College Goal #2: The college will prepare students for success through the development and support of exemplary programs and services.			
		Demonstrated Progress	**Continue Y or N**
SO 2A	**Improve student successful course completion rates both** • **By improving methods of tutoring and service delivery and** • **by increasing student access to tutoring and lab support services through providing well trained tutoring center and instructional lab support staff for all disciplines.**	• Perkins funding for lab assistants in fundamentals courses in some departments in the Tech and Health Division to answer student questions to ensure both mentoring and tutoring that will lead to student success. • The Music Department has converted its mini-computer lab to a larger 15 computer lab that allows music major students a place to work on material. • **Tutoring Center (LAC) open Monday-Saturday (partial day on Saturday) as well as online tutoring. Separate areas in LAC, including subject-specific tutoring, group tutoring, computer lab, and EOPS office.** • **Writing Center and its various types of tutoring. Tutors in the classroom. One area of concern for Writing Center is that so many students want to use the computers that there is not capacity to serve walk-in students for computers alone. In order to use computers, they must schedule a tutoring appointment.** • **MARC. Speech & Sign Success Center (but shortage of room and staff so unable to expand tutoring services).** • **Honors students are encouraged to become tutors. Integrated efforts in referring students to other tutoring services offered through the various**	

| | | centers. Online tutoring referrals. Writing Center previously had a difficult time identifying tutors. They have worked with Honors to identify, but there could be better integration to find qualified tutors. What can we do at the front end to encourage students to seek out tutoring? Many students are currently more fearful. Some classes have tutors in the classroom, which familiarizes them with tutoring and making them less fearful to seek out assistance. Some professors also require tutoring. The cost of tutoring is an issue as well. Title V grant to expand tutors in the classroom. We could also send students to classes (particularly developmental classes) at the beginning of the semester to inform them of services and encourage them to seek assistance if needed. And work with RIE to look at baseline data and measure success of specific interventions/activities.
• **There are two different populations – those who actually show up for tutoring and those who are referred to tutoring but never actually show up. If we have an integrated computer system that shows counselors the types of services for which students have been referred and also used, that would make for richer counseling sessions. Targeted boot camps and topical workshops. Workshops could be focused on developmental level and higher levels. We could also implement professional development for faculty regarding tutoring strategies. Create incentives/requirements for students who need tutoring.**
• **We could benefit from a student mentorship program. Phi Theta Kappa mentor program to help other students navigate college.** | |

KPI #1: Successful course completion rates for students receiving tutoring services will improve toward the benchmark of 10% above those not served.	In the last three years, tutoring centers across campus have met this benchmark by increasing access and usage. WIN Program tutoring: Fall 2012 retention and course success for WIN students, 92% and 75%, compared with all other credit students, 86% and 67%. Basic Skills Tutoring project data from Fall 2012 shows that for those students that repeated a course for their second, third, fourth or fifth time and received 90 or more minutes of tutoring, the success rate in was <u>14% higher</u> than students that repeated for their second, third, fourth or fifth time and received <u>no</u> tutoring (less than 10 minutes). In a sampling of 11 classes from various disciplines (Business, Math, Speech, Writing, and Reading) in Spring 2012 and Fall 2012, the success rate for tutored students was, on average, 13% higher than non-tutored students. Students receiving tutoring in Basic Skills and pre-transfer level courses in the Writing Center (AmLa 41-43W and English 67 and 68) in the Fall 2012 semester had an average increase in success rates over non-tutored students of 18%.	
KPI #2: Access to tutoring and lab support services will increase sufficient to meet demand.	Access has increased, but still does not meet demand due to limited resources. FTES in labs serving credit students doubled from 2009 to 2012. YTD for 2012-13 is 4.3% higher than 11-12. Business Division has expanded the mission of the Business Division Computer Lab to include "test proctoring".	

		CIS completed and submitted the Center of Academic Excellence 2Y application form. CyberWatch West – CWW represented community colleges and universities on the West Coast in building the national knowledge units which is the national framework for cyber security curricula. Mt. San Antonio College was designated the 4013E National Security Agency standard for curricula (CIS). LAC data shows that Basic Skills tutoring has doubled over the last 5 years, with a spike in growth after the establishment of the MARC in Bldg. 61. The LAC has seen steady increases in hours of tutoring as well. Hours have increased by about 1.5 times. In the MARC & TMARC the increases have been 2.5 times what they were in 2006-2007. Tutoring in English at Mt.SAC has increased 230% over the past five years with the biggest increase seen after the conversion of the Writing Center to a fully integrated writing tutoring Center under a Title V grant in 2008.	
	KPI #3: An evaluation will be performed of tutoring center and instructional lab support staff in existing disciplines and recommendations will be made for improvement in student access and success by the end of the 2012-13 academic year.	Evaluations are ongoing and robust at all tutoring centers, but no single all-campus tutoring evaluation has been conducted. This KPI is unclear. Additional staffing for math tutoring, especially in Basic Skills courses, has been identified as the greatest need for the LAC. The cost of funding the MARC in 2007-2008 was about $85,000. It now costs $145,000 to fund the MARC & TMARC-- almost 2 times the MARC budget, which has not changed, although the number of students served has tripled. (LAC PIE, 2012-13)	N

		As the Writing Center's Tutors in the Classroom program has grown and established itself as a consistently successful mode of supplemental instruction for Basic Skills AmLa and English students, the need for a full time Tutorial Specialist to train and supervise these tutors has been identified as the greatest staffing need of the Writing Center. Part-time Tutorial Assistants to tutor DSPS is also a high priority need.	

	KPI #4: A plan for increasing tutoring center and instructional lab support staff will be developed by the tutoring center during the 2013-14 academic year that includes multiple scenarios to improve student success based on availability of resources.	Additional resources have been identified in PIE with respect to staffing. A permanent part-time Learning Lab Assistant I has been hired in the LAC to cover peak hours of operation and weekend hours. A part-time staff member was increased to full time in the Learning Lab.
		
		Learning Lab Assistant I is in the process of being hired for the Learning Lab.
		
		The college has requested Instructional lab support for the shared media lab in the Design Tech Center.
		
		Through the AANAPISI grant, the Writing Center was able to hire a specialist in working with Non-Native English Speakers.
		
		Staffing needs are decided by each tutoring center and included in PIE as appropriate. Some examples include:
		
		    *Institutionalization of the Tutorial Services Supervisor, currently supported by categorical funds.
		    *A permanent part time Learning Lab Assistant I to
			Y

		restore services for make-up testing. *A full time Tutors in the Classroom Coordinator for the Writing Center	
	KPI #5: Based on evaluation results, a student success improvement plan will be developed that has multiple scenarios to improve student success based on availability of resources.	The Business Division has the Web Tool that was developed by professor Ralph Jagodka. The Web Tool is an interactive online tool that assists the students in determining their progress for certificate and degree completion. Interior Design completed a tracking system for certificates: • 28 completed Level I • 9 completed Level II • 4 completed Level III This was completed with the help of the research office (John Barkman and college IT) and paid for by a grant. HSS Division deans and chairs have collaboratively developed a comprehensive framework upon which it has created 11 goals that drive strategic actions to support success at several levels. The two foundational elements of the framework—systemic and pedagogical—have been used to: 1) inform scheduling strategies and the redistribution of FTES within departments and across the division; 2) task forces that have focused/will focus on Honors scheduling and enrichment, critical thinking and writing criteria, block scheduling, student support programs within departments, and linking curricula across departments/disciplines; and 3) identify need and establish strategies for increasing the	Y

		use of data in division planning processes. Results: 1) new scheduling guidelines to maximize offerings of Honors courses; 2) redistribution of approximately 200 FTES across division from 2012-2014 into higher-demand course offerings.		
	KPI #6: Provide opportunities and professional development for faculty to serve their required supplemental hours through tutoring services. These opportunities will be made available to faculty by the beginning of the fall 2012 semester. The goal will be to encourage 5% of the FT faculty to participate by the end of the 2012-13 academic year.	This KPI should be deleted as there are no current efforts to provide supplemental hours for faculty through tutoring. Participation rate of Faculty has been low, no success. BIOLOGY: The Biology Resource Room is staffed by Biology faculty. Anatomy study sections/ open labs for Anatomy 35 and Anatomy 10A for support/ tutoring in lab. In the Natural Sciences Division, many faculty have begun holding office hours or utilizing supplemental hours to staff our "Resource Rooms". During Fall 2013, 12 Biology faculty are spending 1 or 2 hours a week in the "Resource Room."	N	
SO 2B	**Provide support outside the classroom for CTE students to increase retention and successful completion of programs.**	**Perkins funding for lab assistants in fundamentals courses in some departments in the Tech and Health Division to answer student questions to ensure both mentoring and tutoring that will lead to student success.** Tech & health provides the following resources to students: Architecture, Industrial Design and Electronics provide open labs for student work		

		Nursing & Medical Services offer tutoring All Health programs have access to Student Success Coordinator. Aeronautics uses Perkins funds to support tutors. Technology and Health Division is Providing Support Through Fostering a Sense of Connection in Students ***Program Orientations*** • Fosters a sense of belonging • Connects students • Makes student feel welcome • Lays foundation for success in program ***Use of Social Media*** • Students feel connected to peers & faculty • Students can seek support from others • Students have a place to seek job listings posted by faculty/employers ***Competitions & Service Activities*** • Students learn value of team work • Students begin to understand the value of service to community • Students become invested in program • Students build resumes ***Student Reps at Advisory Meetings*** • Students feel involved in program decision making related to program improvement & student learning • Students feel they have a voice • Students have the opportunity to network with employers, clinical instructors, & other leaders in the radiology field Counseling just beginning to talk about the needs of CTE students. Should be working with our industry partners to	

		create opportunities for some of our CTE students. We could use a specific CTE orientation for students, if they identify an educational goal that does not fit into specific certificate/degree programs. We could be doing more one-on-one interviews with incoming students to guide them more effectively into programs. We could implement an exit interview for students who decide to leave the college – get to the root of the problem (not always academic issues). Specific counseling for students in a CTE pathway. If students job out without degree, could we have more relevant certificates to aid in that jobbing out? Animation has a program coordinator to provide one-on-one outreach to students if it looks like they are struggling (personalized services); this could be beneficial to other CTE programs as well. Counseling will be integrating much more with faculty and faculty leadership. Counselors in the classroom would be beneficial too.	
	KPI #1: An evaluation will be performed to determine which forms of support outside the classroom and interventions are most likely to increase student retention and successful completion rates for students in CTE programs. The evaluation will be performed in the 2012-13 academic year.	A Supplemental Instruction Leader has been working with Fire Technology with good results: In 2011-12 and 2012-13, the success rate for Fire Tech students who attended 6 SI sessions or more was 15% higher than those who attended less than 6 sessions. CTE programs can access core indicator data to see student achievement and completion data. https://misweb.cccco.edu/perkins/main.aspx An SI was provided in FIRE and success data is available. Health Student Success Coordinator logged 139 contacts for students seeking academic and professional support in their Health programs in Spring 2013.	Y

		A CTE Student Survey was developed and launched in Spring 2013 to assess student needs. Link to survey results: `http://www.mtsac.edu/administration/research/pdf/Factbook/Brief%20with%20attachments.pdf` The CTE student survey was developed and will be launched to assess student needs. The Paralegal, ID and HRM programs survey their students on a yearly basis to determine how to better serve them.	
	KPI #2: Based on evaluation results, a plan for providing out-of-class support for CTE students will be developed that has multiple scenarios to improve student retention and successful program completion based on availability of resources.	This should continue once KPI#1 has been done. No progress can be reported at this time.	Y
SO 2C	**Provide students with the information and means necessary to monitor their progress towards their own educational goals.**	The Kinesiology Department offered online modules to its student athletes to explain the Mountie Academic Plan (MAP) including instruction on how to use MAP. Honors program re-wrote orientation. Two-hour summer orientation to talk more about transfer, success in the classroom, etc. This could be used as a model across the campus as well. Some programs do progress checks (e.g., ASPIRE). Could we use technology to scale that up across the campus?	
	KPI #1: The college will fully implement Mountie Map (DegreeWorks) by the end of the Fall 2012 semester.	3/22/13: Launch completed 6/17/13: Scribing for noncredit certificates will begin Fall 2013. Each student athlete is required to have an Ed. Plan on file during their first season of competition. They meet with the Athletic Counselors to design their Ed. Plan and each	Y Suggest expanding or modifying the KPI

		athlete is monitored through the Division Office and our eligibility process. Since March the Athletic Counselors have been utilizing and introducing the Mountie Map to our student athletes. This process continues with each season of sport the athlete participates in. A total of 676 student-athletes submitted Ed Plan for 2012-13 Year. Campus faculty members (138 FT) were informed about MAP at Spring FLEX, 2013 in the opening session.	
	KPI #2: The Counseling Department will utilize MAP to assist student in creating educational plans by summer 2013.	3/22/13: Training and implementation completed Nutrition and Food: Worked with the Counseling Department to develop a system to track declared Nutrition and Foods majors at Mt.SAC.	Y Suggest expanding or modifying KPI
	KPI #3: The college will develop a system that will result in a 10% increase in the number of students identifying an educational goal when they apply for college by the end of 2012-13.	3/22/13: Suggest new KPI: Undeclared students will declare a course of study (major and degree goal)after attaining 24-30 units or upon the completion of three primary terms, whichever comes first.	Y
	KPI #4: The college will provide a means to allow students to formally change their major and educational goals as needed.	3/22/13: Completed	N
SO 2D	**Develop an innovative comprehensive program for a majority of first year students that includes early advisement, orientation, assessment, proactive counseling, intervention, and targeted student support services.**	**The Music Department sent out a mailer to every new student who declared music as a major. The mailer included advisement as to what classes the student should be taking.** **New 411 workshops were developed as a pre-orientation introduction.** 3/22/13: Suggest KPI #1: Expand current models and develop additional models to strengthen interventions for first year students, especially first generation and basic skills students.	Y

		BSCC committee has made progress, the application has been finished, and if funded the pilot will be implemented in 13-14.	
		Additionally, Nursing is in process with early advisement, assessment, and targeted remediation of nursing applicants who have met admission criteria but need to pass the program entrance; this is being done using grant funding.	
		Tech & Health programs offering or requiring Orientations: Nursing, Mental Health, Paramedic, Respiratory Therapy, Radiologic Technology, Aeronautics, Aviation Maintenance, Fire, and Industrial Design.	
		The Business Division participated and collaborated with all the other divisions in the creation of a document detailing the various types of student engagement that our programs and departments have developed and implemented. Document delivered to the VPI.	
		The Child Development Program supports student success by offering academic tutoring in all subjects through the Child Development Workforce Initiative Grant, "Orientation and Information" workshops at varying times of day covering all aspects of program and transfer requirements, by offering certificate and permit workshops.	
		The Child Development Department utilized the services of John Barkman of the Research and Institutional Effectiveness Office to better understand the pathway child development students take through our program and how to solve roadblocks to their completion or transfer.	

		Fashion: Large increase in transfer (Cal Poly Pomona – Apparel Merchandising Management Program). Large increase in A.S. degree completions. Nutrition and Food: Held 6 Nutrition Forum meetings to inform students about transfer and career opportunities Began the process of forming a Nutrition and Foods Club to provide leadership, volunteer, and networking opportunities for students majoring in Nutrition/Food Science/Dietetics. Worked with the Counseling Department to develop a system to track declared Nutrition and Foods majors at Mt. SAC. This begins each Spring with student athlete – Parent orientations. Students are then required to attend a 3 day orientation with Shane Poulter in the Summer. Students may also spend time in our Summer Math and English WIN-ACCELERATION workshops. They are required to attend the WIN program, but may be waived if they have a 3.0 GPA or higher. We also monitor their progress through the use of progress checks. A total of 304 student-athletes attended summer orientation in preparation for Fall.	
SO 2E	**Improve student successful course completion rates and term-to-term persistence rates by the use of interventions such as learning communities, supplemental instruction, and peer advising.**	**The English and Math Departments are using accelerated learning classes in the Pathways program that include supplemental instruction to increase student success.** **The Kinesiology Department has an intervention alert system that gives students who have been flagged as deficient immediate access to the advisement of a counselor.**	

		Each student athlete is being monitored through the WIN program, progress checks and an annual eligibility process. Over 1200 Student Progress Checks were turned in for the 2012-13 academic year HSS Division is increasing its use of subsequent 8-week course offerings by at least 10% to increase student retention as well as increase completion rates.	
	KPI #1: For learning communities with peer advising, term-to-term persistence rates will improve toward the benchmark of 20% above those not served.	FCS 41 continued to be a part of the Single Parent Academy Learning Community in addition to CHLD 72 and COUN 54. In the FCS program, course success stayed consistent with the previous year (84.39%) and retention rates climbed just a bit to 89.68% up from 89.33% in the previous year.The FCS students are dealing with major life issues, without the learning community support, their success in traditional classes would most likely be lower. Accounting faculty have revised and improved A.S. degree and certificates to improve and to increase the number of degree/certificates awarded. This was done based on recommendations received from The Accounting Advisory Committee. Survey results from current students concerning feedback about the new certificates and degree show a high level of interest. As a result, Accounting certificate and degree completion rates are expected to increase dramatically next year once the new changes take effect. Also, methods of communicating degree/certificate information to students have been developed. The Child Development Program supports student success by <u>offering academic tutoring in all subjects through the Child Development Workforce Initiative Grant,</u>	

		"Orientation and Information" workshops at varying times of day covering all aspects of program and transfer requirements, by offering certificate and permit workshops.	
	KPI #2: For supplemental instruction, successful course completion rates for students receiving this service will improve toward the benchmark of 10% above those not served.	2011-12 data shows that the overall course success rates for students attending at least 6 SI sessions is 13% higher than those who attend fewer than 6 sessions. 2012-13 data shows a 10% higher success rate for those students who attended at least 6 SI sessions. TC Data from Writing Center for the Fall of 2012 shows success rates for students with three or more TC sessions/contacts of 83% and 85% for English 67 and 68, respectively. (These success rates are 20% above the historical averages for the last five years for these courses.)	
	KPI #5: Based on the evaluation results, a plan will be developed for increasing the capacity of each type of intervention during the 2013-14 academic year that has multiple scenarios to improve capacity based on availability of resources.	Plans for improvement are ongoing and are included in the PIE of the individual areas responsible for these modes of intervention (e.g. Bridge, ASPIRE, ARISE, the LAC, the Writing Center, WIN, and other departments providing academic and student support).	N
	KPI #6: The Mt. SAC Continuing Education Noncredit Scorecard High Level Outcome rate will be among the top ten in the state.	The 11-12 ARCC Scorecard for CDCP shows Mt. SAC as #3 of statewide noncredit program awards.	Y
College Goal #3: The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.			
SO 3A	**Increase opportunities for hands-on learning for CTE students through Work Experience courses and**	**Pre-work experience course created to prepare students. Tech Health job developer working with students and employers to expand current programs.**	

	Internships to more effectively prepare students for entry into the workforce.	**Administration of Justice AJ90 Work Experience 1 year internal with Public Safety and a verbal agreement for an external public safety agency. CEA lab course which simulates real world experience. Fitness specialist certificate partnerships with local gyms for student internships.** **Future ideas are to increase the number of division specific developers and integrate their best practices, experiences and efforts.**	
	KPI #1: The college will increase the number of students participating in work experience classes offered by 5% during the 2012-13 academic year.	Tech & Health programs show an increase from Fall 2012 to Fall 2013 of 19% in student participation in Work Experience.	Y
	KPI #2: Explore mechanism and requirements for offering a General Work Experience in addition to Occupational Work Experience.	CTE Deans group has been exploring options for involving students entering CTE programs to explore work environments.	Y
	KPI #3: The college will ensure that students participating in work experience meet the guidelines established by the Chancellor's Office.	We just completed and updated an assessment & compliance project. Done.	N
	KPI #4: Explore alternatives for streamlining the process of establishing a work experience site or opportunity, including extension outside of semester time boundary.	The process is already in place and working; it doesn't need streamlining. Working on establishing late-start options for work-experiences	N Y
SO 3B	**Ensure that all CTE programs will hold advisory committee meetings during 2012-13 to maximize business and industry partner input in the maintenance of currency of curricular offerings.**	**All CTE programs held meetings in 2012-13 verify with Instruction Office logs. Participated in LAOCRC Regional Advisory in November 2013. Future: Programs be encouraged to add more industry partners to their committees and have interaction with them outside of the advisory meetings. Advisory Agendas be developed and rolled out college-wide. Train new faculty program leads in the best practices**	Y

		of Advisories. We are ready to change/ move on from this SO to improve the networking, job development and internship creation potential of Advisory committees. A revised template for advisory meetings has been created and is available to all CTE programs for use beginning late Fall 2013. The Instruction Office has an updated report on advisory committee meetings. In the Agricultural Sciences Dept., both the Horticulture Advisory committee and the Animal Science/RVT Advisory committee met twice in 2012-13: once in Fall and once in Spring.	
	KPI #1: Minutes and rosters from all advisory committees will be submitted to the Instruction office for 2012-13 by July 1, 2013.	Done	Y
	KPI #2: All advisory minutes and rosters will be posted on the Instruction Office website by the end of the 2012-13 academic year.	Will be completed by the end of fall 2013.	Y
	KPI #3: Advisory Committee minutes will be analyzed to determine appropriateness of existing software and hardware used in CTE programs to ensure adequacy in meeting needs of industry for training	These are ongoing department responsibilities; unnecessary in this document. Within the Arts Division this is being done with the benefit of looking across programs for shared usage.	N N
	KPI #4: Based on the evaluation of advisory committee input, the college will develop a plan by the end of 2012-13 for meeting technology needs (software and hardware) in the classroom established by industry partners to be implemented based on the availability of resources. (same as 5A, KPI #1 which is more appropriate)	Information regarding technology needs is included in annual PIE. However, a college-wide process for aggregating results of KPI #3 needs to be identified.	Y

		Within the Arts Division this is being done with the benefit of looking across programs for shared usage. Virtualization – CIS implemented Virtualization for CIS rooms in building 17	
	KPI #5: Based on the evaluation of advisory committee input, CTE faculty will ensure that certificates are current and meet the needs of industry in preparing students to enter the workforce.	These are ongoing department responsibilities; unnecessary in this document. This is in place and ongoing. Certificates and courses are reviewed regularly at Advisory Committee meetings for currency and updates. CIS has just completed an entire overhaul of certificates.	Y
SO 3C	**Establish a mechanism for tracking data related to student job placements.**	**Tech Health Division Job Developer has established a tracking mechanism for work experience placements, employment, potential advisors and donors. Future: Have programs share information regarding their current use of social network sites designed to obtain information from current students and alumni. Also have programs share current list of data bases in use for this purpose. We are ready to change/ move on from this SO to expand the use and effectiveness of the mechanism.**	
	KPI #1: Collect and report on available job placement data for students in CTE programs for 2012-13 to use as a baseline.	Research is working with the CTE Deans to edit the survey and is liaising with IT to create different opportunities for students/Alumni to take the survey. Research and CTE Deans are expanding the project to include current students as well as Alumni. 3/22/13 Update: Gainful Employment reports for Financial Aid (DOE) and accreditation will include expansion of this data collection. Newest effort to match	Y

		CCC and EDD employment data in progress by IT. Pending implementation of auto award of certificates and degrees.	
	KPI #2: Establish a group of CTE faculty, administrators, researchers, and IT staff during 2012-13 to explore options for expanding college capacity to track job placement data.	CTE Deans are working with Research on this matter. There is also hope that the Chancellor's Office Data Mart update, due out shortly, might provide this information from the state department.	
	KPI #3: Based on work done by the group in determining options for collecting data, establish a plan for systematic collection of job placement data for use in determining effectiveness of the College's CTE programs.	CTE Deans are working on this plan.	Y
College Goal #5: The College will utilize and support appropriate technology to enhance educational programs and services.			
SO 5A	**Provide current technology to prepare students for the workforce.**		N
	KPI #1: Based on the evaluation of advisory committee input, each division will develop a plan by the end of 2012-13 for meeting technology needs in the classroom established by industry partners to be implemented based on the availability of resources.	**Adobe campus site license saves on costs and allows students to learn current software** **Business division provided remote access to all software used in labs** **Arts grant added AVID software and related hardware to allow for "reality" show production** **Network security area is CIS purchased hardware and software for improved network security training which enabled the students to win a national championship** **Secured injection molding equipment, laser cutter, and vacuum molding equipment to improve industrial fabrication capabilities** **Calipers, micrometers, surveying stations, and**	Y

		other items were donated to the college • (SEE ALSO VTEA GRANT FOR ITEMS) We should continue to explore this with other programs across campus. Needs from each program are aggregated in the Division level PIE and forwarded to the appropriate VP.	
	KPI #2: At least five CTE departments will address their technology needs through VTEA funding for the 2012-13 academic year.	Aeronautics: Simulator equipment ($120,000) Electronics: testing equipment ($3,000.00) Welding Equip: ($2,500.00) Fire Technology: Flashover chamber ($68,000) Architecture: Software ($22,000) CIS: Virtualization servers ($20,000) Rest/Hotel mgmt: digital point of sale ($6,000) Arts: Electronic equip ($50,000) Purchased iPad POS systems Air Traffic control tower simulators Virtualization servers for CIS Films on Demand database funded (closed captioning) Overall, VTEA funds 26 CTE programs on a yearly basis.	Y
	KPI #3: CTE departments will pursue external funding to meet technology needs as established through advisory committee input.	Some areas are actively pursuing external funding resources. Some areas have met with the Foundation and are continuing to seek grant funding opportunities.	Y

		3M NSF Grant – CIS $900,000 VTEA	
SO 5B	**Provide appropriate technology in classrooms to enhance student learning and active engagement in the learning process.**	• **Business division used grant money to have virtualized (using any computer environment provided by the server) classrooms.** • **Secured funding for anatomical models for anatomy students** • **Captioning provided for all classrooms enhancing accessability** • **CIS bought unblocked cellphones to assist the teaching of mobile programming** • **Secured trials of software such as MeasureNet** • **Enhanced Moodlerooms training allowed more faculty to use Moodlerooms in their course sections (workshops as well as one-on-one)** • **Updated laptops for Physics and Earth Science classrooms** • **Purchased iPads for cell-linked Internet access during field trips** • **Opened observatory room** • **(NOTE: THERE HAS BEEN INADEQUATE INSTRUCTIONAL EQUIPMENT FUNDING IN RECENT YEARS)**	
	KPI #1: The number of faculty trained in the use of Moodlerooms will increase by 10% during 2012-13.	The DL Committee is working on this.	N (5C SO is more appropriate)
	KPI #2: The college will increase the number of faculty using technology to provide student learning materials online by 5% by the end of 2012-13.		N
	KPI #3: In 2012-13 ITAC will prioritize Banner enhancements that address instructional needs and develop a plan to complete needed enhancements based on availability of	ITAC change to ASAG Administrative systems advisory group ITAC is not the appropriate group (ASAG is)	Y

	resources.	Functionality was added to banner to allow faculty to refer students to services such as tutoring, math lab, and the writing center. Then receive feedback through banner as well.	
SO 5C	**Develop a Distance Learning plan by the end of the 2012-13 academic year to ensure that growth in DL course offerings is aligned with college priorities and student demand.**	• See Distance Learning Plan (Senate approved June 2013) The Distance Learning Master Plan was approved by Academic Senate 6/6/2013 and is now under review at Presidential Advisory Council.	Y
	KPI #1: During Fall 2012, students will be surveyed to determine their interest in taking specific DL classes. A plan for expansion of DL course offerings will be developed during the spring of 2013 to reflect student needs and will be implemented based on availability of resources.	Focus group was convened to discuss what students liked and disliked about DL. A survey was also conducted in spring 2012. DL draft plan for expansion is in development now. The Distance Learning Master Plan includes expansion of DL offerings as a goal.	Y
	KPI #2: Beginning in Spring 2012, a faculty member from DSP&S will serve on the DL Committee to ensure compliance with 508 guidelines in DL courses	Done. A DSP&S representative currently sits on the committee. DL AP includes language about requirements for DL compatibility and course accessibility.	N
	KPI #2: Provide appropriate support services to DL students to improve student success in DL classes by 5% during the 2012-13 academic year,	In 2012-13, student success rate in DL classes increased by 1.8%.	Y
College Goal # 6: The College will provide opportunities for increased diversity and equity for all across campus.			
SO 6A	**Embed student equity into each of the college plans**		
	KPI #1:		
	KPI #2:		

SO 6B	**Increase campus awareness of existing equity gaps** • **Success** • **Hiring/Staffing** • **"Disproportional Impact"**		
	KPI #1:		
	KPI #2:		
SO 6C	**Create a Diversity Center (also focused on needs of undocumented students)** **Review** • **What way is student equity being embedded into each of these plans?** • **Increase Campus Awareness of existing equity gaps (i.e. Success, Hiring/staffing, "Disproportionate Impact)** • **Explore the implementation of a diversity center (also focus on needs of undocumented students)**		
	KPI #1:		
	KPI #2:		
College Goal #7: The College will increase access for students by strengthening recruitment and opportunities for full participation in College programs and services.			

SO 7A	• **Provide stable (non-categorical) funding for support of H.S. articulation/ dual enrollment.**		
	KPI #1:		
	KPI #2:		
SO 7B	• **Send program brochures to local H.S. career centers and attend career fairs at H.S.**		
	KPI #1:		
	KPI #2:		
SO 7C	• **Allow growth for programs that successfully recruit students**		
	KPI #1:		
	KPI #2:		
SO 7D	• **Face-to-face presentations to all 11th grade students in the district. (How to be ready for Mt.SAC)**		
	KPI #1:		

	KPI #2:		
**College Goal #8**: The college will encourage and support participation in professional development to strengthen programs and services.		
SO 8A	**Provide faculty and staff professional development opportunities for implementation of best practices in** • **teaching and learning, especially for work with basic skills and online students** • **use of library resources** • **use of Moodlerooms and other learning technologies** • **data-driven outcomes assessment**	• **Outcomes Committee workshops (several) on outcomes assessment, GEO Reimagined (talked about GE Zones; one on next Tuesday)** • **Dev Ed Parachutes and Ladders conferences (sometimes seem to focus on basic skills students; less applicable to gen ed)** • **Accommodating Students with Disabilities online course for faculty (also inadvertently training for use of MR for the uninitiated)** • **Camtasia/Captioning DSPS (2012-13)** • **On Course training has applications for the range of students from developmental students to gen ed students.** • **Moodlerooms online training Basics 1 & 2, # faculty completed, "best practices" on to teach online (Sp 2013), MR Community; MR training for students** • **Distance Learning Plan, including preparation on DL Mock Accreditation, DL regulations training, sample DL courses ("templates" to share with faculty), Flex Day presentations on DL issues** • **Adobe Acrobat Pro training sessions to be offered; Course Studio; Captivate for captioning video clips (2012-13)** • **Library resources training workshops during Flex Day, Lunch and Learn sessions** • **OmniUpdate for faculty webpages for resources**	

	that are not associated with courses (required CRN for MR course shells) • **Gap analysis: MR student training. Better publicity to faculty on all resources already created, e.g., video clips on MR. Online student readiness training in orientation. Encourage faculty to send out a message and an activity in MR in first week of classes. Library workshops for faculty on use of existing multimedia resources (Films on Demand; ScholarsResource) at Flex Day and other venues. Library resources analysis for AD-T development – inform faculty on collaborations with library faculty. Flex Day has not focused on teaching and learning while there are peripheral sessions addressing teaching and learning – "where's our teaching and learning center?"**	
KPI #1: PDC will organize professional development opportunities related to teaching basic skills.		
KPI #2: PDC will organize professional development opportunities to update all faculty (new and experienced) on campus resources, programs, legal responsibilities, and campus responsibilities.	New Faculty Seminar (ongoing) Faculty Mentoring (Spring 2013) Faculty Association series (Sp2013) (Rehire rights, Faculty Do's and Don't's, Supplemental Hours/ Service to the College Hours) WebCMS "fun days" Ask a tutor (Fall FLEX 2013) Financial Aid 101 (Fall FLEX 2013) GO! Study abroad workshops on field trips (Spring 2013) Faculty role in accreditation (Spring FLEX 2013) Veterans: Combat to College workshops	Y
KPI #3: PDC will organize professional development	MR basics	Y

	opportunities related to implementation of Moodlerooms to strengthen pedagogy and course delivery.	MR advanced MR workshops (one on one) (ongoing) MR online training (rev. Spring 2013) MR community	
	KPI #4: PDC will organize training to inform faculty about online delivery practices and pedagogy to increase student retention and success.	SPOT training (ongoing) New Faculty Seminar (ongoing) Best Practices in Distance Learning (Sp2013) Camtasia/ Captioning- DSPS (2012-13) Tech Week- Screencastomatic, etc. (Spring 2013) Early Alert (2013) Please see notes in attached email. Plans for improvement are ongoing and are included in the PIE of the individual areas responsible for these modes of intervention (e.g. Bridge, ASPIRE, ARISE, the LAC, the Writing Center, and other departments providing academic and student support).	Y
	KPI #5: PDC will organize professional development opportunities related to increasing faculty implementation of data-driven outcomes assessment.	SLO conversations. GEO reimagined (Fall 2013). The Outcomes Coordinator is organizing workshops to address these and other related issues.	Y
	KPI #6: PDC will organize professional development opportunities around Developmental Education teaching and learning proficiencies and techniques.	Developmental Ed. Institute Parachutes and Ladders: Dr. Franscisco Reveles, Spr 2013 P and L: Building Connections (Fall 2013) Please see notes in email attached to this document. The Developmental Education Study Team in 2012-13 offered a Fall Follow Up event in October to review the concepts from the Spring 2012 Parachutes and Ladders	Y

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		Event. Parachutes and Ladders was held in Spring 2013, with a Fall Follow Up.	
	KPI #7: PDC will organize professional development activities to increase faculty awareness of technology for data organization, storage and retrieval.	Google Cloud Mt SAC portal system Lotus Notes Course Studio groups Channel Communications Managing Your email Traveler (iphones and droids) Excel workshops	Y
	KPI #8: PDC will communicate professional development offerings clearly in both a web-based and newsletter format.	Website – PDC and FPDC and CPDC pages Academic Senate reports FPDC channel Newsletter Laura Martinez emails POD calendar Faculty specific campus connect emails	Y
College Goal #9: The college will provide facilities and infrastructure that support exemplary programs and consider the health and safety of the campus community.			
SO 9A	**Improve our ability to modify and customize educational facilities for maximum support of the learning process.**	**Facilities request prioritization process** **Fine Arts Department (KPI1)** • **access to specialized studios to complete their work** • **lab tech and student workers utilized for open lab (3D areas, painting, printmaking)** • **shifted budget from classroom to labs** • **Renovated 1A-1 – printmaking lab**	

- **Upgraded lighting in 1B (rooms 3,4,5,6)**
- **Faculty hold office hours in studio to also allow open access to students**

Business Division
- **Classrooms are open for clubs (KPI1)**
- **Approved Business Division Complex by CMPCT for construction; beginning May 2015 (KPI3)**
  - **additional classrooms**
  - **language learning center**

Library
- **Library Meeting Room is alarmed to allow outside groups to schedule meetings (KPI1, 2)**
- **Library is implementing one renovation project – to create a "quiet zone" (KPI2)**

Natural Sciences Division (KPI1)
Exploratorium is open at various times (day, evening) for increased (but still limited) student access

Building 80 - agriculture
- **26,000 square feet**
- **9 classrooms**
- **Veterinary hospital**
- **Student resource room**
- **Student computer lab**
- **Dog kennels (forthcoming)**

Building 13 – design technology
- **Architecture, Photography, CEA, Interior Design, IDE, Graphic Design, Animation, Illustration**
- **Cross-division and cross-department**
- **Lecture and lab space**

| | | **Open labs (2)** **Architecture faculty hold office hours in lab to allow open lab for students** **Child Development and Education Center** **Child Dev Center – opens spring 2014** **Increased capacity for external children** **Child Dev Educational Program – opens winter 2014** **Classrooms** **Office space** **Kinesiology – planning Athletics Complex East** **Stadium, 50G, field house, tennis courts, pool, gymnasium** **Groundbreaking 2015** **<u>Gaps:</u>** **Advisors do not always attend club meetings – hard to open classroom space to clubs without advisors present** **More funds needed for ongoing access to Exploratorium** | |
| | KPI #1: Re-evaluate existing classroom space designated as restricted to provide for more space for special events, activities, and clubs. The Instruction Office will make a recommendation regarding restricted rooms to the Instruction team by the end of the Fall 2012 semester.

Suggested change: Re-evaluate existing classroom/lab space | Much progress has been made in this area, but we need to update the building matrix so that the division staff can see what the rooms are set up to handle. Unnecessary restrictions should be avoided, but safety and expense concerns should be heeded. | Y |

	to maximize space use for scheduled classes, special events, extra-curricular activities and student clubs.		
	KPI #2: By the end of the 2012-13 academic year, the Facilities Master Plan will address a strategy for providing greater learning capacity and space in the Library.	Scope of project currently under development and then will be referred to Facilities AC and CMPCT Library is repurposing staff workspace in order to increase student learning spaces	Y
	KPI #3: By the end of the 2012-13 academic year, the Facilities Master Plan will address ways to increase needed classroom learning space by identifying space for expansion in existing and new buildings, including the installation of modular units as appropriate.	Summer 2013 installed 10 classrooms in modular buildings to increase student learning space	Y
	KPI #5: Changes to the Facilities Master Plan should be communicated to the college community openly and often. Interested parties should be able to tract and identify where their projects are on the plan, so that they can plan and budget accordingly	Facilities Advisory Com. has been developed with members across campus to facilitate the dissemination of info across campus Website maintained Info about master planning and construction are on Mt. SAC web site	Y
	KPI #4: The Astronomy Observation facility will be completed during the 2012-13 academic year.	Success! The Observation Dome facility has been completed.	N
	KPI #5: Increase the learning capacity and space in the library. Duplicates KPI #3. (Are we simply following the Facilities Master Plan timeline in deciding which facilities needs are included in the EMP? There are lots of needs, including the library & dome of course. Would it be useful to note that these KPI's reflect timelines of FMP?)		
College Goal #10: The college will ensure that basic skills development is a major focus in its planning efforts.			
SO 10A	**Promote and support basic skills tutoring services on**		

	campus.		
	KPI #1: Beginning in 2012-13, increase by 2% annually the percentage of basic skills students who participate in basic skills-funded tutoring interventions that have demonstrated increased student success.	**Research is providing data support to BSCC.** **ESL pilot tutoring for VESL Career Paths students: Students who attended more than 5 sessions of tutoring scored 15% higher on midterm writing assignment than those who never attended the optional tutoring sessions.** **WIN program services our student and student athlete population and improves upon basic skills deficiencies within the program through the use of tutorial services. A total of 1,982 registered students and student-athletes attended the WIN Center for Summer, Fall, Winter & Spring terms.** **ESL expanding on pilot. Tutor coordinators group developing video series to promote tutoring. Tutor recertification process completed. Online tutoring referrals. Senate support for hiring quality tutors. Comprehensive tutoring project funded through Basic Skills. Centralized coordination with decentralized access to tutoring. Tutoring in non-credit ABE showed that those that received tutoring at least 3 times had better outcomes on formal assessments. Embedded tutoring, providing in-class support through all levels of ESL.**	Y
SO 10B	**Provide expanded access to basic skills development courses by scheduling basic skills pre-collegiate and college level courses in alignment with student assessment and placement results**	**Math and English Pathways are being implemented. Offerings will be expanded. A new Pathway starting with LERN 49 is being offered. Proposed courses to provide deaf and hard of hearing students with**	

	by Fall 2014.	**foundational language skills to be successful in college courses.**	
	KPI #1: Modify the procedures for priority registration to allow basic skills students priority for enrollment in the appropriate course based on assessment and placement data by Fall 2014.	3/22/13: We believe this KPI is no longer relevant due to Title 5 section 58108 and the pending revision to AP 5055. We believe that priority enrollment is not the only solution; sufficient offering of basic skills courses is critical to assisting basic skills students to enroll in basic skills courses (ENGL, MATH, READ, LERN).	
	KPI #2: Link basic skills courses so that students who are successful in one course have priority enrollment in the next course in the sequence.	3/22/13: Suggested revision: Develop pathways for enrollment in sequential basic skills courses. Yes, a project known as Pathways to Transfer is being proposed for fall 13 & winter 14.	Y Y
	KPI #3: By Fall of 2014, 50% of students placing into non-degree applicable basic skills level classes will enroll in at least one of their required courses during their first semester in college.	3/22/13: Suggested revision: Require graduating seniors from feeder high schools who complete Connect 4 registration to enroll in at least one basic skills course (ENGL, MATH, READ, LERN) to qualify for priority registration. Research is working on a model to collect the data to find these students. Getting ready for further implementation.	Y Y
	KPI #4: Improved planning efforts will result in 75% of incoming freshmen who will have access to enroll in a required basic skills class.	English and math review and study skills workshops (bootcamps) for incoming freshman and potential athletes were held in summer 2012. Although the sample was small, 89 students, half of the bootcamp participants who retested on the placement test after the 3 month waiting period improved their English and math placements. They also had a higher course success rate than all other credit English and math students in Fall 2012 and Winter 2013.	

SO 10C	**Track the success and persistence rates of students in basic skills courses to increase the number of student successfully completing the Basic Skills sequence in both math and English by Spring 2015.**	**Spring 2014, Persistence Survey as part of a Basic Skills project. Students will be surveyed to determine why they have not enrolled in the next course in the basic skills sequence.**	
	KPI#1: Create completion certificate for Basic Skills Learning Communities cohorts by Spring 2014.	None	N
	KPI#2: 40% of students enrolled in basic skills courses will enroll in the subsequent course by Fall 2016.	Data collection in process and by Fall 2016 BS committee hopes to propose an intervention or program to enable this to happen. Same grant as mentioned earlier.	Y
	KPI #3: Increase progression in the following courses by 10% by the end of 2013-14: • LERN 81 to ENGL 67 • AMLA 42W to ENGL 67 or AMLA 43W • LERN 49 to MATH 50 • AMLA 32R to AMLA 33R • READ 80 to READ 90	Probably won't happen by 13-14. Keep it and move date back to 15-16 It's a longer project. First year of gathering data shows promising results on progression from participation in tutoring in Basic Skills courses. Results showed a significant difference in the percentage of students who enrolled in the next or higher level course based on whether they participated in tutoring for at least 90 minutes. Tutored students were 14% more likely to enroll in the next or higher course in English, 6% more likely in MATH 50, and 12% more likely in MATH 51.	Y
	KPI #4: Increase term-to-term persistence and certificate of competency completion for noncredit students in English and Math courses by 10% by the end of 2014-15.	In process through BSI project; on schedule. Project should be completed Spring 2013.	Y
	KPI #5: Increase the numbers of non-credit students who transition into credit English, reading, and math courses. Suggested refinement: Improve the tracking of noncredit students in Adult Basic Education English, reading, and math courses and in ESL to	Last two years have been steady but not an increase across all basic skills students. Probably should disaggregate by program because strategies vary. Refine this KPI. The 2008-09 cohort has been tracked with these results as	Y

	identify successful strategies for increasing persistence and transition to credit.	of Spring 2012: ABE – 29% to credit Adult HS Diploma – 27% to credit ESL (all levels) – 16% to credit	
SO 10D	**Review and recommend funding for projects for 2013-14 that positively impact the progress and success of basic skills students (Basic Skills Coordinating Committee)**	• **Add to KPI 2: Process is ongoing. Data will be available for June 2014 and will be included in the Basic Skills Action Plan and Annual report to Chancellor's Office.** • **Annual retreats to review SLOs and curriculum for noncredit ESL.** • **Basic skills grant funding provides support for noncredit basic skills curriculum development.** • **$400,000 per year for basic skills tutoring: Basic Skills Grants**	
	KPI #1: Ensure that all funded basic skills projects will include student learning outcomes and document a complete assessment cycle by June 2014.	Research is providing support for this project. Process is ongoing. Data will be available for June 2014 and will be included in the Basic Skills Action Plan and Annual report to the Chancellor's Office.	
	KPI #2: Funded projects will demonstrate improvement in successful course completion or progress rates for students participating in the project toward the benchmark of 10% above those not participating.	Research is providing support for this project.	
College Goal #11: The College will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.			
SO 11A	**Host casual Topic-focused ("Brown Bag", "Wine & Cheese") gatherings for folks to gather and discuss common goals/ challenges.** • **Build on flex schedules to add 2x/Yr. cross-campus opportunities (ALL CAMPUS)**		

	• **EG: Topical/ Interest Based** • **Open space technology (OST) - Type gathering to focus on needs/solutions.** • **Schedule regular "Brown Bag" discussion group**		
	KPI #1:		
	KPI #2:		
SO 11B	**Integrated discussion (purposeful) between Basic Skills and CTF Faculty.**		
	KPI #1:		
	KPI #2:		
SO 11C	**Create opportunities for Round table discussions among experts.**		
	KPI #1:		
	KPI #2:		
College Goal #12: The College will engage students in activities and programs designed to increase their term-to-term enrollment (i.e., persistence).			

SO 12A	**Provide support opportunities for students (pre/currently-enrolled class)** • **Create Winter/Summer Workshop** • **Enroll students in workshops during month of November/May** • **Target at risk students- use personal invitation from classroom professor**		
	KPI #1:		
	KPI #2:		
SO 12B	**Improve ability of students to register into the next class in sequenced classes** • **Very important** • **Support/ expand Pathways** • **Linked courses and cohorts** ○ **(clubs, student gov't and advisory boards, research, internships)**		
	KPI #1:		
	KPI #2:		
SO 12C	**Create viable opportunities for students to be involved on campus**		
	KPI #1:		

	KPI #2:		
SO 12D	**Contextualize Basic Skills in all courses**		
	KPI #1:		
	KPI #2:		
College Goal #13: The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize student successful university transfer.			
SO 13A	**Provide information in the classroom to students regarding services available to them to support preparation for transfer.**	• **Transfer Services offers classroom presentations each semester. Faculty can request a presentation via the web or email.** • **Transfer Services also provides brief class presentations in all English 68 classes regarding services available.** • **Transfer Services connects directly with professors to connect students to transfer and other transition opportunities.** • **COUN 7 class addresses transfer.** • **Other counseling classes also address transfer.** • **Individual academic departments offer workshops/conferences regarding transferring to four-years in the specific major.** • **Collaborations between faculty and counselors in presenting transfer information via classroom, club, and other venues.**	

		• **Based on liaison assignments, counselors are integrated into the advisory team of instructional departments, programs and majors.** • **Faculty discuss and promote AAT/ASTs in their classroom and across campus.**	
	KPI #1: Faculty will be introduced to the Roadmap for success during spring 2013.	Completed Spring 2013	N
	KPI #2: Faculty will be invited to introduce students to the Roadmap for Student Success during the Fall 2013 semester.	Advertising on portal, website, and across campus	N
	KPI #3: The Student Services team will develop a list of representatives from various departments who are available to come by invitation to the classrooms to inform students of available services.	In process Career and Transfer and Student Health Services currently provide specialized classroom presentations on (job search, transfer, and health education) Student athletes are being exposed to transfer information throughout their careers through orientations, one on one counseling or team counseling sessions that coaches set up to provide current information to their teams. This includes over 600 student-athletes per year, which has resulted in over $1.5 million in academic and athletic scholarships annually.	Y
	KPI #4: At least 20 faculty will have a representative from the list compiled by Student Services by the end of Fall 2013semester.	Completed: more than 20 faculty have requested classroom presentations	Y
SO 13B	**Implement DegreeWorks to facilitate the development of educational plans for students.**	• **Full campus implementation in spring 2013.** • **Course equivalencies established by academic departments for top 20 feeders.** • **Counselors working on developing a way to integrate counseling processes with MAP.**	

	KPI #1: 50% of the counselors will use DegreeWorks to create Educational Plans with students.	Completed.	
	KPI #2: Provide training for students to access DegreeWorks to identify needed courses for the attainment of a degree or certificate.	3/22/13: online tutorial presently under development	Y
	KPI #3: Provide professional development training to allow appropriate general faculty access to DegreeWorks data.	3/22/13: completed and ongoing (POD presentations Fall 2012; Flex Day presentation Spring 2013)	Y
SO 13C	**Increase AA-T and AS-T degrees to maximize transfer options for students to the CSU system.**	• **Two new transfer degrees in geography and administration of justice just approved.** • **Many faculty working on statewide discipline review groups including radio/tv, biology, nutrition, and hospitality.** • **Currently offer 10 transfer degrees.** • **Have met Chancellor's Office mandate of 100% of transfer degree creation in alignment with local degrees.** • **Promoted AATs and ASTs to students via workshops, flyers, email, listservs, etc.** Is a continuous process. Future increases may be more difficult because of constraints being developed by the Chancellor's office. Also, the issue with CSU's not accepting all transfer degrees needs to be worked on.	Y
	KPI #1: Increase the number of AA-T /AS-T degrees by 100% in the 2012-13 college catalog.	Done went from 2 to 10 Done! As new model templates are provided to disciplines, more work will be progressively done. From 2 to 10 Concerns about the CID requirement, not sure if the	Y

		campus wishes to continue with this. Legislation may mandate what need	
	KPI #2: Collect data on transfers to the CSU system to determine whether there is an increase in the number of transfers as a result of the creation of the new AA-T/AS-T degrees.	G Bradshaw will provide information. To get 100% accurate data, we must get it from the transfer-in institutions. CSU have not provided us with much info but we are working on MOU with CSU. National Clearinghouse – Research submits data and returns summary and unitary info.	Y
	KPI #3: Collect data on AA-T/AS-T completion to determine whether there is an increase in the number of degrees awarded as the result of the creation of the new degrees.	The data for the Psych AA-T is currently being obtained and it has increased as this is a new degree. HSS Division, since Fall 2011 PSYC – 144 COMM – 27 ENGL – 1 HIST – 3	Y
College Goal #15: The college will utilize existing resources and improve business processes to maximize efficiency of existing resources and to maintain necessary services and programs.			
SO 15A	**Support cross-campus dialogue on best practices for maximizing efficiency; PDC may coordinate**		
	KPI #1:		
	KPI #2:		

College Goal #16: The college will ensure appropriate staffing to maintain necessary services and support critical functions to implement the College Mission.			
SO 16A	**Review and Revise the faculty hiring prioritization process to align with the needs of the institution**		
	KPI #1:		
	KPI #2:		
SO 16B	**Hire classified staff to handle banner-related data entry (REOS, etc.) to free up faculty time and focus on teaching**		
	KPI #1:		
	KPI #2:		
SO 16C	**Provide stable (non-categorical) funding source for the following:** • **student assistants for lab and classrooms** • **staffing for open labs + studio for student access** • **Lab-tech support during classes** • **Support for staff with ongoing Prof. Devel.**		
	KPI #1:		
	KPI #2:		