Annual Report:

Integrated Planning, Program Review, and Resource Allocation

2010 – 2011

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Introduction

This report is Glendale Community College's first Annual Report on Integrated Planning, Program Review, and Resource Allocation. The purpose of this report is to show the college's progress in implementing and sustaining the integrated model that resulted from the accreditation recommendations of 2010. This report will be published at the end of every planning/program review/resource allocation.

The specific goals of this report are to document the following items:

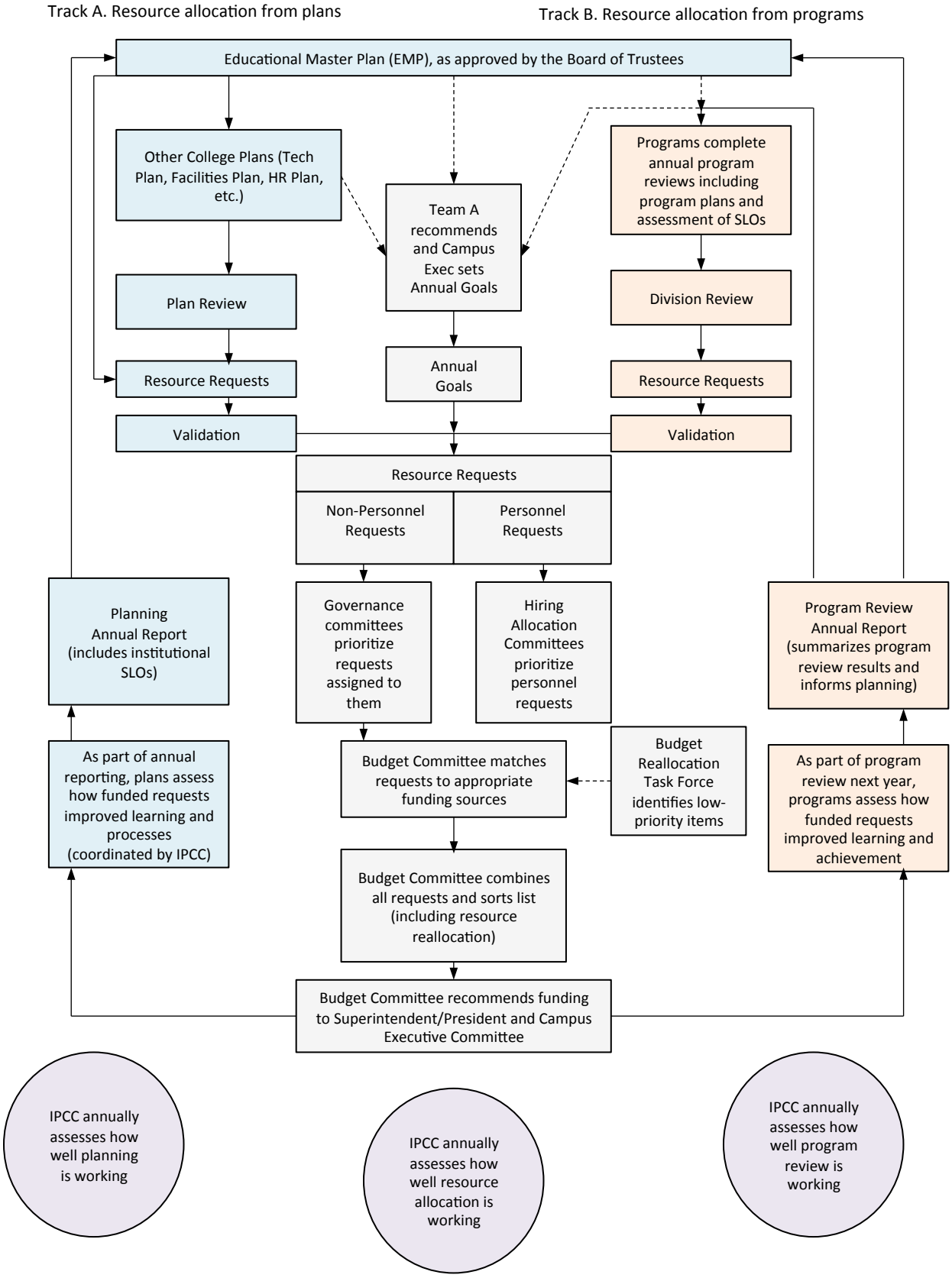
- The college's evaluation of planning, program review, and resource allocation
- The college's evaluation of the integrated model as a whole
- Recommendations for improving the integrated model of planning, program review, and resource allocation

This report is structured around the three components of the integrated model. Progress within each component is reported separately to focus on the individual component. At the end, a summary evaluation shows progress on the entire integrated model and recommendations for the next cycle in the 2011-2012 academic year.

Outline of the Annual Report

- Introduction
- Program Review
- Planning
- Resource Allocation
- Integrated Model Progress Report
- Recommendations for Continuous Improvement

Integrated Planning, Program Review, and Resource Allocation Flowchart



Incorporate ISLOs in flowchart

Program Review

The program review process was changed from a six-year cycle to an annual cycle at the beginning of the 2010-2011 academic year.

Summary of Progress on Program Review

Accomplishments

- Creation of new documents to meet the requirements of the new integrated planning process in response to Recommendation 1.
- Conversion to an annual program review reporting process.
- Stronger ties to SLOs, resource requests and planning
- Division-wide reporting rather than individual program reporting
- Addition of new administrative reporting document

Strengths

- Participation in the new annual process was close to 100%
- Streamlined reporting document with more focused questions
- Enhanced transparency regarding resource requests
- Exit surveys provided valuable feedback for improvements to next year's document
- Annual process created a more even playing field for all programs

Weaknesses

- Personnel requests required multiple hiring committee processes, resulting in multiple forms to be completed, as well as redundancy.
- Multi-program divisions reported difficulty and some confusion in how to complete the form.
- There was confusion in the processing of resource requests (which committees would prioritize and resource requests with multiple items)
- Due to the time crunch the new process was developed piece by piece, necessitating the solving of problems as we went along, changing timeline, and difficulty envisioning the overall process for all concerned.

Program Review Evaluation Report

Percent of programs completing program reviews in 2010-2011:

	Number of Programs	Number of Programs Completing Program Review	Percent of Programs Completing Program Review
Instructional Programs	16	16	100%
Student Services Programs	19	18	95%
Administrative Services Programs	17	14	82%

Percent of programs using student learning outcomes for program improvement in 2010-2011:

	Number of Programs	Number of Programs Documenting Use of SLOs for Program Improvement	Percent of Programs Documenting Use of SLOs for Program Improvement	
Instructional Programs	16	7	43%	
Student Services Programs	19	17	89%	1 program did not report
Administrative Services Programs	17	0	0	SLOs are new to Admin. programs

Percent of resource requests from program review that were validated in 2010-2011 and continued in the resource allocation process:

	Number of Requests	Number of Requests Validated	Percent of Requests Validated*
Instructional Programs	104	56	54%
Student Services Programs	39	16	41%
Administrative Services Programs	40	22	55%

**Note-personnel requests etc. were not validated by the PRC, but went to appropriate committees*

Percent of validated resource requests from program review that were funded:

	Number of Validated Requests	Number of Validated Requests That Were Funded*	Percent of Validated Requests That Were Funded
Instructional Programs	104	NA at this time	NA at this time
Student Services Programs	39		
Administrative Services Programs	34		

Note: Funding is unknown at this time (May 2011)

The 2010 program review document requested information on how assessments are used to improve student learning and achievement. Responses varied in the depth of information provided. Programs have indicated that they would like to see examples of effective SLOs and their assessments.

Each year program review committee has worked with the SLO Committee to improve the questions asked in the SLO section of the document. The specific questions above are not currently included in the 2010 program review document, but will be added to the SLO section of the document in future years. This past year, the program review committee worked diligently to produce a new streamlined document for the first annual process. After developing the reporting document, the committee then realized the need to develop companion documents, etc. For example, additional forms were developed for personnel requests (IHAC, SSHAC and CHAC hiring committees) and also with a validation tool for resource requests. The creation of these documents extended until the last week prior to launching the project. In retrospect, all documents used in the process need to be available and public prior to the start of the project.

The committee was completing the details of the new annual process as we went along. Many lessons have been learned over the past year and the committee is strategizing improvements and solutions for the next cycle.

The 2010 document was divided into four sections that intended to be used for a program to "build a case" for resource requests. This became the emphasis for most programs in this first year of the new annual process. In retrospect, while this emphasis did result in nearly 100% participation for the first year. It did not focus closely enough on the primary issue of SLOACs or on a continuous cycle of improvement.

The majority of programs discussed SLOAC improvement or a plan to complete their assessments. In some instances, authors indicated the rewriting or developing assessments would be beneficial.

Based on the information presented above, evaluate the extent to which the program review process meets the following criteria:

	0 (not at all)	1	2	3 (very well)	
Program review is implemented regularly				X	The new annual process started fall 2010.
Results of program review are used in campuswide decision-making			X		The Program Review Annual Report is forwarded for review to the Budget Committee and to major campus planning/decision-making bodies such as the IPCC and Team A and Team B.
Results of program review are linked to resource allocation				X	Program Review resource requests are forwarded to the appropriate standing committees for prioritization as part of the decision-making process.
Results of program review are used to improve programs			X		The results of the 2010 program review process have resulted in improvements to programs (See evidence in this report below)
Results of program review are used to improve student learning			X		The results of the 2010 program review process have resulted in improvements to student learning (See evidence in this report below)
Program review informs ongoing college planning			X		The Program Review Annual Report is forwarded for review to the Budget Committee and to major campus planning/decision-making bodies such as the IPCC and Team A and Team B. Additionally, the IPCC evaluates the program review process.

Examples of Program Review and SLO Assessment Leading to Program Improvement

The following responses were taken from Sections 2.0 and 3.0 of the 2010 reports and provide evidence that improvements in student learning and programs is taking place.

INSTRUCTIONAL PROGRAMS

Questions asked in 2010 Program Review Report

2.2 How has assessment of course-level student learning outcomes led to improvement in student learning?
2.3. How has the assessment of program-level student leaning outcomes led to certificate/degree program improvements?
3.3 Evaluate the success of completed actions (identified in your previous goals or other related plans). Did the completed actions lead to improved student learning or improved program division processes?
3.4 What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes.

Biological Sciences

2.2 Students who take Biology 115 significantly increase their chances of success in Biology 120.
2.3 Of students completing the entire Biology series, over 70% were accepted at every four-year institution to which they applied.

3.3 Use of the new Biopac Student Lab System allowed students to have access to clearer graphs from which they could analyze data. SLOs for all biology courses have been written, and 84.6% of these courses have ongoing SLO assessment. Assessment of the Biological Sciences AA Degree Program SLO demonstrated that the acceptance rate was substantially higher for students who completed the entire biology series at GCC: 86% for UCLA and UCB after taking biology 103, compared to 41-50% after taking biology 101 and 102 only.
3.4 Using Survey Monkey, the Biological Sciences Division plans to continue to assess the AA Biological Sciences Degree Program SLOs by following the success of biology majors who have transferred to a four-year institution.

Business

2.2 Course-level student leaning outcomes have forced faculty to review curriculum and collaborate on course standards. Some early assessments have shown a need to increase focus on contextual learning.
2.3 Only Accounting has created and assessed program SLOs, however, no program improvements have been recognized at this time. Business programs are continuously reviewed and improved through Advisory committee recommendations along with community, student and faculty input.
3.3 Contacts and collaborations allow us to make our courses up-to-date and more "real" for students. Increased collaboration with Garfield campus constituents have allowed better communication, thus increasing enrollment and providing a smoother transition from non-credit to credit programs.
3.4 Continue to increase contacts and collaborations on and off campus to create new, meaningful courses leading to employment, transfer and other positive outcomes for students.

Continuing Education: Business/Life Skills

2.2 Course-level SLOs for the division provided relevant information to assist in assessing and improving programs.
3.3 Instructors have become more knowledgeable and competent in new technologies.
3.4 We plan to offer workshops on the versions of our application and operating system software.

English

2.2 Ongoing assessment of developmental composition and reading has directly impacted curriculum development and professional development. For example, the English 120 committee hosts regular best-practices to discuss issues connected to student learning manifest in the SLOAC assessment process; and assessment data from English 189 and English 191 is integral to measuring success of the division's courses.
3.3 The revision of course outlines more effectively aligns courses, making the progression of sequential courses clearer to students. A more integrated curriculum has allowed for the development of extensive resources for instructors and students and has facilitated important dialog among instructors.
3.4 The division will continue to develop innovative curriculum that incorporates current research and effective use of technology. Efforts will focus not only on development of individual courses but also on the articulation of the English curriculum and the effective integration of that curriculum with CTE and College Services programs campus wide.

ESL

2.2 SLOACs have created a feedback loop which has led to changes in exams and to discussions about increased training for teachers regarding scoring rubrics. The newly implemented listening and speaking exams have created greater uniformity in testing.
3.3 New division-wide final exams have led to more discussion about the Listening and Speaking Curriculum; they have also led to plans for a FLEX activity on this topic for Spring 2011.
3.4 We plan to provide more training for instructors on teaching methodology and on test creation and grading.

Health Sciences

2.2 The Alcohol and Drug Studies Program has realized a decrease in attrition rates and an increase in retention rates due to continued assessment of course-level SLOs. Data for the EMT Program's SLOs from 2007 to 2011 demonstrate that students are improving each year as more student needs are identified and changes made to the program.
2.3 Assessment of program-level SLOs has led to increased student satisfaction with their academic experience for the Alcohol and Drug Studies Program.
3.3 Achieved goals in the Alcohol and Drug Studies Program led to an increase in FTES, decreases in attrition rates, and increases in graduation rates.

Health and PE

2.2 Instructors continue to use SLOs to make adjustments to courses and to improve students success rates.
3.3 With the new computer software system, a safer environment has been created for the storage of athlete records. The new on-line application process has enabled more efficient processing of students and, as a result, staff can spend more time with students with low English skills.

Language Arts:

ASL
2.2 Assessments have led to more in-class conversational settings and impromptu in-class conversations and real-life interactions.

3.4 Goal setting through SLOs shows a need for online classes.

Foreign Language
2.2 SLOs have identified gaps in prior preparation, such as grammar. More time is now spent inclass to fill these gaps and better enable students.

3.3 Students seem to learn more easily with the addition of increased technical support , Hybrid programs and more instructors.
3.4 Continual adaption to changing technology (such as Blackboard and hybrid classes) makes learning more attractive and accessible.

Journalism
3.3 New course offerings should benefit students by enabling them to build on the skills learned in previous classes and additionally enhance and expand the program.

Mass Communications
2.3 Bellwether questions on exams, and essay questions and term paper topics are reviewed and in some cases rewritten with SLOs in mind.

3.4 MC majors students invited to luncheon with department head to develop assessment of progress and eventual transfer. A term paper evaluation form was developed to give students more feedback.
Speech Communication
2.2 Speech 101 assessment led to discussion regarding the research module and how much time should be devoted to it (time commitment for out of class learning of research and citing sources).
3.3 Instructors have me to discuss and evaluate student's performance, which has proved invaluable in providing insight for the program to set future goals.
3.4 Goal setting process led to conclusion that the wave of the future is hybrid and online classes for advanced classes which need to be effectively taught by faculty with "cutting edge" course work and recent degrees.
Forensics
2.2 Current SLOs will be rewritten to better reflect student need and the challenges of fees, travel and expenses and sustainable fundraising to provide this student opportunity.

Library Science

2.2 Program changes resulting from SLO data has encouraged more active learning for students.
3.4 We plan to complete an assessment cycle for the new hybrid course in order to determine its viability and determine the future for hybrid offerings in our division.

Math

2.2 By comparing results from short- and long-term SLOs, we can easily zero in on areas that provide the most difficulty for students, so instructors can determine the most critical aspects of the curriculum. This has led to workshops for faculty that target the major problems faced by students in a variety of courses. We have instituted workshops for students on problematic topics identified by SLOs. These continue to generate positive feedback from students.
2.3 Assessments pointed to a problem with prerequisites for our courses. This led to the development of the Math High School Collaborative, geared toward encouraging high school students to take mathematics in their senior year.
3.4 We plan to broaden the scope of the Math At-Risk/Retention Program. We will investigate the development of an intermediate algebra course that would serve as a prerequisite to Math 111, Math 135, Math 136, and Math 138.

Noncredit ESL

3.3 Overhead projectors, CD players, and grammar guides have led to improved instruction and student learning, since students can visualize and listen to the subjects being taught.
3.4 We plan to implement our newly designed written exit tests in Level 1 and Level 2 classes, and implement the oral exit exam in all levels. We also plan to review and enhance our conversation curriculum during Winter session.

Physical Sciences

3.3 Storage of astronomy equipment has been resolved.
3.4 We plan to achieve clearer vision and management for the planetarium.

Student Development

2.2 Assessment of course-level outcomes has led to the revision of course outlines, increased sharing of teaching methods among faculty, and increased discussion about which SLOs are most important.
3.4 We plan to increase curriculum retreats to discuss teaching methods, SLOs, and classroom activities promoting student learning.

Visual and Performing Arts:

Music
2.2 Assessments identified strengths and weakness resulting in recommendations to allow additional practice time to increase student success.
2.3 The elimination of outdated certificates and fine-tuning transfer requirements has increased student success when they are at four-year transfer schools.
3.4 A planned move into a new facility with music specific classrooms, updated facilities and a recital hall.
Art History
2.2 Ongoing assessments have identified the need for more consistency between sections of the same course. Additional meetings of faculty have yielded closer alignment.
2.3 Program does not offer certificates.
3.3 SLO assessments have led to increased student success in critical thinking.
3.4 Continuation of SLOACs and regular faculty meetings allow continuous discussion on critical issues of the program.
Dance
2.2 Continuing assessments have led to constant course revision an updating.
2.3 SLO assessments and community need led to the creation of the Dance Teaching Certificate and has also led to immediate workforce employment.
3.3 Student success has increased. Regular meetings with dance majors has led to better student understanding and increased program retention.
3.4 The addition of another faculty member to assume program and divisional responsibilities is needed. As the program continues to flourish it is not possible to monitor or supervise all department activities and maintain the level of individual attention needed for the discipline.
Theater Arts
2.2 Assessment led to a more rigorous writing component in IGETC course. Four classes were examined and rewritten based on the skill levels for acting in GCC's student population.
3.3 A welcome meeting for students and faculty each semester and faculty- supervised Theatre Guild meetings, students are displaying and increased awareness of how to complete their educational goals. Advisement has also led to an increased interest in declaration of majors.
3.4 Examine repeatability of skill building courses which transfer (specifically CSUN). Commit to increase high school, community and audience outreach.
Photography
2.2 Assessment led to more unified courses consistent outcomes with skill levels more consistent for students continuing to advanced courses.
2.3 Assessments of 8 week courses showed a negative impact on student success which resulted in the elimination of these courses during fall and spring terms. Recent course revisions require further assessments.
3.3 Integration of new technologies have helped students to better prepare for professional work and allowed the development of professional internship opportunities.
3.4 Continue to refine courses and update certificates to reflect current curriculum and establish skill set awards that create marketable skills for students.
Graphic Design
2.2 Assessment identified weaknesses resulting in updating of courses

2.3 SLO assessments resulted in the creation of a new certificate, more reflective of current practice.
3.3 Students are now producing portfolio quality work to focus on transfer and job placement.
3.4 The program requires constant evolution of existing skills and the development of new technological skills. The program's goal is the addition of professional opportunities for students.

Media

2.3 Improvements in the Media program are achieved by maintaining a close watch on industry trends and the college's ability to respond quickly to changing industry needs.
3.3 Consultation with industry partners has identified potential growth areas: high definition studio production, digital cinematography and video via mobile devices and social networks. This has been implemented in educational experiences and training within the current schedule of classes.
3.4 In order to biring the program into a closer alignment with CSU media majors a new course has been developed as a core for the Film Studies area of emphasis. This effort will also help pave the way for development of a transfer degree. An application to become an authorized Apple Training Center is also in the works.

Animation

2.2 Extensive curriculum redesign and stabilizing enrollments in brand new courses. Assessments were just completed in the two Modeling courses.
2.3 New skill-set awards have been created. Updating the program curriculum is ongoing to maintain leadership in the field. The new Gaming program is the result of quick action to support a growing industry need.
3.3 Students now working in the industry are using what they learned in the program to diversity their work opportunities and experiences. Students who have not worked in the industry are working side-by-side with those who do. The quality of student work in all areas of digital animation is constantly improving.
3.4 As newly created courses become established work will be initiated to bridge from GCC animation program to internships at local animation, visual effects and video game businesses.

Ceramics

2.2 Assessments are in progress as if fall 2010.
3.3 Upgraded classrooms have allowed the use of digital images as part of classroom demonstrations and lectures (in-class demonstrations and off-site techniques) resulting in increased student access and comprehensions.

Studio Arts

2.2 Assessments showed that advanced students lacked capstone classes that synthesize advanced skills. Three new courses have been developed to bolster program outcomes.
2.3 Assessment of intermediate courses pointed out the importance of first-year education and the need for more time developing basic technical skills at the introductory level in order to succeed in the intermediate level. Faculty meet to review best practices for first year instruction.
3.3 The addition of a full-time lab tech has helped support faculty focus on instruction, more efficient resource management and the introduction of open lab hours.
3.4 Additional FTEF is requested to replace a retirement and to accommodate new capstone courses and retain students. Continuous maintenance is needed to maximize resource use and health and safety in the otherwise impacted studio area.

Student Support Service Programs

2.1 How has assessment of student service outcomes led to improvement in your program or plans?
3.3 Evaluate the success of completed actions (identified in your previous goals or other related plans). Did the completed actions lead to improved student learning or improved program processes?
3.4 What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes.

Admission & Records:

Admissions

2.1 The Admissions assessments led to the purchase and implementation of CCCApply, the recognized CCC standardized application for admissions with clear and concise instructions. Student use has been uniform and appears to be easy for students to comprehend.

Records

2.1 Records assessments initiated student registration only through PeopleSoft. Only problem situations are handled in person. Telephone registration was discontinued.

3.3 Services for students are now available 24/7 so that GCC access is on demand.

3.4 Eventually students will be able to order and pay for transcripts online.

Assessment

3.3 An increase in new computers has allowed more efficient and effective testing.

3.4 Continuing work with IT to resolve PeopleSoft issues involving placement tests, cut score, test expiration and results.

Disabled Students Programs & Services

2.1 Meeting with focus groups revealed that faculty need more information about students with disabilities and an online information/training program was created for faculty/staff access and staff development credit. Student survey data serves as a baseline for future trends in student's effective use of accommodations. As a result of counseling stressing the importance of physical activity, there was an increase in student enrollment in PE classes.

3.3 Online training for faculty and staff began in fall 2010. Expanded DSPS courses and workshops to better meet the needs of the ever changing student population will begin in 2011-12. Additional funding opportunities are being addressed to meet the needs of returning war veterans.

3.4 Work is being completed on an Upward Bound grant for veterans. For health and safety reasons an increase in support staff is being sought to help to lower the instructor-student ratio.

EOPS

2.1 Assessments concerning student email activation and promotion of website visits provided information regarding student reluctance to begin using this form of communication. In response, workshops, classroom presentations and homework assignments for extra points was provided to help students guidance and support. The EOPS mutual responsibility contract has been revised to include this requirement.

3.3 EOPS collaborated with other agencies to increase the use of technology and improve student services and long waits resulting in: CARE meal cards, cost savings of email versus duplicating expenses, improved quality and recency of communications, and despite 40% cuts to programs, continue to sustain benefits to students with as little impact as possible.

3.4 Implementation of the electronic student file system, make the EOPS program admission application process fully online, develop a Q&A section online for students and develop and teach a hybrid Student Development 100 course tailored to meet student's needs not currently met by online or traditional courses.

Financial Aid

2.1 Assessments have resulted in having students file the FAFSA electronically and accessing MyGCC to monitor their financial aid status and applications being completed on a more timely basis.

3.3 Electronic filing has simplified the application process for students and increased the number of students filing. Unfortunately, staffing cannot keep up with the increase.

3.4 Additional staff has been requested. PeopleSoft queries need to be developed to establish baseline data. Ways to further streamline application processing are being explored. This will reduce the time from application to award.

Health Center

2.1 Health Center staff are committed to having students make their own health care decisions with the provision of information and resources from professional staff. A plan of action is critical to student's making their own decisions. 93% of students files included plans of action 9this was a 2% increase over an 2008 audit. No audit was performed in 2009 due to a lack of leadership.

3.3 There has been a measurable improvement in consistently providing information and resources to students. Students are taking more personal responsibility for their own health care and increasingly making their own self-care decisions by critically evaluating the implications of recommendations and resources provided by the professional staff in the Health Center.

3.4 Increase documentation of students' stated courses of action with each contact.

Maintaining consistency in identifying plans of action for students seeking counseling can be improved with re-orientation of the interns and trainees each semester.

Library

Garfield Library

2.1 Assessments based on student need have resulted in librarian consultations replacing workshops. Developmental Skills lab staff indicate that having a library has improved student success.

3.3 The collection is being used and has steadily increased as well as improving the labs ability to serve students.

Library Services

2.1 The annual spring survey of library services and the Student Views survey resulted in changing the vendor for the new copier.

3.3 Implementation of LibGuides in 2011 will improve the process of composing and updating library guides and handouts and will support students' desire to learn library skills through handouts and research guides (also in response to the spring survey)

Library Workshops

2.1 SLO data is used to evaluate and improve workshops on an ongoing basis. Scheduling changes were made to accommodate the new block schedule and the frequency of the most popular workshops is determined by demand in past semesters.

3.3 A new Introduction to the Library for New Students workshop was added in order to teach information competency skills.

Learning Center

2.1 Tutor evaluation forms provide data based on a five point scale. Although subjective, this has provided useful data. Tutor training will be improved to address deficient areas. Additions will be made to the tutor training module and more frequent meetings with tutors will help improve ratings.

3.3 The referral process has not been very successful due to low numbers of students having referrals from their instructors. Many referrals are too general or list more issues than can be addressed in one session. Tutors prefer referrals with specified issues that can be addressed in a regular 30 min. tutoring session.

3.4 Students are never turned away for not having a referral. The workshop series has also proved successful with student demand exceeding capability. Funding for workshops depends on funding from Basic Skills or Title V. Workshops also rely on instructors willing to teach them.

Student Affairs

Athletics Administration

2.1 Assessments have resulted in more proactive services including a Student Development class for student athletes. The department also offers a comprehensive student athlete orientation and eligibility workshop for all sports teams during fall and spring.

3.3 The athletic counselors push for early completion of educational plans has led to a greater number of student athletes completing their SEPs during their first year of competition and also in turn for an improvement to the number of second year student athletes who complete SEPs prior to their second year of competition.

3.4 The completion of the fourth full SLOA will enable determination if improvements are needed in academic support services such as tutoring, study hall, etc. for student athletes.

Center for Student Involvement (CSI)

2.1 Assessment has identified whether service learning has helped students in better understanding coursework and classroom lectures. Additionally it helps to gauge whether other core competencies are met through service projects coordinated by the center.

3.3 The creation of a Service Learning Governance Subcommittee has been helpful with program processes via input from students, staff, faculty and administrators. Assessment tools for specific programs have been created such as the effectiveness of the Volunteer Faire and a student assessment of the faire will be implemented in fall 2011.

Student Outreach Services

2.1 The data from assessments has been used to alter programs and presentations in an effort to better student learning.

3.3 An increase in staffing has allowed the office to expand and improve the relationships between the college and the local high schools through school visits, presentations, campus tours, and Shadow Day. The SOS has shifted from being primarily a recruitment office to being a department which assists students in transitioning to GCC including pre-enrollment and support while attending GCC.

3.4 SOS will continue to focus on creating stronger bonds with institutions, counselors and students who are not being served in order to assist their transition to college. A gap exists due to state budget cuts and some community colleges making drastic cuts to their outreach departments.

Scholarship Program

2.1 Assessment shows that the program goals are successful and the number of students served increases each year.

3.3 Implementation of an online application process resulted in more accurate and efficient application completion. Again the number of students who successfully applied doubled. Additionally, the process streamlined the program manager's job responsibilities resulting in more outreach efforts by the program manager.

3.4 The program will continue with on-going efforts to make more stdents aware of the program and take advantage of this opportunity.

Student Activities

2.1 Through student reports and surveys the effectiveness of student leader's personal growth, trainings, workshops, improvement included more extensive and in-depth campus trainings and changes in workshops provided at orientations and leadership retreats.
3.3 Improvements have included expanded ASGCC support for programs that increase student/faculty interaction outside the classroom. Student government leaders participating in statewide conferences and local rallies for advocacy and the conversion of SC212 into a L3 classroom.
3.4 Increased funding for the increasing number of student clubs and organizations, increased recruitment efforts in diversifying student representation in the ASGCC, parliamentary procedure workshops for student leaders.

Student Employment Services

2.1 Assessment identified campus employment leading to better communication skills for students and in gauging whether other core competencies are met through jobs on campus.
3.3 The completed action of placing students in jobs on campus somewhat related to their field of study has led to improved student success and program success based on the results of the SLOs.
3.4 Based on assessment, the creation of more jobs not only on campus, but also off campus would help to improve the program.

Student Services

Academic Counseling

2.1 Assessment has led to improved intake and counseling sessions, heightened awareness of the importance of students developing SEPs, and a better understanding of what is important to students in their educational planning.
3.3 The matriculation outcomes study showed improved course completion, higher GPAs, a higher rate of persistence for students, etc.
3.4 Most improvements are contingent on the return of categorical funding for Matriculation. Services have already been modified and streamlined and other improvements will need a return to base funding.

Career Center

2.1 Objective feedback comes directly from students comments and assessment results have led to improved career counseling sessions, and a greater sense of students understanding of themselves and the career decision-making process.
3.3 Students completed SEPs, narrowed down majors and chose several career options. Students deciding on their majors leads to improved student focus and grades.
3.4 Scoring of the MBTI provides immediate results to students after taking the inventory assessment. This speeds up the interpretation ad an appointment for the "one stop career process".

International Students

2.1 One trend revealed from the assessment is that students who participate in student activities and field trips find them helpful in making friends, adjusting to life in the U.S. and feeling connected to the college.
3.3 Based on students receiving critical information from the student orientation course, email messages and appointments with their counselor, these resources work in unison to help relay information to students for practical use.
3.4 Continuous discussion revolves around ensuring that students have adequate information to avoid pitfalls such as registering late and falling below full-time status and jeopardizing F-1 status. Multiple communication tools and resources are needed in communicating with students.

Transfer Center

2.1 SLO assessment focused on student's knowledge of the transfer process and the support of the Transfer Center. Results confirmed that efforts to inform students of minimum transfer requirements are working, however, there is a need to continue to educate students on transfer strategies such as GPA requirements.
3.3 Students are more aware of the transfer process and timelines as demonstrated by the increase in applications.
3.4 Continue to teach transfer basics (minimum requirements) and advanced strategies of how to be a competitive applicant to students.

Recommendations for 2011-2012 Cycle

- Complete SLOAC reporting via eLumen will be linked into the 2011 document on the program review website
- Continue consulting with SLO Committee for fine-tuning questions for the SLO section of the document
- All program review documents will be made available for programs on the PR website
- A timeline will be prepared in advance and made available on the website
- The PR process "the big picture" (aka diagram in the Planning Handbook) will be published on the PR website
- Schedule workshops for instruction, student service and administrative groups showing completed reports and strategies for analyzing data effectively, etc.
- Refine/develop methods for multi-program divisions to report more effectively
- ~~Adding~~ Add specific information regarding the strengths and weaknesses of the program [Sarah]
- Create a rubric and a norming packet for validation of Program Review Reports
- Clarify pathways for forwarding resource requests for validation and prioritization
- Develop additional opportunities for dialogue, discussion, and communication of program review results among campus constituencies and community members [Sarah]

Planning

The planning process has been integrated more strongly into program review and resource allocation. Additionally, the planning process and the relationships between planning committees have been better defined and publicized.

Summary of Progress on Planning

Accomplishments

- **The roles and responsibilities of the planning committees were clarified.** At the Team A meeting on October 22, 2010, the committee approved a document clarifying the work of Team A and Team B and the relationship between the two committees.
- **Annual Goals were recommended and approved through the governance system.** Annual Goals were approved by Team A at its May 6, 2011 meeting and forwarded to the Campus Executive Committee.

Strengths

- An annual cycle for reviewing progress on the EMP and other college plans has been established. This has already gone a long way toward changing the EMP's former status as a shelf document.
- The Institutional Planning Coordination Committee (IPCC) regularly discusses college plans and their approval process. The committee is developing a recommended template to be used for college plans. Coordination between college plans and the EMP is improving.
- The working relationship between Team A and Team B is clear and well defined.

Weaknesses

- The EMP does not include timelines and measurable outcomes for each of its goals and action items.
- EMP action items have not been prioritized.
- Communicating and tracking information about progress toward EMP goals is still being strengthened. A process has been established for annual reporting of progress toward goals. As of May 2011 the process has begun but has not yet been completed.
- Core competencies (institutional student learning outcomes) have not yet been assessed and incorporated into the EMP. [Alice]

Planning Evaluation Report

The master planning process focuses on the development, assessment, and revision of the Educational Master Plan. At its May 20, 2011 meeting, Team B conducted the following self-evaluation of the master planning process in 2010-2011. Each of the items below was rated on a scale from 0 (not at all) to 3 (very well). Team B's rating of three items with scores of 1 indicate that these issues, while currently being addressed, have not been completely resolved due to the timing of the planning and resource allocation processes (see the paragraph below the table).

	0 (not at all)	1	2	3 (very well)
Master planning sets institutional goals				X
Master planning tracks progress toward meeting goals		X		
Master planning offers input from appropriate constituencies				X
Master planning leads to improvement of institutional effectiveness			X	
Master planning is supported by data and research				X
College plans other than the EMP have clearly assigned administrators and governance committees				X
College plans other than the EMP are linked to college goals		X		
EMP guides resource allocation		X		

The lowest rated items were tracking progress toward meeting goals, linking college plans to the EMP, and the EMP guiding resource allocation. All of these are in progress. The Superintendent/President, Vice Presidents, and the Academic Senate have been assigned to update progress on the action items of the EMP and the planning agenda items of the 2010 accreditation self study (there is much overlap between these sets of items). Updates have been received from two of the five assigned areas, so the update is still in progress. The update will be coordinated by Team B during Summer 2011. The linkage between college plans and the EMP is addressed through the revised Plan Review process, which is being discussed by the IPCC over Summer 2011 for expected implementation starting in Fall 2011. The EMP guiding resource allocation is in progress, as Annual Goals from the EMP have been identified and will be used during Summer 2011 by the Budget Committee to prioritize resource requests.

The annual cycle of planning has been clarified in 2010-2011, as has its relationship with program review and its relationship with resource allocation. The master planning process focuses on the Educational Master Plan. Team B and Team A have begun a review of the EMP to make improvements and to communicate progress on completion of its goals.

Recommendations for 2011-2012 Cycle

- Articulate timelines and measurable outcomes for every action item in the EMP.
- Develop a process for prioritizing the action items in the EMP as well as the planning agendas from the 2010 accreditation self study.
- Continue the process for annual reporting of progress toward goals, including communication of the results and identification of examples of planning leading to institutional improvement.
- Assessment of core competencies should be incorporated into the EMP. [Alice]

Resource Allocation

The resource allocation process was changed in 2010-2011 to integrate it more strongly with program review and planning.

Summary of Progress on Resource Allocation

Accomplishments

- The Budget Reallocation Subcommittee identified over $750,000 from the rollover budget to reallocate in the 2011-12 budget..
- 182 budget requests were validated through the Program Review Committee.
- 15 budget requests were reviewed by the institutional planning coordination committee.
- Prioritized lists of budget requests have been received from student affairs, administrative affairs and campus-wide computer coordinating committee.

Strengths

- The process is simpler and viewed as equitable. All budget requests are required to go through the same process and no items are funded outside of this process.
- The funding of budget requests is based on supporting data. Program review or the institutional planning coordinating committee validates all budget requests prior to funding.
- The link to planning for the funding of budget requests is much stronger now.

Weaknesses

- The timing of the development of board goals needs to come sooner in the process. Only the board's prior year goals were available at the time of developing the college's annual goals.

Resource Allocation Evaluation Report

All budget requests are initiated either through a program review or a college plan and are now going through the same review process. In the development of the 2011-12 budget, 182 budget requests were validated by program review and 15 budget requests were reviewed by the Institutional planning coordinating committee.

The budget reallocation committee reviewed all discretionary account (permanent position and benefit accounts excluded) that had a budget over $7,500. In their review, over $750,000 of budget cuts were identified for reallocation. Three standing committees; student affairs, administrative affairs, and the college-wide computer coordinating committee have prioritized the budget requests from their areas. The expanded budget committee will be meeting to consolidate these prioritized lists and provide funding at a future meeting.

Recommendations for 2011-2012 Cycle (2012-2013 Budgeting)

- Identify board goals prior to developing the college's annual goals.
- Clarify the assignment of budget requests to the appropriate standing committee when the request overlaps multiple divisions.

Integrated Model Progress Report

The changes made to planning, program review, and resource allocation in 2010-2011 were designed to integrate the three processes into a single annual system.

A primary goal of integration is to improve the use of assessments of student learning outcomes and assessments of student achievement in planning, program review, and resource allocation. ~~Student learning outcomes have been incorporated in program review for many years.~~ Student learning outcomes have been mentioned in program review for many years, and in the past two years they have been incorporated directly in the program review document. [Alice]

Summary of Progress on Integration

Accomplishments

- **The Institutional Planning Coordination Committee (IPCC) designed and implemented an integrated model flowchart.** The flowchart was completed at the beginning of Fall 2010 and implemented between Fall 2010 and Spring 2011.
- **Resource allocation for the 2011-2012 budget year was conducted using the integrated flowchart.** Resource requests were submitted through program review and prioritized by the governance committees and the hiring allocation committees, as designated in the flowchart. The resource allocation process was not completed by the end of Spring 2011.
- **The components of the integrated model have been evaluated.** Evaluations began during the Spring 2011 semester for program review, planning, and resource allocation.

Strengths

- The integrated model has been communicated well to faculty, staff, and administrators. In the Fall 2010 faculty/staff survey, 78% of all respondents (90% of full-time faculty) said they were aware of the new integrated model, and 65% of all respondents (79% of full-time faculty) said they had seen a presentation about the new process.
- The IPCC—which includes the faculty and administrators responsible for program review, planning, budgeting, and student learning outcomes—met regularly to coordinate the integrated model and suggest changes for improvement.

Weaknesses

- The integrated model has not been communicated strongly to students, other than the students serving on the IPCC.

- The student learning outcomes assessment cycle has not been completed in all areas. Program reviews include many examples of assessment leading to improvement, but planning still needs to strengthen its use of learning outcomes.

- Institutional student learning outcomes have not been assessed but in 2011-2012 the college will focus on assessing communication and personal responsibility, two of the core competencies. [Alice]

Integration Annual Report

The integration of planning, program review, and resource allocation was designed by the IPCC during Summer 2010 and implementation began in Fall 2010 with the start of program review. Issues have been identified with the timing of resource requests (see the program review self evaluation), but most of the integration has proceeded smoothly. As of June 1, 2011, resource allocation has not been completed, so a full evaluation is not possible, but the college has identified recommendations for improvement for each of the components of the integrated model.

Recommendations for 2011-2012 Cycle

- Continue publicizing the integrated model to faculty, staff, administrators and students. Improve student awareness of the integrated model, particularly the awareness of the Associated Students.

- Follow the recommendations of the SLOAC Committee for incorporating the results of student learning outcomes assessment into program review, planning, and resource allocation.

- Better align practices, continue consultations with the SLOAC Committee regarding the integration of SLOAC data into integrated planning. [Sarah]

- Develop additional opportunities for dialogue, discussion, and communication of integrated planning processes among campus constituencies. [Sarah]

Recommendations for Continuous Improvement

The final section of this annual report summarizes the college's major recommendations for improving the integrated model for the 2011-2012 cycle and for future cycles.

Recommendations

- Incorporate more SLOAC reporting, through eLumen and other systems, into program review and planning, following the recommendations of the SLOAC Committee.
- Increase communication about the program review process, including workshops covering how to complete the annual document. Provide more information about program review on the website, including a timeline and information about the integration of program review with planning and resource allocation.
- Clarify pathways for forwarding resource requests for validation and prioritization.
- Articulate timelines and measurable outcomes for every action item in the EMP.
- Improve the process of annually reporting progress toward EMP goals and prioritizing EMP action items.
- Improve timing of planning and goal setting so that Board goals are identified prior to the college's annual goals.
- Continue publicizing the integrated model to faculty, staff, administrators and students. Improve student awareness of the integrated model, particularly the awareness of the Associated Students.