0	2.7	0.5	0.5	5.1	10	9	90.0%	8	80.0%	
		Physics	1	10	10.0	2.7	0.5	0.5	5.1	10	9	90.0%	8	80.0%	
	201130			2	24	12.0	6.7	1.1	1.1	6.3	24	21	87.5%	20	83.3%
		Physics	2	24	12.0	6.7	1.1	1.1	6.3	24	21	87.5%	20	83.3%	
Sum			12	165	13.8	46.0	6.4	6.4	7.2	163	146	89.6%	134	82.2%	

v Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code =

Subject:PHSC|Top_Code:<All>|Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			16	449	28.1	46.2	2.9	1.6	15.8	416	369	88.7%	303	72.8%
	200770		6	171	28.5	18.9	1.1	0.6	17.8	155	145	93.5%	117	75.5%
		Physical Science	6	171	28.5	18.9	1.1	0.6	17.8	155	145	93.5%	117	75.5%
	200830		10	278	27.8	27.3	1.9	1.0	14.6	261	224	85.8%	186	71.3%
		Physical Science	10	278	27.8	27.3	1.9	1.0	14.6	261	224	85.8%	186	71.3%
2008-2009			14	391	27.9	34.0	2.8	1.7	12.4	389	325	83.5%	243	62.5%
	200850		1	17	17.0	1.6	0.2	0.0	7.9	13	9	69.2%	8	61.5%
		Physical Science	1	17	17.0	1.6	0.2	0.0	7.9	13	9	69.2%	8	61.5%
	200870		4	125	31.3	11.8	0.9	0.7	13.3	125	109	87.2%	93	74.4%
		Physical Science	4	125	31.3	11.8	0.9	0.7	13.3	125	109	87.2%	93	74.4%
	200930		9	249	27.7	20.6	1.7	1.0	12.4	251	207	82.5%	142	56.6%
		Physical Science	9	249	27.7	20.6	1.7	1.0	12.4	251	207	82.5%	142	56.6%
2009-2010			12	429	35.8	49.9	2.9	2.9	17.2	431	336	78.0%	285	66.1%
	200950		2	63	31.5	6.1	0.4	0.4	15.3	63	44	69.8%	34	54.0%
		Physical Science	2	63	31.5	6.1	0.4	0.4	15.3	63	44	69.8%	34	54.0%
	200970		7	222	31.7	25.9	1.6	1.6	16.2	223	176	78.9%	145	65.0%
		Physical Science	7	222	31.7	25.9	1.6	1.6	16.2	223	176	78.9%	145	65.0%
	201030		3	144	48.0	17.8	0.9	0.9	19.8	145	116	80.0%	106	73.1%
		Physical Science	3	144	48.0	17.8	0.9	0.9	19.8	145	116	80.0%	106	73.1%
2010-2011			17	541	31.8	58.6	3.8	1.4	15.4	544	437	80.3%	380	69.9%
	201050		2	61	30.5	4.1	0.4	0.4	10.2	61	39	63.9%	34	55.7%
		Physical Science	2	61	30.5	4.1	0.4	0.4	10.2	61	39	63.9%	34	55.7%
	201070		7	211	30.1	26.1	1.6	0.4	16.3	211	172	81.5%	158	74.9%
		Physical Science	7	211	30.1	26.1	1.6	0.4	16.3	211	172	81.5%	158	74.9%
	201130		8	269	33.6	28.4	1.8	0.6	15.8	272	226	83.1%	188	69.1%
		Physical Science	8	269	33.6	28.4	1.8	0.6	15.8	272	226	83.1%	188	69.1%
Sum			59	1,810	30.7	188.7	12.4	7.6	15.2	1,780	1,467	82.4%	1,211	68.0%

Sciences and Engineering SLO Summary: Report 2010-11

The completed Assessment Worksheets are available in our Department archives.

Biology 112: This course has 6 SLOs. The students successfully met all but one of them. “80% of students will be able to relate important processes to plant form and function.” Only 33% of students met this SLO. Due to its dry nature, plant structures may not be the best topic for the last section of the class. Try to move this back to middle.

Assessed Spring 2011

Biology 251: This course has 10 SLOs. The student successfully met the content SLOs, but “Identify microscopic and gross anatomical structures in laboratory setting” had slightly lower success than the target- 65% rather than 70% of students met this SLO. More lab experiences will be offered in the future. Student success could also be improved by increasing lab opportunities- more models and better slides.

Assessed Spring 2011

Chemistry 101: This course has 8 SLOs. All were met by the students.

Assessed Spring2011

Chemistry 113: This course has 8 SLOs. The students met all but one of them- Demonstrate an understanding of and calculate the driving force behind electrochemical reactions. This is a complex topic. More time will be spent balancing the electrochemical equations in future years. This is an improvement over Spring of 2010 (50%).

Assessed Spring 2011

PHSC 101: This course has 5 SLOs. Students successfully met all but one of them, and that one nearly- the target was 75%; successful students were 73%. We hope the change in prereq for this class will increase student success for this SLO and the others.

Assessed Spring 2011

PHSC 102: This course has 6 SLOs. Students successfully met all but two of them, and those nearly- the target was 75%; successful students were 73% for both. We hope the change in prereq for this class will increase student success for this SLO and the others.

Assessed Spring 2011

PHSC 111: This course has 5 SLOs. All were met by the students.

Assessed Spring2011

PHSC 102: This course has 6 SLOs. Students successfully met all but one of them, and it nearly- the target was 75%; successful students were 73% - mostly due to mathematical and set up errors. We hope the change in prereq for this class will increase student success for this SLO and the others.

Assessed Spring 2011

PHSC 125: This course has 8 SLOs. All were met and well exceeded by the students.

Assessed Spring2011

PHYS 111: This course has 5 SLOs. The students successfully met all but one of them “Understand and solve equations involving gravitation, fluid statics and dynamics, oscillation and simple harmonic motion.” It is assumed that the inabilities observed are due to the fact that appropriate level experiments in most of these areas are difficult to design and execute. The use of on-line educational videos of these concepts may improve the students abilities to apply the requisite physics theory to problems in these areas.

Assessed Spring 2011, though the instructor was able to look back on exams for this course over 3 years.

PHYS 211: This course has 5 SLOs. The students successfully met all targets.

Assessed Spring 2011.

Econ 101 Introduction to Economics		Spring 2011 - Hightower	
	Student Learning Outcome	Assessment	Analysis
A	Distinguish among the different market forces of supply and demand and the changes that can affect the final product.	This will be assessed and scored by an exam.	On the midterm exam students were asked: 1) Define opportunity cost. What is the opportunity cost to you of attending college? What was your opportunity cost of coming to class today? 2) What is the difference between a "change in demand" and a "change in quantity demanded?" Graph your answer. 3) For each of the following changes, determine whether there will be a change in quantity demanded or a change in demand. a) a change in the price of a related good b) a change in tastes c) a change in the number of buyers d) a change in price e) a change in consumer expectations f) a change in income. In the Spring 2011 Bishop/Mammoth section, 16 students participated in the exam. The average score on this section of the exam was 72% with 8 students (50%) scoring over 80%.
B	Contrast various economic growth theories and the forces that affect economic and political decisions.	This will be assessed and scored by an exam.	Students responded in writing to the following: Which of the following policies do you think would be most effective at boosting growth and living standards in a poor country over the long run? A) Offer tax incentives for investment by local firms b) Offer tax incentives for investment by foreign firms c) Give cash payments for good school attendance d) Crack down on gvt corruption e) Restrict imports to protect domestic industries f) allow free trade g) Give away condoms. In the Spring 2011 Bishop/Mammoth section, 9 students participated. All 9 (100%) provided meaningful analyses and rationales for their policy rankings.

C	Measure the different types of costs that affect the final output.	This will be assessed and scored by an exam.	Students participated in questions revolving around the topic of, "Measuring a Nations Income". In the Spring 2011 Bishop/Mammoth section, 13 students participated. The average score was 61.5% with 3 students scoring 80% or higher.
D	Demonstrate a level of economic literacy that results in critical evaluation of economic issues.	This will be assessed by a paper, scored with a rubric.	Students read an article titled, "The Most Important Economic Indicator", analyzed it, and responded to several questions and scenarios. In the Spring 2011 Bishop Mammoth section, 9 students participated. The average score was 77.8% with 5 of the 9 students scoring 80% or higher.
E	Explain economic efficiency of resources allocation through market mechanisms.	This will be assessed and scored by an exam.	Students participated in questions revolving around the topic of, "Consumers, Producers, and Efficiency of Markets". In the Spring 2011 Bishop/Mammoth section, 11 students participated. The average score was 84% with 6 students scoring 80% or higher.

ECON 102 - Macroeconomics		Fall 2011 - Stephens, Hightower, Edwards	
	Student Learning Outcome	Assessment	Analysis
A	Identify and distinguish among the basic tools of economic analysis as they apply to macroeconomic issues and the intricacies of simultaneous macroeconomic relations.	This will be assessed and scored by an exam.	In a class of over 30 students, Spring 2011, Stephens35251, on the third test, students were asked (Q.25) to do the following: Read the news clip, then answer the following questions: "Despite some optimism about the seeds of recovery, the Congressional Budget Office (CBO) sees joblessness rising. The CBO sees unemployment peaking at 10.4% next year from an average of 9.3% this year before falling to 9.1% in 2011." Source: Fortune, August 25, 2009. Before the recession began, the U.S. unemployment rate was about 6 percent. As a recession begins, firms quickly make layoffs. The resulting rise in unemployment is mainly a type of

_____ unemployment. A: seasonal; B: frictional; C: natural; D: cyclical; E: structural (Answer: D, cyclical). 76% of the students answered the question correctly.

B Differentiate between the macroeconomic issues and the implications on national income accounting, unemployment, outsourcing, globalization, and inflation.

This will be assessed and scored by an exam.

On the fourth test (Q. 5), students examined a table that showed some of the items in the U.S. National Income and Product Accounts in 2000, then were asked to calculate the difference GDP, GNP, and U.S. National Income in 2000. Additional questions were the following: 1. In 2000, GDP minus GNP was _____ trillion. 2. The magnitude of difference can determined by _____. 3. In 2000, GNP minus U.S. National Income was _____ trillion. (Answers: 1: 0 ; 2. Net factor income from abroad; 3. 1.2). Over 75% of the class answered the question correctly.

C Distinguish between monetary and fiscal policies and the practical applications and how these policies affect our lives.

This will be assessed and scored by an exam.

The fourth test (Q. 9), asked the following: The bias in the CPI leads to _____ in government outlays and _____ in government tax receipts. 1 : increases, increases; 2: decreases, increases; 3: decreases, decreases; 4: increases, decreases (Answer: D, increases, decreases). Over 75% of the class answered the question correctly.

D Identify historical changes in economic institutions, social relations, and international exchange.

This will be assessed and scored by an exam.

In a class of over 30 students, Test 5 (Q. 9) asked the following: All of the following statements about classical growth theory are true except: A: an increasing population brings a diminishing return to labor; B: no matter how much technological change occurs, real wage rates are always pushed back toward the subsistence level; C: capital does not experience diminishing returns; D: it is sometimes called Malthusian theory.

(Answer: C). Over 64% of the class got the question right. Additionally, Homework 5 contained a variety of questions involving classical and neoclassical economic growth theories. In Homework 5, students got over 85% of the questions correct.

E Discuss economic issues reported in financial publications.

This will be assessed by a paper, scored with a rubric.

Discussion Five involved the following topic: As you read a newspaper or business magazine, watch a TV news show, or browse a news website, you often come across reports about GDP. What do these reports mean for you? Where in the National Income and Product Accounts do your transactions appear? How can you use information about GDP in your life? What are the non-market goods and services that you produce? How would you go about valuing them? Responses varied; over 90% of the students posted answers that responded to the questions.

ECON 103 Microeconomics

Student Learning Outcome

Assessment

Analysis

A	<p>Discuss the fundamental principles of scarcity, opportunity cost, and goals in our economy.</p>	<p>This will be assessed and scored by an exam.</p>	<p>Students discussed the following topic: Chapter One emphasizes several key economic questions: what, how, and for whom? The State of California is grappling with those questions as well while attempting to fix a nearly \$28 billion budget deficit. Since Cerro Coso College is located in California, considering some solutions to the state's finances might be useful. Pretend that you are the governor of California. What budget solutions would you propose to remedy the budget crisis? Remember that as the elected governor, you have pledged to represent the interests of all of the state's residents. In Spring 2011 (Stephens69506), with a class of over 30 students, 95% of the students were able to correctly respond to the discussion topic.</p>
B	<p>Determine practical application of consumer demand theory and the concept of elasticity of demand.</p>	<p>This will be assessed and scored by an exam.</p>	<p>Test 3, questions 1—6, asked various questions regarding elasticity of demand. Sample, question 6: An advance in technology lowers the price of a laptop. If the demand for laptops is inelastic, laptop sales will ___ and total revenue will _____. (Answers: rise, fall) Over 82% of the students answered the question correctly.</p>
C	<p>Identify the basic tools of microeconomic analysis as they apply to a firm's decisions in various types of product and factor markets.</p>	<p>This will be assessed and scored by an exam.</p>	<p>Test 3, questions 13--23, asked questions on producer surplus, consumer surplus, and total revenue. Over 70% of the students answered the questions correctly.</p>

D Solve problem profit maximization and cost minimization decisions.

This will be assessed and scored by an exam.

Test 3, questions 25—30, asked questions regarding maximum surplus, profit, and deadweight loss. Sample: question 30, “Chrysler is shutting 800 dealerships and they must be closed by June 9, 2009. O’Bryhim, a dealer in Virginia, today sold a new Nitro at a discount of 40%-- \$17,510 instead of the regular price of \$29,170. As June 9 approaches, O’Bryhim expects he will have to increase the discount and mark prices down further to sell all the cars on his lot. If next week, O’Bryhim increases the discount to 50%, the price of a new Nitro ____ and the producer surplus on a new Nitro _____. (Answers: falls, decreases). Test 3, questions 25--30, over 68% of the students answered the questions correctly.

PSYC C211 Lifespan Development – SLO’s, Assessments, Analysis

Spring 2011 -

Kost

Student Learning Outcomes	Assessment	Analysis
<p>A. Identify the relatively predictable biological, psychological, and social changes that occur for all people across the lifespan.</p>	<p>This will be assessed and scored by an exam.</p>	<p>In a class of over 30 students, Test 1, questions 5-12, asked various questions regarding identifying biological, psychological, and social changes. Sample, question 7: “The key developmental processes in lifespan development include all of the following except:” A: cognitive processes; B: biological processes; C: socioemotional processes; D: physical/sensory processes. (Answer: D) Over 85% of the class answered the question correctly. Test 1, questions 5-12, asked questions regarding changes throughout the lifespan. Over 77% of the</p>

		students answered the questions correctly.
B. Evaluate the impact of culture and gender on lifespan development issues.	This will be assessed and scored by a paper, scored with a rubric.	Discussion Nine involved the following topic: As you read a newspaper or magazine, watch television, or browse the Internet, you often come across the mainstream media influencing culture and gender, specifically pertaining to this discussion with the adolescent population. What do you believe to be some of the factors in how the media can influence adolescents in regards to how they view their body image? Can you recall a time in which the mass media had a direct effect on you when you were an adolescent – such as how you dressed, spoke, ate, etc.? Do you think the media plays any role in the development of adolescent eating disorders? Did this assignment help you to form any new opinions, reactions, etc. to our mass media with regards to the adolescent population? Responses varied; over 90% of the students posted answers that responded to the questions.
C. Evaluate the leading developmental theories.	This will be assessed and scored by a paper, scored with a rubric.	Students were asked to write a position paper by choosing from a list of possible topics and to also incorporate and evaluate a leading developmental theory to support their position. Students were asked to clearly articulate a pro or con viewpoint regarding the chosen topic and to also include personal examples and/or opinions regarding their position. The assignment needed to show significant research with at least 4-6

		properly cited sources. In a class of over 30 students, over 75% of the students completed the assignment.
D. Understand basic research methods and able to evaluate a developmental research study.	This will be assessed and scored by a paper, scored with a rubric.	Students were asked to discuss the following topics: "What are the four steps of the scientific method? How can theory and hypotheses be defined? What are two main psychoanalytic theories? What are some contributions and criticisms of the psychoanalytic theories?" With a class of over 30 students, over 85% of the students were able to correctly respond to the discussion topic.
E. Articulate typical developmental vulnerabilities, potential crises, and appropriate interventions across the lifespan.	This will be assessed and scored by an exam.	Test 4, questions 32-40, asked various questions regarding developmental vulnerabilities and potential crises. Sample, question 37: "In the United States, _____ euthanasia is generally more accepted than _____ euthanasia." A: active/passive; B: passive/active; C: spontaneous/prearranged; D: prearranged/spontaneous. (Answers: B) Over 86% of the class answered the question correctly. Test 4, questions 32-40, asked questions regarding appropriate interventions across the lifespan. In a class of over 30 students, over 75% of the students answered the questions correctly.



Annual Unit Plan Template

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The mission of the Social Sciences Department is to promote student success and critical thinking by offering high quality course offerings that enable student to fulfill general education, major and transfer requirements.

b. Program Applicability

Through course offerings in Economics, History, Human Services, Political Science, Psychology, and Sociology, the Social Sciences Department promotes students' understanding of themselves and other individuals in a social context and global framework. Students may earn an A.A. degree in Liberal Arts or take individual courses to partially fulfill their general education requirements, or complete a degree or a certificate in Human Services. In addition, completing Social Sciences courses assists students in transferring to four-year colleges or universities.

c. Partnerships

Human Services has a variety of partnerships:

- Kern County Dept of Human Services
- IWV Women's Center
- IWV Family Resource Center
- IWV DART Client Services
- KRV Family Resource Center
- KRV Salvation Army
- Center for Positive Change, Lake Isabella
- Kern County Aging & Adult Services
- Mary K Shell - Crisis Hotline, Bakersfield
- IMAH - Inyo Mono Asso for Handicapped
- IMACA - Inyo Mono Advocates for Community Action
- Inyo Mono Dept of Health and Human Services
- OAISM - Ombudsman Advocacy Services for Inyo/Mono
- Owens Valley Career and Development Center



Wild Iris - Bishop
Progress House - Bishop

c. Distance Education

Classes in Social Sciences have a distance education component and are offered via either online or iTV. The classes fulfill the college mission by allowing remote learners to complete their A.A. degrees in Liberal Arts and to complete general education requirements.

STEP 2: EXPLAIN YOUR PLANNING

a. Review of Past Goals

A. The department, in conjunction with the Humanities Department, will develop assessment methods for state reporting on the Social and Behavioral area of two SLOs in the General Education pattern:

- Identify and analyze theories explaining the individual, social, historical, political or economic activities of men and women.
- Identify and apply methods used by social scientists to study human behavior, such as observation, hypothesis development, experimentation, evaluation of evidence or measurement and data collection, used by social scientists to study human behavior.



b. Review of Overall Department/Unit

The last unit plan revealed that the department needed two new faculty. Instead, the department got one new faculty.

The most recent SLO assessments did not reveal any gaps to be addressed. Future SLO assessments may reveal gaps; if so, those gaps will be addressed in the future.

c. Current Year Goal:

Goal 1

Connection to College Strategic Goals: Strengthen instructional programs and services.

Specific internal or external** condition(s) the goal is a response to:* Increase student retention and success rates throughout the department.

Action Plan: The department will meet several times a year to discuss methods of increasing and measuring student retention and success rates.

Measure of Success: The department will review program review data to determine if student retention and success rates have increased.

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized. Please see the attached Criteria for Prioritization of Resource Requests chart for a complete list of codes and explanations for prioritization.)



a. Classified Staffing

Position Title	Position Description	Priority	Strategic Plan goal addressed by this position	Provide a detailed rationale for the requested position. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
a1.									
a2.									

Classified Staffing: Explain why the work of this position cannot be assigned to current staff

N/A

Classified Staffing: Describe impact on the college if the position is not filled

N/A

b. Full-Time Faculty Staffing

Position	Department	Location	Priority	Strategic Plan goal addressed by this position	Enrollment Data/Growth Trends	Full-time/Part-time Faculty Ratio	Productivity	Funding Source: G=General Fund R=Restricted (be specific)
b1.								
b2.								

Full-Time Faculty Staffing: Provide a detailed rationale for the requested position

N/A

c. Supplies (per unit cost less than \$500). Enter requests on lines below.



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
c1.							
c2.							
c3.							
c4.							
c5.							

d. Non-Technology Equipment (per unit cost greater than \$500). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
d1.							
d2.							
d3.							
d4.							

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e1.							
e2.							
e3.							
e4.							

f. Facilities. Enter requests on lines below.



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
f1.							
f2.							

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
g1.							
g2.							
g3.							
g4.							
g5.							

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
h1.							
h2.							
h3.							

STEP 4: ATTACH LAST YEAR'S SLO ASSESSMENT DATA

	Student Learning Outcome	Assessment	Analysis
A	Distinguish among the different market forces of supply and demand and the changes that can affect the final product.	This will be assessed and scored by an exam.	On the midterm exam students were asked: 1) Define opportunity cost. What is the opportunity cost to you of attending college? What was your opportunity cost of coming to class today? 2) What is the difference between a "change in demand" and a "change in quantity demanded?" Graph your answer. 3) For each of the following changes, determine whether there will be a change in quantity demanded or a change in demand. a) a change in the price of a related good b) a change in tastes c) a change in the number of buyers d) a change in price e) a change in consumer expectations f) a change in income. In the Spring 2011 Bishop/Mammoth section, 16 students participated in the exam. The average score on this section of the exam was 72% with 8 students (50%) scoring over 80%.



B Contrast various economic growth theories and the forces that affect economic and political decisions.	This will be assessed and scored by an exam.	Students responded in writing to the following: Which of the following policies do you think would be most effective at boosting growth and living standards in a poor country over the long run? A) Offer tax incentives for investment by local firms b) Offer tax incentives for investment by foreign firms c) Give cash payments for good school attendance d) Crack down on gvt corruption e) Restrict imports to protect domestic industries f) allow free trade g) Give away condoms. In the Spring 2011 Bishop/Mammoth section, 9 students participated. All 9 (100%) provided meaningful analyses and rationales for their policy rankings.
C Measure the different types of costs that affect the final output.	This will be assessed and scored by an exam.	Students participated in questions revolving around the topic of, "Measuring a Nations Income". In the Spring 2011 Bishop/Mammoth section, 13 students participated. The average score was 61.5% with 3 students scoring 80% or higher.
D Demonstrate a level of economic literacy that results in critical evaluation of economic issues.	This will be assessed by a paper, scored with a rubric.	Students read an article titled, "The Most Important Economic Indicator", analyzed it, and responded to several questions and scenarios. In the Spring 2011 Bishop Mammoth section, 9 students participated. The average score was 77.8% with 5 of the 9 students scoring 80% or higher.



E Explain economic efficiency of resources allocation through market mechanisms.

This will be assessed and scored by an exam.

Students participated in questions revolving around the topic of, "Consumers, Producers, and Efficiency of Markets". In the Spring 2011 Bishop/Mammoth section, 11 students participated. The average score was 84% with 6 students scoring 80% or higher.

ECON 102 - Macroeconomics

Fall 2011 - Stephens, Hightower, Edwards

	Student Learning Outcome	Assessment	Analysis
A	Identify and distinguish among the basic tools of economic analysis as they apply to macroeconomic issues and the intricacies of simultaneous macroeconomic relations.	This will be assessed and scored by an exam.	In a class of over 30 students, Spring 2011, Stephens35251, on the third test, students were asked (Q.25) to do the following: Read the news clip, then answer the following questions: "Despite some optimism about the seeds of recovery, the Congressional Budget Office (CBO) sees joblessness rising. The CBO sees unemployment peaking at 10.4% next year from an average of 9.3% this year before falling to 9.1% in 2011." Source: Fortune, August 25, 2009. Before the recession began, the U.S. unemployment rate was about 6 percent. As a recession begins, firms quickly make layoffs. The resulting rise in unemployment is mainly a type of _____ unemployment. A: seasonal; B: frictional; C: natural; D: cyclical; E: structural (Answer: D, cyclical). 76% of the students answered the question correctly.



B Differentiate between the macroeconomic issues and the implications on national income accounting, unemployment, outsourcing, globalization, and inflation.

This will be assessed and scored by an exam.

On the fourth test (Q. 5), students examined a table that showed some of the items in the U.S. National Income and Product Accounts in 2000, then were asked to calculate the difference GDP, GNP, and U.S. National Income in 2000. Additional questions were the following: 1. In 2000, GDP minus GNP was ____ trillion. 2. The magnitude of difference can be determined by _____. 3. In 2000, GNP minus U.S. National Income was ____ trillion. (Answers: 1: 0 ; 2. Net factor income from abroad; 3. 1.2). Over 75% of the class answered the question correctly.

C Distinguish between monetary and fiscal policies and the practical applications and how these policies affect our lives.

This will be assessed and scored by an exam.

The fourth test (Q. 9), asked the following: The bias in the CPI leads to ____ in government outlays and ____ in government tax receipts. 1 : increases, increases; 2: decreases, increases; 3: decreases, decreases; 4: increases, decreases (Answer: D, increases, decreases). Over 75% of the class answered the question correctly.



D Identify historical changes in economic institutions, social relations, and international exchange.

This will be assessed and scored by an exam.

In a class of over 30 students, Test 5 (Q. 9) asked the following: All of the following statements about classical growth theory are true except: A: an increasing population brings a diminishing return to labor; B: no matter how much technological change occurs, real wage rates are always pushed back toward the subsistence level; C: capital does not experience diminishing returns; D: it is sometimes called Malthusian theory. (Answer: C). Over 64% of the class got the question right. Additionally, Homework 5 contained a variety of questions involving classical and neoclassical economic growth theories. In Homework 5, students got over 85% of the questions correct.



E Discuss economic issues reported in financial publications.

This will be assessed by a paper, scored with a rubric.

Discussion Five involved the following topic: As you read a newspaper or business magazine, watch a TV news show, or browse a news website, you often come across reports about GDP. What do these reports mean for you? Where in the National Income and Product Accounts do your transactions appear? How can you use information about GDP in your life? What are the non-market goods and services that you produce? How would you go about valuing them? Responses varied; over 90% of the students posted answers that responded to the questions.

ECON 103 Microeconomics

Student Learning Outcome

Assessment

Analysis



A Discuss the fundamental principles of scarcity, opportunity cost, and goals in our economy.	This will be assessed and scored by an exam.	Students discussed the following topic: Chapter One emphasizes several key economic questions: what, how, and for whom? The State of California is grappling with those questions as well while attempting to fix a nearly \$28 billion budget deficit. Since Cerro Coso College is located in California, considering some solutions to the state's finances might be useful. Pretend that you are the governor of California. What budget solutions would you propose to remedy the budget crisis? Remember that as the elected governor, you have pledged to represent the interests of all of the state's residents. In Spring 2011 (Stephens69506), with a class of over 30 students, 95% of the students were able to correctly respond to the discussion topic.
B Determine practical application of consumer demand theory and the concept of elasticity of demand.	This will be assessed and scored by an exam.	Test 3, questions 1—6, asked various questions regarding elasticity of demand. Sample, question 6: An advance in technology lowers the price of a laptop. If the demand for laptops is inelastic, laptop sales will ___ and total revenue will _____. (Answers: rise, fall) Over 82% of the students answered the question correctly.
C Identify the basic tools of microeconomic analysis as they apply to a firm's decisions in various types of product and factor markets.	This will be assessed and scored by an exam.	Test 3, questions 13--23, asked questions on producer surplus, consumer surplus, and total revenue. Over 70% of the students answered the questions correctly.



D Solve problem profit maximization and cost minimization decisions.

This will be assessed and scored by an exam.

Test 3, questions 25—30, asked questions regarding maximum surplus, profit, and deadweight loss. Sample: question 30, “Chrysler is shutting 800 dealerships and they must be closed by June 9, 2009. O’Bryhim, a dealer in Virginia, today sold a new Nitro at a discount of 40%--\$17,510 instead of the regular price of \$29,170. As June 9 approaches, O’Bryhim expects he will have to increase the discount and mark prices down further to sell all the cars on his lot. If next week, O’Bryhim increases the discount to 50%, the price of a new Nitro ____ and the producer surplus on a new Nitro _____. (Answers: falls, decreases). Test 3, questions 25--30, over 68% of the students answered the questions correctly.

PSYC C211 Lifespan Development – SLO’s, Assessments, Analysis

Spring 2011 - Kost

Student Learning Outcomes	Assessment	Analysis
A. Identify the relatively predictable biological, psychological, and social changes that occur for all people across the lifespan.	This will be assessed and scored by an exam.	In a class of over 30 students, Test 1, questions 5-12, asked various questions regarding identifying biological, psychological, and social changes. Sample, question 7: “The key developmental processes in lifespan development include all of the

		<p>following except:" A: cognitive processes; B: biological processes; C: socioemotional processes; D: physical/sensory processes. (Answer: D) Over 85% of the class answered the question correctly. Test 1, questions 5-12, asked questions regarding changes throughout the lifespan. Over 77% of the students answered the questions correctly.</p>
<p>B. Evaluate the impact of culture and gender on lifespan development issues.</p>	<p>This will be assessed and scored by a paper, scored with a rubric.</p>	<p>Discussion Nine involved the following topic: As you read a newspaper or magazine, watch television, or browse the Internet, you often come across the mainstream media influencing culture and gender, specifically pertaining to this discussion with the adolescent population. What do you believe to be some of the factors in how the media can influence adolescents in regards to how they view their body image? Can you recall a time in which the mass media had a direct effect on you when you were an adolescent – such as how you dressed, spoke, ate, etc.? Do you think the media plays any role in the development of</p>

		<p>adolescent eating disorders? Did this assignment help you to form any new opinions, reactions, etc. to our mass media with regards to the adolescent population? Responses varied; over 90% of the students posted answers that responded to the questions.</p>
<p>C. Evaluate the leading developmental theories.</p>	<p>This will be assessed and scored by a paper, scored with a rubric.</p>	<p>Students were asked to write a position paper by choosing from a list of possible topics and to also incorporate and evaluate a leading developmental theory to support their position. Students were asked to clearly articulate a pro or con viewpoint regarding the chosen topic and to also include personal examples and/or opinions regarding their position. The assignment needed to show significant research with at least 4-6 properly cited sources. In a class of over 30 students, over 75% of the students completed the assignment.</p>
<p>D. Understand basic research methods and able to evaluate a developmental research study.</p>	<p>This will be assessed and scored by a paper, scored with a rubric.</p>	<p>Students were asked to discuss the following topics: "What are the four steps of the scientific method? How can theory and hypotheses be defined? What</p>

		<p>are two main psychoanalytic theories? What are some contributions and criticisms of the psychoanalytic theories?" With a class of over 30 students, over 85% of the students were able to correctly respond to the discussion topic.</p>
<p>E. Articulate typical developmental vulnerabilities, potential crises, and appropriate interventions across the lifespan.</p>	<p>This will be assessed and scored by an exam.</p>	<p>Test 4, questions 32-40, asked various questions regarding developmental vulnerabilities and potential crises. Sample, question 37: "In the United States, _____ euthanasia is generally more accepted than _____ euthanasia." A: active/passive; B: passive/active; C: spontaneous/prearranged; D: prearranged/spontaneous. (Answers: B) Over 86% of the class answered the question correctly. Test 4, questions 32-40, asked questions regarding appropriate interventions across the lifespan. In a class of over 30 students, over 75% of the students answered the questions correctly.</p>



Program Review Data

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:ECON	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	S	
2007-2008			12	289	24.1	27.0	2.0	1.5	13.5	260	231	88.8%		
	200750		3	97	32.3	8.7	0.6	0.5	14.5	95	88	92.6%		
		Economics	3	97	32.3	8.7	0.6	0.5	14.5	95	88	92.6%		
	200770			5	93	18.6	9.0	0.8	0.6	11.2	82	72	87.8%	
		Economics	5	93	18.6	9.0	0.8	0.6	11.2	82	72	87.8%		
	200830			4	99	24.8	9.4	0.6	0.4	15.6	83	71	85.5%	
Economics		4	99	24.8	9.4	0.6	0.4	15.6	83	71	85.5%			
2008-2009			12	409	34.1	38.8	2.4	1.6	16.2	408	354	86.8%		
	200850		3	106	35.3	9.9	0.6	0.4	16.5	106	91	85.8%		
		Economics	3	106	35.3	9.9	0.6	0.4	16.5	106	91	85.8%		
	200870			3	103	34.3	9.9	0.6	0.6	16.6	104	87	83.7%	
		Economics	3	103	34.3	9.9	0.6	0.6	16.6	104	87	83.7%		
	200930			6	200	33.3	19.0	1.2	0.6	15.8	198	176	88.9%	
Economics		6	200	33.3	19.0	1.2	0.6	15.8	198	176	88.9%			
2009-2010			21	706	33.6	67.4	3.8	1.0	17.7	706	621	88.0%		
	200950		3	123	41.0	11.5	0.6	0.0	19.1	123	112	91.1%		
		Economics	3	123	41.0	11.5	0.6	0.0	19.1	123	112	91.1%		
	200970			8	252	31.5	24.2	1.4	0.4	17.3	253	224	88.5%	
		Economics	8	252	31.5	24.2	1.4	0.4	17.3	253	224	88.5%		
	201030			10	331	33.1	31.8	1.8	0.6	17.6	330	285	86.4%	
Economics		10	331	33.1	31.8	1.8	0.6	17.6	330	285	86.4%			
2010-2011			21	656	31.2	60.0	4.0	0.4	15.0	658	540	82.1%		
	201050		5	208	41.6	19.4	1.0	0.0	19.4	211	173	82.0%		
		Economics	5	208	41.6	19.4	1.0	0.0	19.4	211	173	82.0%		
	201070			8	236	29.5	20.4	1.6	0.2	12.8	235	198	84.3%	
Economics		8	236	29.5	20.4	1.6	0.2	12.8	235	198	84.3%			



	201130		8	212	26.5	20.2	1.4	0.2	14.5	212	169	79.7%
		Economics	8	212	26.5	20.2	1.4	0.2	14.5	212	169	79.7%
Sum			63	2,060	32.7	193.3	12.2	4.5	15.8	2,032	1,746	85.9%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:HIST	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	
2007-2008			36	1,068	29.7	107.4	6.1	4.2	17.5	949	847	89.3%	627	
	200750		6	208	34.7	19.0	1.2	1.0	15.8	195	175	89.7%	120	
		History	6	208	34.7	19.0	1.2	1.0	15.8	195	175	89.7%	120	
	200770			17	484	28.5	49.6	2.9	1.8	17.3	438	391	89.3%	296
		History	17	484	28.5	49.6	2.9	1.8	17.3	438	391	89.3%	296	
	200830			13	376	28.9	38.8	2.1	1.4	18.7	316	281	88.9%	211
History		13	376	28.9	38.8	2.1	1.4	18.7	316	281	88.9%	211		
2008-2009			34	1,117	32.9	112.1	5.6	3.2	19.9	1,070	874	81.7%	676	
	200850		6	214	35.7	19.6	1.2	1.0	16.4	206	159	77.2%	123	
		History	6	214	35.7	19.6	1.2	1.0	16.4	206	159	77.2%	123	
	200870			14	465	33.2	48.0	2.2	1.0	22.1	440	374	85.0%	285
		History	14	465	33.2	48.0	2.2	1.0	22.1	440	374	85.0%	285	
	200930			14	438	31.3	44.5	2.3	1.2	19.6	424	341	80.4%	268
History		14	438	31.3	44.5	2.3	1.2	19.6	424	341	80.4%	268		
2009-2010			34	1,029	30.3	104.2	5.9	4.5	17.6	1,041	841	80.8%	620	
	200950		5	172	34.4	16.6	1.0	0.8	16.6	175	144	82.3%	97	
		History	5	172	34.4	16.6	1.0	0.8	16.6	175	144	82.3%	97	
	200970			13	406	31.2	41.6	2.3	1.5	18.4	412	327	79.4%	258
		History	13	406	31.2	41.6	2.3	1.5	18.4	412	327	79.4%	258	
	201030			16	451	28.2	46.0	2.7	2.3	17.2	454	370	81.5%	265
History		16	451	28.2	46.0	2.7	2.3	17.2	454	370	81.5%	265		
2010-2011			38	1,208	31.8	118.9	6.7	5.5	17.7	1,212	942	77.7%	673	
	201050		5	200	40.0	18.8	1.0	1.0	18.8	203	156	76.8%	121	
		History	5	200	40.0	18.8	1.0	1.0	18.8	203	156	76.8%	121	

Revised: 11/7/11



	201070		16	516	32.3	50.9	2.9	2.3	17.8	516	398	77.1%	278
		History	16	516	32.3	50.9	2.9	2.3	17.8	516	398	77.1%	278
	201130		17	492	28.9	49.1	2.9	2.3	17.1	493	388	78.7%	274
		History	17	492	28.9	49.1	2.9	2.3	17.1	493	388	78.7%	274
Sum			130	4,422	34.0	442.5	24.4	17.5	18.1	4,272	3,504	82.0%	2,590

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:HMSV	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded
2008-2009			8	113	14.1	11.9	0.6	0.0	19.8	117	97	82.9%	80
	200870		4	48	12.0	5.1	0.2	0.0	25.3	49	44	89.8%	32
		Human Services	4	48	12.0	5.1	0.2	0.0	25.3	49	44	89.8%	32
	200930			4	65	16.3	6.8	0.4	0.0	17.1	68	53	77.9%
Human Services		4	65	16.3	6.8	0.4	0.0	17.1	68	53	77.9%	48	
2009-2010			12	131	10.9	12.7	1.1	0.0	11.2	132	116	87.9%	104
	200970		6	65	10.8	5.7	0.7	0.0	7.8	66	58	87.9%	48
		Human Services	6	65	10.8	5.7	0.7	0.0	7.8	66	58	87.9%	48
	201030			6	66	11.0	7.0	0.4	0.0	17.4	66	58	87.9%
Human Services		6	66	11.0	7.0	0.4	0.0	17.4	66	58	87.9%	56	
2010-2011			13	131	10.1	15.0	0.7	0.0	20.5	131	117	89.3%	105
	201070		6	66	11.0	8.2	0.3	0.0	24.5	66	58	87.9%	53
		Human Services	6	66	11.0	8.2	0.3	0.0	24.5	66	58	87.9%	53
	201130			7	65	9.3	6.9	0.4	0.0	17.2	65	59	90.8%
Human Services		7	65	9.3	6.9	0.4	0.0	17.2	65	59	90.8%	52	
Sum			33	375	11.4	39.6	2.5	0.0	16.1	380	330	86.8%	289

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:POLS	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
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Revised: 11/7/11



2007-2008			17	505	29.7	49.3	2.9	1.8	17.2	458	410	89.5%	332	72.5%
	200750		3	98	32.7	7.9	0.6	0.4	13.2	75	71	94.7%	55	73.3%
		Political Science	3	98	32.7	7.9	0.6	0.4	13.2	75	71	94.7%	55	73.3%
	200770		5	147	29.4	14.9	0.8	0.6	18.6	138	127	92.0%	98	71.0%
		Political Science	5	147	29.4	14.9	0.8	0.6	18.6	138	127	92.0%	98	71.0%
	200830		9	260	28.9	26.5	1.5	0.8	18.1	245	212	86.5%	179	73.1%
Political Science		9	260	28.9	26.5	1.5	0.8	18.1	245	212	86.5%	179	73.1%	
2008-2009			12	409	34.1	42.1	2.2	1.2	19.1	394	328	83.2%	276	70.1%
	200850		2	58	29.0	5.8	0.4	0.2	14.6	59	55	93.2%	46	78.0%
		Political Science	2	58	29.0	5.8	0.4	0.2	14.6	59	55	93.2%	46	78.0%
	200870		7	233	33.3	23.6	1.2	0.8	19.7	218	174	79.8%	151	69.3%
		Political Science	7	233	33.3	23.6	1.2	0.8	19.7	218	174	79.8%	151	69.3%
	200930		3	118	39.3	12.6	0.6	0.2	21.0	117	99	84.6%	79	67.5%
Political Science		3	118	39.3	12.6	0.6	0.2	21.0	117	99	84.6%	79	67.5%	
2009-2010			14	380	27.1	42.4	2.3	1.8	18.7	406	362	89.2%	281	69.2%
	200950		2	42	21.0	6.4	0.4	0.2	16.0	66	58	87.9%	50	75.8%
		Political Science	2	42	21.0	6.4	0.4	0.2	16.0	66	58	87.9%	50	75.8%
	200970		5	157	31.4	16.7	0.8	0.8	20.8	159	142	89.3%	108	67.9%
		Political Science	5	157	31.4	16.7	0.8	0.8	20.8	159	142	89.3%	108	67.9%
	201030		7	181	25.9	19.4	1.1	0.8	18.2	181	162	89.5%	123	68.0%
Political Science		7	181	25.9	19.4	1.1	0.8	18.2	181	162	89.5%	123	68.0%	
2010-2011			13	404	31.1	40.1	2.4	2.2	16.7	406	361	88.9%	264	65.0%
	201050		1	39	39.0	3.7	0.2	0.2	18.6	40	32	80.0%	27	67.5%
		Political Science	1	39	39.0	3.7	0.2	0.2	18.6	40	32	80.0%	27	67.5%
	201070		6	187	31.2	18.0	1.0	1.0	18.0	187	170	90.9%	123	65.8%
		Political Science	6	187	31.2	18.0	1.0	1.0	18.0	187	170	90.9%	123	65.8%
	201130		6	178	29.7	18.4	1.2	1.0	15.3	179	159	88.8%	114	63.7%
Political Science		6	178	29.7	18.4	1.2	1.0	15.3	179	159	88.8%	114	63.7%	
Sum			56	1,698	30.3	173.9	9.7	7.0	17.9	1,664	1,461	87.8%	1,153	69.3%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:PSYC	Top_Code:<All>	Campus_Desc:<All>
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Revised: 11/7/11



ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTEF	Total Grades	# Retained	% Retained	
2007-2008			25	715	28.6	71.3	4.7	1.6	15.3	661	588	89.0%	
	200750		5	124	24.8	11.8	1.0	0.4	11.8	117	97	82.9%	
		Psychology	5	124	24.8	11.8	1.0	0.4	11.8	117	97	82.9%	
	200770			10	296	29.6	29.9	2.0	0.6	15.0	279	246	88.2%
		Psychology	10	296	29.6	29.9	2.0	0.6	15.0	279	246	88.2%	
	200830			10	295	29.5	29.6	1.7	0.6	17.8	265	245	92.5%
Psychology		10	295	29.5	29.6	1.7	0.6	17.8	265	245	92.5%		
2008-2009			34	965	28.4	96.3	5.9	2.2	16.4	958	804	83.9%	
	200850		6	170	28.3	16.5	1.2	1.0	13.7	167	146	87.4%	
		Psychology	6	170	28.3	16.5	1.2	1.0	13.7	167	146	87.4%	
	200870			11	398	36.2	39.6	2.2	0.6	18.0	391	326	83.4%
		Psychology	11	398	36.2	39.6	2.2	0.6	18.0	391	326	83.4%	
	200930			17	397	23.4	40.2	2.5	0.6	16.3	400	332	83.0%
Psychology		17	397	23.4	40.2	2.5	0.6	16.3	400	332	83.0%		
2009-2010			41	1,158	28.2	115.3	7.3	2.0	15.9	1,166	962	82.5%	
	200950		5	175	35.0	16.9	1.0	0.6	16.9	178	135	75.8%	
		Psychology	5	175	35.0	16.9	1.0	0.6	16.9	178	135	75.8%	
	200970			16	500	31.3	50.4	3.2	1.0	15.8	503	427	84.9%
		Psychology	16	500	31.3	50.4	3.2	1.0	15.8	503	427	84.9%	
	201030			20	483	24.2	48.0	3.1	0.4	15.7	485	400	82.5%
Psychology		20	483	24.2	48.0	3.1	0.4	15.7	485	400	82.5%		
2010-2011			46	1,459	31.7	141.8	8.6	2.6	16.4	1,459	1,156	79.2%	
	201050		10	339	33.9	32.4	2.0	0.6	16.2	340	257	75.6%	
		Psychology	10	339	33.9	32.4	2.0	0.6	16.2	340	257	75.6%	
	201070			19	613	32.3	60.4	3.8	1.4	15.9	613	513	83.7%
		Psychology	19	613	32.3	60.4	3.8	1.4	15.9	613	513	83.7%	
	201130			17	507	29.8	49.0	2.8	0.6	17.4	506	386	76.3%
Psychology		17	507	29.8	49.0	2.8	0.6	17.4	506	386	76.3%		
Sum			145	4,297	29.6	424.7	26.4	8.3	16.1	4,244	3,510	82.7%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College
7/15/2011

Subject: SOCI	Top_Code: <All>	Campus_Desc: <All>
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Revised: 11/7/11



ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			17	513	30.2	49.0	3.0	2.4	16.3	493	430	87.2%	329	66.7%
	200750		4	106	26.5	9.6	0.6	0.6	16.0	102	93	91.2%	73	71.6%
		Sociology	4	106	26.5	9.6	0.6	0.6	16.0	102	93	91.2%	73	71.6%
	200770		8	231	28.9	22.7	1.6	1.0	14.2	220	197	89.5%	159	72.3%
		Sociology	8	231	28.9	22.7	1.6	1.0	14.2	220	197	89.5%	159	72.3%
	200830		5	176	35.2	16.7	0.8	0.8	20.9	171	140	81.9%	97	56.7%
Sociology		5	176	35.2	16.7	0.8	0.8	20.9	171	140	81.9%	97	56.7%	
2008-2009			18	573	31.8	55.1	2.8	2.6	19.7	566	478	84.5%	335	59.2%
	200850		4	132	33.0	12.2	0.6	0.6	20.3	131	110	84.0%	81	61.8%
		Sociology	4	132	33.0	12.2	0.6	0.6	20.3	131	110	84.0%	81	61.8%
	200870		8	244	30.5	23.4	1.2	1.0	19.5	237	196	82.7%	132	55.7%
		Sociology	8	244	30.5	23.4	1.2	1.0	19.5	237	196	82.7%	132	55.7%
	200930		6	197	32.8	19.5	1.0	1.0	19.5	198	172	86.9%	122	61.6%
Sociology		6	197	32.8	19.5	1.0	1.0	19.5	198	172	86.9%	122	61.6%	
2009-2010			21	697	33.2	68.6	3.8	2.4	18.1	703	573	81.5%	422	60.0%
	200950		4	151	37.8	14.1	0.8	0.6	17.6	152	133	87.5%	94	61.8%
		Sociology	4	151	37.8	14.1	0.8	0.6	17.6	152	133	87.5%	94	61.8%
	200970		8	260	32.5	25.9	1.4	0.8	18.5	261	201	77.0%	156	59.8%
		Sociology	8	260	32.5	25.9	1.4	0.8	18.5	261	201	77.0%	156	59.8%
	201030		9	286	31.8	28.7	1.6	1.0	17.9	290	239	82.4%	172	59.3%
Sociology		9	286	31.8	28.7	1.6	1.0	17.9	290	239	82.4%	172	59.3%	
2010-2011			30	975	32.5	94.1	5.4	3.2	17.4	987	771	78.1%	587	59.5%
	201050		8	292	36.5	27.7	1.6	0.8	17.3	303	229	75.6%	185	61.1%
		Sociology	8	292	36.5	27.7	1.6	0.8	17.3	303	229	75.6%	185	61.1%
	201070		10	293	29.3	28.6	1.8	1.4	15.9	294	240	81.6%	175	59.5%
		Sociology	10	293	29.3	28.6	1.8	1.4	15.9	294	240	81.6%	175	59.5%
	201130		12	390	32.5	37.8	2.0	1.0	18.9	390	302	77.4%	227	58.2%
Sociology		12	390	32.5	37.8	2.0	1.0	18.9	390	302	77.4%	227	58.2%	
Sum			84	2,758	32.8	266.8	15.0	10.6	17.8	2,749	2,252	81.9%	1,673	60.9%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:ECON Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			12	289	24.1	27.0	2.0	1.5	13.5	260	231	88.8%	183	70.4%
	200750		3	97	32.3	8.7	0.6	0.5	14.5	95	88	92.6%	72	75.8%
		Economics	3	97	32.3	8.7	0.6	0.5	14.5	95	88	92.6%	72	75.8%
	200770		5	93	18.6	9.0	0.8	0.6	11.2	82	72	87.8%	54	65.9%
		Economics	5	93	18.6	9.0	0.8	0.6	11.2	82	72	87.8%	54	65.9%
	200830		4	99	24.8	9.4	0.6	0.4	15.6	83	71	85.5%	57	68.7%
Economics		4	99	24.8	9.4	0.6	0.4	15.6	83	71	85.5%	57	68.7%	
2008-2009			12	409	34.1	38.8	2.4	1.6	16.2	408	354	86.8%	282	69.1%
	200850		3	106	35.3	9.9	0.6	0.4	16.5	106	91	85.8%	81	76.4%
		Economics	3	106	35.3	9.9	0.6	0.4	16.5	106	91	85.8%	81	76.4%
	200870		3	103	34.3	9.9	0.6	0.6	16.6	104	87	83.7%	70	67.3%
		Economics	3	103	34.3	9.9	0.6	0.6	16.6	104	87	83.7%	70	67.3%
	200930		6	200	33.3	19.0	1.2	0.6	15.8	198	176	88.9%	131	66.2%
Economics		6	200	33.3	19.0	1.2	0.6	15.8	198	176	88.9%	131	66.2%	
2009-2010			21	706	33.6	67.4	3.8	1.0	17.7	706	621	88.0%	441	62.5%
	200950		3	123	41.0	11.5	0.6	0.0	19.1	123	112	91.1%	84	68.3%
		Economics	3	123	41.0	11.5	0.6	0.0	19.1	123	112	91.1%	84	68.3%
	200970		8	252	31.5	24.2	1.4	0.4	17.3	253	224	88.5%	170	67.2%
		Economics	8	252	31.5	24.2	1.4	0.4	17.3	253	224	88.5%	170	67.2%
	201030		10	331	33.1	31.8	1.8	0.6	17.6	330	285	86.4%	187	56.7%
Economics		10	331	33.1	31.8	1.8	0.6	17.6	330	285	86.4%	187	56.7%	
2010-2011			21	656	31.2	60.0	4.0	0.4	15.0	658	540	82.1%	363	55.2%
	201050		5	208	41.6	19.4	1.0	0.0	19.4	211	173	82.0%	103	48.8%
		Economics	5	208	41.6	19.4	1.0	0.0	19.4	211	173	82.0%	103	48.8%
	201070		8	236	29.5	20.4	1.6	0.2	12.8	235	198	84.3%	142	60.4%
		Economics	8	236	29.5	20.4	1.6	0.2	12.8	235	198	84.3%	142	60.4%
	201130		8	212	26.5	20.2	1.4	0.2	14.5	212	169	79.7%	118	55.7%
Economics		8	212	26.5	20.2	1.4	0.2	14.5	212	169	79.7%	118	55.7%	
Sum			63	2,060	32.7	193.3	12.2	4.5	15.8	2,032	1,746	85.9%	1,269	62.5%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:HIST	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			36	1,068	29.7	107.4	6.1	4.2	17.5	949	847	89.3%	627	66.1%
	200750		6	208	34.7	19.0	1.2	1.0	15.8	195	175	89.7%	120	61.5%
		History	6	208	34.7	19.0	1.2	1.0	15.8	195	175	89.7%	120	61.5%
	200770		17	484	28.5	49.6	2.9	1.8	17.3	438	391	89.3%	296	67.6%
		History	17	484	28.5	49.6	2.9	1.8	17.3	438	391	89.3%	296	67.6%
	200830		13	376	28.9	38.8	2.1	1.4	18.7	316	281	88.9%	211	66.8%
History		13	376	28.9	38.8	2.1	1.4	18.7	316	281	88.9%	211	66.8%	
2008-2009			34	1,117	32.9	112.1	5.6	3.2	19.9	1,070	874	81.7%	676	63.2%
	200850		6	214	35.7	19.6	1.2	1.0	16.4	206	159	77.2%	123	59.7%
		History	6	214	35.7	19.6	1.2	1.0	16.4	206	159	77.2%	123	59.7%
	200870		14	465	33.2	48.0	2.2	1.0	22.1	440	374	85.0%	285	64.8%
		History	14	465	33.2	48.0	2.2	1.0	22.1	440	374	85.0%	285	64.8%
	200930		14	438	31.3	44.5	2.3	1.2	19.6	424	341	80.4%	268	63.2%
History		14	438	31.3	44.5	2.3	1.2	19.6	424	341	80.4%	268	63.2%	
2009-2010			34	1,029	30.3	104.2	5.9	4.5	17.6	1,041	841	80.8%	620	59.6%
	200950		5	172	34.4	16.6	1.0	0.8	16.6	175	144	82.3%	97	55.4%
		History	5	172	34.4	16.6	1.0	0.8	16.6	175	144	82.3%	97	55.4%
	200970		13	406	31.2	41.6	2.3	1.5	18.4	412	327	79.4%	258	62.6%
		History	13	406	31.2	41.6	2.3	1.5	18.4	412	327	79.4%	258	62.6%
	201030		16	451	28.2	46.0	2.7	2.3	17.2	454	370	81.5%	265	58.4%
History		16	451	28.2	46.0	2.7	2.3	17.2	454	370	81.5%	265	58.4%	
2010-2011			38	1,208	31.8	118.9	6.7	5.5	17.7	1,212	942	77.7%	673	55.5%
	201050		5	200	40.0	18.8	1.0	1.0	18.8	203	156	76.8%	121	59.6%
		History	5	200	40.0	18.8	1.0	1.0	18.8	203	156	76.8%	121	59.6%
	201070		16	516	32.3	50.9	2.9	2.3	17.8	516	398	77.1%	278	53.9%
		History	16	516	32.3	50.9	2.9	2.3	17.8	516	398	77.1%	278	53.9%
	201130		17	492	28.9	49.1	2.9	2.3	17.1	493	388	78.7%	274	55.6%
History		17	492	28.9	49.1	2.9	2.3	17.1	493	388	78.7%	274	55.6%	
Sum			130	4,422	34.0	442.5	24.4	17.5	18.1	4,272	3,504	82.0%	2,596	60.8%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:HMSV Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2008-2009			8	113	14.1	11.9	0.6	0.0	19.8	117	97	82.9%	80	68.4%
	200870		4	48	12.0	5.1	0.2	0.0	25.3	49	44	89.8%	32	65.3%
		Human Services	4	48	12.0	5.1	0.2	0.0	25.3	49	44	89.8%	32	65.3%
	200930		4	65	16.3	6.8	0.4	0.0	17.1	68	53	77.9%	48	70.6%
		Human Services	4	65	16.3	6.8	0.4	0.0	17.1	68	53	77.9%	48	70.6%
2009-2010			12	131	10.9	12.7	1.1	0.0	11.2	132	116	87.9%	104	78.8%
	200970		6	65	10.8	5.7	0.7	0.0	7.8	66	58	87.9%	48	72.7%
		Human Services	6	65	10.8	5.7	0.7	0.0	7.8	66	58	87.9%	48	72.7%
	201030		6	66	11.0	7.0	0.4	0.0	17.4	66	58	87.9%	56	84.8%
		Human Services	6	66	11.0	7.0	0.4	0.0	17.4	66	58	87.9%	56	84.8%
2010-2011			13	131	10.1	15.0	0.7	0.0	20.5	131	117	89.3%	105	80.2%
	201070		6	66	11.0	8.2	0.3	0.0	24.5	66	58	87.9%	53	80.3%
		Human Services	6	66	11.0	8.2	0.3	0.0	24.5	66	58	87.9%	53	80.3%
	201130		7	65	9.3	6.9	0.4	0.0	17.2	65	59	90.8%	52	80.0%
		Human Services	7	65	9.3	6.9	0.4	0.0	17.2	65	59	90.8%	52	80.0%
Sum			33	375	11.4	39.6	2.5	0.0	16.1	380	330	86.8%	289	76.1%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject: POLS Top_Code: <All> Campus_Desc: <All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			17	505	29.7	49.3	2.9	1.8	17.2	458	410	89.5%	332	72.5%
	200750		3	98	32.7	7.9	0.6	0.4	13.2	75	71	94.7%	55	73.3%
		Political Science	3	98	32.7	7.9	0.6	0.4	13.2	75	71	94.7%	55	73.3%
	200770		5	147	29.4	14.9	0.8	0.6	18.6	138	127	92.0%	98	71.0%
		Political Science	5	147	29.4	14.9	0.8	0.6	18.6	138	127	92.0%	98	71.0%
	200830		9	260	28.9	26.5	1.5	0.8	18.1	245	212	86.5%	179	73.1%
	Political Science	9	260	28.9	26.5	1.5	0.8	18.1	245	212	86.5%	179	73.1%	
2008-2009			12	409	34.1	42.1	2.2	1.2	19.1	394	328	83.2%	276	70.1%
	200850		2	58	29.0	5.8	0.4	0.2	14.6	59	55	93.2%	46	78.0%
		Political Science	2	58	29.0	5.8	0.4	0.2	14.6	59	55	93.2%	46	78.0%
	200870		7	233	33.3	23.6	1.2	0.8	19.7	218	174	79.8%	151	69.3%
		Political Science	7	233	33.3	23.6	1.2	0.8	19.7	218	174	79.8%	151	69.3%
2009-2010	200930		3	118	39.3	12.6	0.6	0.2	21.0	117	99	84.6%	79	67.5%
		Political Science	3	118	39.3	12.6	0.6	0.2	21.0	117	99	84.6%	79	67.5%
			14	380	27.1	42.4	2.3	1.8	18.7	406	362	89.2%	281	69.2%
	200950		2	42	21.0	6.4	0.4	0.2	16.0	66	58	87.9%	50	75.8%
		Political Science	2	42	21.0	6.4	0.4	0.2	16.0	66	58	87.9%	50	75.8%
	200970		5	157	31.4	16.7	0.8	0.8	20.8	159	142	89.3%	108	67.9%
	Political Science	5	157	31.4	16.7	0.8	0.8	20.8	159	142	89.3%	108	67.9%	
2010-2011	201030		7	181	25.9	19.4	1.1	0.8	18.2	181	162	89.5%	123	68.0%
		Political Science	7	181	25.9	19.4	1.1	0.8	18.2	181	162	89.5%	123	68.0%
			13	404	31.1	40.1	2.4	2.2	16.7	406	361	88.9%	264	65.0%
	201050		1	39	39.0	3.7	0.2	0.2	18.6	40	32	80.0%	27	67.5%
		Political Science	1	39	39.0	3.7	0.2	0.2	18.6	40	32	80.0%	27	67.5%
Sum	201070		6	187	31.2	18.0	1.0	1.0	18.0	187	170	90.9%	123	65.8%
		Political Science	6	187	31.2	18.0	1.0	1.0	18.0	187	170	90.9%	123	65.8%
	201130		6	178	29.7	18.4	1.2	1.0	15.3	179	159	88.8%	114	63.7%
		Political Science	6	178	29.7	18.4	1.2	1.0	15.3	179	159	88.8%	114	63.7%
			56	1,698	30.3	173.9	9.7	7.0	17.9	1,664	1,461	87.8%	1,153	69.3%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:PSYC Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			25	715	28.6	71.3	4.7	1.6	15.3	661	588	89.0%	458	69.3%
	200750		5	124	24.8	11.8	1.0	0.4	11.8	117	97	82.9%	86	73.5%
		Psychology	5	124	24.8	11.8	1.0	0.4	11.8	117	97	82.9%	86	73.5%
	200770		10	296	29.6	29.9	2.0	0.6	15.0	279	246	88.2%	184	65.9%
		Psychology	10	296	29.6	29.9	2.0	0.6	15.0	279	246	88.2%	184	65.9%
	200830		10	295	29.5	29.6	1.7	0.6	17.8	265	245	92.5%	188	70.9%
Psychology		10	295	29.5	29.6	1.7	0.6	17.8	265	245	92.5%	188	70.9%	
2008-2009			34	965	28.4	96.3	5.9	2.2	16.4	958	804	83.9%	658	68.7%
	200850		6	170	28.3	16.5	1.2	1.0	13.7	167	146	87.4%	127	76.0%
		Psychology	6	170	28.3	16.5	1.2	1.0	13.7	167	146	87.4%	127	76.0%
	200870		11	398	36.2	39.6	2.2	0.6	18.0	391	326	83.4%	258	66.0%
		Psychology	11	398	36.2	39.6	2.2	0.6	18.0	391	326	83.4%	258	66.0%
	200930		17	397	23.4	40.2	2.5	0.6	16.3	400	332	83.0%	273	68.3%
Psychology		17	397	23.4	40.2	2.5	0.6	16.3	400	332	83.0%	273	68.3%	
2009-2010			41	1,158	28.2	115.3	7.3	2.0	15.9	1,166	962	82.5%	768	65.9%
	200950		5	175	35.0	16.9	1.0	0.6	16.9	178	135	75.8%	108	60.7%
		Psychology	5	175	35.0	16.9	1.0	0.6	16.9	178	135	75.8%	108	60.7%
	200970		16	500	31.3	50.4	3.2	1.0	15.8	503	427	84.9%	333	66.2%
		Psychology	16	500	31.3	50.4	3.2	1.0	15.8	503	427	84.9%	333	66.2%
	201030		20	483	24.2	48.0	3.1	0.4	15.7	485	400	82.5%	327	67.4%
Psychology		20	483	24.2	48.0	3.1	0.4	15.7	485	400	82.5%	327	67.4%	
2010-2011			46	1,459	31.7	141.8	8.6	2.6	16.4	1,459	1,156	79.2%	879	60.2%
	201050		10	339	33.9	32.4	2.0	0.6	16.2	340	257	75.6%	220	64.7%
		Psychology	10	339	33.9	32.4	2.0	0.6	16.2	340	257	75.6%	220	64.7%
	201070		19	613	32.3	60.4	3.8	1.4	15.9	613	513	83.7%	382	62.3%
		Psychology	19	613	32.3	60.4	3.8	1.4	15.9	613	513	83.7%	382	62.3%
	201130		17	507	29.8	49.0	2.8	0.6	17.4	506	386	76.3%	277	54.7%
Psychology		17	507	29.8	49.0	2.8	0.6	17.4	506	386	76.3%	277	54.7%	
Sum			145	4,297	29.6	424.7	26.4	8.3	16.1	4,244	3,510	82.7%	2,763	65.1%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:SOCL	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			17	513	30.2	49.0	3.0	2.4	16.3	493	430	87.2%	329	66.7%	
	200750		4	106	26.5	9.6	0.6	0.6	16.0	102	93	91.2%	73	71.6%	
		Sociology	4	106	26.5	9.6	0.6	0.6	16.0	102	93	91.2%	73	71.6%	
	200770			8	231	28.9	22.7	1.6	1.0	14.2	220	197	89.5%	159	72.3%
		Sociology	8	231	28.9	22.7	1.6	1.0	14.2	220	197	89.5%	159	72.3%	
	200830			5	176	35.2	16.7	0.8	0.8	20.9	171	140	81.9%	97	56.7%
Sociology		5	176	35.2	16.7	0.8	0.8	20.9	171	140	81.9%	97	56.7%		
2008-2009			18	573	31.8	55.1	2.8	2.6	19.7	566	478	84.5%	335	59.2%	
	200850		4	132	33.0	12.2	0.6	0.6	20.3	131	110	84.0%	81	61.8%	
		Sociology	4	132	33.0	12.2	0.6	0.6	20.3	131	110	84.0%	81	61.8%	
	200870			8	244	30.5	23.4	1.2	1.0	19.5	237	196	82.7%	132	55.7%
		Sociology	8	244	30.5	23.4	1.2	1.0	19.5	237	196	82.7%	132	55.7%	
	200930			6	197	32.8	19.5	1.0	1.0	19.5	198	172	86.9%	122	61.6%
Sociology		6	197	32.8	19.5	1.0	1.0	19.5	198	172	86.9%	122	61.6%		
2009-2010			21	697	33.2	68.6	3.8	2.4	18.1	703	573	81.5%	422	60.0%	
	200950		4	151	37.8	14.1	0.8	0.6	17.6	152	133	87.5%	94	61.8%	
		Sociology	4	151	37.8	14.1	0.8	0.6	17.6	152	133	87.5%	94	61.8%	
	200970			8	260	32.5	25.9	1.4	0.8	18.5	261	201	77.0%	156	59.8%
		Sociology	8	260	32.5	25.9	1.4	0.8	18.5	261	201	77.0%	156	59.8%	
	201030			9	286	31.8	28.7	1.6	1.0	17.9	290	239	82.4%	172	59.3%
Sociology		9	286	31.8	28.7	1.6	1.0	17.9	290	239	82.4%	172	59.3%		
2010-2011			30	975	32.5	94.1	5.4	3.2	17.4	987	771	78.1%	587	59.5%	
	201050		8	292	36.5	27.7	1.6	0.8	17.3	303	229	75.6%	185	61.1%	
		Sociology	8	292	36.5	27.7	1.6	0.8	17.3	303	229	75.6%	185	61.1%	
	201070			10	293	29.3	28.6	1.8	1.4	15.9	294	240	81.6%	175	59.5%
		Sociology	10	293	29.3	28.6	1.8	1.4	15.9	294	240	81.6%	175	59.5%	
	201130			12	390	32.5	37.8	2.0	1.0	18.9	390	302	77.4%	227	58.2%
Sociology		12	390	32.5	37.8	2.0	1.0	18.9	390	302	77.4%	227	58.2%		
Sum			84	2,758	32.8	266.8	15.0	10.6	17.8	2,749	2,252	81.9%	1,673	60.9%	



**Annual Unit Plan Template
2012-2013 Academic Year
Special Services Program**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

Using a holistic approach and by modeling appropriate and effective behavior, the Special Services Program (DSPS-EOPS/CARE) staff and services support students with additional barriers to education. Student barriers include financial need, educational and social disadvantages, and disabilities. The program staff promotes student personal and emotional growth, assists with developing self-responsibility, and provides opportunities for students to assess and develop educational, career and life goals. The Program receives State categorical funding to serve students who meet eligibility requirements for any of the following programs; Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and Disabled Students Programs and Services (DSPS). The Special Services Program uses an integrated service approach in providing services to all three categorical programs, maximizing resources and increasing the level and quality of services to qualified students.

b. Program Applicability

The Special Services program assists eligible EOPS, CARE, and DSPS students by providing services that include individual counseling, monetary grants, book vouchers and a loan library, career and study skills assessment, peer counseling, educational and career development and planning, academic monitoring, priority registration, specialized instructional services, extended tutoring, student success classes taught by Program counselors, child care, transportation assistance. Supportive educational activities are also provided to assist students in building skills and relationships that are proven to increase educational success and completion.

Extended Opportunity Programs and Services (EOPS) support low-income and educationally disadvantaged students. Students receive monetary and book grants that assist in defraying the costs of college, as well as supportive services that provide mentoring, study strategies, and social networking leading to increased skills and motivation to succeed.



Cooperative Agencies Resources for Education (CARE) services are available to EOPS students that are single head of household receiving Temporary Assistance to Needy Families (TANF) benefits with at least one child thirteen years old or younger. The program collaborates with agencies in the community and the CalWORKs program to advocate for students to increase opportunities and resources that will lead to independence and self-responsibility. Additionally, funding supports above and beyond services to CARE students including CARE grants, educational supplies, child care, social networking to increase self confidence and self reliant skills, as well as other resources.

Disabled Student Program and Services (DSPS) ensures a “level playing field” for the disabled student. Services include accommodations based on individual educational limitations, individualized counseling to identify needs and develop strategies that will lead to successful completion of coursework, enhanced instructional opportunities offered at the High Tech Center located in the Special Services Program office, social and educational activities to assist in the development of supportive relationships on campus, access to career and employment services.

c. Partnerships

EOPS students are identified for services through the financial aid office, through Special Services recruitment, other students, other campus referrals. CARE students are also recruited during High School outreach in the spring, College Night, and collaboration with community resources such as the Tribal TANF and Community Health programs. All first year EOPS students must be enrolled as fulltime college students and meet BOGW A or B criteria as well as criteria that demonstrates “educationally disadvantaged” as set forth in Title V regulations.

CARE students enter the program via the acceptance into the EOPS program and by providing proof of receiving TANF for themselves or their child that is under the age of fourteen. CARE students self identify when completing the EOPS application. CARE students are also recruited. Each year recruitment activities take place at the local High School serving students with children.

DSPS students self identify by expressing a need for accommodations to an instructor, during meetings with college counselors, informational materials put out by the DSPS program, other educational institutions, Vocational Rehabilitation agencies and other community programs serving disabled persons. Verification of some educational limitation as a result of a disability is required to be part of the DSPS program. Verification can be obtained by a doctors diagnosis, prior educational institutions that have documented a disability, other community agencies, and by Program professional determination of need. Learning Disability testing is offered through the Program to students who have compelling indications of a learning problem. An assessment process is followed to determine whether a student would



benefit from testing to determine a learning disability. The LD testing format and eligibility criteria are set through the State Chancellor's Office.

Outreach to disabled students is achieved through a variety of methods such as pamphlets and flyers available at various points throughout the campus, the departmental website, Special Services Program activities, the Special Services Club, and an Open House event each year. Off campus, presentations and information exhibit booths are provided throughout the community at various events to encourage potential students to register for classes highlighting the many services that are available for their success. Additionally, a yearly meeting of a Special Services Program Advisory Board is utilized to obtain feedback from the community as well as inform community leaders about program services.

Strong campus advocacy on campus has led to working relationships between Program staff and faculty. A faculty handbook is available to faculty to assist in the development of instructional strategies that are effective with all Special Services students. Campus staff actively support Program activities on campus. Close communication with other campus resources such as general counseling, financial aid office, CalWORKs Program, the Career and Transfer Center, the Basic Skills committee and services, tutoring center, helps create an environment that supports students with barriers to education and promotes Special Services Program services.

Regular communication with community partners is not only beneficial to recruitment of students, but also leads to successful sharing of resources and expanding the opportunities for students. Regular contact with community partners is maintained by attendance to community meetings such as the Community Collaborative monthly meeting, CalWORKs meetings, collaboration with EDD, Vocational Rehabilitation, the yearly Advisory Board meeting, community health centers and other advocacy groups.

d. Distance Education

The Special Services Program maintains a presence on the college website, providing Program information, Program resources, Program eligibility requirements, Program applications, consent forms and other required documents for easy access. DSPS students are offered accommodations for online classes as reasonable. EOPS students may take some online courses during their educational time spent at Cerro Coso but EOPS students cannot be full time online students due to State EOPS requirements.

STEP 2: EXPLAIN YOUR PLANNING



a. Review of Previous Goals (of last completed academic year)

Due to 40-45% budget reductions for the 2009-2010 academic year a cap was established on the number of students to be served through EOPS. The Special Services Program was reorganized with one Director to oversee the three programs (EOPS, CARE, DSPS) with reduced staff and student workers in which prioritized services were created through discussion with staff reviewing the Exit Questionnaire taken by students (see Survey below).

Also due to the 09-10 budget cuts, a full time employee who resigned was not replaced. Additionally, another part time position was eliminated from the Program. To date, these positions have not been replaced. The reduction of staff time has resulted in a reduction of the number of students the program can sustain as well as increased stress on staff due to taking on additional work responsibilities.

Student Learning Outcomes were developed related to retention and persistence of EOPS students. EOPS students on academic or program probation were required to attend a "Special Services Student Success Orientation". It was found that 20% of the students that attended the Special Services Student Success Orientation completed 68% of their units with a 2.0. Additional data showed that 76% of the EOPS students that were compliant with the program by completing three contacts and a long term educational plan, had a higher retention rate and an overall higher GPA than those students who were not compliant.

The previous goals included:

- Increase existing part-time staff to full-time positions to support the needs of the Hi Tech Center, learning assistance in and outside the classroom at multiple sites
- Bring back educational advising to the KRV site and to the IWV campus.
- The Special Services office will be located at the current area for quite some time. The Galvin Group recommended walls be built for confidentiality due to the sensitive nature of student discussion.
- Replace full time position to IWV campus.

Due to the 40% (EOPS & CARE) and 45% (DSPS) budget cuts in 2010, the Special Services Program lost staff at the IWV and KRV campuses. The existing staff has cross trained to fill the gaps. The Special Services Program continues to serve DSPS students as required by federal law at the Eastern Service Center and South Kern Campus but due to drastic budget cuts are only able to provide minimum services and unable to hire staff. EOPS, CARE and DSPS student has had to prioritize the services. Some services and activities are no longer available. There are five students currently being served at the ESCC sites and one student being served at the South Kern campus. When funding is available, the Special Services Program needs to provide supplemental educational services for students in the Eastern Sierra/Mammoth campuses along with reinstating staff at the IWV and KRV sites to continue to meet student needs.

- The Special Services Accommodations Technician is the identified position to provide over and above services at ESCC. A



desk, chair and table will be needed. Two student computers and updated software for the High Tech component of the program will need to be provided.

Since the previous year's goals the following has been accomplished:

- Walls for the two counselors' offices in the Special Service area have been put into place creating a confidential room for students to meet with their counselors.
- Success orientations for EOPS students on probation due to either progress or GPA issues or Program non compliance issues have been implemented and are regularly scheduled each semester.

Additionally, the Special Services Program has successfully returned the High Tech Center to being fully functional with all software and equipment accessible to students following the relocation of counseling services back to their own space. Cerro Coso College received a grant to provide Closed Captioning of media used in classrooms and on line. 20 lap top computers were purchased and will be available for CARE students' use in the fall 2011 semester. Two educational field trips were offered during the 10-11 year. The trips were free to interested students in the program and well received by students. Students reported a raised awareness of historical bias and actions taken based on those biases creating inhumane treatment to targeted groups.

b. Review of Overall Department/Unit

DSPS has been an integrated program with EOPS/CARE since the early 1980s within the Special Services Office. This integration has proved extremely helpful to our students by creating a seamless point of service and eliminating multiple office visits throughout the semester and duplication of paperwork. The decrease in Special Services staff has resulted in a reduction of time spent one on one with students. Program activities are not as robust and the ability to follow up with students has been impacted. Special Services students are some of the most needy college students and require special efforts to keep them in college. Additional resources of staff are required to fully address student needs. The following are some suggestions to increase staffing needs and time:

- Locate additional funding to hire more Special Services staff
- Consolidate counseling resources so staffing from other counseling services can assist in providing services to EOPS/CARE/DSPS students.
- Reduce number of Special Services Program students to be served. (The current cap of 310 EOPS students remains as a Program goal.)



Retention and success rates have been gathered by means of college data and with the assistance of the Institutional Researcher.

A decline in services does not necessarily mean that the Program success rates need to decline. Creative ways to continue services will need to be discussed. More group services can be implemented, reducing one on one meetings.

c. Goals for Upcoming Year (next academic year).

Goal 1/ Survey Special Services students to determine which services students identify most useful to them.

- 1. Strategic goal 2. Improve services to under-prepared students and increase their success rates.*
- 2. Due to continued reduced staffing need to continue to assess and prioritize most important resources and services to students.*
- 3. Conduct survey in spring 2012.*
- 4. Complete tabulation of survey responses to establish student priority of desired services.*

Goal 2/ Require and enforce students to attend two Special Services activities each semester (fall and spring only)

- 1. Strategic Goal 2. Improve services to under-prepared students and increase their success rates.*
- 2. Reduction of staffing can lead to a reduction in student contacts. Increasing student attendance to program activities will provide additional contact time for disseminating information and resources related to student success.*
- 3. Publicize events and activities well ahead of time so students can plan to attend. Track attendance and enforce as a compliant component to remain in the EOPS/CARE Programs.*
- 4. Compare success and retention rates with prior years where attendance not enforced.*



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
Part time Special Services Assistant	ESCC	1	Goal 2		10	19		Categorical funds

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Increase in students needing Special Services are growing in ESCC sites. Location too distant to effectively address with current staff. College commitment to all sites receiving similar services offered at other sites. Need of Program to increase staffing.

2. Location and travelling time too great to use current staff effectively.

3. Student needs will not be addressed impacting student success.

b. New Full-Time Faculty Staffing



Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)

Full-Time Faculty Staffing Justification:

[Refer to the separate handout listing criteria for new faculty hiring.]

c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

The 2009-2010 school years served 368 EOPS students of which 73 were also CARE students. Twenty eight students graduated with Associate Degrees and eight received certificates of completion/awards. In addition, three CARE students received an Associate Degree and six received certificates. Two EOPS students received their G.E.D. The average grade point average earned was 2.34. Thirty six students received honors (3.75). Three students transferred to 4 year colleges.

In 2010-2011 the EOPS program planned to serve 310 students but ended up serving 323 EOPS students for the academic year. 36 EOPS students graduated with degrees (7 of which earned more than one degree), 9 received certificates and 3 received awards, and 2 students transferred.

One hundred and ninety-five DSPS students were served in 2009-2010. In that same academic year 13 degrees and 2 certificates/awards were earned by DSPS students. The average GPA was 2.32. Services provided included: 5 note takers; 2 mobility aides; 369 bus passes; 11 students received equipment (i.e., tape recorders, Reader Pens, Alpha Smarts, calculators, laptops, etc.), 2 scribes; 20 e-texts requests; 4 enlarged font textbooks; 2 MP3 books; and 13 requests for tables and padded chairs. Eleven learning disability eligibility tests were conducted, 10 were found eligible. Three interpreters were used for our hearing impaired students. In addition, 248 visits by students used the HTC.

Student Learning Assessment and Outcome

- a. SLO for EOPS:



Students will understand the goals, mission and contractual agreement between the student and the EOPS program through a detailed Orientation. Initial assessment used a pre- and post-test at the time the Orientation was presented.

Assessment results indicated a 35% increase in understanding of the program after the Orientation was completed. This measurement was based on their knowledge prior to the orientation.

Students that are compliant with the EOPS program by completing three contacts and an extended educational plan will have a higher retention and g.p.a. than those that do not meet the state requirements.

Of those students meeting the state requirements of completing an extended educational plan and three contacts within the semester, 76% had a higher g.p.a. and retention rate over those not compliant with the EOPS program.

Provided a grant for membership into Phi Theta Kappa Honor Society, selected EOPS students planning on transferring will have a 50% increase rate of acceptance. 5 students utilized the grant and their progress will be evaluated in two years after induction

b. SLO for CARE:

Understanding services and support available to single parents provided by a detailed orientation so that they can fully utilize them in overcoming challenges in order to make satisfactory progress in coursework and successfully complete academic and career goals. The goal was that student's would exhibit a 50% increase in knowledge after the orientation.

A pre- and post-test was utilized at the CARE Orientation for assessing the awareness of the services available to single parents. Post-testing results showed an overall increase of 52% in awareness of services. The percentage was found to be low due to existing knowledge prior to attending the CARE Orientation through attending the Special Services-EOPS orientation or being a previous CARE student.

c. SLO for DSPS:



Students identified as LD that utilize the Hi Tech Center will have an increased g.p.a over the past semester.

New DSPS students will take a stress assessment and meet with a Counselor or Special Services Assistant to develop strategies to manage their stress will have a higher retention rate than those that did not take the test and have an intervention session.

The new DSPS students that met with a Special Services Counselor or Assistant had a 10% higher persistence rate than those that did meet with one to discuss strategies to reduce stress.

Students identified as LD in the fall 09 semester that utilize the High Tech Center will have increased g.p.a. in the spring semester.

Only five of the new LD students using the High Tech Center had an increased g.p.a. in the spring 10 semester. Factors affecting the outcome may include the move at the IWV campus where quarters were shared with counseling, there was only a minimal area available for the High Tech Use. Also, the Learning Assistant position became vacant in the spring 10 semester which would have provided services to the newly identified LD students.

d. SLO for Special Services:

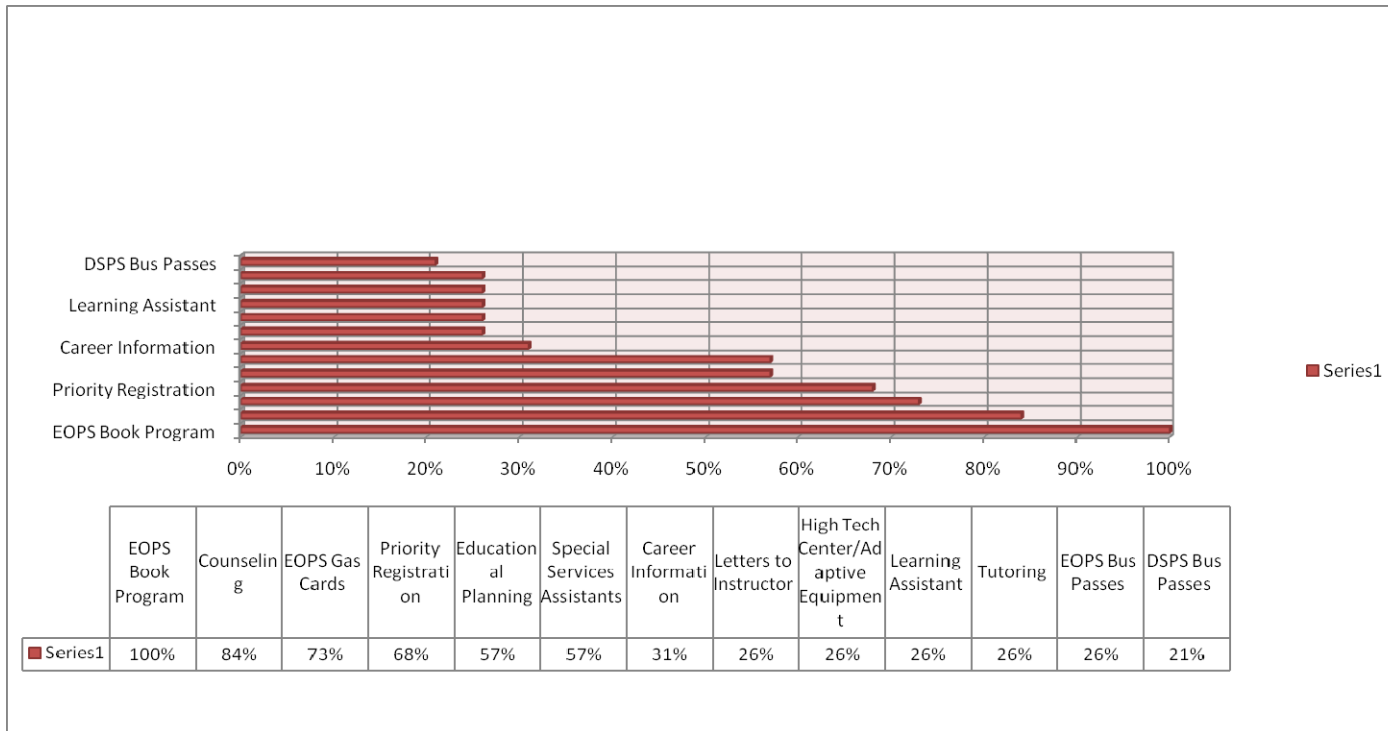
Special Services Students on academic probation that attended a Student Success Orientation will complete 68% of units with a 2.0 g.p.a.

It was found that 21% of those students attending the Student Success Orientation were able to comply with their contractual requirements of making satisfactory progress and completing 68% of the units. The Student Services Orientation will be evaluated on ways to increase the satisfactory progress for students on academic probation.



STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

Exit Questionnaire/survey 09-10





Veterans Annual Unit Plan

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The mission statement was developed as an offshoot of the A&R mission statement with an emphasis on staying informed about changing issues initiated by the Department of Veteran Affairs (VA). A revisited mission statement is being prepared that will utilize Veteran Resource Centers (VRC) across the spectrum from other colleges in combination with the Student Services Executive Council (SSEC).

The mission of the Veterans Affairs Office (VAO) is to provide excellent quality service to our stakeholders who are our veteran students, faculty, staff, and the community. This service is characterized by friendliness, staying in touch with VA interpretation(s) of educational benefits, problem solving, fairness, and effective communication.

b. Program Applicability

The VAO, in close concert with other departments within student services, is organized around a one-stop mindset. In other words, even though counseling and financial aid are not within a proximate area, the VAO attempts to facilitate each other's processes so that students are served more completely and efficiently.

The VAO participates in extended orientation for veteran students that is hosted by the counseling department with the intention to familiarize vet students with the facilities and to help the students feel comfortable with sharing strategies and other issues. Also, this department works closely with the special services department at the College.

c. Partnerships

This program supports veteran students who are being supported by the VA [the Feds], the California Department of Veteran Affairs (CADVA), MyCAA (supporting spouses of active duty veterans), and tuition assistance for active duty personnel.

The VAO works with the Employment Development Department (EDD) for veteran student workers and others seeking full-time employment. In addition, the Veterans Resource Center, in Bakersfield, is helpful when Post Traumatic Stress Disorder (PTSD) issues are encountered as well as providing information to veterans and their families on other veteran benefits.

c. Distance Education

Over 50% of the College's veteran population use distance education in their pursuit of receiving an education. Most of the contact with all veterans is



through the telephone and a smaller percentage via email. The website is a help (and a hindrance that will be addressed in the section for goals) that gives prospective vet/students the required information for setting up their benefit package for the VA. Many times, this information is given over the phone that, at least, enables the vet/student to seek guidance from the VA or a counselor. When all else fails, the office to the VAO is always open on a drop-in basis and many veteran students utilize this methodology for obtaining information. The VAO maintains an email list serve that has enabled the College to distribute news of events at the College or announce new contacts that can be of a benefit for some of life's issues that may be encountered.

STEP 2: EXPLAIN YOUR PLANNING

a. Review of Past Goals

- **A fully operational list serve for veterans has been renewed and updated** – Partners in the community (EDD) have come to rely on this ability to help them solve employment issues
- **Hired two VA student workers as peer mentors and helping to complete the necessary processing of certifications for vet/students for their educational benefits.**
- **The VAO has hosted A Veterans Recognition Day (during Veterans Day week) for the last two years.** Different venues have been attempted from a vet/student panel to a host of presenters distributing information for the benefit of veterans.
- **In the VAO, a “Wall of Fame” has been in place for about six months; this wall hosts pictures of vet/students and vet faculty (in their younger days)**
- **In conjunction with the counseling department, an information flyer has been generated that also serves as a check-off list that gives vet/students phone numbers for the College and vet services throughout the state and country.**



b. Review of Overall Department/Unit

[What needs/opportunities did your last program review reveal? Did your most recent SLO assessments demonstrate gaps to be addressed? What is working with your unit? What improvements need to be made?]

- Veterans have shown a desire for more counseling time, whether it is in the form of orientation, strategies for successful living, or strategies for college transfer. An orientation is scheduled for November 15, 2011.
- On a recent survey, 60% of vet/respondents felt that accessing the College's website for veterans was user-friendly and only 80% of veterans felt that the web page provided information that was usable or useful. – The website, in general, needs to be updated to try and take the guesswork out of where services are provided and where the primary contacts are.
- The College was designated a military friendly school by GI Jobs in September 2011. This designation brings some responsibility to live up to that honor.
- This honor also has the potential to bring additional vet/students to the College programs. Two items that will contribute to upholding this honorable designation are (1) a more user-friendly website that is mobility enhanced; (2) continuing to set-up a veterans resource center (a club) on campus.
- The VAO has been able to sponsor two VA student workers, continuously for two years, who have worked at the IWV campus and the KRV campus.
- The Transition Action Program (TAP) program at the Naval Air Weapons Center- Weapons Division (NAWC-WD) has the potential to put the College in front of a large number of transitioning sailors who may be looking for some educational solutions.

c. Current Year Goals:

Goal 1 Veterans Resource Conference

Connection to College Strategic Goals: Continue to offer a veterans' resource conference at Veterans Day, with the intent to brainstorm ideas as to what the college can do for them to enrich and enhance their college experience. This will be accomplished by the active participation of vet/students and community veterans as well as speakers who can talk to different resources that they have to offer

Specific internal* or external condition(s) the goal is a response to:** Goal 6, Objectives, 6.1, 6.2, 6.3 speak to the building of community connectedness, as vet students continue their education or are seeking employment in the high desert region. In addition, Goal 6 implies the VAO's desire to broaden its services to veterans and work toward a vet/services center of excellence as a military friendly school.

Action Plan: Different tactics are needed to attempt to motivate vet/students to participate in a resource conference or a vet club, if the College can show that their participation will bring value to their College experience. Through vet recognition day to collaborate with veterans about needed services and providing the recognition that many want. Debriefing sessions have been organized to attempt to cull different ideas from the mystery of why people in general participate or don't. The primary action point is the personal invitation or an RSVP system. Other ideas being framed include, inviting the vet/students family and have family resources available; or maybe a new/different event.



Measure of Success: *Providing and participating in these events provide success in and of themselves. Certainly, the more veterans who respond, the more complete and more variety the program can offer. Community involvement is certainly a dimension that is sought after and needed; the just-completed vets recognition day had a tremendous response from the community as evidenced by a write-up in the paper.*

Goal 2 An event honoring or raising money for spouses/families left behind

Connection to College Strategic Goals: *Through different partners, develop a community model of veterans' issues that has as its goal to help veterans/spouses left behind due to death or disability to the veteran loved one. [Goal 6, Obj. 6.2; 6.3]*

Specific internal* or external condition(s) the goal is a response to:** *Improved response to community needs in support of our mission as it relates to our diverse population and communities*

Action Plan: *(1) Try to develop a veteran resource center (vets club) that has as a central theme helping others to achieve their success; (2) Brainstorm through the veteran list serve, ideas that will resonate with them as students and members of the military brotherhood. Become more active in VFW, American Legion, and the new Veterans Action Committee being newly formed in Ridgecrest. Initiating and developing new information or design for the Cerro Coso website for veterans, that will dovetail with registration/waitlisting/inside CC communication.*

Measure of Success: *It will be interesting to see who and how many respond to the ideas and whether the center becomes driven by a person or the idea of helping other veterans. Actively seeking community outreach opportunities through the VFW, American Legion, and the Veteran Outreach Committee in the city.*

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized. Please see the attached Criteria for Prioritization of Resource Requests chart for a complete list of codes and explanations for prioritization.)

It is anticipated that the continuing usage of veteran student workers will be beneficial to the success of the VAO. A veteran resource center may become a reality if the anticipated reduction in force in Iraq does transpire.

It is not envisioned that additional resources, of a permanent variety, would be needed unless a veteran resource center becomes a reality



a. Classified Staffing N/A

Position Title	Position Description	Priority	Strategic Plan goal addressed by this position	Provide a detailed rationale for the requested position. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
a1.									
a2.									

Classified Staffing: Explain why the work of this position cannot be assigned to current staff

Classified Staffing: Describe impact on the college if the position is not filled

b. Full-Time Faculty Staffing

Position	Department	Location	Priority	Strategic Plan goal addressed by this position	Enrollment Data/Growth Trends	Full-time/Part-time Faculty Ratio	Productivity	Funding Source: G=General Fund R=Restricted (be specific)
b1.								
b2.								

Full-Time Faculty Staffing: Provide a detailed rationale for the requested position

[Your rationale should substantiate the priority you have placed on this request and should refer to such things as department's mission and goals, recent program review, SLO assessment results, external needs assessment, planning assumptions, College's Strategic Goals, etc.]



--

c. Supplies (per unit cost less than \$500). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
c1.	Non Instructional Supplies	1A	Goal 4	Available for maintain VAO and the potential Veteran Resource Center	500	Ongoing	G
c2.	Food/Meetings	1A	Goals 4 & 6	Vets Recognition Day and a possible community event	1500	Ongoing	G
c3.	Institutional Dues	1A	Goal 6	WAVES membership	75	Ongoing	G
c4.							
c5.							

d. Non-Technology Equipment (per unit cost greater than \$500). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
d1.							
d2.							
d3.							
d4.							

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e1.							
e2.							
e3.							
e4.							

f. Facilities. Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
f1.							
f2.							

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
	Training and networking capability available through Western Association Veterans Educ. Specialist (WAVES)						
g1.	WAVES Conference 3 rd week of July	1A	Goal 4 & 6	With changes being implemented by the VA current info. is needed	2000	Ongoing	G
g2.	WAVES Regional Training in San Diego	1A	Goal 4 & 6	Emphasizes connectivity with Calif. WAVES schools	400	Ongoing	G
g3.							
g4.							
g5.							

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below.



Resource	Describe resource requested For a community event to take place at the College, advertising will need to be initiated	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
h1.	Community Event	1A	Goal 6	Part of a community outreach event	500	Ongoing	G
h2.							
h3.							

STEP 4: ATTACH LAST YEAR'S SLO ASSESSMENT DATA



STUDENT LEARNING OUTCOME AND ASSESSMENT PLAN

Program:

Assessment Team:

Outcome and Assessment Definitions					Assessment and Data Collection		
	Condition of Outcome	Target Performance Level	Student Learning or Admin. Unit Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A.	Veteran Outreach issues require counselor time and access to veteran resource agencies	50% of veterans will seek more counseling time and requests for links to veterans resources	Veterans will demonstrate their education-seeking capabilities	This SLO will be assessed with an online survey.	<p>Description: Survey questions are designed to analyze varieties of issues that counselors can suggest; also the degree of outside agencies where veterans may have an interest.</p> <p>Timeline: An online survey concerning the veteran's links was completed during the month of August 2010.</p> <p>Sample: The online survey allowed veterans to put an emphasis on where they needed help.</p> <p>Pending Tasks:</p> <ul style="list-style-type: none"> • Analyze survey results to determine solutions for realizing more counselor time. • Assess what partnerships need to be established to offer vet/students more services. 	There was only a 10% response rate to the survey questions	<p>40% of respondents wanted more counseling time, to examine time management and life issues</p> <ul style="list-style-type: none"> ✓ An extended orientation is being planned for veteran students <p>40% of respondents wanted access to other agencies that provide other solutions.</p> <ul style="list-style-type: none"> ✓ Vets Recognition Day will be expanded to recognize these issues that also provide solutions
B	Outcome and Assessment Definitions				Assessment and Data Collection		
	Condition of Outcome	Target Performance Level	Student Learning or Admin. Unit Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment



STUDENT LEARNING OUTCOME AND ASSESSMENT PLAN

					Description: Timeline: Sample: Pending Tasks:		
C.					Description: Timeline: Sample: Pending Tasks:		
D.					Description: Timeline: Sample: Pending Tasks:		

Mapping of Program Learning Outcomes to Core Courses

Courses	Program Learning Outcomes			
	A.	B.	C.	D.



STUDENT LEARNING OUTCOME AND ASSESSMENT PLAN

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Visual and Performing Arts Department Annual Unit Plan 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The mission of the Visual and Performing Arts Department is to provide instruction for the development and nurturing of creative and aesthetic expression necessary for intellectual development through visual and performing arts. This mission dovetails with Cerro Coso's overall mission to create a comprehensive collegiate learning environment, to prepare students for transfer to 4-year institutions and to serve lifelong learners. The courses offered through the Visual and Performing Arts Department are popular electives for many other degrees, as well as being central to the Art Associate of Arts Degree.

The Arts Associate Degree program includes a combination of lecture and studio art courses leading students to both a multicultural understanding of the history of cultural expression in art as well as the practical hands-on experience of creating art in a variety of media. The VPA program ties the classroom to everyday life with art exhibitions around campus and permanent art installations throughout the grounds of the college, as well as music and other performances that include the entire community.

The Music component of the VPA program offers elective courses in both music and the performing arts that serve the development of a traditional liberal arts education.

b. Program Applicability

As part of general education core requirements and as a basic educational resource, Visual and Performing Arts supports all college programs.

c. Partnerships



The Visual and Performing Arts Department has no current official partnerships, but the development of such will be examined in the coming year.

d. Distance Education

The Music discipline offers extensive online distance education courses. Dr. Foggia does an excellent job in the courses offered and has outstanding retention rates. To date, all music classes meet IGETC transfer requirements or contribute to a degree program.

The Art discipline offers multiple sections of Art C 101 Introduction to Art every semester. This class is IGETC transferable and is extremely popular, often serving to recruit online students into our on campus classes. This class has become a bulwark of the Visual and Performing Arts Department and generates substantial FTES in proportion to our overall production.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

Our numerous past goals tended to be an expression of what the ideal philosophical aims for a art department should be. For example, "to provide the opportunity for students and community to share an aesthetic awareness and appreciation of the arts" is one goal. "To involve each of our students in the enjoyment, understanding, creation, exhibition, and performance of art and music" is another.

A pragmatic review of these goals would indicate that we have achieved them through ongoing excellence in instruction, as well as a seven-year effort in the planning and design of our new department facilities. Coupled with that was the completion of the Herculean task of relocating from our swing space facilities into the new facilities over the summer of 2011.

b. Review of Overall Department/Unit

One of the less visible aspects of our department that is working well is that we are extremely stable in our production of FTES and in meeting our students' program needs. We consistently offer a full complement of courses that involves many different preparations for our full-time faculty members. Our offering of multiple online sections of Art C101 in the summer has been fruitful, maintaining momentum in the department over the summer and encouraging students to enroll in the fall. Furthermore, we are committed to offering afternoon and evening courses in order to best serve the varied scheduling needs of our student population. This is true in both the art and music disciplines.

The Art Department is working diligently to finalize and implement operations in our new facility. This will allow us to work more efficiently, and provide a more satisfying and successful educational experience for our students. These improvements will also be critical in the implementation of the planned Studio Arts for Transfer program.

The Visual and Performing Arts has an extensive plan for making improvements to our programs:

- First and foremost, we would like to ask for the reassignment of Professor Lisa Darty to the Visual and Performing Arts Department from Digital Media Arts. Professor Darty is a highly skilled artist with exceptional talents, especially in regard to the newly developing digital thrust of our department. This assignment will improve our ability to put into action the Studio Arts for Transfer program, which calls for courses in digital art,



digital photography, a digital arts elective, as well as a bevy of traditional art courses. This assignment will support the complete biannual rotation of the courses necessary for students to successfully complete the degree. Corollary to that, it will also give us the flexibility to develop more classes (including gallery production) and offer more on ground classes for our local Cerro Coso student population. Our department has lost two full-time faculty members, and is in the process of reinventing itself as a vital school and community resource. This assignment will go a long way towards helping us to achieve that goal.

- Establishing a new cultural investment in student life at the college. We are actively promoting new ways to serve our student population and reinvent our programs, which is a particularly sanguine effort given the institutional cuts absorbed by our programs in the recent past (see 2010 through 2011 unit plan).
- Maintaining our commitment to musical performances at Cerro Coso. Dr. Foggia has continually (and without compensation) donated professional level performances at the college and will continue to do so.
- “The Fence Project” is a labor-intensive student driven project to help build the infrastructure and donate artwork to the community. Individual components of this project are scheduled to be installed before the end of May 2012. This is an exciting endeavor that we hope will engage our students and build stronger community relationships.
- The construction of an online student life website. This will be done in coordination with Kim Kelly - ASCC maven. Major components of this website might include: a book trade or sell bulletin board, student rideshare bulletin boards, student digital music playlists, interviews with online faculty, online student Hall of Fame, contact list of recent graduates who are willing to give hopeful students tours of potential colleges.
- We anticipate the return of the prodigal art gallery, in which we plan to promote student oriented exhibits.

c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*

Goal 1

Update Visual and Performing Arts course offerings to more accurately reflect the direction charted by our department and meet the mandates of accreditation and catalog rights.



1. Connection to College Strategic Goals:

1A, 1B

2. Specific internal* or external condition(s) the goal is a response to:**

This goal is a response to the need to create a comprehensive degree and transfer program.

3. Action Plan:

Major components of this curriculum overhaul are the completion of extensive course deletions (~50), the identification of any gaps in instruction or assessment revealed in the most recent SLO assessment, the refinement of course-level outcomes, and the implementation of the Studio Arts for Transfer program. Other aspects of the curriculum overhaul include the theater major deactivation, the fine arts deactivation, and the current AA degree deactivation, as well as the streamlining of our multilevel course offerings in art and music.

4. Measure of Success:

The completion of data analysis from SLO assessment (2011-12), the application of changes indicated by that data, and ultimately, the successful implementation of the Studio Arts for Transfer degree program.

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. If more lines are needed, Tab over from the bottom-right box.

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)



Classified Staffing Justification. If more than one position requested, copy and paste additional boxes.

1. Describe how the position is linked to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s strategic plan.
2. Explain why the work of this position cannot be assigned to current staff.
3. Describe the impact on the college if the position is not filled.

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
Art	All transfer programs	CM, CB	1	1A	G

Full-Time Faculty Staffing Justification:

ESCC plans to pursue implementation of a transfer art degree program on-ground to provide an additional degree offering at ESCC. Currently, two studio art courses are offered in Bishop and one in Mammoth each semester. These studio art classes meet AA general education and CSU transfer requirements. ESCC will be introducing additional Art courses beginning with ART C105 in Mammoth during Spring 2012, which will meet both IGETC transfer requirements and transfer art degree requirements in addition to the general education and CSU transfer requirements. As enrollment grows in this course, we will begin to add more courses in the art transfer degree program, which also meet IGETC, until most of the art transfer degree program courses are offered on-ground at ESCC. In some instances, we plan to offer these classes via iTV between Bishop and Mammoth until there is sufficient enrollment to offer them stand-alone. Once there is a critical mass of offerings for the art transfer degree program, with the additional courses needed to complete the degree offered online, ESCC will develop and provide pathways for students interested in pursuing the transfer art degree. ESCC will then actively and aggressively promote this degree pathway option within the ESCC service area and will work with the Mammoth Lakes Foundation to promote it as part of their outreach for the South Gateway Student Apartments. ESCC will need a full time Art faculty at this time to promote the transfer degree program and meet the course load requirements anticipated by the full on-ground implementation of the program at



ESCC.

c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Instructional Supplies and Materials	CB	1	1A	Painting, drawing, 2D design classes at Bishop; intrinsically linked to instruction, and thus achieving unit goals	1200	On-going	G
Instructional Supplies and Materials	CI	1	1A	Painting, drawing, sculpture, photo, 2D design classes at IWV and materials for online students; intrinsically linked to instruction, and thus achieving unit goals	11,500	On-going	G
Instructional Supplies and Materials	CI	1	1A	Clay abatement fund; intrinsically linked to instruction, and thus achieving unit goals	800	On-going	G
Instructional Supplies and Materials	CI	1	1A	Music scores; intrinsically linked to instruction, and thus achieving unit goals	550	On-going	G
Instructional Supplies and Materials	CK	1	1A	Painting, drawing and 2D design classes at KRV; intrinsically linked to instruction, and thus achieving unit goals	1200	On-going	G
Instructional Supplies and Materials	CM	1	1A	Painting, drawing, 2D design	1200	On-going	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				classes at Mammoth; intrinsically linked to instruction, and thus achieving unit goals			
Instructional Supplies and Materials	CM	1	1A	Music scores and materials; intrinsically linked to instruction, and thus achieving unit goals	800	On-going	G
Computer software	CI	1	1A	Software necessary for the digital component of the Studio Arts for Transfer degree program.	2500	One-time	G
Non-instructional supplies and materials	CI	1	1A	This budget item supports the maintenance of multiple labs in the VPA, including sculpture and ceramics, such as blades, motors, switches, bearings, etc.	2200	On-going	G
Maintenance and Repair	C1	1	1A	Regular service costs for lab facilities and equipment	1000	On-going	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Computers for digital photo lab	CI	1	1A	Equipment necessary for the digital components of the Studio	25,000	One-time	G



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				Arts for Transfer degree program.			
Printer for digital photo lab	CI	1	1A	Equipment necessary for the digital components of the Studio Arts for Transfer degree program.	5,000	One-time	G

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Employee Travel	CI	2	1A	Regular travel to sites for evaluation, as well as collection and disbursement of materials.	400	On-going	G

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:ART Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			113	1,311	11.6	221.8	16.5	10.3	13.4	1,264	1,165	92.2%	974	77.1%
	200750		18	140	7.8	16.8	1.9	1.7	9.0	138	134	97.1%	112	81.2%
		Art	18	140	7.8	16.8	1.9	1.7	9.0	138	134	97.1%	112	81.2%
	200770		41	542	13.2	97.2	7.3	4.5	13.4	533	494	92.7%	413	77.5%
		Art	41	542	13.2	97.2	7.3	4.5	13.4	533	494	92.7%	413	77.5%
	200830		54	629	11.6	107.8	7.4	4.2	14.6	593	537	90.6%	449	75.7%
Art		54	629	11.6	107.8	7.4	4.2	14.6	593	537	90.6%	449	75.7%	
2008-2009			84	1,032	12.3	177.1	13.2	6.8	13.5	1,040	930	89.4%	754	72.5%
	200850		9	123	13.7	12.1	1.2	1.0	10.1	119	119	100.0%	101	84.9%
		Art	9	123	13.7	12.1	1.2	1.0	10.1	119	119	100.0%	101	84.9%
	200870		43	514	12.0	88.6	6.5	3.2	13.7	516	463	89.7%	362	70.2%
		Art	43	514	12.0	88.6	6.5	3.2	13.7	516	463	89.7%	362	70.2%
	200930		32	395	12.3	76.3	5.5	2.6	13.9	405	348	85.9%	291	71.9%
Art		32	395	12.3	76.3	5.5	2.6	13.9	405	348	85.9%	291	71.9%	
2009-2010			54	921	17.1	160.2	11.2	5.5	14.3	919	788	85.7%	682	74.2%
	200950		10	170	17.0	18.7	1.5	0.9	12.8	168	161	95.8%	154	91.7%
		Art	10	170	17.0	18.7	1.5	0.9	12.8	168	161	95.8%	154	91.7%
	200970		25	413	16.5	75.4	5.1	2.4	14.8	417	341	81.8%	286	68.6%
		Art	25	413	16.5	75.4	5.1	2.4	14.8	417	341	81.8%	286	68.6%
	201030		19	338	17.8	66.1	4.6	2.2	14.4	334	286	85.6%	242	72.5%
Art		19	338	17.8	66.1	4.6	2.2	14.4	334	286	85.6%	242	72.5%	
2010-2011			48	901	18.8	172.9	12.2	5.8	14.2	907	797	87.9%	678	74.8%
	201050		8	192	24.0	36.6	2.2	0.6	16.6	197	175	88.8%	147	74.6%
		Art	8	192	24.0	36.6	2.2	0.6	16.6	197	175	88.8%	147	74.6%
	201070		20	379	19.0	73.0	5.2	2.4	14.0	380	338	88.9%	275	72.4%
		Art	20	379	19.0	73.0	5.2	2.4	14.0	380	338	88.9%	275	72.4%
	201130		20	330	16.5	63.3	4.8	2.8	13.2	330	284	86.1%	256	77.6%
Art		20	330	16.5	63.3	4.8	2.8	13.2	330	284	86.1%	256	77.6%	
Sum			205	4,165	20.3	732.0	53.1	28.4	13.8	4,130	3,680	89.1%	3,088	74.8%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC Colleg
7/15/2011

Subject:MUSC	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			113	925	8.2	94.5	8.5	6.0	11.1	916	862	94.1%	737	80.5%
	200750		26	164	6.3	14.5	1.5	1.5	9.5	189	188	99.5%	182	96.3%
		Music	26	164	6.3	14.5	1.5	1.5	9.5	189	188	99.5%	182	96.3%
	200770		39	356	9.1	37.1	3.3	2.1	11.1	349	325	93.1%	271	77.7%
		Music	39	356	9.1	37.1	3.3	2.1	11.1	349	325	93.1%	271	77.7%
	200830		48	405	8.4	42.9	3.7	2.4	11.7	378	349	92.3%	284	75.1%
Music		48	405	8.4	42.9	3.7	2.4	11.7	378	349	92.3%	284	75.1%	
2008-2009			128	983	7.7	96.5	7.4	5.7	13.0	987	873	88.4%	745	75.5%
	200850		20	163	8.2	17.0	1.0	1.0	17.0	164	163	99.4%	159	97.0%
		Music	20	163	8.2	17.0	1.0	1.0	17.0	164	163	99.4%	159	97.0%
	200870		54	428	7.9	43.3	3.3	2.7	13.0	428	364	85.0%	296	69.2%
		Music	54	428	7.9	43.3	3.3	2.7	13.0	428	364	85.0%	296	69.2%
	200930		54	392	7.3	36.2	3.1	2.1	11.8	395	346	87.6%	290	73.4%
Music		54	392	7.3	36.2	3.1	2.1	11.8	395	346	87.6%	290	73.4%	
2009-2010			83	996	12.0	95.0	6.6	4.4	14.4	962	851	88.5%	738	76.7%
	200950		30	243	8.1	20.1	1.5	1.5	13.1	197	186	94.4%	178	90.4%
		Music	30	243	8.1	20.1	1.5	1.5	13.1	197	186	94.4%	178	90.4%
	200970		39	471	12.1	47.2	3.4	2.2	13.9	477	403	84.5%	347	72.7%
		Music	39	471	12.1	47.2	3.4	2.2	13.9	477	403	84.5%	347	72.7%
	201030		14	282	20.1	27.7	1.7	0.7	16.6	288	262	91.0%	213	74.0%
Music		14	282	20.1	27.7	1.7	0.7	16.6	288	262	91.0%	213	74.0%	
2010-2011			40	698	17.5	69.1	4.2	2.1	16.5	699	596	85.3%	514	73.5%
	201050		1	42	42.0	3.9	0.2	0.2	19.6	42	40	95.2%	36	85.7%
		Music	1	42	42.0	3.9	0.2	0.2	19.6	42	40	95.2%	36	85.7%
	201070		22	345	15.7	34.1	2.1	1.1	16.0	345	302	87.5%	264	76.5%
		Music	22	345	15.7	34.1	2.1	1.1	16.0	345	302	87.5%	264	76.5%
	201130		17	311	18.3	31.1	1.9	0.9	16.7	312	254	81.4%	214	68.6%
Music		17	311	18.3	31.1	1.9	0.9	16.7	312	254	81.4%	214	68.6%	
Sum			297	3,602	12.1	355.1	26.7	18.3	13.3	3,564	3,182	89.3%	2,734	76.7%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC Colleg
7/15/2011

Subject:THEA Top_Code:<All> Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			20	254	12.7	27.0	3.1	0.0	8.8	160	149	93.1%	132	82.5%	
	200750		2	35	17.5	1.9	0.2	0.0	9.3	18	17	94.4%	16	88.9%	
		Theatre	2	35	17.5	1.9	0.2	0.0	9.3	18	17	94.4%	16	88.9%	
	200770			9	107	11.9	11.9	1.5	0.0	8.1	69	63	91.3%	59	85.5%
		Theatre	9	107	11.9	11.9	1.5	0.0	8.1	69	63	91.3%	59	85.5%	
	200830			9	112	12.4	13.3	1.4	0.0	9.5	73	69	94.5%	57	78.1%
Theatre		9	112	12.4	13.3	1.4	0.0	9.5	73	69	94.5%	57	78.1%		
2008-2009			24	282	11.8	28.7	3.1	0.0	9.4	182	164	90.1%	141	77.5%	
	200850		2	34	17.0	1.8	0.2	0.0	9.1	16	15	93.8%	15	93.8%	
		Theatre	2	34	17.0	1.8	0.2	0.0	9.1	16	15	93.8%	15	93.8%	
	200870			11	100	9.1	10.3	1.5	0.0	7.0	66	55	83.3%	49	74.2%
		Theatre	11	100	9.1	10.3	1.5	0.0	7.0	66	55	83.3%	49	74.2%	
	200930			11	148	13.5	16.6	1.4	0.0	11.9	100	94	94.0%	77	77.0%
Theatre		11	148	13.5	16.6	1.4	0.0	11.9	100	94	94.0%	77	77.0%		
2009-2010			10	177	17.7	17.8	1.6	0.0	11.1	148	129	87.2%	100	67.6%	
	200970		2	62	31.0	5.8	0.4	0.0	14.4	62	54	87.1%	33	53.2%	
		Theatre	2	62	31.0	5.8	0.4	0.0	14.4	62	54	87.1%	33	53.2%	
	201030			8	115	14.4	12.0	1.2	0.0	10.0	86	75	87.2%	67	77.9%
		Theatre	8	115	14.4	12.0	1.2	0.0	10.0	86	75	87.2%	67	77.9%	
2010-2011			3	125	41.7	11.5	0.6	0.0	19.2	125	106	84.8%	68	54.4%	
	201050		1	41	41.0	3.7	0.2	0.0	18.6	40	35	87.5%	18	45.0%	
		Theatre	1	41	41.0	3.7	0.2	0.0	18.6	40	35	87.5%	18	45.0%	
	201070			1	42	42.0	3.9	0.2	0.0	19.6	43	33	76.7%	24	55.8%
		Theatre	1	42	42.0	3.9	0.2	0.0	19.6	43	33	76.7%	24	55.8%	
	201130			1	42	42.0	3.9	0.2	0.0	19.6	42	38	90.5%	26	61.9%
		Theatre	1	42	42.0	3.9	0.2	0.0	19.6	42	38	90.5%	26	61.9%	
Sum			56	838	15.0	85.1	8.3	0.0	10.2	615	548	89.1%	441	71.7%	