



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.



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.

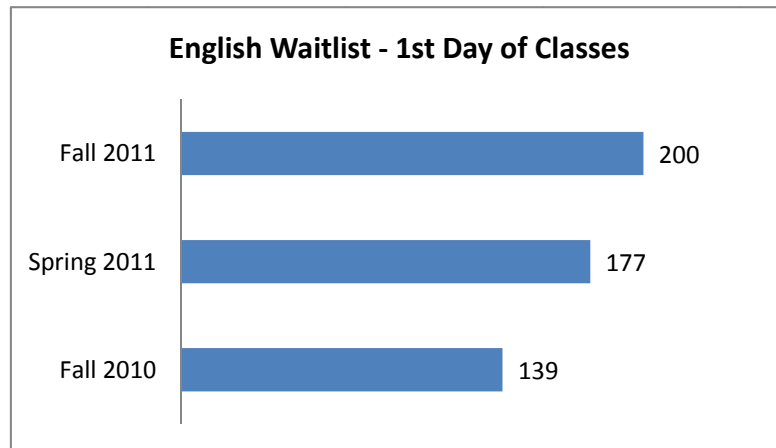
That is, we are not offering as many sections of core English classes as the students need for completion, graduation, and transfer. We have repeatedly slashed sections over the past six years, at first in order to increase productivity, but over the past four years, from a shortage of personnel. Even 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 |
|-----------------------------|----------|---|--|---|---------------------------------------|--|---|
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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 |
|--------------|----------------|--------------|

| | | |
|----|---|------|
| 10 | 2 | 0.83 |
|----|---|------|

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> |
|--------------|----------------|-------------------|

| 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 | 72.7% |
| 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 | 92.3% |
| 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 | 85.7% |
| 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> |
|--------------|----------------|-------------------|

| 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 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)



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% |

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> |
|--------------|----------------|-------------------|

| 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 | FTES | FTEF | Adjunct FTEF | FTES/ 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 | 0.0 | 4 | 4 | 100.0% | 3 |
| 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 | 0.0 | 18 | 13 | 72.2% | 13 |
| 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% |



**Public Service Annual Unit Plan
2012-2013 Academic Year**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

Professionalism and ethics are a priority of the Public Safety Programs Department. We are committed to providing all students with the technical/vocational skills and knowledge to facilitate assimilation into the economic community. The students, the employers and the college mutually benefit from an interactive partnership created within the areas of public safety.

[Include department]

b. Program Applicability

Administration of Justice

The function of the Administration of Justice Program is a two-fold program. The first services the core training requirements for an Associates' Degree and the second offers certified training for employment within the law enforcement community.

The purpose of the Administration of Justice Degree Tract Program is to provide quality core courses required for completion of an AS degree, which will further a student's potential employment within the criminal justice system. This facet of the program is a vital link to the vocational educational component of the college.

The Certification portion of the program has the most direct link to the vocational education component. Through these programs students can gain employment as police officers, detention/correctional officers, and private security officers. This program additionally attempts to meet the in-service training needs of current law enforcement officers.

Fire Technology

The function of the Fire Technology Program is a two-fold program. The first services the core training requirements for an Associates' Degree and the second offers certified training for employment within the fire-fighting community.

The purpose of the Fire Technology Degree Tract Program is to provide quality core courses required for completion of an AS degree, which will further a



student's potential employment within the fire-fighting community. This facet of the program is a vital link to the vocational educational component of the college.

The Certification portion of the program has the most direct link to the vocational education component. Through these programs students can gain employment as firefighters. This program additionally attempts to meet the in-service training needs of current firefighters.

c. Partnerships

Administration of Justice

The program continues working closely with law enforcement agencies and new partnerships have been forged that will result in greater course offerings. Our partnership with the Kern County Sheriff's Department continues to offer Basic Peace Officer Academies at their Bakersfield Facility. Their new Regional Training Facility has combined the academies offered by both the Kern County Sheriff's Department and the Bakersfield Police Department. Cerro Coso Community College, specifically the Public Safety Training Department, was asked by these agencies to be the educational representative for this Regional Law Enforcement Training Facility.

These partnerships have also produced the offering of many in-service courses that bring a high level of ongoing training to the law enforcement community. Recent requests from the Inyo County Sheriff's Department and the Bishop Police Department have resulted in our program certifying new courses with the California Commission on Peace Officer Standards and Training (POST) to offer to those agencies. These in-service courses can be offered in all areas of the college service area.

There has been an effort by the college administration to establish temporary space for offering Public Safety Training Programs. This has helped the Public Safety Training Programs start to grow for the first time at the IWV Campus. This dedicated space, where equipment can be setup and left in place, is crucial to the department's continued growth. As one of the FTE leading departments at the college the lack of administrative support is somewhat troubling and an issue I hope will be addressed soon.

d. Distance Education

The criminal justice online degree program has **grown** offering eight of the degree courses each semester; however due to the economic situation that currently exists the offerings have been dropped to six per semester. New adjunct instructors have been found and developed into excellent facilitators of online and traditional classroom learning.



STEP 2: EXPLAIN YOUR PLANNING

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

I had a past goal of bringing the programs within the Public Safety Program into currency with both updated curriculum and up-to-date equipment. While I have not completely met this goal I have made major steps toward fulfilling the goal. Curriculum review continues and new equipment items have been identified and will be included in my revised goals.

b. Review of Overall Department/Unit

The overall assessment of the Public Safety Program is strong and one of the highest FTE generating programs at the college. The one fulltime director/faculty member working within the department continues handling more than his fair share of workload, yet despite his endeavors the process seems to pile more constraints on his time and limited resources. The high number of courses offered by the department, coupled with distances required to travel to keep it all flowing creates an environment of more than sufficient stress. Adding the constraints of keeping state certifications current and customers happy and the workload becomes a little daunting.

There is another major issue affecting the effectiveness of the program. The only fulltime director/faculty member has some severe medical issues he is contending with that are making it more difficult to keep the program running smoothly. If the medical issues continue to worsen it could have a marked effect on the program effectiveness.

The program does have some of the most dedicated adjuncts assisting in the delivery of quality instruction. These adjuncts continue to try new and innovative teaching modalities to engage students to continue in our programs. They are truly the strongest asset of the program.



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 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 criminal justice and fire technology fields of study. Specific strategies need to be developed to facilitate the student's ability to master psychomotor skill performance within the police academy.*
3. *Action Plan: Develop student pre-academy course to develop the necessary entry level skills needed to become better equipped to be successful.*
4. *Measure of Success: A change in the approximate 15% loss of students during these critical testing stages.*

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 Learning Pathways for Students*
4. *Measure of Success: Develop Pathways for all Criminal Justice and Fire Technology programs collaborating with counseling and development of alternative methods of instruction for students to meet their criminal justice and fire technology in communities serviced by CCCC.*



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) |
|-------------------------|----------|---|--|--------------|---------------------|-----------------------------|---------------|---|
| Department Assistant II | IWV | 1 | A.1 | DA2 | 12 | 19 | | G |
| | | | | | | | | |

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

1. This department is one of the highest producing programs at the college and needs clerical assistance in order to maintain the level of service that has been done previously with one full time faculty member. This area has had intermittent assistance over the years which has aided in payroll processing and other clerical area; however, this is an ongoing and permanent need. 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 Public Service in processing payroll of the academies, assist in the filing, completion of state and federal 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 creates 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 public agencies as well. The Director is often on travel to other parts of our service area or in Bakersfield and there needs to be an assistant to respond to the requests at the IWV campus.

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, payroll and adjunct issues.

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) |
|---------------------------|---------------------------|----------|----------|--|---|
| Administration of Justice | Administration of Justice | IWV | 1 | 1.A | G |

Full-Time Faculty Staffing Justification:

The overall assessment of the Public Safety Program is strong and one of the highest FTE generating programs at the college. The one fulltime director/faculty member working within the department continues handling more than his fair share of workload, yet despite his endeavors the process seems to pile more constraints on his time and limited resources. The high number of courses offered by the department, coupled with distances required to travel to keep it all flowing creates an environment of more than sufficient stress. Adding the constraints of keeping state certifications current and customers happy and the workload becomes a little daunting. A full time faculty member in this area could take on the classes currently taught by adjuncts and provide the area with additional support to do SLO assessment, program development and K12 outreach.

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 Office Supplies | IWV | 1 | 1-6 | Need funds to supply office, classrooms and ranges, both for on-site classes and off-site classes. | 2000.00 | Ongoing | G |
| Lab supplies | IWV | 1 | 1-2 | Need funds to purchase necessary lab equipment for class labs, physical training classroom, and shooting range, at on-site and off-site locations. | 2500.00 | Ongoing | 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 |
|-----------------------------|----------|---|---|---|---------------------------------------|--|---|
| Fire Technology Videos | IWV | 1 | 1-6 | New videos to support the revised fire technology program need to be purchased. | 2500.00 | On-going | 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 |
|-----------------------------|----------|---|---|---|---------------------------------------|--|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |



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 |
|----------------------------------|----------|---|---|---|---------------------------------------|--|---|
| Public Safety dedicated facility | IWV | 1 | 1.A | There has been an effort by the college administration to establish temporary space for offering Public Safety Training Programs. This has helped the Public Safety Training Programs start to grow for the first time at the IWV Campus. This dedicated space, where equipment can be setup and left in place, is crucial to the department's continued growth. As one of the FTE leading departments at the college the lack of administrative support is somewhat troubling and an issue I hope will be addressed soon | | Ongoing | 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 and intra-district travel | IWV | 1 | 1.A | Travel to sister campuses to meet with advisory committees and public agencies Travel to Bakersfield in support of the Kern County Sheriff Department Academies | \$6,000 | | |
| Conference travel- Directors meetings | IWV | 1 | 1.A | Travel to statewide directors meetings | \$1,500 | 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 |
|--------------------------------|----------|---|---|---|---------------------------------------|--|---|
| Program Promotional Shirts | IWV | 2 | 1-6 | Shirts purchased to worn by faculty to advertise programs | 600.00 | One time | G |
| Program Advertisement Notebook | IWV | 2 | 1-6 | Notebook advertising program to be given to potential students at recruitment opportunities. | 1200.00 | 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 |
|-----------------------------|----------|---|---|--|--|---|---|
| Books | IWV | 2 | 1.A | Purchase resource materials for use for professional development | \$250 | One-time | G |
| Instructional Supplies | IWV | 1 | 1.A | To be used for instruction | \$1,400 | On-going | G |
| Contract instruction | IWV | 1 | 1.A | Pay professional experts to instruct in the academies | \$75,000 | On-going | G |
| Dues/Membership | IWV | 1 | 1.A | To pay professional dues and memberships | \$200 | On-going | G |
| Facilities Rental | IWV | 1 | 1.A | To pay for the facilities used for instruction | \$60,000 | On-going | G |

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)