



Student Learning Outcome Assessment Report 2012-2013

This document is the official assessment of student learning at Monterey Peninsula College for the 2012-2013 Academic Year. It summarizes the results of faculty and staff evaluation of student learning and records their dialog about potential ways to improve student learning.

A handwritten signature in blue ink that reads "Walter A. Tribley". The signature is written in a cursive style and is positioned above a horizontal line.

Dr. Walter Tribley
Superintendent/President

A handwritten signature in blue ink that reads "Alfred Hochstaedter". The signature is written in a cursive style and is positioned above a horizontal line.

Dr. Alfred Hochstaedter
Academic Senate President

Academic Affairs Reflections on Student Learning

Fall 2012 Dialog/Assessment Reports

Business and Technology

Department/Group Name	Semester	Date
Business & Technology Division	Fall 2012	August 24, 2012
Department/group members present		
Kathleen Clark, Esther McKay, Loani Nguyen, Setsuko Phegley, Jon Mikkelsen, DJ Singh, Randy Smith, Tom Rebold, JC Prado, and Steve Bruemmer		
Principle SLOs, supporting objectives, and/or challenges discussed		
<p>Collaborate with their employers to define measurable on-the-job objectives or projects that will enable them to undertake new or expanded workplace responsibilities. (COOP)</p> <p>Set up a company; work with lists; manage inventory (BUSC)</p> <p>Create, print, manage, and edit word processing documents. (BUSC)</p> <p>Create, maintain, and edit database records within tables. (BUSC)</p> <p>Financial accounting SLO: Prepare basic reliable corporate financial information; analyze, communicate, and make decisions based on financial information. (BUSI)</p> <p>Understand, analyze and critically evaluate complex issues or problems; draw reasonable conclusions and/or generate appropriate solutions; and effectively communicate their results. (BUSI)</p> <p>Students will be able to design, install and configure a basic network. (CSIS)</p> <p>Objectively evaluate requirements of a web site. (CSIS)</p>		

Summary of department/group discussion about student learning

We discussed how to motivate students, breaking work up into smaller chunks, teaching study habits, and incorporating learning style theory to increase student success.

While as a general rule student success rates in our classes show considerable results, we do have concerns about how to increase this measure. Instructors need to identify students who are struggling with content early in the course and advise about "early alert" programs and tutoring services when available.

We discussed various facets of the SLO. One outcome, for instructors that have multi-faceted SLOs, was to break them down to single statements that can be individually measured. For example, one networking course would take its multi-faceted outcome into three SLOs- one for design, installation and configuration each. In this same course certain students who miss a lot of classes sometimes have difficulty passing the final hands-on exam which tests these skills. A suggestion was to have the student name be sent as an early alert to Student services. Another suggestion was that we try to get technical mentors or tutors who could help the student.

Another discussion focused on different learning styles. We have noted that some students prefer a structured one on one format. However, others learn easier on their own and at a faster pace. The courses we offer in the BUSC allow students to work individually and at their own pace.

One of the most difficult challenges for some COOP students is collaborating with their employers, a step that must be completing early on in the class. This is particularly true for entry level employees who have heretofore simply followed instructions without asking questions other than clarification inquiries to complete tasks.

I require that students write an essay that discusses what they want to accomplish. It is those students who have difficulty writing this essay that often have difficulty asking for opportunities for skill development.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

To support our classrooms/labs acquire new computers or determine collectively end-user approved alternative within the next two years.

We will emphasize common strategies for studying fundamental models as part of the instruction on attaining student learning. For example, when teaching the three accounting concepts on an income statement, incorporate flash card tools, writing out concepts, drilling with a partner, reciting the information, and doing all of those things while staying in motion.

The growing role of mobile computing needs to be assessed and added to course content regularly. Demonstration of Web site usage needs to be simulated for different environments, including a range of mobile devices. It may be necessary for effective learning to include implementations on hardware not currently included in the classroom. For future planning we will consider additional hardware to the class.

Add new courses through the online component.

Develop non-credit courses in the new Continuing Education Dept.

Help students to utilize the Tutorial Center and the Early Alert option.

In COOP, we will schedule early visits to employers of students who have struggled articulating what they want to accomplish to encourage their supervisors to check in regularly with these employees during the semester to ensure they are getting the support they need to build their self-esteem.

Creative Arts

Department/Group Name	Semester	Date
Creative Arts	Fall, 2012	9/26/12
Department/group members present		
Dr. John Anderson; Dr. Sal Ferrantelli; Gary Bolen; Constance Gamier; Dan Beck; Jamie Dagdigian; Robynn Smith; Diane Eisenbach; Gary Quinonez; Gamble Madsen; Theresa Lovering-Brown; Barbara Smallwood		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
<ol style="list-style-type: none">1. Demonstrate knowledge of how and why the performing arts are unique from the humanities, and how inherent meaning in the arts transcends written and verbal communication.2. Perform in a variety of diverse theatrical genres, forms and styles through a combination of intellectual, emotional, physical and verbal approaches.3. Analyze performance in a manner which demonstrates both an awareness of the craft, skill and discipline employed and also the intuitive values expressed by the performance.4. Demonstrate knowledge of how and why the performing arts are unique from the humanities, and how inherent meaning in the arts transcends written and verbal communication.5. Create or participate in a performance or performances, to the satisfaction of the Theatre Arts faculty, so as to demonstrate an intuitive awareness inherent in those works as well as a degree of acting, directing or technical ability appropriate to the projects and program.6. Perform, direct, create or exhibit in diverse theatrical artistic genres, forms and styles through a combination of intellectual, emotional, physical and verbal approaches		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
The discussion centered on elucidating how adoption of the preceding Division-wide SLOs has resulted in changes and improvements to instructional practice and student achievement.		

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

For each of the SLOs, the following changes and improvements were observed:

1. Demonstrate knowledge of how and why the performing arts are unique from the humanities, and how inherent meaning in the arts transcends written and verbal communication.

Film Appreciation has added a discussion about how concepts which are supplemented with visual imagery transcend mere verbalization.

In graphics, a unit on archetypal semiotics has been used to teach students the meanings of imagery.

Last July 4th the Mixed Media class collaborated with the occupy movement to explore how social movements can non-verbally generate potent art.

2. Display, create, exhibit and/or perform diverse artistic genres, forms and styles through a combination of intellectual, emotional, physical and verbal formats and media.

It was observed that students in the Creative Arts Division participated in large numbers of exhibits and performances last semester, and that all of these demonstrated significant degrees of student creativity evidencing both emotive, intellectual and intuitive content.

3. Display, through the creation of an art object or performance, artistic intent.

Creative Arts Division Faculty have observed significant amounts of student creativity which displays artistic intent. Included is one example, a recording of the MPC Concert Band, which shows such evidence. Many other examples are possible.

4. Demonstrate the ability to identify and contrast characteristics of discursive versus presentational forms.

Acting classes have demonstrated the ability to thoughtfully transform written scripts into meaningful plays which are presentational in character.

All music performance classes have demonstrated the ability to transform written notation into presentational music.

Graphic Arts classes have demonstrated the ability to query clients, and to transform their verbal descriptions, which are discursive in character, into visual art.

Art History classes have demonstrated the ability to trace discursive meanings in early writing to corresponding themes in early art.

Costume designers have demonstrated the ability to discern characterizations in scripts, and to transform those observations into visually meaningful costumes.

5. Create, perform in or analyze a work of art which, to the satisfaction of the Creative Arts Division faculty, demonstrates and intuitive awareness of the symbolic meanings inherent in that work as well as a degree of craft appropriate to the student's level of development.

In all Creative Arts Division performance and exhibit courses, faculty have noted a gradual student progression from the mere acquisition of technical skill to the development of subjective artistic statement. Departments within the Division have structured course sequences to promote

this progression.

6. Analyze an art work or performance in a manner which demonstrates both an awareness of the craft, skill and discipline involved, and also the intuitive values expressed.

In all of our entry level GE survey courses, students must analyze art works so as to discover the work's structure and intuitive meanings. For our majors, analytical processes are pursued at increasing levels of complexity.

7. Demonstrate knowledge that the most precious meanings in the creative arts are significantly degraded when reduced to written language.

Graphic arts classes have had recent discussions about the proposition that art and music are universal languages.

In our Color Fundamentals class, students must attempt to describe a color in writing. This exercise is conducted both at the beginning and at the end of each semester.

In Art History classes, students must attempt to discover if it is possible to describe in verbal language what a work of art "means."

In Stage Directing classes, students must compare the meaning of written stage directions to the presentational "meaning" of the resultant blocking and acting.

Humanities – English Department

Department/Group Name	Semester	Date
English Department	Fall 2012	8-23-12
Department/group members present		
Dave Clemens, Jon Osburg, Penny Partch, Jamie Gerard, Merry Dennehy, Henry Marchand, Anita Johnson, Susan Joplin, Dave Joplin, Beth Penney		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
<ol style="list-style-type: none"> 1. ENGL 1A: Use accepted academic techniques to complete research-based assignments. 2. ENGL 2: Write papers that demonstrate the ability to summarize and analyze contending positions on controverted issues, including critical thinking itself. 3. ENGL 111: Develop skills in planning, preparation and responsibility for meeting college-level expectations for reading, writing and classroom activities. 4. Humanities GEO: Analyze and interpret human thought and achievement relevant to such branches of knowledge as philosophy, literature, language, and/or art. <p>Also discussed marketing efforts and the increase in un- and under-prepared students.</p>		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>Faculty discussed a number of issues relevant to the college, as well as to class requirements and challenges.</p> <p>Non-college level students. Faculty wondered if MPC could market outside of our district/area to draw more college-prepared students. One instructor observed that there doesn't appear to be an effort to create programs that appeal to a higher level of students. Some colleges have created higher-level programs for graduating high school students who can't afford 4-year universities (e.g. Cabrillo College offers an honors program). Would an "exit exam" for all 111s/301s help? Instructors were interested in learning how MPC is perceived at local high schools. A suggestion was made to contact Larry Walker to learn if he has any insights regarding MPC's reputation at area schools.</p> <p>Research. Suggestions were made regarding research in the sequence of English writing classes:</p> <ol style="list-style-type: none"> 1. Perhaps students should be introduced to research in ENGL 301. 2. Students in ENGL 301 could be assigned to write a paper about a book and quote from the text. 3. The concept of research should be discussed throughout ENGL 111 instead of having students complete a research paper at the end of the semester. 4. In ENGL 111, 1A, and 2, annotated bibliography is important, as it directs students' attention to evaluating what is valuable, useful. 5. Source requirements should increase at each level; Anita suggested using 6 in ENGL 111, 8 in ENGL 1A, and 12 in ENGL 2. Merry indicated that she requires more sources in ENGL 111. 6. Dave C. uses a capstone essay in ENGL 2. Every paper in his 1A is a research paper. He has heard that UCB is prohibiting students from doing research in literature classes because of "Google cascade." Students need to be interacting with text themselves instead of reading what others say and then using those ideas. 7. Dave J. emphasizes mechanics, nuts and bolts in ENGL 1A; otherwise his course is similar to others. He also assigns evaluation and 		

analysis of course readings, not a full research paper with outside sources. In ENGL 2, he assumes students know how to research.

8. A suggestion was made to standardize research requirements in official course outlines for ENGL 111 and ENGL 1A to make sure all adjuncts are teaching the same thing for research.

Reading. Instructors discussed a few issues related to reading:

1. Merry suggested the book *Why Read?* The thesis of the book is that reading changes what we do.
2. Anita indicated that students may not trust their own reading, their own perception—so they go to Google to find out what their reading says/means. Dave C. suggested that instructors encourage students to be confused about literature; it's ok! You Tube is also a problem; Dave has had students use various versions of lit on You Tube as their sources.
3. Henry indicated that there's been too much emphasis in high school on "this story is really about..." Thus, students think they need to find hidden meanings when actually the story is just the story.

The issue of underprepared students was raised when discussing the Education Master Plan, which seems to assume that students will be more and more underprepared as we move forward. The high school graduation rate is low, and PG and Carmel have declining populations. Most of our students are from South County. Is there a conversation between high school and college teachers? Can we work to draw those who are equidistant from MPC, Hartnell, and Cabrillo?

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

1. Learn more about perceptions of MPC at area high schools.
2. Establish an ongoing rapport with high school English teachers to improve student writing and academic preparedness.
3. Review syllabi related to specific research requirements in the writing classes (ENGL 301, 111, and 1A) to learn more about instructor expectations at each level.
4. Continue discussion to help students discover the benefits of reading.

Humanities – ESL Department

Department/Group Name	Semester	Date
ESL Department	Fall 2012	August 23, 2012
Department/group members present		
John Nelson, Richard Abend, Penny Partch, Molly May		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
<p>Because the curriculum was completely redesigned in 2011-2012, specific SLOs were not discussed. We found it most relevant to discuss challenges associated with the new curriculum:</p> <ol style="list-style-type: none"> 1. The issue of access, or lack of, which resulted when the new program was instituted. 2. How to better meet the needs of our students, whose availability to take classes has changed from morning to afternoon/evening. 3. Student academic support and ways to help the ESSC staff as we transition from having our own open lab with tutors to no open lab dedicated for ESL. 		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<ol style="list-style-type: none"> 1. With the new course numbers, sequence, and pre-requisites, all continuing students were unable to register for classes for Summer 2012 and Fall 2012. A short term solution was created when we held an all-day walk-in session for students on Tuesday, August 21st, but there will continue to be issues with registration. 2. One way to meet the needs of students is to look at the schedule and consider more afternoon/evening courses. Feedback from the ESSC staff and students indicate that these are the times they are more available rather than the traditional morning hours. 3. Molly gave a presentation earlier in the day at the ESSC workshop and got some feedback. ESSC would like to know more about the ENSL program and courses and also requested a list of all ESL software available in the library. The ESSC also asked us to consider offering a training workshop for FLEX Spring on the different software and tips on how to supplement it into their one-on-one sessions. One final issue was how to ensure security of the ENSL lab during the closed time periods. We will need to come up with some procedures to avoid students gaining access to the lab and using equipment, printer, and being unsupervised. Other questions raised involved IT issues if Gabino is unavailable during a designated-lab class. 		

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

1. We have a plan for next week but will need to create a long-term solution. This will probably involve Administrative Services, Student Services, and IT.
2. Molly and John will meet to reconsider/redesign the Spring 2013 schedule to better reflect student availability.
3. John Nelson volunteered to compile a list of software used in the lab. Molly plans to follow-up with Adria Gerard and Brian Streetman regarding Spring 2013 flex workshop for ESSC
4. Molly and Penny left to join the English department reflections-particularly about ENGL 1A and its challenges in regards to research, avoiding plagiarism and readiness for ENGL 1A. Beth Penney has additional notes in her program reflections.

Humanities – ESSC

Department/Group Name	Semester	Date
ESSC	Fall 2012	8-28-12
Department/group members present		
Adria Gerard, Aloha (Rose) Fishel, Kenneth Howe, Katrina Jensen, Carolyn Lake, Sunny LeMoine, Marguerite Moore, Ruth Osorio, Skip (Arnold) Seibel, Debbie Sharp, Joan Smith, Brian Streetman, Janet Tezak		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
ENGL 421: 1. Recognize basic grammar errors in writing 2. Correct errors using the basics of grammar.		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>While the group felt that there were certain features of the EGL 421 lab sequence that worked fine, there was a consensus that the lab did need to be revised in certain areas. Specifically, staff members suggested the following:</p> <ul style="list-style-type: none"> • Include more opportunities for student writing (either pulled from classwork or assigned as part of lab work). • Include writing assignments and activities that draw from students' own experiences or are applicable to students' specific goals. • Revise the mid-term and final review assignments: They are too difficult, resulting in student frustration and failure. • Survey students for their ideas on revising/improving the lab. • Provide additional models and exercises for those students who continue to struggle with a particular concept or lesson. • Include more opportunity for staff to work with students on actual writing assignments, rather than grammar exercises. 		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.		
<p><i>May be revised prior to submitting Program Review Annual Report Form for 2012-2013:</i></p> <p>Non-Budget Dependent: Revise the ENGL 421 sequence to include more authentic writing assignments, more opportunities for staff interaction, and an improved sequence of activities/exercises.</p>		

Humanities – Reading Center

Department/Group Name	Semester	Date
Reading Center	Fall 2012	8-28-12
Department/group members present		
Adria Gerard, Paula Norton, Linda Bergen, Erin Cuentas, Pat Esterline, Kimberlyn Forte, Gaely Jablonski, Sue Kostyshak, Kristen Lansdale, Trish Nelson, Susan Stillinger, Shane Whitman		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
<p><i>ENGL 422:</i></p> <ol style="list-style-type: none"> 1. Perform work with reading and vocabulary that supports their work in ENGL 322 <p><i>SLOs for ENGL 322:</i></p> <ol style="list-style-type: none"> 1. Identify main idea and major/minor supporting details in a paragraph. 2. Demonstrate knowledge of various reading strategies at paragraph/sentence/word level. 3. Discover transitions and patterns at paragraph level 		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>The group felt overwhelmingly that the Reading Center was doing a good job of supporting students in ENGL 422. To support this, staff members cited the small-group nature of the tutoring done in the Reading Strategies Lab, which allows for individualized and ongoing assessment of students' needs; the pre- and post-semester assessment process, which allows us to clearly document student progress and success; and the use of Pacers (more experienced tutors), who provide ongoing support and advice to newer tutors as they work with students.</p> <p>Some suggestions for improvement were also given, including the following:</p> <ol style="list-style-type: none"> 1. Work with students to identify their specific goals and tailor instruction to meet those goals. 2. Encourage classroom instructors to provide more information about their curriculum to ensure to overlap of instruction between ENGL 301 and 401. 3. Upgrade the curricular materials used in the Reading Strategies Lab. 4. Ensure that students in need of Visualizing and Verbalizing curriculum have access to it. 		

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

As the suggestions made above are already part of our existing Program Review Annual Report Form for 2011-2012, there is no need at this time to add additional action plan items. Here are the action plans that support the suggestions made above:

1. Revise the Reading Strategies student intro questionnaire to include clearer and more comprehensive goal-setting language.
2. Work with English Department toward more cooperation, collaboration, and cohesion between English 302/322 and the lab co-requisites 402/422
3. House books and other materials to enrich students experience in the Reading Center.
4. Expand lab offerings for reading class students: Incorporate Visualizing and Verbalizing® program as a new lab module for reading class students in 402/422 who will be better helped by this module over current Reading Strategies or Reading Café modules.

Humanities – Speech Communication, Philosophy

Department/Group Name	Semester	Date
Speech Communication, Philosophy	Fall 2012	August 23, 2012
Department/group members present		
Dan Fox, Diane Boynton, Todd Weber		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
<p>GEOs: Upon successful completion of this area students will have demonstrated an ability to:</p> <ol style="list-style-type: none"> 1. Analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results. 2. Analyze and interpret human thought, achievement, and expression relevant to such branches of knowledge as philosophy, literature, and/or the fine and performing arts, and to communicate the results. 		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>Each participant discussed previous efforts to help students understand concepts—and communicate their understanding—by using different instructional methods or focusing on different aspects of courses taught.</p> <ul style="list-style-type: none"> • Dan discussed changing small group projects for SPCH 2, discovering that his latest project (Bombardier Challenge) was not as successful as hoped due to elements related to physics. Dan also discussed the addition of a memo assignment, which allowed students to integrate theory and practice. Students responded positively to this assignment. • Diane described the addition of workbooks to encourage students to complete assigned reading, apply communication theory, and improve exam results. She found this effort less than satisfying. • Todd described efforts made to decrease emphasis on symbolic logic and increase emphasis on Aristotelian logic. 		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.		
<ol style="list-style-type: none"> 1. Dan will continue to hone the Bombardier Challenge activity to help students experience greater success and focus more on analyzing group interaction. 2. Diane has decided to require the completion of study questions on a consistent basis to help students retain information. She is also incorporating more role-playing into the class to help students see communication challenges from different perspectives and apply communication theory. 3. Todd is planning to have students look at the different philosophical theories more categorically and with a Venn diagram approach, as this approach seems to be more intuitive for students. 		

Humanities – World Languages

Department/Group Name	Semester	Date
World Languages	Fall 2012	8/23/12
Department/group members present		
Lola Jerez-Moya Lisa Danielle Gonzales Kelly Stack		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
<p>Demonstrate the ability to understand the relevant language and respond to it at the appropriate (1A/1B/2A/2B) level, as established by the ACTFL proficiency guidelines.</p> <p>We also discussed:</p> <ol style="list-style-type: none"> 1. Consistency between sections (also includes): <ol style="list-style-type: none"> a. Instructional approaches b. Assignments and/or activities c. Grading methods 2. Availability of course offerings 3. Classroom appearance, temperature, furniture 4. Classroom technology 5. Library services 6. Other 		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<ol style="list-style-type: none"> 1. We need to find ways to ensure consistency between sections in instructional approach, assignments and/or activities, and grading methods. One possibility when updating SLOs this year would be to align World Languages SLOs with the Standards provided by ACTFL (American Council on the Teaching of Foreign Languages). 2. Students who want to pursue an AA degree in French or Spanish are unable to complete the requirements because of the minimum FTES required for advanced language classes. Some students have to wait years after they have completed all other requirements before they can complete their degree. 3. We need to teach in rooms in which the furniture is moveable, because we use different configurations for different pedagogical and cultural reasons. Not only must the furniture be moveable, but the room must be large enough to accommodate different configurations. 4. We need Firefox and Google Chrome installed in all classroom computers because Internet Explorer does not work well with many web sites. We also need dimmer switches in classrooms in order to be able to have lights go from bright (they are currently not bright enough in HU 106 and HU 108) so students can see each other and the teacher, to dim so students can see projected materials. 		

5. We need to be able to reserve the library tech rooms (203/204) for use more than once a semester, at the beginning of the semester. It is not useful to have to wait until one week prior to the date we want to use it to request the room, because it means we cannot plan ahead. We would also like to use the large, frequently unoccupied English and Study Skills classroom more than just once a semester.
6. We would like to explore the possibility of creating a major in ASL. We also intend to investigate the use of continuing education for short-term (4 – 6 weeks) specialty language or conversational practice courses. Kelly would like to create a Culture and Structure course in ASL.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

1. We are considering creating a department-level student survey in order to gather data about whether students feel well-prepared by introductory classes for intermediate and advanced classes. By using this data we hope to better understand the issue of consistency between sections (content and instructional approach) and find support for resolving it.
2. We understand that it might be viewed as fiscally irresponsible to lower the FTES requirement for advanced language classes, but if we are to honor our commitments to language majors, we should consider offering advanced classes at least every other year regardless of enrollment size.
3. We can partially address classroom features by communicating more carefully with the people who schedule classes, but would also like our concerns to be noted as new buildings are built and old buildings are renovated.
4. Instructional technology should make Firefox and Google Chrome part of the standard image for classroom computers. As for dimmer switches, this concern should be noted as new buildings are built and old buildings are renovated.
5. We would like to see usage figures for the Library tech rooms (203/204 and ESCC classroom); we suspect that they are underutilized and thus available. This valuable resource should not be controlled solely by the library; there should be a committee that includes faculty to make policies for its use.

Library

Department or Group Name	Semester	Date
LIBRARY	FALL 2012	August 23, 2012
Department or Group Members Present		
Stephanie Tetter, Deborah Ruiz, Bill Easton, Catherine Webb, Amy Chirman, Amy Converse, Roseann Erwin, Kirk Hall, Kevin Haskin, Phuc Le Erik McDonald, Durell Stouffer		
Principle SLOs or Supporting Objectives Discussed		
<p><u>Library Card Process</u> New streamlined procedure polls student information from enrollment database to populate library application form.</p> <p><u>Distance Education</u> Currently Mark and Brin are available, with the possibility of one additional person at a future date. Password resets will continue to be submitted upstairs, with the need of a calendar to show when the area will be staffed.</p>		
Summary of Department or Group Discussion about Student Learning		
<ol style="list-style-type: none"> 1. <u>Foundation Grants</u> Grants have to be relevant and fully supported by supervisors due to limited application opportunities. 2. <u>Furniture Repair</u> Four chairs on the third floor need to be re-upholstered. 3. <u>Twitter and Facebook</u> Twitter feeds are being sent 2-3 times a week. Facebook currently has a small following. Any relevant posts of feed information can be submitted to Deborah and Roseann. 4. <u>Security Codes</u> Until the computer failure/software loss problem is resolved, we cannot add or delete security codes for the library. Erik is continuing to contact Facilities to seek resolution to the problem with apathetic results. 5. <u>Volunteers</u> A volunteer researched computer use during the Summer Session, and assisted with student's minor computer issues. 6. <u>Kirk Hall Retirement</u> Need to submit Request to Fill Classified Position ASAP 7. <u>Weeding Process</u> Continued focus on Time Critical Publications, progressing to Circulation Inventory regulation this semester. 		

8. Open to Public Question

Finite means beleaguers how to continue servicing a Public which has, on occasion, monopolized Library resources.

9. Community Ed Option

An avenue to offer Basic Computer Skills Classes, with options like Pay to Play or Time Based Instruction fee structure.

10. Incident Reports

New system which would require submissions to be done online and limiting those responsible for filling in reports.

Results of the reflection dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget depending or non-budget dependent)

1. Staff reports on grant funded activities should be widely distributed.
2. Furniture will be sent for re-upholstery (using funds from Foundation.)
3. Twitter and Facebook: Statistics will be reviewed mid-year to determine Student involvement.
4. Security- Stephanie Tetter will follow-up on this
5. Will re-evaluate resource use to benefit of volunteer work in a future meeting.

8 & 9 Funding Ideas:

Community Education: Librarians will continue discussion

Non-student use: Statistics will be gathered to determine number of patrons who might be charged fees.

Life Sciences – Division Office

Department/Group Name	Semester	Date
Life Science Division Office	Fall 2012	September 20, 2012
Department/group members present		
Heather Faust, Julie Himes, and Julie Bailey		
Principle SLOs, supporting objectives, and/or challenges discussed		
<p>SLOs –</p> <ol style="list-style-type: none"> 1. Provide support to faculty, staff and students to enhance instructional delivery, facility use, technology use, program/course development and maintenance. 2. Provide leadership and assistance in institutional and divisional planning. 3. Act as liaison between division members and various campus service offices (Academic Affairs Office, Payroll, Human Resources, IT, Admissions/Records, etc). <p>Challenges discussed: Technology needs and support, possible loss of the Instructional Technology Specialist in the CAD Lab for which Life Science is responsible, lab safety issues, campus emergency process as it pertains to Life Sc., hazardous waste, move into remodeled building, taking leadership role in MAST and ORNH instructional programs, replacing retiring full time Anatomy/Physiology instructor, planning support for additional ANAT 2 lab on Saturdays in Spring 2013, planning our part of the 65th MPC Anniversary Open House.</p>		
Summary of department/group discussion about student learning		
<p>Focus was on providing a safe learning environment for the students. Training staff and faculty in the use of eye wash stations, fire extinguishers, chemical/bacterial spills, student injuries, sanitation, blood handling and disposal, disposal of hazardous lab materials, etc.</p> <p>There was also discussion about</p> <ul style="list-style-type: none"> • the move back into the Life Science building and all that continues to be involved in that endeavor. • continued divisional support of both the MAST and ORNH departments which are missing a full time faculty department chairs. <ol style="list-style-type: none"> a) Plan to schedule a second ORNH Advisory Committee. b) The college still needs to move forward on the MAST program discontinuance process. The program is in great need of reorganization or revitalization. • possible loss of the Instructional Technology Specialist in the CAD Lab for which Life Science is responsible and how this will affect instructional delivery. • replacement of a retiring full time ANAT/PHSO instructor. Will we have a full time replacement or have several adjunct? What issues do the ANAT/PHSO faculty and Science Lab Managers anticipate with the hiring of a new full time or several new adjunct instructors. 		

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

1. Create a lab safety training course to conduct with faculty annually.
2. Develop hands-on situational activities for faculty/staff, to be included in the lab safety course.
3. Create a written lab safety course for part-time faculty.
4. Create a lab safety document for faculty to instruct students at the beginning of each semester.
5. Create an organization system to track lab vendors.
6. Create an organization system to track lab supply expense changes over time.
7. Explore division internal technology support options to improve services and efficiency.
8. Deal with remodel errors or unexpected needs as we settle into the remodeled building.
9. Review organization of lab support to improve efficient service delivery.
10. Life Science Division Chair and Office Manager providing leadership for the Ornamental Horticulture Program in the absence of a full-time faculty member (schedule classes, hire adjuncts, evaluate adjuncts, form an Advisory Committee, run advisory committee meetings, etc...).
11. Life Science Division Chair and Office Manager providing leadership for the MAST program in the absence of a full time faculty member.
12. Reconvene the Life Science Technology Committee.
13. Meet ever increasing division technology needs. Replace Instructional Technology Specialist and hopefully increase weekly work hours from 16 to 19.
14. Gather instructional lab information from the retiring physiology instructor. He alone holds all the history since we have new staff working with that department.

Life Sciences – Anatomy, Biology, Health

Department/Group Name	Semester	Date
Biology, Anatomy, Health	Fall 2012	August, 23 2012
Department/group members present		
Heather Faust, Kevin Raskoff, Andres Durstenfeld, Heather Craig, Fran Fulton, Gary Fuller.		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
1. Upon successful completion of this area, students will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them.		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<ul style="list-style-type: none"> • Group discussed the GEO/SLO on the scientific method and realized that we had slightly different wording for the GEO in our syllabi. • Talked about the scientific method in Microbiology and spoke about the use of the method in the bacterial unknown labs, but it is not specifically being defined as such. • Use examples of pseudoscience to illustrate the difference between scientifically testable ideas/questions, versus testable scientific ideas. • Issues in the media that propagate the ideas of science as an one of many <i>opinions</i>. The power of the scientific method is what gives scientific understand <i>MORE</i> power than just one of many <i>opinions</i>. • Point out who every lab involved the scientific method, even if just Observation. • Science is subject to change and modification as new facts/understands come about. Science is flexible since science is the <i>Process</i> not the <i>Understandings</i> that come out of the process. • Correlation vs. causation: salt/accidents, full moon/lunatics (weekend effect for full moons), minds built to look for patterns, even when not there. Leaves of house plants/Glass. Have students come up with methods to test ideas. • If students take several of the courses in a sequence (Anat 5→Micro→Phys; Biol 10→Biol21/22), they at least see it used in difference courses and scientific fields of study. Is there additive value? Can they <i>build</i> more from one course to another? The nature of the upper classes do use the scientific method in a much more explicit and complete way. • Use of simple examples for lab exercises: describe an orange, box of pencils, etc. 		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.		
<ol style="list-style-type: none"> 1. We will all change our green sheets, etc., to properly reflect the published GEO wording for scientific method. 2. Use the terms of the scientific method in our course, explicitly, and distinguish between the scientific method and pseudoscience. Use concrete examples to illustrate science/non-science. Point out the common curricula of science is the scientific method. 3. In our classes we need to talk about science as not just one of many <i>opinions</i>, but is something more. 4. Focus on creating critical thinkers that understand the appropriate roles and use of the scientific method throughout our courses. 		

Life Sciences – Automotive Technology

Department/Group Name	Semester	Date
Automotive Technology	Fall 2012	08/24/12
Department/group members present		
James Lawrence – Auto Tech Instructor Ian Sanchez – Lab Technician Marcus Evans – Adjunct Instructor Charles “Robert” Omstead – Adjunct Instructor		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
Develop professional work habits to promote a safe, environmentally responsible and productive work environment		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<ul style="list-style-type: none"> - Professionalism is a very important part of the industry - Students should be graded on professionalism on the final exam - Don't focus on what the students are doing wrong - Acknowledge good work - One-on-one feedback is the most effective - Make sure students are clear on what constitutes professional traits - Advisor committee should provide guidance on professional traits - Appearance of smoking in front of the building should be addressed 		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.		
<ul style="list-style-type: none"> - At next advisory meeting, committee will review professional standards list - More attention will be paid to professionalism in grades and assessment. Lab grade will include more professionalism points. - A professionalism chart for each lab team will be posted at the beginning of spring semester. Students will earn and lose professionalism points based on how they conduct themselves in the shop. - Smoking area will be moved behind the building so that it is out of sight to help the Auto Tech Department present a better image. 		

Life Sciences – Dental Assisting and Medical Assisting

Department/Group Name	Semester	Date
Medical Assisting	Fall 2012	8/23/12
Department/group members present		
Monika Bell, Medical Assisting Karolyn Grasmuck, Dental Assisting		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
SLO: Upon completion of this course, students will have demonstrated the ability to accurately measure and record patient information, assist with medical examinations and correctly use Universal Precautions and sterile technique.		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>We discussed the challenges of providing sufficient time for practice of practical skills in lab courses such as MEDA 120 (Clinical Techniques) and how to measure student proficiency. Karolyn stated that she has check-off sheet for each student. Every student has to demonstrate each skill several times for required points. I've done something similar in the past but feel it might not be enough so I'm now going to use practical tests in my grading methods – after performing a skill for a required number of times, the student must demonstrate the skill without help from other students or the instructor. The student can earn points out of a total possible. This might give more incentive to students to practice skills thoroughly rather than just completing them from a check-off list. To allow ample opportunity for practice, materials are needed, especially instruments to practice special procedure set up and prepare autoclave packages and supplies to practice wound care and bandaging. For the advanced course (MEDA 121) we will need simulators for injections and venipuncture (some will be funded with a Perkins grant). We have resolved liability questions and students can now practice these procedures on each other but will need sterile materials as we cannot reuse anything on an actual person (reusing is bad practice even for simulations).</p> <p>Karolyn suggested that medical and dental students take blood pressures on each other since both groups need to master this skill. Our lab classes coincide in days and times so this will be easy to arrange.</p> <p>I had also discussed the possibility of having MEDA and nursing students get together to practice skills on each other with Sue Hanna from the nursing program.</p> <p>EMR is a new component to add to MEDA 120 (and most other MEDA courses) now that we have new laptops in our remodeled classroom. Challenges still exist as the laptops are not networked, meaning each has to be loaded with software separately and students must save their work on their individual stations. But, I'm planning to use one-time exercises rather than progressive instruction during the fall semester and then transition into building a data base for the spring semester (when we will have more focused computer topics). We have the old MAC books loaded with a very basic office program as backup.</p> <p>Other ideas to practice medical skills were tossed out, for example: having an immunization clinic where students can practice injections or offering free blood screening tests in our classroom (for the advanced clinical skill class, MEDA 121, in spring). However, there may be liability issues as we don't have a physician on site to supervise. Maybe something could be arranged if a physician were to volunteer time and would be willing to sign off on orders for our students. There would also be the issue of purchasing vaccines, which are very expensive. It may be something to work out between us, the Health Center and the nursing school.</p> <p>Karolyn also mentioned that she is a member of OSHA and OSAP and gets frequent updated materials from the organization, many of which pertain to a medical office. She offered to share these resources. She pays for membership out of her department budget – sharing is a logical cost-saving measure (the MEDA budget is very small) and will help to keep both our programs up to date in regard to safety and aseptic</p>		

techniques.

We also discussed our BLS course which was previously taught as a separate course (HLTH205). It was a 0.5-unit course for 8 hours of instruction. The BLS component only takes 4 hours. Dental assisting has no need for further content. Medical assisting could add first aid and office emergencies for the remainder of the time. Some additional equipment is needed for the course and will be provided through a Perkins grant. We need to have further discussion as to whether the BLS component will be worked into other courses as originally planned or to keep it as a separate course. We also wondered if it could be offered a restricted CE course without charge.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

1. Will have MEDA and DENT students practice BP on each other during arranged times.
2. Will continue to use skills check-off lists and implement graded practical tests.
3. Will research possibilities of physician supervision through other modalities.
4. Will request help with funding for disposable materials and instruments when the opportunity arises (request also sent to Foundation previously).
5. Will get in touch with Sue Hanna to finalize plans on collaboration with nursing school.
6. Will research further possibilities for BLS course.
7. Will utilize OSHA and OSAP materials as appropriate.

Life Sciences – FACS and Nutrition

Department/Group Name	Semester	Date
FACS/NUTR Instructors	Fall 2012	August 24, 2012
Department/group members present		
Sunshine Giesler Sylvia Langland Susan Singer		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
<ul style="list-style-type: none"> • List the basic nutrients in food, their function in the human body, and the sources of those nutrients. • Use knowledge of scientific nutrition principles to improve diet and wellness. 		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>Susan and I had a chance to look over the course, including the SLOs. I think we both agree that we think the course is well set up in terms of the quizzes, projects, homework, etc. We both like the textbooks that we are using also.</p> <p>Improvements to be made include engaging the students more within the classroom. We have been incorporating more in class activities, such as case studies, a vocabulary sheet. This semester we will be introducing some extra handouts that can be done in class that may also encourage discussion, and Susan is working on making the powerpoint slides more interactive too. The evening classes have some extra time that can be used for these activities, and I am trying to include more into the day classes too.</p> <p>Successes, other than students performing well on quizzes, projects, etc. would include personal statements in which students are applying the SLOs into their diet and lifestyles. I always enjoy when students tell me they have added some of the new vegetables into their diets or tried new recipes, and when students are changing diets for their families. I count these as successes.</p>		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.		
<p>We like keeping the SLOs simple, but if adding something we might add: Apply current dietary guidelines and their recommendations.</p> <p>We saw your email about getting new classes into Curricunet, and we would like to get the online nutrition class into Fall 2013. Is there a resource on campus for developing an online class? I seem to remember something about that last year. We will be working on that. I would also like to introduce the idea of a sports nutrition class. There is a good textbook to support the class, and more people are indicating a desire for that type of class. I have not discussed it with anyone in the PE dept or elsewhere, but would like to develop a class.</p>		

Nursing

Department/Group Name	Semester	Date
Nursing/MCCSN	Fall 2012	8/22/2012
Department/group members present		
Cheryl Jacobson (Director), Laura Loop, Nancy Bingaman, Patti Nervino, Samar Hage, Eileen LaMothe, Tina Rondez, Julie Bryan		
Principle SLOs, supporting objectives, and/or challenges discussed		
Program Outcomes: <ol style="list-style-type: none"> 1) Collaborate as providers of patient-centered care in meeting the health care needs of individuals in acute, long term and community-based settings. 2) Coordinate the activities of the health care team, advocate on behalf of patients, teach patients and families, and direct safe nursing care as managers of care. 3) Contribute to the profession as responsible members within the discipline of nursing. 		
Summary of department/group discussion about student learning		
<p>All MCCSN faculty engage in annual total program review (TPR) in late May or early June. Program outcomes are continuously measured according to BRN requirements and NLNAC Standard 6 criteria. NCLEX pass rate in 2011 indicates that 35/35 first time test takers achieved a passing score. Employers indicated in 17/17 returned surveys (13 written and 4 verbal) that graduates possessed expected competencies. Employer survey return rate represented 65% of all graduates (those who were known to be employed by March 2012).</p> <p>Summary for NSI/CAC c/o 2012 organized by program outcomes: <i>Remediation plans were in place and completed by end of semester for all NSIs, and by end of program for all CACs:</i></p> <p>Nursing Education Unit Outcome #1 (Provider of safe patient-centered care)</p> <p>NSI/CAC for: Nursing Process, (age specific-nursing assessment, evaluating own strengths and limitations and effectively applying theory to practice (52B)</p> <p>NSI/CAC for" Nursing Process, (effectively applying theoretical knowledge to clinical practice); Nursing Roles (demonstrating preparation for clinical assignments and utilizing a variety of clinical resources; managing time effectively) (52B)</p> <p>Unsafe Practice: (Pharm) Administering medications safely (52B)</p> <p>Nursing Education Unit Outcome #2 Coordinates, advocates, teaches patients as manager of care</p> <p>CAC for Nursing Roles re: self-direction, professional behavior, courtesy and team work (52C)</p> <p>NSI for Nursing Roles: awareness of own limitations re: arranging own out rotation hours outside of direction from clinical instructor (52D)</p>		

Nursing Education Unit Outcome #3 Responsible member within the discipline of Nursing

NSI/CAC for Ethical-Legal re: patient confidentiality with written work (52A)

NSI: Ethical-Legal: Communicating honestly with members of the health care team.
(52B)

NSI/Unsafe Practice: IPR (following written and verbal directions); NSI for Ethical-Legal (awareness of E-L principles re: recording devices ; awareness of own limitations) (52A)

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

Continue to use MPC Online Surveys to aggregate data so it can be used in the evaluation of student learning outcomes.

Review Program Exit survey annually to ascertain if it captures relevant quantitative data that can be used in a meaningful manner:

- Revised 05/12 by level 2 faculty. Added item to attempt to project how students might use purchased electronic resources such as SimChart or other charting system (*Note that 50% of Class of 2012 indicated that they were unlikely to purchase unless required for a grade or assignment*).
- Added item to assess satisfaction with process for faculty coordinated donations and scholarships

Continue current contracting procedure for NSI grades. Revised CAC contract for clarity and ease of use.

2012 Curriculum actions to address these particular NSIs/CACs: Track trends for student errors and near misses; develop database and policy based on the findings/recommendations from national survey of pre-licensure programs funded by the NCSBN (and reported by QSEN, RWJ Foundation).

[NOTE: Complete discussion of Total Program Review is documented in the "TPR Minutes, 2012" filed in the Director's Office, MCCSN].

Physical Education Division

Department/Group Name	Semester	Date
Physical Education	Fall	2012
Department/group members present		
Erin O'Hare, Wendy Bates, Blake Spiering, Daniel Phillips, Mark Clements, Millie Benavente, Linda Marie Johnson, Paul Tuff, Christine Hunsley Walter White, Lyndon Schutzler, Kim Fujii		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
Demonstrate and apply the principles of physical fitness development and maintenance and identify how they relate to successful skill performance.		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>The division is composed of PE, Physical Fitness, Adapted PE, Massage Therapy, Dance and Intercollegiate Athletics, enabling the division to offer a wide variety of classes that focus on fitness or skill development and reach a diverse population of students. In discussing the above PE SLO, the 5 components (principles) of fitness were defined and then classes were identified that addressed or targeted specific components. Discussion then focused on "delivery system"; how does the division share the information to students effectively and efficiently and then what means of assessment are appropriate for this SLO.</p>		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.		
<p>Participating faculty agreed it is a priority to address this learning outcome in all of the division's classes. Discussion focused on opportunities in the classes from all the departments involved and activities where the outcome would be addressed. The discussion further developed into consideration of the components for skill development which differ from the components of fitness.</p> <p>It was agreed information sheets will be developed for each component or principle of fitness. It will include definition, description, and examples of various applicable activities. These handouts will be relevant to all the departments as wellness and physical development cross over to all courses and activities. To advise students of other offerings in the PE division as well as to address the repeatability issue, comparable and compatible classes will be listed.</p> <p>Action Plans would focus on developing the applicable information sheets and identifying when and how they are introduced to courses. Faculty in the fitness center is interested in further developing on-line resources for the various classes and activities available to students.</p>		

Physical Sciences Division

Department/Group Name	Semester	Date
Physical Sciences Division	Fall 2012	Aug. 23 2012
Department/group members present		
Lynn Iwamoto, Tuyen Nguyen, Tom Clifton, John Cristobal, Hazel Ross, Don Philley, Geri Philley, Sarah Gerhardt, Chris Wood, Todd Ritsema, Ed Migliore, Tracie Catania, Lisa Chovick, Rod Oka, Ana Garcia-Garcia, Homer Bosserman, Lijuan Wei, Joel Pickering, Bob Otter, Fred Hochstaedter, Elizabeth Bishop, Leslie Turrini-Smith, Tom Rebold		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
<p>MPC General Education Outcomes</p> <p>MPC Area A2 : Communication and Analytical Thinking Upon successful completion of this area, students will have demonstrated an ability to analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results.</p> <p>MPC Area B: Natural Sciences Upon successful completion of this area, students will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them</p>		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>In the past we've met as individual departments within our Division for program reflections; this semester for the first time the Physical Sciences Division met as a whole to reflect. The GEO's for Area A2 (which includes math) states that on completion the student should be able to 'to analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results'. Area B2 (The rest of the PS departments) states the student should 'scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them'. Because the GEOs ask students to communicate results and explain them, we decided to focus on assessment: primarily how we prepare students for exams.</p> <p>We had a lively discussion, and it was interesting to see how other departments within our Division prepare their students for assessment.</p> <p>Fred Hochstaedter in Geology provides a reading guide and terms they need to know and also provides a study guide. He feels the review should not be passive, but that the students need to take responsibility for their learning by asking questions and active participation. Nevertheless, he is frustrated by the lack of time that students put into reviewing for the test as evidenced by the level of questions that they bring to the review sessions. Fred is wondering how to improve this aspect of the instruction.</p> <p>Leslie Turrini-Smith, also in Geology likes the SLO's, and feels more time needs to be spent on Basic Skills. She reviews outside of class. She also requires the students to have a binder that she grades on organization and lecture notes. She allows one page of notes during exams. If the student doesn't do well on the exam she looks at their binders to see what they've done and how they've organized themselves. She finds many students don't know how to take notes for a science class, nor do they know how to study.</p>		

Geri Philley in math also feels students need to take active responsibility for their learning. She feels it's very important to relate HW to performance on exams. She has created a tool (handout) for students to use to keep track of the problems that they work, the problems and concepts that they did not understand so that it will be immediately available during the Q & A time in class. This tool also requires students to record their quiz and exam scores on the same page so that they can compare the effort they expended in learning the material with their performance.

Tuyen Nguyen commented that he also provides test study guides for his students by assigning the problems from the textbook with even numbers so that his students could come to the Math Learning Center, the Academic Support Center, or his office hours to check their work. He also requires his students to turn in HW after each chapter. This allows him to write his comments during the grading of the HW and encourages his students to participate in the available tutoring services if the students were not able to complete their HW assignments. Turning HW and working on problems from the test study allows him to evaluate his students' performances on their tests and participation in class discussions during the lecture.

Homer Bosserman in Physics/Astronomy mentioned his spiral approach to teaching. He introduces a subject at a very basic manner, and then revisits it several times during the semester, each time at a deeper level. He values labs and is constantly revising them and doing them differently based on student feedback. Homer gave a nice example of how he teaches the scientific method in Astronomy using the size and phase of Venus as it is visible in the sky at different times. The example of how it looks bigger when only a sliver of Venus is visible and smaller when it is fully illuminated can only be explained by Venus orbiting the sun and not some other celestial object such as the Earth.

Sarah Gerhardt in Chemistry mentioned the diverse academic backgrounds of her students and questioned their knowledge of basic skills. She described several techniques she uses, for example, having her students explain concepts to each other. She also started using Michael Gilmartin's suggestion of calling on students from a stack of cards in random order the beginning of each lecture to answer "Review and Participation Questions" with the purpose of encouraging and rewarding preparation for class. She stated that she really saw a difference in student outcomes on exams between the Fall semester of last year and the Spring when she adopted these strategies.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

It seemed universally agreed upon that our students need support with basic skills, and it was beneficial for us as a group to see what other departments within our division do to get students prepared for assessment.

This was the first time we've met as a group to reflect, and we didn't really come up with a plan which we found was a drawback of meeting in such a large group.

Our conclusion is that while it was interesting to learn what people in different departments are doing, we feel that meeting as smaller groups may be more worthwhile for this particular division.

Social Sciences Division

Department/Group Name	Semester	Date
Social Science Division	Fall	2012
Department/group members present		
Tom Logan, Mary Johnson, Alan Haffa, Steve Albert, Lauren Handley, Jana Stiebel, Elizabeth Mullins, Adrian Simpson, Elias Kary, Anthony Villarreal, Kendra Cabrera, Joseph Anderson		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
GEO: Social Science Division: "Upon successful completion of this course, students will be able to critically examine and comprehend human nature, social behavior, and/or institutions."		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>We discussed methods of instruction to facilitate student success toward achieving the GEO.</p> <ol style="list-style-type: none"> 1) Group activities help students learn how to critically examine human nature, social behavior and institutions because the discussion within the group forces them to defend their ideas in a critical fashion. 2) Use of a primary text as a tool of critical analysis. 3) Comparing two ethnographers and writing a comparative essay. 4) Self-Reflection essay requires students to apply their own life to the concepts of Social Behavior. 5) Small group discussion about a DVD. 6) Presentations 7) Gather data on children and assess development. <p>We discussed how to support discussion, whether in small groups, large groups, or online forums as a means of getting students to critically examine our subjects. There were two challenges that arose:</p> <ol style="list-style-type: none"> 1) It is difficult in larger classes to create the kind of setting where group discussion is feasible and where it can be properly observed and moderated to ensure successful completion of SLOs. 2) In some disciplines or classes where data analysis is critical, the lack of a lab area where the data and appropriate software is available limits the instructor's ability to get individuals or groups to do critical analysis of human nature, social behavior or institutions. 		

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

We have two principle requests that came out of our GEO reflections.

- 1) We would like to request scheduling flexibility in class structure so that where we have multiple sections of the same course, the students could meet once a week for an hour and a half in a large lecture hall, but they would meet in small sections once a week for the remaining 1.5 hours of accountability. Students would have the same amount of contact time, the instructor would first lecture to the large group, which is appropriate for content presentation. But they then would be in smaller class sections for group projects and discussions. Since group discussion is so integral to achieving the critical thinking and analysis component of our GEO, we feel justified in asking the administration to work with Senate, Union, and CAC to make this a possibility. Other divisions do this with labs (sciences) and our reflection has shown that it would be beneficial for student success in our division as well in some classes.
- 2) Social Science Support Center: We had much discussion about the benefits the new Anthro Lab has to student success in that program. By being able to hold the bones and artifacts in their hands, those students are better able to master the class material. We feel that such a lab environment would also benefit Sociology, ADMJ, Psych, and maybe History and POLS. A lab provides multiple ways of engaging students. More rationale to come...

Academic Affairs Office Reflections on Student Learning

Fall 2012 Dialog/Assessment Reports

Academic Affairs Office

Department/Group Name	Semester	Date
Academic Affairs Office	Fall 2012	8/23/12
Department/group members present		
Ruth Killens, He Seon Ihn, Leslie Procive, Maggie Caballero, Laura Mock, Dianne Conway, Kathryn Kress, Laura Franklin, Elsa Sandoval		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible note improvements that have taken place.		
<p>Results dialog reflecting on spring 2012 discussion:</p> <ul style="list-style-type: none"> • Facilities: Improvement in Ed Center temperatures has been reported with continued communication to Facilities to achieve a comfortable learning atmosphere. Work tree established to Facilities for work orders. UOM position filled. • Staying in communication with the DOMs & DC's re: course syllabi:Plan: Plan as agenda item for a discussion at AAAG on this matter, with Ruth present, we will report at the next Reflection Day.) Creating report (now in progress) to facilitate checking the submission of course syllabi. <ol style="list-style-type: none"> a. This has improved, Ruth emails the DOMs 6 weeks in advance with deadline date and she receives the syllabi in electronic format. Less follow-up with the divisions, with the exception of Creative Arts. b. Issue still with not having standardized course syllabi, still have to search documents to find the SLO. c. Course syllabi is included in the faculty handbook (and has been for many years), with Student Learning Outcomes listed as the third topic. • Centralized scheduling review: - Michael to follow up with new scheduler and team and to report at next reflection session <ol style="list-style-type: none"> a. Not all DOMs are reviewing the report line-by-line. Have provided training, some DOMs provide report w/small margin of error. Others do not conduct a thorough proofing and submit with errors. Curriculum issue of faculty wanting to do their own thing and not conforming to curriculum standards b. Printed schedules have been made available. The challenge is that it is outdated, for example the printed schedule is finalized in April, but not posted to the web until July. c. Improved standardization, fewer questions; printing of "no frills" schedule; steps to register more prominent on web page. d. CurricUNET allows for the updating of course and program offerings that affect the end user, of which includes the updating of SLOs. 		

- MPC website needs to be updated – we do not believe this has happened. It still needs to be redeveloped.–**One team reported ways have been found to keep some info current and user friendly. Plan: Follow up and report on AAs areas of improvement. Route through shared governance.**
- Exam schedule at the Ed Center has conflicts with late afternoon classes – we do not know if this has been rectified. – **This comment came from our Marina team in Spring 2012 and this Fall 2012, the group reported a better awareness of late afternoon conflicts; able to better anticipate and resolve. Continued collaboration between SS and AA needs to occur. If further. Plan: Laura and her team to report if this needs to be further pursued (Spring 2013.)**
- iLearn and Moodle are two platforms that students have questions about. iLearn is now MPC Online. We do not know if a cheat sheet/FAQ has been generated. If one was, was it updated to reflect the change from iLearn to MPC Online? **This comment came from AA experience at Marina, Spring 2012 and this Fall 2012, this group reported: If still needed, they will create a cheat sheet. Laura and her team to report at our next reflection day (Spring 2013).**
- There needs to be an organizational structure for the Office of Academic Affairs, so that everyone on campus knows who does what in the office. **First step: At this time Leslie has requested information from the various Administrative Assistants and Academic Affairs staff (each of you) about current organizational charts, existing directions, and existing systems – will look at what we get and get clarification. Once this information is gathered, we will look for consistency and start clarifying reporting routes and functions.**
 - If a student has an issue with an instructor and they need to speak to a dean because the Division Chair is not available, which dean does the student meet with?
 - Which divisions report to Michael Gilmartin?
 - Which divisions report to Laura Franklin?
 - DOMs and Division Chairs (and other faculty/staff) need to know who to give paperwork too. Currently paperwork goes all over the place. There is no structure.
 - An organizational chart would be very helpful for everyone.

Student Services Reflections on Student Learning

Fall 2012 Dialog/Assessment Reports

Academic Support Center

Department/Group Name	Semester	Date
Academic Support Center	Fall, 2012	10-25-2012
Department/group members present		
Sudeshna Nand		
Principle SLOs, supporting objectives, and/or challenges discussed		
<ul style="list-style-type: none"> • Implement tutor checklist fully as a tool to measure student progress in terms of time management, organization and study skills. • Create a form for tutee feedback. • Improve ASC services through tutor/tutee feedback. • Weekly documentation on a tutee by a tutor for an entire semester to assess the efficiency of the form. • Assist a tutee to recognize and articulate his specific area of difficulty. • Meet with the tutee to determine the learning style and provide tutoring effectively. • Maintenance of ASC website. • Improve computer services. 		
Summary of department/group discussion about student learning		
<ul style="list-style-type: none"> • The importance of student tutors in the student learning process. • The value of tutees acknowledging that student success is largely based on doing homework timely, attending classes, devoting required study time for challenging subjects and practicing effective study habits. • The need for extra tutoring for special needs students. • The need for computer accessibility for power point presentations, compatibility for languages other than English and disciplines such as graphic arts. • Add a video to the ASC website; possibly advertise on Facebook for center information. 		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)		
<ul style="list-style-type: none"> • To continue 2 hours of tutoring/week per tutee due to budget restrictions. • To share obstacles to student success with COMA, BSI, and student success task force. • To continue using the policy of tutees informing the center one hour before cancelling a session. • To request for updates on computer accessibility in ASC rooms. • To review and update ASC website. 		

Admissions and Records

Department/Group Name	Semester	Date
Admissions & Records	Fall 2012	8.23.2012
Department/group members present		
Segundo Zosa, Aiyumu Takada, Teresa Standfield-Lee, Donna Russo, Nicole Dunne		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
<p>Not having our current SLOs to work from we discussed:</p> <ul style="list-style-type: none"> • Improve technological services to students through electronic applications, transcript requests & online registration • Increase speed and accuracy of services to students and staff through technological advancements • Increase access to technology by providing additional computers for client use 		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<ul style="list-style-type: none"> • Not satisfied w/ student access to computers while we are encouraging all students to increase online usage of our systems at the same time. Need additional resources for us to teach students how to navigate the online systems. Remote assistance through phone & email can be frustrating to some students. In person assistance can be invaluable and teaching a student means they can hopefully navigate more systems on their own • Implement step by step registration process document on how to navigate WebReg for simple registration including screen shots • Move WebReg link to top of MPC website, move staff sign on to the bottom • Automatic CCCApply import • Remove new student click here button on WebReg • Change Admissions to Admissions & Records • Implement Quicklinks (transcripts, bookstore, etc. most sought after pages) 		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.		
<ul style="list-style-type: none"> • Get more computers for our front lobby • Make updates/explore options to MPC website and WebReg • Provide training for staff and students • Update/improve dates/deadlines- consider Facebook/Twitter/rolling announcements, WebReg postings/announcements & lobby PowerPoint if we can get the electronic set up • Explore new avenues of communication with our students 		

Athletics

Department/Group Name	Semester	Date
Physical Education	Fall	2012
Department/group members present		
Erin O'Hare, Wendy Bates, Blake Spiering, Daniel Phillips, Mark Clemons, Millie Benavente Linda Marie Johnson, Paul Tuff, Christine Hunsley, Walter White, Lyndon Schutzler, Kim Fujii		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
Demonstrate and apply the principles of physical fitness development and maintenance and identify how they relate to successful skill performance.		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>The division is composed of PE, Physical Fitness, Adapted PE, Massage Therapy, Dance and Intercollegiate Athletics, enabling the division to offer a wide variety of classes that focus on fitness or skill development and reach a diverse population of students. In discussing the above PE SLO, the 5 components (principles) of fitness were defined and then classes were identified that addressed or targeted specific components. Discussion then focused on "delivery system"; how does the division share the information to students effectively and efficiently and then what means of assessment are appropriate for this SLO.</p>		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.		
<p>Participating faculty agreed it is a priority to address this learning outcome in all of the division's classes. Discussion focused on opportunities in the classes from all the departments involved and activities where the outcome would be addressed. The discussion further developed into consideration of the components for skill development which differ from the components of fitness.</p> <p>It was agreed information sheets will be developed for each component or principle of fitness. It will include definition, description, and examples of various applicable activities. These handouts will be relevant to all the departments as wellness and physical development cross over to all courses and activities. To advise students of other offerings in the PE division as well as to address the repeatability issue, comparable and compatible classes will be listed.</p> <p>Action Plans would focus on developing the applicable information sheets and identifying when and how they are introduced to courses. Faculty in the fitness center is interested in further developing on-line resources for the various classes and activities available to students.</p>		

Child Development Center

Department/Group Name	Semester	Date
Child Development Center	Fall 2012	8/24/12
Department/group members present		
Cathy Nyznyk, Jeff Procive, Mary Rigmaiden, Cindy Campbell, Giovanna Badger, Nancee Powell, Marie Wright, Angie DiRocco, and Jessica Booth.		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
Student Services Student Learning Outcome	CDC Student Learning Outcome	
Communication:	CDC student parents will identify and communicate their educational/ occupational goal and major at eligibility meeting during onset to the semester as required by Title 5 and CDE.	
Critical Thinking	Critical Thinking: The CDC student parent will demonstrate critical thinking by applying personal experience and observation to solve problems that impact achievement of their educational goal.	
Personal Development & Community Responsibility	In collaboration with CDC staff, the student will attend parent workshops and volunteer at CDC weekly. Parents will participate in parent Club activities to enrich & fundraise for the CDC.	
Technical Competence	The student parent will demonstrate the ability to 1) navigate the MPC website for college registration and program related information. 2.) Students parents will be able to contact CDC through email. 3.) Student parents will enroll in 12 units leading to graduation, transfer, or degree.	
Self-Advocacy:	Through the CDC Orientation, the student will demonstrate the knowledge and awareness of the policies and services necessary to meet one's educational goals and demonstrate the ability to communicate those needs to the appropriate department/areas. Students will read CDC handbook	

Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.

Parents have declared their majors at registration and eligibility appointments. Cathy remarked that parents have continuously asked for help and guidance with homework and project ideas from their classes. She has read and critiqued papers to help support their goals. Teachers said parents have been volunteering in the classrooms and also noted which parents had fallen behind. Staff appreciates when parents share their talents and hobbies with the children, thus helping develop self-esteem in both the parent and child. Staff commented on the helpfulness of some parents. Attendances at parent meetings have increased. It has been noticed that more student parents are using our computer in the lobby to check their grades and check on assignments on the computer. More parents have given us their email addresses. We periodically send out an email blast to our student parents.. We will continue to share the process of obtaining an email. We also talked about the trends we are experiencing. Our Hispanic population is increasing. We have purchased bilingual books to help children and parents to learn English. We are updating our handbook and will put it online. We did an overview of it at our Orientation meeting. Cathy has had make up orientation meetings for those who missed

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

The Child Development Center reflected on our SLO's on Friday, August 23, 2012

Counseling

Department/Group Name	Semester	Date
Counseling	Fall 2012	August 23, 2012
Department/group members present		
Sal Cardinale, Alethea DeSoto, LaRon Johnson, Amber Kerchner, Kim Mansfield, Susanne Muszala, and Mike Torres		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
Counseling SLO: Utilize appropriate resources to identify and develop academic and career goals		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>When measuring the Counseling SLO, the department refers to the number of counseling sessions held during a one-year period. In the last program review, the department reported the following: 2008-2009: 7734 counseling sessions 2009-2010: 8386 counseling sessions 2010-2011: 7624 counseling sessions</p> <p>The group members discussed what these numbers mean in relation to student learning. Group members brought up the following:</p> <ul style="list-style-type: none"> • In 2009-2010, did more students truly satisfy the SLO in comparison to the other two time periods? It was pointed out that this was a year the program received BSI funding to hire two adjunct counselors. The number of counselors available each year certainly affects the number of counseling sessions. • How does the program measure those students who don't meet the SLO? Another variable needs to be considered when measuring the SLO. It was suggested that the number of students who do not show for their scheduled counseling session could be the measure. • Counselors also provide counseling services to students outside of in-person counseling sessions. An example is counseling students via e-mail or telephone. These services provide the same information and use the same amount of time as an in-person meeting. A number of these students are not being accounted for in the number of counseling sessions. • The program is looking into requiring new students to enroll in PERS 200-Orientation to College. In the course, students will develop an education plan with the instructor who is also a counselor. Students enrolled in the course won't have a need to see counselor that semester. This could result in fewer students seeing a counselor during a counseling session which, in this case, would be a good thing. 		

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

The group decided to use the ratio comparing the number of counseling sessions held and the number of students who do not show for their scheduled counseling session. The percentage will indicate the proportion of students satisfying the Counseling SLO. Also, the group will encourage counselors to document students served via e-mail or telephone and report these sessions in the SARS software program. Those sessions will be included with the in-person counseling session total.

Although the group was not able to analyze the numbers, the group discussed how to reduce the number of students who do not show for their counseling appointments. It was suggested that the program explore the possibility of SARS contacting students via e-mail, telephone, or text message and reminding them of their appointments.

EOPS/CARE/CalWORKS

Department/Group Name	Semester	Date
EOPS/CARE/CalWORKs	Fall 2012	August 22, 2012
Department/group members present		
<p><i>Stephanie Perkins, Stan Armstead, Christine Vincent, Kelly Fletes & Eric Ogata</i> <i>Laurence Walker was present at the start of the meeting and provided direction for the activity, he left to attend another meeting he was obligated to attend.</i></p>		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
Personal Development & Community Responsibility, Technical Competence & Self Advocacy		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>Program staff discussed the inclusion or exclusion of the Personal Development & Responsibility SLO. Background of this SLO was provided, a lengthy discussion of where this outcome falls upon the Program priorities. Current funding levels do not provide the Program with adequate resources to monitor this SLO. Technical Competence was reviewed and discussion involved the maintenance and content of the MPC EOPS/CARE website. Ideas of making the website relevant for current participant use were discussed and decided upon. Self-Advocacy prompted a discussion of the Program Orientation content. The content was review by all staff present.</p>		

International Student Programs

Department/Group Name	Semester	Date
International Student Programs	Fall 2012	8/23/12
Department/Group members present		
Larry Walker		
Principle SLOs, supporting objectives, and/or challenges discussed		
<ul style="list-style-type: none"> • Review and analysis of staff roles and responsibilities to ensure equal and appropriate distribution on all ISP task that impact students and program operations; • Staffing/position changes: ISP Director, PDSO, counselor, • Scheduling of classes for new students during their 1st semester at MPC; • Meeting with each ISP student currently enrolled at least once a semester; • Timely response and consistent interpretation of SEVIS requirements; • Establishing a working student list that identifies new, returning, graduates, transfers, etc.; • The rising cost of ISP marketing and adverting; and • Maintenance of ISP website. 		
Summary of department/Group discussion about student learning		
<ul style="list-style-type: none"> • The importance of identifying staff roles and responsibilities. • The importance of making contact with each ISP students every semester while at MPC; • The need for ISP students the engage, interact with, and learn from other ISP students; • The importance of exposing ISP students to social/cultural events; and • The importance of ISP students engaging in meaningful interaction with faculty and staff while at MPC; and • The value and importance of continuing to offer new ISP student orientations; 		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)		
<ul style="list-style-type: none"> • To identify roles and responsibilities of all ISP staff • To provide additional counseling/advising services to facilitate student progress toward their academic and career objectives; • To meet with each ISP student currently enrolled at least once each semester; • To establish polices/procedures manual for program operations: <ul style="list-style-type: none"> ○ Initial focus on SEVIS requirements related to CPT, Student Accident Insurance for OPT; reduce course loads; • To develop a targeted advertising plan; • To develop a method of student tracking; • To review and update ISP website; • Review New Student Orientation format for ISP students; • To engage in dialogue with CSUMB regarding ISP collaboration efforts: advertising, recruitment, articulation agreement (2+2) 		

Job Center

Department/Group Name	Semester	Date								
Job Center/ Lien Nguyen	Fall 2012	October 22, 2012								
Department/group members present										
Lien Nguyen/Larry Walker										
Write SLOs/GEOs/objectives from course outline of record that you discussed										
<ul style="list-style-type: none"> Students will be better prepared to have an interview with a potential supervisor after taking part in a pre-interview with the Job Center Coordinator. 										
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.										
<p>The primary goal of the Job Center is to bring education and employment together so students can develop valuable work experience.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th><u>Spring 2011</u></th> <th><u>Spring 2012</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3187 (Viewers)</td> <td style="text-align: center;">4500 (Viewers)</td> </tr> </tbody> </table> <p>➤ <i>The number of students who view jobs on-line has increased because it's much easier and convenient to view and apply for jobs online .</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th><u>2010-2011</u></th> <th><u>2011-2012</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">201 (Jobs)</td> <td style="text-align: center;">255 (Jobs)</td> </tr> </tbody> </table> <p>➤ <i>Employers find it convinement to post jobs on the MPC website and more opportunity to hire potential MPC students with skills that match-up to their desire work force need.</i></p>			<u>Spring 2011</u>	<u>Spring 2012</u>	3187 (Viewers)	4500 (Viewers)	<u>2010-2011</u>	<u>2011-2012</u>	201 (Jobs)	255 (Jobs)
<u>Spring 2011</u>	<u>Spring 2012</u>									
3187 (Viewers)	4500 (Viewers)									
<u>2010-2011</u>	<u>2011-2012</u>									
201 (Jobs)	255 (Jobs)									
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.										
<ul style="list-style-type: none"> Post jobs on-line and bulletin board as soon as possible (within 48 hours of receipt of job announcement) so students have more chance to apply. Review Job Center website and update the site with more on-line resources for students, such as: <ul style="list-style-type: none"> Update student hand-book Link to other websites that posted jobs around country. Resources for resumes and interviews technique. 										

Matriculation/Assessment

Department/Group Name	Semester	Date
Assessment/Matriculation	Fall 2012	08/31/12
Department/group members present		
Stacey Jones-Assessment Specialist, Gaozong Thao-Orientation/Veterans, Alethea DeSoto-Matriculation Coordinator/Counselor		
Principle SLOs, supporting objectives, and/or challenges discussed		
<u>Assessment/Placement</u>		
<u>Assessment SLO: Student will critically analyze and identify accurate course placement based upon assessment score, prior knowledge, skills and experience.</u>		
<p>Supporting objectives-</p> <ul style="list-style-type: none"> • ENSL assessment using computerized testing- • Working with network support to better utilize out systems for student success • Online appointment using SARS • Assessment results online for students • Support high school students with informational sessions at their schools and a create a designated assessment event for high school seniors • Proactive advertisement to inform students of assessment needs-"Getting the word out" • Support from staff to help with larger tests <p>Challenges-</p> <ul style="list-style-type: none"> • With Student Success Task Force implementation due 2014, an increase of assessments will be required yet no funding has been allocated to support this implementation. • Potential "reassessment" for assessment scores over 2 years old - this can increase the need to assess students. • Limited staff and resources <ul style="list-style-type: none"> • Office staffed with 1 person • Need for ½ time staff member to be added & floating staff to help with tests • Designated space for assessments/testing in a room which can hold 50 students (Monday-Friday) 		
Summary of department/group discussion about student learning		
<p>The team was not satisfied with:</p> <ul style="list-style-type: none"> • "off-campus" students not being able to make an appointment using SARS. • Limited staff, therefore student phone calls or walk-in traffic are not addressed • No evening assessments offered • No assessments in Marina offered 		

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

Goals-

- Create a standard of dates and times when assessment will be offered. For example, offer assessments every Friday afternoon and Saturday during peak time.
- Have tech staff support “fix” the use of SARS appointment for students off campus.
- Use the Matriculation specialist more often during peak times for assessment
- Revisit offering assessments in the evening
- Offer a few assessments in Education Center in Marina
- Advertise more effectively assessment dates to our community

Action Plans-

- **Request another fulltime position for Assessment (given the Student Success Task Force Implementation 2014)**
- **Designated space that is reserved only for assessment that can accommodate up to 50 students.**

Matriculation/Orientation

Department/Group Name	Semester	Date
Orientation/Matriculation	Fall 2012	08/31/12
Department/group members present		
Stacey Jones-Assessment Specialist Gaozong Thao-Orientation/Veterans Alethea DeSoto-Matriculation Coordinator/Counselor		
Principle SLOs, supporting objectives, and/or challenges discussed		
<u>Orientation</u> <u>Orientation SLO: Student will participate in an Orientation/PERS 200 class prior to registering for fall classes.</u>		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)		
<p>Goals-</p> <ul style="list-style-type: none"> • Require all matriculation students to enroll in PERS 200 prior to registering for classes • Make PERS 200 mandatory for Fall 2013 students • Update and complete PERS 200 book • Address the summer registration for HS students <p>Action Plans-</p> <ul style="list-style-type: none"> • Funds to teach PERS 200 throughout the academic year (fall, early spring, spring and summer) • Funds to finalize the cost of PERS 200 book. 		

Re-Entry and Multicultural Center

Department/Group Name	Semester	Date
Re-entry and Multicultural Center	Fall 2012	10/22/12
Department/group members present		
Eileen Crutchfield/Larry Walker		
Principle SLOs, supporting objectives, and/or challenges discussed		
<ul style="list-style-type: none"> • Transitioning to downsized staff and managing workload responsibilities such as, Women Supporting Women, Textbook Loan Program, Emergency Food Pantry and Office Supply budgets and CalWORKs program. • REMC is now housed in the Student Services building resulting in an increase of inquiries for other programs • Lack of a private work space to interact with students • Increase in students seeking assistance due to economic downturn and more students being referred to the Women Supporting Women Fund and Textbook Loan Program 		
Summary of department/group discussion about student learning		
<ul style="list-style-type: none"> • The Women Supporting Women (WSW) fund helps support retention by providing emergency financial assistance • The Textbook Loan Program helps support retention by providing students with textbooks for their classes during a challenging economic climate • The importance of supporting historically underrepresented and at risk populations to include ethnic and cultural minorities, LGBT, homeless, low-income, re-entry and single parent students • The importance of collecting WSW Approved Applicant Surveys to document and demonstrate how the fund supports the retention of students 		

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

- To collect testimonials from students who have utilized the Textbook Loan Program. These testimonials go beyond statistical numbers and more accurately reflect what an impact these services have in the lives of the students who utilize them.
- To update the WSW application to better reflect the intention of the fund and allow for the collection of more in-depth statistical data
- To become familiar with other Student Services programs with the goal being able to provide students with accurate information
- To work with staff from other Student Services Departments to expand on what services are provided at Marina campus
- To collaborate with Student Activities to organize student club outreach to Marina campus
- To offer events and workshops which support the college's mission statement to "enhance the intellectual, cultural, and economic vitality of our diverse community"
- To offer events and workshops which support the REMC's mission statement to "empower women and men students of all ethnicities, classes, ages, cultures, physical abilities and sexual orientations by providing challenging, safe and supportive learning environments and services which support and enhance students' learning"
- **To build a collection of Multicultural Resource books and films which can be utilized by students, staff/faculty and community members**
- **To seek new ways to create a comfortable and stimulating environment in the Marina campus Student Services office**
- To continue to offer work-study positions to students
- To maintain REMC webpage

Student Activities

Department/Group Name	Semester	Date
Student Activities	Fall	8/23/12
Department/group members present		
Julie Osborne		
Write SLOs from Program Review/Annual Update that you discussed		
<ul style="list-style-type: none"> Staffing issues; The Student Activities office has a staff of one-person, the office is supported with student assistants. But, in order to maintain adequate programs and services it will be essential to hire another staff person in the future. Leadership Training; Create more opportunities for the Student Activities Coordinator to participate in training to enhance student learning for ASMPC members. Budget Issues; Some of the ideas to increase/maintain the ASMPC budget: Host more fundraisers, increase PR efforts, raise the student body fee, develop an “enhanced” student body card (students would ride MST at no charge) reduce ASMPC stipends. There are currently several planning constraints that restrict the future success of the Student Activities program. Some of these constraints include, lack of staff/volunteers, resources, and funding. ASMPC needs to work on increasing their budget, while at the same time offering greater and additional benefits for all MPC students. ASMPC needs to increase PR and Communication efforts to both the MPC and Monterey area communities. 		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs.		
<p><u>Summary of discussion of student learning:</u></p> <p>The Student Activities program provides student with leadership opportunities and practical learning experiences beyond the classroom. Students Activities provides “hands-on” experiences which compliment students’ educational, personal and professional goals, thus enhancing student success. Through a warm and welcoming atmosphere, Student Activities offers meaningful opportunities for campus and community involvement, recognition of student achievement and a variety of specialized services that benefit the campus community. Information regarding campus events, student rights, student government, organizations (clubs) and a wide variety of programs are coordinated by the office of Student Activities. Student Activities also helps to build a stronger campus community and provides vital services for it.</p> <p><u>Ways to overcome challenges to advance student learning:</u></p> <ul style="list-style-type: none"> Hire additional staff members / volunteers to adequately serve the students and to provide more “enhanced” learning experiences. ASMPC needs to increase their student benefits, and their PR efforts. Many students at MPC do not know about ASMPC. 		

- Increase Leadership Training for both ASMPC and Student Activities Coordinator.
- Host more cultural events both at the main campus and at the Marina campus to increase awareness of ASMPC, Clubs, etc. all of these efforts will increase student learning.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

Student Activities Programmatic Goals:

Institutional Goals	Student Activities Goals	Objectives	Activities	Timeline
Promote academic excellence and critical thinking across all areas and disciplines	Create a "leadership" training component for ASMPC Student Council	Leadership training would benefit students in future vocations and would make the students more accountable	All ASMPC members would be required to attending leadership training & "Interest Based Learning"	Initial training done in May of each year for incoming council members. And, refresher training done at various dates throughout the academic year
Foster a climate that promotes diversity throughout the institution	Continue to increase and expand cultural enrichment activities and events	Enable students to gain a better understanding and appreciation for other cultures	Create cultural events such as: Hispanic Heritage or Polynesian festivals	Schedule at least one (1) event each month during the Spring and Fall semesters
Grow enrollment and build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills	Continue to expand on community partnerships	By strengthening community relationships, it will improve the college's financial stability thereby, increasing enrollment and awareness of MPC	1) Continue to invite community organizations to ASMPC events such as "Earth Day" 2) Utilize outside community venues for events 3) ASMPC attend more community events	Various dates throughout the academic year
Create pathways to success that address the diverse, holistic needs of all MPC students	Continue to make MPC a place where students are comfortable, safe and to where they feel a "connection" to the school	Training for Student Assistants in customer services skills so they can help all their fellow students in a friendly and efficient manner	Customer service training done by Student Activities Coordinator	Training to be done once or twice per semester
Provide educational programs and services in Seaside and Marina that meet community needs	Increase outreach efforts in the local community with a focus on Seaside and Marina	Students attending the Marina campus will feel a better "connection" to MPC	ASMPC will hold their meetings at the Marina education center once or twice per semester	Various dates throughout the semester
Ensure adequate levels of personnel to support current programs and	Ensure that the Student Activities office is well-staffed to meet the	Provide more administrative assistants as the program expands and develops	Until additional staffing is approved, continue to train and hire qualified	On-going

establish priorities for future growth	growing needs of students		student assistants	
Maintain and improve district facilities	Remodel the Student Center to provide facilities that all students will utilize and enjoy	Improve and enhance services and features in the Student Center by making it more welcoming to all students	New Student Center committee is currently being formed with the VP of Student Services to address the needs of students	On-going

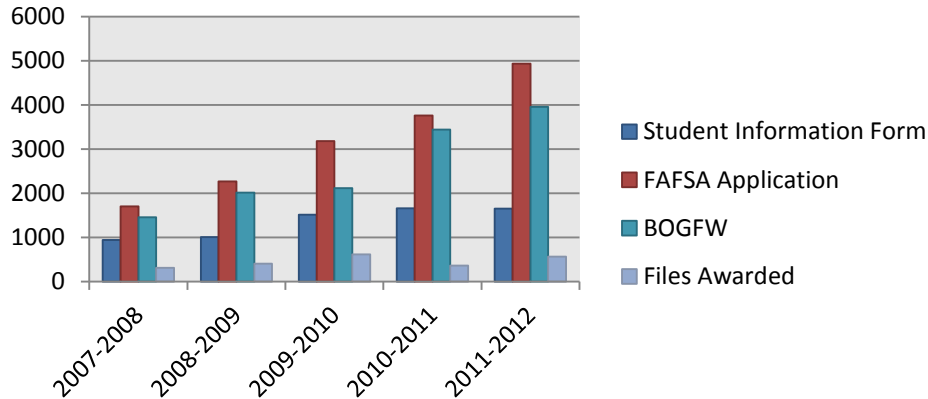
Action Plans:

Description of Activity	Institutional Goal	Item(s) Requested	Total Amount
Leadership Training: Develop a training component to ASMPC	1	Staff or Guest Speakers	Open
Cultural Events: Expand on existing events to reach a broader MPC community audience	2, 4	Possibly seek Sponsorship opportunities	\$1,000 per event
Outreach: Conduct outreach activities with local organizations to help to market & promote ASMPC. Increase outreach efforts to students at the Marina campus	3, 5	No cost associated with this item	\$0
Customer Service Training: Increase training to both ASMPC and student assistants so they can provide the best customer service possible to all students who utilize our services	6	No cost associated with this item	\$0
Student Center Ad Committee: Form committee with the VP of Student Services for the future remodel of the Student Center.	7	No cost associated with this item	\$0

Student Financial Services

Department/Group Name	Semester	Date
Student Financial Services	Fall 2012	8-24-2012
Department/group members present		
Patricia Chapman, Deanna Galdo, Danielle Hodgkins, Brenda Kalina, Claudia Martin, Terri Murphy, Maribel Quiroz		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
<p>SLO 1: Financial Aid Application Process Students will know when to complete their financial aid file and students will enroll prior to the Financial Aid Enrollment Deadline for the second day of class.</p> <p>SLO II: Satisfactory Academic Progress Process (SAP) Students will have an understanding of the Satisfactory Academic Progress Policy and know how to complete their probations contracts and apply for a dismissal appeal.</p>		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p style="text-align: center;">STUDENT LEARNING OUTCOMES</p> <p>SLO 1: Financial Aid Application Process Students will know when to complete their financial aid file and students will enroll prior to the Financial Aid Enrollment Deadline for the second day of class.</p> <p><i>Assessment Method:</i></p> <ol style="list-style-type: none"> a. There will be an increase in the number of students who have registered, have a Student Information Form, FAFSA and a BOGFW received by Student Financial Services by June 30, priority funding deadline. b. There will be an increase in the number of students who have been awarded by the EDD date. 		

Status of Student Files as of the Fall Financial Aid Enrollment Deadline



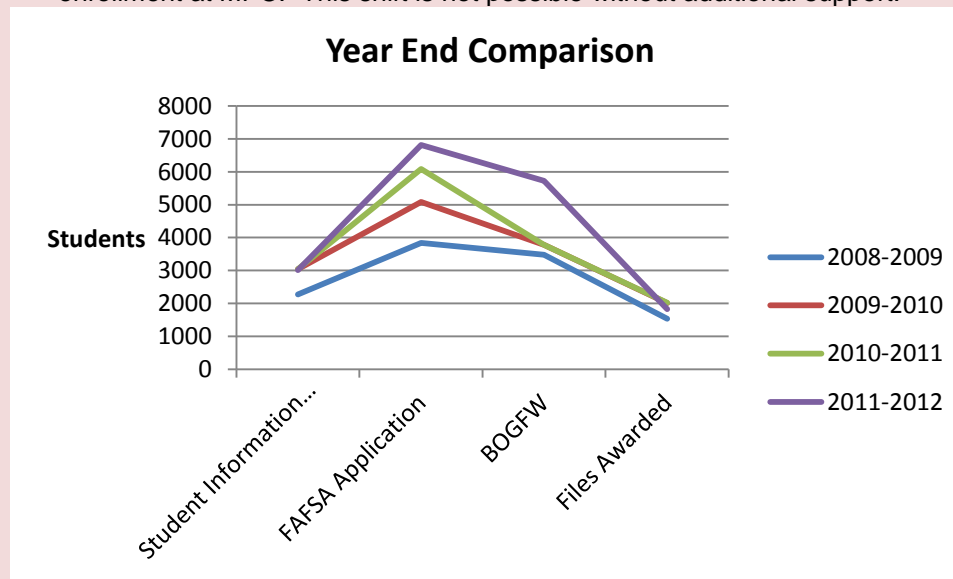
Analysis and Findings:

- Students are encouraged to apply for financial aid earlier. The chart above shows an even increase in applications and completions for the 2007-2008 school year through the 2011-2012 school year.
- The number of BOGFW is directly related to the FAFSA application. Beginning in 2010-2011 SFS began basing the eligibility for BOGFW on the FAFSA ISIR information. This allowed the staff to input the BOGFW when they received the ISIR; which allowed admitted students to have a BOGFW available when they registered.
- The increase in the Student Information Form is directly related to those students who are actually attending MPC. The increase in the number of students on financial aid is directly related to the economy. People tend to return to a community college to be retrained during a recession.
- A student might file a FAFSA naming MPC as a school in which they might have interest, but in the end never attend. There have always been 50% more applicants than actual recipients.
- The drop in the number of students awarded in 2010-2011 was caused by the lack of part-time support during the new year preparation months of February through September. The earlier the files are awarded the more potential students are attracted to the school. In 2011-2012 SFS was able to hire a part-time hourly person for two months in April, May, and June and then again in August, and September. The additional assistance helped tremendously increase the number of files that were completed.

Summary:

- The number of students receiving aid on the second day of class is directly related to the number of staff working on the files in the first seven months of the year. There is a need for a 9 month 40 hour Financial Aid Advisor during the months of January through September. This is to assist the full time staff in completing files for the up-coming school year. February, March and April are when the bulk of the new applications come in.
- The graph below indicates that most of the students who complete an FAFSA do not receive aid at MPC. The SFS ISIR population is a rich source of potential students. Just as at a four year school the earlier the student receives the award letter the greater the

probability of turning that applicant into a student. If the student receives the award letter in February and March the more secure the enrollment at MPC. This shift is not possible without additional support.



- c. The staff discussed sending a bookmark out with every first track letter reminding students that even if they do not attend MPC during the school year, MPC is available to pick up lower division classes during Winter and Summer sessions. This still needs to be implemented.
- d. There was a considerable rise in BOGFW students in 2011-2012. According to the graph it was approximately 1000 less than the FAFSA applicants. This was the year following the change from using the BOGFW application only to using the ISIR as the BOGFW application tool. This would indicate that students are beginning to notice that if they apply for FAFSA they might be eligible for a BOGFW.

SLO II: Satisfactory Academic Progress Process (SAP)

Students will have an understanding of the Satisfactory Academic Progress Policy and know how to complete their probation contracts and apply for a dismissal appeal.

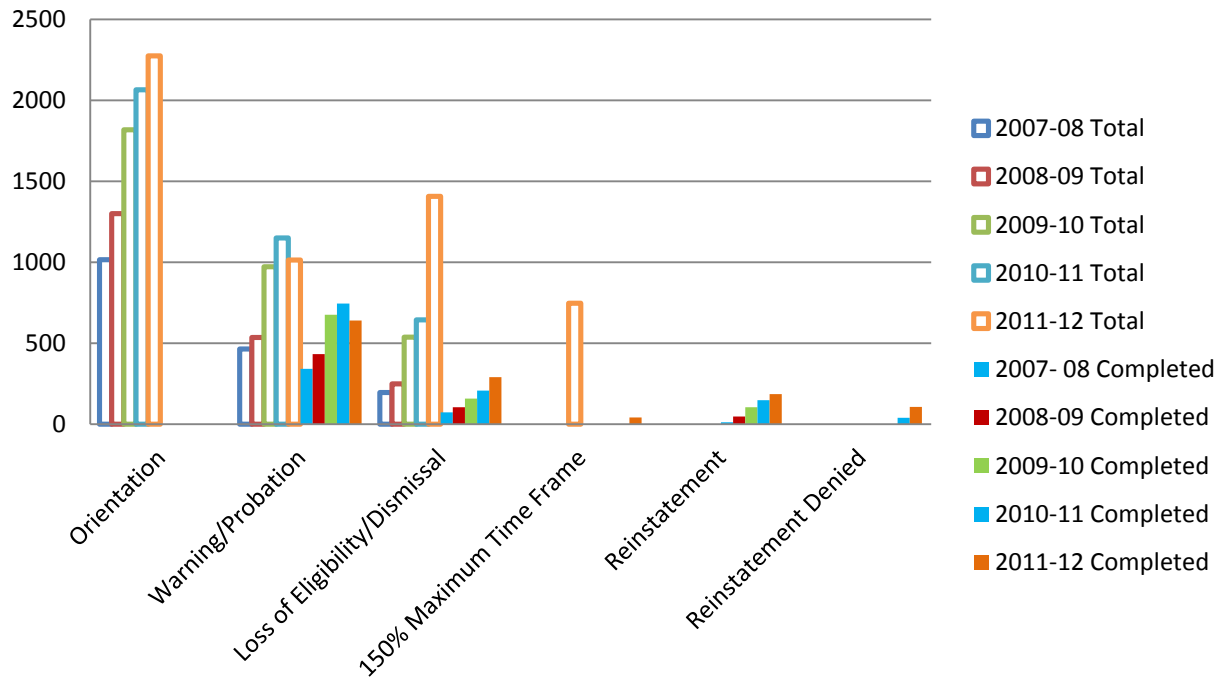
Assessment Method:

- a. There will be a marked increase in the number of students who complete their Warning Contracts
- b. There will be an increase of students who complete their program of study within 150% Maximum Time Frame.
- c. There will be a decrease in number of students applying for a Loss of Eligibility Appeal.
- d. There will be an increase in the number of students who are reinstated after the Loss of Eligibility Appeal.
- e. The students who are reinstated will remain in good standing in future semesters.

Analysis and Findings:

- a. There was a toughening of the Federal Satisfactory Progress Regulations in the 2011-2012 school years. This change resulted in a decrease in students who could receive financial aid with 90 or more units. The regulation was to standardize the language used at all schools. Probation is now called Warning, Dismissal is now called Loss of Eligibility and Probation is what happens when a student is reinstated an appeal.
- b. Orientation was placed on the financial aid website in the early 2000's. This took the place of an in person Orientation and made it available for distance education students. The Orientation includes all of the information that a student needs to know about SAP. It was written with the idea if the student did not know the answer to a question they could look up the answer to the question and correct the answer. In addition, if the student read the question and guessed at the answer correctly, the questions were written to inform the student about the financial aid requirements. The student must pass the Orientation Test by 100%. All students who receive a financial aid award are required to complete the Orientation. Students are also given a form to sign which includes the general provisions of the SAP policy.
- c. In the clear columns, on the graph below, are the total students who completed the Orientation, placed on Warning Status, Loss of eligibility or completed the 150% Maximum Time Frame. The solid columns are the students who completed the required documents for Warning Status, were reinstated after an appeal or were denied reinstatement.

Total Students Placed on SAP vs. Total Students Who Completed Forms



Summary:

- a. In 2011-2012 SFS gave Warning Workshops for those students who had been placed on Warning Status. The student could not receive their financial aid funds until they completed an in person workshop and filled out a Warning Form. The form was quite similar to the SAP form the student completed when they applied for financial aid. Not one student recognized the form. Most students said that they just signed all the forms and did not read them. The staff recognizes that the in-person workshops are more effective and informative than the method that is currently used. Staffing and lack of time preclude from using the in-person method.
- b. Most students placed on Loss of Eligibility did not appeal and most students who exceeded the Maximum Time Frame did not appeal.
- c. In 2010-2011 SFS began tracking students who were reinstated or denied reinstatement of their aid after an appeal. In 2011-2012 a greater number of those people who did appeal were denied the reinstatement. This was due to lack of 'Special Circumstances'. The new Federal Satisfactory Progress regulations also define what is 'Special Circumstances' to death in the family, injury or illness to the student or a one-time event that would stop the student from attending school. This took much of the flexibility out of the appeals committee's decision. All decisions that do not have third party documentation are now automatically denied.
- d. Before getting into the results of the SAP SLO the completion rate for FA students increased for the 2011-2012 year.

Academic Year	FA Percent of FTES	FA Percent of Completion
2010-2011	34%	27%
2011-2012	41%	55%

The completion rate for FA students was low in previous years. Students were allowed to accumulate as many units and as many degrees as possible, before moving on to a 4 year school. The change in the SAP policy limits the students to finish one program of study within 90 units, while not documented this probably attributed to the completion rate.

- e. With the implementation of the new regulations, collection of data on the long term effect the regulations have on students might be collected for analysis. What would be interesting to know is:
- i. Are students more or less successful if they attend a warning workshop?
 - ii. Are the finishing rates of students higher since the 150% Maximum Time Frame implementation?
 - iii. How many students are leaving school and not finishing their education?

The later question would take follow up survey results.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

GOALS, OBJECTIVES, ACTIVITES, AND TIMELINES

Goal 1: Outreach and Retention

Objective	Activity	Timeline	Cost	Assigned to
Remind students that even though they might be going to a 4 year school, that MPC is available during the Winter Session and Summer Session to pick up extra lower division units	Design bookmarks with reminder information	On-Going	NC printing done on-campus	Intake
	Place bookmarks in the initial track letter.	On-Going	NC	Intake Coordinator
Financial Aid Workshops	Weekly FAFSA Workshops on-campus	On-Going	NC	Outreach Coordinator
	H.S. FAFSA Workshops	November-May	\$2000	Outreach Coordinator
	College Fairs and Community Groups	November-May	Included in the	Outreach Coordinator

			above	
Begin the awarding process in February for the up-coming school year	Hire a full time advisor to begin tracking and reviewing files	January 2013	\$62,740	Director
	Divide the staff 's workload to support the new year start up	January 2013	NC	Director
To approach student needs with a holistic approach to attending MPC	Instruct counselor on how to complete the FAFSA, BOGFW, and additional forms needed for FA	January 2013	NC	Outreach

Goal 2: Retention/ Completion

Objective	Activity	Timeline	Cost	Assigned to
Provide financial aid students who are on Warning, Loss of eligibility, academic counseling for resources that will assist them complete the program of student.	Hire an Academic Counselor	2013-2014	\$73,502	Director
Assist financial aid students who are nearing 90 units	Have FA Academic Counselor meet with students at 15,30 and 60 units to plan program of student to ensure that they complete their program of study on time	See above	NC	Director
Assists with new year start up and transfers to new year	Assists with the awarding of new year		NC	

Goal 3: Regulatory Changes

Objective	Activity	Timeline	Cost	Assigned to
Cal Grant participatory requirements	Reduce default rate by continuing to notify students who are nearing delinquent status their options	On-Going	NC	Loan Coordinator
Student Success Task Force	Notify students of changes in the BOGFW	On-Going	NC	Director

	Work with committee that is designing SSTF to provide input for BOGFW students	On-Going	NC	Director
Review SAP Policy	Review and make needed changes to the SAP policy with SAP Policy Committee	On-Going	NC	Director

Goal 4: Collaboration with other Student Services Departments and Academic Affairs

Objective	Activity	Timeline	Cost	Assigned to
Provide easy disbursements for distance education students	Bring up a debit card system	August 2013	Saving	Director
Gain employment	Collaborate with Institutional Research and Academic Affairs to ensure federal requirements are met	On-Going	NC	Director
Distance Education	Collaborate with Academic Affairs to ensure that the federal requirements are met	On-Going	NC	Director
Student Success Task Force	Collaborate with other Student Services Departments to ensure that the state requirements are met	On-Going	NC	Director
Close out Perkins Loan	Insure that auditor reviews the Perkins Report and files a closure report	Fall 2012	NC	Director Loan Coordinator

Goal 5: Technical Resources

Objective	Activity	Timeline	Cost	Assigned to
Find a software system that is compatible with the SIS system and has adequate support of IT	Continue Ad Hoc Committee to research financial aid systems that meet the budget, support and system requirements of MPC	Within the next three years	Needs to be researched	Ad Hoc Committee

Goal 6: Staffing

Objective	Activity	Timeline	Cost	Assigned to
To provide adequate support for financial aid students to enable them to be successful and complete with in the 150% Maximum Time Frame	Hire a 9 month academic counselor to work from January through September	On-Going	\$73,502	Director
To provide adequate support to complete files and award them by the end of March	Hire a 9 month FA Advisor to work from January through September	ASAP	\$62,740	Director
	Hire an hourly temp to assist the advisor from January through March and May through September	ASAP	\$15,639	Director
Provide Support for financial aid students	An alternative to hiring additional staff might be to combine EOPS and SFS staffs. These two departments provide similar service and also have the needed services for the same population.			

Student Health Services

Department/Group Name	Semester	Date
Student Health Services	Fall	8/23/12
Department/group members present		
Lara Shipley, RN, Kelly Eyer		
Write SLOs from Program Review/Annual Update that you discussed		
<p>We discussed:</p> <ul style="list-style-type: none"> • Students will be able to verbalize SHS services offered after a visit to the clinic or a class presentation • After a visit with the physician, students will be able to articulate the treatment plan and how to improve his/her health • Students will be able to verbalize coping strategies and way to improve their mental health after meeting with the MFTIs. 		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs.		
<p>We are satisfied with our student learning outcomes based on feedback from our students, but we discussed improving our outreach to students. We discussed placing/handing out little cards around campus detailing our available services. We discussed emailing instructors regarding presentations and possibly expanding the physician's hours during fall and spring semesters as the need seems to be growing amongst the students.</p>		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.		
<p>We decided that we need to proceed cautiously. As the college and enrollment seem to be in a state of flux and uncertainty, we have to be careful not to overextend ourselves. With a department of two, it can be challenging enough to serve the many students who come through our door let alone having a more visible presence on campus.</p>		

Supportive Services and Instruction

Department or Group Name	Semester	Date
SUPPORTIVE SERVICES & INSTRUCTION	FALL 2012	8/23/2012
Department or Group Members Present		
Kathleen Rozman, Alexis Copeland, Susan Villa, Richard Weigle, Terria Odom-Wolfer, Mimsie Redmayne, Jacque Evans		
Principle SLOs or Supporting Objectives Discussed		
<p><u>Critical Thinking:</u> Students will identify, explore and utilize knowledge of their disability and functional limitations to assist in academic planning.</p> <p><u>Technical Competence:</u> Students will identify and use appropriate technology and alternate media.</p>		
Summary of Department or Group Discussion about Student Learning		
<p>Reviewed discussion prompts for SLO dialogue:</p> <ul style="list-style-type: none"> • Are our SLO's still what we want? • Are they effective? • Do they measure the outcome? <p>Discussed the need to prioritize our SLO's and focus on those that were most important to student learning especially in light of budget changes (contingency planning) and new state mandates. We identified Technical Competence and Critical Thinking as the two to work on in this academic year. Discussion about prioritizing classes and looking at the possibility of needing to cut instruction and increase faculty advising for LD students as part of our contingency plan. The budget implications from losing FTES from any courses cut would be significant; however, in order to meet the students' needs and mandates it is felt this may become necessary unless counseling services change or are expanded. We reviewed outcomes of activities initiated this past year and identified those that we want to continue (see next section). Also discussed the need for more regular faculty/staff meetings and problem-solving for staffing at Marina Ed. Center.</p>		
Results of the reflections dialog. Description Of Action Plans Resulting From The Analysis Of Student Attainment Of SLO's Or Supporting Objectives (Budget Dependent Or Non-Budget Dependent)		
<p><u>Critical Thinking:</u></p> <p><i>SLO: Students will identify, explore and utilize knowledge of their disability(ies) and functional limitations to assist in academic planning.</i></p> <ul style="list-style-type: none"> • continue to offer new student orientations and accommodations workshops before/during the semester. • develop a survey or assessment tool of some kind to evaluate effectiveness of workshops. • develop a handout to inform students of changes in FA, repeatability and other SSTF mandates <p><u>Technical Competence:</u></p> <p><i>SLO: Students will identify and use appropriate technology and alternate media.</i></p>		

- using work study students to assist students in setting up campus e-mail and using web reg.
- updating SEC to include area for Alt Media specialist to identify appropriate alt media/assistive technology for each student for whom the accommodation is recommended.
- Accommodations Specialist and Adaptive Technology Specialist will: work jointly to develop a testing tool bar for Kurzweil to be used in the TC and to establish a brief informal assessment that the Accommodations Specialist will use to be sure students have the skills and knowledge to use an assistive technology/alternate media in the TC **prior** to a test administration.

Instructional SLO's:

SLO's are established for each course in the LNSK curriculum. Each semester, an instructor picks one of the courses taught and does a self-evaluation of that course, SLO's, and student outcomes. These are reviewed amongst the department teaching faculty and consideration to prioritization of courses to be taught in the future or implications on instruction is discussed.

In the Fall 2012 semester, the courses to be reviewed are LNSK 331D, LNSK 332, and LNSK 331G.

TRiO

Department/Group Name:	Semester:	Date:
TRiO: Upward Bound, Math/Science Upward Bound & Student Support Services	Fall 2012	August 22, 2012
Department/group members present:		
Chinyere Paige, Kacey Giammanco, LaKisha Bradley, Chris Calima, Sandra Washington, Janine Wilson & Marvin Crutchfield		
Write SLOs/GEOs/objectives from course outline of record that you discussed:		
<p>Communication: The TRiO student will be able to communicate, both orally and in written form, their personal and academic goals</p> <p>Critical Thinking: The TRiO student will demonstrate critical thinking by applying personal experience and/or observation to solve problems.</p> <p>Personal Development & Community Responsibility: In collaboration with TRiO staff, the student will develop a personal statement that includes personal, educational and career values. In addition, the TRiO student will demonstrate the importance of his/her role in the development and/or maintenance of the campus and/or local community.</p> <p>Technical Competence: The student will be able to use word processing programs and the internet to complete academic forms and research.</p> <p>Self-Advocacy: Through participation in the TRiO program, the student will develop the skills necessary to meet one's educational/vocational/personal goals, and demonstrate the ability to communicate with the appropriate academic personnel.</p>		
Results of the reflections dialog. Description Of Action Plans Resulting From The Analysis Of Student Attainment Of SLO's Or Supporting Objectives (Budget Dependent Or Non-Budget Dependent):		
<p>After an in depth discussion and reflection on our SLOs, we realized that although we have identified assessment methods for each of our SLOs in our respective programs, how do we really know that our students are truly attaining and/or learning the outcomes we have identified for them? Yes, we have SLOs and yes, we have methods of assessment, but are the assessment methods providing the outcome that we've set forth from the student's perspective? As a result, we have decided to create a survey that will be given to all students this semester. The purpose of the survey is to gather information to help us determine whether or not our methods of assessments that we are using are truly the best methods of assessing the TRiO SLOs.</p> <p>We briefly discussed the need for a TLC (TRiO Learning Center) Lab Technician to provide maintenance for the laptops and desktops, as well as technical support for the center.</p>		

Administrative Services Reflections on Student Learning

Fall 2012 Dialog/Assessment Reports

Facilities, Security, Purchasing and Budget Management

Department/Group Name	Semester	Date
Administrative Services :Facilities, Security, Purchasing, Budget Management	Fall 2012	8/23/2012
Department/group members present		
<p>Panel: Steve Ma, Art. St. Laurent, Pete Olsen, Shaune Burke (Suzanne Ammons – documentation). Participants: Frances Vasquez, Atanasio Guzman, Phu Nguyen, Dionicio Garcia, Manuel Resendiz, Art Henness, Lorena Garcia, Maria Roa, Luz De La Torres, Yolanda Guzman, Fred Hammann, Loran Walsh, Agustin Chavarria, Bryan Singleton, Mary Weber, Rudy Rodriquez, Alicia Cadriel, Ron Holback, Hector Vasquez, Connie Andrews, Larry Ransom</p>		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
Not applicable.		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>Group review of January 2012 flex day discussion:</p> <ol style="list-style-type: none"> 1) Parking – Signage underway still, not yet complete. Fee increase implemented. Security numbers are posted on machines to support inquiries. Completed. 2) Kiosks – need emergency, security phone numbers posted. Pending. 3) Bicycles, skateboards on campus – Decision is to implement “Walk your bikes, carry your skateboards” signage for placement around campus (H&S to approve signage, placement). Encouraging riding of bikes, while keeping safety in mind. This supersedes previous direction in which bikes/boards would be asked to operate in a safe manner. Completed. 4) Nighttime security/lighting settings (Trespassing issues) – most lighting ends midnight, returns 5 a.m. No changes. All are encouraged to notify Custodial Supervisor of suggested changes, concerns, problems. Completed. 5) Ticket Dispensers—notify security if you’re aware of any malfunctions. This helps rectify problems more quickly thus reduce the number of student encountered difficulties. Completed. 6) Food & drink in classrooms – How to remedy? Provide additional trash bins, Board policy, tile to replace carpet? This may not be as critical since new carpet is tiled, allowing replacement of tiles as needed. Instructors can help reinforce good housekeeping, though some situations do not support strictly no-food/drink. Pending. 7) Furniture storage--Storage at former Ft. Ord Warehouse, College Ctr’s Financial Aid, Facilities yard, and other vacant rooms. Issue--- Grounds staff has too many areas to check for furniture/equipt. A central/dedicated space would be more efficient. Pending. 8) Standardized set-ups would allow grounds crew to be able to be more efficient in supporting set up configurations. Too much variety in demands is difficult to support. Pending. 		

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

- ✓ **What challenges do we face that impact our ability to support student learning?**
- ✓ **What can we do to overcome these challenges?**

Building and Grounds appearance

Food and Drink in Classrooms: *Challenge:* Keeping classrooms clean when food/drink is allowed leads to a slow/steady deterioration of conditions and custodial staff find themselves cleaning up food messes which detract them from regular duties. Enacting board policy is less likely if members themselves are not supportive. Even if board policy is in place, enforcement is key to any effectiveness. Certain areas are routinely problematic (Gentrain in LF, Upward Bound, and Flex Day activities). Students who are heavily scheduled and pressed for time arrive at an evening class and eat on the run.

Solution: Should we begin with newly renovated buildings and adopt a new “practice” or “culture” of no food/drink? As with the LTC, the tone is set regarding food/drink and enforced at that local level. Should we implement a new practice at flex day with an announcement regarding trash bins and to not leave behind your food wrappers and empty water bottles? Should we encourage instructors to work to discourage food and drink by also examining options for students such as using breaks to eat?

Continuous clean-up helps eliminate build up and continued bad behavior such as with cigarette trash, other.

Equipment and Supplies –

Challenge: Phone Coverage (Security) – Sprint has assumed the Nextel system recently and to our disappointment the signal has proven to be weak, intermittent and minus the feature known as “bumping” which allows cell-to-cell alert signaling. Staff is resorting to forwarding land lines to their own cell in order to operate at our previous level. Lack of confidence in ability to provide service if/when an emergency arises and impedes ability to support safety/security to students, staff and faculty.

Solution: *Short term* is to purchase our own AT&T phone coverage on an interim basis until Sprint can resolve. Steve to convey urgency to fix problem especially with start of school.

Challenge: LTC alarm testing and false alarm occurrences are ongoing, causing recurring evacuations until situation is known. The active alarm requires evacuation but occupants have become resistant to leaving due to loss of productive time.

Solution: --Siemens needs to repair as no other alarm companies can trouble shoot. Siemens has offered assurance of a fix, but Security and Facilities is losing patience with this repeated promise.

Campus Communication

Challenge: Student Center Bldg - Fire alarm activation due to smoke sensors' proximity to placement of smokers' bench near elevator.

Solution: Relocate smokers' bench near elevator.

Staff (knowledge, training needs, availability, etc.)

Challenge: Ticket Dispenser signs change outs--Can we make it so the signs can be modified to just address changes on ticket prices, without changing out signs requiring removal/reinstallation?

Solution: Due to the multiple changes required to the signs overall, a complete change out of the signs was needed. No upcoming changes are anticipated in the near future.

Challenge: Events schedule at LTC – the large number of events at LTC creates overwhelming demand on grounds. Need to control/limit number of events.

Solution: This demand is being addressed to limit the number of events.

In Closing:

Steve Ma commended the entire group on their interest in participating today, along with their dedicated work throughout the year. He indicated that their collective efforts contribute greatly to the successful operations and that they are appreciated.

Fiscal Services

Department/Group Name	Semester	Date
Fiscal Services	Spring 2012	August 23, 2012
Department/group members present		
Angela Ramirez, Fannya Boheme, Linda Martin, Luz Aguirre, Michelle Moore, Sean Willis, Sharon Johnson, Thelma Morales, Yen Le, Rosemary Barrios		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>The information below would help support the services we provide to students.</p> <ul style="list-style-type: none"> • Providing accurate Student Account information from the SIS. • Review the BOGG award with Financial Aid and see if we can implement the procedure that SRJC in place for MPC Students. • Review with Student Services how we are having students pay for their parking permit here at Fiscal and then the student has to go and pick up their parking permit from A&R. Maybe there is a way that the student can pay for their parking permit here at Fiscal Services and pick up their parking permit here at Fiscal Services instead of going back to A&R to get their parking permit. We would like to see if we can cut down on students having to go back and forth between offices very time consuming. This can be addressed with the new Director of Admissions and Records. • Put forward a request for charging a flat rate for parking permits. Make it much simpler. • See if we can get a current campus map that has the trailers locations and what classroom is being held in the trailer, or the General Classroom building. This will help when answering student questions at the student account window. We can post one out in our bulletin board. • Review with Student Services the updating of the student refund policy on the website and in the printed materials. • The new campus sign out in front of the college is good because it provides information to students and non-students, but why isn't the name of the college spelled out will people know what MPC means? • The staff took a tour of the campus to get an idea of where some of the new buildings are located and find out what is in the trailers. This way they can direct students when they come to the window. • See if we can get the student account window fixed so the counter is not so low for our taller students. • See if we can get another computer workstation up at the front window. • See if there is a way we can fix the window at the student account window to hear the students better. • It would good if the IT department could work on the website design to improve for the students. Make it user friendly and easily accessible to find information. 		

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

- We continue to work with IT on the SIS issues we have with the student accounts and refunds. This will continue into the year but we are seeing improvements.
- We noticed with the new bulletin board outside the front door of Fiscal that students do take the time to read the information. Information included includes: office hours of A&R, Financial Aid, Bookstore, campus map, the date of the Financial Aid disbursement.
- The installation of a new workstation and change in the student account window counter are budget depending but maybe bond funds could fix this issue.

Media Services

Department/Group Name	Semester	Date
Media Services	Fall 2012	August 27, 2012
Department/group members present		
George Reed, Bruce Wilder, Laura Worley, Lynn Noell, Sharon Colton		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
<p><u>CLASSROOM TECHNOLOGY</u></p> <p><u>Challenge:</u> LF 103 is our premier large-capacity classroom. There are often requests for taking video recording of speakers or events. The Lecture Forum rooms were refurbished to some extent a few years ago but lighting was not addressed although that was requested at the time. Since then the lighting has deteriorated, fixtures cannot be replaced by the same type of lamp because they are too old. Speakers are barely lighted so the video shows them as in shadow. <u>Overcome by:</u> getting a professional evaluation for a lighting plan and replacing lighting fixtures with new.</p> <p><u>Benefits student learning by:</u> Students and others may rely of the videotape for instruction and often the tape is too dark due to poor lighting.</p> <p><u>Challenge:</u> LF 103 is our premier large-capacity classroom. The sounds system has problems that we have not been able to fix including an intermittent 60 cycle hum and an intermittent impedance hum.</p> <p><u>Overcome by:</u> hiring Spinitar or another vendor to find the problem and make repairs.</p> <p><u>Benefits student learning by:</u> Students and others need clear sound.</p> <p><u>EQUIPMENT AND SUPPLIES</u></p> <p><u>Challenge:</u> There are many A/V needs for parts that come up unexpectedly and the PR process takes time. There are times when we would like to be able to get parts that day.</p> <p><u>Overcome by:</u> assigning a Cal Card to George Reed with a limit of \$1,000.</p> <p><u>Benefits student learning by:</u> Provides faster repair service so that students can continue with their classroom learning quickly.</p> <p><u>STAFF</u></p> <p><u>Challenge:</u> MS is presently down one ½ time person for which most of the hours are being covered. The challenge comes when there are more than one or two events at a time.</p> <p><u>Overcome by:</u> authorizing NOEs for some student or other workers who have handled events in the past to fill in as needed.</p> <p><u>Benefits student learning by:</u> provides A/V coverage of student events.</p>		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

1. Get a professional evaluation of the lighting in LF 103 - possibly LF 101 and 102 also. Then replace old lighting as suggested by the evaluation. (budget dependent)
2. Get a professional evaluation of the LF 103 sound system and repair/replace as needed. (budget dependent)
3. Assign a Cal Card to George Reed with a limit of \$1,000. (not budget dependent)
4. Authorize NOEs for some student or other workers who have handled events in the past to fill in as needed. (not budget dependent – paid by outside users of MPC facilities or by budgets already in place)

Network Support Team

Department/Group Name	Semester	Date
Network Support Team	Fall 2012	8/27/2012
Department/group members present		
Helmut Schonwalder, Kim Panis, John Kalina, Lavester Boykin, Lynn Noell, Sharon Colton		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
Classroom Technology Campus Communication Website Staff		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p><u>CLASSROOM TECHNOLOGY</u></p> <p><u>Challenge:</u> Teaching students who are located on more than one campus would be useful for some instructors, would save on travel, and could potentially increase FTES. This can also enhance online learning courses.</p> <p><u>Overcome by:</u> deploying Lync software after testing. Lync, a Microsoft product, allows for web and video conferencing along with white board, file sharing, instant messaging, and interactivity. It can be used on a computer or a smart phone. It is like WebX on steroids.</p> <p><u>Benefits student learning by:</u> Technology in many ways is critical for student learning. This software will make instruction more accessible.</p> <p><u>Challenge:</u> MPC faculty rely to a large extent on working computers for students and as a result, the College has more than twice the state minimum standard for number of student computers. The challenge is in funding the replacement of these computers as they age.</p> <p><u>Overcome by:</u> deploying less expensive options such as thin clients which could save over \$100,000/year.</p> <p><u>Benefits student learning by:</u> This will better enable students have up-to-date equipment to use for their instruction.</p> <p><u>CAMPUS COMMUNICATION</u></p> <p><u>Challenge:</u> The telephone system has been updated but many old (2001) handsets remain in use.</p> <p><u>Overcome by:</u> purchasing new handsets.</p> <p><u>Benefits student learning by:</u> This benefits student safety and communications.</p> <p><u>Challenge:</u> Students must use more than one password to access their MPC student email, SIS, Financial Aid, student portal, MPC Online, and possibly other sites.</p> <p><u>Overcome by:</u> applicable staff working together to try to simplify logins.</p> <p><u>Benefits student learning by:</u> This will make it far less frustrating for students to access information and services.</p> <p><u>Challenge:</u> Students (outside of class) and visitors to campus are not always able to use the wireless network in parts of campus because</p>		

wireless has not been fully deployed due to lack of funding. Hard wired network access is always recommended for instructional use.
Overcome by: adding more wireless access points, licenses, and a new controller. Note: This will not solve all wireless access problems as guest access will remain a shared medium.

Benefits student learning by: This will make it easier for students to access internet services.

WEBSITE

Challenge: Website home page needs to be visually refreshed and made simpler (more user-friendly).

Overcome by: hiring the services of a web designer and forming a website committee to review changes. Working with Divisions/Departments to keep their areas updated and accurate.

Benefits student learning by: The mpc.edu website is a critical communication and information tool for students including registration.

Challenge: Website has dramatically grown in use so must be scaled out to meet today's demands for security and reliability.

Overcome by: revising the website architecture.

Benefits student learning by: The mpc.edu website is a critical communication and information tool for students including registration.

STAFF

Challenge: The Network Engineer IT job description is out of date and includes far too many technical skills for one person to manage.

Overcome by: reviewing IT tasks and job descriptions and re-writing individual job descriptions based on specific responsibilities, for example, network infrastructure, telephone system, software/databases, website management. Job descriptions should be written with some redundancy of tasks within the group. The ideal would be to have two Network Engineer level job descriptions for each of 2 engineer staff. This would allow for the improvement of staff knowledge base. We should look at the PC Tech job description at the same time.

Benefits student learning by: stability of IT services for students and staff.

Challenge: "Building responsive, efficient and supportive institutional and instructional technology services" (from Education Master Plan 2012).

Overcome by: Hiring additional IT personnel to reduce wear and tear on IT staff (overtime of as much as 20+ 8-hour days additional/month), to allow for redundancy of knowledge base for campus IT security and stability, to provide faster service particularly when student learning is impacted.

Benefits student learning by: stability and security of electronic teaching and learning tools.

Challenge: "Building responsive, efficient and supportive institutional and instructional technology services" (from Education Master Plan 2012).

Overcome by: populating and launching the online IT Help Desk. This extensive knowledge base will help students and staff with some of their help desk questions.

Benefits student learning by: quick access to help in accessing technology learning tools.

EQUIPMENT AND SUPPLIES

Challenge: Many of our campus buildings are old and some buildings that have been renovated still have old switches and wiring in them which do not work well or need to be reconfigured.

Overcome by: reviewing all campus network hardware and reconfiguring or replacing as needed.

Benefits student learning by: Provides for a more stable network so that students can use network services without interruption.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

1. Install Lync software. (not budget dependent – part of Microsoft contract).
2. Continue to deploy thin clients in order to reduce overall costs of equipment. (budget dependent)
3. Purchase and install new telephone handsets. (budget dependent)
4. Appoint a committee this semester to review student logins and enact simplifications where possible.
5. Purchase and install additional wireless access points and a controller. (budget dependent)
6. MPC website refreshment (budget dependent)
7. Revise website architecture. (not budget dependent)
8. Review/rewrite Network Engineer job description and PC Tech job description (may/may not have budget implications)
9. Hire additional IT staff – Programmer, Network Engineer. (budget dependent)
10. Finish populating the IT Help Desk and launch it. (not budget dependent)
11. Replace old network switches and wiring. (budget dependent)

President's Office Reflections on Student Learning

Fall 2012 Dialog/Assessment Reports

President's Office, Human Resources, and Institutional Research

Department/Group Name	Semester	Date
President's Office, Human Resources, Institutional Research and Assistants	Fall 2012	August 23, 2012
Department/group members present		
Doug Garrison, Vicki Nakamura, Rosaleen Ryan, Ed Lake, Barbara Lee, Kali Viker, Andrea Bozant, Shirley Kim, Carlis Crowe-Johns, Jeanette Haxton, Carla Robinson		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
The departments in this area support student learning indirectly. There are no program-level SLOs for the departments in this area, so the discussion was focused on the GEOs.		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>The GEOs naturally differ among the curricular areas. In area A2 (Communication and Analytical Thinking), for instance, the GEO states that "... students will have demonstrated an ability to analyze and evaluate complex issues or problems." In area C (Humanities), students will analyze and interpret human thought..." Faculty in area D (Social Sciences) expect that students will be able to "critically examine and comprehend human nature...". Despite these differences in learning outcomes, there are commonalities across the disciplines. Upon completion of the general education program students are expected to analyze, examine, investigate, and think critically. All of these competencies reflect higher level thinking and require that students have established a strong foundation in writing, reading, and computational skills.</p> <p>Each of our departments provides the resources to faculty so that faculty can first help students acquire basic skills and ultimately attain the higher level GEOs. The Institutional Research (IR) office, for example, works with faculty to validate assessment instruments for placement into English, ESL, and math courses. This helps ensure that students are placed into the appropriate level course foundational course. Students learn best when the course material is in the student's "zone of proximal development" (ZPD).</p>		

Results of the reflections dialog - description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

In our program reflections sessions in spring 2012, we identified a number of challenges to supporting student learning. Two of the identified challenges were limited funding and limited technology. One of the proposed solutions was to “investigate the benefit of expending one-time funds to implement systems that provide continuing operational benefits.”

The IR department was able to use BSI funds to for a one-time purchase of statistical software (SPSS). This software has helped the department work with math faculty to determine whether time spent in the math lab is related to students’ success in their math course. This analysis was conducted to provide data supporting the request for a faculty replacement in the Math Learning Center.

Academic Affairs Reflections on Student Learning

Spring 2013 Dialog/Assessment Reports

Business and Technology – Business Department

Department/Group Name	Semester	Date
Business Department	Spring 2013	1/30/2013
Department/group members present		
Jon Mikkelsen, Leandro Castillo, Dave Sobotka, Charmaine Scott		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Jon Mikkelsen introduced new individual analysis cases to replace troublesome team semester-length projects. Virtually all students now successfully complete the individual projects and still participate in robust collaborate discussions in class.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
We are targeting the overarching issue of student retention and success that affects attainment of all SLO's. Prepare reliable corporate financial information. Analyze, communicate, and make decisions based on financial information.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
High initial drop rates seem to come from students who lack motivation, belief in personal potential, or the ability to focus on long unbroken class periods.		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
<p>How to maximize effective learning during long classes: Break time into learning modules. For example creating financial reports: Introduce overall topic, detail out one segment, provide work session on the segment, repeat this process then hold a group work session to synthesize all segments by applying them to a mini case.</p> <p>Identify key intermediate checkpoints to provide enhanced individual personal feedback. Make more personal contact in more frequent intervals to enhance motivation over general group addresses.</p>		

Business and Technology – Business Skills Center

Department/Group Name	Semester	Date
Business Skills Center	Spring 2013	Jan 31, 2013
Department/group members present		
Randy Smith		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Non-credit online class for keyboarding skills has been proposed and accepted.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
BUSC 109 – Keyboarding <ul style="list-style-type: none"> Through proper techniques and meaningful practice in each session, the student will: <ul style="list-style-type: none"> ▪ key the letters, numbers, symbols, and numeric keypad by touch. ▪ key straight copy for 3' at 20 gross words a minute (gwam) with 3 or fewer errors. ▪ develop proofreading and editing skills. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
Considerations for content/conduct of classes and assembly of Program requirements focused on encouragement of student enrollment and success. Looking at SLOs for BUSC109 (above) we are considering alternatives for online content delivery.		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
Investigate additional options for online offerings including both credit and non-credit classes. Maintain currency of equipment. Lab computers are 6+ years old, and in serious need of upgrade. Update software used in courses to reflect current versions.		

Business and Technology – Business/Tech Classified – Office

Department/Group Name	Semester	Date
Business/Tech Classified - Office	SPRING 2013	1/30/13
Department/group members present		
Scott Gunter & Vicki Rhea		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
N/A – This group did not participate last term.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
N/A		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
N/A		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
GOALS 1) Positive and professional interactions with students, staff and all external contacts. 2) Improve communications with B/T classified staff. Specifically between day and evening shifts and Tech classified staff.		

Business and Technology – COOP Program

Department/Group Name	Semester	Date
Business & Technology COOP Program	Spring 2013	January 31, 2013
Department/group members present		
Kathleen Clark and Steve Bruemmer (Instructional Technology Specialist)		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Increased consistency and efficiency in conducting COOP Orientation has been accomplished by developing a specific video, "COOP Orientation." Students who have attended both "online" and "in-person" orientation report that the online orientation covers all the points and requirements of the COOP course. Making both "in-person" and "online" orientation available to students provides them a choice. The completion of two other videos, "Introduction to COOP" and "Is an Internship Right for Me?," a tri-fold brochure entitled, "COOP Q&A, Student Edition" and a card listing the benefits to students of participation in an internship has increased the efficiency and consistency of COOP presentations to students in many CTE and GE courses this past fall term including Business, Fashion, Interior Design, Art History, Administration of Justice, and PERS.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ol style="list-style-type: none"> 1. Identify organizational objectives or projects within their scope of responsibility that when accomplished will benefit their employers' operations. 2. Collaborate with their employers to define measurable on-the-job objectives or projects that will enable them to undertake new or expanded workplace responsibilities. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>It is understood that when a COOP Faculty Advisor is able to make early and frequent contact with both students and employers the experience is enhanced for all parties. With very few exceptions, I am the only person serving in the role of COOP Faculty Advisor each term. To allow more students to participate in COOP I create sections throughout the term based on the specific work-based opportunity. Thus, it is no longer possible for all student assignments to be due on the same dates. Students do not have weekly contact with me. It is very important that I send email notices when assignments are due just as classroom and online instructors discuss assignments throughout the term with their students. Evidence of the importance of sending notices "reminding" students about assignments was clearly provided in my students' comments on my student evaluations. Thus, timely communication is critical to help students remain current on assignments which are designed to keep students focused on their learning objectives.</p>		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
<p>Steve Bruemmer has agreed to assist me in developing reports and queries in the ACCESS database where my COOP students' information resides. These reports and queries will increase my efficient and timely contact with students which in turn will enable me to make early and timely contact with both students and employers.</p>		

Business and Technology - CSIS

Department/Group Name	Semester	Date
CSIS	SPRING 2013	1/30/13
Department/group members present		
Randy Smith, Steve Bruemmer, DJ Singh, JC Prado & Tom Rebold		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ul style="list-style-type: none"> • Curriculum new CSIS 1 and CSIS 9 (beginning class for the CS program) • CSIS 75 PC repairs > use of lab simulator • Friday afternoon, S Bruemmer will have an open lab for helping Cs and CSIS students. • JC Prado with meet with Sal Cardinale to go over the full CS and CSIS program and all the changes happening • Recording of lecture using "Camtasia" 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p><u>CSIS1: STUDENTS LEARNING OUTCOMES:</u> Upon successful completion of CSIS 1, students will have demonstrated an ability to analyze, design, and evaluate complex problems and issues. The students will be able to translate to present data and problems using technology and generate solutions as well as communicate the results.</p> <p><u>CSIS 75: Students Learning Outcomes (SLO):</u> Upon successful completion of the class, students will be able to demonstrate the ability to put a computer together at the level of hardware, analyze, configure, and solve hardware problems. The students will generate solutions and be able to communicate the results to users.</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
None		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
<ul style="list-style-type: none"> • Gustavo must be present at the time of the evening classes (5:30pm) • Implication in our program with the change of how many students are completing the class instead of the 2-week check. • Can we have a Virtual lab? (\$50) • Why are the students dropping? R Smith is submitting a no-name quick survey. What is right? What is wrong? 		

Creative Arts

Department/Group Name	Semester	Date
Creative Arts Division	Spring 2013	January 31, 2013
Department/group members present		
All members except Theresa Lovering-Brown, who was sick.		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>The Creative Arts Division has adopted a set of common SLOs. These are:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of how and why the visual and performing arts are unique from the humanities, and how inherent meaning in the arts transcends written and verbal communication. 2. Display, create, exhibit and/or perform diverse artistic genres, forms and styles through a combination of intellectual, emotional, physical and verbal formats and media. (applicable to performance or exhibit based courses, degrees and certificates) 3. Display, through the creation of an art object or performance, artistic intent. (applicable to performance or exhibit based courses, degrees or certificates) 4. Demonstrate ability to identify and contrast characteristics of discursive versus presentational formats. (applicable to all CA Division courses, degrees and certificates) 5. Create or perform in a work of art which, to the satisfaction of the Creative Arts Division faculty, demonstrates an intuitive awareness of the symbolic meanings inherent in that work as well as a degree of craft appropriate to the student's level of development. (applicable to all CA Division courses, degrees and certificates) 6. Analyze an art work or performance in a manner which demonstrates both an awareness of the craft, skill and discipline employed, and also the intuitive values expressed. (applicable to all CA Division courses, degrees and certificates) 7. Demonstrate knowledge that the most precious meanings in the creative arts are significantly degraded when reduced to written language. (applicable to all CA Division courses, degrees and certificates) 8. Upon successful completion of study in students will have demonstrated an ability to analyze and interpret elements of human thought, achievement, and expression as they reflect and relate to the performing and visual arts, and to communicate the results. <p>This reflection session centered on the achievement of each of these objectives, in turn.</p>		

Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.

1. Demonstrate knowledge of how and why the visual and performing arts are unique from the humanities, and how inherent meaning in the arts transcends written and verbal communication.

Art History classes identify and analyze “inherent meaning in the arts” via the students’ initial responses to the works. Even absent contexts, many works may be interpreted on a symbolic level as to messages of power, etc.

Ceramics is a necessarily experiential course. Basic skills cannot be sufficiently taught by distance learning.

Performing/visual arts buildings are very “use specific.” Supporting those uses as infrastructure & personal is basic to our ability to teach.

Although the performing arts are part of the humanities program, our productions in the performing arts require very specific tools, materials and supplies (such as wood, saws, sewing machines, fabric, lighting and sound equipment) that no other humanities course requires. This refers to the THEA 21A, THEA 24 technical theatre courses that support our productions.

2. Display, create, exhibit and/or perform diverse artistic genres, forms and styles through a combination of intellectual, emotional, physical and verbal formats and media. (applicable to performance or exhibit based courses, degrees and certificates)

ARTH 30 requires students to participate in the management of the MPC Art Gallery. We are also looking to developing a final project in which the students will curate a “digital exhibition.” The retention of ARTSTOR will be essential to this project – as it is essential to the development of all Art History class presentations.

Works created in the ceramics and glass courses are displayed and sold each semester at the “MudPeople Sale” in the MPC Student Center. Approximately 45 students per year who participate in this sale use pedestals and exhibition materials.

Display cases located in the Art Ceramics building are utilized throughout the year by students and faculty for exhibits of current artwork. Exhibitions change monthly.

Students participate in community gallery exhibitions and craft fairs throughout the county.

Last semester’s big event was the “Lifeline” exhibit at the Carmel Art Institute. This was conceived of, planned, and curated by a current ceramics student, Rome Brumfield. She invited local artists, including MPC instructor Diane Eisenbach, New Mexico sculptor Debra Fritts, and San Francisco based artists to be part of a month long exhibit meant to bring awareness to children’s issues. Community events, workshops, performances by Salinas’ Youth Orchestra, and displays and information tents were set up to make the community aware of the services available for children and their families.

Last year: four Mainstage productions, three studio theatre productions, four workshop productions. Need more money in “Professional Expert (2403 & 2304) budgets, for example, Les Miserables will need pro-techs for; wigs, props, costume maintenance, hydraulics operator.

There were four theatre productions in one semester Fall 2012 alone. These involved building sets, costumes, lights, sound, rehearsal and performance. Each production involves six weeks of daily contact of director, actors, technical crews designers, and production staff.

In response to this SLO, the Art Department has written ARTH 30, Museum Studies and Gallery Practices. This class needs time and advertising to gain traction. We anticipate low enrollments for the first few semesters, as it is a new class, taught by a new instructor. Once this class has established a following, we anticipate full enrollment of 15-24 students per semester. It is a general education course that will draw students from all areas of campus, learning about art, artists, and exhibition practices. Four shows in student galleries in Fall 2012, 12+ students in each show, three shows in professional gallery Fall 2012, 2-3 artists in each show.

Digital photography exhibit in student art gallery of 18 students works. 72 beginning photography black and white entered Weston Scholarship last year. Photography is in need of digital printers in rooms GA101 & GA103 in order to display photographic work.

Every year an average of 60 students apply for a Weston Scholarship. The Scholarship is established by Gina and Kim Weston – Edward Weston’s grandson. They have dispersed about 80 thousand dollars to hundreds of photography students in Monterey County in the last seven years.

3. Display, through the creation of an art object or performance, artistic intent. (applicable to performance or exhibit based courses, degrees or certificates)

Art History classes also identify and analyze “artistic intent,” interpreted through both the subject and context of the piece.

Instruction in Ceramics and Glass requires workspace and specific equipment such as lighting, kilns, pug mills, compressors, spray booths, power tools, and equipment that is unique to the particular media. Regular maintenance is required and equipment must be able to stand up to repeated use.

Deteriorating equipment hinders the quality of student work. For this reason, it is imperative that the removal, transport, and replacement of this equipment that will be necessary for the upcoming remodeling of the arts buildings is done by qualified movers to ensure that the kilns and other equipment are not damaged. Student outcome and the working of the Ceramics Department depend on it.

Summer production will enroll 60-70 students. Tech needs to create 37foot turntable & mechanics and hardware (\$5,000.00).

THEA 24, Beginning Costuming, requires a final presentation of original costume designs. THEA 1, Theatre Appreciation, requires a final oral presentation of a critique of a live stage performance. THEA 25, makeup, requires a presentation every week of character interpretation.

The creation of art objects is dependent upon tools and equipment. Our equipment, such as ceramic kilns, printing presses, skeletons, etc. is unique to the arts. Students need this equipment to succeed in our classes. It is imperative that our equipment be kept in good condition and repair, and maintained on a regular schedule and replaced when necessary. This requires resources from the college at large. For example, the printmaking classes depend upon an exposure unit for photopolymer etching. Our unit is 35 years old and breaks down regularly. The cost of a replacement unit is approximately \$6,000.00.

Eight photography classes have final critiques in which students display a body of work.

4. Demonstrate ability to identify and contrast characteristics of discursive versus presentational formats. (applicable to all CA Division courses, degrees and certificates)

Art History classes ask students to consider and interpret a variety of media and forms of presentation within diverse contexts.

Studio quality camera for recording of scene and performance work. (goes to SLO's) \$1,200.00.

THEA 25 requires makeup supplies that are used for presentation of a character. A written description will not work. THEA 24 requires the ability to draw (taught in the class) sew (a physical skill taught in the class) and construct a costume for an actor in a production presented to a live paying audience. We need computer facilities in the dressing room/makeup classroom. (computer, screen, etc.)

See paragraph on gallery class ARTH 30 above.

5. Create or perform in a work of art which, to the satisfaction of the Creative Arts Division faculty, demonstrates an intuitive awareness of the symbolic meanings inherent in that work as well as a degree of craft appropriate to the student's level of development. (applicable to all CA Division courses, degrees and certificates)

Students in the Art History survey courses (ART 1, 2, and 3) analyze the "symbolic meanings" displayed in works of art/monuments through in-class discussion and writing assignments (exams, papers).

Currently have four non-commercial sewing machines (i.e. not suited to industrial work) for costume construction. They break every show. Need four industrial/commercial quality sewing machines at 2,100.00 each to serve student needs in tech training.

We need professional sewing machines (6+) to accommodate sewing substantial costumes for our productions. At present we have 3 Sergers (one donated) over 10 years old and 5 sewing machines (2 donated) that are not professional machines. A budget for costume books is also needed.

Every studio class in theatre dept. requires midterm and final portfolios and critiques, in which this is demonstrated and evaluated. Art courses average 20 students per semester. We offer approx. 50 courses per semester.

6. Analyze an art work or performance in a manner which demonstrates both an awareness of the craft, skill and discipline employed, and also the intuitive values expressed. (applicable to all CA Division courses, degrees and certificates)

Students in the Art History survey courses (ART 1, 2, and 3) analyze the media with which works of art/monuments are created, along with the "intuitive values expressed," through in-class discussion and writing assignments (exams, papers).

Need new computers and video screens to display/play images of scenes and productions. Upgraded software for graphics, ticketing, scene design. Four @ \$850 - \$1250 each.

We need computer facilities in the costume shop. THEA 1, Theatre Appreciation, requires an oral presentation of a critique of a theatre presentation and script analysis of many plays throughout history. THEA 25 requires interpretative analysis of a character by applying facial makeup techniques. THEA 24 requires a costume design interpretation of a chosen play and character interpretations.

In order to successfully analyze work, students need resources for viewing and experiencing artwork. This means theatre dept. needs internet access to subscription services, Google, etc. We also need the hardware required to view these artworks.

The photography darkroom laboratory is woefully out of code and in need of a remodel in order to fulfill the objectives laid out above. This is needed in order to achieve our objectives.

7. Demonstrate knowledge that the most precious meanings in the creative arts are significantly degraded when reduced to written language. (applicable to all CA Division courses, degrees and certificates)

Discussions within Art History survey courses often ask students for their initial responses to and interpretations of works, prior to considering unique contexts.

Theatre exists to be seen live in real time. Money for each production.

The performing arts require that a student learn oral, written and performance communications. THEA 24 students experience costume construction and design. THEA 25 students experience application of makeup. We need computer access in both these classrooms. We need adequate lighting!

8. Upon successful completion of study in (name of CA Division GE introductory survey course, certificate of degree) students will have demonstrated an ability to analyze and interpret elements of human thought, achievement, and expression as they reflect and relate to the performing and visual arts, and to communicate the results.

The structure and requirements of the Art History courses (contextual surveys; discussion, written interpretations of subject and meaning) require students to “analyze and interpret elements of human thought, achievement, and expression” in the visual arts.

Current DVD’s/titles for Film Appreciation. Current DVD’s/titles for Theatre Appreciation. \$25.00-\$250.00 per DVD/Series.

Because most of our technical theatre students go on to work in theatre all over the world, MPC should give them a professional experience while earning their degree.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

Based on the above dialogue and reflections, the Creative Arts Faculty unanimously agrees that the following improvements would greatly increase student achievement of the aforementioned SLOs.

1. Restoration of all Creative Arts discretionary budgets to 2001-2002 levels to include cost of inflation increases.
2. Completion of the complete bond implementation plan to include modernization of the IC, AD and Music buildings.
3. State of the art and reliable instructional technology in every Creative Arts Division classroom to include computer labs and other technologies unique to and vital to the various disciplines in the creative arts.
4. A comprehensive institution-wide marketing plan to include promotion of Creative Arts Division public events and ticket sales.
5. Restoration of the two Creative Arts Division faculty positions (Theatre Arts and Fine/Graphic Arts) which are currently vacant.
6. Recognition, in word and in deed, that the classes taught in the Creative Arts Division are just as important and vital to student success as any other on the MPC campus.

Humanities - English

Department/Group Name	Semester	Date
English	Spring 2013	January 30, 2013
Department/group members present		
Beth Penney, Anita Johnson, Merry Dennehy, David Joplin, Jon Osburg, Henry Marchand, Dave Clemens, Paola Gilbert, Susan Joplin		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
English instructors are more aware of what colleagues are doing in their classes, and are able to ask questions and adopt ideas.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Objectives (from ENGL 1A outline, but they apply to all writing classes):</p> <ol style="list-style-type: none"> 1. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism. AND Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using proper documentation format. 2. Develop varied and flexible strategies for generating, drafting, and revising essays 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<ol style="list-style-type: none"> 1. As before, the two biggest problems facing English instructors seem to be plagiarism and underprepared students, which obviously mesh with each other. Several instructors mentioned that they thought plagiarism problems had receded in the past semester; others thought they had intensified. Almost everyone said they had made some change to their research paper assignments, whether it was changing the prompts so that it was difficult to plagiarize, or requiring students to turn in photocopies of all referenced material. Several people mentioned that TurnItIn.com was not necessarily the best academic plagiarism software available, but they were happy that the campus-wide discussion about buying such software had reached the point that TurnItIn.com has been asked to make a sales pitch to MPC. 2. The group discussed various ways of encouraging students to use the ESSC for help with revisions of assignments. Some instructors find that too much help is given in the ESSC and that individual tutors correct papers rather than encourage students to make corrections themselves. Also along this line, there was concern expressed about students who are California natives and local high school graduates who do not speak or write at an appropriate level. As these students are not technically ESL students, it is difficult to place them correctly. Hope was expressed that the new SSTF guidelines will get these students to the right classes during orientation and assessment. We also had questions about the inclusion of Adult Ed under the community college umbrella. Will Adult Ed students add to our basic skills classes? Anita stated that she believed that this plan would call for a separate Adult Ed program on campus. 		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
<ol style="list-style-type: none"> 1. There was a question about exactly what happens when a student is sent to Carsbia Anderson for plagiarizing; Beth said she would find out. There was also a suggestion that the English Department work with athletic coaches to ask them to emphasize the importance of not plagiarizing as part of their orientation. 2. Jamie volunteered to be the liaison with the ESSC and explain what we had discussed. 		

Humanities – ESL Department

Department/Group Name	Semester	Date
ESL Department	Spring 2013	1/31/2013 +
Department/group members present		
John Nelson, Richard Abend, Penny Partch (Molly May was delayed with a student). Because of Molly's delay, part of the discussion took place on January 31 and part took place via email correspondence over the next few days.		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ol style="list-style-type: none"> 1. Redesigning schedule to meet student availability. Changes to the schedule (adding afternoon/evening courses in both Marina and on the main campus) appear to be positive, as enrollments in the courses are healthy. Feedback from students and counselors continue to indicate a trend towards more evening students. 2. Managing registration of noncredit/blocked students. The department is still working with Student Services and Information Technology to help continuing students who have been successful in noncredit courses enroll in the next level of courses. As indicated in earlier Program Reflections, the SIS program cannot track noncredit courses, and thus students' success in such classes are not recorded. Student Services staff (primarily Larry Walker and Sandy Nee) must manually unblock students, so they are able to register. Efforts made in the fall were greatly appreciated, but the current system is far from ideal. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Emphasis of discussion related to curriculum levels and student registration issues. The department plans to review evidence of alignment of courses this semester, thereby reviewing student attainment of SLOs.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<ol style="list-style-type: none"> 1. ESL Curriculum and Levels. The newly designed program includes one new level (level 5). Faculty seemed pleased with the new level, as it provided the needed time for students to transition into the academic level 6 coursework. One criticism voiced was the frustration of separating reading from writing; there is a great deal of overlap between the two skills. Also, the program was designed with the goal of having students enroll in both reading and writing courses during the same semester; the same textbook was often chosen for the same levels of reading/writing. However, not all students enrolled in both classes, so using the same textbook in each course didn't work as smoothly as we'd hoped. 2. Assessment. We discussed the computerized assessment instrument, COMPASS. We have been using the program for nearly a year now, but with mixed results. It is helpful to be able to separately assess reading, writing, and listening skills, but the test often produces such skewed results that the reliability is sometimes questionable. We don't yet know whether the problem is a result of human or computer error; we are in the investigation stage. The problem is particularly significant when it occurs without an ESL instructor present, since the instructor can instantly identify the error. When an ESL instructor isn't present and such problems occur, students may be initially misplaced. Getting the student into the correct level then requires more paperwork, challenge exams, etc. 3. Student support. We discussed student support and ways to help students more during this period of fewer resources. For example, Penny voiced her concern that new students are no longer receiving orientation and after most placement tests, the students are sent 		

away and then must access their results via the computer days later. She worried that without the personal attention they used to receive from counselors and ESL instructors, they are not getting the services they deserve. Molly will continue to work with Alethea DeSoto and Larry Walker to see how this can be improved. On a positive note, Student Services did assist tremendously in our second multi-assessment day event, where counselors and instructors were present to assist with placement and registration. The event was very successful; we were able to register nearly 60 students.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

1. Continue to work with Student Services to strengthen coordination of registration of continuing students.
2. Establish a contact person at A&R or the International Student Office who can provide a "one-stop shop" service for all ESL needs, ranging from application help, registration, visa information, and email/phone inquiries. A contact person will become especially crucial if the ESL intensive institute takes off next year or if MPC becomes the administrator for ESL adult education courses.

Humanities - ESSC

Department/Group Name	Semester	Date
ESSC	Spring 2013	Jan. 30, 2013
Department/group members present		
Adria Gerard, Dr. Kenneth Howe, Katrina Jensen, Sunny LeMoine, Marguerite Moore, Debbie Sharp, Janet Tezak		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>These are action items resulting from previous program reflections and listed in the ESSC's Program Review Annual Report from spring 2012. Explanations of progress for each item follows:</p> <ul style="list-style-type: none"> <p>Work with English Department toward more cooperation, collaboration, and cohesion between English 301/321 and the lab co-requisites 401/421: As the Director of the ESSC, I have been participating in a student success subcommittee within the English Department and have been engaging with ENGL 301 and 321 classroom faculty in discussions of, among others things, improving the lab sequences for both ENGL 401 and 421. The content and ideas generated in these discussions will become particularly important as staff and faculty in the ESSC work to develop new and improved ENGL 401 content (see next item).</p> <p>Develop own content for ENGL 401 lab using iLearn: A subcommittee of staff and faculty in the ESSC has been developed with the purpose of generating lessons, activities, quizzes, and presentations using our own grammar and mechanics content. The goal is to eliminate the use of Pearson's My Writing Lab, a product that requires students to pay for its use and which also has some pedagogical flaws, and move to our own, more pedagogically sound content using iLearn, a free program that all MPC students have ready access to. This is not an easy process, to develop an entire lab sequence from scratch, and I anticipate it will take some time to develop and implement to our rigorous standards.</p> <p>Improve upon our process of orienting, checking in, and following up with students regarding goals listed on their ENGL 400 lab cards: We have worked to improve our orientation "script" when students come to the ESSC to sign up for ENGL 400. As such, staff and faculty have been spending more time orienting students to ENGL 400 and attempting as much as possible to ensure they are filling out their lab cards each day as they come to the Center to complete work. We are also increasing the number of times we take attendance throughout the day, attempting to ensure that students are clocking in and staying on task.</p> <p>Revise the ENGL 421 sequence to include more authentic writing assignments, more opportunities for staff interaction, and an improved sequence of activities/exercises: As mentioned above, I have been working with the English Department, Jamie Gerard in particular (as he is the instructor who teaches ENGL 321 on the most consistent basis), towards this goal. We have also developed a subcommittee of staff and faculty in the ESSC to help brainstorm and work on these revisions.</p> 		

Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.

ENGL 300: Individualized English and Study Skills

- Identify individual learning goals related to reading, writing, and/or study skills
- Utilize assigned materials to enhance and improve one's understanding of targeted skill areas
- Work collaboratively one-to-one with instructional support faculty/staff to make progress toward identified goals

Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.

When asked, "To what degree are students attaining the SLO(s) that you have decided to focus on this semester?" faculty noted that the answer to this question depended on the student: Some students are very motivated and determined to improve upon learning goals established with the instructor, and others, for various reasons (both related and unrelated to the course) are not motivated or, in some cases, are unsure of their learning goals. Still other students add the course to fill out their schedules with no real intention of doing the required work. We find that these students have often been encouraged by a counselor or coach to take one or more units of ENGL 300 in order to fill out their schedules, which impacts the students' levels of motivation and their desire to establish and meet learning goals.

Also, some students utilize the assigned instructor materials (books, workbooks, handouts, etc.) meant to target specific skill areas, but other students are unwilling to do assigned activities using these instructor-determined materials. These students will often opt out of assignments that use materials that are more difficult or less engaging and only complete assignments that are "easier" or "more fun."

With these challenges in mind, faculty noted that there were opportunities for instructional improvement and/or programmatic changes. We could, for example:

- Adhere more firmly to the attendance policy and establish a clear meeting schedule with students at the first meeting.
- Give students more flexibility in determining in what time-frame they would like to complete the course, and be explicit about the weekly hours required to do so.
- Focus on motivation, personal responsibility, life-long learning, and personal management as content of ENGL 300 lessons.
- Seek out and share more enriching and motivating materials or those materials that have been proven to be successful with students. Several faculty and staff members in the ESSC attended the On-Course Workshop as a part of spring 2013 flex activities, and workshop lessons and activities, for example, could be shared with the other ENGL 300 instructors to help create more engaging and motivating assignments and materials while also serving the function of imparting life-management and learning lessons to students.
- Limit the number of times that students can sign up for ENGL 300 in order to cut down on repeat-offending students who are not serious about the course.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

- Improve upon the Student-Instructor Contract to include more detailed attendance requirements but also more flexibility in how the student meets these attendance requirements for the course.*
- Establish a repository of "Successful ENGL 300 Materials" for ENGL 300 instructors to share with one another.*
- Limit ENGL 300 repeatability to 2 semesters (This will be required of us anyway as repeatability limitations come down from the state).

*These items were able to be implemented rather quickly and will not, therefore, need to be included in this year's Program Review Annual Rprt.

Humanities - Linguistics

Department/Group Name	Semester	Date
Linguistics	Fall 2012	January 30, 2013
Department/group members present		
Richard Abend		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>LING 30 was offered in Fall 2012. Students said they felt the class interesting and important because it introduced them to the history of their language. They mentioned the class helped them understand the legacy that their language provides. The class text was quite complex but the students managed very well with it. The history of English discusses the complex area of phonology to a great extent and students mastered those concepts very well.</p> <p>LING 15 continues to be a popular class and creates a lot of interest in the subject for the students. Students' final projects demonstrate that they are able to analyze a film or TV show through a linguistics lens. I have applied for LING 15 C-ID approval for ANTH 130.</p> <p>LING 10 went quite well in Fall. This semester spent more time introducing the class text and more time on class content review. This improved student performance and interest but the class covered less content because of that. Many students mentioned that they enjoyed the heavy class participation. LING 10 has added a weekly one hour online lab for Spring. This lab is intended to provide more feedback on class materials and assignments, as well as to encourage more in-depth reading of the text. It is also intended to allow the class to cover more content. Students are becoming more adept each semester at syntax analysis.</p> <p>LING/ETNC 46 "Language and Society" will be offered for the first time in Fall 2013. LING 49 "Introduction to Discourse Analysis" has been submitted for new course approval.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Demonstrate an awareness of linguistic principles in one or more areas of linguistics.</p> <p>Analyze sentence structure in terms of grammatical relations and constituent structures.</p> <p>Use the common vocabulary of linguistics.</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>Students in LING 10 are becoming stronger in their abilities to analyze sentence structure.</p> <p>Students in LING 15 are quite adept at incorporating the vocabulary of linguistics into their final projects.</p>		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
LING 10 will begin a new online lab component and LING 15 will continue with a more restricted final project choice.		

Humanities – Reading Center

Department/Group Name	Semester	Date
Reading Center	Spring 2013	Feb. 5, 2013
Department/group members present		
Adria Gerard (Director), Paula Norton (Reading Center Program Coordinator), and the following Reading Center staff: Linda Bergen, Pat Esterline, Gaely Jablonski, Linda Kloth, Sue Kostyshak, Kristen Lansdale, Trish Nelson, Susan Stillinger, Shane Whitman		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>These are action items resulting from previous program reflections and listed in the Reading Center’s Program Review Annual Report from spring 2012. Explanations of progress for each item follows:</p> <ul style="list-style-type: none"> <p>Expand ENGL 402 and 422 lab offerings for reading class students: Incorporate Visualizing and Verbalizing® program as a new lab module for reading class students in 402/422 who will be better helped by this module over current Reading Strategies or Reading Café modules: A “new” and/or separate lab module has not been created. Through assessment, however, both at the start of the semester and in an ongoing manner throughout the semester, Paula Norton and Reading Center staff have been working to earlier identify those students who might benefit from Visualizing and Verbalizing®, grouping students with these similar needs together, and developing and improving upon more individualized instructional methods for these students.</p> <p>Work with English Department toward more cooperation, collaboration, and cohesion between English 302/322 and the lab co-requisites 402/422: As the Director of the Reading Center, I have been participating in a student success subcommittee within the English Department and have been engaging with ENGL 302 and 322 classroom faculty in discussions of, among others things, improving the lab sequences for both ENGL 402 and 422. In addition, faculty members in the Reading Center have been in continuous contact with ENGL 302 and 322 classroom instructors to ensure that Reading Café lab content is cohesive with classroom content. Finally, Reading Strategies lab tutors routinely work to incorporate ENGL 302 and 322 classroom content and homework assignments into tutoring lessons.</p> <p>Develop own content for ENGL 320 and 330: Currently our focus is on ENGL 320, and faculty members in the Reading Center have developed a course content outline and are developing and gathering materials to support this content. The goal is to eliminate the use of Pearson’s My Reading Lab, a product that requires students to pay for its use and which also has some pedagogical flaws, and move to our own, more pedagogically sound content using iLearn, a free program that all MPC students have ready access to. An additional goal is to focus on “everyday” reading materials and lessons rather than the academic reading that ENGL 320 currently focuses on (Academic reading strategies will still be the focus of ENGL 330).</p> <p>Revise the Reading Strategies student intro questionnaire to include clearer and more comprehensive goal-setting language: Paula Norton and Reading Strategies tutors have completed this action item. In addition to the revisions in the questionnaire, tutors have also increased the frequency throughout the term with which they refer back to students’ self-selected goals. The revisions and subsequent referrals back to this questionnaire have helped to give students more ownership of tutoring session content, to make explicit how lessons apply to their goals, and to demonstrate clear progress towards those goals.</p> 		

Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.

ENGL 351: Phonemic Awareness for Improved Reading, Writing, and Speech

For the initial .5 unit:

- Break down one-syllable words into their component parts for analysis and comprehension.

For the second .5 unit:

- Break down multi-syllable words into their component parts for analysis and comprehension

Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.

When asked, "To what degree are students attaining the SLOs that you have decided to focus on this semester?" staff in the Reading Center felt strongly that the work they did resulted in student success in achieving the learning outcomes for ENGL 351.

When asked to identify how they're able to assess that students are achieving SLOs, staff cited a variety of evidence. First, they cited the battery of pre- and post-semester testing that each student undergoes, which is particularly helpful in determining the extent to which students are able to analyze and decode one- and multi-syllable words, and which provides quantifiable data regarding student improvement over the semester.

Staff also cited a more qualitative measure of whether ENGL 351 students are achieving learning outcomes, self-reporting. Tutors report that students often express satisfaction regarding the progress they make over the course of a semester. Students also tell tutors how lessons in the Reading Center have helped them improve in other courses and how they were able to utilize specific lessons from ENGL 351 and apply them to new and novel situations. Students also report that they feel more confident in their ability to decode new words and comprehend new reading material.

The success of this course is also evidenced by the number of students who return to the program to continue making progress toward improved reading skills. As course repeatability restrictions come down from the state, we will need to ensure that ENGL 351 undergoes course revisions so that repeatability is still an option for students.

When asked about improvements that could be made to improve student learning in ENGL 351, Paula Norton mentioned that she would like to make more use of Read Naturally computer software to help students build reading fluency as they encounter one- and multi-syllable words.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

- The Reading Center's spring 2012 Program Review Annual Report cites: "Purchase Read Naturally CDs to augment the levels available for student use." In light of Paula's comments, we might revise this action item to state, "Purchase Read Naturally CDs to augment the levels available for student use and expand their use as appropriate to build students' reading fluency."
- Revise ENGL 351 to address new state-wide course repeatability restrictions.

Humanities – Speech Communication

Department/Group Name	Semester	Date
Speech Communication	Spring 2013	January 30, 2013
Department/group members present		
Diane Boynton Dr. Dan Fox		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>In Fall 2011, instructors discussed instructional changes he/she planned to make to his/her classes to further student learning.</p> <ol style="list-style-type: none"> 1. Dan decided to hone the Bombardier Challenge activity to help students experience greater success and focus more on analyzing group interaction. 2. Diane required the completion of study questions on a consistent basis to help students retain information. This requirement improved student test scores and helped students see the significance of repetition in retaining information. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> • Demonstrate knowledge of interpersonal communication principles by applying theory to a variety of interpersonal situations. • Work effectively in small groups. • Demonstrate effective leadership skills with an understanding of leadership theories. • Assess their own participation, listening, language, nonverbal communication, and conflict management skills when working in groups. • Understand, analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<ol style="list-style-type: none"> 1. To help students further “demonstrate knowledge of interpersonal communication principles,” Diane is creating a new assignment entitled “The Most Competent Communicator.” Students will define competent communication (referencing the first chapter of the text) and then determine who best models their definition. Other assignments, including the requirement of responses to study questions appear to support and enhance student learning. 2. Dan described his plan to tweak methods of student assessment (specifically the small group reflection exercises); the use of “memos” tended to confuse students. He also plans to use a Mission Impossible activity to help students begin to understand group process and get to know one another. 		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
<ol style="list-style-type: none"> 1. Diane plans to create a new assignment related to Competent Communication. 2. Dan will make changes to the small group reflection exercises. 3. Dan will also use a new activity to introduce small group communication. 		

Humanities – World Languages

Department/Group Name	Semester	Date
World Languages	Spring 2013	January 30, 2013
Department/group members present		
Sabine Wecker, Kelly Stack, Sonia Lizano, Lola Jerez-Moya, Lisa D. Gonzales, Ali Farghaly		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ol style="list-style-type: none"> 1. Consistency between sections. During Fall 2012, the department discussed the need to find ways to ensure consistency between sections in instructional approach, assignments and/or activities, and grading methods. <ul style="list-style-type: none"> • Kelly reported on the ASL 1A survey she designed asking students at the end of the semester how prepared they feel with certain information. She found that students seemed to be “more confident than is warranted”. • Lisa uses an Oxford University student self-reflection survey administered mid-semester, combined with a teacher evaluation of the same criteria for comparison. • Sonia and Lola indicated that the department needs to remind <u>all</u> faculty to follow the same standards, as “your students will be somebody else’s students next semester.” • Lisa will send out an all-department reminder of World Languages policies in week two. • Sabine suggested that instructors of each language coordinate with each other so that all students take the same final exam. Kelly plans to coordinate within the ASL department. 2. Program Completion. During Fall 2012 Program Reflections, faculty discussed program completion concerns. Students who want to pursue an AA degree in French or Spanish are unable to complete the requirements because of the minimum FTES required for advanced language classes. Some students have to wait years after they have completed all other requirements before they can complete their degree. <ul style="list-style-type: none"> • Lola indicated that a waiver (or process) exists for the language major requirement. • We still have no solution to the problem of offering higher level language classes which risk low enrollment. If enrollment does not meet the 15-student minimum, full-time faculty has to take a class away from an adjunct. One idea so students can plan ahead is to make sure they know that when a class is offered only once every other year, it is offered at the same time. 3. Classroom Furniture. In response to discussions regarding classroom furniture and its impact on instruction, thirty-six new Steelcase Node swivel chairs have been purchased for one classroom. This furniture will allow for different configurations. 4. Technology Needs. Faculty also discussed the need for Firefox and Google Chrome on all classroom computers, since Internet Explorer doesn’t work well with many websites. In response, Gabino Valladares, the division’s Instructional Technology Specialist, installed all new, temporary classrooms with Firefox and Google Chrome. 5. Classroom Lighting. The desire to add dimmer switches in classrooms in order to provide different lighting for different instructional activities was discussed. This item as shared with the designer and contractor responsible for the renovation of the Humanities building. 		

6. **Computer Lab Needs.** Last semester the department discussed the need to reserve tech rooms for occasional use, especially during at the beginning of the semester.

- The department would still like to resolve the problem of not being able to reserve the library tech room. We should talk to Diane and possibly Jon Knolle, Associate Dean of Instructional Technology and Distance Education.
- Lola asked ESL Department Chair Molly May about use of the ESL lab so language students would have access to computers with microphones to record. Molly indicated that, unfortunately, due to staff cuts, the ESL lab is no longer open for any students and the lab is locked except for when a class has a designated lab with the instructor. One solution might be to reserve the ESL classroom for a specific hour, obtain a key for access and perhaps ask Gabino to assist. Finally, the computers just outside the ESL lab also have microphones and they are available for all students whenever the ESSC is open.
- Lisa asked ESSC Director Adria Gerard about using the glass enclosed ESSC computer classroom to hold lab-type sessions for our classes. She was told that the room “might be available on a limited basis and only if our request is approved and reserved ahead of time.”

7. **New Program, New Courses.** We would like to explore the possibility of creating a major in ASL. We also intend to investigate the use of continuing education for short-term (4 – 6 weeks) specialty language or conversational practice courses. Kelly would like to create a Culture and Structure course in ASL.

Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.

The department discussed making changes to SLOs to align World Languages SLOs with the ACTFL Standards. They also discussed items relevant to language courses’ GEO:

Upon successful completion of this area, students will have demonstrated an ability to analyze and interpret human thought, achievement, and expression relevant to such branches of knowledge as philosophy, literature, and/or the fine and performing arts, and to communicate the results.

Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.

1. Instructional approaches (efficacy of e-mail and French/Spanish materials’ “Supersite”; “prompt” to begin each semester)
 - Lisa brought up the point that her students prefer texting to e-mail. They do not seem to look at e-mail regularly and as a result, often do not respond to instructor e-mail messages.
 - Kelly thought that one problem is that students are not configuring their MPC e-mail addresses correctly to forward to their personal e-mail.
 - Lisa discussed that students of French do not seem to check the course’s Supersite, and wonders if this technology is already obsolete. She plans to discuss this issue with Valary Cruz, Vista Higher Learning’s representative.
 - To address the increasing use of informal text messages sent to instructors, Lisa will teach her students how to write a professional e-mail (to an instructor, colleague), using material borrowed from Molly May.
 - Kelly uses images from the “Frog on his own”, her 1B students to tell a story both at the beginning and the end of the semester. She provided the department with a pdf file of the images used to tell the story.

2. Instructional approaches (efficacy of e-mail and French/Spanish materials' "Supersite"; "prompt" to begin each semester)
 - Lisa brought up the point that her students prefer texting to e-mail. They do not seem to look at e-mail regularly and as a result, often do not respond to instructor e-mail messages.
 - Kelly thought that one problem is that students are not configuring their MPC e-mail addresses correctly to forward to their personal e-mail.
 - Lisa discussed that students of French do not seem to check the course's Supersite, and wonders if this technology is already obsolete. She plans to discuss this issue with Valary Cruz, Vista Higher Learning's representative.
 - To address the increasing use of informal text messages sent to instructors, Lisa will teach her students how to write a professional e-mail (to an instructor, colleague), using material borrowed from Molly May.
 - Kelly uses images from the "Frog on his own", her 1B students to tell a story both at the beginning and the end of the semester. She provided the department with a pdf file of the images used to tell the story.

3. Alignment of course objectives or SLOs

The department feels that content objectives for each language need to be updated and/or made more specific. Lisa expanded the French course objectives by going through her textbooks and making a list of course content objectives for each level of French (1A-1B-2A). These detailed content objectives are separate from the SLOs, which are more generic. We will continue to include the same SLOs on the syllabus, but also add more specific content objectives.

4. Availability of course offerings (Continuing Education)

We can now offer continuing education classes (in our "spare time") addressing topics not covered in traditional language classes. Instructors earn 35% of student registration fee (the pay might not be enough incentive).

5. Library Services and Learning Centers

Although we did not devise an action plan to resolve the problem of not being able to reserve the library tech room, Kelly and Lisa might follow up on the two possibilities suggested last semester: Reserve the ESL classroom/lab and reserve the ESSC space outside of the lab.

6. Campus communication (Lobo Day + "International Day")

Ali brought up the idea of putting on an annual International Day with lots of planning to ensure its success. Lisa mentioned that the department could try to have a presence at Lobos Day, but because the event occurs very early in the semester, it is often hard to plan ahead.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

1. Review and revise SLOs, ensuring courses reflect ACTFL standards.
2. Explore the possibility of creating a major in ASL.
3. Investigate the use of continuing education for short term (4-6 weeks) specialty language or conversation courses.
4. Determine how best to meet technological needs.
5. Work to ensure consistency between like classes.
6. Enhance individual instructional approaches and share with colleagues.

Library

Department/Group Name	Semester	Date
Library	Spring 2013	1/30/13
Department/group members present		
Stephanie Tetter, Deborah Ruiz, Catherine Webb, Bill Easton, Phuc Le, Roseann Erwin, Erik McDonald, Vicky Sanchez,		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ul style="list-style-type: none"> • Increased capacity of wi-fi in library • Scheduled reupholstering of some chairs on third floor • Cleaning of lab chairs requested • Plants removed from lobby and open area –replacements ordered • Staff training on noise handling at start of semester • Significant staff time devoted to development of LibGuides • Staff agreement to participate on campus technology committee • Statistical categories added to statistical tracking tools to collect information about tech issues • Improved signage for instruction sessions • Added volunteers to assist students on third floor • Staff attendance at workshops related to tech, new ILS, reference, distance ed, basic skills, instruction 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Library SLOs:</p> <p><u>Learning Outcome 1:</u> Users will be able to access and use information resources in a variety of formats.</p> <p><u>Learning Outcome 2:</u> Users will be able to use a variety of computer programs.</p> <p><u>Learning Outcome 3:</u> Users will have access to information and instruction services.</p> <p><u>Learning Outcome 4:</u> Users will be able to study individually or collaboratively in a variety of areas within a welcoming and supportive environment.</p> <p><u>Learning Outcome 5:</u> Users should expect to study and explore ideas in an environment that is welcoming, healthy and safe.</p>		

Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.

Introductory prompt sent to all staff:

What challenges do we face that impact our ability to support student learning, provide access to student learning, and/or provide opportunities for student learning?

What can we do to overcome these challenges to advance student learning at MPC?

Meeting began with a review of why we do reflections and what happens to the ideas.

- Identification of needs through discussion and program review annual updates
- Annual Action Plan identifies costs
- Planning / Resource Allocation follow
- Becomes part of the accreditation process

There was consensus that our challenges remain in four areas: technology, physical facility, budget/funding and staff. Note SLOs shown above, all included in discussion.

1. Technology: this challenge looms larger each year

- **Physical Equipment:**
 - Our lab PCs will be 5 years old this summer, and there is no plan for replacement.
 - The original intent was to rotate student computers to replace outdated staff computers as new student computers were purchased.
 - UPS batteries not replaced, we have been told we now have a fire hazard. IT and Admin have been informed
- **Wi-fi-**
 - Improvement noted since last year
 - System is still unsecured, operating outside of the school's network.
 - Tech Plan needs to address this
 - We are monitoring usage of wireless devices
- **Website:**
 - 3 aspects: library site , MPC Online site and general campus site
 - Library site initial phase of re-design released this week
 - College website is a significant barrier for students
 - The search function is terrible (is it even indexed?).
 - Searching for people seems to never be helpful.
 - ICDE survey will show who uses MySite, and how. Consensus the ClassSites and MySite are huge problems for students
 - Resurrect the handout to show people how to forward MPC email
- **Technology Planning:**
 - EM is on Tech Committee which is going to be creating a comprehensive plan, but we may be able to garner donations separately.

2. Physical Facility:

- Important to remember that we do not only serve our public in the Monterey facility when they are physically present (for example, the increased use of LibGuides by students is evidence of the impact of online services, with the Nursing LibGuide a specific measurable example)
- In the future we will need to shift resources to meet needs (shrinking footprint for book stacks and periodical stacks)
- We need to be more accessible to everyone
- One of our SLOs references a welcoming, supportive, comfortable environment; this is an extremely important part of our service
 - Custodial issues continue and are chronic
 - Shaune Burke is on leave and the interim Supervisor is Kirk Johnson. We will continue to use the Maintenance Direct Online work order submission process as needed.
 - Cleaning keyboards needs to be an ongoing process. Analogy of the broken window replacement concept, that if the facility is clean, users will take more pride and care with what they find and use here.
 - Keyboards will continue to be cleaned weekly, with the keyboards in real poor shape being replaced as needed.
 - Suggestion: create an SLO specific to the facility

3. Budget and Funding

- We have a line item for library materials (for just the 2nd year in a row)
- Foundation funds are almost gone
- We will work with foundation to raise funds as we can
- Huge unfunded need: training. Everyone on the staff is using technology and teaching technology and no one is funded to receive any training.

4. Staff

- retaining size of staff is an issue
- challenge to get needed training

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

- Catherine Webb gave a presentation on SLOs to all staff about the relationship between and among the division's Program Reflections discussions at flex days, the Program Review Annual Update, the action plan/budget/resource allocation process, and the institutional accreditation process.
- Statistics on usage of LibGuides used in instructional sessions will be gathered.
- Library workload data and other statistics will be analyzed to track changes in students' use of library resources and the issues that most commonly affect student learning.
- Number of active library users who are no students will be assessed, with review of implications of fees for use of library by non-students
- We have discussed ways we might separate the evaluation of SLO attainment from our overall library user satisfaction (given that we are open to the public).
- Invited Director of IT to a staff meeting

- Program Review Annual Update will include overview of facilities issues
- Systems Technology Coordinator will report back after each Technology Committee meeting, as well as weekly tech updates following meeting with other classified tech staff
- Library staff will be encouraged to apply for Foundation grant funding for professional development/training
- Staff will be given release time to attend training opportunities offered by regional library consortium
- Review of statistics related to IT issues will be done each semester
- Library staff will report to staff at monthly library staff meetings on activities at college meetings they attend, including:
 - AAAG (Academic Affairs Advisory Group)
 - Academic Senate
 - ASAG (Administrative Services Advisory Group)
 - SSAG (Student Services Advisory Group)
 - College Council
 - Institutional Research Advisory Committee
 - Curriculum Advisory Committee
 - ICDE (Institutional Committee on Distance Education)
 - MOBAC (Monterey Bay Area Consortium) Reference Committee
 - MOBAC Administrative Council
 - MOBAC Interlibrary Loan Committee

Life Sciences - Anatomy, Aviation, Biology, Health, Marine Science & Technology, Ornamental Horticulture and Physiology

Department/Group Name	Semester	Date
Anatomy, Aviation, Biology, Health, Marine Science and Technology, Ornamental Horticulture, Physiology	Spring 2013	January 30, 2013
Department/group members present		
Gary Fuller, Heather Faust, Heather Craig, Andres Durstenfeld, Dan Van Hees, Julie Himes, Kevin Raskoff		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ul style="list-style-type: none"> • Using past student experiments and experiences in prior labs to ask students to design a following lab, thinking about how a question could be answered, and the experimental design. Asking the students to reflect on their past knowledge and applying it to new and novel questions tests their understanding of not only the equipment and methodology, but to engage the scientific method in a true and meaningful way. • Kevin talked about the power of observation and the use of algae lab, microscopes and ecology projects to specifically practice the observation aspects of the scientific method. • Heather F. use of mysterious bones and how the powers of observation might lead students to think about the structure and functions of bones. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Scientific Method SLO:</p> <ol style="list-style-type: none"> 1. Upon successful completion of this area, students will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<ul style="list-style-type: none"> • How do we use/teach the scientific method in courses such as Anatomy and Physiology? Using Structure and function as a repeated examples of how they • Do we need to overtly mention the terms of the scientific method to have the students recognize that they have been working the sci. method, or is doing it as a background outcome good enough? • All our labs have aspects sci. method, but often it is not referenced as such. • Using the idea of comparative anatomy we can point out that we can use experimental models, such as working with cats in Anatomy as a way to understand not just cats, but all mammals. This can focus students mind on the fact that we make observations and experiments to understand the world but then use that information to understand the wider world; this is really the end product of the sci. method. • Who is out end-user of our courses? How does that influence what and how we teach our material and SLOs? For example, nursing: how does knowing the end-needs of students influence our material and methods? Nursing is formulating an introduction to nursing course. Should we be part of that conversation so we know what we should be teaching? 		

- Talk with chemistry instructors to coordinate what chemistry teaches and what that means we should or should not be teaching in classes that have chemistry pre-reqs: Microbiology and physiology.
- Use of refresher handouts or lectures to review chemistry...but what should we be spending our time with?
- Use of mpconline, etc. to use as a lecture enhancement, such as putting up short lecture videos and then using the class time to discuss (flip classroom idea, but mild). Problems with this being difficulty in knowing how students are doing and what they are understanding. What about problems with technology?
- Barriers to technology: lack of computers, etc. Use of smartphones-formatted materials- perhaps more students have access to smartphone connectivity vs. computers.
- Use more forum/bulletin board online work to build student community and review of exam material. But it is yet another thing to update and manage. Can take a lot of time to manage and respond to forums and online submissions.
- New needs of students to operate more and more electronically and how do we modify our courses to adapt to this...or do we work to "modify" the students back to our more personal contact with students.
- Don't forget what our main job is, and it is to interact with students, to understand what they need to succeed. Not about dissemination but coaching and the team. What we do needs to be special and not something that can be done online.
- Distance Ed. was a specialty but for most students the face-to-face interactions. How do we be the inspirational "gatekeeper" when we can see or interact with our students? Very difficult to reach out to students "hiding" in a course when online.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

- Use of mpconline more for student forums, etc. for student support and community building and group work.
- Use more overt and explicit reminders on the aspect of the scientific method in our lectures and labs to point out the ubiquitous connections that all science courses, even as it might be more obvious and intense depending on the course. Connect the dots between the stated SLO in the syllabus and the end of class reflection on the level of attainment of that SLO.

Life Sciences - Automotive Technology

Department/Group Name	Semester	Date
Automotive Technology	Spring 2013	01/31/13
Department/group members present		
James Lawrence – Auto Tech Instructor Ian Sanchez – Lab Technician Marcus Evans – Adjunct Instructor Charles “Robert” Omstead – Adjunct Instructor		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
<p>Rather than discussing individual course SLOs, we discussed our Certificate and Degree Program SLO:</p> <p>Demonstrate the necessary skills and work habits for entry-level employment and advancement in trades associated with automotive maintenance and repair.</p> <p>Related to this SLO, we also discussed our overall objective to get more students working professionally in the automotive field.</p>		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<ul style="list-style-type: none"> - Early on in the semester we should identify (as a group) the “top” five and the “bottom” five students. This will help us more effectively focus our attention and mentor these students. - One-on-one feedback is the most effective - COOP internships are very effective in getting valuable feedback about the quality of program and in finding jobs for our students. - Need to have dealership representation on our Advisory Committee. This will help spread the word and among the dealerships in the Seaside and provide more dealership opportunities for our students. - Plans for High Achievement Awards have already helped to motivate students. When first awards have been presented, we will likely see an even greater increase in motivation and achievement. Make sure to spread the word in the department about the winners. - Peter Hirst (one of our students) was working on what is likely the most expensive car in the world. We should get some pictures and post an article in the classroom. 		

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.

- Plan a graduation ceremony for the end of the spring semester to recognize the accomplishments of our students. Invite industry members to the event to help spread the word about what the MPC Automotive Technology Program is doing in our community. Recognize some of the industry members for their contribution to our program. In addition to the Automotive Technology High Achievement Award, plan other awards to recognize the individual achievements of various students. Invite both graduating and non-graduating students. This will ultimately help motivate our students and help them to find employment.
- During the spring and summer semester, plan to set-up no less than six internships for students.
- Identify the five “top” and the five “bottom” students. Make a point of discussing their individual progress throughout the semester.
- Recruit a dealership service manager to be a part of our Advisory Committee.
-

Life Sciences – Division Office

Department/Group Name	Semester	Date
Life Sciences Division Office	Spring 2013	February 11, 2013
Department/group members present		
Julie Bailey and Heather Faust (Feb. 11, 2013) Dan van Hees and Heather Faust (Feb 12, 2013)		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ol style="list-style-type: none"> 1. MOVING: The move into our new building is almost complete, though we are still working to resolve a few glitches. 2. COMMUNITY OUTREACH: We have participation in the 65th anniversary celebration by all departments. 3. FACULTY HIRING: We are moving forward in the hope of replacing a full-time Human Physiology instructor (as Gary Fuller is retiring this June). 4. TECHNOLOGY: <ol style="list-style-type: none"> a. We are moving forward to replace our part time CAD lab/instructional technology specialist. b. The Life Sciences Technology Committee met once during the Fall 2012 semester, we will be meeting this semester to monitor progress and bring our new CAD lab/instructional technology specialist up to speed. c. Kevin Raskoff will participate as a member of the campus wide technology committee and we are looking forward to hearing more from that group soon. 5. EMERGENCY PREPAREDNESS: <ol style="list-style-type: none"> a. Life Sciences emergency preparedness committee/team met in Fall 2012. Art St Laurent, Head of MPC Security, joined us. b. Julie Bailey created & distributed binders with emergency protocols and contact information for the Life Science Building Response Team. 6. LAB SAFETY: <ol style="list-style-type: none"> a. The LS division was well represented at the Chemical Hygiene Committee Meeting on Friday February 9, 2012 (Kevin Raskoff, Julie Himes, Dan Van Hees, Heather Faust, Chris Chesvick, Liz Robinson were in attendance). b. Lab Safety discussions have occurred with full-time and adjunct faculty. c. Training activities are currently in progress/development. 7. ORNH/MAST: <ol style="list-style-type: none"> a. ORNH classes are all staffed for this semester (though it is Cathy Haas's last semester at MPC and there are continued challenges when overseeing program that lack full-time faculty leadership). 8. SATURDAY LAB CLASSES: <ol style="list-style-type: none"> a. ANAT 2 is being offered on Saturday this semester, funding was secured to purchase cats for this section. 9. TRACKING VENDORS <ol style="list-style-type: none"> a. JH and DVH have worked to develop a tracking system for vendors AND track supply expenses over time. 		

Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.

Provide support to faculty, staff, and students to enhance instructional delivery, facility use, technology use, program/course development and maintenance.

Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.

1. We discussed our plan to hire and train the new CAD lab/instructional technology specialist who will support faculty, staff and students to enhance instructional delivery and technology use. We are hoping to find someone who will be available during class times, though we recognize the challenges associated with hiring part-time staff.
2. We discussed how to prepare and plan for Gary's retirement in order to support any new faculty that will be teaching human physiology in the Fall semester.
3. We discussed the life sciences technology committee.
4. We discussed the life sciences "lab safety" challenges, and the need to train full-time faculty, adjunct faculty, staff and students.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

MOVING CHALLENGES

- Ongoing trouble shooting and problem solving.

RECRUITING, SUPPORTING & TRAINING NEW STAFF

- CAD lab/instructional technology specialist & discuss the role this person will play supporting CAD, DRAFT, FASH, INTD, AUTO, MATE, MAST, others.....
- NEW FACULTY TRAINING & SUPPORT for Human Physiology (PHSO)
- NEW ADJUNCT FACULTY (ORNH, HOSP, others....)

TECHNOLOGY SUPPORT OPTIONS WITHIN THE DIVISION

- Continued need for LS technology committee.
- Desire to include new CAD lab/instructional technology specialist as much as possible.
- Desire to build relationship with IT at the institutional level.
- Julie Himes attends the Technicians Meeting on Thursday. This group has been reconvened under Mike Midkiff's leadership. Hopefully the new CAD Lab technician will be able to attend this group's meetings as time permits.

LIFE SCIENCE BUILDING EMERGENCY PREPAREDNESS

- Prepare and post emergency instructions in each classroom in all Life Science Division classrooms (to include GA103 and the Family and Consumer Science building).

LAB SAFETY TRAINING GOALS

- General building tour highlighting safety equipment is planned for FRIDAY FEBRUARY 22 at noon (at a division meeting. We will go over

items such as: fire extinguisher locations, eye wash locations, spill kits, first aid kits, incident reports, sanitation and hazardous waste streams.

- New handouts will be written for faculty AND students by the end of Spring 2013.
- We will assess the feasibility of having lab managers attend science labs to go over general lab safety and chemical hygiene protocols.
- We will explore options for creating lab safety training courses to conduct with faculty annually (may include hand-on situational activities) AND we will consider options for keeping adjunct faculty fully trained/informed.

MAST/ORNH

- Life Science Division Chair and DOM will continue to provide leadership for these areas.
- We discussed plans to hold an advisory group meeting for ORNH.
- Discussed the need to meet with administration in order to plan the future of ORHN.
Cathy Haas, full time faculty and ORNH Dept. Chair, retired June 2011. Since that time Cathy has been unofficially serving as dept. chair. Spring 2013 will be Cathy's last semester with MPC.

Life Sciences – Medical and Dental Assisting

Department/Group Name	Semester	Date
Medical and Dental Assisting	Spring 2013	1/30/13
Department/group members present		
Monika Bell and Karoline Grasmuck		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
New Technology		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
DNTL 102; Take and record patient vital signs List armamentarium necessary to perform a health history, vital signs, extra oral exam		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
Students from dental and medical assisting classes to take vitals on each other for practice		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
Tried this in fall, classes didn't line-up to mix students for vitals will try again this semester to work together for skills practice Move CPR course to a CE course		

Life Sciences – Interior Design

Department/Group Name	Semester	Date
Interior Design	Spring 2013 (Reflections of Fall 2012)	Wed., Jan 30, 2013
Department/group members present		
Sunshine Giesler and Ken Scates		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>The Interior Design Fast Track: Green Interiors certificate has been created and will be marketed to students this semester. Hopefully this helps to keep students focused on a short-term goal while working towards the long-term degree in interior design. Due to the nature of the community college demographic, the program tends to lose students before they finish the entire degree.</p> <p>A new instructor has been hired to teach one of the courses (INTD 62 Intro to Green Building) in this fast track program. Ken & I have met numerous times to discuss what he can expect from the students here at MPC. Mr. Scates has had a brief introduction to the variety of students in the program when he was a guest lecturer one evening for the Fall 2012 INTD 51 Sustainable Environments class.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Upon successful completion of this fast track certificate, students will be able to:</p> <ul style="list-style-type: none"> • Effectively communicate sustainable design solutions using a variety of presentation skills. • Generate design solutions utilizing the appropriate sustainable practices. • Research a variety of sustainable products and make appropriate selections based upon given parameters such as climate, construction type, and client needs. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>Based upon my experience with the students and Ken's expertise in the area, we have devised a rough outline of how the course will look this spring:</p> <ul style="list-style-type: none"> • Students will work on a given project throughout the semester using SketchUp as their modeling tool • Ken will go through all of the different categories of sustainability as defined by the US Green Building Council and LEED certification. Students will work with their SketchUp models and modify them throughout the semester based upon their growing knowledge of the topics. • Students will be put in "expert" groups in order for them to focus on one specific area of the LEED certification...they will have defined parameters to work with such as climate, construction type & client needs. 		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
<p>Ken and I will touch base throughout the semester to discuss the progress of students as well as to make modifications to the rough outline that the class will follow. Once the semester is over we will meet and go through this process once again to see if changes need to be made, to discuss the successes and the areas that may need further work.</p>		

Life Sciences – MEDA

Department/Group Name	Semester	Date
MEDA	Spring 2013	01/31/2013
Department/group members present		
Monika Bell, Medical Assisting and Kari Grassmuck, Dental Assisting		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>We have worked in more hands-on modules, group exercises and individual exercises in all MEDA courses to increase active student learning. We have increased use of computers and software after building upgrade. Practicals have been added as grading method but supervision of practical skills remains a challenge with the current student/teacher ratio. This will be even more of a challenge in MEDA 121 where each skill must be performed under close supervision.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>SLO (MEDA 120): Upon completion of this course, students will have demonstrated the ability to accurately measure and record patient information, assist with medical examinations and correctly use Universal Precautions and sterile technique</p> <p>SLO (MEDA 121): Upon completion of this course, students will have demonstrated the ability to: give proper patient instructions for lab tests and perform routine lab and diagnostic tests, including EKG, blood tests and urinalysis.</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>We compared notes and discussed ways to increase active learning/hands-on activities and discovered how our programs are similar/different. We talked about the value of accreditation and formal educational standards. Dental assistants must become registered but this is still optional for medical assistants. We discussed how lack of standards can put patients at risk in healthcare and lack of supplies is still a challenge – especially when reusing medical supplies is most always unacceptable in the industry. We discussed need for recordkeeping and how to ensure that instruction is properly documented for legal purposes (especially in MEDA 121).</p> <p>Kari shared that she has lesson plans in place for each course (as provided by previous program coordinator). My plan for the summer is to create detailed lesson plans for each course so that the MEDA curriculum is taught consistently and efficiently. There is some overlap between courses. At the same time, it is difficult to cover all the required material in the given time frame for the program and I will investigate if there is room to add topics that need more attention, e.g.: math for meds and microbiology.</p> <p>Kari taught her students the BLS course, having to split her class into groups and running the course several times. The BLS course is still not built into the MEDA 121 curriculum as originally planned but we discussed that it might be most beneficial to run this as a Continuing Education course instead. That would solve many challenges: timing (if unit attached, must be 8 hours long, although the course is only 4 hours), enrollment limits (if unit attached, must have 15 students but each instructor can only teach 6 students at a time, per AHA), pay for instructor (not currently paid if run as HLTH 205). MEDA 121 must have BLS training before entering externships.</p>		

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

1. Will have MEDA and DENT students practice BP on each other during arranged times.
2. Will create master lesson plans for all courses in the MEDA program this coming summer.
3. Will request help with funding for disposable materials and instruments when the opportunity arises (request also sent to Foundation previously).
4. Will continue to research accreditation and perform self-study, ongoing (#2 is first step)
6. Will research further possibilities for BLS course, and possibly create a Continuing Education course.
7. Will share common materials and resources as appropriate, though our programs are very different in many respects.

Nursing/MCCSN

Department/Group Name	Semester	Date
Nursing/MCCSN	Spring 2013	Feb. 1, 2013
Department/group members present		
Laura Loop (Acting Director), Nancy Bingaman (Assistant Director), Patti Nervino, Samar Hage, Sue Hanna, Eileen LaMothe, Tina Rondez, Julie Bryan, Lynn Kragelund		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ul style="list-style-type: none"> • <u>Enhanced use of simulation lab</u> has taken the form of scheduled out-rotations, combination of junior and senior students. This is in addition to the chosen scenarios when individual clinical instructors are present along with the simulation coordinator. Current budget does not yet support a ratio that would allow for further sim lab expansion for students who need to “drop in” for remediation purposes. (e.g. 10:1 ratio only allows for approximately 8-9 days “face time” with the med-surg instructors, and 4-5 days with specialty instructors. The simulation coordinator serves as an additional out-rotation, keeping supervision on the nursing units manageable while still meeting course objectives). • At this mid-point of the academic year, there is 97% retention in the first level (plus one transfer student—30/31), and 81% (26/32) retention in the second level. This is <u>an improvement over 77% last year</u>, but still short of our expected level of achievement of 85%. • <u>MPC Online surveys have been very efficient</u> in collecting and aggregating data about student satisfaction for the purposes of program improvement. We continue to refine the tool(s) to reduce redundancy of questions and to encourage student response. Unless students are specifically led into the LRC at the end of a class or clinical activity, response rate is less than 33%... With scheduled time, compliance is greater than 95%. So...we will schedule time for students to complete surveys each semester, and also create just one tool to capture all questions related to satisfaction with theory, clinical and other program aspects (Men In Nursing, committee participation, LRC resources, etc.). • CHOMP Information Technology and Clinical Informatics departments have consulted (starting fall 2012) to provide access to their clinical documentation system as well as medication barcoding in the simulation lab. The CHOMP Foundation is assisting in writing a private grant to fund the hardware. <u>This technological enhancement will help us to help students to meet competencies in health care Informatics.</u> • Update on Student CACs (Continued Area of Concern contracts): 2 seniors with CACs in Nursing Roles (professional communication, self-direction and responsibility for actions). Faculty have counseled each student and provided follow-up activities for students including journaling, role playing, identifying at least one effective coping strategy when confronted with new situations. One junior has a CAC in Nursing Roles related to potentially inappropriate use of social media. Student was counseled privately and referred to handbook policy. Faculty have identified this as an area that needs continual attention in this cyber-era. The NCSBN Nurse’s Guide to Use of Social Media will be explored as a further resource. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Nursing Education Program Outcomes:</p> <ol style="list-style-type: none"> 1) Collaborate as providers of patient-centered care in meeting the health care needs of individuals in acute, long term and community-based settings. 2) Coordinate the activities of the health care team, advocate on behalf of patients, teach patients and families, and direct safe nursing care as managers of care. 3) Contribute to the profession as responsible members within the discipline of nursing. 		

Specific Levels of Achievement:

- 1) 90% or greater pass rate on NCLEX-RN examination
- 2) 85% of students who are admitted will graduate on time (after 4 semesters)

Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.

In an effort to increase the overall ranking of our program, faculty engaged in enthusiastic discussion and the very hard work of embedding national Quality and Safety in Nursing Education competencies (KSAs—Knowledge, Skills, Attitudes) directly and explicitly in the syllabi of all core courses. MCCSN ranked #1 out 126 programs in our jurisdiction for the previous 2 years, but in 2012 slipped to #77 out of 130 (per Mountain Measurement national statistics).

- Specific to SLO #2 (coordinating the activities of the health care team), Mountain Measurement national data for NCLEX performance through September 2012 shows that the areas of “Management of Care” and “Safety and Infection Control” score the lowest (46th and 32nd percentile respectively). Faculty discussed using updated and alternate pedagogies suggested in recent CCC Confer webinars, in-services and national conferences, such as “flipped” classroom, Prezi software, you tube embedded videos, Camtasia pre-recorded tutorials, greater emphasis on case study, etc. Faculty recognize that students need to be able to think through complex patient situations and respond to test items at an application level or higher...over-reliance on lecture may be too passive a strategy.
- All 3 SLOs were addressed as faculty leveled the QSEN KSAs by course, SLO and thread. The specific work is too lengthy to include in this document, but is captured in the “MCCSN QSEN Integration Matrix.” Half of the QSENs (84) were addressed. The remaining 78 QSEN KSAs will be addressed at work sessions scheduled throughout the semester on select Monday afternoons.
- Keep on our radar a plan to track trends for student errors and near misses; develop database and policy based on the potential findings/recommendations from national survey of pre-licensure programs funded by the NCSBN (and reported by QSEN, RWJ Foundation). We have not yet developed a repository for our school’s error data, nor is there yet available a standardized tool for doing so.
- NCLEX pass rates as of Feb. 1st 2013 (class of 2012) = 18 first-time passers out of 21 testers (86%). See Mountain Measurement rankings above. Faculty discussed the value of incorporating standardized testing throughout the program rather than only as a comprehensive predictor at the end (when there is little opportunity to intervene). This may involve additional student fees unless grant or program funding can support. Also consider the use of exam software throughout the program for blueprinting/mapping to outcomes (Mapping manually is extremely labor intensive and difficult to do consistently and systematically across all courses).

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

- Continue to plan for enrollment of 32 students every fall; preliminary budget projection allows us to reduce faculty FTE from 8.1 to 7.8 with the retirement of current Director and redistribution of workload. Anticipate needing to hire more hourly adjunct instructors in the future for clinical as a) faculty retirement replacements, and b) to support increased enrollment in response to health care needs in the community (budget-dependent)
- Analyze final NCLEX, ATI Comprehensive and Employer Satisfaction results at Total Program Review in June. A clinical ratio of 8:1 for 1st and 2nd semesters may be more conducive to student success than 10:1, as it would increase instructor “face time” from 8-9 days per semester in med-surg to 12-14 or more days (budget dependent).
- Explore funding strategies for standardized testing across the curriculum and use of outcome mapping software, such as ExamSoft (budget-dependent, or perhaps student fee as implemented by some CCC nursing programs in California).
- Continued statistical analysis of student data from the last 5 years for the purpose of drafting a tool for Multi-Criterion Selection process (consistent with CCLC model policy, AB 1559 and Chancellor’s Office sample templates). This analysis is designed to isolate discriminators of student success in the nursing program, and began in fall 2012 in collaboration with the Office of Institutional Research under the guidance of the Superintendent/President (Non- budget dependent).

Physical Education Division

Department/Group Name	Semester	Date
Physical Education	Spring	2013
Department/group members present		
Lyndon Schutzler, Blake Spiering, Jeff McCart, Mike Rasmussen, Mark Clements, Liz Vitanza, Erin O'Hare, Wendy Bates, Kim Fujii, Daniel Phillips, Sharon Osborne, Vi Tran, Walter White		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
As of the last Program Reflections, many PFIT and Dance classes have incorporated the Fitness Assessment into the curriculum. This includes educating students to the value of the Fitness Assessment as a tool for both assessing current level of fitness and a basis for goal setting. As a result of previous discussions, classes such as PFIT 18A/18B, have made fitness assessment mandatory. The baseball team also incorporated Fitness Assessment as a pre and post assessment tool.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
SLO for Physical Education: Demonstrate and apply the principles of physical fitness development and maintenance and identify how they relate to successful skill performance.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
Discussion began with the current efforts to disseminate the principles of fitness. The Physical Education department is unique in the fact that it incorporates open lab situations, instructor lead classes for both dance and fitness and athletics therefore information is delivered in various ways. The efforts to provide this information ranged from handouts, lecture and online modules. The group discussed ways to reach more students and increase efficacy. This included new and different handouts, social media, and apps.		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
Mark Clements will provide handouts on components of fitness as related to both the health side and performance side and components of an effective exercise program in relation to cardiovascular exercise. Liz Vitanza will provide handouts on basic sports nutrition. Erin O'Hare will develop a Facebook page for the Physical Education department with links to various class information, Fitness Center and education. Increasing online classes will be an ongoing thread for the department.		

Physical Sciences – Astronomy/Physics/Engineering

Department/Group Name	Semester	Date
PHYS/ASTRO/ENGR	Spring 2013	1/30/13
Department/group members present		
Homer Bosserman, Tim McKnew, Robert Otter, Tom Rebold, Lijuan Wei		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Last time we discussed:</p> <ol style="list-style-type: none"> The impact and opportunities associated with our move to temporary quarters next year and then into remodeled facilities the following year. <i>We are in our new quarters and things have worked out much better than expected, thanks to all who helped in our transition.</i> The gap that is widening between what technology is available for our students and what we actually can provide. <i>Very little has been done to address this, but we are hoping when the budget opens up we can address this further. Currently ENGR is offering online sections of Statics, Circuits and MATLAB, using CCCConfer, for which all students, not just online, are able to take advantage of. This has shown noticeable benefit in terms of access to ENGR lecture content by students who are not always able to attend class, which has improved outcomes in the ENGR8 SLO.</i> Problems associated with installing, maintaining and synchronizing software on our large network of computers. <i>No progress has been made here, and it continues to be a problem for faculty and students. The main reason is unavailability of resource both in terms of software and time to develop it. Most of the lab software is non-standard and non-available at the level of quality we need for our classes.</i> Equipment and off-campus facility needs in physics and astronomy. <i>We have done nothing here, but our expectations are that when we get Group II funding this will be addressed. We have been using Garland Park for a Dark Sky facility and it's worked reasonably well.</i> Need for an engineering materials course to complete the suite of courses our engineering majors need for transfer. <i>At the state level, the engineering major is currently undergoing TMC (Transfer Model Curriculum) consolidation so the need for a Materials course (and others) will be addressed at a later time after its approved.</i> 		

Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.

We discussed the following SLOs:

ENGR8: Apply concepts of force, equilibrium and virtual work to the analysis of structures and machines.

PHYS3C: Given a simple optical instrument, you will be able to draw a ray diagram showing where and how an image is formed, and be able to calculate its magnification.

ASTRO: If you are given the name of an astronomical deep-sky object, you should be able to determine its type (single star, binary star, multiple star, open star cluster, globular star cluster, nebula, or galaxy), its celestial coordinates, constellation, and rising and setting times on any given date.

Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.

Discussion notes:

ENGR8: Apply concepts of force, equilibrium and virtual work to the analysis of structures and machines.

In order for students to gain this ability, we lecture on the subject, and we give practice and homework problems on the subject. Students need a lot of practice to master the topics, and missing a single class can be a setback, so having lecture video archived online has improved their performance in meeting the SLO. We are expecting similar improvements for Circuits and MATLAB students who will also be able access archived lecture videos online.

PHYS3C: Given a simple optical instrument, you will be able to draw a ray diagram showing where and how an image is formed, and be able to calculate its magnification.

In order for students to gain this ability, we lecture on the subject, we give practice and homework problems on the subject, and conduct a lab designed to practice these skills for a variety of optical instruments (magnifying glass, simple microscope and telescope). In order to verify our success, we test the students on both a quiz and an exam where they are required to analyze such an instrument.

ASTRO: If you are given the name of an astronomical deep-sky object, you should be able to determine its type (single star, binary star, multiple star, open star cluster, globular star cluster, nebula, or galaxy), its celestial coordinates, constellation, and rising and setting times on any given date.

In order for students to gain this ability, we introduce students to a variety of resources (such as SkyGlobe, Stellarium, WolframAlpha) that can be used to gather this information. Later, in both labs and on field trips, students are given practical experience with using this information.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

Much to our dismay, most of the goals described below are carried over from our last program reflection, due to the lack of resource availability to address these needs.

Also, many of our goals such as “develop ties with NPS” or “Participate in CalSTEP” represent longterm and ongoing improvement activities not subject to a definite completion date.

1. Plan and prepare for our move back into our remodeled permanent facility.
2. Meanwhile, continue to refine the design and monitor the construction of our remodeled facilities.
3. Continue to work towards installing a state-of-the-art Disk Imaging system to support that installation and maintenance to the large amount of software which must be continuously kept working on our computer network.
4. For our physics courses, replace MathCad with more flexible, user-friendly software such as FREEMAT or WOLFRAM ALPHA.
5. Replace our outdated, poorly working Heat Experiment equipment with more up-to-date, quantitatively accurate equipment and computer simulation software. We hope this will be partially addressed by our request for Group II equipment.
6. For Astronomy, re-write existing software which no longer functions in newer versions of Windows and acquire new simulation software to improve our lab offerings.
7. Work towards getting a dedicated, dark-sky off-campus observing site and raise more money towards the purchase of a large telescope, for which about \$13,000 has already been raised by the MPC Foundation.
8. Continue developing ties with NPS to provide our students exposure to advanced engineering projects, work environments, and internships.
9. Participate in the CalSTEP Joint Engineering Program initiative at Cañada College <http://www.smccd.net/accounts/canmesa/hsi/jep.html> , which seeks to align engineering curricula across the California Community College system, propagate tablet technology for streaming engineering lectures in real time using CCC Confer, and provide a clearinghouse for students to enroll online in select engineering classes at participating colleges, as a way to strengthen enrollments and improve engineering program outcomes across the state.
10. Continue pressing for a much needed MESA center that will assist our students seeking degrees in Math, Science or Engineering, balance out recent changes in resource allocation favoring basic skills over our more advanced student needs for support, and build up the pipeline of Engineering students to stabilize enrollment in the engineering capstone classes (Statics and Circuits).

Physical Sciences – Chemistry

Department/Group Name	Semester	Date
Chemistry	Spring 2013	1/30/13
Department/group members present		
Chemistry: Sarah Gerhardt, Rod Oka, Chris Wood, Todd Ritsema		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Improvements that have been made include: collecting weekly hw assignments, conducting an initial assessment, and creation of more study guides. These additions have increased student retention for the fall 2012 term.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Some of the SLOs that were discussed this term include: dimensional analysis, nomenclature, and critical thinking skills.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
The department will discuss the following topics during the first week of class. Some of the topics include: study skills, basic math skills, and time management skills.		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
A recurring action plan item has been to bring a MESA program to MPC. This program would supplement the mentoring and tutoring opportunities for chemistry and biology students but also provide much needed support for the physics and the non-basic skills math students.		

Physical Sciences – Division Office

Department/Group Name	Semester	Date
Physical Science Division Office	Spring 2013	January 30, 2013
Department/group members present		
Elizabeth Bishop and Linda Logsdon		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Some of the current challenges we face which impact our ability to support, provide access to, and provide opportunities for student learning are:</p> <p>Planning what is needed in order to outfit our remodeled Physical Science Building classrooms, laboratories, offices and work areas with new equipment, technology, furniture and fixtures while remaining within budgetary constraints is challenging.</p> <p>Preparing to move back into the building sometime during mid-summer (with classes in session) from our temporary locations across campus will present a logistical challenge, particularly for the Chemistry Dept.</p> <p>The additional workload which will result from re-packing equipment, chemicals and supplies and then unpacking and setting-up science labs in our remodeled building will again put added strain on our Science Lab Technicians, and care must be taken to not overburden them. Additionally, one of our Lab Technicians is retiring in the very near future, which may leave us short-handed at this critical time.</p> <p>Currently having the Physical Science Division separated into many widespread separate clusters makes day-to-day business and communications challenging but we've made some adjustments since the beginning of the Fall 2012 semester and things are now running more smoothly.</p> <p>There has recently been an issue with lack of cleanliness within our temporary T401 and T501 Math classrooms.</p> <p>Attempting to assist all of our departments and programs in their quest to support student learning, with a Division Office Instructional Supply budget which is currently 40% less than the amount it was eleven years ago is an ongoing challenge.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Upon successful completion of this area, students will have demonstrated the ability to understand, analyze and critically evaluate complex issues or problems; draw reasonable conclusions and/or generate appropriate solutions; and effectively communicate their results.</p>		

Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.

The bottom line is that we are here to encourage and support student learning. In spite of all the current distractions, disruptions, time constraints, and lack of sufficient funds it is extremely important that we focus as much of our time, energy, and resources as possible on supporting student learning, student retention and student success.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

We have provided the finishing touches to our temporary classrooms, labs and offices in order to make them safe, efficient, accessible and as well-suited as possible under the circumstances to supporting and providing student learning opportunities.

We will continue to plan and prepare for our upcoming return to the remodeled Physical Science Building to ensure that our classrooms, laboratories, offices and work areas are properly supplied with all necessary equipment, technology, furniture and fixtures to provide support and accessibility to learning opportunities for all of our students.

It is our continued goal to overcome the difficulties caused by the lack of timely, informative reports and the lack of immediate feedback from our new scheduling processes, and strive to build coherent, accurate schedules, while meeting all deadlines and most importantly, the needs of our students. Our new Scheduling Technician is nearly trained, and more efficient and user-friendly scheduling procedures and reports could improve the schedule-building process.

We have been in contact with Facilities and will continue to monitor the cleanliness of the T401 and T501 classrooms. We will continue to communicate with management and staff to ensure that these, and all of our areas, are clean, safe and accessible for our students.

We will continue to strive to be extremely frugal with supply expenditures. It is our goal to get by with our insufficient Instructional Supply Budget again this year, and hope that the most recent 15% cut can be reinstated as soon as fiscally possible. Additionally, we will continue to request that it be increased over time, with a goal of building it back up to the 2002 level.

Physical Sciences – Earth Sciences

Department/Group Name	Semester	Date
Earth Science	We reviewed work in the Fall 2012 semester	February 11, 2013 Rescheduled from 1/30/13
Department/group members present		
<p>Tom Clifton, Earth Science Lab Manager Ana Garcia-Garcia, Geology adjunct instructor Leslie Turrini-Smith, Geology adjunct instructor Fred Hochstaedter, Earth Science faculty member</p>		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>One change is that in Geology, we stopped having students do a long, written write-up of the Pt Lobos field trip lab exercise. The Pt Lobos field trip has always been used to prepare students to do a better job on the final project where we assess student's attainment of the SLO about interpreting geologic outcrops and/or landscapes. We have found that assigning a shorter assignment is more beneficial to students. In the shorter assignment, students concentrate on drawing a series of diagrams that explain the geologic development of the Pt Lobos area. This exercise prepares them for the final project, which is our main assessment tool for the outcrop/landscape development SLO. Being well prepared for the final assignment improves student attainment of this particular SLO. Although we don't have quantitative data to demonstrate the results, assessment of the final project shows, at the very least, that students don't do worse on the final project than they did before.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Use observations of outcrops and/or landscape morphology to interpret basic geologic history and processes</p> <p>(GEO) Use the scientific method to investigate phenomena in the natural world and use concepts, theories and technology to explain them.</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>Geologic History SLO</p> <p>Data on this SLO comes from grading the students' final poster project in the geology class. Earth Science faculty members are consistently frustrated at the level that Earth Science students attain this SLO. The big plan for the program reflections was to spend the most time talking about this particular SLO. The geology instructors brought in samples of student posters. The plan was for us to spend time grading each other's classes in an effort to prompt dialog about what we should really look for when evaluating this work, and hopefully achieving a greater degree of consistency of expectations between the various sections of geology. Unfortunately, we ran out of time and didn't get to engage in this activity in a meaningful way during our two-hour meeting.</p>		

Scientific Method SLO

We did not collect quantitative information during the Fall 2012 semester to inform this dialog. Nevertheless, all participants—both geology and oceanography—expressed dissatisfaction about the degree to which students attained this SLO. Information about this SLO is collected through embedded questions on the final exam. We spent a lot of time talking about the details about how to ask this question on the final exam. Some of us allow notes, others do not. Some of us inform students about specific questions before the test, others do not. We wanted the results to be as comparable as possible across multiple sections of Earth Science classes. This conversation took up the most time of our Program Reflections.

Miscellaneous – all SLOs

Two of our faculty members attended the on-course workshop during flex days. Report was very favorable and that some of the exercises demonstrated in the workshop will be very useful in teaching geology. A main conclusion was the emphasis of depth over breadth. We continually sacrifice breadth to ensure that students understand some things

One of our instructors has a deaf student in her class. The student comes with a sign language interpreter. This may cause some challenges during the semester, but also creates some grand theater during class as the interpreter uses sign language to explain the workings of the Earth and its history.

Opportunity to improve student learning in Earth Sciences will occur upon the move back to the Physical Sciences building from the swing space. Group 2 funds will buy new teaching materials for Earth Science students. Quite a bit of discussion ensued about updates to these decisions. The Earth Science department is looking for bling-bling rock and mineral samples to inspire student learning in geology. We are considering equipment such as seismometers, weather stations, core samplers, and sediment grab boxes to enable students to experience real-time data collection in the Earth Sciences and engage in the analysis of the data. We anticipate obtaining this type of new equipment will inspire students to attain higher levels of mastery of department SLOs and learn Earth Sciences in more authentic ways.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).**Geologic History SLO**

Because we unfortunately ran out of time, we decided—quite enthusiastically—to schedule another program reflections meeting where we will have time to continue this conversation. This meeting is scheduled for March 4, 2013.

Scientific Method SLO

We made plans to embed the same questions about the scientific method on all of our Spring 2013 final exams. The data we will collect consist of histograms of scores from each section, normalized to 100%, of student responses on these two or three questions on the final exam. This question will be on a portion of the exam where the students are not able to use notes, but we'll tell the students to expect questions like this.

Miscellaneous – all SLOs

We will continue to discuss the details of which equipment and materials to request through the Group 2 funds by considering which will have the greatest impact on student learning.

Physical Sciences – Mathematics Department

Department/Group Name	Semester	Date
Mathematics	Spring 2013	January 30, 2013
Department/group members present		
Elizabeth Bishop, Tracie Catania, John Cristobal, Bob Evans, Lynn Iwamoto, Jack Malokas, Tuyen Nguyen, Don Philley, Geri Philley, Joel Pickering, Hazel Ross		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Recap: Last semester the Physical Sciences Division met as a whole for the first time to reflect. Past practice is to break up into departments to do program reflections. The GEOs for Area A2 (which includes math) states that on completion, the student should be able to analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results. Area B2 (for the rest of the PS departments) states the student should use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them. Because the GEOs ask students to communicate results and explain them, we decided to focus on assessment: primarily how we prepare students for exams. Of course, this overlaps with how we try to help students to learn concepts.</p> <p>Actions taken since Spring 2012 reflections</p> <ol style="list-style-type: none"> 1. Tracie Catania will be teaching a new compressed class during Spring 2013. She will teach MATH 261, Elementary Algebra, during the first eight weeks of the semester and MATH 263, Intermediate Algebra, during the last eight weeks of the semester. This is an intensive approach where students are immersed in the subject material to learn and to shorten their time in basic skills math. There is a counselor that devotes a part of their load to help the students. 2. An increase in the use of technology. <ol style="list-style-type: none"> a. More instructors are using the Livescribe Pen for their classes. The instructors have their lectures recorded by pen and audio. They upload their lectures onto their website so that students can play the entire or parts of the lecture as many times they need. b. More instructors are using Web Assign to assign homework problems. Students get immediate feedback to their answers. c. More instructors are using aids such as Powerpoint slides and videos to augment their lectures. Certain concepts are better illustrated by animation or an applet. Showing real life applications through videos is also effective. d. There was an increased use of Moodle. Students can access class information on a need basis. 3. A second instructional aide, Edison Mesa, was hired to help students with basic skills in the Math Learning Center for 18 hours. 4. Lynn Iwamoto tried a new approach in MATH 13, Precalculus, where the classroom is “flipped.” The students taught themselves through projects and group work. The approach required students to explore, learn and communicate new ideas. To aid the process Powerpoint slides, computer applets, and props were used. Examples of props are whiteboards, pens, rulers, compasses, etc. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>MATH 351, Pre-algebra</p> <ol style="list-style-type: none"> 1. Recognize, define, and apply algebraic vocabulary and symbols in order to perform algebraic operations on expressions and to solve basic linear equations. 2. Understand the connection between algebra and the real world by interpreting basic graphs and charts, translating simple real world situations into expressions or equations, and explaining solutions to the equations. 		

Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.

The math department discussed the challenge of language in MATH 351.

1. Hazel Ross' Approach: A fill-in-the-blank vocabulary quiz is given to the students before chapter quizzes. Correct spelling is required to get full credit. Some students are grateful, but some never understand/appreciate the emphasis on correct spelling. (SLO #1)
2. Geri Philley's Approach: In addition to vocabulary words, she assesses the students' ability to write down definitions. Moreover, the students are required to translate from algebraic statements to English and from English to algebraic statements. Low English skills are a hindrance. This last statement generated more discussion. (SLO #1)
3. To address the low English skills of pre-algebra students, it was agreed that
 - a. Instructors need to continue incorporating language instruction into their lectures.
 - b. Instructors need to continue connecting with the students' vocabulary and bringing it up to textbook level.
 - c. Instructors need to look at other ways of doing items 3.a. and 3.b.
 - d. Comment: There is an agreement that less reading is required of today's students. This is one of many reasons why students are coming in with low English skills. Students are reluctant to read the math text, which has been written for lower reading levels. Authors and publishers take so much effort to communicate clearly through words, examples, colors, and bolding or italicizing.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

1. Budget Dependent
 - a. Faculty—The math department is in desperate need of more faculty members.
 - i. Two members (Gail Bartow and Robert Donovan) retired at the end of 2011-2012. To address the loss, we hired one full-time faculty member (John Cristobal) and hired a one-year full-time temporary (Joel Pickering). Another member (Ed Migliore) will be retiring at the end of 2012-2013. We will be hiring a full-time faculty member during spring 2013 and hoping to get another one-year full-time temporary. There is no net gain: two full-time faculty hires and one full-time temporary for three retirements.
 - ii. It is clear by the fact that math classes fill and close within three days of when registration is opened. We need more math faculty to teach more sections.
 - iii. It is clear by the number of students requesting "add codes" and the size of the classes that we need more math faculty.
 - b. Math Learning Center Coordinator—The MLC coordinator (Brett Enge) left unexpectedly at the end of 2011-2012. He is now teaching math at Oxnard Community College. We desperately need a person to do the administrative work and supervising of the MLC. Moreover, we need the MLC coordinator to create new ways to help students. An example would be creating math modules to address the predictable difficulties students have.
 - c. Technology—We need to fix or upgrade our technology.
 - i. Projectors need new light bulbs. The image is not sharp and is hard to read.
 - ii. We need dependable wifi and more locations that can access the wifi.
2. Non-Budget Dependent
 - a. Incorporate more vocabulary and writing skills
 - b. Encourage more use of the Math Learning Center by the instructor and the MLC Coordinator
 - c. Have the MLC Coordinator look into creating computer modules to help students
 - d. Investigate the creation of a MLC component where students are required to spend one hour every week in the MLC
 - e. Investigate what students will be doing if one hour is required of the students every week. A couple of ideas are to do their homework or work on computer/non-computer modules.

Social Sciences

Department/Group Name	Semester	Date
Social Science Division	Spring 2013	January 30, 2013
Department/group members present		
Tom Logan, Song Monroe, Lindsay Padilla, Mary Johnson, Alan Haffa, Steve Albert, Lauren Handley, Elizabeth Mullins, Adrienne Simpson, Anthony Villarreal, Kendra Cabrera, & Linda Taylor.		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>We concluded that “group activities” are useful ways to help students better achieve the divisions GEO, but that it does require a great deal of pre-planning and that assessing group activities can be a challenge.</p> <p>Another faculty member shared an exercise called “document lab” day. She has various primary works set up in the classroom, gives students a question rubric to follow, and they go from station to station “interpreting” the primary texts. Her observations are that the students are engaged, read the text, and demonstrate some competence in critical examination techniques.</p> <p>One instructor indicated that he played a broadcast from FOX News and one other news outlet to model how to compare in terms of evaluating how a social problem is constructed. He found it was successful because students are comfortable with media, but not very critical of it. This exercise addresses our GEO in terms of critical examination of “institutions” and how they represent “human nature and social behavior.”</p> <p>One instructor reported success and positive feedback from students when he showed Ken Burns video on baseball and the Civil War. This was a positive and accessible means to address issues of racism and to critically examine how institutions (baseball teams) used race as a way to define and control “social behavior.”</p> <p>Another instructor shows a movie, The Elephant, which discusses the Columbine massacre as a means to identify cognitive, social, and behavioral elements in adolescent development. The video provides a real world study in human development and a visual tool on which students can practice their analytic skills.</p> <p>Several instructors required “Self-Reflection” essay and found it useful both to create a positive learning environment, but also to introduce students to critical examination. They found self-examination in the form of a written assignment to “self-analyze” or an “observational journal” was accessible to students. They were then able to apply concepts from the course by using them in the context of their own self-reflection.</p> <p>We discussed the importance of “modeling the critical analysis method” in class before students are asked to do individual work. Where modeling occurs, our instructors report greater student success at meeting the GEO and SLOs.</p> <p>One instructor uses a “panel of experts” as a structure for student presentations. He finds that students are less stressed out by the presentation assignment if they are part of a group. Different students are assigned related, but different topics. They research the topic, which requires GEO mastery, and then they demonstrate this GEO mastery during the presentation.</p>		

Another instructor used the presentation method by asking students to do short presentations in response to the historical question: Was Andrew Jackson a good or bad president. Student success in this assignment was mixed. Part of the problem was that all of the students answered the same: he was a bad president. They lacked the historical content mastery to adequately do a critical analysis, which might have led to more nuanced presentation results. In the future, he will assign a question which is less obvious to students or give them greater content first. They simply lacked the depth of knowledge that is necessary for a nuanced, critical assessment in this case.

Another method of avoiding this difficulty is to assign students the responsibility to defend a position with which they disagree. The Political Science instructor observed that her students learned far more in the debate exercise when they had to defend the position they did not share. This forced them to explore the issue in a more complex way because they could not rely upon their pre-formed judgments and limited information.

Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.

GEO: Social Science Division: "Upon successful completion of this course, students will be able to critically examine and comprehend human nature, social behavior, and/or institutions."

Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.

We discussed methods of instruction to facilitate student success toward achieving the GEO.

One faculty member discussed their use of peer evaluation in group projects. We discussed how this is one way to address work load issues of grading and at the same time provide learning opportunities that address the higher thinking, critical examination component of our GEO and SLOs.

Another faculty member shared how she uses debates in her political science classes as a way to give students an opportunity to demonstrate their ability to "critically examine and comprehend...human institutions."

One instructor tried using a primary text as a critical analysis method in the fall and was disappointed; he did not feel this was successful at helping students achieve GEO and SLO. The problem was getting them to actually read the text outside of class.

Other faculty suggested reading the primary text in class.

One instructor discussed how in her Woman's Studies course, when teaching Second Wave Feminism, she wanted her students to write about the question: "What Is Woman?" The students selected two women in a text and compared their roles as women. This addresses our GEO in terms of critically assessing "social behavior."

A Sociology instructor discussed how she has students do a research project in which they study a "TV family." They must properly use key concepts as they analyze the TV family. The goal again is critical analysis of social behavior as family roles are represented in a television program. She can see how well students get the SLO based on the proper use of key terms in their written analysis.

We discussed how to support discussion, whether in small groups, large groups, or online forums as a means of getting students to critically examine our subjects. There were two challenges that arose:

1) It is difficult in larger classes to create the kind of setting where group discussion is feasible and where it can be properly observed and moderated to ensure successful completion of SLOs. The Social Science division teaches large classes, larger than most of campus, but our GEOs and SLOs demand higher thinking skills of critical analysis. However, writing is essential to attainment of our GEO, "students will critically examine and comprehend human nature, social behavior, and/or institutions." Many faculty expressed frustration with the pressure to increase class sizes at the same time that we were trying to help students better achieve these higher order GEOs and SLOs. We ask that the college consider allocating a grading quotient to give instructors in Social Science more time to read student writing. Instructors also discussed the challenge of evaluating a great deal of writing and being able to guard against rampant plagiarism.

2) In order to assess critical thinking skills there are many papers done by students where they need to apply course concepts and content as well as theory to critically analyze. In doing so the assignments need in-depth feedback from instructors to students in order to scaffold their learning and help them to reach the analysis, synthesis and evaluation levels of Bloom's taxonomy that are required in critical thinking. The feedback/correcting is time consuming and with large classes is almost impossible. There is a concern that if we have to increase these classes to over 30 it is impossible to do this kind of in depth analysis. Also there was discussion that in order to correct these it seems we need either a release time comparable to the English department (if the course assignments/papers meet the same criteria in words, etc.). It is believed we meet or exceed the writing criteria used for English faculty and this area needs to be investigated with the union and administration.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

We have several principle requests that came out of our GEO reflections.

1) We would like to request scheduling flexibility in class structure so that where we have multiple sections of the same course, the students could meet once a week for an hour and a half in a large lecture hall, but they would meet in small sections once a week for the remaining 1.5 hours of accountability. Students would have the same amount of contact time, but the instructor would lecture to the large group, which is appropriate for content presentation. But they would be in smaller class sections for group projects and discussions. Since group discussion is so integral to achieving the critical thinking and analysis component of our GEO, we feel justified in asking the administration to work with Senate, Union, and CAC to make this a possibility. Other divisions do this with labs (sciences) and our reflection has shown that it would be beneficial for student success in our division as well in some classes.

2) We would also like the college to consider allocating some sort of grading quotient to Social Science instructors who include a certain amount of writing in order to meet course SLOs or division GEO. This is done in English and Math. We cannot say that our students are achieving the student learning objectives because of the difficulty of assigning as much writing as would be necessary to fully achieve these outcomes.

3) We support the college purchasing some sort of plagiarism prevention software to make it easier for instructors to offer writing assignments, which are so important to achieving critical examination GEO and SLOs.

4) We would note that we did receive funding to create a mobile research lab. The technology will be utilized to reinforce course concepts and facilitate attainment of course SLOs and division GEO.

5) It was also noted that the Child Development lab must be recognized and supported as the academic lab it is for the Child Development department and various departments on campus that access it for academic purposes. At this time it is solely supported financially by student services and not by academic program funds that other labs do have on campus.

Academic Affairs Office Reflections on Student Learning

Spring 2013 Dialog/Assessment Reports

Academic Affairs Office, Marina Ed Center and Fire Academy

Department/Group Name	Semester	Date
Academic Affairs Office, Marina Ed Center & Fire Academy	Spring 2013	1/30/13
Department/group members present		
Celine Pinet, Kathryn Kress, Georgina Leyva, Ruth Killens, Maggie Caballero, Yen Le, Natalie Rodda, Laura Franklin, Jon Knolle, Leslie Procive, Michael Gilmartin, Bruce Wilder, Dianne Conway		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Results dialog reflecting on Spring 2012 and Fall 2012 discussion:</p> <ul style="list-style-type: none"> • Facilities: Improvement in Ed Center temperatures has been reported with continued communication to Facilities to achieve a comfortable learning atmosphere. Work tree established to Facilities for work orders. UOM position filled. • Staying in communication with the DOMs & DC's re: course syllabi: Plan as agenda item for a discussion at AAAG on this matter, with Ruth present, we will report at the next Reflection Day.) Creating report (now in progress) to facilitate checking the submission of course syllabi. October 25, 2012 report: We talked about this at the POW WOW of Oct 22 and Ruth has been so successful this semester with collecting the syllabi that we decided she did not need to come to AAAG. We will revisit this if need be next Spring semester. Spring 2013: No need to revisit at this time: <ol style="list-style-type: none"> a. This has improved, Ruth emails the DOMs 6 weeks in advance with deadline date and she receives the syllabi in electronic format. Less follow-up with the divisions, with the exception of Creative Arts. b. Issue still with not having standardized course syllabi, still have to search documents to find the SLO. c. Course syllabi is included in the faculty handbook (and has been for many years), with Student Learning Outcomes listed as the third topic. • Centralized scheduling review: Michael to follow up with new scheduler and team and to report at next reflection session <ol style="list-style-type: none"> a. Not all DOMs are reviewing the report line-by-line. Have provided training, some DOMs provide report w/small margin of error. Others do not conduct a thorough proofing and submit with errors. Curriculum issue of faculty wanting to do their own thing and not conforming to curriculum standards. A DOM meeting was held last week. We are still having challenges with student accounting codes and TBA classes. However, the Dean of Instructional Planning's office is working individually with a few DOMs to address these issues. b. Printed schedules have been made available. The challenge is that it is outdated, for example the printed schedule is finalized in April, but not posted to the web until July. 		

The Dean of Instructional Planning's office printed a SIS 110 report on a daily basis, listing the open classes for the Information Table during the first week of classes. This report was also sent to the Counseling Department for their use in informing students of any changes in the schedule. At the end of each day during the first week, the Scheduler sends a list of all changes to all the DOMs. The most consistent, up-to-date information is on WebReg.

- c. Improved standardization, fewer questions; printing of "no frills" schedule; steps to register more prominent on web page.
 - d. CurricUNET allows for the updating of course and program offerings that affect the end user, of which includes the updating of SLOs.
- MPC website needs to be updated – we do not believe this has happened. It still needs to be redeveloped. **One team reported ways have been found to keep some info current and user friendly. Plan: Follow up and report on AAs areas of improvement. Route through shared governance. At the beginning of this Spring 2013 semester, ICDE generated a refreshed MPC Online site to provide a more centralized access to resources.**
 - Exam schedule at the Ed Center has conflicts with late afternoon classes – we do not know if this has been rectified. **This comment came from our Marina team in Spring 2012 and this Fall 2012, the group reported a better awareness of late afternoon conflicts; able to better anticipate and resolve. Continued collaboration between SS and AA needs to occur. If further. Plan: Laura and her team to report if this needs to be further pursued (Spring 2013.) February 2013: Laura reported that Student Services sets the final exam schedule. It will need to reflect that we offer more afternoon classes than we used to.**
 - iLearn and Moodle are two platforms that students have questions about. iLearn is now MPC Online. We do not know if a cheat sheet/FAQ has been generated. If one was, was it updated to reflect the change from iLearn to MPC Online? **This comment came from AA experience at Marina, Spring 2012 and this Fall 2012, this group reported: If still needed, they will create a cheat sheet. Laura and her team to report at our next reflection day (Spring 2013). At the beginning of this Spring 2013 semester, we consolidated student support resources into a central place that is available from the home page of the MPC Online site. The resources include frequent support topics and information to help students access MPC Online, find their courses, and perform typical course tasks (such as responding to discussion forums, submitting assignments, and sending messages).**
 - There is a need for organizational structure for the Office of Academic Affairs, so as to help the campus knows who does what in the office. **Leslie has requested information from the Deans, the various Administrative Assistants and Academic Affairs staff (each of you) about current organizational charts, existing directions, and existing systems and processes (e.g. processes for students with questions on various matters). With this information, we will look for consistency and start addressing the questions and comments below.**

Questions and comments that came from the staff include: If a student has an issue with an instructor and they need to speak to a dean because the Division Chair is not available, which dean does the student meet with? Which divisions report to Michael Gilmartin? Which divisions report to Laura Franklin? DOMs and Division Chairs (and other faculty/staff) need to know who to give paperwork to. Currently paperwork goes all over the place. There is no structure. An organizational chart would be very

helpful for everyone.

Org chart and deans' duties diagrams have been produced, reviewed with the team through "In the Loop" meetings to clarify systems.

Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.

Focus on the student themselves. As the Flex Day guest speaker said, "challenge yourself". People see that we care; we have a passion to help the student.

What opportunities do we bring to student learning?

Passion.

Using sticky notes that remind us to do things. We get caught up in projects, and the sticky note could be a reminder of why we do what we do.

We get mired down in writing reports – we need things to help us keep things in perspective.

- Singing, humor, Maggie's cupcakes.

Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.

How to be effective?

- We all provide solutions.
- We want to make a difference
- When we take the extra step it is good advertising for the college

Instead of telling the student to talk to someone else, we try and resolve it. Get the student a solution, which helps learning by helping the flow.

- Focus on the students themselves.
- We acknowledge them when they come
- Challenge yourself, and do not necessarily choose the easy way.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

We bring different backgrounds and experiences, but we all share the passion. There is the passion in general that applies to the day-to-day work and then there is the micro-passion for each person.

We listen to the students well, and need to do that with faculty and each other.

Strong basis for AAO is communicating.

Celebrate the successes – even the little ones, for example Ruth collected 716 course syllabi for spring semester.

Putting things into perspective

Student success stories – student at Marina taking DE classes, not having a computer and using the resources there

TV ads.

Recognition of one another.

Staff should sit in a class they are interested in, just to observe and capture the feeling of being a student again.

“Is there anything MPC can do to help you? What else can I do to support you?”

Passion helps student learning. Keep it alive by listening to each other, support and celebrate the successes.

Care and commitment to what we do

Update of MPC Online webpage – adding in online support services

We’ve talked about our backgrounds, our experience, how you get to know one another and it made us realize how much a part of the MPC family we are.

Student Services Reflections on Student Learning

Spring 2013 Dialog/Assessment Reports

Academic Support Center

Department/Group Name	Semester	Date
Academic Support Center	Spring, 2013	2-08-2013
Department/group members present		
Sudeshna Nand		
Principle SLOs, supporting objectives, and/or challenges discussed		
<ul style="list-style-type: none"> • Continue using the checklist for weekly documentation on a tutee by a tutor for an entire semester (with some changes to the form) as a tool to measure student progress in terms of time management, organization and study skills. • Begin using the tutee feedback form with returning tutees first. • Improve ASC services through tutor/tutee feedback. • Assist a tutee to recognize and articulate his specific area of difficulty. • Meet with the tutee to determine the learning style and provide tutoring effectively. • Maintenance of ASC website. • Improve computer services. 		
Summary of department/group discussion about student learning		
<ul style="list-style-type: none"> • The importance of student tutors in the student learning process. • The value of tutees acknowledging that student success is largely based on doing homework on time, attending classes, devoting required study time for challenging subjects and practicing effective study habits. • The need to encourage self-motivation. • The need for extra tutoring for special needs students upon request. • The need for computer accessibility for power point presentations and computer compatibility for languages other than English. 		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)		
<ul style="list-style-type: none"> • To continue 2 hours of tutoring/week per tutee due to budget restrictions. • To share obstacles to student success with COMA, BSI, and student success task force. • To continue using the policy of tutees informing the center one hour before cancelling a session. • To request for updates on computer accessibility in ASC rooms. • To review and update ASC website. • To request for funding in order to provide the current services effectively. 		

Admissions and Records

Department/Group Name	Semester	Date
Admissions & Records	Spring 2013	January 31, 2013
Department/group members present		
Aiyumu Takada, Segundo Zosa, Teresa Standfield-Lee, Donna Russo and Nicole Dunne		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ul style="list-style-type: none"> • WebReg/MPC website improvements <ul style="list-style-type: none"> - now called Admissions & Records versus Admissions - improved dates/deadlines website • hired student assistants as additional resource to assist students in A&R lobby • more staff training has been provided • more students are registering online and using add codes due to: <ul style="list-style-type: none"> - additional in person assistance available - staff encouraging the students to add online with add codes, and helping them through the process - new add code worksheet that helps students to use add codes online 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> • Improve technological services to students through electronic applications, transcript requests & online registration • Increase speed and accuracy of services to students and staff through technological advancements • Increase access to technology by providing additional computers for client use 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<ul style="list-style-type: none"> • The website is often considered confusing. Could be improved by organization from the viewpoint of a student user. • Waitlists would allow the students to make decisions on whether they would like to stay at MPC or explore taking an impacted class at another institution. 		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
Increase students' access to Admissions & Records services through technology <ul style="list-style-type: none"> • Continue plan to install 3 additional thin client computers in A&R lobby • Continue to make improvements to WebReg and MPC website identified by student and staff user barriers • Increase access both by computers and streamline processes • Improve response time to students by implementing automatic downloading of applications • Move to eTranscripts • Move to Open CCCApply • Support waitlist efforts 		

Athletics

Department/Group Name	Semester	Date
Physical Education Division	Spring 2013	1/25/13
Department/group members present		
<p>Lyndon Schutzler, Kim Fujii, Walter White, Daniel Phillips, Ted Trendt, Mark Clemons, Paula Haro, Jeff McCart, Paul Tuff, Wendy Bates, Erin O'Hare, Janet Butler, Mike Rasmussen, Linda Marie Johnson, Blake Spiering</p> <p>Note: members of each department were in attendance.</p>		
Principle SLOs, supporting objectives, and/or challenges discussed		
<p>Physical Education Principle SLO: Improve or maintain physical fitness through participation in the selected activity.</p> <p>Course outlines and requirements stated within. Possible course revisions if SLO's dictate.</p>		
Summary of department/group discussion about student learning		
<p>The group discussed methods to assess and measure physical fitness. These included new options as well as those already in use in the Fitness Center. Methods were analyzed not just for validity and accuracy but also in how many students could be serviced due to staffing, equipment and time restraints.</p> <p>The group also discussed assessments, both fitness and technique, as they relate to other Division/department courses.</p>		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)		
<p>Instructors create and initiate methods to assess improvement/maintenance as stated in specific class SLO. This testing would be done in the classroom.</p> <p>Fitness center instructors and PFIT instructors outside of the Fitness Center with specific skill based classes such as PFIT 18A, Aerobic Fitness, collaborate with increased participation in established fitness assessment as applicable to specific class SLO.</p>		

Child Development Center

Department/Group Name	Semester	Date
Child Development Center	Spring 2013	January 28, 2013
Department/group members present		
Cathy Nyznyk, Jeff Procive, Mary Rigmaiden, Nancee Powell, and Giovanna Badger		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
We are tweaking our staff schedule to better meet the needs of our Child Development practicum students. We will have our full time staff open and close the Center and we will use our 18 hr. Staff fill in during the course of the day always keeping within our adult to child ratio.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>CDC student parents will identify and communicate their educational/ occupational goal and major at eligibility meeting during onset to the semester as required by Title 5 and CDE.</p> <p>The CDC student parent will demonstrate critical thinking by applying personal experience and observation to solve problems that impact achievement of their educational goal</p> <p>In collaboration with CDC staff, the student will attend parent workshops and volunteer at CDC weekly. Parents will participate in parent Club activities to enrich & fundraise for the CDC.</p> <p>Through the CDC Orientation, the student will demonstrate the knowledge and awareness of the policies and services necessary to meet one's educational goals and demonstrate the ability to communicate those needs to the appropriate department/areas. Students will read CDC handbook</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>The CDC has a dual role providing high quality preschool for student parent children and functions as a laboratory setting for child development majors.</p> <p>Less staff have exhibited problems with schedules and meeting the needs of child development lab students.</p> <p>We are working with the community in collaboration of sharing resources.</p> <p>Our parents are needy and need support in all aspects of their lives.</p>		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
<p>Clerical staff is needed to provide quality and lessen the tremendous work load of the Director.</p> <p>Work study students must be trained and utilized to meet ratios in Center.</p> <p>Offer child development classes/parenting for parents</p>		

Counseling

Department/Group Name	Semester	Date
Counseling – PERS 50	Spring 2013	1/30/13
Department/group members present:		
LaRon Johnson, Sal Cardinale, Mike Torres, Amber Kerchner, Alethea DeSoto, Kimberly Mansfield. Guest: Alfred Hochstaedter		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ul style="list-style-type: none"> • Regular weekly PERS instructors meetings for collaboration and curriculum alignment • All instructors currently using <i>mpconline</i> in some capacity 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Course objectives discussed were the following:</p> <p>#3: Identify campus resources and services and relate them to individual needs.</p> <p>#6: Demonstrate assertiveness and negotiating skills and apply these to their interpersonal and academic relationships.</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>For course objective #3, students individually must complete an activity in which they research three campus resources and share them with their group. The end result is that they have a list of twelve of the most frequently used student resources. During our program reflection, the question of whether or not the information gathered by students from this activity was <u>used</u> throughout the semester based on individual needs to increase student success.</p> <p>For course objective #6, an instructor can measure it by totaling the number of times a student visits during office hours. Kim Mansfield expressed that her students seldom come. During our program reflection, we spoke about how the literature often references that students who successfully develop course objective #6 often achieve a higher level of success. When students are asked why they don't seek out their instructors, they often respond that they are afraid, do not know what to ask, or how to go about seeing an instructor.</p>		

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

Addressing objective #3, it was decided that there needs to be a more systematic integration of the campus resources throughout the semester. A semester-long assignment will be added to the course in which students are required to actually use resources of their choice. Later, they will write a paper reflecting on their experiences.

In order to increase and encourage course objective #6, it was recommended that each student will be required to visit at least one of their instructors during office hours and an activity/group share would follow the experience.

The specific details of both of these will be addressed in an upcoming PERS instructors meeting.

EOPS/CARE/CalWORKs

Department/Group Name	Semester	Date
EOPS & CARE	Spring 2013	January 30, 2013
Department/group members present		
Eric Ogata, Christine Vincent, Kelly Fletes, and Stephanie Perkins		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Video/Youtube project initiated to engage potential students and inform them of EOPS/CARE processes. Student utilization of priority registration appears to have improved. Fall to Spring persistence rates appear to have improved more data needed. e-mail notices appear to me more effective, less students saying “nobody told me”.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Communication, Technical Competence, Self-Advocacy & Critical Thinking		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>Electronic Multi-term Ed Plans (Communication & Critical Thinking) Priority Registration (Self –Advocacy, Technical Competence & Communication) Discussed new State mandates and how they may affect us e.g. placing student multi-term Ed plans online in SIS, currently all students have a paper Ed plan completed, challenges exist in migrating them into SIS efficiently. Discussed impressions of program students utilizing priority registration this past November for the Spring 2013 semester. Signs are encouraging and methods of getting students to utilize this service were discussed.</p>		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
Continue to learn how to most efficiently utilize SIS to serve students most effectively at the same time meeting new regulatory requirements i.e. Student Success Act.		

International Student Programs

Department/Group Name	Semester	Date
International Student Programs	Spring 2013	1/30/13
Department/Group members present		
Gaozong Thao and LaKisha Bradley		
Principle SLOs, supporting objectives, and/or challenges discussed		
<ul style="list-style-type: none"> • Timely response and consistent interpretation of SEVIS requirements; • ISP marketing and advertising overseas • Maintenance of ISP website • Continue working on updating institutional policies regarding immigration regulations • Developing study abroad program for MPC students • Developing language training program with ESL Department • Increasing ISP student population for 2014-15 • Continue dialogue with CSUMB regarding ISP collaboration efforts: advertising, recruitment, articulation agreement (2+2) 		
Summary of department/Group discussion about student learning		
<ul style="list-style-type: none"> • The need for ISP students the engage, interact with, and learn from other ISP students; • The importance of exposing ISP students to social/cultural events; and • The importance of ISP students engaging in meaningful interaction with faculty and staff while at MPC; and • The value and importance of continuing to offer new ISP student orientations and continuing ISP student workshops 		
Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)		
<ul style="list-style-type: none"> • To provide additional counseling/advising services to facilitate student progress toward their academic and career objectives; • To establish polices/procedures manual for program operations: <ul style="list-style-type: none"> ○ Initial focus on SEVIS requirements related to CPT, reduce course loads; • To develop a targeted advertising plan; • To review and update ISP website; • Review PERS10 course as orientation for new ISP students • Starting International Club for all MPC students exposing ISP students to social/cultural events • Outreach and presentations in China during March 2013 with CSUMB • Created mutual responsibility contract to review immigration policies with ISP students 		

Job Center

Department/Group Name	Semester	Date												
Job Center/Lien Nguyen	Spring 2013	February 8, 2013												
Department/group members present														
Job Center/Lien Nguyen/Larry Walker														
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.														
<ul style="list-style-type: none"> Supervisors are very satisfied with the students who meet the requirements for the job. 														
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.														
<ul style="list-style-type: none"> Student hand-book is posted on-line for students to view. 														
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.														
<p>The primary goal of the Center is to bring education and employment together so students can develop valuable work experience.</p> <table border="1"> <thead> <tr> <th><u>Spring 2011</u></th> <th><u>Spring 2012</u></th> <th><u>Fall 2012</u></th> </tr> </thead> <tbody> <tr> <td>3187 (Viewers)</td> <td>4500 (Viewers)</td> <td>5312 (Viewers)</td> </tr> </tbody> </table> <p>➤ The number of students who view jobs on-line has increased because it's much easier and convenient to view and apply for jobs online.</p> <table border="1"> <thead> <tr> <th><u>2010-2011</u></th> <th><u>2011-2012</u></th> <th><u>2012-2013</u></th> </tr> </thead> <tbody> <tr> <td>201 (Jobs)</td> <td>255 (Jobs)</td> <td>113 (As of 1/31/13)</td> </tr> </tbody> </table> <p>➤ Employers find it convinement to post jobs on the MPC website and more opportunity to hire potential MPC students with skills that math-up to their desire work force need.</p>			<u>Spring 2011</u>	<u>Spring 2012</u>	<u>Fall 2012</u>	3187 (Viewers)	4500 (Viewers)	5312 (Viewers)	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	201 (Jobs)	255 (Jobs)	113 (As of 1/31/13)
<u>Spring 2011</u>	<u>Spring 2012</u>	<u>Fall 2012</u>												
3187 (Viewers)	4500 (Viewers)	5312 (Viewers)												
<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>												
201 (Jobs)	255 (Jobs)	113 (As of 1/31/13)												
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).														
<ul style="list-style-type: none"> Post jobs on-lien and bulletin board as soon as possible (within 48 hours of receipt of job announcement) so students have more chance to apply Review Job Center website and update the site with more on-line resources for students, such as: <ul style="list-style-type: none"> Update student hand-book Link to other websites that posted jobs around country. Resources for resumes and interviews technique. 														

Matriculation - Assessment

Department/Group Name	Semester	Date
Assessment/Matriculation	Spring 2013	02/04/2013
Department/group members present		
Stacey Jones-Assessment Specialist Alyssa Huerta-Orientation/Veterans Alethea DeSoto-Matriculation Coordinator/Counselor		
Principle SLOs, supporting objectives, and/or challenges discussed		
<u>Assessment/Placement</u>		
Supporting objectives- <ul style="list-style-type: none"> • Support students to the best of our abilities • ENSL testing computerized- working our kinks to COMPASS program • Constant program evaluation-meeting the needs of the student • Working with network support to better utilize our systems for student success • Online appointment making system in place on campus. Adds a factor of convenience for students to make appointments any time of the day- This system will be eventually used campus wide • Assessment results online for students • Support high school students with informational sessions at their schools and a designated assessment event for high school seniors • Proactive advertisement to inform students of assessment needs-"Getting the word out" • Support from staff to help with larger tests 		
Challenges- <ul style="list-style-type: none"> • Ever increasing student population and need for testing • New state regulations in testing and Matriculation <ol style="list-style-type: none"> 1. Universal Assessment Testing • Time limits on assessments- increase of students testing • Limited staff and resources <ol style="list-style-type: none"> 1. Office staffed with 1 person 2. Need for ½ time staff member to be added & floating staff to help with tests 3. Designated space for assessments/testing in a room which can hold 50 students or more (Monday-Friday) 4. Issue might be that we could possibility have to turn away students without help of staffing and testing space 		
Summary of department/group discussion about student learning		
N/A		

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)

Goals-

Help student become proactive within the educational step process

- With advertisements
- Informational sessions in high school and beyond
- Admissions promotional flyers and emails

Matriculation - Orientation

Department/Group Name	Semester	Date
Orientation	Spring 2013	2/11/13
Department/group members present		
Alyssa Huerta: Matriculation Specialist Alethea De Soto: Matriculation Coordinator		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ul style="list-style-type: none"> • Developed a new course, PERS 10 Orientation To College to replace PERS 200 – new course was approved in February 2013. • Created the High School Priority Program to include completion of orientation through the PERS 10 class • Updated and finalized the PERS 10 text book 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> • A: Create a clear pathway for all graduating high school students who want priority registration. • B: Orientation webpage has updated and information that helps student know which steps are needed to complete PERS 10 • C: Discussing and finalizing how to address the non-resident graduating high school seniors and PERS 10 (these are our potential AB540 students) 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<ul style="list-style-type: none"> • A: Discussed the importance of marketing this event through various channels such as: flyers, website, school visits/workshops. • B: Orientation webpage has to be easy to understand for both our graduating senior and our other matriculated students. • C: Discussed the importance of potential AB540 students knowing exactly how to proceed with PERS 10. Came up with timelines to allow them to complete PERS 10 the two weeks before school starts in Fall 2013. 		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
<ul style="list-style-type: none"> • Goal for “A” is to continue to look at how we communicate our matriculation efforts in a clear and timely manner. • Goal for “B” is to continue to communicate with our high school counselors, students and our own MPC community of the steps to complete orientation. • Goal for “C” is to provide our non-resident graduating high school seniors a workshop in lieu of PERS 10 during spring where we can create an ed. plan and to require them to complete the PERS 10 course in the summer prior to fall. 		

Re-entry and Multicultural Resource Center (REMC)

Department/Group Name	Semester	Date																											
Re-entry and Multicultural Center	Spring 2013	January 30, 2013																											
Department/group members present																													
Eileen Crutchfield/Larry Walker																													
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.																													
<ul style="list-style-type: none"> REMC has settled in the Student Services building and specific days are allocated for program services. Classified staff is knowledgeable of providing information regarding MPC services. A space is available to discuss student's personal issue and challenges. Textbook Lending Program took place two weeks prior to the startup of the semester. Women Supporting Women grant request increased. 																													
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.																													
<ul style="list-style-type: none"> Summer and Fall Textbook Lending Program Stats: <table border="0"> <thead> <tr> <th><u>Semester</u></th> <th><u>No. of Applications</u></th> <th><u>Textbook Lent</u></th> </tr> </thead> <tbody> <tr> <td>Summer 2012</td> <td>182</td> <td>237</td> </tr> <tr> <td>Fall 2012</td> <td>434</td> <td>640</td> </tr> <tr> <td>Early/Spring</td> <td colspan="2">Stats not available</td> </tr> </tbody> </table> Women Supporting Women data for Fall 2012: <table border="0"> <thead> <tr> <th><u>Gender</u></th> <th><u>Enrollment Status</u></th> <th><u>City</u></th> </tr> </thead> <tbody> <tr> <td>Male: 8</td> <td>Full Time: 17</td> <td>Carmel: 2 Monterey: 2 Homeless: 2</td> </tr> <tr> <td>Female: 17</td> <td>¾ Time: 4</td> <td>Hollister: 1 Pacific Grove: 4</td> </tr> <tr> <td></td> <td>Part Time: 3</td> <td>King City: 1 Seaside: 5</td> </tr> <tr> <td></td> <td>Less than part time: 1</td> <td>Marina: 4 Salinas: 4</td> </tr> </tbody> </table> <p><u>Approved For</u> Utilities: 15 Housing/rent: 9 Child care: 0 Personal auto expenses: 15 Public Transportation/bus pass: 6 Medical: 3 Other: 8</p>			<u>Semester</u>	<u>No. of Applications</u>	<u>Textbook Lent</u>	Summer 2012	182	237	Fall 2012	434	640	Early/Spring	Stats not available		<u>Gender</u>	<u>Enrollment Status</u>	<u>City</u>	Male: 8	Full Time: 17	Carmel: 2 Monterey: 2 Homeless: 2	Female: 17	¾ Time: 4	Hollister: 1 Pacific Grove: 4		Part Time: 3	King City: 1 Seaside: 5		Less than part time: 1	Marina: 4 Salinas: 4
<u>Semester</u>	<u>No. of Applications</u>	<u>Textbook Lent</u>																											
Summer 2012	182	237																											
Fall 2012	434	640																											
Early/Spring	Stats not available																												
<u>Gender</u>	<u>Enrollment Status</u>	<u>City</u>																											
Male: 8	Full Time: 17	Carmel: 2 Monterey: 2 Homeless: 2																											
Female: 17	¾ Time: 4	Hollister: 1 Pacific Grove: 4																											
	Part Time: 3	King City: 1 Seaside: 5																											
	Less than part time: 1	Marina: 4 Salinas: 4																											

- Spring data not available
- The Women Supporting Women (WSW) fund supports retention by providing emergency financial assistance. REMC has increased the amount of grants to students.
- The Textbook Loan Program helps support retention by providing students with textbooks for their classes during a challenging economic climate. The MPC Foundation has increase the allocation of funds to the program.
- The importance of supporting historically underrepresented and at risk populations to include ethnic and cultural minorities, LGBT, homeless, low-income, re-entry and single parent students
- The importance of collecting WSW Approved Applicant Surveys to document and demonstrate how the fund supports the retention of students

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

- To continue to collect testimonials from students who have utilized the Textbook Loan Program for the purpose of providing qualitative data to potential funders.
- To continue to collaborated with other Student Services programs in order to provide students with accurate information.
- To work with the Student Activities Coordinator to find community resources to help stock the food pantry.
- To work with other campus departments to offer events that will empower, motivate and retain underrepresented student populations
- To continue to offer work-study positions to students.
- To continue to maintain the REMC webpage.
- To increase the use of technology that benefits student access, retention and success.

Student Activities

Department/Group Name	Semester	Date
Student Activities	Spring 2013	2-1-13
Department/group members present		
Julie Osborne, Leza Turner, Sigrid Klein, Sudeshna Nand		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Student Activities challenges from last Program Reflections were: staffing issues, budget issues, increase leadership training.</p> <p>Ways in which those challenges were addressed:</p> <p>Staffing Issues: Additional student assistants were hired to work in the office through the FWS program.</p> <p>Budget Issues: ASMPC has learned to decrease their spending and to be more budget conscious. ASMPC will be spending less on events as well as council activities. ASMPC is also working on developing more fundraisers.</p> <p>Leadership Training: The Student Activities Coordinator will continue to serve on the executive board for the California Community College Student Affairs Association (CCCSAA.) Continuing to serve on the board will increase networking and leadership training opportunities which will ultimately benefit all MPC students.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>SLO's that Student Activities will be focused on are:</p> <p>Communication, Critical Thinking and Personal Development. Student assessments are given to students at the beginning and the end of the semester to determine whether or not the learning outcomes were achieved.</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>In our group, the discussion we primarily focused on the issues pertaining to the Academic Support Center. The main issue that this program has been having is that students are not showing up or cancelling their tutoring at the last minute. We discussed ways to help them to achieve better time management, and to be more accountable. Discussed giving "awards" or "perks" for students who show up to tutoring on time (example free parking passes for semester, etc.)</p>		

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

Student Activities Programmatic Goals:

Institutional Goals	Student Activities Goals	Objectives	Activities	Timeline
Promote academic excellence and critical thinking across all areas and disciplines	Create a "leadership" training component for ASMPC Student Council	Leadership training would benefit students in all future vocations and would make students more accountable	All ASMPC members would be required to attending leadership training & "Interest Based Learning"	Initial training done in May of each year for incoming council members. And, refresher training done at various dates throughout the academic year
Foster a climate that promotes diversity throughout the institution	Continue to increase and expand cultural enrichment activities and events	Enable students to gain a better understanding and appreciation for other cultures	Create cultural events such as: Hispanic Heritage or Polynesian festivals	Schedule at least one (1) event per each month during the Spring and Fall semesters
Ensure adequate levels of personnel to support current programs and establish priorities for future growth	Ensure that the Student Activities office is well-staffed to meet the growing needs of students	To provide exceptional customer service in our very busy office	Continue to work with the Job Center to train and hire qualified student assistants	On-going

Action Plans:

Description of Activity	Institutional Goal	Item(s) Requested	Total Amount
Leadership Training: Continue to develop a training component to ASMPC	1	Staff or Guest Speakers	Open
Cultural Events: Expand on existing events to reach a broader MPC community audience	2, 4	Possibly seek Sponsorship opportunities	Varies
Outreach: Conduct outreach activities with local organizations to help to market & promote ASMPC. Increase outreach efforts to students at the Marina campus	3, 5	No cost associated with this item	\$0

<p>Customer Service Training: Increase training to both ASMPC and student assistants so they can provide the best customer service possible to all students who utilize our services</p>	6	No cost associated with this item	\$0
<p>Student Center Ad Committee: Form committee with the VP of Student Services for the future remodel of the Student Center.</p>	7	No cost associated with this item	\$0

Student Financial Services

Department/Group Name	Semester	Date
Student Financial Services	Spring 2013	1-30-2013
Department/group members present		
Patricia Chapman, Deanna Galdo, Danielle Hodgkins, Brenda Kalina, Terri Murphy, Francisco Tostado		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
More students are utilizing their MPC student portal to find the status of their financial aid and beginning in 2013-2014 students will be submitting most forms electronically. Our collaboration with other departments has improved and we are working continuously in the best interest of our students.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
SLO 1: Financial Aid Application Process		
Students will know when to complete their financial aid file and students will enroll prior to the Financial Aid Enrollment Deadline for the second day of class.		
SLO II: Satisfactory Academic Progress Process (SAP)		
Students will have an understanding of the Satisfactory Academic Progress Policy and know how to complete their probations contracts and apply for a dismissal appeal.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
SLO 1: Financial Aid Application Process: Students are submitting their FAFSA applications earlier and all required documents together. We had a total of 7,087 FAFSA applicants in Fall 2011 and 7,850 applicants for Fall 2012. That is an increase of 763 students in Fall 2012 compared to Fall 2011. Students are more aware of the timelines and due dates. We awarded Pell grant to a total of 1,271 students in Fall 2011 and 1,253 students in Fall 2012. That is only 18 less students completed in 2012. We are continuing to partner with our local high schools to hold financial aid workshops. Furthermore, we are holding workshops in our library and are attending classes to inform students to complete their files. We table at Lobo Days and career days at our campus or local high schools.		
SLO 2: Satisfactory Academic Progress Policy (SAP): Students are more proactive when it comes to their warning status for financial aid. Students are submitting their warning contracts earlier. We had a total of 425 students completing their warning contract for Fall 2011 and 453 in Fall 2012. This is an increase of 28 students from one year to the next. Moreover, students are submitting their appeals and receiving their approval or denial via their MPC email. We are meeting with counselors and supportive staff to inform them of the changes in Student Financial Services and they are encouraging students to complete their financial aid warning status contracts earlier. In addition, students are being sent notifications via their student portal. Thus reaching them earlier because they can access their MPC accounts from any smartphone.		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
We are integrating the use of technology to allow students to have access to complete their files electronically and faster. We have technology available that has not been utilized to its potential. There is still a need to hire another Financial Aid Coordinator for 9 months of the year to help us with the heavy times of the year. We must overcome some of our technology challenges. However, with the new IT Director and new President we hope to continue to improve on the technology front.		

Student Health Services

Department/Group Name	Semester	Date
Student Health Services	Spring	1/31/13
Department/group members present		
Lara Shipley and Kelly Eyer		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Outreach efforts have been implemented through the monthly online magazine "Student Health 101," classroom presentations, ISP orientation, Health & Safety Fair and handouts/posters.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> • Students will be to verbalize SHS services after a visit to the clinic or a class presentation • After a visit with the physician, students will be able to articulate the treatment plan and how to improve his/her health • Students will be able to verbalize coping strategies and ways to improve their mental health after meeting with the MFTIs 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
We believe there is a great need for mental health services on campus as evidenced by 18 requests for services by students in the first eight days of school. We are grateful that Athletics and the Science Dept. along with Student Services have offered space this semester, and we remain grateful to Academic Counseling and Supportive Services for their continued donation of space. This directly impacts our third SLO and our overarching goal of aiding student retention.		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
With enrollment down, our budget has been impacted and we have the same staffing levels (2) yet it seems like the mental health needs are greater. To address this issue, we have been able to add a MFT intern, and I attended the MSW student fair at CSUMB last week to try to obtain MSW students for next year to assist with resources and case management. It seems like there is a greater awareness on the campus of the services we offer and the value of the service we offer as it relates to or aids in student retention as evidenced by more instructors sending students here for mental health and case management help.		

Supportive Services & Instruction

Department/Group Name	Semester	Date
Supportive Services & Instruction	Spring 2013	1/30/2013
Department/group members present		
Kathleen Rozman; Alexis Copeland; Susan Villa; Terria Odom-Wolfer; Mimsie Redmayne; Jacque Evans, Linda Parise		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ol style="list-style-type: none"> 1. Have developed and begun offering Accommodations Workshops at beginning of the semester; our goal is to schedule them throughout the semester and increase the number of students attending. 2. Increased accuracy in MIS student data/student count reporting. 3. Compliance requirements addressed by updating forms such as Student Educational Contract, Authorization for Release of Info, Application for Services, etc. 4. Clarifying and streamlining process for students to receive alternate media accommodations. 5. Development of Kurzweil Orientation Workshop to introduce students to the software and basic reading, applications. More students receiving instruction/support. 6. Increase in number of students setting up MPC e-mail and using web registration. 7. Testing Center upgrade to Kurzweil 13 (most current version) 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>Continued to discuss student learning in light of budget changes and new state mandates. We are continuing to focus on our SLOs in Critical Thinking and Technical Competence:</p> <p><u>Critical Thinking:</u></p> <ol style="list-style-type: none"> 1. <i>Students will identify, explore and utilize knowledge of their disability and functional limitations to assist in academic planning.</i> <p><u>Technical Competence:</u></p> <ol style="list-style-type: none"> 1. <i>Students will identify and use appropriate technology and alternate media.</i> <p>We identified legislative changes in the following areas that will impact students with disabilities at MPC, which will, in turn, impact services provided to students and LNSK course offerings and/or curriculum:</p> <ul style="list-style-type: none"> • Priority Registration • Course Repeatability • Financial Aid • Basic Skills “Fast-tracking” • BOG Fee Waiver <p>Our action plan items below related to each SLO are identified. Data on # of students served, # of sessions offered; and results of student evaluations will be gathered as part of assessment measures.</p>		

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

The department is continuing to focus on meeting student needs in an efficient, timely manner. The following activities were part of our dialogue about the Program and **will form our current action plan.**

Critical Thinking:

1. *Students will identify, explore and utilize knowledge of their disability and functional limitations to assist in academic planning.*
 - a. Develop and offer new student orientations (Summer and Early Spring) and increase regularity of Accommodations Workshops before/during the semester.
 - b. Develop a student survey to evaluate effectiveness of workshops and orientations.
 - c. Develop a handout to encourage students to use their student portal as the best method for keeping informed regarding changes in FA, repeatability and other SSTF mandates.

Technical Competence:

1. *Students will identify and use appropriate technology and alternate media.*
 - a. Assist students in setting up campus e-mail and using their student portal for accessing their records and information in addition to web reg; consider offering sessions to facilitate this; recruit competent work study students.
 - b. Monitor effectiveness of updated alt media/assistive technology accommodations process.
 - c. Development of Kurzweil Orientation Workshop to introduce students to the software and basic applications.
 - d. Improve our department website so both current and prospective students can use that as a point of reference for DSPTS specific information.

Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.

Discussion focused on recent legislation changes and the possible impact on our curriculum in general. Teaching faculty will meet weekly to discuss possible restructuring and/or modification of classes currently taught in the department. With the changes brought about by the Student Success Act and SB1440, students' needs will be different, and we need to identify how those needs will be best met with departmental resources.

SEE ATTACHED INSTRUCTOR REFLECTIONS FOR LNSK COURSES

WorkAbility III: Summary of group discussion about student learning. Provide references to specific SLOs.

Department members present: Jacque Evans, Ellen Stevens, Lori George

Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.

1. One-on-one meetings to address job search strategies in the area of internet and in-person job search conducted on a weekly basis.
2. Students have been attending a WAIII workshop twice monthly to assist in identifying transferable job skills, strengths and weaknesses in their job search activities and how to approach an employer regarding accommodations needed on the job. Mock interviews conducted to evaluate interview skills and provide feedback to students.

Write SLOs/GEOs or objectives from course outline of record that you discussed this semester (LNSK 409).

1. Student will compile job search documents into an Employment Portfolio (resume(s), cover letters, master application, letters of reference)
2. Execute a mock interview with appropriate professionalism
3. Student will be able to request accommodations if needed using effective communication skills and the Job Accommodation Network resource (internet website) as a reference.
4. Student will demonstrate appropriate transferable skills required for employment goal.

Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.

SLO #1&2: Participants discussed the implementation of a “beginner” and “advanced” job seeker workshop to better address the student’s needs with regards to the Employment Portfolio

SLO #2 &3: Encourage participation in mock interviews with WAIII administrator as well as WAIII staff to assess job interview skills.

SLO #4: Discuss with Department of Rehabilitation, when appropriate, the need for job skill training or enhancement for students trying to seek employment.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

1. Develop a dual workshop that addresses the needs of different levels of job seekers.
2. Develop a portfolio evaluation rubric to assess student’s job search documents
3. WAIII staff and Department of Rehabilitation staff will continue to have consistent dialogue concerning WAIII student progress, achievements, and training/employment outcomes.

TRiO

Department/Group Name	Semester	Date
TRiO: Math/Science Upward Bound, Upward Bound & Student Support Services	Spring 2013	January 30 th
Department/group members present		
Grace Anongchanya-Calima, Sandra Washington, Joanne Hagerty & Kacey Giammanco		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Fall 2012 the group discussed creating a survey to pass out to TRiO students in all three programs. The purpose of the survey was to gather information to help us determine whether or not our methods of assessments we are using are truly the best methods for assessing the TRiO SLOs. Chris Calima volunteered and created a survey. However, due to changes in staff, implementation of a new database for the TRiO programs, and annual performance reports that needed to be completed, this task was put on the back burner.</p> <p>Another area that was discussed last semester was the need for a TLC (TRiO Learning Center) Lab Technician. As a result of noting this in our previous program reflections, in addition to discussions that took place in CoMa from other Student Services areas/departments, it was identified that the need to have a Student Services IT person was important and necessary. It was also a need that was documented and voiced to the new IT Director.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
N/A		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
N/A		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
<p>The TLC is scheduled to move permanently into the Student College Center in approximately a year. It was discussed that we need to have a plan in place for the move, and make sure we identify the IT needs of the space (i.e. WiFi, computer set-up, Smart Classroom access, etc.).</p> <p>An identified goal for the programs was scheduling a Financial Literacy workshop for all TRiO students and their families in February.</p>		

Administrative Services Reflections on Student Learning

Spring 2013 Dialog/Assessment Reports

Facilities, Security, Purchasing and Budget Management

Department/Group Name	Semester	Date
Facilities, Security, Purchasing, Budget Management	Spring 2013	Jan 30, 2013
Department/group members present		
<p>Panel: Art. St. Laurent, Connie Andrews (Suzanne Ammons- documentation). Participants: Steve Ma, Pete Olsen, Rudy Rodrigues, Fred Hamann, Hector Vasquez, Harold Hutchins, Bryan Singleton, Agustin Chavarria, Phy Nguyen, Alicia Cadriel, Maria Roa, Atanasio Guzman, Larry Ransom, Luz De La Torre, Loran Walsh, Orencio Perez, Ron Holback, Art Henness, Francisco Vasquez, Dionicio Garcia, Yolanda Guzman, Lorena Garcia, Manuel Resendiz.</p>		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ol style="list-style-type: none"> 1) Phone coverage- much improved but dead zones exist in some buildings. 2) LTS false alarm issue resolved through troubleshooting work to remedy. 3) New Student Services Building's fire alarm continually triggered due to proximity of smokers' bench. Further evaluation determined alarm was not required in this area. <p><i>(Note: Lack of reliable phone coverage and false alarm activations deemed a safety compromise and an inefficient use of employee time.)</i></p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Not applicable.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<ol style="list-style-type: none"> 1) Food & drink in classrooms – (ongoing challenge but with some new ideas to remedy). 2) Phone coverage- much improved but dead zones exist in some buildings. 3) Alarm settings in lockers, Gym and Drafting Building. 4) Room set ups – too many set up options, duplication of efforts and meeting run-overs. 		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
<p><i>Group chose to outline these discussions in a "Challenge" and "Possible Solution" format.</i></p> <ul style="list-style-type: none"> ✓ <u>What challenges do we face that impact our ability to support student learning?</u> ✓ <u>What can we do to overcome these challenges?</u> 		

Building and Grounds appearance

Challenge: *Food and drinks* deteriorate conditions over time and is an ongoing problem, however, since the new Life Science Building has come online, the following observation has been made:

- The 2nd floor area has posted “No Food-Drink” signage outside the classroom and the practice is reinforced by instructors. This seems to be working to keep the classroom area clean.
- First floor has no signs posted and there is no support by instruction to discourage food and drink and as a result the classroom is less cleanly.

Possible solutions which have proven effective:

- ✓ Standardized signage will be ordered and placed **outside** classrooms; divisions notified of this action and advised that supporting the practice is effective in maintaining cleanliness. ***(ASAG 2-8-13 suggests standardized signage).***
- ✓ New Faculty Orientation- opportunity to convey **No Food/drink**.
- ✓ Projectors (computers in classrooms) could carry message.
- ✓ Catalog could carry the message.
- ✓ Alert DOMs of problem areas.
- ✓ Document problem areas-take pictures and forward to Kirk Johnson/Steve Ma.

Challenge *Food in offices*-Staff (especially in some areas) are again not properly storing food items which is luring back our rodent population; Facilities crew will need to expend time and resources to set traps.

Solution: Time for another All Users (Ratatouille).

Challenge (new): *Trash* on grounds is an eyesore to all, detracting from the many improvements to landscape and hardscape.

Solution: Everyone should contribute and pick up by trash where reasonable to do so. ***(ASAG suggests trash cans be strategically placed in best areas to be effective.)***

Challenge: *Parking in non-designated areas* causes damage to sprinklers, vegetation, (construction crews) and leaves tire marks on areas designated as walkways (staff). Many walkways will become “right of ways” for fire trucks. *(Note: Custodial staff try to park near buildings due to lighting issues and related safety concerns.)*

Solution: Construction Mgmt. and staff need to be reminded about damage to grounds and walkways when they use these areas to park.

Equipment and Supplies –

Challenge: Phone Coverage (Security) – Coverage much improved over previous carrier, however, still some dead spots.

Solution: Technology has not eliminated dead spots so this will have to be dealt with. ***(ASAG suggests we ID bad spots, alert Verizon so they can fix—using repeaters?).***

Challenge: Due to lack of storage space in some buildings (exa: CDC, Humanities Student Services), custodial staff are compelled to utilize electrical rooms for storage. This presents potential safety concerns and blocks access to electrical panels.

Solution: Provide additional storage through external storage compartments.

Staff (knowledge, training needs, availability, etc.)

Challenge (new): Local alarm in the women’s locker room.

Solution: Facilities will work with Security and inform on how to reset it.

Challenge (new): Drafting building’s burglar alarm sets off false alarm.

Solution: Security/Facilities will need to investigate cause, whether due to the delay setting needing to be adjusted or triggered by another source.

Challenge: Ticket Dispenser sign change outs—are coming up again in fall as we set one fee for part-time and fulltime parking.

Solution- Facilities believes the solution is to cover or paint over the fee.

Challenge: Events scheduling at LTC is a multi-faceted ongoing problem:

- Rooms are set up as requested only to be subject to add ons and last minute changes. Exa: Flex day events experienced add-on requests which kept some grounds crew from attending flex activities.
- Duplicated requests—more than one person making requests for same event---need one point of contact.
- Meetings run over schedule creating domino effect on crew's schedule.
- Too many varied set up options offered where a narrower selection would be just as adequate (diamond, hollow square, solid square, rectangle and square etc.)

Solution: *The Student Center Remodel will be an inviting area for all and will bring new energy back to an area which is currently unappealing and underutilized. Meetings currently held at the LTC (especially ASMPC's) will return to the revitalized Student Center hub. Until then, we will need to manage through the following:*

- ✓ Events Calendar planning of Monday morning (Ruth, Alicia, Shawn, Leslie, others) needs to verify set up and discourage late changes.
- ✓ Focus need to include discouraging vast changes between set ups.

Challenge: Custodians (at Student Services Bldg.) cannot properly clean carpets under desk areas if there's too much clutter (personal items and recyclables).

Solution: Student Services notified to minimize debris on floor surfaces to allow custodial staff to clean.

In Closing: Steve Ma thanked the many participants, especially those who came in on their own time. He reminded the group that while this area of Administrative Services does not play a traditional role in Student Learning Outcomes, the impact of maintaining an attractive, safe and positive learning environment is vastly important and truly does matter to the students and community that MPC serves.

Fiscal Services

Department/Group Name	Semester	Date
Fiscal Services	Spring 2013	2/7/13
Department/group members present		
Present: Angela Ramirez, Linda Martin, Luz Aguirre, Thelma Morales, Gina Prue, Rosemary Barrios Absent: Sharon Johnson, Michelle Moore, Sean Willis		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>The Fiscal Services office has improved in the following areas:</p> <ul style="list-style-type: none"> - Making corrections in SIS to student accounts continues, but many of the problems we were encountering seem to have been resolved. - An additional thin client workstation was setup at the front counter so staff can assist students making payments at the front counter. - Fiscal Services web page was setup on the MPC Website, this has assisted greatly in term of providing students information about office hours, financial aid disbursement dates, and a link to our vendor web page to access their 1098T form (Student Tuition Payment). This has help reduce the number of phone calls, and students coming to the student account window requesting this information. - We will continue to add information for students on the Fiscal Services web page that will be helpful for the students. - We continue to keep our bulletin board out in front of the office updated with office hours, financial aid disbursement dates, and campus map to assist students. - We reviewed our processes and timely posting of student payments that come through the mail and our processes for student refunds and processing them timely back to the student credit card or by preparing a check to the student. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>The Fiscal Services staff reviews on a monthly basis the services we are providing students during our staff meetings, and any areas that we need to address. So we are continually doing this review and program reflections on an ongoing basis throughout the fiscal year.</p> <p>Areas that need attention are addressed and steps to be taken are discussed.</p> <p>Providing students with accurate information regarding student fees, and financial aid are areas we continue to build upon so the staff is knowledgeable in these areas that we receive questions on.</p> <p>Also important is for new staff as well as current staff to know where to direct students for services or campus buildings.</p>		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
<p>None of our items are budget dependent: Continue training with the SIS so staff become more proficient using the software. Continue to look at ways to use technology in our processes and to improve upon our services.</p>		

Media Services

Department/Group Name	Semester	Date
Media Services	Spring 2013	1/30/13
Department/group members present		
George Reed, Bruce Wilder, Laura Worley, Michael Midkiff		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p><u>CLASSROOM TECHNOLOGY</u> <u>Challenge:</u> The Bond Project managers are building new smart classrooms throughout the campus. Those smart classrooms need to be standardized and up to instructional needs expectations. <u>Overcome by:</u> Have MPC Media Services staff provide oversight and approval on the design of the new classrooms. <u>Benefits student learning by:</u> Students and instructors benefit by having smart classrooms built that meet their expectations.</p> <p><u>EQUIPMENT AND SUPPLIES</u> <u>Challenge:</u> The amount of money spent on projector bulbs is big ongoing expense. <u>Overcome by:</u> Making bulb-less projectors the new standard. <u>Benefits student learning by:</u> Provides fewer interruptions to instruction when projector bulbs go out unexpectedly. Also a more sustainable solution as there is no longer a need to budget for replacement bulbs.</p> <p><u>STAFF</u> <u>Challenge:</u> MS in need of planning and strategy to address future staffing needs <u>Overcome by:</u> Plan for current and future staffing needs <u>Benefits student learning by:</u> provides A/V coverage for student and instructional needs</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
<ol style="list-style-type: none"> 1. Media Services staff oversight on smart classroom builds. (Not budget dependent) 2. Make bulb-less projectors the new standard (budget dependent – Bulb-less projectors cost \$1000 more per unit; however, a ROI will happen in 4 years or less due to no need for replacement bulbs) 3. Strategic planning for current and future media services staffing needs. (Not budget dependent) 		

Network Support

Department/Group Name	Semester	Date
Network Support Team	Spring 2013	1/30/13
Department/group members present		
Kim Panis, Lavester Boykin, Lynn Noell, Linda Sasaki, Mike Midkiff		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Implementation of Thin Client units is continuing, various technical and process issues are being addressed.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Classroom Technology Campus Communication Website Staff		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p><u>CLASSROOM TECHNOLOGY</u></p> <p><u>Challenge:</u> Providing the technology to support instruction to students who are located on more than one geographic area is important to expand Distance Learning options offered by MPC. Other benefits include saving on travel, and could potentially increase FTES.</p> <p><u>Overcome by:</u> As an example, deploying Lync software after testing. Lync, a Microsoft product, allows for web and video conferencing along with white board, file sharing, instant messaging, and interactivity. It can be used on a computer or a hand-held device. Also exploring other options to enhance Distance Learning such as fully integrated (hardware and software) video conferencing from Monterey to Marina Campus. This would provide an “extended classroom” to give the full interactive experience to students in 2 or more sites.</p> <p><u>Benefits student learning by:</u> This appropriate use of technology will enhance student learning opportunities including technical support for Distance Learning.</p> <p><u>Challenge:</u> To continue to provide core technology based services despite aging equipment. The equipment includes everything from classroom computers to infrastructure equipment such as switches and wireless access points. If the aging equipment is not addressed, the negative impact on instruction can range from reduced functionality to unexpected downtime.</p> <p><u>Overcome by:</u> Working through the Technology Committee to develop a Technology Plan, the following items can be addressed:</p> <ul style="list-style-type: none"> • Establish a realist technology equipment refresh budget • Increase use of sustainable technologies such as Desktop Virtualization, Server Virtualization and Cloud Based solutions <p><u>Benefits student learning by:</u> This will help to address the need to provide technology based services to students.</p>		

CAMPUS COMMUNICATION

Challenge: The telephone system has been updated but many old (2001) handsets remain in use. Also without UPS battery backups at each switch location (IDF) the VoIP phone system will immediately go down in the event of loss of power.

Overcome by: purchasing new handsets and installing rack-mounted UPS battery backups at each IDF.

Benefits student learning by: This benefits student safety and communications.

Challenge: Students must use more than one password to access their MPC student email, SIS, Financial Aid, student portal, MPC Online, and possibly other sites.

Overcome by: applicable staff working together to try to simplify logins. Implementing technical solutions such as Microsoft's Active Directory Federation Services (ADFS) will also help to address this issue.

Benefits student learning by: This will make it far less frustrating for students to access information and services.

Challenge: Students (outside of class) and visitors to campus are not always able to use the wireless network in parts of campus because wireless has not been fully deployed due to lack of funding. Hard wired network access is the usual recommendation for instructional use. However as the needs continue to grow and use in instruction becomes more prevalent, support for wireless access has to be addressed.

Overcome by: Working through the technology committee, develop a technology plan that include the vision for wireless use. This vision should include prioritization of areas that wireless access is to be provided.

Benefits student learning by: By providing new and innovative instructional methods using wireless access.

WEBSITE

Challenge: Website home page needs to be visually refreshed and made simpler (more user-friendly).

Overcome by: hiring the services of a web designer and forming a website committee to review changes. Working with Divisions/Departments to keep their areas updated and accurate.

Benefits student learning by: The mpc.edu website is a critical communication and information tool for students including registration.

Challenge: Website has dramatically grown in use so must be scaled out to meet today's demands for security and reliability.

Overcome by: revising the website architecture.

Benefits student learning by: The mpc.edu website is a critical communication and information tool for students including registration.

STAFF

Challenge: "Building responsive, efficient and supportive institutional and instructional technology services" (from Education Master Plan 2012).

Overcome by: Hiring additional IT personnel to reduce wear and tear on IT staff (overtime of as much as 20+ 8-hour days additional/month), to allow for redundancy of knowledge base for campus IT security and stability, to provide faster service particularly when student learning is impacted.

Benefits student learning by: stability and security of electronic teaching and learning tools.

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).

4. Evaluate solutions to support distance education. (May or may not be budget dependent).
5. Continue to deploy thin clients in order to reduce overall costs of equipment. (budget dependent)
6. Purchase and install new telephone handsets and UPS battery backups for the IDF (budget dependent)
7. Working through the Technology Committee address many technical concerns and issues including the following:
 - Wireless access vision and scope of service (Budget Dependent)
 - Technology refresh budget recommendations (Budget Dependent)
 - Process to research, evaluate and deploy new sustainable technologies (Budget Dependent)
8. MPC website refreshment (budget dependent)
9. Hire additional IT staff – Network Operations Manager, Programmer, Technician. (budget dependent)
10. Evaluate and deploy IT Help Desk software. (may or may not be budget dependent)

President's Office Reflections on Student Learning

Spring 2013 Dialog/Assessment Reports

President's Office, Human Resources, Institutional Research and Public Information Office

Department/Group Name	Semester	Date
President's Office, Human Resources, Institutional Research, and Public Information Office	Spring 2013	January 30, 2013
Department/group members present		
Dr. Walt Tribley, Andrea Bozant, Jeanette Haxton, Carlis Crowe-Johns, Ed Lake, Barbara Lee, Vicki Nakamura, Rosaleen Ryan, Kali Viker, and Shawn Anderson.		
Principle SLOs, supporting objectives, and/or challenges discussed		
The challenges discussed by the group included our difficulty defining how we support student learning in quantifiable ways and how budget constraints impact our ability to provide student learning support.		
Summary of department/group discussion about student learning		
<p>Our group discussed the challenges listed below.</p> <ol style="list-style-type: none"> 1. Quantifiable Methods of Supporting SLOs – Since our departments are not directly involved in student learning, the primary challenge shared by our group is our difficulty in identifying and defining how we support student learning in quantifiable ways, and determining how to meaningfully incorporate SLOs into our roles to ensure that we focus on student learning as we carry out our duties. We also determined that each area should evaluate itself toward that goal. 2. Budget Constraints – Our ongoing budget constraints severely restrict our ability to meet all of our staffing and resource allocation needs across the district, which negatively impacts student learning. 		
Results of the reflections dialog - description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)		
<p>The group discussed goals for enhancing our ability to support student learning, as listed below.</p> <ol style="list-style-type: none"> 1. Change our Perspective – Look beyond our daily duties and focus on how our performance of those duties impacts student learning. 2. Close the Gap between SLOs and Decisions – The President will find methods for incorporating SLOs into the decision making process. 		