<table>
<thead>
<tr>
<th>Year</th>
<th>Program</th>
<th>MainDesc</th>
<th>Objectives</th>
<th>Means</th>
<th>Summary</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Academic Affairs</td>
<td>Communicate information about courses and programs.</td>
<td>Coordinate catalog and schedule production to comply with legislative requirements, advertise new programs, explain local policies and degree programs. Initiate, update and maintain articulation agreements with four-year colleges and universities. Maintain Assist database.</td>
<td>Catalog and schedules are published in a timely manner. Review agreements and submit new courses to articulation officers at 4-year institutions.</td>
<td>Schedules meet prescribed timelines. Catalog is published annually.</td>
<td>Disseminate updated articulation information to discipline faculty and counselors.</td>
</tr>
<tr>
<td>2013</td>
<td>Academic Affairs</td>
<td>Coordinate and update articulation agreements with 4-year colleges and universities.</td>
<td>Prepare support and guidance for the development of CTE career pathways with the Hart District. In conjunction with SLO Coordinators, determine the level of SLO assessment occurring at department, program and institutional level. Submit all new degree programs to ACCJC to determine if substantive change proposal is necessary.</td>
<td>ACCJC proficiency report and annual report. Generate full-time faculty assignment forms. Generate adjunct contracts. Generate pay reports (adjunct and overload). Forms are generated, signed, approved by the dean, and stored. Reports are generated, sent to payroll office, faculty are paid.</td>
<td>Completion of at least one new pathway per academic year.</td>
<td>Identify additional potential pathways and connect college faculty to colleagues at the high school.</td>
</tr>
<tr>
<td>2013</td>
<td>Academic Affairs</td>
<td>Coordinate development of career pathways with the Hart High School District.</td>
<td>Ensure compliance with accreditation and program review requirements</td>
<td>Provide support and guidance for the development of CTE career pathways with the Hart District. In conjunction with SLO Coordinators, determine the level of SLO assessment occurring at department, program and institutional level. Submit all new degree programs to ACCJC to determine if substantive change proposal is necessary.</td>
<td>ACCJC proficiency report and annual report. Generate full-time faculty assignment forms. Generate adjunct contracts. Generate pay reports (adjunct and overload). Forms are generated, signed, approved by the dean, and stored. Reports are generated, sent to payroll office, faculty are paid.</td>
<td>Provide payroll and HR with load information. Process analyze the method for determining load and the time it takes to do the reports. New STRS regulations will require a more efficient process.</td>
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<td>2013</td>
<td>Academic Affairs</td>
<td>Ensure compliance with contractual and legislative obligations.</td>
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2013 Academic Senate
Represent faculty at ASCCC Plenary Sessions

The Academic Senate President and Vice-President or Alternate will attend the ASCCC Plenary Session each semester. The President will cast votes on ASCCC resolutions on behalf of COC faculty.

The Academic Senate meeting summaries will reflect report from Academic Senate President and vote results on resolutions.

The Academic Senate President attended the ASCCC Plenary Sessions in 2010-2011 and 2011-2012. The President sent the ASCCC proposed resolutions to the faculty prior to the Plenary and asked for input. The President sent the vote outcomes to the faculty after the Plenary and reported on the Plenary at the next Senate meeting.

Finding the Plenary information, both the Academic Senate President and Vice-President will attend the ASCCC Plenary Sessions in 2012-2013. The President will be the official delegate and cast votes on resolutions on behalf of the COC faculty.

2013 Academic Senate
Represent faculty at Board of Trustees meetings

Board of Trustees meeting minutes will reflect that the Academic Senate President attended all Board of Trustees meetings and gave an oral report on the work of the Senate at all scheduled meetings except for one in 2010-2011 and again at all scheduled meetings except for one in 2011-2012.

Board of Trustees meeting minutes will reflect that the Academic Senate President attended all Board of Trustees meetings and gave an oral report on the work of the Senate at all scheduled meetings except for one in 2012-2013. Processed the following reports timely: Annual IPEDS Financial Report, Monthly Financial Board Report, Quarterly CCFS311 for September 30, 2011 and December 31, 2011, Enrollment Reports due three times per year, Gann Limit, Annual Possessory Interest Report, Year end in Peoplsoft and Datatel, and monthly Bank Account Reconciliations. The Quarterly CCFS311 for March 31, 2012 was prepared but the signed report was not filed timely. Furthermore, the June 30, 2012 Quarterly CCFS311 was filed late. In addition, the monthly cash reconciliation between Datatel and Peoplsoft was a few months behind at times during the year and the monthly accounting close was not done in Datatel.

The Senate President will continue to attend Board of Trustees meetings and deliver an Academic Senate report at each business meeting.

2013 Academic Senate
Represent faculty at Board of Trustees meetings

Board of Trustees meeting minutes will record Academic Senate President's reports

Prepare and file required Financial Reports by the specific due date required by the regulatory agencies and the Board of Trustees. Review and analyze processes for compiling data for efficiency and effectiveness. Reconcile cash accounts monthly to assure accurate recording of transactions. Perform accounting system close process monthly and annually.

1) Ability to access data electronically without maintaining hard copies for several years and satisfying audit and retention requirements.
2) feedback from customer (vendor/staff) regarding check disbursement process.
3) Test process for successful disbursement by ACH payment to vendors. 4) feedback from students and auditor regarding processing financial aid disbursements electronically. Will use customer/student surveys to evidence changes. Satisfaction rate of 75% or Higher.

The Academic Senate President will represent faculty at Board of Trustees meetings and will represent faculty at Board of Trustees meetings.

The Academic Senate President and vote summaries will reflect resolutions of the ASCCC Plenary meeting.

Finding the Plenary Sessions informative and in order to cover more conference workshops, the Academic Senate President will attend and the Academic Senate President and Vice-President will attend the ASCCC Plenary Sessions in 2013-2014. In case the Vice-President does not attend, a designated alternate will attend in the VP's place. The President will be the official delegate and cast votes on resolutions on behalf of the COC faculty.

2013 Accounting Services
Consistently file accurate Financial Reports and process financial transactions in a timely, efficient manner while providing services to the campus community.

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Efficiently and effectively complete financial data to complete required financial reporting accurately and timely. Follow guidance in the Budget and Accounting Manual and keep abreast of changes in regulatory requirements of financial reporting.

1) Implement document imaging in an organized manner for efficient retrieval and accessibility of data. 2) Timely disbursement of payments to vendors and staff. 3) Consider using Electronic Funds Transfer for payments to certain vendors through LACOE. 4) Implement the electronic distribution of financial aid funds to students.

1) Provide accountability and accessibility of accounts payable data. 2) Review disbursement process of checks ready for mailing or pickup in Fiscal Department. 3) Test the ACH electronic voucher payment system. If the ACH process is successful, consider processing retiree health benefit disbursements electronically. 4) Working with Financial Aid to implement the payments to students through Higher One.

Met with supervisor to determine due dates and calendared due reminders in Outlook for the CCFS311.

After a change in personnel there was a large learning curve for the cash reconciliation between Datatel and Peoplsoft. Although there is a better understanding of the process, we plan to have one or two backup staff for this reconciliation process. We plan to implement a process to perform a monthly accounting close in Datatel.

2013 Accounting Services and increase productivity.

Explore the use of technology to improve internal controls

Find the electronic distribution of financial aid funds to students.

Finding both the Academic Senate President and Vice-President attended the Plenary of the ASCCC each semester. The Senate President sent the proposed Senate resolutions to the faculty prior to the Plenary asking for input and communicated the outcome of the votes with the faculty upon her return via e-mail and in an oral report at the next scheduled Senate meeting.

2013 Accounting Services

The Academic Senate President and Vice-President will attend the ASCCC Plenary Session each semester and cast votes on ASCCC resolutions on behalf of COC faculty.

The Academic Senate meeting summaries will reflect report from Academic Senate President and vote results on resolutions.

The Academic Senate President attended the ASCCC Plenary Sessions in 2010-2011 and 2011-2012. The President sent the ASCCC proposed resolutions to the faculty prior to the Plenary and asked for input. The President sent the vote outcomes to the faculty after the Plenary and reported on the Plenary at the next Senate meeting.

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2013 Accounting Services

Find the electronic distribution of financial aid funds to students.

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Admissions and Records office surveyed the student body on the Spring 2012 Annual Student Survey produced by the Institutional Research office. The survey questions were directed to inform the A&R office of student perceptions of what factors should be included in determining a priority registration grid. The Admissions and Records office must comply with new Title 5 section 58108 regulations. The survey gave student input to using local discretion as needed in the new regulations.

The majority of respondents from both campuses agreed that the following changes should be made to the registration process: 
*Students in good standing (not on probation or dismissal) should get priority over those on probation or dismissal. 
*Students with higher GPA’s should have priority over those with lower GPA’s.  
*Students in the Honors Program should have priority over all other students.  
*All college units (from CCC and other colleges) should be used in calculating total units for registration priority. 
*Students in the Honors Program should have priority over all other students.  
*Students with higher GPA’s should have priority over those with lower GPA’s.  
*Still, students with over 100 units must register last.

To ensure that College of the Canyons (CCC) continues to provide quality and efficient service, the Admissions and Records office will survey students receiving services at the information desk and computer kiosk during the Spring 2011 registration period to determine if Admissions and Records’ goals have been met. The survey will consist of 5 close-ended questions that students will complete at the time they receive services from the Admissions and Records office. The five questions relate to quality of service and usefulness for the information desk and computer kiosk and overall satisfaction with Admissions and Records Level of Success. The students who reported very satisfied, satisfied, or neutral will exceed 85%. Students who reported very satisfied, satisfied, or neutral for each of the five questions are listed below. Usefulness of having the information table to assist the student was 94%. Usefulness of having the computer kiosk to assist the student was 97%. Quality of service provided to the student at the computer kiosk was 96%. The overall satisfaction with the Admissions and Records office was 95%.

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The Spring 2012 Annual Student Survey produced by the Institutional Research office included 8 options for students to agree or disagree with in regards to proposed registration changes. 
*Students with over 100 units should register last. 
*Students graduating this term should register first.  
*First time students should register after continuing students.  
*First time students should register before returning students. 
*Students in good standing (not on probation or dismissal) should get priority over those on probation or dismissal. 
*Students with higher GPA’s should have priority over those with lower GPA’s.  
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Admissions and Records staff will conduct workshops for all full time staff members annually. Workshops for all full time staff and customer service will be held near our College. The staff enjoyed the training and networking that took place. The workshop also gave the staff a sense of pride in the work they do each day. (A&O 2010)

Admissions and Records staff will attend the CACCRAO Regional Workshop held in April 2010 at College of the Canyons. The following workshops will be available for attendance: CCCApply/TranscriptCA, Innovation in A&R, Best Practices for Veterans and Athletics, Data use in A&R and FERPA. There will be a keynote speaker addressing customer service with compassion. Staff will also be able to meet and collaborate with 8 other colleges within our service area.

Admissions and Records staff will attend the annual A&R retreat in April 2012. At the retreat, the focus was on customer service, A&R office culture, and team building.

Admissions and Records staff will attend the CACCRAO Regional Workshop held in April 2011 at College of the Canyons. The following workshops will be available for attendance: Evaluators Workshop, Athletes and Residency, Student Learning Outcomes, Time Management, Desk Chair Yoga, Meet with counterparts, and Work/Life Balance.

Admissions and Records staff will conduct workshops for all full time staff members annually. Workshops for all full time staff and customer service will be held near our College. The staff enjoyed the training and networking that took place. The workshop also gave the staff a sense of pride in the work they do each day. (A&O 2011)

Overall, staff enjoyed and learned from the workshop. We will continue to have a workshop each year. Please see the printed A&O for full results.
Admissions and Records will conduct cultural proficiency and customer service workshops for all full time staff members annually.

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Investigate alternate funding sources and resources for all Allied Health and Public Safety

2013 Allied Health and PuL Programs

1. Attend internal grant meetings 2. Attend external professional and advisory meetings 3. Meet with representatives of the Foundation to establish possible funding sources 4. Seek donations and funding sources from advisory group and agencies served by graduates 5. Receive list serve mailings with grant opportunities 6. Communicate with potential external foundations 7. Explore possibility of revising the policy about accepting used items from industry partners for use in instructional programs 1. Facilitate and insure compliance with regulations and on going approval of the registered nursing program by the CA Board of Registered Nursing 2. Support compliance and on going accreditation of the nursing program by the National League of Nursing Accreditation Commission 3. Complete state approval process for the Medical Lab Technician program and maintain compliance with regulations and continued program approval 4. Explore program accreditation requirements of NACCLES for the MLT program now that state approval is completed 5. Maintain compliance with regulations and EMT program approval through Department of Health Services 6. Update Certified Nursing Assistant program information and regain program approval through the CA Department of Health Services (Program approval was withdrawn Spring 2010) 7. Continue to maintain compliance and approval which has been received

2013 Allied Health and PuL program accreditation.

1. Attend regional advisory meetings 2. Review workforce data, needs, and trends 3. Review opportunities for program start ups through external funding sources 4. SLPA program continues in archived status 5. Pursued feasibility of ultrasound technician program but local employers indicate there is insufficient need for additional program in region 6. Pursuing feasibility of associate degree addictions counselor program 7. Support local hospital with contract education career ladder option for their LVN staff workforce to obtain their RN licenses as the hospital transitions to an all RN staff 4. Attend Health Workforce Initiative meetings 5. Review publications from California Hospital Association and the Association of California Nurse Leaders 6. Assess feasibility and need for an Alcohol Drug "Study Program leading to a certificate / associate degree in addictions counseling. 1. Meeting attendance 2. Participation in advisories 3. Ability to bring current knowledge of trends and needs to COC planning sessions 4. Use of data and information in shaping existing curriculum to align with workforce needs and to establish needs for new instructional programs and offerings 5. Support local hospital with contract education career ladder option for their LVN staff workforce to obtain their RN licenses as the hospital transitions to an all RN staff 1. Determination of grant options to pursue, and those that may not have sufficient return on investment, or even result in a loss to the college 2. Track opportunities, decision making about options and funds received During the academic year 2011/12 additional funds and donations were received for MLT, EMT, and the nursing program. An augmentation was received for the MLT grant allowing the program to purchase needed instructional supplies. For nursing two Song Brown grants were awarded and the CCCCC Enrolment Growth grant was also received. Budgets for grant funds are established in an interdisciplinary manner supporting all aspects of student needs including funding for counseling support. An active partnership exists with a contract education model for delivery of the career ladder program to Henry Mayo Newhall Memorial Hospital (HMNMH) Licensed Vocational Nurses as a means of providing education to become RNs and avert a layoff. In collaboration with the Economic Development Division a Job Development Incentive Fund grant was received to pick up the remaining costs of this project. Funding continues through the Foundation for a special foundation grant from HMNMH covering the cost of 1 full active discussions within, and between departments in the division occurs on an ongoing basis. The nursing department has established a department specific grants committee. Dialogue continues with other departments when grants of interdisciplinary nature occur. The dean or assistant dean ensure that between the two of them at least one is present at each campus grants meeting.

Plan for new educational programs to meet emerging Allied Health and PuL careers.

2013 Allied Health and PuL careers

Advisory meetings attended, program directors attended discipline specific meetings and programs both locally and statewide, and the dean attends and supports meetings. Faculty and the dean attend the Health Workforce Initiative meetings, student meetings, and advisory events which include workforce representatives from industry discussing emerging trends and workforce needs. MLT program start up has progressed and recruitment adn retention of students has been successful. Active dialogue within and between departments has occurred with regard to program start ups and potential need for additional programs.
1. Assess job descriptions and current duties for congruence.  
2. Work collaboratively to revise activities where indicated to align duties with job descriptions.  
3. Seek funds and opportunities for professional development.  
4. Support opportunities for faculty and staff to attend professional development offerings.  
5. Educate faculty and staff to clarify roles and maximize efficiency.  
6. Begin transition to "paperless" student files in AH and PS division office.  

Promote the use of technology to streamline department to departmental level processes.

1. Meet with Admissions and Records and Information Technology to follow best practices being established with regard to document imaging.  
2. Assess current use of technology and level of comfort of AOU members with technology.  
3. Interdisciplinary collaboration between division office and counseling in using technology to smooth pre-admission processes to allied health programs.  
4. Streamline nursing program admissions using technology.  
5. Track and communicate with applicants and students actively in AH & PS programs through technology and continue to decrease the volume of paper communications with students.  

To continue to develop relationships with community organizations and educational entities.

A committee was created to administer this program. Members include Dr. Floyd Moos, Ms. Cathy Ritz, Ms. Jane Feuerhelm, Mr. Nick Pavek, Dr. Juan Bueler, Mr. Frank Flores, Mr. Larry Hurst and the sitting ASG president. Meetings were conducted to determine funding resources, number of awards, award ceremony date, criteria for selection, and the makeup of our Selection Committee. Additionally this committee created a release form and worked with Risk Management to insure that it meets requirements.

The first awards were announced at the Alumni & Friends Wine & Cheese event in May, 2011. Student response was overwhelmingly positive and indicates an even stronger response in the future. The four selections were placed in the university Center and the response from students, staff, faculty and visitors is also overwhelmingly positive. These works create an atmosphere that tells the community that the college values and rewards their success. Data indicates 100% student support for this program. Talks with the Associated Student Government indicate that they would support such an enterprise as well. Working with the Chair of Fine Arts curriculum was updated in order to introduce the Professional Skills class to accommodate this program.

Promote faculty and staff

2013 Allied Health and Pub development

Faculty Flex obligations are being met. Classified staff have opportunity to identify Professional Development opportunities they would like to attend and when possible arrangements are made. Allied Health Coordinator is currently attending Classified Strand.  
1. Nursing application process has been streamlined both within the division office and in the pre-nursing application step completed by counseling.  
2. Staff have met with Admissions and Records staff with regard to document imaging and digital record keeping.  
3. Staff have met with Information Technology for information about document imaging, scanner, and implementing document imaging.  
4. A strategic plan phasing in document imaging, cycles of student applications to programs, and advertising steps to students.  
5. Nursing faculty team developing a digital tracking form as means of tracking program progression through the 4 semester sequence.  
6. Planning and steps to make the nursing program application a paperless web based tool initiated.  
7. Nursing Program has incorporated Blackboard as a component of the required program orientation.  
8. Nursing Lab utilizes Blackboard for communication and notices which go to all students in the program.

Active discussion and dialogue. Seek and promote internal and external professional development opportunities to faculty and staff.

2013 Allied Health and Pub processes

To reach out to other educational institutions and encourage a positive dialog that builds bridges between the college and the community.

The Art Gallery now has an on going dialog with CalArts, City Hall, The Arts Commissioners, the artists association and all local high schools.

As more and more positive relations evolve the Art Gallery has been able to broaden our reach into the community and create goodwill for the gallery and college.

2013 Art Gallery

1,500.00. This additional funding will allow the committee to insure that it meets requirements.  
1,000.00 and an ASG grant for $ 2,000.00 for the 2011-12 academic year awards. This additional funding allows the committee to insure that we can properly frame, install and maintain the future awards, as well as provide for the awards ceremony.

As a result of our first years awards the ASG awarded the SAC Committee a grant for $ 2,000.00 for the 2011-12 academic year awards. This additional funding allows the committee to insure that we can properly frame, install and maintain the future awards, as well as provide for the awards ceremony. The first recipients are featured on the Art Gallery website and serve to inspire future students to participate. For the 2012-2013 fiscal year the SAC was awarded a Foundation mini-grant for $ 1,000.00 and an ASG grant for $ 1,500.00. This additional funding will be used to further expand/enhance our collection.

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2013 Art Gallery

To create a permanent Student Art Collection.

To institute a Student Art Collection program.

To create a permanent Student Art Collection.

A committee was created to administer this program. Members include Dr. Floyd Moos, Ms. Cathy Ritz, Ms. Jane Feuerhelm, Mr. Nick Pavek, Dr. Juan Bueler, Mr. Frank Flores, Mr. Larry Hurst and the sitting ASG president. Meetings were conducted to determine funding resources, number of awards, award ceremony date, criteria for selection, and the makeup of our Selection Committee. Additionally this committee created a release form and worked with Risk Management to insure that it meets requirements.

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Positive feedback will be helpful in moving forward to develop this program.

2013 Art Gallery

To establish a full time student art gallery to be managed by GCC students.

To secure a space in which to establish a student art gallery/community gallery.

Student surveys, community surveys. Dialog with the Fine & Performing Arts Division.

To create a permanent Student Art Collection.

A committee was created to administer this program. Members include Dr. Floyd Moos, Ms. Cathy Ritz, Ms. Jane Feuerhelm, Mr. Nick Pavek, Dr. Juan Bueler, Mr. Frank Flores, Mr. Larry Hurst and the sitting ASG president. Meetings were conducted to determine funding resources, number of awards, award ceremony date, criteria for selection, and the makeup of our Selection Committee. Additionally this committee created a release form and worked with Risk Management to insure that it meets requirements.

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Positive feedback will be helpful in moving forward to develop this program.
To encourage collaborations with all departments on campus. By working with other departments the gallery has and will continue to establish positive and constructive relationships with the campus community.

Specific success is felt and perceived through good will rather than found in hard facts. Attendance records indicate that these collaborations have broadened our audience.

The Art Gallery has developed positive, strong relationships that continue to grow. These relationships have created tremendous goodwill for the gallery as we integrate more fully with the campus. To date the gallery has collaborated with: English, Math, Political Science, Photography, MFA, Dance and the Chancellor’s office.

The results of these collaborations allow the gallery to expand our network of allies on campus. This goodwill comes back in a variety of ways, one of which is continued growth of our audience.

To foster collaboration beyond the Fine and Performing Arts by encouraging exhibitions that involve non arts based departments.

To serve the college community and the community at large through exhibitions and programs that enhance curriculum and engage a greater audience.

Maximizing hours of operation as much as possible has increased our visibility and accessibility to the public. We keep accurate attendance records and monitor verbal and written responses to our exhibitions. Social networking has allowed us to keep the public informed while receiving immediate feedback.

Operational hours have expanded from 13 hrs per week to a minimum of 20. One or more guest speakers are now a component of each exhibition. All attendance records have more than tripled and continue to grow. Our regular audience is approximately 300% larger than 5 years ago.

Continued evaluation and adjustment to adequately address goals. As collaborations with other departments increase assessment of attendance and response to exhibitions will inform the gallery as to the needs of the college and influence gallery programming.

To make art more accessible on campus and expand our audience throughout this valley and beyond.

Reflection on Classroom Teaching: A rubric will be used to assess participant success as a high pass, pass, or no pass. The on-line test is a open book test very specific to a staff members position...Ex.—Head Coach, Asst. Coach, Athletic Clerk; A passing score is 75%--anything lower will force a one on one with the Athletic Director, this will help prevent any compliance violations from lack of knowledge.

Advocates the Athletic Department for better compliance and and less violations and better sportsmanship....Identify staff and coaches who don't know the rules and refuse to buy in, eliminates the coaches who don't want to learn the rules and policies of the Constitution.

To provide Student Athletes access to academic resources to foster academic achievement.

# 1 To improve academic success for student athletes, which will increase their retention and transfer rates and increase their chances for a scholarship. # 2

Will be first year of a annual cycle. 2009-10 and 2010-11.....Our student athlete population has shown a positive increase in every category for both cycles, results from 2009-10 showed a small increase but the 2010-11 showed a significant increase in the 6 categories. The first year cycle was hampered by some first year glitches...

Use the data for advocating our success in placing our student athletes in 4 yr institutions which will help justify the importance of Intercollegiate Athletics for the development of young men and women.

To serve the college community and the community at large through exhibitions and programs that enhance curriculum and engage a greater audience.

Ensure that adjunct faculty effectively complete the Associate Program by completing all workshops and a reflection on classroom teaching.

No data collected Program on Hiatus

The Program has been on Hiatus due to lack of Funding

To serve the college community and the community at large through exhibitions and programs that enhance curriculum and engage a greater audience.

Develop and execute a classroom lesson utilizing principles of effective teaching.

This information will give the staff better vision of the CCCAA Organization and up to date knowledge of the rules and regulations.

# 2 Provide the entire Athletic Staff with an on-line test and workshop for state compliance on the CCCAA Constitution

Will collect data using a February through January cycle in order to tally results in time for Program Review deadline each February. First cycle will be Feb. 1, 2012 - Jan. 31, 2013. Will use a February through January cycle to collect data to ensure adequate time to tally results for Program Review deadline in February of each year. First cycle will be Feb. 1, 2012 through Jan. 31, 2013

Determine amount of staff time needed to provide these services.

Maintain the District's annual budget and provide education and assistance to budget managers.

Maintain a balanced budget. Adjust budget line items as needed to align current expenditures with allocated budgets.

Evaluate staff time dedicated to providing this service: Determining training needs of budget managers.

Contact with local County office has resulted in more students being directly referred to the CCC CalWORKs.

Maintain a balanced budget. Adjust budget line items as needed to align current expenditures with allocated budgets.

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Ensure accurate account coding of all District Budget Development expenditures

Ensure coding accuracy of all salaries

Maintain the District's annual budget and provide education and assistance to budget managers.

Identify CCC students who are CalWORKs eligible but not served by the CCC CalWORKs office.
2013 Career Center

Identify CCC students who are CalWORKs eligible but not served by the COC office. Career Services will offer a series of relevant workshops that meet the demands of the time.

2013 Career Center

Identify CCC students who are CalWORKs eligible but not served by the COC office. Career Services will offer relevant workshops that meet the demands of career exploration and job search support services offered to them.

2013 CalWORKs

To ensure that CalWORKs eligible students are receiving all benefits available to them. To assess sufficiency of resources that contribute to student success, such as the Instruction Office and the Library staff to develop a plan for library services at the Canyon Country Campus.

2013 CalWORKs

To improve service to CalWORKs students.

2013 Campus Safety

Campus Safety will provide a number of quality service programs that will improve the level of customer service, safety and support to our students, faculty, staff and community.

2013 Campus Safety

Accessibility of Career Advisors for appointments is above satisfactory. Career Services will offer a series of relevant workshops that meet the demands of career exploration and job search support services offered to them.

2013 Career Center

Career Center staff provide quality service and information that is useful to students/clients. Career Services will offer a series of relevant workshops that meet the demands of career exploration and job search support services offered to them.

2013 Career Center

Career Services will offer a series of relevant workshops that meet the demands of career exploration, job seekers, and the current economy.

2013 Career Center

A satisfaction survey will be handed out to each client receiving services. A survey will be completed by Career Center visitors and workshop attendees asking them to rate the selection of workshop topics presented by the Career Center.

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2013 Career Center

The campus community at the CalWORKs program at College of the Canyons will attend a meeting to be held on the College of the Canyons campus during each quarter of the academic year.

2013 Career Center

Career Services will offer a series of relevant workshops that meet the demands of career exploration and job search support services offered to them.

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A satisfaction survey will be handed out to each client receiving services. A survey will be completed by Career Center visitors and workshop attendees asking them to rate the selection of workshop topics presented by the Career Center.

2013 Career Center

Examine the needs of CCC students for Library services and work collaboratively with the Instruction Office and the Library staff to develop a plan for library services at the Canyon Country Campus.
Create an environment that supports collegiality and effective teaching and learning at the Canyon Country Campus.

Enhance professional development and faculty support at the campus. In collaboration with the VP, Instruction, and the VP, Facilities, schedule classroom space at the campus to maximize eligibility for state support for future permanent buildings.

Enhance opportunities to qualify for state construction funding by maximizing instructional space at the Canyon Country Campus.

Equity CCC staff with the knowledge, campus awareness, and engagement necessary to support ongoing District growth at this facility.

Equity and support CCC staff to participate in campus planning, events, and operations.

Improve communications and planning support for Instructional Programs at CCC.

The CCC-Admin office will build/maintain a strong staff team that supports campus development.

Support Board Policy, develop vision, supervise mgmt, foster educational prog development, oversee collective bargaining, oversee planning, advise state of college, provide leadership & fiscal mgnt, make recommendations, & promote group decision-making.

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Communication of Economic Impact Report, Fact Book, 115 news releases provided to the media, College catalog and Schedule of Classes, 2 Breaking News (Fall 2009 & Spring 2010), Bottom Line (Fall 2009 & Spring 2010), Advocacy Committee, Advocacy Handbook, Advocacy Website, and over 50 presentations to a variety of groups.

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Data informs planning of additional enhancements for the teaching/learning environment at the campus, continued close collaboration with Instruction Office, Associate Dean role, private office space for full time faculty teaching their instructional load entirely at the Canyon County campus, faculty workshops, etc.

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Increase number of Honors sections offered per year.

Publicize COC Honors Program as well as the benefits of UCLA's TAP Program. To reformat the website to be consistent with the Colleges website and to be more user friendly.

Provide purchasing for commodities and services; risk management services and assistance; contracting services with vendors and service providers all in a timely, cost-efficient, courteous manner.

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Review of Incident Reports for two fiscal years: 9/10, 10/11, 11/12.

Review status of all 365 long-term contracts, ensure that contract dates are updated, contracts are termed where appropriate, and law-firm/lawyer is included.

Review of Master List / Files for contract expiry dates. Review with Allied Health Department existing / new requirements.

Number of Incidents, Type, Location, Status+

Review of Contract files, feedback from internal customers. Identify contracts that are "un-responsive" and pull from Master File.

Number of Desk-Top Procedures Completed.

Prepare a five-year budget projection that incorporates the key variables that influence revenue and expenses (FTES, COLA, Growth, Steps/Columns, etc). Prepare other schedules as needed such as cash flow, savings/shortfall, budget variances, etc.

Handbook development will assist campus community by providing directions, processes, and procedures for handling Risk Management issues on Campus.

The data can be used for future financial planning.

Provide California Department of Public Health Agency with Agreements that meet Regulatory Guidelines so that rotation assignments can be completed at the various Hospitals by students.

Updated Master Contract List. Provide proactive feedback to Executive Cabinet members and campus of pending contract expiry dates. JA 2/7/13


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<th>Department/Office</th>
<th>Description</th>
</tr>
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<tbody>
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<td>Counseling</td>
<td>Provide Counseling Services to Our Diverse Student Population.</td>
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<td>From Spring 2011 to Spring 2012 Counseling Faculty met with 10,474 (duplicated) students in individual counseling appointments and out of those counseling appointments, 5,224 developed an individualized student education plan that identified their educational goal(s) and listed a sequence of appropriate courses to achieve stated goals. In addition, we developed 382 1-semester educational plans in the New Student Advisement and FYE workshops. The total is 5,606 student educational plans developed or 54%. Post-test results: After being advised of the process for the Academic Standards Committee Petition; 100% of students understood the process for the Academic Standards Committee Petition; 99% understood the time frame in which to complete a petition; 98% understood how long it would take for the petition to be processed; 100% understood the definition of extenuating circumstances; and 99% understood all petitions must include supporting documentation extenuating circumstances. Based on post-test results, the staff in the Office of the Dean of Students will continue to provide advise when students first request the Academic Standards Committee Petition to better ensure petitions are completed accurately and in a timely manner so they can continue to be processed efficiently and effectively.</td>
</tr>
<tr>
<td>2013</td>
<td>Counseling</td>
<td>The Counseling Department will review statistical reports on the number of counseling contacts with students broken down by demographic data on ethnicity and gender and see that counseling contacts are proportional to the ethnic and gender demographics of the total student population. The Department will consider assessing this AUD in 3 years to monitor whether Counseling services are provided proportionally to all segments of our diverse student population.</td>
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<td>2013</td>
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<td>The Office of the Dean of Students will assist students with understanding the process for petitioning the Academic Standards Committee for late drops and withdrawals from courses, as well as, grade changes.</td>
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<td>2013</td>
<td>Dean of Students</td>
<td>Collect data annually at year end close, to include Budget scenarios, final financials, and annual reports. Statistical reports captured by the SARS Counseling Appointment System and reported to MIS revealed that the Counseling Department had 6.6% of its counseling contacts with African-American students and they represent 4.82% of the total student population; 5.38% of its counseling contacts with Asian students and they represent 6.99 of the total student population; 25.60% of its counseling contacts with Hispanic students and they represent 27.56 of the total student population; 4.41% of its counseling contacts with Filipino students and they represent 4.36% of the total student population; 0.77% of its counseling contacts with Native American/Alaskan Native students and they represent 0.57% of the total student population; 0.53% of its counseling contacts with Pacific Islander students and they represent 0.61% of the total student population; and 44.23% of its counseling contacts with White/Caucasian students and they represent 44.94% of the total student population. 56% of the counseling contacts were with American/Alaskan Native students and they represent 0.57% of the total student population; 0.53% of its counseling contacts with Pacific Islander students and they represent 0.61% of the total student population; and 44.23% of its counseling contacts with White/Caucasian students and they represent 44.94% of the total student population. The data can be used for future financial planning.</td>
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<td>Controllers Office</td>
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<td>Provide sound budgeting, forecasting, expenditure review, and oversight of federal, state and local funding sources.</td>
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2013 Distance Learning

Evaluate and improve methods of instructional delivery including hybrid, online, and/or accelerated courses. Demonstrate improvement in student survey results for online classes.

Use the Annual Student Survey for Online Classes to compare the overall satisfaction with online courses year to year.

Continue to expand the variety of training options for technology and teaching strategies as they apply to teaching online, hybrid, and accelerated courses.

Evaluate and improve methods of instructional delivery including hybrid, online, and/or accelerated courses. Improve student success and course completion rates for hybrid courses, online courses, and accelerated learning courses.

We will use the slight decline in satisfaction with online course quality to explore new ways to work with faculty and students to improve this number in coming cycles and will measure our success in this arena as a function of the degree of improvement in student survey results.

Evaluate and improve methods of instructional delivery including hybrid, online, and/or accelerated courses. Promote the use of advanced technology to support teaching and learning.

We can use these results to consider new outreach and orientation processes for students and faculty to improve success and course completion rates.

DSP&S personnel will scan and archive student files using existing scanners.

We can document imaging of student files will provide more physical space and ultimately move to paperless files.
**2013 DSP&S**

DSPS staff will conduct annual staff retreats for all DSPS staff members. As a result of annual retreats, DSPS staff will become more aware of the needs of students with disabilities, understand the parameters when working with this population and further develop their knowledge and skills in order to assist students.

**2013 DSP&S**

DSPS will expand support for students with disabilities by increasing current personnel to 100% FT faculty positions. Increase the following positions: 

- a) 80 % LD Specialist to 100% LD Specialist. 
- b) Change Alternate Media Specialist from Classified position to FT Faculty. 
- c) Hire permanent part-time or 80% classified position. 

As funding becomes available increase, change or add DSPS personnel with in the next five years. As the DSPS population increases so does the need to personnel. Budget will be reviewed annually to determine fiscal impact for each position. Maintain and improve services to students with disabilities.

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**2013 DSP&S**

DSPS will facilitate student success by providing students with disabilities assistance as they transition from high school to college. "DSPS will increase direct student counseling contacts due to growth in DSPS."

1) Seek alternative funding sources for increased counseling hours such as Perkins, District, or an increase in DSPS budget. Criteria for success would be a 20% increase in counseling hours. 2) Schedule workshops in the spring and summer semesters in preparation of new students. A tally of students who attend the workshops and the percentage of those who actually enroll will be the means of assessment. Criteria for success is to have 80% of those students who attend the workshop actually enroll in classes. With reference to the stated objectives: 1) Due to funding limitations at this time, DSPS is unable to increase a 60% counseling position to 100%. 2) DSPS provided workshops spring & summer 2012 to incoming freshmen. There was an 93% increase in students attending the workshops and 109% increase in enrollment status. 3) DSPS is complying with pending Task Force requesting all new students have an educational plan by Fall 2012. Due to the increase in student participation and enrollment, DSPS will continue to provide workshops and orientations to incoming freshmen. Updated DSPS forms will meet Task Force requirements.

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**2013 DSP&S**

DSPS will facilitate student success by providing students with disabilities assistance as they transition from high school to college. "DSPS will increase direct student counseling contacts due to growth in DSPS."

1) DSPS will increase a 60% counseling position to at least 80%-100% to provide more counseling opportunities to students with disabilities. 2) DSPS will provide workshops to incoming freshmen to begin the matriculation process. 3) Organize a presentation for entering freshmen to inform them about DSPS services and how it effects their academic progress. 4) DSPS will send post cards to students with disabilities notifying them of registration information. After two semesters (Fall 2010- Spring 2011) at least 80% of students will still be enrolled in classes. A total 203 students received services listed in specific objectives in Fall 2010 & Spring 2011. Annual statistics are kept for outreach events including student participation and enrollment. Fall 2010, 68% of students were still enrolled. Spring 2011 62% of the students were enrolled. Between 2011 & 2012 outreach events there was a 9% increase in outreach participation and 109% increase in enrollment status.

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**2013 DSP&S**

DSPS will continue to support and refine outreach efforts. Based on the 79% satisfaction with the pen, DSPS will conduct annual staff retreats for all DSPS staff members. As a result of annual retreats, DSPS staff will become more aware of the needs of students with disabilities, understand the parameters when working with this population and further develop their knowledge and skills in order to assist students.

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DSPS staff had 3 workshops from spring 2007-spring 2008. Workshops included: Inspiration Training, Introduction to Blackboard I & assisting students on Blackboard. DSPS staff completed satisfaction surveys at the end of each training. 90% of participants strongly agree the goals/objectives were met. 100% participants agree or strongly agree the material was communicated logically & clearly. 100% wanted follow-up training. Blackboard:40% indicated they were not proficient in Blackboard.

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Goal: Provide assessment through the LD EM for students who are appropriate to be tested. SLO #2 Evaluate resources and support services available on campus and in the community.

2013 DSP&S General Studies 050/ SLO #2
Provide assessment through the LD EM for students who are appropriate to be tested. – Student will participate in the feedback process of the assessment upon completing testing sessions.

2013 DSP&S General Studies 050/SLO #3
Provide support for students in academic coursework by utilizing computer programs and assistive technology. – Students will utilize computer and assistive technology as support to their academic coursework while enrolled in GS 082.

2013 DSP&S General Studies 082/ SLO #1
Provide support for students enrolled in English courses by developing writing skills and completing assignments – Student will successfully complete English courses in which they are enrolled.

2013 DSP&S General Studies 091/ SLO# 1
Provide math support for students in Math classes up to and including Math 070 and Business Math 144. – Students will improve their math skills and pass their current math class in order to progress to the next level.

2013 DSP&S General Studies 091/ SLO# 2
Provide support for students in English and language based courses by developing writing skills and completing writing assignments. – Students will strengthen their English/writing skills by successfully completing their lab hours in GS 091.

2013 DSP&S General Studies 092/ SLO# 1
Provide support for students enrolled in Math classes up to and including Math 070, Business Math 144 and below to participate in Math 144. – Students will improve their math skills and complete lab hours. DSPS will encourage students to enroll in Math 144, and to complete lab hours as it supports passing their English class.

ECECenter
Maintain a healthy and safe environment.

On June 7, 2010 Keenan and Associates conducted a full Certified Playground Safety Inspection. Three of the four recommendations were completed and future plans to replace equipment is in the Center plan. On August 15, 16, 17, 2011 an inspection was conducted on behalf of Statewide Association of Community Colleges (SWACC). At this time staff were preparing the environment for the beginning of the semester. The report recommendations were completed. Conduct regular full facility inspection and implement the Environment Rating Scale (ERS). Schedule a certified playground equipment inspection.

2013 DSP&S General Studies 092/ SLO# 1
To replace equipment in need of replacement and complete recommendations.

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### 2013 ECECenter

**Provide quality programs and services designed to enhance the child's cognitive, emotional, social, and physical potential including parent support and resources.**

- To support children's learning through the environment and experiences that are developmentally appropriate, individual and culturally meaningful, inclusive, and diverse.

- Assessment is through student/Master Teacher weekly dialogue and journals, student evaluations, and within the ECE department laboratory assignments. Lab student feedback and accountability are analyzed and used in practicum planning.

- The assessment of the data finds that Master Teachers are preparing students for the workforce. Refer to Academic Program Review of ECE for specific data.

**Provide quality teaching and learning experiences in collaboration with the ECE academic department preparing students for the workforce.**

- Master Teachers model best practices by following Title 5 and accreditation standards and regulations.

- To provide opportunities for teachers professional development goals through trainings, workshops, in-services, and professional resource materials.

- A teaching staff survey will be distributed to assess teaching staff needs. The survey will be distributed in May.

**Support teaching staff in staying current in the field of Early Childhood Education. Maintain Center licenses and Accreditation status**

- To maintain licenses

**The Economic Development Division will improve its outreach and presence in order to create more business development for each of its business units.**

- Develop a newsletter that can be produced on a regular basis without an onerous amount of additional effort.

- ETD will improve net revenue generated by 5% as measured at the end of each fiscal year. CACT will increase the number of regional events by 5% as measured at the end of each fiscal year. SBDG will show an increase in the SBA Economic Impact Milestones of at least 10% each reporting year. Worksource will increase the number of adult and dislocated workers both served and placed by 5% as measured at the end of each fiscal year.

**Economic Developmn for each of its business units.**

- A Center Garden and Nature Habitat Project committee was formed and developed a vision and mission statement. The committee identified purpose, goals, and curriculum; and developed garden designs and action plans. The data collected found teachers will begin to implement nature education, what needs are anticipated, what challenges may arise, and extended focus topic areas.

**Throughout the year teachers facilitated the children's experiential learning throughout the curriculum lessons including nutrition, math, science, and literacy. Teachers, students, and children were involved in growing and harvesting of vegetables. The Center Garden and Nature Habitat Project committee remains active and meets regularly. A new workshop is scheduled for September 28, 2013 to be inclusive of teaching staff, students, parents, and the community.**

### 2013 ECEDiv(Archived)

**Self eval on schedule**

- A newsletter is completed and analyzed to assess child and family progress and the learning environment and create classroom and program action plans.

**Provide opportunities for children to develop an awareness of the human connection to nature and to foster the holistic health and well-being of infants, toddlers, and preschool children while.**

- Children will be engaged in gardening and the continuous process of growing vegetables, fruits, and herbs to foster the connection of fresh foods to lifelong healthy eating choices that will facilitate their learning and appreciation of nature through nutrition, math, science, and literacy.

- A series of workshops were implemented to provide introductory topics and basic skills including: Where Do The Children Play?, A Garden In the Heart of Nature, and Garden Inspirations. An evaluation was completed by participants to assess needs for future trainings.

**Improve our individual department metrics by at least 5% each year.**

- CACCT will improve net revenue generated by 5% as measured at the end of each fiscal year. CACT will increase the number of regional events by 5% as measured at the end of each fiscal year. SBDG will show an increase in the SBA Economic Impact Milestones of at least 10% each reporting year. Worksource will increase the number of adult and dislocated workers both served and placed by 5% as measured at the end of each fiscal year.

**The Economic Development Division will improve its outreach and presence in order to create more business development for each of its business units.**

- A newsletter is completed and analyzed to measure and assess child and family progress and the learning environment and create classroom and program action plans.

**Developmental Profiles, and Environment Rating Scales for the California Department of Education, Child Development Division (CDE-CCD), annual report and the National Association for the Education of Young Children (NAEYC) Accreditation annual report.**

**The data concluded that we are operating a quality program. In addition, the program findings included a need for continuation of parent and staff community and educational resources.**

**Provide programs and services designed to enhance the child's cognitive, emotional, social, and physical potential including parent support and resources.**

- To support children's learning through the environment and experiences that are developmentally appropriate, individual and culturally meaningful, inclusive, and diverse.

- Assessment is through student/Master Teacher weekly dialogue and journals, student evaluations, and within the ECE department laboratory assignments. Lab student feedback and accountability are analyzed and used in practicum planning.

**The assessment of the data finds that Master Teachers are preparing students for the workforce. Refer to Academic Program Review of ECE for specific data.**

**To maintain licenses**

- Lab student feedback and accountability are analyzed and used in practicum planning.

- The assessment of the data finds that Master Teachers are preparing students for the workforce. Refer to Academic Program Review of ECE for specific data.

**The results of the assessment are compiled and analyzed to measure and assess child and family progress and the learning environment and create classroom and program action plans.**

**To maintain Center licenses and Accreditation status**

- To maintain licenses

- Self eval on schedule

- Early in 2012 we created a division newsletter and produced it for the first two quarters. The newsletter was very successful for outreach and gaining new customers but was very labor intensive to create so we have not continued the practice.

- As part of our website redesign we are developing a system to pull existing material together and be able to create a newsletter with minimal additional effort. The first new model newsletter will come out in early 2013.
The Economic Development Division will improve its outreach and presence in order to create more business for each of its business units.

2013 Economic Development for each of its business units

An analysis or our clients and results for the last year revealed that the majority of our various metrics (assistance, revenue, capital, etc.) comes from a small group of our clients, close to an 80%/20% condition.

Over the next year we will develop strategies for each unit to increase their specific high value and repeat clients.

A major redesign of the site is underway and a prototype will be available by the end of 2012. The redesign is more intuitive and will be easier to update and will feature current techniques like the use of "live" tiles on the home page. Once in place we will institute an outreach program to drive our customers to the site for information.

ETI will increase the number of first time clients by 5% as measured at the end of each fiscal year. ETI will also increase by 5% the number of repeat clients, those engaging in more than one opportunity per fiscal year. CACT will increase the number of advisory businesses by 5% as measured at the end of each fiscal year.

The CACT will organize an industry recognition event at least once per year. SBDC will continue to enhance its client definition and categorization system, which segments clients into A/B/CD clients. We will consistently move our focus toward the A and B clients to be documented in our annual report.

The Economic Development Division will increase efficiency and standardizing functions across the business units of its operations combining and integrating various division units engage in.

"global functions" that each of the various division units perform. In our 2012 strategic planning session we created a template of "global functions" that each of the various division units engage in.

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The Economic Development Division will increase efficiency of its operations combining and standardizing functions.

2013 Economic Development across the business units

Create a simple snapshot template for each of the Economic Development units to aid the review of progress towards goals and finances by end of 2012. Review these snapshots at the monthly division meeting.

Most of the information necessary to implement a fast track course could be documented and created by the faculty as part of a proposal and therefore cut down on both the effort and timeline. Templates and procedures will be developed and presented in flex session for the spring semester.

The Economic Development Division will increase efficiency of its operations combining and standardizing functions.

2013 Economic Development across the business units

Create forms and procedures to guide faculty in defining and scoping the need for a Fast Track class. Present a Flex workshop on the process for Spring 2013 semester.

The Fast Track Institute frequently gets requests for programs specific to the faculty’s area of expertise. Analyzing the number of meetings and elapsed time to implement one of these programs showed that a streamlined process was necessary. In our 2012 strategic planning session we created a template of “global functions” that each of the various division units engage in. Each unit also has someone in their staff with responsibility for this function but with varying levels of expertise.

After reviewing the systems available we have again selected Big Contacts. The integration with Microsoft Outlook is now available by the end of 2012. The redesign is more intuitive and will be easier to update and will feature current techniques like the use of "live" tiles on the home page. Once in place we will institute an outreach program to drive our customers to the site for information.

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2013 Economic Development for each of its business units

The division website will be fully populated and functional by 2nd quarter 2013. Website traffic is improved by 15% each year for the next three years as documented by google metrics. System developed by end of spring 2013. All contracts, exhibits and agreements are logged into the system and status is available online.

Over the last 12 months visits to the Economic Development website has declined by 60% and referrals/contacts from the site have declined in a similar fashion. The design is both stale and unintuitive and the difficulty in updating the site mean it is often out of date.

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2013 Economic Development across the business units

Develop a contract management process that logs and tracks contracts as they move through the system.

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2013 Economic Development across the business units

In order to make better use of the Division resources investigate the possibility of organizing horizontal functions across the division for marketing, registration, budgeting and website maintenance.

Investigate and analyze the possibilities and produce a report 1st quarter of 2013.

All business contacts are entered into system. Significant interconnections are documented under their respective departments.

Big Contacts has been selected and each of the departments are working to enter their contact information into the global database.
Enrollment Services division will participate in a First Year Experience Program (FYE) to enhance student persistence and retention.

2013 EOPS & CARE

The FYE program has realized much higher results than anticipated. As a result, the FYE program should be expanded to include as many more first time students as possible.

There will be a retention and persistence study completed that shows movement into the spring 2012 semester. Since the first cycle of assessment showed marked improvement, an increased standard of 75% of students will complete their fall 2011 English and Math classes and move into the next sequence of classes in spring 2012. The EOPS/CARE program will conduct a survey of continuing students to see how many are currently benefiting from priority registration. Students are informed of the benefit but we do not know how many are actually following through. 85% of the EOPS/CARE students registering during priority registration will be considered success.

During the winter 2011 session 71% of the EOPS students surveyed used priority registration. Those who did not stated reasons such as "there was a hold on my record" or "I missed the priority deadline." During the spring 2012 semester 97% of the EOPS students surveyed used priority registration.

There will be a retention and persistence study completed that shows movement into the next sequence of English and Math classes in spring 2011. Criteria for Success: A standard of 65% of students will complete their fall 2011 classes and move into the next sequence of classes in spring 2012.

The board policy will be created using SSTF recommendations, a commitment to improve is local of students will be notified of the new policy in spring 2013. Criteria for Success: New & Continuing Students will register according to the new enrollments priority in the fall of 2014.

The EOPS program will include the question, Why did you not use priority registration? On the next survey.

Additionally, the program will continue to emphasize the importance of planning, following a time line and registering on time. The program will continue to promote priority registration through counseling appointments, the newsletter, face to face appointments with EOPS personnel, through email blasts and on the EOPS/CARE Facebook page.

Summary of the data shows that FYE students had a three percent higher retention rate (95 vs 98 percent) and four percent higher success rate (72 vs 76 percent) compared to other first time freshmen enrolled in fall 2010. In addition, FYE students had an eight percent higher retention rate (90 vs 98) and an eight percent higher success rate (68 vs 76) than all other first time students in spring 2011. The overall percent of persistence was 92 percent from fall 2010 to spring 2011 and 84% from fall 2010 to fall 2011 compared to all other first time students whose persistence rates were 85% from fall 2010 to spring 2011 and 89% from fall 2010 to fall 2011.

It has been determined that FYE's concentration on mandatory assessment, orientation and cohort instruction in basic skills math and English leads to higher levels of retention, persistence and success. With a move towards global mandatory assessment, orientation and a one semester SEP, the FYE program will be concentrating on learning communities to ensure persistence and success for entering freshmen.

During the summer 2012 registration 50.3 % of the students surveyed used priority registration. During fall 2012 76.6% of the students surveyed used priority registration.

The FYE program should be expanded to include as many more first time students as possible.

Enrollment Services will spearhead the creation and implementation of key Student Success Task Force (SSTF) Recommendations.

Enrollment Services division will participate in a First Year Experience Program (FYE) to enhance student persistence and retention.

2013 EOPS & CARE

The EOPS/CARE Department will drive to increase student participation in Priority Registration.

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The EOPS/CARE students at College of the Canyons will benefit from using priority registration.

The goal of EOPS/CARE is to provide students with tutors.
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Tutors in the Center providing services to students. Tutors available and students to use the tutors. Students benefit from tutoring and are somewhat willing to come to the EOPS/CARE learning center to be tutored. Step Up students are required to do 2 (documented) hours of tutoring per semester. A request was sent to the Math Department suggesting that interested math students act as tutors in the EOPS Study Center as the requirements for HITE projects. CWEE students were solicited to apply for EOPS/CARE tutoring internships.

For several semesters the Study Center had tutors but currently we need to restructure the tutoring program. This semester, spring 2011, we are piloting an adjunct English instructor as a tutor.

We realize that EOPS students benefit from tutors being housed in the EOPS/CARE study center however, it is a challenge to keep those tutors with funding. We continue to brainstorm ideas and anticipate positive results from our pilot project.

The goal of EOPS/CARE is to provide students with tutors. EOPS students will have tutoring available in the EOPS Study Center. The on going objective is to secure tutors for the EOPS/CARE study center. The math instructor that was secured is no longer available and the student tutor is only able to work 1 hour weekly as he is overwhelmed with his studies.

The Facilities Department provides planning and construction oversight for all campus renovations, improvements and expansion. The Facilities Department maintains existing facilities and infrastructure including utilities (power, plumbing, gas, phones, data, water, sewer and drainage), structure (roofs, walkways, doors, glass), equipment (bookers, heaters, air conditioning, space heating, interior and exterior lighting, pumps, water valves, gas valves, automatic and manual controls). The department will continue to upgrade and automate facilities operations whenever possible.

The Facilities Department to analyze what areas are in need of upgrading and/or modernization. This along with the work order system helps to prioritize scheduled maintenance projects (projects submitted for a state-approved match). Examples of projects that have been completed based on these assessments include paperless hand dryers, roofing repairs, utility repairs, sidewalk and concrete repairs.

The Facilities Department to review and analyze results.

The Data for this goal was to have been collected during the Fall of 2012 and then evaluated in Spring 2013 (see meeting summary for February 28). However, with no classes offered in Fall 2012 we were unable to collect data. We will collect data during Spring 2013 and Fall 2013 semesters for evaluation in Spring 2014. (Please see GoodNewsBadNews) NA.
2013 Field Studies

Continued improvement of operational processes such as coordination of student food package, increased options for food packages, and coordination of various forms required for faculty and student travel

Improve return rate of student food package forms

Achieve 80% of forms turned in on time

The data for this goal was to have been collected during the Fall of 2012, and then evaluated in Spring 2013 (see meeting summary for February 28). However, with no classes offered in Fall 2012 we were unable to collect data. We will collect data during Spring 2013 and Fall 2013 semesters for evaluation in Spring 2014. (Please see GoodNewsBadNews)

NA

2013 Field Studies

Continued improvement of operational processes such as coordination of student food package, increased options for food packages, and coordination of various forms required for faculty and student travel

Review menu options

Annual review by campus nutritionist

The data for this goal was to have been collected during the Fall of 2012, and then evaluated in Spring 2013 (see meeting summary for February 28). However, with no classes offered in Fall 2012 we were unable to collect data. We will collect data during Spring 2013 and Fall 2013 semesters for evaluation in Spring 2014. (Please see GoodNewsBadNews)

NA

2013 Field Studies

Continued improvement of operational processes such as coordination of student food package, increased options for food packages, and coordination of various forms required for faculty and student travel

Revise and increase menu options,

Annual comparison of menu options

The data for this goal was to have been collected during the Fall of 2012, and then evaluated in Spring 2013 (see meeting summary for February 28). However, with no classes offered in Fall 2012 we were unable to collect data. We will collect data during Spring 2013 and Fall 2013 semesters for evaluation in Spring 2014. (Please see GoodNewsBadNews)

NA

2013 Field Studies

Create additional learning opportunities available to field study courses that can be used across disciplines

Develop OER material

Establishment of Biology microscope OER collection of 10 slides

The data for this goal was to have been collected during the Fall of 2012, and then evaluated in Spring 2013 (see meeting summary for February 28). However, with no classes offered in Fall 2012 we were unable to collect data. We will collect data during Spring 2013 and Fall 2013 semesters for evaluation in Spring 2014. (Please see GoodNewsBadNews)

NA

2013 Field Studies

Create additional learning opportunities available to field study courses that can be used across disciplines

Field Guide Library – Phase I

Assemble a collection of 5 field guides for student use at field station

The data for this goal was to have been collected during the Fall of 2012, and then evaluated in Spring 2013 (see meeting summary for February 28). However, with no classes offered in Fall 2012 we were unable to collect data. We will collect data during Spring 2013 and Fall 2013 semesters for evaluation in Spring 2014.

NA

2013 Field Studies

Create additional learning opportunities available to field study courses that can be used across disciplines

Field Guide Library – Phase I

Review records of student use of material

With current fiscal environment, a weather station is not currently feasible (please see budget reductions for 2011-12). This will be addressed by the committee in Spring 2014.

NA

Weather station is not feasible under current fiscal condition. To be reviewed again in Spring 2014 to see if fiscal picture has improved.

2013 Field Studies

Developing additional revenue streams to help offset the fiscal burden of the program on the District’s overall budget

Establish Foundation fund to accept additional revenue

Establishment of Foundation fund

Foundation account established.

Please see meeting summary of March 8, 2012

Foundation account established for future use.

2013 Field Studies

Developing additional revenue streams to help offset the fiscal burden of the program on the District’s overall budget

Review feasibility of assessing fee to offset lodging costs

Review cost/benefit analysis. Determination by committee on whether to recommend or not.

Committee reviewed efficacy of a fee. (please see meeting summary for March 8, 2012)

With reluctance, committee agreed to propose a lodging fee to the administration

2013 Field Studies

Developing additional revenue streams to help offset the fiscal burden of the program on the District’s overall budget

Review legality of assessing fee to offset lodging costs

Determination of legal permissability.

Fee is feasible and legal (please see meeting summary for March 8, 2012)

Committee to review steps to implementation of the fee
Financial Aid

The Financial Aid Office will improve the quality service provided to students through staff training and education. Financial Aid staff will discuss and review study regulations to evaluate competency.

Discussion topics and training at weekly staff meetings are adjusted to meet the areas of need.

2013 Field Studies
Developing additional revenue streams to help offset the fiscal burden of the program on the District's overall budget.

Review potential for selling product for fund raising.

Identify 3 items that could be sold to raise revenue.

The data for this goal was to have been collected during the Fall of 2012, and then evaluated in Spring 2013 (see meeting summary for February 28). However, with no classes offered in Fall 2012 we were unable to collect data. We will collect data during Spring 2013 and Fall 2013 semesters for evaluation in Spring 2014. (Please see GoodNewsBadNews)

Determine Fall 2013 budget forecast if we decided to sell these items.

2013 Field Studies
Expand the variety of courses offered and increase the number of faculty involved in the program.

Establish an annual scheduling process.

Development of a one-year schedule of courses offered.

The data for this goal was to have been collected during the Fall of 2012, and then evaluated in Spring 2013 (see meeting summary for February 28). However, with no classes offered in Fall 2012 we were unable to collect data. We will collect data during Spring 2013 and Fall 2013 semesters for evaluation in Spring 2014. (Please see GoodNewsBadNews)

NA

2013 Field Studies
Expand the variety of courses offered and increase the number of faculty involved in the program.

Foreign Language immersion weekends.

1 weekend of foreign language immersion.

The data for this goal was to have been collected during the Fall of 2012, and then evaluated in Spring 2013 (see meeting summary for February 28). However, with no classes offered in Fall 2012 we were unable to collect data. We will collect data during Spring 2013 and Fall 2013 semesters for evaluation in Spring 2014. (Please see GoodNewsBadNews)

NA

2013 Field Studies
Expand the variety of courses offered and increase the number of faculty involved in the program.

Increase the number of disciplines by 1 additional discipline per year.

Review schedule of courses offered.

The data for this goal was to have been collected during the Fall of 2012, and then evaluated in Spring 2013 (see meeting summary for February 28). However, with no classes offered in Fall 2012 we were unable to collect data. We will collect data during Spring 2013 and Fall 2013 semesters for evaluation in Spring 2014. (Please see GoodNewsBadNews)

NA

2013 Field Studies
Expand the variety of courses offered and increase the number of faculty involved in the program.

Increase the number of faculty members involved by a minimum of 1 additional faculty member per year.

Review schedule of courses offered.

The data for this goal was to have been collected during the Fall of 2012, and then evaluated in Spring 2013 (see meeting summary for February 28). However, with no classes offered in Fall 2012 we were unable to collect data. We will collect data during Spring 2013 and Fall 2013 semesters for evaluation in Spring 2014. (Please see GoodNewsBadNews)

NA

2013 Field Studies
Expand the variety of courses offered and increase the number of faculty involved in the program.

Review feasibility of adjunct participation with Instruction Office and HR.

List challenges and benefits of adjunct participation.

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NA

2013 Field Studies
Expand the variety of courses offered and increase the number of faculty involved in the program.

Revision and modification of current student evaluation As a result of providing staff training, the level of expertise and the quality of customer service will increase. The Financial Aid Office staff will review federal regulations and departmental policies for Title IV compliance and better understanding.

Review of completed student evaluations.

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NA

The Financial Aid Office will provide staff training and education. The financial aid office staff will discuss and review study regulations to evaluate competency.

Review has increased understanding. Focus required in areas of need.

Discussion topics and training at weekly staff meetings are adjusted to meet the areas of need.
Not required.

This Grant was not completed.

Develop adventuresome programing that ensures an entirely different audience experience for our community.

1. Outreach to new audience
2. Multiple performances of a single concert allow our students to have an in-house professional experience.
3. They learn the necessity of stamina, discipline and the value of providing a quality performance experience to an ever-changing audience.

2013

Fine & Performing Arts programs

1. Develop new Revenue Generating performance initiatives to support FAPA

2013

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2013

Fine & Performing Arts programs

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2. Promote the visibility and sustainability of Division’s programs in the community,

3. Support all division activities, including enrollment management, program design and needs.

4. Assure that current division courses meet or exceed district and industry standards for effectiveness and relevance

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4. Assure that current division courses meet or exceed district and industry standards for effectiveness and relevance

5. Pursue public and private resources for expansion of division’s programs and initiatives to support FAPA

2013

Fine & Performing Arts region, and state

Consultation with CTE advisory groups

Student engagement and enrollment. Curriculum review. Community/Audience Engagement _ _ Student Participation _ _ Enhanced Production Values _ _

2013

Fine & Performing Arts services

NEA Grant, 2012 – to support Theatre in 2013

LEVEL OF: Audience Engagement Student Participation Enhanced Production Values

2013

Fine & Performing Arts services

Thornton Foundation, 2012 to support Music in 2012-13

Level of Community/Engagement and Student Participation

2013

Fine & Performing Arts services

Implementation Team Meetings for new grant awards to assist Program Managers get started with their funded projects. Hold meeting with new Program Managers to review grant’s terms and conditions and District’s policies and procedures.

Completion of grants with: 1) all expenditures spent according to approved budget, 2) all required reporting submitted, 3) successful outcome of goals and objectives, 4) no audit findings.

2013

Grants Accounting

Fund/Staff Survey of Fall 2007 and Fall 2011

Survey assisted Unit to work on an effective communication system with Program Managers on grant regulations and with other campus divisions on the impact of grant activities.

2013 Graphics

Develop effective workflow and communication amongst staff.

Improve service, product and the time it takes to complete projects. To have a better understanding of staff concerns and needs.

Weekly group and monthly one-on-one meetings. Continual assessment of process.

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Fine & Performing Arts region, and state

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5. Pursue public and private resources for expansion of division’s programs and initiatives to support FAPA

2013

Fine & Performing Arts region, and state

Increasing Degree and Certificate offerings for transferability

Ongoing Self-reflective dialogue to improve degree and certificate offerings

3. Support all division activities, including enrollment management, program design and needs.

4. Assure that current division courses meet or exceed district and industry standards for effectiveness and relevance

5. Pursue public and private resources for expansion of division’s programs and initiatives to support FAPA

2013

Fine & Performing Arts region, and state

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2013 Health Center

Expand mental health outreach activities and prevention early intervention as well as health promotion at COC.

Explore external sources of funding mental health outreach at COC, College of the Canyons.

Increase mental health prevention and intervention services for COC students, faculty and staff.

Increase mental health outreach services to students at both campuses.

Increase proficiency in medical diagnoses and health summary notes. Ensure compliance with HIPAA regulations.

Increase proficiency by utilizing updated technology.

Provide out-of-health-center health education/promotion to students.

2013 Health Center

Assessment will be done by NCHA, National College Health Assessment instrument as well as evaluation given after events and seminars. Kognito keeps a separate pool test and result. Other criteria will be seen by increasing community partnerships, and creating new relationship who jointly works towards creating solutions to the barriers and gaps in mental health services. Complete and submit the grant proposal for the California Community Colleges Student Mental Health Programs to California Community Colleges Chancellor’s Office (CCCCO) and California Mental Health Service Authority (CMHSA) for review. Criteria for Success: application approval.

We will administered the NCHA National College Health Assessment instrument to 1000 randomly selected COC students in, Spring 2013. Data will be processed by the American College Health Association; compiled data for our individual campus and for a consortium of CCC’s statewide will be reviewed later in spring. Criteria for success: getting at least 1000 completed surveys in the 2-week period.

Electronic Medical Records will be installed in summer 2012. Providers will have access to patients records at both campus ensuring HIPAA regulations. Health care providers will have access to rubrics for up to date evidence based care. Survey to the health care providers will be given on satisfaction of EMR system.

In the student health center waiting room, wall monitor will show the Student Health 101 monthly publications, including the ongoing wellness opportunities offered at COC. Students will be asked if they learned any useful health and wellness information. Participants’ surveys will indicate 80% or more have made healthier choices as a result of participating in the Body Mind-Wellness workshops in the different BMW programs. Students indicated that the monitor in the waiting room was hard to see and made it difficult to follow the magazine.

We will use the results to support our current CCC SMHP grant and to fund requests for suicide prevention, stigma reduction, prevention and early intervention for students with mental health issues.

A wealth of data will be available from the NCHA administered in Spring, 2013 that will be used to support the need for external funding, including the CCC SMHP grant, and to assist the health center in addressing the health needs of COC’s student population. The consortium of CCC’s is the largest CC sample and nationally it is the 250 attendees. Over half of the participants responding to the survey indicated that they are now more likely to use these resources. The BIT continues to host the Mental Health Community Consortium which continues to create new relationship who jointly works towards creating solutions to the barriers and gaps in mental health services. We have started a web based referral & resource list.

In the Fall of 2012 COC hosted their first Community Resource Fair followed by the Body Mind & Wellness Seminar series. The community resource fair had over 250 attendees. Over half of the attendees completed a survey. The results were 98% of the participants responding, yes, they do know more local resources as a result of the fair and 100% said that they are now more likely to use these resources. The BIT continues to host the Mental Health Community Consortium which continues to create new relationship who jointly works towards creating solutions to the barriers and gaps in mental health services. We have started a web based referral & resource list.

COC as well as Santa Clarita Valley have identified current gaps and barriers for services for mental health care and we are currently working on strategies to improve these services with the MHCC. We have created a web page community resource page that is located on the health center page. It will be updated annually in the summers. A current MOU resides with the Health Center and Child and Family and they have a mental health counselor here one day and there are plans to increase services. There is another MOU being drafted between Action and the health center to have a drug and alcohol counselor located in the health center one day of the week. There is another MOU being developed between Bradman University for their MFT interns to work alongside a MFT in the health center overseeing groups and individual therapy.

We will use the results to support our current CCC SMHP grant and was awarded a total of $170,282.00 to be issued over the course of three years.

Successfully completed the CCC SMHP grant proposal and was awarded a total of $170,282.00 to be issued over the course of three years.

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Starting in 2012, annually in the fall semester on the second Thursday of November offer tabletop information on tobacco cessation with referral to 1800 no butts, smoke cessation services at COC health center and opportunities to sign commitment contracts to quit smoking.

Pre and post safe sex practice survey will show 80% increase after information given.

Presentation on workplace safety to health center staff in fall 2013; staff now have a code to use if they want to request assistance "please cancel my appointment with Mr... Armstrong"; and we have rearranged storage boxes in the health education hallway so that heavy boxes will not fall. We have to keep the office dark in the case of a shooter on premise. We revised our location to "shelter in place" so that it is closer to bathroom facilities and have installed a door to protect us..

Provide out-of-health-center health education/promotion to students.

Decrease the amount of tobacco use, promote COC campus no smoking policy and increase visibility of student's health centers smoking cessation services.

Criteria for success: after attending a presentation on workplace safety, health center staff will score 80% or higher on a post-test regarding office safety measures.

Review and evaluate workplace safety for health center staff: prevent workplace violence.

Prevent workplace violence at the student health center locations.

Criteria for success: after attending a presentation on workplace safety, health center staff will score 80% or higher on a post-test regarding office safety measures.
Human Resources will work with campus departments to facilitate the District's workplace safety program providing a safe and healthy work environment for all District employees. (Goal #4: Human Resources)

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Analyze the printing habits of the employees and students to identify efficiencies and reduce cost of $0.01 per page, those B&W laser printers generate a cost of $0.01 per page, those inkjet printers a cost of $0.02 per page. The network printer companies presented their projects plan for increasing the utilization of the printers will be made to increase efficiency, reduce the carbon footprint of our printing fleet and realize significant budget savings.

Human Resources will implement an online training program to provide increased access to District employees on safety-related topics. (Goal #4: Human Resources)

Human Resources will review all reported work-related illnesses and injuries on a quarterly basis looking for trends and implications for employee safety training opportunities. (Goal #4: Human Resources)

Human Resources will work with the Safety Committee to develop and implement a revised Injury and Health Prevention Plan (IPPP). The Human Resources Department will conduct periodic salary and benefit surveys of similarly situated California community colleges and other benchmark organizations for use in comparing the District's compensation and benefits plans. (Goal #4: Human Resources)

The District will work with the Human Resources Department to develop and implement a revised EEO Plan. The Human Resources Department will provide EEO and diversity related training to all Selection Committee members and to all Selection Committee Representatives (SCRs). Assessment will include review of each recruitment process to ensure appropriate training has taken place. Abandonies will be asked to participate in workshops on the development of diversity in the workplace. (Goal #3: Cultural Diversity)

The Human Resources Department will work to ensure the District's recruitment processes are fair, equitable, and inclusive seeking to attract a broad and diverse pool of qualified candidates. (Goal #3: Cultural Diversity)

The Human Resources Department will conduct broad and inclusive recruitment campaigns for all open positions. We will monitor the recruitment process at each step to ensure compliance with the District's EEO Plan. (Goal #3: Cultural Diversity)

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An inventory of the printer fleet will be conducted and a study on the utilization of the printers will commence. Criteria for success will be in determining where changes can be made to improve efficiencies and reduce costs.

The online safety training program will allow us to reach the entire campus community with our safety training program.

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1. Assure that the campus community has access to and is aware of the data available.

2013

Enhance the District's processes and operations through conversion to online formats

Information Technology

1. Provide training to faculty and staff in the use of computer technology in addition to regular training classes.

Information Technology and audio/visual technology

Information Technology will

Assess use of and satisfaction with access to data through a survey. Success is defined as 60 percent of respondents accessing data for planning purposes and satisfied with availability of data for planning.

Overall use of institutional research data was 65 percent, which down from 69 percent in Spring 2012 but up four percent from the Spring 2010 survey. Use was lowest among full-time faculty respondents, 63 percent, and classified staff, 49 percent. Overall satisfaction with data for planning was 77 percent, which is up seven percent from the Spring 2012 survey.

1. The Institutional Research Office will provide campus-wide access to data for planning.

Institutional Develop for planning

A comparison of operations and processes that are moved online relative to the previous year will be examined. Success will be measured by the number of processes and operations moved.

TBD

The Faculty & Staff Survey (Report #277) found 81% of respondents were satisfied with equipment in the classroom. This is down from 83% the previous year. Defined practices and procedures increase security by ensuring that repeated processes are completed according to secure protocols. We have reviewed and refined policies for checkout equipment and for equipment assigned to an employee.

We will add policies and procedures as needed.

2013

Information Technology will provide one-on-one assistance in addition to regular training classes.

Information Technology and audio/visual technology

Faculty and Staff annual Survey will ask users about their satisfaction with Available technical support. IT will maintain or increase the percentage of satisfied employees from the previous year. Follow-up contacts will be made with all employees who are trained in a one-on-one environment to see if their needs were met. 85% of employees surveyed will indicate satisfaction with the training with the remaining 15% needing addl instruction.

Information Technology has offered several workshops this year ranging from backup guidelines to Powerpoint presentations. The results of our PD survey have all been satisfied or very satisfied with our training.

We will continue to provide training and follow up to users to gauge satisfaction. In addition, for 2011-12, we will begin to capture small video clips of training courses most requested by users over the phone, in the Tech Center or through Professional Development. The next assessment will be in Fall 2013 to assess changes in use of research as part of IT's non-instructional program review. Keep the campus informed of new research reports through COC-All email notifications and other campus-wide committees. In addition, updates are provided to the division deans on a monthly basis. The office continues to meet with requestors to review the reports prior to publishing them. The department will also reach out to full-time faculty to assess their data needs and notify them of data/reports that may be of particular interest to their specific discipline. The department will also share the results with CPT and MAC committees to encourage participation of all faculty and staff in planning processes.

Information Technology will improve the timeliness of service for both IT and A/V at the Valencia campus.

A/V at the Valencia campus. With the downturn in the economy, the department has not had sufficient funds to maintain (or catch up with) our replacement cycle. In the Faculty & Staff survey (Report #277) that fact is evidenced by a drop in our satisfaction with the " Adequacy of computers" from 88% to 86% this year.

We will continue to monitor the age of the computer systems and maintain the criteria of the Tech Plan as funding is available. In addition, efforts will be made to extend the life of older machines through system upgrades to lessen the effect of computer age on productivity.

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2013

Improve access and availability of audio/visual resources, network security and IT will provide the most current technology through updates to the 3-5 year Tech Master Plan including provisions for replacement of equipment; upgrade of network infrastructure and insuring increased Smart Classrooms.

Information Technology

Annual inventories of the campus technology and updates to the Tech Committee will ensure that the technology is kept as current as possible as the budget permits. A question on the Faculty and Staff survey will monitor the satisfaction levels of employees with the computers and other technology available to them. With the downturn in the economy, the department has not had sufficient funds to maintain (or catch up with) our replacement cycle. In the Faculty & Staff survey (Report #277) that fact is evidenced by a drop in our satisfaction with the "Adequacy of computers" from 88% to 86% this year.

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2013

Maintain and upgrade hardware and software technology including the Internet and software applications

Information Technology

Results from the faculty and staff survey will show an increase in satisfaction above the previous year's level. For Fall 2012, 81% were satisfied.

The Faculty & Staff Survey (Report #277) found 81% of respondents were satisfied with equipment in the classroom. This is down from 83% the previous year. Defined practices and procedures increase security by ensuring that repeated processes are completed according to secure protocols. We have reviewed and refined policies for checkout equipment and for equipment assigned to an employee.

We will add policies and procedures as needed.

2013

Information Technology will develop policies and guidelines on the proper use of college technology including the Internet and software applications

Information Technology

The department will increase the number of procedures and guidelines regarding technology by 10%

Annual inventories of the campus technology and updates to the Tech Committee will ensure that the technology is kept as current as possible as the budget permits. A question on the Faculty and Staff survey will monitor the satisfaction levels of employees with the computers and other technology available to them. With the downturn in the economy, the department has not had sufficient funds to maintain (or catch up with) our replacement cycle. In the Faculty & Staff survey (Report #277) that fact is evidenced by a drop in our satisfaction with the "Adequacy of computers" from 88% to 86% this year.

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2013

IT will provide the most current technology through updates to the 3-5 year Tech Master Plan including provisions for replacement of equipment; upgrade of network infrastructure and insuring increased Smart Classrooms.

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IT will provide the most current technology through updates to the 3-5 year Tech Master Plan including provisions for replacement of equipment; upgrade of network infrastructure and insuring increased Smart Classrooms.
1. Assure that the campus community has access to and is aware of the data available in the various sources. Provide campus-wide access to data for planning.

2013

Institutional Development for planning.

Document the number of reports produced each academic year. Success is defined as an increase in the number of available reports / requests processed for planning over the prior academic year. The number of reports and briefs produced in 2011-12 was 36 which is down slightly from 2010-11 when the office produced 39. Over the past two years, the number of reports and briefs available to the campus has increased 44 percent (39 reports in 2011-12 compared to 25 in 2009-10).

As the complexity of analyses continues to increase and more departments rely on research from the office to inform planning processes, the office will continue to monitor the number of reports but will place more emphasis on assisting users with submission of action implications within 2-3 weeks of receiving data. In addition, the office will work with requestors to get action implications integrated into their department planning processes (e.g., program review) so that the use of results is fully documented. Another plan to increase not only the access but use of results is to publish results in a research brief (2-4 pages) where applicable.

The I.R. office needs to work with requestors to integrate their action implications within their program reviews. This new process will replace the online tracking database for action implications by allowing the college to know which department objectives are connected to research reports and will better integrate the use of data with existing planning processes. While the percentage of requestors completing action implications has improved it is still down from 99% in 2009-10. As a result, the research office needs to adhere to policy of not working on additional reports if a requestor has outstanding action implications.

The Institutional Research Office will provide campus-wide access to data for planning.

Assess changes made as a result of data usage through action implications sent to requestors submitting completed reports. Success is defined as 80 percent of requestors submitting action implications for their research requests.

The percentage of requestors completing action implications increased significantly from 44% in 2010-11 to 77% in 2011-12. Brought in grant revenue of $6,228,425 for 10/11. Brought in grant revenue of $5,098,265 in 11/12. This is a decrease from 2010-11 due to continued multi-year grants ending and institutionalized by the District.

Increase grant revenue 12/13.

Bring in grant awards from various funding sources.

Identify and research potential funding sources. Manage the grant development process.

Track grant amounts awarded each year. Success will be a 10% increase each year.

Per the Faculty and Staff survey of fall 2012, 71% of respondents said they were familiar with the grant process and the support available. 94% of respondents were satisfied with the Grants Development Office. 70% of respondents knew the Grants Development Office has a website.

Emails are sent to the campus community when the website is updated. Present monthly updates to the Dears’ Meeting. Will request to present at department meetings. Will continue to find ways to get more faculty and staff engaged in grants.

Attend at least 6 meetings per year in each area.

Attend at least 8 meetings per year in each area.

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Attend meetings to improve communication.

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Attend the monthly Division Deans’ meeting.

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Assist in building coalitions and collaborative relationships with other colleges, community organizations and private sector companies. Work with the arts grant writer.

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Attend Division Dean, Student Services and Economic Development department meetings as well as Curriculum Committee meetings every 1-2 months to update departments on grants.

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The IEP classes will now also include advanced ESL, along with beginning and intermediate as was offered in summer 2013. After summer 2013, we will assess how many new students have entered the International Student Population as a result of the IEP classes. Level of Success. It is expected that the number of students enrolled in the IEP program will increase by 50% by the fall 2013 semester as a result of the summer IEP program. Of the 26 students enrolled in summer 2012, 14 participated in the IEP program. All 14 were the only new students to the program in summer. Of the 36 new students enrolled in fall 2012, 23 came from the IEP program. Thus, of the 50 new students enrolled in fall and summer 2012, 37 students came us for the IEP program. This is a 75% increase over summer and fall 2011.

The International Student Program will promote strategic goal #2 by creating an Intensive English Program for prospective students with below college level English Proficiency to increase student enrollment in the ISP program.

As a result of participation in the Intensive English Program (IEP), student enrollment numbers in the International Student program will increase.

Of the 26 students enrolled in summer 2012, 14 participated in the IEP program. All 14 were the only new students to the program in summer. Of the 36 new students enrolled in fall 2012, 23 came from the IEP program. Thus, of the 50 new students enrolled in fall and summer 2012, 37 students came us for the IEP program. This is a 75% increase over summer and fall 2011.

After the success of the summer program in 2012, the department has agreed to offer two additional sections of ESL in the IEP program in summer 2013. Previously, we offered beginning ESL (070 & 071) and intermediate ESL (080 & 083). In summer 2013 we will also offer advanced ESL (085 and 086). We expect the IEP program to increase 50% at the end of fall 2013 as a result of the IEP program.

The International Student Program.
After summer 2013, we will assess how many students have completed their IEP classes in all levels of ESL with a passing grade and how many persist to the next semester, fall 2013. Level of Success After adding a proactive counseling approach to student success in summer IEP classes, it is expected that 80% of the students will successfully complete the IEP classes in ESL with a passing grade in summer 2013 and will persist to fall 2013.

Of the 7 students who completed both ESL 070 & 071, there were 12 passing grades and 2 non-passing grades; 86% of these students passed their classes. Of the 7 students who completed both ESL 080 & 083, all 14 grades were passing; thus 100% of students passed their intermediate ESL classes. This means of the 14 students, 95% of them earned a passing grade in their classes. As far as persistence from summer to fall 2012, of the 14 students who started the program in summer, 10 persisted to the fall 2012 for a 71% persistence rate.

To ensure students complete the IEP program successfully and persist to the subsequent term, the department will begin a proactive approach to student success by requiring new summer IEP students to meet with an ITL counselor at least once during the term to review their progress in class. Counselors will refer any struggling students to appropriate support services and assist students to enroll in the subsequent term for IEP classes. It is expected that 90% of students will successfully complete their classes in summer 2013 and 75% will persist to the fall 2013 semester.

As a result of participation in the Intensive English Program (IEP), students will successfully move to the next level of ESL classes preparing them to be successful in college level coursework. Student enrolled in the first cohort of ESL (ESL 070 and 071) will persist to the next level of ESL (ESL 080 and 083). Students enrolled in the second cohort of ESL (ESL 090 and 093) will persist to the next level of ESL (ESL 100 and 081). Students enrolled in the third cohort of ESL (ESL 085 and ESL 100) will persist to College level coursework.

The International Student Program will promote strategic goal #2 by creating an Intensive English Program for prospective students with below college level English Proficiency to increase student enrollment in the ISP program. To collaborate with S4S and Professional Development to offer the complete cycle of the three unit (54 hours) Skilled Teacher Certificate by the end of fall 2013. To provide a variety of future opportunities for Faculty participating and complete the STC Enrolment.

Offer 10 modules and their accompanying workshops. All 10 modules and workshops were offered 3 times during 12/13.

To provide a variety of future opportunities for Faculty participating and complete the STC Enrolment.

To offer course-length workshops for Flex credit in cooperation with the Faculty Development committee and the program for professional development.

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To recruit and train new faculty facilitators who offer workshops that enhance the skills of teachers and support the transference of ideas, skills and knowledge related to teaching excellence.

To develop student skills, prepare students to be independent learners, create a community of learning, and develop a passion for teaching among student tutors.

Assess student use of and satisfaction with TLC services through a survey. Success is defined as 60 percent of respondents being satisfied with TLC services at both the Valencia and Canyon Country campuses. Annual Student Survey results from Fall 2012 showed that 86% of respondents at the Valencia Country campus were satisfied. Results showed that 71% of Canyon Country Campus respondents were satisfied with TLC services. (AUO) Will inform planning of services.

To provide TLC tutoring services that support faculty members' academic needs.

Assess faculty use of and satisfaction with TLC services through a survey. Success is defined as 60 percent of respondents being satisfied with TLC services at both the Valencia and Canyon Country campuses. The Fall 2012 Faculty/Staff survey results showed that 86% of full-time faculty, with a primary assignment at the Valencia campus, were satisfied with the TLC lab. Full-time faculty at the Canyon Country campus showed 94% satisfaction. (AUO) Will inform department planning.
The librarians are working on new methods of teaching the difference between popular and academic journals. This concept continues to be troublesome for all students tested. One solution has been to bring print copies of popular and academic journals into the demo; the differences are more easily perceived in the hard copy. For cycle 3, the librarians now spend a larger proportion of each instruction session concentrating on how to narrow searches in ProQuest and other databases and explaining in more detail why it is important to learn techniques to narrow searches. For cycle 4, the librarians will re-examine the Biology students to ensure that the tool is useful and to ensure that the desired learning outcomes are emphasized in the instruction and the assessment.

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<tr>
<th>Year</th>
<th>Department</th>
<th>Program/Outcome</th>
<th>Description</th>
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<tbody>
<tr>
<td>2013</td>
<td>Math Science Division</td>
<td>Enhance Basic Skills Instruction</td>
<td>Integrate new technologies into the teaching of Basic Skills curriculum, including novel teaching methods and different class scheduling options in order to expedite Basic Skills and STEM course sequences through new innovations (e.g., Intermediate Algebra for Statistics’ PAL Math 102/104).</td>
<td>To be completed in Fall 2012 and beyond</td>
</tr>
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<td>2013</td>
<td>Math Science Division</td>
<td>Enhance Basic Skills Instruction</td>
<td>The Division will support the Honors Program, learning community cohort groups, MESA and Upward Bound, as well as college level articulation and matriculation efforts, to help students achieve college-preparedness quickly and efficiently, complete transfer courses and degrees in a timely manner, and increase success and persistence rates.</td>
<td>To be completed in Fall 2013 and beyond</td>
</tr>
<tr>
<td>2013</td>
<td>Math Science Division</td>
<td>Increase transfer opportunities and degree completion</td>
<td>Students participating in MESA, Upward Bound, and other cohort model groups (e.g., PAL, Honors Program, other learning communities) will be encouraged to declare their degree intent early on in an effort to efficiently complete their course work requirements in a more timely manner.</td>
<td>To be completed in Fall 2013 and beyond</td>
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<tr>
<td>2013</td>
<td>Math Science Division</td>
<td>Support programs and curriculum development to enhance educational effectiveness, taking into account data results from Student Learning Outcomes assessment results across the division</td>
<td>Faculty teaching in the Earth, Space, and Environmental Sciences (i.e., Astronomy, Environmental Studies, Environmental Science, Geography, Geology, and Physical Science) will encourage students to consider concepts of environmental concern, sustainability, the human impact, energy, and conservation to provide a more informed understanding of the various global issues involving humanity and discovery in the 21st century.</td>
<td>To be completed Spring 2013 and beyond</td>
</tr>
<tr>
<td>2013</td>
<td>Math Science Division</td>
<td>Increase transfer opportunities and degree completion</td>
<td>50% or more students completing the various new Environmental Studies and Environmental Sciences courses, along with other Physical Sciences, will successfully transfer to a 4-year college/university, majoring in the Earth, Space, and Environmental Sciences, with a deeper understanding and appreciation for global issues, science, and technology in the 21st century.</td>
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Support programs and curriculum development to enhance educational effectiveness, taking into account data results from Student Learning Outcomes assessment results across the Math Science Division departments and division.

2013 MATRIC to evaluate the utility of the online student advisor program.

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2013 MESA Expand Access to Learning Resources.

2013 MESA Increase Transfer Opportunity for COC STEM Students.

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2013 MESA Provide Academic Advisement.

2013 MESA Provide Academic Materials Check Out.

2013 MESA Provide Opportunities for MESA Students to Engage in Community Service.

2013 MESA Support Enrichment Workshops.

2013 MESA Support Study Center Operations.

2013 MESA Vigorously Pursue Additional Sources of Funding.

With the curriculum revisions of the Division's A.S. degrees in Biological Sciences, Computer Science, Engineering, Math, as well as new transfer model curricula in Math (AS-T), Physics (AS-T), Geography (AA-T), and proposed AS-T degrees in Geology, Biological Sciences, and Chemistry, a greater number of students will graduate with AS/AS-T/AA-T degrees across the Division compared to previous years.

Annual research study that pulls a random sample of abbreviated ed plans and surveys the students who have created them. Criteria for success is a high percentage of students who were satisfied with the instruction in the advising tool.

MESA supports this goal by offering enrichment workshops to support "gatekeeper" courses and a schedule of student and faculty tutors for math, engineering and the sciences.

MESA regularly measures retention and success for students participating in MESA compared to non-participating students in the same courses. Monitor student participation in UC application workshops, university field trips and other projects designed to increase awareness of the transfer process.

MESA will support this goal by developing an online orientation for new and returning students to educate them with respect to program requirements and the transfer process. MESA will support this goal by providing a weekly schedule of academic advisement.

MESA supports this goal by developing an online orientation for new and returning students to design an instrument that new students can use to create a viable abbreviated educational plan.

MESA will survey students that participate in the online orientation as to its effectiveness in assisting them in the transfer process.

The online orientation has been offered three times. SEP records are used by the program to determine priority registration eligibility.

Students regularly use the textbook, calculator and lap top computer loan programs.

Students with a SEP and regular contact with the MESA counselor receive priority registration. Internships, interdisciplinary initiatives, enrichment activities, communication methods and educational technology training sessions were conducted.

Data are used to develop both the workshop and tutorial schedules. Tracking student attendance and participation has resulted in a change in our communication methods regarding the UC application workshops.

Students regularly use the textbook, calculator and lap top computer loan programs.

Students engaged in digital literacy training have reported positive experiences in both off campus and on campus digital literacy events. A total of 45 off campus and 4 on campus digital literacy training sessions were conducted.

More off campus digital literacy training sessions will be planned.

Evaluation of pilot programs in digital literacy and fifth grade science activities will involve both student surveys and input from community partners.

Regularly offer Academic Excellence Workshops, University Application Workshops and other enrichment activities. 6. Provide comprehensive student study center with space for workshops, counseling, tutorial and enrichment activities.

Evaluate attendance and participation in workshops and other activities.

Continue support of workshops, tutorials, counseling and enrichment activities.

Critical evaluation of reviewers comments of both funded and unfunded grant proposals. The number of proposals submitted that receive funding.

Both affirmative and critical readers comments will be evaluated for future grant submissions.

Fifth grade science activities will be collected in June 2012. These data will inform choices for future community service activities. The fifth grade science activities will begin spring 2012, the final data will be collected in June 2012.

MESA regularly measures learning.

To be completed Spring 2013 and beyond.

To be completed Spring 2013 and beyond.

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To be completed Spring 2013 and beyond.
Create innovative programming and processes to enhance system usability and friendliness. MIS staff will spend 10% of their workload developing and creating new processes and customizations to enhance our ERP system.

Examine ways to Improve the Usability of our Datatel System. User feedback from annual surveys along with tracking problems reported with the systems will be used as a means of assessment. We will track the number of new processes and customizations as well as the hours taken on each innovation project and compare it to the number of WO system request completions and hours spent. Success will be measured by reaching our 10% goal.

Continue to develop and enhance Web UI, Portal, MOX, and Informer programs to improve usability of the system. We will use the results to examine if the time spent has resulted in any tangible benefits to the users of our services.

Develop training classes and tutorials to assist end users in the operation of our Datatel system. Professional Development evaluations, user feedback, and responses to the annual faculty and staff survey will be used to assess the effectiveness of our efforts. Results will be used to develop training classes or make modifications to the programs.

Department staff will work on reducing the time it takes to complete user work requests. A random sample of work orders from the department for the previous year will be examined to determine the level of communication provided to the end user. In addition, a survey issued at the completion of each work request will be reviewed to gauge the level of user satisfaction with communication on their work request. Additionally, a review of satisfaction levels from the annual faculty & staff survey will be conducted each year to determine if satisfaction has increased.

The 2012 Faculty & Staff survey reported only 58% of respondents were satisfied with the usability of Datatel. This is down 3% from the previous year. The results will be used to drive our training efforts.

We will maintain a record of the numbers of patches that are applied to our system in a fiscal year and the system overall uptime. We will have a goal to make sure no patch loaded, is older than 9 months and the system is up 98% of the scheduled time. Success will be measured by evaluating the timeline for applying patches over the previous year and to monitor system uptime. We will continue to use the results to benchmark the number of patches applied in a year compared to the previous year. In addition, we will work to improve the uptime of the system and possibly survey the faculty and staff to determine the peak time for system need.

Maintain the currency and availability of our ERP system, Datatel. All system patches are up-to-date and have been installed within 9 months of release. In addition, only 20 hours of downtime was reported for the last year meeting the 98% uptime goal. However (Report#277) showed a 2% reduction in user satisfaction with the system availability from 79% to 77% in the previous year.

Due to problems with an aging system over the past year and large projects like the DREG rewrite, we were unable to maintain our 10/90 goal. With the impending upgrade to the hardware and software of the Datatel system, this goal will be put on hold until April 2014.

Professional Development surveys will be used to examine faculty and staff satisfaction with the Datatel system. The 2012 Faculty & Staff survey reported only 58% of respondents were satisfied with the usability of Datatel. This is down 3% from the previous year.

We will review the work orders completed in the course of action for improving work order completion times. We will track the number of WO system request completions and hours spent. Success will be measured by reaching our 10% goal.

The results will be used to examine and improve our communication with end users. The Annual Faculty & Staff survey from Fall 2012 shows only 67% of respondents were satisfied with the level of communication about their work request. This is down 1% from 2011.

The results will be used to determine a course of action for improving work order completion times. The results will be used to drive our training efforts.

The results will be used to examine and improve our communication with end users.

The results will be used to drive or improve the uptime of the system. The results will be used to examine faculty and staff satisfaction with the Datatel system. The 2012 Faculty & Staff survey reported only 58% of respondents were satisfied with the usability of Datatel. This is down 3% from the previous year.

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The mission of Student Recruitment & School Relations is to provide relevant outreach services to potential students in the areas of transfer, career technical and basic skills education.

Improve outreach efforts in local high schools and the community at large by hiring an outreach director. Once hired, the director will meet regularly with high schools and community groups both inside and outside our service area.

Means of Assessment: A pre-survey will assess knowledge of key college programs and services by potential students. A post-survey will be given after the event to assess knowledge gained by participants. Criteria for Success: Knowledge of college programs & services will increase by 65% of those participating in the outreach activity.

Means of Assessment (2013/14): A pre and post-survey will be randomly given to students who participate in advising sessions and presentations, and to parents who attend presentations. Criteria for Success (2013/14): Knowledge of college programs & services will increase by 75% of those participating in the outreach activity.

Coordinating the college’s outreach activities and disseminating information on academic and career programs, student services to local area schools and throughout the local community.

Hold regular office hours at feeder high schools; attend college and career fairs inside and outside of service area; target sixth through eighth graders for outreach activities; coordinate a Parent Orientation Night; coordinate a campus wide open house.

Provide excellent customer service in terms of hours of operations; timeliness of responding to requests; usefulness of materials received; helpfulness of staff; communication and overall quality of service. Means of Assessment: Internal survey of departments/programs on campus that interact with Outreach and School Relations. Criteria for Success: Overall survey satisfaction rate of 80%.

Provide excellent customer service in terms of hours of operations; timeliness of responding to requests; clear procedures; usefulness of materials received; helpfulness of staff; communication and overall quality of service. Means of Assessment: External survey of high school counselors who work closely with Outreach and School Relations. Criteria for Success: Overall survey satisfaction rate of 80%.

Cultivate positive working relationships with K-12 educational partners.

Survey will be given May/June 2013.

Administering pre and post surveys is not feasible given the large number of students/parents attending the various outreach activities. As an alternative, all advising sessions and presentations begin by assessing the students/parents current knowledge of the community college system by asking them to share what they know about the college programs and services, followed by asking them what they would like to learn more about. At the conclusion of the advising sessions and presentations, an opportunity is given for Q&A, followed by asking if the students/parents gained new knowledge. The feedback provided by students/parents and in some cases counselors is used to evaluate if the information presented was clear and concise. It is reasonable to assume that those participating in outreach activities increased their knowledge of college programs & services by at least 65%.

Cultivate positive working relationships with academic and career programs and student support services.

Participate in Fall 2013 Faculty/Staff survey.

Outreach activities increased by more than 70% for 2011/12: Attended 15 College & Career Fairs within 14 different school districts with approximately 12,300 college bound students in attendance; presentations made to approximately 1,800 students within 5 different school districts; coordinated large group campus tours for approximately 560 students; attended 3 job fairs with approximately 7,500 job seekers in attendance.

Outreach activities will be reviewed and evaluated as to the effectiveness of increasing the awareness of college programs and services.

Increase outreach efforts in local high schools and the community at large by hiring an outreach director. Once hired, the director will meet regularly with high schools and community groups both inside and outside our service area.

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Use 2011/12 as a baseline for increasing outreach activities for next academic year. All outreach activities will be reviewed and evaluated as to the effectiveness of increasing the awareness of college programs and services.
Six areas of Payroll were included in survey distributed to District employees. The areas and survey results follow: 1. Accuracy of Paychecks - in 2007, 97% agreed/strongly agreed that checks were accurate. Not asked on 2011 survey. 2. Timeliness of Paychecks - in 2007, 99% agreed/strongly agreed that production was timely. In 2011, 96% were satisfied/very satisfied that checks were processed in a timely manner. 3. Staff Availability - in 2007, 97% agreed/strongly agreed that Payroll staff are easily accessible. In 2011, 96% were satisfied/very satisfied at the accessibility of the Payroll staff. 4. Customer Service - in 2007, 99% agreed/strongly agreed that Payroll provides quality customer care. Not asked in 2011 survey. 5. Knowledgeable Staff - in 2007, 99% of respondents agreed/strongly agreed that Payroll staff is knowledgeable and able to assist with requests. In 2011, 95% were satisfied/very satisfied that the Payroll staff is knowledgeable in payroll matters. 6. Timely Response - in 2007, 97%

Although the overall survey results were still very favorable in the 2011 survey, there was a slight decrease in satisfaction in the various areas. Payroll Services was very interested in these results as our department had moved away from a centralized campus location in December 2009 and speculated how this would affect employees’ opinion on availability and customer service. In order to increase our visibility and customer service, the more frequently used Payroll forms are on our intranet website and Payroll Services staff will implement workshops on various payroll topics that we presented part of the 2011 survey questions.
Students who have attended an Adult Reentry orientation, reentry workshops, participate in the mentor program, or attend a COUNS 100 class, will demonstrate their understanding of the importance of setting an educational goal by meeting with a counselor and charting a course to achieve that goal. We will emphasize the importance of completing an educational plan when meeting with a counselor.

In a follow up counseling appointment, students will identify and evaluate the courses necessary to meet their educational goals and develop an educational plan.

It is expected that 70% of the students completing orientation, workshops, the mentor program or attend COUNS 100 will have a follow up appointment with a counselor. It is expected that 50% of students who meet with a counselor will file an educational plan.

This sustainability effort has been under way for several years, roughly since the 2008/09 budget year; and has resulted in measurable cost savings. Paper and related supplies are covered in our Instructional and Non-Instructional Supplies funds, which had total actual expenditures of $96,578 in the 2008/09 budget year. Actual expenditures fell to $75,804 in 2009/10, $77,909 in 2010/11, and $74,009 in 2011/12. Expenditures dropped approximately 23 percent from 2008/09 to 2011/12.

The combination of increased sustainability and actual cost savings provides a strong argument to continue in this direction.

The Reprographic Department will advance institutional effectiveness by implementing sustainability efforts during the course of its daily operations. The department will conserve valuable resources by reducing paper and materials usage, and implementing recycling/reuse measures. See above.

The department has implemented a number of policies to support this objective, including:

1. Requiring back-to-back copying of most orders.
2. Requiring justification for use of color on digital and analog presses.
3. Limiting the quantity of color reproductions from the digital press.
4. Fulfilling quantity needs by reducing the physical size of marketing materials, i.e., producing the same number of flyers with 25% to 50% of the paper previously required.
5. Recycling/reusing discarded or surplus paper to make notepads for campus use.

The department's sustainability efforts have reduced the amount of paper and materials consumed; in addition to saving money for the district. We anticipate having specific data as we approach the end of the 2012/13 fiscal year.

Use of paper and materials has dropped, and copier click counts have fallen, but we cannot provide specific numbers this early in the current fiscal year. We should have detailed data as we get closer to the end of the 2012/13 fiscal year.

The Reprographic Department supports the district's goal of reducing or eliminating the high cost of student textbooks, which is a significant barrier to education for many students. The department's objective is to work with the administration, faculty and bookstore to implement a workable solution for the implementation of Open Educational Resources.

We are working to resolve issues such as state and district policies that prohibit or limit the use of college funds or resources to provide textbooks to students. We are measuring faculty adoption of OER materials through the bookstore.

The OER initiative is pushing forward, thanks in large part to a number of College of the Canyons faculty members who embraced the idea. It's estimated that COC students saved approximately $235,000 by utilizing open textbooks rather than publisher textbooks in 2011. Beyond our district, the OER initiative is gaining ground as well. Gov. Brown signed two bills in September 2012 designed to promote Open Educational Resources in California higher education. (Source: James Glapa-Grossklag, President, Advisory Board, Community College Consortium for Open Educational Resources.) We will continue to push forward with OER and implement it as much as possible.
The director of the Reprographic Department is meeting regularly with the OER Committee to advance district adoption and faculty implementation of free or low-cost textbooks and related student learning materials. We are working to resolve issues such as state and district policies that prohibit or limit the use of college funds or resources to provide textbooks to students. We are measuring faculty adoption of OER materials through the bookstore and should have specific numbers for the next AUO cycle. Meanwhile, it’s critical that we continue to convey the benefits of this initiative to the college community while at the same time working out the details of its implementation.

Open Educational Resources is a promising and worthwhile endeavor that will enhance access to higher education by eliminating or reducing the high cost of textbooks. But the OER initiative is still in its formative stages, with significant issues remaining to be resolved. For example, state and district policies need to be updated or amended, many faculty members are not yet on board, and the extent of the bookstore’s participation has yet to be determined. We are measuring faculty adoption of OER materials and should have specific data for the next AUO cycle. 100% of the faculty respondents responded favorably to questions about the mechanics of and communications from the s-l program. 100% strongly agreed that they were satisfied with the Service Learning Center on the Valencia campus. 100% will use s-l as a teaching strategy with future courses. 91% said s-l has affected his/her relationship with students. 91% said s-l has affected his/her own personal service in the community. For example, state and district policies need to be updated or amended, many faculty members are not yet on board, and the extent of the bookstore’s participation has yet to be determined. We are measuring faculty adoption of OER materials and should have specific data for the next AUO cycle. 100% of the faculty respondents responded favorably to questions about the mechanics of and communications from the s-l program. 100% strongly agreed that they were satisfied with the Service Learning Center on the Valencia campus. 100% will use s-l as a teaching strategy with future courses. 91% said s-l has affected his/her relationship with students. 91% said s-l has affected his/her own personal service in the community. Because of the results of question #16: Personally invite faculty and students to the annual Non-Profit Fair. Invite key faculty to the annual CBO luncheon.

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The Reprographic Department will facilitate student success by moving toward adoption and implementation of Open Educational Resources (OER), thereby eliminating or reducing the financial burden of prohibitively expensive textbooks.

Means of Assessment - Service-Learning will conduct an annual survey for all faculty utilizing the Service-Learning Center.
Level of Success - A standard of 50% of faculty completing a satisfaction survey will indicate satisfactory service provided by the Service-Learning Center.
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57% faculty responded; 100% faculty responded favorably to questions about the mechanics of and communications from the s-l program. 100% strongly agreed that they were satisfied with the Service Learning Center on the Valencia campus. 100% will use s-l as a teaching strategy with future courses. 91% said s-l has affected his/her relationship with students. 91% said s-l has affected his/her own personal service in the community. Because of the results of question #16: hold a celebratory event for faculty and students. Hold a workshop for faculty and community partners during flex week, fall ’10.

The Service-Learning Center provides resources and training for faculty members interested in the pedagogical practice of service-learning.

The Service-Learning Center will continue to update and upgrade our lending library, provide workshops and teaching tools, and work one-on-one with faculty members interested in this teaching and learning strategy.

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Service-Learning students, upon completion of their service-learning project, will take a survey allowing them to rate, on a scale of 1 to 5 (1 = Very easy; 5 = Very hard), the Service-Learning process, its ease of use, and understanding of the guidelines. An open-ended question will be included for future suggestions.

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Skills4Success will continue to work with the Office of Institutional Research to produce documentation that monitors ongoing student success and evaluates program goals and objectives. No data available at this time.

Consider implementation of institutionalization plan for FYE. As a result of data collection on success and retention, Supplemental Learning has been institutionalized.

Skills4Success will create a welcoming and informative environment that supports student success from the very beginning. Create and offer a First Year Experience Program that allows students to complete a full-year as a college student with high support.

Skills4Success will create a welcoming and informative environment that supports student success from the very beginning. Host FYE Cougar Days and Orientation Days to bring students to campus to gain valuable pre-admissions and pre-attendance information.

Skills4Success will continue to work with the Office of Institutional Research in researching programs; 2) Create a tracking system for program evaluation; 3) Create and disseminate a program evaluation rubric to determine institutionalization plan for successful S4S programs.

1) Standard employee performance review and evaluation for basic skills researcher; 2) Analyze content inclusion and completion of One-Note notebooks for program information and data collection. Should be 90% complete up to current date by Spring 2013; 3) Programs achieving a level three rating should be moved towards institutionalization. Currently, that includes FYE and Supplemental Learning.

Compared to other first-time freshman enrolled in the same courses during the Fall 2010 semester, FYE students had a three percent higher retention rate (95 vs. 98 percent, respectively) and a four percent higher success rate (72 vs. 76 percent, respectively). Consider implementation of institutionalization plan for FYE. As a result of data collection on success and retention, Supplemental Learning has been institutionalized.

Skills4Success will design and coordinate a variety of supplemental learning activities for students to enhance overall academic success. Skills4Success will extend current dialogues with Hart District faculty and staff to better align curriculum and delivery methods to facilitate the transition from high school to college.

1) Improve Student Retention in all academic classes, particularly Basic Skills Math and English course sequences. 2) Improve Student Success in all academic classes, particularly Basic Skills Math and English course sequences.


Workshop and GLA offerings were expanded, and faculty were encouraged to require supplemental learning as part of their class design.

Skills4Success will continue to design and coordinate a variety of supplemental learning activities for students to enhance overall academic success. Skills4Success will extend current dialogues with Hart District faculty and staff to better align curriculum and delivery methods to facilitate the transition from high school to college.

1) Create a clearer transition path by aligning curriculum between high school and college and aligning standards for excellence. Placement scores are being analyzed for the 2011-2012 school year, disaggregated by high school site placement.

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2013 Skills4Success

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2013 Staff Development

Provide training opportunities that are aligned with the District’s Strategic Goals.

Identify and state the District Strategic Goal the training is aligned with.

The Professional Development Director will work with the three Professional Development Committees to determine which Strategic Goal each training opportunity is aligned with, and ensure that training opportunities are offered that are aligned with the District’s Strategic Goals.

Annual needs assessments will be completed by the Administrators, Faculty and Classified Staff. The Professional Development Committees will then use this information to plan the training opportunities for the upcoming year.

The results from the annual needs assessments for each employee group are used by the Professional Development committees (Faculty Development, Classified Development and Administrative Development) to determine the training needs for each constituent group for the coming year.

Due to changes in fees, there has been a large increase in Student questions regarding fee changes and why a fee is charged. The Student Business Office staff will attend training on the different fees, how they are processed. These workshops will aid the staff by increasing their knowledge base. In turn, they will be better equipped to assist students with any billing or payment questions that they might have.

Provide student support by having a staff that is diversified and are experts in their areas so that they can provide excellent student assistance.

Student Business Office use data that is collected in the form of surveys. Two separate surveys will be administered. The first survey will be issued to the staff prior to the training assessing their understanding of the topic and the second survey will be administered directly following the fee training. Level of Success - A standard of 90% of the staff will have gained clear knowledge of the topic and will be able to successfully handle student payments and questions in regards to fees.

There were 8 employees who attended the training and completed the surveys. Of the 8 employees, 2 or 25% were Neutral and 2 or 25% Disagreed that they were comfortable answering student questions in regards to the fees. Only 50% of the staff was comfortable answering student questions in regards to the fees. Only 50% of the staff was comfortable answering student questions in regards to the fees. Only 50% of the staff was comfortable answering student questions in regards to the fees. Only 50% of the staff was comfortable answering student questions in regards to the fees.

Each Professional Development workshop includes at least one learning outcome(s) that is listed under the workshop description. The workshop evaluation form specifically asks whether the learning outcome(s) for the workshop were met, and workshop participants indicate on the evaluation form whether they were met or not.

The Professional Development Director reviews the workshop evaluation forms, and if the workshop participants indicate that the learning outcomes were not met, the Director will email the workshop presenter and share with them the results of the workshop evaluation forms and the participant’s feedback, and ask them to reassess the information provided in the session so that the learning outcomes will be met when the workshop is offered again in the future.

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By listing which District Strategic Goal a workshop addresses, all employees and other interested parties are able to clearly see that the Professional Development offerings support and promote the District’s goals. It also shows the return on investment of District funding for Professional Development.

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The Student Business Office continually strives to provide excellent student support services to facilitate student success and maximize student opportunity. By having a well-trained staff, we are able to provide students with the resources that are needed for their success. Each year the Student Business Office staff will attend training on the 1098T form that includes information on the form, how amounts are calculated and related processing procedures. As a result of the training, the staff will have a better understanding of 1098T tax forms and will gain an understanding of how all of the amounts are calculated. This training will aid the staff by increasing their knowledge base. In turn, they will be better equipped to assist students with any 1098T related questions.

A standard of 90% was established as the expected level of achievement for employees successfully gaining clear knowledge of 1098T forms and applying what they learned by passing on the information to the students. After review of the data, 100% of employees felt that they had gained a better understanding of the 1098T form. The results of this training exceeded the original expectations. As a result of this training, the Student Business Office will continue to keep the staff updated on procedures and conduct additional training when needed in regards to fees.

The Student Business Office will use data that is collected in the form of surveys. Two separate surveys will be administered. The first survey will be issued to the staff prior to the training assessing their understanding of the topic and the second survey will be administered directly following the 1098T training. Level of Success A standard of 90% of the staff will have gained clear knowledge of the topic and will be able to successfully handle student questions in regards to this tax document. The student Business Office staff will attend customer service and diversity training. As a result of the training, the staff will have a better understanding of generational differences. This will aid in how situations on a day to day basis as well as information is presented so that accurate information is received by the students.

A survey was administered in spring 2010 and a follow up survey in fall 2010 to assess club advisor knowledge about district policies for example ASG purchase orders, reserving rooms, student travel, rechartering, etc. 85% of respondents report that they understand how to fill out a ASG Purchase order correctly. 85% of respondents will report that they understand how to correctly reserve a room. 90% of respondents will report that they understand how and where to fill out a Food Permit Form.

There were 19 employees who attended the training and completed the surveys. Of the 19 employees, only 8 or 42.1% of the employees Agreed or Strongly Agreed that they could accurately list specific examples of the generational differences prior to the training. At the completion of the training all 19 or 100% of the employees either Agreed or Strongly Agreed that they were comfortable in explaining the topic of generational differences. This was a 57.9% increase. Of the 19 employees, 10 or 52.63% Strongly Disagreed that there was only one type of customer service. At the completion of the training 14 or 73.68% of the employees Strongly Disagreed that there was only one type of customer service. This was a 21.5% increase. As a result of this training, the Student Business Office will continue to attend customer service training.

The students Business Office staff will attend customer service and diversity training. As a result of the training, the staff will have a better understanding of 1098T tax forms and will gain an understanding of how all of the amounts are calculated. This training will aid the staff by increasing their knowledge base. In turn, they will be better equipped to assist students with any 1098T related questions.

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1. To provide training, guidance, and assistance for administrators, faculty and staff in developing institution, program and course student learning objectives and assessments.

- Improve student leader’s knowledge about The Brown Act and Roberts’ Rules of Order.

  - Student leaders will gain knowledge about the Brown Act and Roberts Rules of Order and continue to market to club advisors.

  - Improve communication between Office of Student Development and Club Advisors.

    - To improve communication between Student Development staff and club advisors.

    - Surveys were distributed through surveymonkey.com on April 24, 2010 to faculty members, staff members, and administrators that were identified as club advisors by the Office of Student Development. Of the 42 surveys distributed, 21 completed surveys were returned, resulting in a response rate of 50 percent. Nearly half of respondents (49 percent) indicated that they were “satisfied” with the communication between Student Development staff and the club advisors. Twenty-eight percent indicated a “neutral” response regarding the level of satisfaction with the communication between Student Development staff and club advisors. Data will be collected in spring and fall 2011.

    - A survey was administered in spring 2010 and fall 2010 to assess club advisor satisfaction with communication from the Student Development staff. 80% of respondents will report being satisfied with communication with the Student Development staff. The survey will be distributed for round two in spring and fall 2011.

    - A survey will be administered to club advisors in the beginning of the fall 2013 semester to determine a baseline knowledge for the Brown Act and Roberts Rules of Order. Student Development will offer student leaders training opportunities in the fall in both the Brown Act and Roberts rules to see if it helped student leaders run their club meetings when assessed again in spring 2014.

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<thead>
<tr>
<th>Year</th>
<th>Student Learning Outcomes</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Development of an outcomes resource collection for college.</td>
<td>1. To provide training, guidance, and assistance for administrators, faculty and staff in developing institution, program and course student learning objectives and assessments.</td>
</tr>
<tr>
<td>2013</td>
<td>Encourage administrator, faculty and staff alignment of all course, program and institutional level outcomes and assessments.</td>
<td>1. To provide training, guidance, and assistance for administrators, faculty and staff in developing institution, program and course student learning objectives and assessments.</td>
</tr>
<tr>
<td>2013</td>
<td>Facilitate the development and implementation of course, program and institution-level SLO assessments.</td>
<td>1. To provide training, guidance, and assistance for administrators, faculty and staff in developing institution, program and course student learning objectives and assessments.</td>
</tr>
<tr>
<td>2013</td>
<td>Increase the number of courses with ongoing assessment plans.</td>
<td>1. To provide training, guidance, and assistance for administrators, faculty and staff in developing institution, program and course student learning objectives and assessments.</td>
</tr>
<tr>
<td>2013</td>
<td>Provide training to SLO Coordinators to remain current on outcomes and assessment theory and practice and accreditation requirements.</td>
<td>2. To advocate for the development and allocation of sufficient resources for administrators, faculty and staff to develop, implement, and analyze the results of student learning outcomes assessments at course, program and institutional level.</td>
</tr>
<tr>
<td>2013</td>
<td>Advocate for an increase in reassigned time for SLO Coordinators to accomplish outcomes and assessment facilitation, training, and monitoring.</td>
<td>2. To advocate for the development and allocation of sufficient resources for administrators, faculty and staff to develop, implement, and analyze the results of student learning outcomes assessments at course, program and institutional level.</td>
</tr>
<tr>
<td>2013</td>
<td>Advocate for the allocation of sufficient resources to involve adjunct faculty and department level work on the outcomes and assessment cycle (i.e., plan, assess, close) at the course, program and institution level.</td>
<td>2. To advocate for the development and allocation of sufficient resources for administrators, faculty and staff to develop, implement, and analyze the results of student learning outcomes assessments at course, program and institutional level.</td>
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<tr>
<td>2013</td>
<td>Advocate for the allocation of sufficient resources to sustain faculty and department level work on the outcomes and assessment cycle (i.e., plan, assess, close) at the course, program and institution level.</td>
<td>2. To advocate for the development and allocation of sufficient resources for administrators, faculty and staff to develop, implement, and analyze the results of student learning outcomes assessments at course, program and institutional level.</td>
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**During spring 2012, the SLO co-Coordinators will survey the faculty on this issue. Criteria for success will be 75% favorable response of the total number of responses received.**

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**Review of the number of plans reported to ACCJC in June 2011 with the number of plans reported in fall 2012. If there is a significant increase, then the SLO co-coordinators have been successful.**

**Each SLO co-coordinator attended a professional development conference during the 2010-2011 year. Attendance at the conferences was critical given the fall 2012 proficiency deadline.**

**During the academic year 2011-2012, the reassigned time increased from 75% for three to 100% for two SLO co-coordinators. The additional time has been critical given the complexity of the ISLO issues and work toward proficiency.**

**When there is an increase from 75% reassigned time split among 3 co-coordinators, then the objective has been met.**

**During spring 2012, the reassigned time increased from 75% for three to 100% for two SLO co-coordinators.**

**Upon request, the Professional Development office will inform the SLO co-coordinators of the number of faculty who received FLEX credit for participating in SLO related activities. When compared with prior attendance numbers, if there has been a significant increase, then the objective has been met.**

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**Accreditation Report.**
<table>
<thead>
<tr>
<th>Year</th>
<th>Division</th>
<th>Program/Level</th>
<th>Focus Group</th>
<th>None Yet</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Student Learning Outcomes</td>
<td>Student Learning Outcomes</td>
<td>2013 Student Learning Outcomes</td>
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<td>When the software is purchased and functional for faculty, the objective will be met.</td>
</tr>
<tr>
<td>2013</td>
<td>Student Services</td>
<td>Student Services</td>
<td>2013 Student Services</td>
<td>2013 Student Services</td>
<td>Purchase and implement CurricuNET and CurricuNET assessment module.</td>
</tr>
<tr>
<td>2013</td>
<td>CCC</td>
<td>CCC</td>
<td>CCC</td>
<td>CCC</td>
<td>Through the Academic Affairs office, successfully hire a Student Learning Outcomes/Assessment assistant to assist faculty and administrators with data entry, assessment tracking and report generation.</td>
</tr>
</tbody>
</table>

### 2013 - Student Services

#### Program and Institutional Level
- **Focus groups**: Manage the office in an efficient manner. In order to provide excellent student support, Student Services division staff must be proficient with FERPA privacy laws as they relate to student services operations. The Student Services Division at CCC will conduct annual FERPA training for front-counter staff in order to provide appropriate service. Front-counter staff in the Admissions & Records Office, the Student Business Office, and the Assessment Center were selected to participate in the first annual FERPA training at CCC. This training will provide staff with knowledge to stay up-to-date on privacy law and its relationship to academic records and student services at College of the Canyons.

#### Student Services Division at CCC will ensure consistent and seamless District services/information for students.

- **In order to provide excellent student support**, Student Services division staff will demonstrate familiarity with all student services offered on campus. Division staff will demonstrate satisfactory knowledge of the services provided by all Student Services departments, in order to provide timely and accurate information and student referrals when needed.

#### Student Services (Office of the Student Business Office, the Assessment Center will participate in a pre-test survey to gauge their understanding of Student Services programs and services provided, followed by an in-person and online training, and concluding with a post-test survey. This assessment should note an increase in awareness of Student Services and assist in ongoing quality improvement of Student Services staff knowledge.

#### The Student Services Division at CCC will ensure consistent and seamless District services/information for students.

- **Office, the Student Business Office, and the Assessment Center will participate in a pre-test survey to gauge their understanding of Student Services programs and services provided, followed by an in-person and online training, and concluding with a post-test survey. This assessment should note an increase in awareness of Student Services and assist in ongoing quality improvement of Student Services staff knowledge.**

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### 2013 - Switch & Mail

- **Provide the personnel, budget, training and resources to meet the increasing demands on Switchboard/Mailroom functions brought about by growth of the District, both in student population and faculty/staff.**

#### Switchboard/Mailroom
- **Improve Switchboard/Mailroom space/procedures/training to provide improved services to internal and external audiences and to ease excessive workload. Improve emergency procedures and communication.**

#### reconfiguration or reduced expectations: Training success will occur through individual completion of courses and programs and measured by successful execution of emergency procedures, etc.

#### Work volume by all output measures up across the board. Staffing plan nearly complete. Staff encouraged to apply for training in Postal regulations; suspicious package identification and handling; software training on Excel and Word.**
Due to budget cuts college representatives are looking for ways to meet with students without having to travel to various community college locations. Our department welcomes outreach from the various college reps and find it very beneficial for our students. We came together and decided to provide virtual appointments for our students when outreach visits aren't available.

To provide students with transfer information, resources and services based on their educational goal(s) the university center decided to host two Information Sessions at the Canyon Country Campus. The students were able to meet with a representative from UCSB via web cam. After the appointment the student will be asked about their experience and overall satisfaction with the appointments' means of delivery. The results indicated that the experience was a positive and liked the opportunity to use the web cam. The UCSC representative stated that it will allow for them to assist students without having to travel since budgets and staffing has been cut.

The data collected was positive. 90% of the students felt that the appointment provided them with the assistance they needed. Of those students who had met with a college representative face-to-face at a previous appointment 93% found that the appointment was just as affective, thus receiving the information they needed. They felt that through the use of virtual appointments, there was more opportunities to meet with representatives even if it was not a face-to-face appointment.

The Transfer Center will continue to use virtual appointments as a means for students to meet with college representatives, in addition to face-to-face appointments when made available. We are currently inviting more college campuses to offer appointments virtually.

The Transfer Center will continue to send letters as one of its outreach efforts to publicize and inform students of the services/resources available within the Transfer Center.

Outreach methods were used to invite students to visit the transfer center. This was done by sending emails and letters to students of interest. The results indicated that the student contacts increased by 7%. Additional efforts will be made by providing outreach tables in highly student populated areas to increase visits.

Due to the current conditions with budget cuts, lack of admissions and lack of spring openings at the UC’s and CSU’s more students are turning to private universities as a transfer option, yet many of these students know very little about the various private institutions. The transfer center will host, in the spring semester (2011), a private university “transfer fair” to address and provide additional transfer options for students to pursue.

To provide students with transfer information, resources and services based on their educational goal(s) the university center decided to enhance the advertising in the community by hosting two Open Houses annually that include a postcard mailer sent to every household, increase the number of ads placed in local magazines, and increase the number of targeted email blasts to students. Distributed 300,000 postcard mailers in the community to promote the Open House: placed 17 full page ads in local media promoting Open Houses and general programming; displayed 2 billboards in prominent locations for 6 month period, sent several email blasts to students promoting the Open House and new program offerings. Participants to the Open House were asked to provide information on how they heard about the event. This information was used to track the effectiveness of our advertising. The postcard mailer seems to draw the most attention.

The Transfer Center will continue to host two Open Houses per year on the Valencia campus and and host two Information Sessions at the Canyon Country Campus.
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<thead>
<tr>
<th>Year</th>
<th>Department</th>
<th>Objective</th>
<th>Action</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>2013</td>
<td>University Center</td>
<td>Increase access to higher education programs in the Santa Clarita Valley</td>
<td>The Veterans office will stay up to date with VA certifying regulations.</td>
<td>The plan from this point forward is for the COC Veterans Department, SBO and Veteran Counselor to collectively participate in all available training. So that each stakeholder can train to his/her specific role in the Certification process. This objective will be assessed in 3 levels. The first is met when the COC Veterans Department has complete the Certifying Official Online Training. The second is when all full time staff in the Veterans Program Administrators of California (VPAC) Meeting. This third is when SBO &amp; Veterans Counselor have attended WAVES conference or NAVPA conference and Veterans Program Administrators of California (VPAC) Meeting. This year we plan to send representatives from department to (VPAC) meeting and Western Association of Veterans Education Specialist (WAVES) Conference in Summer 2013. The Director will participate in all training to include National Association of Veteran’s Program Administrators (NAVPA). This training will be used to improve upon present processes, maintain alliance with federal regulations and increase the flow of accurate information to veteran students. Once all administrators, staff and faculty have attended required training we will adjust current procedures and policies in reference to the certification process and the management of veteran funds (sponsorships, deposit and refunds). The full-time staff will train all supporting part-time staff. The Veterans counselor will train the counseling department in Veteran Student Education Plans and best practices for counseling Veteran students.</td>
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<td>University Center</td>
<td>Increase number of partners in the University Center</td>
<td>Increase partners from six to seven during fiscal year 2012-13.</td>
<td>Increase programs from 30 to 50. There are currently 41 programs offered in the University Center. Discussion with a new partner is ongoing to add a doctorate degree to the program offerings and four new programs have been confirmed to start in fiscal year 2012-13. Ongoing discussions with CSU Long Beach are taking place to add a doctoral degree and we will continue to add new programs based on industry need and student demand.</td>
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<td>2013</td>
<td>University Center</td>
<td>Increase number of programs to be offered in the permanent University Center</td>
<td>Expand number of programs and partners to provide broader access of program offerings to students.</td>
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<td>Veterans Services</td>
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