



Student Learning Outcome Assessment Report Fall 2014

This document is the official assessment of student learning at Monterey Peninsula College for the 2014-2015 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, appearing to read "Walter Tribley", is written over a horizontal line.

Dr. Walter Tribley
Superintendent/President

A handwritten signature in blue ink, appearing to read "Alfred Hochstaedter", is written over a horizontal line.

Dr. Alfred Hochstaedter
Academic Senate President

Academic Affairs Reflections on Student Learning

Fall 2014 Dialog/Assessment Reports

Business and Technology – Accounting, Business and COOP Departments

Department/Group Name	Semester	Date
Business Department	Spring to Fall 2014	8/21/14
Department/group members present		
R. Craig Roberts, Dave Sobotka, Leandro Castillo, Jon Mikkelsen		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Strong participation in BUSI transfer programs indicates potential for increases in student participation in ready-to-work business programs – updated business fast track to realize this potential.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> ■ Identify the laws affecting businesses, families, and individual consumers. ■ Apply financial competencies needed to manage business resources. ■ Demonstrate communication skills essential to interacting effectively with people in the workplace and in society. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>The previous program SLO's were based more on knowing versus the ability to do. We reformed the stated competencies keying them to practical business requirements instead of the old general knowledge format.</p> <p>Overview courses and management courses do have overlap, but the differences must be highlighted in planning each class to emphasize the learning focus of each class.</p> <p>The Fast-Track programs miss the depth of study in any one area that a more focused sub-discipline program would have. This is okay, and we leave the deep instruction in any one content area to a degree specific to those focus areas.</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).		
We are implementing changes to the Busi Fast Track programs to focus on applicable skills with choices appropriate to the student's needs. We will evaluate success when programs are in place and we can see completion data.		

Business and Technology – Business Skills Center

Department/Group Name	Semester	Date
Business Skills Center	Fall 2014	August 22, 2014
Department/group members present		
Esther McKay, Setsuko Phegley, Alexis Copeland, Jeffrey Walker		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
In our efforts to train students with skills to find jobs, re-enter the workforce, and advance professionally, our new online learning platform has been added to the curriculum. For Fall 2014 we have added ONLINE Word BUSC 140, 141 and 142; ONLINE Excel 150 and ONLINE Google Drive and Documents BUSC 126A.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
BUSC 100C: SLO – Produce and Enhance Tables; Create and Format Charts BUSC 120 SLO – Modify and rearrange existing slides; Open, edit, save and close a presentation BUSC 119A SLO – Sort and Filter data for analysis; Reference cells and construct basic formulas		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
The BUSC will initiate an extensive outreach campaign through digital and print marketing to recruit students and increase enrollment. Materials will be distributed to strategic workforce partners in the community. We will also continue to keep adding innovative learning platforms to replace outdated instructional delivery systems.		
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 new online learning platform will streamline procedures and enable the BUSC to effectively deliver state-of-the-art instruction designed to meet student training needs. Student engagement and performance should improve along with the student success rate. Increased awareness and enhanced recruitment efforts should also help result in an increase in student enrollment.		

Business and Technology – Computer Science and Information Systems

Department/Group Name	Semester	Date
Computer Science and Information Systems	Spring 2014	1/29/14
Department/group members present		
Tom Rebold, Dr. J.C. Prado, D.J. Singh		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Moved CSIS1 from lecture only to fully online starting Fall 2014 (Singh). Combined multiple CSIS1 sections into one large lecture hall with multiple labs starting Fall 2014 (Prado). CSIS76 changed from hybrid to fully online synchronous starting Fall 2014 (Singh) Started first CSIS76 at Marina High, with articulation, instructor training, MPUSD board approval Fall 2014, with 30 HS students and 10 girls (Singh) Added new course number CSIS76A for students to update CCNA certification (Singh) CSIS75 added CSIS83 content to fully enable A+ certification success, CSIS83 will probably be deleted soon. (Prado) Continuing the combined multiple CSIS50/50L sections into one large lecture hall with multiple labs started Spring 2014 only changing lecture from 8am to noon for Fall 2014 (Prado). CSIS9 to be offered online Fall 2014. CSIS80 approved for online. CSIS55 added new content VB2013 and ASP.net (Prado) CSIS10A adjunct brought in use of development tools, need to promote this fall as well (git). (Schlining) CSIS10C move towards flipped model this fall, online next year. (Rebold) CSIS10B approved for DE for Spring 15 (Rebold)</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>CSIS 1</p> <ol style="list-style-type: none"> 2. Demonstrate an understanding of the development and use of information systems in business. 3. Solve common business problems using appropriate Information Technology applications and systems. <p>CSIS 10A</p> <ol style="list-style-type: none"> 1. Take a written programming problem description and design, code and debug a solution to it. <p>CSIS76</p> <ul style="list-style-type: none"> • Design addressing schemes for organizations using subnetting techniques. • Connect and configure a router to enable connectivity of a basic Ethernet network. • Build cables to connect computing devices such as routers, switches and computers. 		

Program Outcomes for Computer Science TMC

- design, implement, test, and debug a program using structured and object-oriented design principles. (CSIS 9 and 10A)
- write programs that use data structures such as arrays, records, strings, linked lists, stacks, queues, trees, and hash tables. (CSIS10B)
- write programs in assembly language. (CSIS 11)
- use formal tools of symbolic logic to model real-life situations, including those arising in computing contexts. (CSIS 12 or MATH 40)

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

1. (CSIS10A SLO) Take a written programming problem description and design, code and debug a solution to it.
From the spring, many CS students in CSIS10A, CSIS10B and CSIS11 Architectures needed a lot of help outside of class. Many showed up at ENGR71-72 STEM Study Skills class, we outfitted laptops with software to support them. However, Rebold had to be there a lot more than he was able to, so this fall, we want to hire student CS expert tutors through COOP to staff these Study Skills classes. (Rebold)
2. (CSIS1 SLO) Demonstrate an understanding of the development and use of information systems in business.
Our new CSIS1 format has been well received by students. We introduced an online section for CSIS1 for business people and it's full already.
3. (CSIS1 SLO) Solve common business problems using appropriate Information Technology applications and systems.
We are using practical labs for business people including security..

For Computer Science and Networking, we are moving towards a model where online sections can be offered parallel to face-to-face. This would improve program outcomes and accessibility, since having online modalities can help all students attain their goals.
4. (CSIS 76 SLO) Connect and configure a router to enable connectivity of a basic Ethernet network.
BMC206 thin client laboratory will be used for F2F/synchronous online CSIS76 this fall.

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. Seek student tutors for STEM Study Skills classes in Computer Science (Rebold)
2. Implement synch section CSIS76, online CSIS1 (Singh)
3. Continue to push for tech-refreshment funds for our aging laboratories (budget) DJ
4. (Table for now) Retrieve materials from Columbia College's MultiMedia Tech program and start a dialogue with BUSI, CSIS and ARTG (non-budget) TR
5. Explore the possibility for including mobile technology and tablets in the classroom. JC
6. (No money) Invest in NetLab upgrade for security and forensics. DJ
7. (Ongoing) Evaluate the effectiveness of thin clients for our different classes and determine which will benefit from the switch to this cost saving technology. ALL

Business and Technology – COOP Program

Department/Group Name	Semester	Date
COOP/Business & Technology Division	Fall 2014	8/21/14
Department/group members present		
Kathleen Clark, Kim Kingswold		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>In the Spring term I was able to utilize the talents of 5 student interns, each serving in different capacities, to strengthen the processes and outreach of the MPC COOP and Internship Program.</p> <p>Kim Kingswold , a student with a computer science background, who has returned to MPC to update and gain new computer skills, focused on the following objectives:</p> <ol style="list-style-type: none"> 1. Investigate areas in the COOP Program IT process that can be streamlined and made more efficient. 2. Develop a COOP Test MS Access Database to test the efficacy of proposed changes . 3. Implement the proposed changes into the production version of the MPC COOP MS Access database. <p>Sean Kipfer, a business student, interested in starting his own consulting business, focused on the following objectives:</p> <ol style="list-style-type: none"> 4. Streamline communication processes including developing a method for efficiently reviewing incoming emails and organizing messages by required “next actions” (functional categories). 5. Develop a calendar system that works in conjunction with the above-mentioned email system which optimizes successful completion of important tasks while allowing the flexibility needed in today’s fast paced and constantly changing work environment. 6. Increased the mobility of the Internship Director’s job by syncing smart phone, IPad, and computer systems allowing work to be done from virtually anywhere. <p>Akiko Erickson, a re-entry student with an interest in upgrading her administrative skills, focused on the following objectives:</p> <ol style="list-style-type: none"> 7. Plan and execute all details for the May 20, 2014 MPC Internship Advisory Committee meeting. 8. Assist in the organization of materials and events related to the COOP program. 9. Assure effective communication with students, employers, faculty, advisory committee members, administration, and internship hosts by reflective listening and feedback noting each time her pronunciation caused misunderstandings. <p>Kaitlyn Brum-Barragan, a promising IT student with exceptional math skills, focused on the following objectives:</p> <ol style="list-style-type: none"> 10. Develop a working knowledge of ACCESS to contribute (in partnership with Kim Kingswold) to the improved COOP Database. 11. Develop forms “inside” the new database to increase efficacy of the system. 12. Integrate the newly created forms with the database, correcting any bugs that could affect their usability. <p>Jonathan Roman, a hospitality student, transferring to California State University, San Diego, in Fall 2014, to focused on the following culinary objectives:</p> <ol style="list-style-type: none"> 13. Create a menu for the MPC Internship Program advisory committee meeting on May 20, 2014 to include multiple hors d'oeuvres and mini pastries. 14. Supply all food, beverages, and miscellaneous supplies while keeping within the allowable budget. 15. Prep and plate the dishes to be served no later than 4pm. <p>Each intern did exceptional work for the program. The experience was mutually beneficial per the students’ final reflective reports. Operating the</p>		

program with the assistance of interns has created a framework which will allow the MPC COOP and Internship Program to be “scalable.”

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

1. Assume responsibility for their actions and work effectively as individuals and as member of a group.
2. Demonstrate effective oral and written communication skills by effectively and collaboratively formulating and revising learning objectives with the employer and the instructor.
3. Utilize feedback from co-workers, supervisor and/or instructor to adjust approaches in order to assure successful achievement of learning objectives.
4. Evaluate and communicate their success in achieving the intended learning objectives.

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

Kim Kingswold, an intern in the MPC Internship Program during the Spring term, was hired as the COOP Faculty Advisor during the summer. We were in constant communication about her students and other COOP business throughout the summer. Early discussions focused on how to encourage her students to take the initiative to consider what they wanted to actually accomplish during their internship and how they could contribute to the work place. (SLO #1). The course requires that student consider seriously-- what they hope to accomplish during their COOP experience, what activities will allow them to turn their hopes into reality, and how they will demonstrate mastery. They communicate their thoughts in an essay which is used to develop objectives in concert with the instructor and workplace supervisor. Developing appropriate objectives involves discussions with both their COOP faculty advisor and their employer. (SLO #2). Students are encouraged to work closely with their supervisors throughout the course and to seek and listen openly to feedback from the supervisor and others who may have more experience or authority in the workplace. Near the end of the course, students are required to ask for specific feedback relative to the agreed upon objectives and then submit a report documenting their supervisor's feedback. (SLOs #2 and 3) The final reflective report requires a written self-assessment and analyses of their intended learning objectives, achievements, successes, challenges, and overall learning. (SLO #4). Students' reflection are often very heartfelt and express deep gratitude for the learning opportunities they have experienced. (SLO#1,2, &4)

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).

For student learning to occur in COOP courses, MPC relies on community employers to provide the “lab” for our courses. The objectives provide needed structure, much like science lab instructions. However, unlike a controlled classroom lab environment, the (COOP) instructor cannot change the conditions of the lab environment. It is well documented that work-based experience in a student's field of study provides context to the subject coursework and a competitive edge in both transfer to baccalaureate programs and in entering specific career fields. Because we rely on our community partners to provide work-based learning opportunities (environments) in approximately 50 different subject areas we must continually expand the number and diversity of our community partners. Student learning is directly related to the richness of the work-place learning environment. My goals for MPC's COOP and Internship Program require outreach to community partners and to faculty whose SLOs are enhanced by a connection with the community in various settings. As a classroom instructor changes and updates his/her materials, my goal is to continually engage current and new community partners to provide student-focused learning environments, where students can acquire the knowledge, skills, and abilities to succeed in their academic and career fields of choice. My goals include reducing the financial barrier to student learning that unpaid internships present to our students with financial needs. By seeking grants to support those students who would otherwise be unable to take advantage of certain work-based opportunities, I have been able to support student learning.

For the first time since I took on the role of COOP Program Coordinator I was not present on campus or in our local community during the summer session. Most summer students were assigned Kim Kingswold as the COOP faculty advisor. Kim did a very good job serving students while working two other jobs in Moss Landing and Monterey. Her compensation was \$75 per student and I can assure you she spent at least 6 hours working with each student, reading and grading assignments, meeting with employers and submitting grades. (She sent over 50 emails to her students and me during the course of the summer.) Her role did not include the coordination of the program or the outreach to faculty and employers described above. I was able to maintain the program; however, admittedly the outreach was limited by my absence. As stated in my 2014 Program Review – Annual Update/Action Plan, my goal is to garner support for an increase in the number of weeks in the COOP Program Coordinator position to cover the week before summer school begins and the two weeks before Fall and Spring semesters. COOP courses do not start on the first day of the term. Much time is spent to either engage current internship hosts or develop new partnerships. Students often need to be recruited and interviewed before they can even register, let alone start their internships. This is a continuous process, but the intensity of the work peaks during these weeks. Thus, to have a robust program the Program Coordinator needs to be on board during these critical times. Student learning in COOP can only occur when opportunities have been developed, students have been selected by internship hosts, and registered in appropriate courses. Due to the hectic schedules of students and the employer community internship opportunities are usually slow to arrange and quick to start. Thus, trying to set up Spring internships before winter break or Fall internships by the end of Spring term is not practical and thus we lose students and often potential internship hosts.

Creative Arts Division

Department/Group Name	Semester	Date
Creative Arts Division	Fall 2014	Aug. 21, 2014
Department/group members present		
John Anderson (Division Chair), Barbara Smallwood (DOM), Gary Bolen, Kevin Bransfield, Theresa Lovering-Brown, Jamie Dagdigian, Diane Eisenbach, Sal Ferrantelli, Gamble Madsen, Gary Quinonez, Robynn Smith.		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
This discussion centered on immediate impediments to student learning which the Division felt required urgent action.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
The discussion centered on problems which affect all of our stated SLOs and GEOs.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>Several recent policy developments adversely affect student achievement. The most drastic of these is a recent requirement that all volunteers, no matter what their capacity, are now required to be fingerprinted and TB tested. The unintended results of this administrative policy are that we have lost 50% of our life models to neighboring institutions which do not observe this policy. This severely inhibits student learning in many of our Art courses which depend on the availability and diversity of life models. Also, our Art exhibits, concerts and plays depend on many volunteers for their production and public presentation. The vast majority of these volunteers, often senior members of the community and donors, will not consent to be TB tested and fingerprinted. They tend to feel that this requirement is an insult and does not evidence sufficient respect for their volunteer service. It should be noted that MPC is in a very competitive market for volunteer services and that those who do volunteer, once offended, will quickly go elsewhere.</p> <p>It was also noted that it seems to be impossible for many of our students in high school drama sections to enroll. Please reference the email chain below from one of our instructors to Gary Bolen citing the numerous technical difficulties which her students are encountering.</p> <p>It was also noted that there are several schedule errors in the annual schedule. Instructors voiced frustration over these errors and the difficulty that they posed for students.</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 Division requested that the Division Chair bring these concerns to AAAG and to the appropriate administrators and report back.		

From: Gary Bolen
Sent: Thursday, August 28, 2014 10:56 AM
To: Nicole Dunne
Subject: RE: Seaside high school theatre enrollments

Thank you, Nicole. What I sent you from Kathy was an “IM” (“Instant Message” – a Facebook program for messaging) she had sent to me via Face Book and yes, she was a bit panicky and frustrated. Understand please, that they’ve been doing it one way for 20 years and now.... (and the flip side of that is that I’m reminding them that this is all new to US as well and – as you pointed out – only the 4th day of classes for MPC). I’m sure that they will appreciate knowing that the deadline is extended and that it would help if students sent you the emails that they were getting.

I will share with my instructors.

Gary Bolen
“MPC Theatre - YOUR theatre company for over 60 years!”

From: Nicole Dunne
Sent: Thursday, August 28, 2014 9:05 AM
To: Gary Bolen; Michael Gilmartin; Laura Franklin
Cc: Laurence E. Walker
Subject: RE: Seaside high school theatre enrollments

All,

As I try to remember and share with others....deep breath. It’s only the fourth day of school.

My goal is to facilitate these enrollments. We are experiencing some technical difficulties, and have moved to a new process, which always generates a few hiccups. I have been in contact with three high school drama instructors on almost a daily basis. And I have spoken to Kathy several times on the phone. She has never sounded as upset as she does in the email below. Hopefully it was simply a frustrating moment, for which she has my sympathies.

I am working with IT to find the root problem of why we have so many students creating duplicate accounts at this time. Any person who applies with a different SSN, DOB, or MPC SID creates a new account. This is becoming unmanageable. I have no knowledge of emails being sent out to the students notifying them of the problem. If this is occurring, it is by SIS and without our intent. If the instructors can advise the students to forward me a few, I would appreciate it. That would help us investigate.

In the meantime, we are trying to reconcile the accounts that we can, without student input. When they have two different SSNs, we are required to see a SSN to fix it. However, unless a prerequisite is involved, they should still be able to register. If the system is blocking them simply because they have two accounts, that is also news to us. The students we see on the front counter are often still able to register before we are able to merge.

As for the instructor portal difficulties, these can be overcome as well. A&R is always happy to help instructors to see their add codes. There are several tricks to it, such as needing to have the print button turned to yes, before being able to view the add codes. Add codes do show up, but at the bottom of the page. And they do not export as a csv. They can be printed however, depending on your browser settings.

Above all, please do not panic with deadlines. We can still facilitate their enrollment, even after September 6. At that time we would need additional forms, but don't let that sway you. They are not labor intensive, and I can facilitate an exception in this case to accept them remotely instead of in person.

As we facilitate enrollment the message that we would like to have broadcast is for each student to feel free to contact us at A&R if they are experiencing a hiccup. With such high volume these first few weeks the person we are dealing with directly (in person, on the phone) gets our attention. If a high school student calls, we will be happy to pull their paperwork and find out what is going on. Otherwise we will contact those students with paperwork hiccups as soon as we are able.

Please don't hesitate to let me know if there are questions. Gary, please feel free to forward to your instructors.

Thank you,
Nicole

Nicole Dunne
Director, Admissions & Records
Monterey Peninsula College
980 Fremont St.
Monterey, CA 93940
Phone: (831) 646-3007
ndunne@mpc.edu

From: Gary Bolen
Sent: Wednesday, August 27, 2014 2:29 PM
To: Michael Gilmartin; Laura Franklin; Nicole Dunne
Subject: Seaside high school theatre enrollments

Hi Michael, Laura and Nicole –

So, my instructors at the high schools are having a lot of trouble getting their students enrolled. Apparently, student submissions are coming back with many different codes (i.e. – wrong email, multiple email, wrong BD, etc.). At this point NO SHS students are enrolled and we're coming up on the add deadline. Below is a copy of a message Kathy Deskin-Jacobs sent me:

None of my students have been successful in their attempts to register for my MPC classes at SHS. They get notices from MPC like: your birthdate doesn't match anything in our records, this email address isn't found in our records. Now that we have passed the 8/25 deadline I need to give them all "ADD CODES". Michael can tell you what he went through trying to find them. He went to A/R and they had to make adjustments to their program before we could see these codes. Today I tried to print the Add Code list and it will not print, it will not 'Export to CVS'. The directions I am given on the site tell me to write the names of the students next to the codes. I cannot type on this page or print it out so I can write on it. I am now losing students from my program, getting phone calls from upset parents. Yesterday Shane Rasler came to see me after he was told he couldn't register for classes at MPC (he is one of yours now). He is waiting to see a counselor but has no idea when that might happen. I was trying to cast my first show of the year but as one of my kids said yesterday "This Drama class has become a 'try to registered for MPC' class." As of right now MPC doesn't have any classes at SHS.

*Gary Bolen, Chairman
Theatre Arts Department
Monterey Peninsula College
831-646-4085*

Humanities – English Department

Department/Group Name	Semester	Date
English Department	Fall	August 21, 2014
Department/group members present		
Beth Penney, David Clemens, David Joplin, Jon Osburg, Jamie Gerard, Merry Dennehy, Susan Joplin, Paola Gilbert, Henry Marchand		
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.		
Practice successful planning, process, study and preparation skills for the completion of college-level reading and writing assignments.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>The group had decided in advance that the program we would reflect on this semester was the integration of the reading and writing courses. Paola Gilbert, who is in charge of this project, led the discussion and relayed conversations she had had with Dean Michael Gilmartin about the change, which may affect the timeline. Paola assigned people to various tasks related to the project.</p> <p>The Department agreed that the reflection on this new program is important, and that the integration of reading and writing will help students complete their AAs more quickly.</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>Goals included:</p> <ul style="list-style-type: none"> • Modify timeline to accomplish the work. • Continue to work as teams on course outlines. 		

Humanities – ESL Department

Department/Group Name	Semester	Date
ESL Department	Fall 2014	08/21/2014
Department/group members present		
John Nelson, Penny Partch, Molly May		
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 most courses are healthy. Feedback from students and counselors continue to indicate a trend towards more evening students. We now offer evening courses for the first 4 levels and hope to add higher levels as those students' progress. We hope to have administrative support to allow classes to run even if enrollments are low in order to allow students to progress. 2. Managing registration of noncredit/blocked students. The department is still working with Student Services and Information Technology to help develop the tracking system and mandated noncredit certificates of achievement. As indicated in earlier Program Reflections, the SIS program is still unable to track noncredit courses, and thus students' success rates in such classes are not recorded. We are also out of compliance since A&R has not created and distributed certificates to students who have successfully earned them. One new change from the last program reflection is that Michele Brock now manually unblocks students, so students who have successfully completed classes in one level are able to register in the next. This has helped streamline the process, and we appreciate Michele for taking on this new task. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>The discussion focused on two areas. First, we talked about the need to streamline student registration. The Department believes that it loses significant enrollment due to the complexity of the application process for second language speakers. Next, the new curriculum was discussed. The separation of reading and writing continues to be a concern. In addition, while the new level is seen as positive for most students, the additional classes students must take in order to earn certificates and degrees is, in some cases, a significant burden. The department plans to continue monitoring alignment of courses this semester, thereby reviewing student attainment of SLOs.</p>		

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

- 1. ESL Curriculum and Levels.** The newly designed program includes one new level (level 5). Overall, faculty seems pleased with the new level, as it has 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. Counseling has also voiced a concern about the length of time it now takes for students to move through all the levels before reaching transfer level courses. There has been no resolution to the problem of teaching reading and writing as two separate classes.
- 2. Assessment.** We spent a lot of time discussing assessment. We plan to move over to Accuplacer in the Fall, due to the ongoing problems with COMPASS. We just acquired cut scores from other community colleges using Accuplacer and we were able to pilot the test with some students last semester to also help acquire data for cut scores. In addition, because Accuplacer does not accurately place our two lowest levels, we have developed a self-assessment tool for students to self-place into Levels 1 and 2. Students who believe they should be at a higher level will sign up and take the full assessment test. This will save time, cut costs, allow us to more easily add low-level students during the first two weeks of the semester. We also hope that the new assessment instrument will provide more accurate test results. The results from COMPASS often did not accurately reflect the student's true skill level. We also changed the writing assessment slightly; as English does, we now add the two reader's scores so that the level is a range rather than using a third reader as a tie-breaker. So far, this seems to be working.
- 3. Student support.** We discussed student support and ways to help students more during this period of fewer resources. We are happy that a physical copy of the schedule is back—this is very helpful for our student population. Lack of Student Services support, especially during the summer and January session, has also been a problem. Similarly, not having ESL instructors present at all ESL assessment tests has been detrimental. Our students often do not receive adequate counseling and registration help. When ESL instructors and A&R representatives are present on designated test dates, most students are counseled and registered on-site. We would like to increase this representation as it yields the best service for our students. In recent assessment tests, ESL faculty have been on-site. This has mitigated problems arising from inappropriate placement and also made the registration process much smoother for students having just completed the test. We are grateful that Alethea DeSoto is serving as the counselor for International Students and that Suzanne _____ is helping our basic skills students. We are also happy that the International Student Center has been moved to the Student Services building. We do hope that partitions can be added to provide privacy in confidential matters. We continue to advocate for a full-time International Director/Recruiter. One last area that concerns us is that it is very difficult still for ESL students to navigate the application process. It is online and while we appreciate the new translation option, it is still quite difficult to fill out the application form, which is a roadblock to our ESL population. We need to provide better resources to help interested ESL learners become students here at MPC—they cannot even get an ID# if they do not have a computer or understand the application process. Finally, we need to make it clearer on the MPC homepage where ESL students can go to learn about our ESL program.
- 4. Enrollment.** Enrollments campus wide have fallen, and although ESL numbers are healthy for the most part, we are concerned about the decreased numbers in the intermediate range (levels 3 and 4) and level 6 (just below ENGL 1A). We brainstormed ways we reach out to the community to attract more students. We believe NPS has great potential if we could get our non-credit certificate finalized as

these students value a certificate (as they can get from DLI's ESL program). We also hope that the International Student Center can help recruit and generate higher numbers of international students. In recent years, with the absence of a director, the number of international students has declined dramatically. There has been a recent push by AB86 grant to actively market our services and do more outreach. We agree that this would help publicize our programs and increase our enrollment. We do, however, feel that we need another person to help us with this as we are maxed out on manpower. Ideally, we need a staff person to oversee the coordination of both our international students and resident ESL students, particularly those with childcare and transportation issues.

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. Continue to push for a contact person at A&R **or** the International Student Office or International Student Center 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 or takes off. **Note since Fall 2013:** The enrollment in Level 3 and particularly in Level 4 has increased. Last semester saw a slight increase in NPS dependents attending MPC. If we could find a way to market that our program has an official MPC certificate, enrollment could rise significantly.
3. Continue to follow-up with A&R with changes in SIS that would allow non-credit students to be tracked. To date, A&R has not figured out a way to do this.
4. Continue to follow-up with A&R about creating the process for the two newly approved non-credit certificates. The Chancellor's Office has approved the certificates, but A&R (with assistance from IT) needs to create the actual certificate and the form for eligible students in order to receive their certificate. To date, A&R has lacked time and resources to act on this.

Humanities – ESSC

Department/Group Name	Semester	Date
English and Study Skills Center	Fall 2014	August 22, 2014
Department/group members present		
<p>Adria Gerard (Director)</p> <p>ESSC Faculty: Katrina Jensen, Sunny LeMoine, Marguerite Moore, Deborah Sharp, Janet Tezak</p> <p>ESSC Staff: Nic Garrison, Carolyn Lake, Skip (Arnold) Seibel, Joan Smith, Virginia Stark, Nanda Warren</p>		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Refresh 90 computers in the ESSC (last refreshed in 2008). No progress has been made regarding this action item to date, and we are managing to support our programs with the current technology in place, but it gets harder to do so each term. I mention this action item here to reiterate its importance for our learning center: At some point, our current technology will no longer be able to support our programs, especially as more curriculum and student services are transferred online.</p> <p>Continue to provide for staffing, curriculum, and technology needs at the Marina Education Center. Unfortunately, due to cuts to our adjunct faculty budget during the 2013-14 academic year, Marina hours were cut by 50%. The ESSC in Marina now only operates 4 hours per week (Given the continued low enrollment in ENGL 301/401 and other ESSC courses, it's difficult to justify a larger presence in Marina). With these limited hours, we have tried to ensure there are services available during and around the times that other English courses are meeting, in order to accommodate English students. Additionally, it has come to my attention that a fair number of students use the Marina main office as a place to study; ideally, these students would make use of the ESSC instead. Georgina Leyva has given me data regarding the flow of traffic in the main office; perhaps we can utilize this data to figure out optimal hours for Marina ESSC services.</p> <p>Establish an optimal configuration of the ESSC, RC, and former ESL Center, in regards to student space, staff space, technology needs, and instructional supply needs: This is an ongoing action item for the ESSC and will become increasingly important as the English Department discusses plans to integrate its reading and writing courses at the basic skills and 111/112 levels. IRW changes in the English Department will require large-scale revisions to ESSC lab co-requisite policies and procedures. The director keeps in constant communication with the English Department as planning takes place and relays info to and seeks input from a subcommittee formed in the ESSC, which is tasked with discussing and implementing changes to our department. In addition, the ESSC director and technician work with the ESL Department and Humanities Division technician on an ongoing basis to discuss space and technology needs for ESL students. Finally, the closure of the Academic Support Center has yielded space on the first floor that would be beneficial to the ESSC, Reading Center and LTC. I and others from the LTC met with Jon Knolle in Spring 2014 to discuss the optimal use of this space.</p> <p>Provide better support for students transitioning from the former ESL Center in the areas of tutor/instructor training, technology, and other supporting materials. The ESSC has increased efforts to coordinate with the ESL department in order to provide training to ESSC staff</p>		

and faculty at in-service meetings. Accordingly, the ESSC is working with the ESL Department on a BSI project meant to enhance the ESL student experience in the ESSC. ESSC staff and faculty met with ESL faculty in Spring 2014 and during our most recent in-service meeting (8/22/14), at which time, Marie Butcher, project coordinator, updated both groups on the status of the BSI project and reviewed changes taking place, primarily to the ESL and MPC websites, as a result of survey input provided by ESSC staff and faculty, ESL faculty, and ESL students.

Update emergency supplies and review emergency and crisis intervention procedures with staff and faculty in ESSC. The ESSC Technician, Brian Streetman, is a member of MPC's Behavioral Assessment Resource Team and keeps the ESSC staff apprised of discussions and changes taking place campus-wide. The ESSC also devotes time at each semester's in-service meeting to review and discuss emergency planning and preparation. We have also updated and augmented our emergency processes, procedures, and contacts binders, which have been distributed to various areas on the first floor as a resource for faculty and staff. We have also replenished and updated our emergency supplies bins.

Work with English Department toward more cooperation, collaboration, and cohesion between English 301/321 and the lab co-requisites 401/421. As mentioned above, the English Department is moving forward with discussions and planning for Integrated Reading and Writing (IRW). The ESSC director has been heavily involved in these discussions. The implementation date for IRW is Fall 2015.

Develop own content for ENGL 401 lab using iLearn. Part of the IRW revision mentioned above will include ENGL 401, which will move away from Pearson's My Writing Lab and to Moodle/MPC Online. This will allow us to create our own course content utilizing the free technology MPC already has in place. A subcommittee in the ESSC is currently working on developing content and activities for this revision with IRW in mind. With the help of some additional funding from the MPC Foundation, we have been able to develop much of the new content for ENGL 401. This term (Fall 2014), we will be concentrating on developing appropriate assessments for the course, revising our lab materials, revising our orientation procedures, and populating MPC Online with the new curriculum.

Work with Admissions and Records to revise our ENGL 400 add process. We implemented a revised plan at the start of Summer 2014.

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

ENGL 50: Writing with the Computer

- Create, format, and revise a document using Microsoft Word
- Format basic standard MLA-style citations
- Attach a document to email

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 their understanding of targeted skill areas
- Work collaboratively one-to-one with instructional support faculty/staff to make progress toward identified goals

ENGL 326: Intermediate Grammar for Writing

- Identify the parts of and write compound and complex sentences
- Identify and correct sentence-level errors
- Recognize the fundamental components of the paragraph

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

ENGL 50 (Group's reflections documented and summarized by Katrina Jensen, ESSC Faculty)

Results of previous plan to improve student learning:

The course content has been updated to reflect the current version of Microsoft Word (2013) and each Lesson and Checkpoint has been edited for clarity.

Assessment methods for SLO(s):

- In order for students to create and format a Microsoft Word document, they complete Lesson 1: Introduction, Lesson 2: Selecting and Formatting Text, Lesson 5: Changing the Page Layout, Lesson 6: Making Bulleted and Numbered Lists, and Lesson 7: Creating a Table. For revision, there is Lesson 8: Reviewing Your Document, Lesson 9: Word Count and Indents, and, Lesson 3: Using the Clipboard.
- To learn how to format basic standard MLA-style citations, students complete Lesson 10: MLA In-Text Citations and Lesson 11: Creating a Works Cited List in MLA Format.
- Lesson 12: E-Mailing a Document shows students how to attach a document to email.

Each Lesson has a concurrent checkpoint that walks students through using a series of exercises to demonstrate mastery of that lesson, ending with a final cumulative quiz. These are checked by the staff.

Brief summary of assessment results:

For all the SLOs it has been noticed that some students may struggle because of low reading and vocabulary levels, very little prior computer experience, inability to work independently, and, as English 50 is self-paced, lack of time management skills. In addition, many students often use ESSC courses to satisfy course load requirements required for funding rather than interest in the material itself, leading to them dropping the course (as shown by low retention rates).

How do you plan to use the assessment result to improve student learning:

As it has been observed that some students struggle to recall the material from earlier lessons, we plan on adding more evaluative content questions and practice exercises to each lesson, breaking down and simplifying lessons (especially Lesson 1) into shorter sections with skills practice in each, providing additional staff/student consultation, and having both a mid-term and final test for added comprehension.

ENGL 300 (Group's reflections documented and summarized by Sunny LeMoine, ESSC Faculty)

Results of previous plan to improve student learning:

One strategy the ENGL 300 instructors recently implemented is to emphasize the importance of a schedule. Because the class is non-traditional and individualized, some students did not understand the importance of weekly meetings. Since the instructors have made the expectations more clear and part of the orientation, retention rates for the .5 unit course have steadily improved, from 47% in 2011 to 86% in 2013.

Assessment methods for SLO(s):

The assessment method is collaborative and process-focused. Students and instructors work together to identify learning goals through writing assignments and conversations. The initial assessment essay, which all ENGL 300 students must complete, asks the student to reflect on his or her academic history and current goals. After this initial essay, the assignments vary based on the needs of the individual. While each instructor has a unique approach, all focus on the importance of the development of study and writing skills as a gradual, incremental process. The successful completion of assignments is in the context of the student's identified goals. Overall successful completion of the class is a combination of completed assignments and a time requirement.

Brief summary of assessment results:

For the most popular units of ENGL 300—.5 and 1 unit—the percentage of students who successfully complete the course is high—at or above 80% for the last 4 years. The greater variability of the 1.5 and 2 unit offering is a reflection of the lower number of enrolled students and also the difficulties of completing a lab class at higher units because of the time requirement.

How do you plan to use the assessment result to improve student learning:

The data demonstrates that the program and the instructors are successful at helping students both retain and complete ENGL 300 for .5 and 1 unit. Instructors will continue to develop relationships with students to help them build confidence and achieve their goals. Emphasis will continue to be on growth and flexibility.

ENGL 326 (Groups' reflections documented and summarized by Deborah Sharp, ESSC Faculty)

Results of previous plan to improve student learning:

Several semesters ago we added a paragraph writing component to 326 in the hopes that this would help students apply the general grammar principles they learn to their writing. Unfortunately, the number of students taking 326 is so small (over the past five semesters we have had a total of 24 students enroll in the course and a total of 12 complete it) that it is difficult to assess whether our addition of paragraph writing to the course has helped students.

Assessment methods for SLO(s):

There are two assessment methods for this course: staff assessment of student work and paper-and-pencil tests of the writing principles taught. Specifically the following three assessments are done:

- An initial staff member “book check” of exercises students have done after each chapter on specific grammar and syntax principles;
- A staff member check of a paragraph writing assignment based on the principle students have studied in the chapter;
- A midterm and final cumulative test of identifying the principles they have studied in individual sentences.

Each time these assessments are done by staff members there is an opportunity for interaction with the students and reinforcement of and/or instruction on the principles students are studying.

Brief summary of assessment results:

There are two types of students who enroll in 326: those students who are motivated to improve their grammar and writing skills at this intermediate level, and those students who are simply looking for an extra half unit of English to round out their schedule. Those students who are truly motivated to learn usually do well in the course and learn from it, particularly in terms of using fundamental principles of grammar and syntax in their writing. Those students who aren't motivated simply work their way through the course without giving it much thought or drop out of the course completely. Over the five semesters for which we have statistics, we had a wide range of retention, from a low of 14% to a high of 100% (when just one student was enrolled in the course).

Those students who passed the course achieved mid-term test and final test grades ranging from 81% to 100%.

How do you plan to use the assessment result to improve student learning:

Based on the rates of retention, we feel we need a better way to guide students through the course and help them achieve the most from it. To

do this, we hope that adding an initial assessment test to determine a student's level of grammar knowledge and writing proficiency will help us tailor the course to each individual. The more we emphasis precisely what a student needs and focus on his or her specific problems, the more we hope to retain each student and give him or her a really satisfying, productive experience with the course. Our strength lies in being able to work individually with students, and the more we can do this in 326, the more successful students will probably be.

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 following action items will be added to the ESSC's Program Review Annual Update Action Plan for the 2014-15 academic year. Additions or changes to these action items may take place prior to the submission of the final draft.

ENGL 50:

Revise the ENGL 50 course content to include simplified lessons; more practice, review, and assessment; and more staff interaction.

ENGL 300:

As mentioned above, "The data demonstrates that the program and the instructors are successful at helping students both retain and complete ENGL 300 for .5 and 1 unit. Instructors will continue to develop relationships with students to help them build confidence and achieve their goals. Emphasis will continue to be on growth and flexibility." As such, no revisions to this course are required at this time.

ENGL 326:

Revise the ENGL 326 course content to include an initial skills assessment in order to personalize student instruction.

Humanities – Linguistics

Department/Group Name	Semester	Date
LINGUISTICS	Summer 2014	August 21, 2014
Department/group members present		
Richard Abend		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
LING 10 has moved to an entirely online format and the student achievement has increased. It seems that the majority of online students understand the greater requirements of this methodology and assume the responsibilities needed for their academic success,		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Demonstrate an awareness of linguistic principles in one or more areas of linguistics.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
This summer is the third time that LING/ETNC 45 has been offered. I am very pleasantly surprised to see how well students did in this class. The particular topic of this class may have something to do with their success. It seems that many of the students can personally relate to being speakers of a dialect of English and have parents and families who are from other countries and speak other languages. Their personal situations made the class meaningful to their lives. They can view themselves and their families through the content of this class.		
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).		
I will offer this class more frequently. Through Spring 14, only three different ling classes have been offered in one semester. I will now add 45 to the list of regular offerings and try to maintain four to six different classes offered each semester. Quizzes will be offered in another format as will the additional use of rubrics in presenting class activities.		

Humanities – Philosophy and Speech Communication

Department/Group Name	Semester	Date
Philosophy, Speech Communication	Fall 2014	8/25/14
Department/group members present		
Dr. Dan Fox, Dr. Todd Weber, Diane Boynton		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>During the Spring 2014 program reflections, participants planned to take a number of steps to improve their programs. Improvements are as follows:</p> <ol style="list-style-type: none"> 1. Closely follow courses developed through Curricunet and GE application process. Courses were shepherded through Curricunet. Following the courses through the GE application process was more challenging, as an assumption was made that a request for courses to be considered for GE status would result in the courses being submitted by MPC. This assumption did not prove to be accurate. 2. Create annual schedule that helps department majors plan for and complete such majors in a timely manner. Philosophy and Speech Communication departments are now working to create annual schedules with an eye toward growth. Enrollments have increased in both programs, so the departments are preparing for continued growth. 3. Tweak writing prompts for SPCH 2 to encourage students to more deeply reflect on learning. (Dan) Dan injected individual writing components into most of the group projects; however, it became overly cumbersome, since projects were already fairly complex. The use of writing prompts may have solved the problem, as students have been engaging them consistently and doing the kind of depth of reflection Dan hoped for. Dan found that having the writing component separate from the group projects a better approach. He is still reviewing outcomes. 4. Create SPCH 3 worksheets designed to guide students' learning in preparation for exams. (Diane) Diane found the worksheets did help most students prepare for exams. There was a clear correlation between those who did a completed the worksheets (and did so in a thorough manner) and test scores. She is using them again this semester. 5. Revise PHIL 6 as needed. (Todd) Todd revised PHIL 6, changing the name from Symbolic Logic back to Introduction to Logic. The result was a healthy enrollment this semester. He anticipates improved student learning this semester, because the material is now less formal and more intuitive. 6. Continue to reflect/tweak PHIL 2 to encourage more students to successfully complete the course. (Todd) Todd is continuing to tweak PHIL 2. 		

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

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.

Most of the discussion revolved around program needs. However, members touched on learning as it related to each of their classes. Through Instructor Reflections, Diane mentioned that she plans to use a different approach to sharing the syllabus with SPCH 3 students. She also plans to do more interactive activities, helping students apply theory and discuss conclusions related to such application.

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).

Most of the discussion revolved around program needs, especially as both programs are garnering more interest. Todd discussed that a well-rounded Philosophy program involves historical perspectives, and thus he plans to develop appropriate coursework, beginning with an Introduction to Greek Philosophy course. Todd also plans to submit a request for a full-time Philosophy instructor position, as well as to advertise for at least one more adjunct faculty member to further support the program.

Dan plans to add more courses to the Spring 2015 and Fall 2015 schedules. Dan and Diane plan to work together to create an annual schedule that will garner enough interest to ensure all classes attract healthy enrollments.

Humanities – Reading Center

Department/Group Name	Semester	Date
Reading Center	Fall 2014	September 5, 2014
Department/group members present		
<p>Adria Gerard (Director)</p> <p>Reading Center Faculty: Kimberlyn Forte</p>		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Refresh 13 computers in the Reading Center (last refreshed in 2005). No progress has been made regarding this action item to date, and we are managing to support our programs with the current technology in place, but it gets harder to do so each term. I mention this action item here to reiterate its importance for our learning center: At some point, our current technology will no longer be able to support our programs, especially as more curriculum and student services are transferred online.</p> <p>Establish an optimal configuration of the ESSC, RC, and former ESL Center, in regards to student space, staff space, technology needs, and instructional supply needs. This is an ongoing action item for the Reading Center and will become increasingly important as the English Department discusses plans to integrate its reading and writing courses at the basic skills and 111/112 levels. IRW changes in the English Department will require large-scale revisions to ESSC lab co-requisite policies and procedures. The director keeps in constant communication with the English Department as planning takes place and relays info to and seeks input from a subcommittee formed in the ESSC, which is tasked with discussing and implementing changes to our department. In addition, the ESSC director and technician work with the ESL Department and Humanities Division technician on an ongoing basis to discuss space and technology needs for ESL students. Finally, the closure of the Academic Support Center has yielded space on the first floor that would be beneficial to the ESSC, Reading Center and LTC. I and others from the LTC met with Jon Knolle in Spring 2014 to discuss the optimal use of this space. Our plans have not been implemented at this time.</p> <p>House books and other materials to enrich students' experience in the Reading Center. The Reading Center continues to purchase 1-2 copies of the textbooks required for each of the reading courses taught at the basic skills levels in the English Department. This library of textbooks allows students to utilize textbooks that they may not be able to afford, and provides an opportunity for staff and faculty to consult these textbooks as needed to aid students.</p> <p>Update emergency supplies and review emergency and crisis intervention procedures with staff and faculty in RC. The ESSC Technician, Brian Streetman, is a member of MPC's Behavioral Assessment Resource Team and keeps the director and Reading Center staff apprised of discussions and changes taking place campus-wide. The Reading Center also devotes time at weekly meetings as needed to review and discuss emergency planning and preparation. We have updated and augmented our emergency processes, procedures, and contacts binders, which have been distributed to various areas on the first floor as a resource for faculty and staff. We have also replenished and updated our emergency supplies bins.</p>		

Work with English Department toward more cooperation, collaboration, and cohesion between English 302/322 and the lab co-requisites 402/422. The Reading Center director has been participating in an Integrated Reading and Writing subcommittee within the English Department and has been engaging with ENGL 302 and 322 classroom faculty in discussions of, among others things, ongoing improvement of the lab sequences for both ENGL 402 and 422 and future integration of reading and writing courses. The implementation date for IRW is Fall 2015. In addition, faculty members in the Reading Center are 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 continue to work to keep current with and incorporate ENGL 302 and 322 classroom content and homework assignments into tutoring lessons.

Develop own content for ENGL 320 and 330. A tentative outline/scope of topics and activities has been developed for ENGL 320. Further development of course content, activities, and assessments will take place as Reading Center faculty and director have time. Inga Gonzalez requested an MPC Online course shell for ENGL 320 and made progress on the first unit as she had time last term (Spring 2014). Continued progress on ENGL 320 will take place as faculty have in time outside their weekly required duties.

For ENGL 330, unfortunately, no progress has been made toward developing our own content (ENGL 320 has more students and, therefore, has been prioritized); however, faculty in the Reading Center have worked to improve student success in the course. These efforts are described below.

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

ENGL 330: Intermediate Reading Tactics

- Utilize strategies for improving academic reading and study skills in preparation for college-level coursework

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

ENGL 330:

This section was prepared with input from Kimberlyn Forte's Instructor Reflections for ENGL 330.

Results of previous plan to improve student learning:

There are a few strategies that the Reading Center has used to improve student learning for ENGL 330. The first included eliminating the outdated floppy discs that held the previous course content. In lieu, we've adopted Pearson's online program *My Reading Lab* as the method of instruction.

The *My Reading Lab* materials are more rigorous than those previously used, and most students are opting to enroll in the Engl. 320 before tackling 330. In order to ensure that students are indeed enrolling in the appropriate course for their existing reading levels, we have also worked to improve communication with the Counseling Department, who often recommend ENGL 330 to students. We also email enrolled students prior to the start of the semester in order to provide a brief overview and orientation to the course. In this email, we encourage students to come to the Reading Center to speak with a faculty member about the expectations of ENGL 330. Finally, Reading Center faculty have developed skills sheets to augment the ENGL 330 course content, which provide additional explanations and examples for specific lessons.

Assessment methods for SLO(s):

The SLO for the course is as follows: "Utilize strategies for improving academic reading and study skills in preparation for college-level coursework." Using the Pearson My Reading Lab program, students are assessed through review questions after viewing a handout, an accompanying video, and a model of the target skill. Then students are asked to complete a post-test after completing practice activities. The assessment questions are primarily multiple-choice, with some activities requiring fill-in or short answer responses. The lessons/target skills include: Active Reading Strategies, Vocabulary, Main Ideas, Implied Main Ideas, Supporting Details, Outlining and Mapping, Summarizing and Paraphrasing, Patterns of Organization, Purpose and Tone, Inference, Critical Thinking, Textbook Reading, Graphic and Visual Texts, Reading Rate, Memorization and Concentration, Note-Taking and Highlighting, and Test Taking. These lessons are typical of those in developmental reading courses, where the emphasis is often on building academic and textbooks reading skills. As one can see from the above list, a combination of reading and study skills are focused on.

Brief summary of assessment results:

The results are mixed. Because of the relatively small population of the course (no more than 1 or 2 students per semester), broad conclusions about course efficacy is challenging. However, Kimberlyn Forte notes, based on her observations and interactions with students, that at times the students struggle more with the way the questions are written rather than the task of demonstrating knowledge of the material. Others found the material simply too difficult for them to complete; in these cases, the student has typically been wrongly recommended for the course. It is also worth noting that, as with any course, student self-efficacy and motivation impact success. Students who ask questions, take notes, and attend to the course on a consistent basis typically succeed. On the other hand, students with low motivation (perhaps those students taking the course to fill out their schedules rather than out of a desire to improve their reading skills) and students not used to taking advantage of available resources typically do not succeed.

How do you plan to use the assessment result to improve student learning:

See below...

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).

There are two action items in the Reading Center's current Program Review Annual Update that address the issues mentioned above, particularly regarding the content in Pearson's My Reading Lab and the appropriate placement of students in ENGL 330 based on their existing skill levels. These action items are as follows:

- Develop own content for ENGL 320 and 330.
- Improve coordination and communication with other MPC programs and services across campus.

The Reading Center will continue to make progress towards these goals as time permits.

Humanities – World Languages

Department/Group Name	Semester	Date
World Languages	Fall	August 21, 2014
Department/group members present		
Kelly Stack, Lisa D. Gonzales, Sonia Lizano, Sabine Wecker		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>a. Instructional Approaches c. Assignments/activities</p> <ul style="list-style-type: none"> French adopted the new third edition of its current textbook. It contains more on-line features such as voice recordings and partner chat activities. <i>A new Spanish Textbook and on-line site were adopted last semester.</i> The new Spanish textbook integrates well with the on-line, “Supersite” component. Some students have complained about more homework; since instructors are able to assign more activities as homework in the Supersite. <p>g. Availability of course offerings</p> <ul style="list-style-type: none"> Due to last-minute cancellations, we have lost 2 adjuncts for Fall 2014 ASL classes. When it turned out that enrollment wasn’t as bad as the deans feared, we were unable to staff one of the classes and had to cancel it even though it had > 20 students enrolled in it. Lola Jerez-Moya’s retirement has negatively impacted the Spanish offerings this semester. Courses such as Spanish 50 (Advanced Conversation) and Spanish 35A (Spanish for Heritage Speakers) were not offered this semester because of lack of faculty members available to teach daytime classes. Currently, the only adjunct instructor available to teach during the daytime is Marco Barbosa; and he is teaching two Span 1A daytime classes. Sonia’s workload has also been negative impacted, since, as the only current full time instructor, she has taken some of the duties that Lola used to perform, such as administering pre-requisite challenge exams, at the beginning of the semester, and Credit by Examination tests throughout the semester. The hiring of a new full-time Spanish faculty member is imperative to strengthen, maintain and improve the overall quality of the Spanish program. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>French 1B Explain cultural differences and to obtain a second semester understanding of French culture.</p> <p>French 2A Use French vocabulary and idioms in real life situations using the necessary rules of pronunciation, grammar, and syntax of a third semester level.</p>		

Spring 2014 Discussion?

SIGN 1A

Obtain a beginning understanding of American Sign Language culture.

MPC General Education Learning Outcomes

AREA C: Humanities

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.

The MPC World Languages Department uses the Communicative Approach to Language Teaching, which is an immersive method requiring that 90-95% of teaching take place in the target language. The Communicative Approach encourages learners to engage in meaningful and task-based communication, and supports student attainment of all the SLOs and GEOs listed above.

A big challenge to the Communicative Approach is that students don't necessarily know enough grammar in their first language to be able to absorb lessons about grammar in the target language.

In Spring 2014 SIGN classes, Kelly enforced a "no screens" rule in order for students to have their eyes free for potential signed conversations in the room before class and during the break. Students tended to spend more time outside the class during breaks, but it was hard to know if this was related to the "no screens" rule

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

- **1A SLO** (not commented on in Instructor Reflections):

Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a first semester level.

French discussed the French-only approach in the classroom in a beginning 1A class. Lisa commented that she had limited success with this method, due to her inability to enforce the policy on a firm and consistent basis. She brought up the problem of feeling intimidated by her students, and not wanting to lose students in future classes when they complain about the policy or the class, and do not enroll in a second-semester class. Lisa also revealed that she is often afraid of what students might do to harm her physically.

- **French 1B SLO:**

Explain cultural differences and to obtain a second semester understanding of French culture.

French also briefly addressed the difficulty in assessing student understanding and ability to achieve the above SLO, citing that there is limited time in the classroom to adequately introduce, let alone understand cultural aspects of French culture (and that of the francophone world).

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).

Our Spring 2014 World Languages gathering in February was a success, with adjuncts and full-timers bringing their families.

The elimination of the Academic Support (tutoring) Center will impact the department because many students really need language tutors. The ASL classes are experimenting with offering a lab class designed to provide students with structured practice. The lab class opens in the third week and we hope it will serve students without the need to hire tutors.

French and Spanish both indicated that they would attempt to find and hire tutors for French 1A and Spanish 1B, using monies from the World Languages budget allocated for this purpose.

Library

Department/Group Name	Semester	Date
Library	Fall 2014	8/21/2014
Department/group members present		
Aletia Egipciano, Amelia Converse, Catherine Webb, Charlene Wells, Deborah Ruiz, Durell Duran, Kevin Haskin, Phuc Le, William Easton, Glenn Tozier		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>During our Spring 2014 Reflections, we identified the following plans for improvement:</p> <ol style="list-style-type: none"> <p><i>Continue refining how we use the statistical data we gather about library usage.</i></p> <p>Usage statistics have enabled us to make informed decisions about staffing, collection development, technology needs, etc. Today we looked at the statistics we are currently gathering, and talked about whether all of the data is useful. For example, we noted that there may be other ways to help us think about interlibrary loan services than just how many requests we fill – such as how many requests were placed, the rate of filled requests, and/or turn-around time. We also want to examine whether the database usage statistics are meaningful, or whether there are better ways to get a sense of how these resources are being used. We also agreed that a better visual display of this data would help us maximize the use of this data. This is something that our previous Library Systems Technology Coordinator was working on; when that position is filled, efforts can continue.</p> <p>We agreed that the next step is to talk about how this usage data could inform each of the library's learning outcomes. We will continue working on these linkages over the fall semester, with progress updates at our monthly staff meetings.</p> <p><i>Investigate student vs. non-student use of library services.</i></p> <p>We discussed that we might:</p> <ul style="list-style-type: none"> Assess the number of active library users who are not students Review of implications of fees for use of library by non-students Think about ways to separate the evaluation of SLO attainment from our overall library user satisfaction (given that we are open to the public). <p>Work on this goal included a survey about library services that was given to students in Early Childhood Education courses. Survey results were inconclusive.</p> <p>All agreed that this is still important to pursue.</p> 		

3. *Increase the visibility of the library and library services around campus, both among students and campus faculty/staff.*

Library staff were active on campus committees, and represented library perspectives in campus-wide discussions. The library was represented on the following campus committees:

- AAAG (Academic Affairs Advisory Group)
- Academic Senate
- ASAG (Administrative Services Advisory Group)
- SSAG (Student Services Advisory Group)
- BART (Behavioral Assessment Resource Team)
- Basic Skills Committee
- College Council
- Curriculum Advisory Committee
- DOM Meeting
- Health & Welfare Cost Containment
- ICDE (Institutional Committee on Distance Education)
- SLO/Accreditation Committee
- Technology Committee

Library staff also participated in MOBAC (Monterey Bay Area Consortium) Administrative Council, and ILL and Reference committees.

All agreed that the library displays, contests, and events coordinated by Charlene Wells are really helping with this goal. Other ways we can keep increasing visibility include:

- Librarian attendance at other division and staff meetings (such as in their liaison areas)
- Roaming Reference, perhaps at the new Student Center
- Regular librarian hours on the Marina campus

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

We discussed the following Service Area Learning Outcomes:

Learning Outcome 1:

Users will be able to access and use information resources in a variety of formats.

Learning Outcome 2:

Users will be able to use a variety of computer programs.

Learning Outcome 3:

Users will have access to information and instruction services.

Learning Outcome 4:

Users will be able to study individually or collaboratively in a variety of areas within a welcoming and supportive environment

Learning Outcome 5:

Users should expect to study and explore ideas in an environment that is welcoming, healthy and safe.

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

Discussion began with a review of why we do reflections and how reflections discussions are connected to overall campus planning and resource allocation.

Rather than focusing on a single topic or learning outcome, library staff discussed each learning outcome in turn to make sure that we all agreed on what each outcome meant, and that the outcomes were written in a way that really expressed what we wanted library users to take away with them. As we discussed each individual outcome, we also did preliminary brainstorming around what types of usage data would be helpful for evaluating the attainment of the outcome in future discussions.

For Outcome 1, we want to assess what users can access and what they are accessing. Do users know about the materials? What other barriers might prevent access to materials? We agreed that barriers could be both physical (e.g., library hours, shifting collections due to maintenance issues, the effect of decreasing staffing levels on patrons' ability to find/use materials, etc.) and technological (e.g., Wi-Fi/network issues, eBook turn-aways, etc.)

For Outcome 2, we want to assess usage of the library's computer lab and the hardware/software that is available on the computers. We agreed that software would be interpreted broadly to include the campus website and the services offered there, since many students visit the library to complete financial aid applications, register for classes, set up email accounts, etc. We want to make sure that the hardware/software in the lab is sufficient and appropriate for what the students need to support their educational goals. Barriers might include age and availability of computers, complexity of software, awareness of software, and appropriateness/sufficiency of software/hardware (e.g., current printing solution does not allow for wireless printing from students' personal devices).

For Outcome 3, we want to assess both whether students are taking advantage of reference & instruction, and students' knowledge of how to use library materials and increase information literacy. We agreed that assessment of academic programs offered through the library division (including LIBR 50, LIBR 80, and the LIBR 60 series) could also be tied to this outcome. In terms of how we evaluate attainment of this outcome, we have quantitative data about the number of reference interactions and instruction sessions each semester, and qualitative descriptions of reference interactions (which we already capture in LibStats) will provide additional context when we assess this outcome.

For Outcome 4, we agreed that we want to assess how the library's space is used, and whether the environment is welcoming and supportive. We agreed that "welcoming and supportive" includes library staff. We also want to make sure that users can take advantage of different space configurations to support differing study styles or needs. Barriers might include study-room turn aways, noise levels, inconsistent WiFi, etc.

For Outcome 5, we agreed that we want to assess building maintenance and safety, and what effect this might have on students' learning. This would include assessment of emergency procedures, safety protocols, building cleanliness, etc.

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).

As a result of the conversation, staff agreed to revise the Library's Learning Outcomes as follows, to better describe our assessment goals:

1. Users will be able to access information in a variety of formats.
2. Users will be able access computers and software to support their educational goals.
3. Through reference and instruction, users will develop information literacy skills.
4. Users will be able to study individually or collaboratively in a welcoming environment with supportive staff.
5. Users will be able to study and explore ideas in an environment that is healthy, safe, and well-maintained.

We also agreed to begin working to link the library usage data (both quantitative and qualitative) to these outcomes, and to discuss how those linkages are going at our monthly staff meetings. We agreed to prioritize outcomes 1, 3, and 5 during the Fall 2014 semester.

Life Sciences – Division Office

Department/Group Name	Semester	Date
Life Sciences Division Office	Fall 2014	September 4, 2014
Department/group members present		
Heather Faust, Rosa Arroyo, Julie Himes, Dan van Hees		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>1. FACULTY & STAFF HIRING: We have hired 3 new full-time faculty/staff members since our last division office reflection: 1) Abeje Ambaw in Human Physiology; 2) Molly Jansen in Hospitality and 3) Rosa Arroyo as our new DOM. We have also hired a part-time CAD lab manager (Babak Ghavamian), though we continue to have more work than he can accomplish most weeks we are grateful for his experience and dedication. Finally, we are in the process of hiring a new Science Lab Manager to replace Dan van Hees when he moves to Australia later this fall. We discussed the position approval process, the recruitment process and hiring committee membership for the Lab Manager Position.</p> <p>2. TECHNOLOGY:</p> <ol style="list-style-type: none"> The Life Sciences Technology Committee is scheduled to meet every 2 months during the school year. These meetings are not always possible, for a variety of reasons, but we acknowledge the need for more regular planning meetings. The CAD lab installed 26 new computers & a new TV monitor during Summer 2014; Discussions about increasing room capacity in the CAD lab will continue (possibly moving to 30 work stations for students). Faculty office computers are in need of replacement. We discussed possible strategies to accomplish this goal, but really we need a long-term budget for technology refreshment throughout the Life Sciences Division. Although we completed the redesign of the A/V system throughout the Life Science Building, we are still working out bugs in the system. We discussed challenges with various cables, projectors shutting off mid-lecture, etc.... A year ago we acknowledged technology needs in the Auto Tech, we will continue to support the improvement of the AV system & the technology availability in the new outdoor student work bays in AUTO. We identified the fact that our adjunct office (LS 203) needs a phone....this is a technology/emergency preparedness need. <p>3. EMERGENCY PREPAREDNESS:</p> <ol style="list-style-type: none"> Life Sciences emergency preparedness committee/team met in Spring 2014. <ol style="list-style-type: none"> We identified a need for more regular staff training/reminders as it related to “what to do in an emergency”. We double checked that we have updated information in our binders with emergency protocols and contact information for the Life Science Building Response Team. We discussed our use of incident reports....now we are wondering if we should use paper forms OR electronic incident reports for minor incidents in our building (cut fingers in the lab, twisted ankles in the parking lot, etc...) <p>4. LAB SAFETY:</p> <ol style="list-style-type: none"> Lab Safety discussions are ongoing with full-time and adjunct faculty. 		

- b. Training activities are currently in progress/development.
 - i. We continue to use the standardized set of Lab Etiquette rules which have been distributed to each student.
 - ii. Lab managers are still giving some safety talks to each lab section at the beginning of the semester. We discussed the value of having the lab managers (rather than faculty) give these safety talks.
 - c. Lab Managers updated and aligned the Life Science chemical inventory to match up with that of Physical Science; SDS sheet updates are "in progress".
 - d. Respirator training (for chemical spill clean up) is in progress for lab managers across campus.
5. ORNH/MAST:
- a. ORNH classes are all staffed for this semester and we are exploring options for Spring 2015.
 - b. MAST went through program discontinuance last year and some classes were moved to Oceanography.
6. SATURDAY LAB CLASSES:
- a. ANAT 2 is still being offered on Saturdays. Enrollment is somewhat lower than in the past overall, so no new money is currently needed as we cancelled one of our evening sections.
7. TRACKING VENDORS
- a. JH and DVH have worked to develop a tracking system for vendors AND track supply expenses over time (this is an ongoing effort that requires constant updating).

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 identified strategies to encourage our CAD lab/instructional technology to participate in campus-wide technology meetings, as we know he has much to offer in terms of expertise and knowledge.
2. We discussed how to support our new full-time faculty and staff.
3. We discussed the life sciences "lab safety" challenges, and the need to train full-time faculty, adjunct faculty, staff and students.
4. We discussed strategies for attaining our long-term technology refreshment plan.
5. We discussed the availability of adjunct office space & the technology needs that adjuncts have in these office spaces.
6. We discussed how to recruit, hire and support a new science lab manager.

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).

COMMUNITY OUTREACH:

- Our division is planning to participate broadly in the high school outreach event(s) planned for the 2014/2015 academic year. We will work with our department chairs to ensure that everyone has what they need for the first event scheduled for November 17th. Although our classified staff members will not be required to attend the event, we will work as a division office/lab manager unit to help ensure that our building, booths and/or activities are ready for the big night.

- We discussed the need for better SIGNS outside of our building. Much confusion between LS and LF each semester. Insufficient outdoor signage indicating that we are the Life Sciences building.

RECRUITING, SUPPORTING & TRAINING NEW STAFF

- NEW FACULTY TRAINING & SUPPORT for Human Physiology (PHSO) & Hospitality (HOSP) & DOM
- NEW ADJUNCT FACULTY NEEDS (DNLT, MEDA, FACS, FASH, ORNH, HOSP, others....)

TECHNOLOGY SUPPORT OPTIONS WITHIN THE DIVISION

- Continued need for LS technology committee; need to increase productivity within this group.
- Desire to include new CAD lab/instructional technology specialist as much as possible, JH has some new tools to promote collaboration and participation in various technology specialist meetings.

LIFE SCIENCE BUILDING EMERGENCY PREPAREDNESS

- Ensure that emergency instructions remain updated in each classroom in all Life Science Division classrooms (to include GA103 and the Family and Consumer Science building.
- ADD EVENING ADMINISTRATION COVERAGE to classroom contact information as it becomes available.
- Desire to explore training options to keep emergency protocols fresh in our minds.
- Desire to address some of the emergency protocol challenges identified during the Spring 2014 “active shooter lock down” experience. Although it was a false alarm, we identified challenges including: 1) outdoor stair cases; 2) lack of food/water; 3) students texting; 4) incomplete/incorrect information being transmitted to (and from) students/staff/faculty during the event; 5) lack of restrooms in lecture forum; 6) lack of clarity regarding the ability of student/staff to leave classrooms to go to the restrooms during a lock down; 7) lack of clarity regarding where to gather during a lockdown, etc.....
- Need to explore how we use and store incident reports....paper vs. electronic forms?

LAB SAFETY TRAINING GOALS

- General building tour highlighting safety was to be conducted with any new faculty members at the beginning of both Fall and Spring semesters. We are not always able to accomplish this with all adjuncts. We discussed the value of having these tours during flex day each semester and/or year.
- We are continuing to 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. **ONGOING**

ORNH

- Life Science Division Chair and DOM with continue to provide leadership for this area.
- We discussed plans to hold an advisory group meeting for ORNH....possibly with the goal of exploring discontinuance and/or revitalization of the program.
- Discussed the need to meet with administration in order to plan the future of ORNH.
- Recommended the ORNH adjuncts and the division chair meet with Laura Franklin to explore the option of moving ORNH to Continuing Education....could this model work?

Life Sciences – Automotive Technology

Department/Group Name	Semester	Date
Automotive Technology	Fall 2014	08/21/14
Department/group members present		
Charles “Robert” Omstead, James Lawrence, Marcus Evans, Ian Sanchez		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ul style="list-style-type: none"> - Modified curriculum and Powerpoints to fill gaps in instruction - Created new homework assignments to improve student learning 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
AUTO 102 <ul style="list-style-type: none"> • Use test equipment to effectively analyze circuit operating performance and locate electrical faults AUTO 100 <ul style="list-style-type: none"> • Perform basic vehicle maintenance operations and inspections according to industry standards. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
-Holes in AUTO 102 (Basic Electricity) curriculum. Students are expected to do things that they have not been given instruction on. It appears, the lecture sequence is out of order and may need to be reorganized. - The first couple lab periods in AUTO 102 are very chaotic and disorganized. - Same is true of AUTO 100 classes (first few lab periods are very chaotic and disorganized). - Students in AUTO 100 class need some additional instruction before bringing vehicles into the shop.		
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).		
<u>Goals for Semester</u> <ul style="list-style-type: none"> - Update and reorganize AUTO 102 lectures. During this semester we will make changes to AUTO 102 instruction while it is being taught. Changes will be implemented in the evening section of the class and next fall. (non-budget dependent) - For AUTO 100. Need to add a class, lab activity and video devoted to the proper procedure to bring a customer vehicle into the shop. (budget dependent) 		

Life Sciences – Biology, Anatomy & Physiology

Department/Group Name	Semester	Date
ANAT/PHSO/BIO	Fall 2014	8/21/2014
Department/group members present		
Heather Faust, Abeje Ambaw, Kevin Raskoff, Andres Durstenfeld, Kim Shirley, Julie Himes, Dan Van Hees, Heather Craig		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Plans from Fall 2013 reflections document:</p> <p>1) <i>“The life sciences technology committee will meet on Friday August 30 to discuss division needs and concerns. We will also discuss student access to technology and how we can support student learning with the current technology in the LS division.”</i> LS technology did meet and discussed CAD lab computer needs and plans for technology refreshment. New CAD lab computers have now been installed. Discussions to continue this year regarding improvements to the new MPC website with two goals in mind:</p> <ol style="list-style-type: none"> 1. To reach students outside of our dept in order to communicate with the public at large and recruit new students 2. To communicate with our own students <p>We have underestimated the importance of our website in the past. Now, with our new website, it would behoove us to put our efforts into setting up this site. We plan to update our individual links and eventually individual websites. We should consider adding visuals and testimonials.</p> <p>2) <i>“We will meet on Friday September 27 to discuss the active learning techniques presented at the “On Course” workshops, specifically, how we can use these techniques to help students achieve the SLOs for our classes.”</i> Active learning was discussed. Additional discussions were possible at the Flex day breakout session during Fall 2014 flex.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
From BIO22: Appreciate the path of evolutionary thought from Darwin, to Neodarwinism (the Modern Synthesis), to a modern evolutionary synthesis informed by molecular and developmental biology.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
Action verb (“appreciate”) in this SLO does not readily enable quantitative evaluation of success. Many descriptive terms were considered. A website addressing Bloom’s Taxonomy was examined, and we noted that the use of “higher ranking” verbs might be helpful.		
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).		
This SLO will be reworded on Curricunet, We will use a more quantifiable verb		

Life Sciences – Dental Assisting

Department/Group Name	Semester	Date
Dental Assisting	Fall 2014	8/21/14
Department/group members present		
Karoline Grasmuck		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Students ability to understand the importance of infection control, their ability to perform the skills necessary to complete infection control tasks in the operatory as well as the sterilization area and successfully pass the written and practical exams		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> • Demonstrate knowledge of infection control standards of practice in the dental office setting 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
Consistently monitor and test students on infection control skills in the clinic making sure they are following state regulations for patient and operator safety to help prepare them for employment in a dental office		
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. Instructor evaluations for all students, operator and assistant 2. Will emphasize the importance of infection control knowledge for externship as well as future employment in dental offices 		

Life Sciences – Fashion

Department/Group Name	Semester	Date
Fashion	Spring 2014	8-21-14
Department/group members present		
Sunshine Giesler, Carla Zimbelman, Alison Shelling		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
The curriculum has all been revamped and updated. Materials fees have been added to the courses in an effort for students to have cohesive materials that the instructor can depend upon.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Fashion Design Program Develop portfolio-quality design work using sound fundamentals and appropriate technology.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
Skills courses have been revamped and aligned so that skills are building in the program. Redundancy has been removed and additional skills have been added. Hopefully our efforts to ramp up skills being taught in the courses will help students to meet this SLO. The materials fees should definitely help bring some uniformity into the classes. We will have to see how it works out. Enrollment is a little low this semester—this might reflect the added fees.		
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).		
Our next order of business as it pertains to this specific SLO is to get the CAD program updated to the industry standard (Gerber). Funds were requested through Perkins but were denied. Dean Gilmartin has since discussed possibilities that this upgrade could still happen. Sunshine will pursue this possibility.		

Life Sciences – Human Services

Department/Group Name	Semester	Date
Human Services	Spring 2014	8-21-14
Department/group members present		
Sunshine Giesler, Cathy Gable, Eileen Crutchfield		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
We hired a new adjunct instructor to promote dialogue and collaboration in the HUMS department. Eileen and Cathy will be team-teaching the intro class this fall in an effort to introduce students to both teaching styles in one class. Meetings have taken place with the Human Service program at CSUMB and articulation discussion are in progress. The program here has plans to grow and we can grow along with it.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Human Services Program <ul style="list-style-type: none"> • Participate in effective teamwork/collaboration with families, agencies and community-based organizations, while maintaining suitable values and ethics for Human Services. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
The addition of a second instructor that it willing to collaborate will help to model this behavior to students in the program.		
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).		
An advisory meeting will be held this fall in an effort to expedite the articulation between programs.		

Life Sciences – Interior Design

Department/Group Name	Semester	Date
Interior Design	Spring 2014	8-21-14
Department/group members present		
Sunshine Giesler, Ken Scates		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Our CAD lab is in tip top shape!!! AutoDesk made its software free for schools which made it possible for us to upgrade our software. New computers were purchase and have been installed. We even had some money in the budget to purchase a 65" TV so that there is now the capability to project two things at once. Babak has cleaned and repaired both plotters and the lab itself looks fabulous.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Interior Design Program</p> <ul style="list-style-type: none"> • Develop and present final design recommendations through appropriate presentation media. • Prepare drawings for non-load bearing interior construction, reflected ceiling plans, lighting, interior detailing, materials, finishes, space planning, furnishings, fixtures, and equipment. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>The update of the lab will make so much of a difference in our coursework. Having a nice, clean, functional place to work will support students in their attainment of the programmatic SLOs. Access to the most current software is critical to student success in the industry.</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>This semester we will be working on replacing the projector in the CAD lab in an effort to make the screen legible for all students.</p>		

Life Sciences – Medical Assisting

Department/Group Name	Semester	Date
Medical Assisting	Spring 2014	08/21/2014
Department/group members present		
Monika Bell		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>MEDA 105 – I have continued to add activities to engage students. More homework is being assigned so that more class time is free to discuss each new chapter. I used a different book last semester (spring 2014) because it seemed to have more background information but I found it to be inconsistent in some of the explanations and vocabulary lists. It did not offer many exercises either and I had to create a lot of material myself. Students did not find the book terribly useful. Therefore, I am switching back to the previous book for this semester (fall 2014).</p> <p>MEDA 116 - in the spring 2014 semester, we introduced a new specialty each week and students would then type related reports. There seemed to be a lot of material to cover and some of the specialties could be left out next time because they don't really add much value to the course. To keep things simpler, we will focus on the most common medical reports for the major specialties next time around.</p> <p>One of the challenges with MEDA 116 had been a lack of prerequisites and we had underprepared students struggling with this course. We spent a lot of time on basic grammar and medical terminology, slowing down the progression of the course. While only 2 students did not pass the course, many just barely made it to a C due to good attendance and completion of labs. Students handed in completed work but were also given a chance to check their own work at home in the meantime, using a key and turning in an error-free report for a set number of points at the next class meeting. This really helped to reinforce some important formatting rules and accuracy. By the end of the semester, the quality of work had drastically improved but not to the skill set expected from an entry-level professional transcriptionist.</p> <p>We have updated our transcription equipment to a digital system. However, it turns out that the dictated voice files provided with the textbook are the same as prior versions on tape, some from the 1970s, and using outdated terminology and medications.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>SLO (MEDA 105 – Medical Terminology) Upon completion of this course, the student will have demonstrated a working knowledge of medical terminology relating to human body systems (structure and function), medical and surgical procedures and diseases.</p> <p>SLO (MEDA 116 – Medical Transcription) Upon successful completion of this class, students will have demonstrated the ability to accurately transcribe dictated medical records from patient physical exams, progress reports, discharge summaries, reports from surgery, x-ray and pathology, and medical correspondence.</p>		

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

SLO (MEDA 105 – Medical Terminology) Upon completion of this course, the student will have demonstrated a working knowledge of medical terminology relating to human body systems (structure and function), medical and surgical procedures and diseases. The prior textbook (Language of Medicine, Chabner) is not perfect but has comprehensive vocabulary lists and exercises. I will continue to substitute with my own material until I get a chance to write a medical terminology book (none of the ones I've seen offer everything we need). I do produce a lot of material myself. The textbook is used as a resource. I could also use MPC Online for additional exercises as I have done in the past and it was well received by students. The textbook does have online resources but they are only accessible if the student bought the book new with an access code. Many buy used or rent their textbooks. There is an option to create an online course to accompany the textbook but this would be redundant since we already use MPC online and result in more work and confusion. Students do work hard to memorize terms in this course but additional hands-on activities would help them to make connections. Students enjoy using models and tangible applications for terminology.

SLO (MEDA 116 – Medical Transcription) Upon successful completion of this class, students will have demonstrated the ability to accurately transcribe dictated medical records from patient physical exams, progress reports, discharge summaries, reports from surgery, x-ray and pathology, and medical correspondence. I will decrease the number of specialties covered in this course and focus on the most common medical reports in the major disciplines. The SLO is about to change for the fall 2014 semester and will also address scribing and voice recognition, both of which will require some time. Also starting in fall 2014, this course will have new, logical prerequisites and change to a pass/no-pass course. Transcription by nature is so difficult and uncompromising that an 'A' should really only be given for perfect, error-free assignments, but that is not a realistic goal for our students. On average, I have 1 or 2 students who are actually interested in pursuing transcription as a career. The others take this course to add general skills to their profiles.

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).

MEDA 105:

1. Come up with more fun and creative activities for the usage of medical terms to add context and a relaxed learning environment (this class tends to be very serious for some reason).
2. Use more online assignments for extra practice. Record vocabulary lists online with proper pronunciation that students can practice.
3. Continue to use and emphasize terminology in all other MEDA courses for practice and understanding.
4. Change the textbook, use for reference, and continue to provide supplemental materials.
5. Look for more models to use in the classroom for hands-on learning (budget dependent).

MEDA 116:

1. Update voice files, explore voice recognition programs (budget dependent). Possibly ask MEDA 105 students to dictate reports (?)
2. Create real-time scribing scenarios and templates for use with electronic medical records. Students play out an MD/patient encounters while others document in EMR at the same time.
3. Use more real-world and recent transcribed reports as examples and come up with related activities to make things interesting.
4. Decrease number of specialties covered in the course. Focus on types of documents and major specialties (family practice, OP reports, diagnostic imaging, hospital reports, consultations...). Devote sufficient time to scribing and other updated models of transcription.

Life Sciences – Nutrition

Department/Group Name	Semester	Date
Nutrition	Spring 2014	8-21-14
Department/group members present		
Sunshine Giesler, Susan Singer, Sylvia Langland, Kendra Piasecki		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
New curriculum has been written and a new class is being offered this fall. An additional new course is on the Spring 2015 schedule. A local certificate in Nutrition has been created and implemented so that students have a goal to reach for as we work to develop and get state approval for 2-3 new Certificates of Achievement.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>NUTF 2 Introduction to Nutrition, Dietetics and Foods</p> <ol style="list-style-type: none"> 1. Discuss different activities and responsibilities in the various fields of employment. 2. Describe the academic and practice requirements for different positions in the fields of nutrition, dietetics and food service management. 3. Compare individual personal interests and capabilities to those required of professionals in nutrition, dietetics and food service management. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
Students have expressed a real desire to pursue a degree here at MPC in Nutrition and Dietetics. Enrollments have been high in our NUTF 1 course for years. We need to build on this momentum! Three different degree programs have been researched and documented. One degree will not be able to be offered at this time because it requires that a full-time faculty be hired. This would be the most productive degree for students. The other two degrees need to be submitted to the state for approval. First though, we need to assemble and advisory committee and document their input.		
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 wrote a grant for funding that was coming from USDA in an effort to fund this work. Susan has been doing it primarily through FASA grants and without compensation because she believes the program will be very successful here. We learned that we did not receive the grant over the summer. Now we need to regroup and figure out what our next course of action should be.		

Nursing – MCCSN

Department/Group Name	Semester	Date																
Nursing/MCCSN	Fall 2014	August 21, 2014																
Department/group members present																		
Laura Loop (Director), Nancy Bingaman (Asst. Director, faculty), Faculty: Patti Nervino, Samar Hage, Sue Hanna, Eileen LaMothe, Lynn Kragelund, T. Rondez, C. Trapl																		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.																		
<p>As discussed in great detail during the <i>“Total Program Review”</i> conducted June 3-4, 2014 and required by the Accrediting Commission for Education in Nursing, the following summarizes nursing program accomplishments and needs identified during the 2013-2104 academic year:</p> <ul style="list-style-type: none"> • Most of the national QSEN KSA’s have been infused in the core course syllabi, and learning activities have been enhanced to explicitly address. Matrix is on W drive and is updated as needed. • Faculty has begun to search the NCLEX 2013 blueprint to use as a guide for the relative weight of content areas and disease processes so that threads of program can be adjusted. The “content blueprint” was updated at the Total Program Review meeting June 2014. • IV arm models have been replaced as planned; Pediatric static mid-level manikin has been purchased for LRC. Two additional textbook bundles have been purchased for student use in the LRC. • Second level students submitted blogs in response to major QSEN areas. Faculty had the opportunity to provide feedback about writing style. LRC workshops also provided 4th semester students opportunity to practice writing cover letter and to engage in a mock interview. The 7 applicants for nurse residency (which occurred in August) demonstrated a high level of professionalism in verbal and writing skills. • NCLEX Mountain Measurement reports for 2014 will not be available until November to assess as a program outcome, but results of ATI Comprehensive test show an overall decline in percentile ranking compared to last year: <table border="1"> <thead> <tr> <th>Cohort</th> <th>ATI Adjusted Group Score</th> <th>ATI National Percentile</th> <th>Program Type Percentile (ADN)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>72.5%</td> <td>69.7</td> <td>70.2</td> </tr> <tr> <td>2013</td> <td>75.2</td> <td>90</td> <td>89</td> </tr> <tr> <td>2014</td> <td>73.8</td> <td>83</td> <td>82</td> </tr> </tbody> </table> <p>See specific plan to address under SLO#1 <i>Summary of department/group discussion about student learning.</i></p> <ul style="list-style-type: none"> • Incoming NURS 52A students have been oriented to electronic immunization tracker to manage the complex recording of requirements for the clinical setting. All are registered and have paid the nominal fee (\$35 to cover all 4 semesters). This system should save a great deal of faculty time in tracking and reminding students to comply before clinical rotations begin. Also sets precedent for expansion of the service by vendor (Certified Background Check) to eventually provide if needed background checking and baseline or “for-cause” drug testing. • Implemented pilot system for students with testing accommodations with Supportive Services (now Access Resource Center), which involves emailing testing parameters and actual exams to the designated proctor by our designated Student Success coordinator. The system has resulted in improved communication between departments, greater student satisfaction, and improved test security. 			Cohort	ATI Adjusted Group Score	ATI National Percentile	Program Type Percentile (ADN)	2012	72.5%	69.7	70.2	2013	75.2	90	89	2014	73.8	83	82
Cohort	ATI Adjusted Group Score	ATI National Percentile	Program Type Percentile (ADN)															
2012	72.5%	69.7	70.2															
2013	75.2	90	89															
2014	73.8	83	82															

- Faculty-led study groups seem to be effective when utilized:

(Perkins Funding)	Semester	Number of students with C, D or F after any exam ("at-risk")	Number of "at-risk" students who participated in at least one faculty led study group	Number who participated and completed course with grade C or better	% utilization (COLUMN A ÷ COLUMN B)	% effectiveness (COLUMN B ÷ COLUMN C)
		COLUMN A	COLUMN B	COLUMN C		
NURS 52A	FALL 2013	13	13	12	100%	92%
NURS 52C	FALL 2013	12	12	10	100%	83%
NURS 52B	SPRING 2014	9	9	9	100%	100%
NURS 52D	SPRING 2014	12	6	6	50%	100%

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

Nursing Education Program Outcomes:

SLO 1) Collaborate as providers of patient-centered care in meeting the health care needs of individuals in acute, long term and community-based settings.

SLO 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.

SLO 3) Contribute to the profession as responsible members within the discipline of nursing.

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

SLO 1: Specific content areas in Management of Care, Safety and Infection Control, and Physiological Integrity were identified as repeatedly problematic since 2012, and are listed specifically in the "Total Program Review" meeting minutes from June 2014 (too detailed to list here), Faculty who teach that specific classroom content will assess strategies to promote better mastery and review exam items for application level or higher. Upon review of graduating classes 2011-2013, comparisons show many areas where ATI Comprehensive exam over estimates performance; actual NCLEX scores show lower percentile rankings in 6 out of the 8 content areas. For this reason, and because of supporting validity studies, faculty recommended piloting HESI standardized testing package (including case studies, practice tests, and specialty/exit exam). Song-Brown grant is funding this year, but recommend that students pay for the products next year if adopted (has useful life of 2 years and beyond due to remediation and review potential).

The return to an 8:1 student: instructor ratio has been a tremendous help and contributed to a much stronger student. The students only gave medications in clinical 4 times in the previous year. With the 8:1 ratio, the students gave medications at least 8 times.

LRC workshops scheduled with Perkins funds have been skills-oriented and well attended, but would benefit from the ability to also reinforce theory. Need ability to access lecture files, Evolve online resources, etc. and project to a group (i.e. smart classroom).

It has been extremely difficult to recruit needed adjunct faculty in a timely manner to teach the non-CHOMP MOU courses due to the complexity

of the hiring process relative to the actual amount of “team teaching” to be assigned. The “one-size fit all” process has little flexibility to accommodate partial assignments; process was created for full-semester length courses for which broad recruitments are more appropriate, but doesn’t fit the recruitment needs for adjunct teaching as it is defined for the school of nursing.

SLO 2: The electronic documentation and KBMA medication bar-coding in the simulation center is still not functional (one year after the installation of hardware) due to outdated operating system. Continue to work with CHOMP HIT to upgrade to VDI technology so that students have unrestricted opportunity to coordinate activities of the health care team, which includes all aspects of electronic documentation, medication management and order entry/reconciliation.

Introduce specific aspects of Quality Improvement (e.g. value-based purchasing, core measures, patient satisfaction, core measures), as well and complementary and alternative health care practices during NURS 52D.

The pediatric compressor failed spring 2014, and needs a repair/replacement plan; we are looking for local vendor who can repair a compressor and so far the closest is located in San Jose. We need an overall plan for maintenance and upgrades of the simulation center so that the learning environment continuously reflects workforce expectations.

The nursing buildings have maintenance needs that are overdue: roof and ceiling tiles in the NU building, plumbing in the IC building, general ongoing custodial needs (sky light cleaning, stairwell cleaning and safety strips, vacuuming and carpet cleaning). Smart classroom projectors are dated and unreliable, as is the screen lowering mechanism in NU 101. The screen in IC 201 has been identified as a potential hazard in IC 201 due to its blocking the only entrance to the room, but there has been no follow-up by AV Support despite IT Direct requests and repeated emailed requests.

Increasing volume of information needs to be managed by faculty in keeping up with changes at CHOMP (equipment and technology, employee HR and Payroll updates, mandatory in-services for Safety and other initiatives...at least quarterly. Links to important news items are sent to faculty by CHOMP outgoing email more than weekly, but cannot be accessed at their desks). Faculty in the IC building literally have to leave their building to access a CHOMP-network computer in the NU building, making office time inefficient and frustrating, as these updates are an integral part of planning for student clinical needs as well. The CHOMP-network computers do not have connectivity to a reliable printer, creating the need for work-arounds if printing is needed.

Students have voiced a desire to use personal electronic devices in the classroom; small desks are not conducive. Faculty have voiced a need for tablets in the clinical setting in order to model the use of informatics (a QSEN competency), library and POC resources for patient teaching and clinical decision-making (desk-top PC access is limited, as staff have priority).

SLO 3: Data published August, 2014 in the employer survey by the Southern CA Hospital Association and CINHC indicate that the demand for newly graduated nurses is weak across California. In every region of the state, hospital employers reported perceptions that the available supply of new RN graduates was much greater than demand, while it has become increasingly difficult to fill positions for case managers, informatics nurses, clinical educators, department managers, and positions at the director level. It is imperative that new graduates have opportunities to apply their skills soon after graduation to remain marketable and to fill work force positions of greatest need. *Nursing Graduate Transition to Practice* course (NURS 53) has been offered for fall 2014, and at this time there are 6 graduates planning to participate. Will continue to track employment offers that follow this first nurse residency opportunity at Natividad Medical Center. Job placement continues to be a concern, especially as more employers statewide are giving preference to BSN grads due to the IOM recommendations. An obstacle to participation is the lack of student stipends for the residency (6 month commitment to defer a paid RN position), and small cohort to make the class a go. For this fall as a pilot, a faculty member is assigned without NOE (adjunct staffing).

An ADN → BSN completion program has been started summer 2014 at CSUMB, offering graduates from the 4 regional CCs priority enrollment.

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 following are a result of faculty reflections; not necessarily in order of priority:

- 1) Implement HESI testing package fall 2014 as a pilot; no grade attached. Schedule in-service with Elsevier for November-ish following webinar training for faculty. Discuss student requirements for passing (score), and whether or not to incentivize in the future with extra points counted toward grade. If product is user-friendly and evaluated well by students, recommend students pay for it next year as a program requirement like any other requirement (\$271 per student payable in installments per semester)-- *budget dependent (if not approved that students pay)*
- 2) Move toward computerized exams; Identify and implement blueprinting software that is affordable and sustainable. Explore Moodle and other options. Possible need to replace Par Score machine if it fails (~15 years old) – *budget dependent*
- 3) Identify funding source for residency program (stipends for graduates, service agreement to defray cost of faculty—this year faculty is teaching without NOE to launch small group). –*budget dependent*
- 4) To facilitate student use of personal devices for on-the-spot use of electronic library and point-of-care resources, explore replacing individual classroom desks with tables similar to BMC building -- *budget dependent, and dependent on reliable wireless access*
- 5) Continue to work with state ADN director's association to finalize model curriculum and begin implementation. --*budget implications unknown at this time*
- 6) Replace or repair pediatric simulator compressor-- *budget dependent*
- 7) Maintain (all) Simulation Center hardware/software repairs/upgrades through maintenance agreement or increased training for Instructional Technologist -- *budget dependent.*
- 8) Work with CHOMP HIT to operationalize electronic documentation and medication bar-coding in Simulation Center (operating system, VDI technology, etc.). AND... Explore the possibility of connectivity to CHOMP network/intranet directly from all faculty workstations--*budget implications unknown at this time*
- 9) Explore funding sources for faculty electronic tablets in the clinical setting-- *budget dependent.*
- 10) Work with MPC and/or CHOMP Foundations to explore the possibility of a community sponsor for the Simulation Center. Possibly enhanced partnership to use the simulation center for health care training of industry employees or students in other campus programs -- *budget implications unknown at this time*
- 11) Work with director to explicitly assign some of the clerical duties of the Level Coordinator to the Office Manager with oversight by the Level Coordinator(s) so that faculty time can be optimized for student learning (e.g. positive attendance tracking, faculty-led study group attendance tracking, aspects of the Syllabus and Clinical Guide publishing such as Table of Contents etc.)—*budget neutral*
- 12) Include med-surg clinical instructor in second level coordination to create a shared assignment; this provides more comprehensive leadership for Level 2 and a more manageable administrative/teaching load combination-- *budget neutral*
- 13) Continue to conduct mock interview workshops to give prospective graduates an opportunity to articulate their mastery of key industry standards as they would for a potential employer. This workshop is especially valuable for nontraditional students and for those with limited health care exposure or whose first language is not English --*budget-dependent; NURS 204-207 and Perkins funds will support of 2014-2015*
- 14) Continue faculty-led study groups, assigned by content area and placed on schedule for NURS 204-207--*budget-dependent...Perkins grant will support for 2014-2015*
- 15) Continue to provide for 8:1 student:instructor ratio in the clinical setting to promote optimal outcomes. Extend to second level of the program, which would mean adding a 4th clinical instructor to that level—*budget-dependent*
- 16) Complete deferred maintenance on NU and IC buildings, update AV equipment as it ages, enhance custodial service which is needed more (not less) frequently in our older campus buildings. Replace screens, projectors and all smart classroom AV equipment as need is

known and in a timely manner that is not disruptive to students --*budget implications unknown at this time.*

- 17) Upgrade the Learning Resource Center (NU 105) to a smart classroom in order to maximize potential of special workshops --*budget-dependent*
- 18) Maintain nursing adjunct hiring pool for faculty succession in the coming years. Decrease turn-around time for HR process.-- *budget implications unknown at this time; little control over this process which is dependent on bargaining agreement.*
- 19) Continue to provide support for national program accreditation, including curriculum updates, IOM goals, faculty development/practice, financial and personnel resources--*budget-dependent*
- 20) Continue to work with Administration and Student Services staff to develop a policy for managing impaired students off campus in clinical facilities—*budget neutral.*
- 21) Continue to refine processes for testing accommodations as needed-- *budget neutral.*
- 22) Continue to update and refresh LRC resources, including textbooks, electronic resources, manikins, models, clinical teaching supplies and materials--*budget-dependent*

Physical Education Division

Department/Group Name	Semester	Date
Physical Education, Physical Fitness, Athletics	Fall 2014	August 21, 2014
Department/group members present		
Wendy Bates, Erin O'Hare, Lyndon Schutzler, Daniel Phillips, Blake Spiering, Kim Fuji, Sharon Osgood, Vi Tran, Mark Clements, Paul Tuff, Millie Benavente		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Getting information out to students, collaborative work - fitness center (modules, offer smaller groups and individuals for those intimidated by larger groups), pool (relay activities to develop teamwork), Adapted PE (student athletes came and worked with class applying skills learned)		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Demonstrate a variety of skills in an activity or sport with an increasing level of proficiency.</p> <p>Demonstrate and apply the principles (FILL IN)</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>Use of video, establish baseline to note increase of proficiency throughout semester, repetition - 10,000 reps to change a habit or develop a skill, build stamina through slow increase over time, feedback to improve skills throughout learning process for constant positive change, repeatability of courses to build skills in realistic way; development of technique throughout levels maintained.</p> <p>Build foundational skills to allow for growth of technique and prevention of injury, technique will falter if stamina is not built (certain level of fitness required to successfully complete tasks and prevent injury; assess level of class as a whole to see if able to move on to ensure development throughout entirety of process; regular attendance is integral to progression.</p> <p>Find best way to develop individualized plans to improve skills based on initial assessments focused on attitude, experience, physical ability, and learning style.</p> <p>Teaching Cues- Change of terminology to resonate with different individuals.</p> <p>Can't overload information - for development pick core principles to drill in, break it down to one or two things to develop strongly before progression into more details, repetition rather than "talking someone into a skill". Be open - not one size fits all, less is more, guide don't micromanage.</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 goal is to try new methods to impart the desired information and help achieve desired results. Action Plans will be tied to equipment which is used to achieve the desired results through activity and enhanced participation. Also, non-budget items, such as web page enhancement, are a part of Action Plans each year.

Physical Sciences – Division Office

Department/Group Name	Semester	Date
Physical Science Division Office	Fall 2014	August 29, 2014
Department/group members present		
Todd Ritsema and Linda Logsdon		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>We've completed our relocation into our remodeled Physical Science Building. We've worked very hard, unpacked and set-up nearly everything in our classrooms, science laboratories/prep areas/stockrooms, and our offices and workrooms in order to support, provide access and opportunities for student learning and increased student success. These updated facilities and equipment will help to increase student retention and improve our ability to offer an extremely high-quality educational experience to all of our students.</p> <p>Our updated laboratory and audio-visual equipment, along with our upgraded technology, are being put to good use. We're very thankful to have these things and know that they greatly enhance the overall quality of learning opportunities for our students. The bond has also provided us with new furnishings in many classrooms, labs, offices, and workrooms, which were sorely needed and for which we are very grateful. We continually receive compliments and positive feedback from our students and colleagues regarding our improved facilities.</p> <p>Throughout the Spring 2014 semester, there has been some minor activity by the subcontractors involved in remodeling and outfitting our building. Workers have installed much-needed additional lighting in four of our classrooms so that our students can see the whiteboards and their own work better. A painter has come thru to touch-up areas marred by the flurry of subcontractor activity. Malfunctioning paper towel dispensers have been replaced. All full-time staff members have been fitted for and received suitable ergonomic task chairs. MPC staff members have been helpful with fine-tuning issues in the building, such as HVAC concerns, squeaky doors, stuck windows, etc.</p> <p>We requested that something be done to keep people from driving on the corner of our newly-installed lawn which was being ruined by this unthoughtful driving. Our maintenance staff came up with a reasonable fix, by moving a large, heavy, concrete/aggregate trash receptacle and making it impossible for people to drive cars/carts over the corner lawn area. Our lawn is returning to good health and looking much better than it was. We truly appreciate the efforts of our maintenance staff to come up with a creative, immediate and cost-free solution.</p> <p>Individual departments have set-up their display cases in our hallways. They have done an exceptional job on these, using no funds, and they are a fun, informative and colorful addition to the Physical Science Building. These displays give students waiting for their classes to begin and passers-by something interesting and thought-provoking to look at, and may even inspire people to take an extra class or two. They really are a very nice touch and the hard-work of a few staff members is greatly appreciated.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Provide direct support to students, faculty and staff in order to facilitate the delivery of quality instruction, fully-functional technology, and the most efficient use of our facilities.		

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

It's our responsibility to encourage and support student learning and do our best to increase access for our entire student population. Now that we're past the recent distractions and disruptions which the packing, moving, planning and execution of a complete building remodel entails, we're able to devote a lot more of our time, energy, and resources to more directly support our students. Students are being better served by staff members who no longer have their schedules jam-packed with all of the extra activities which were necessarily required during the last few years. It is a relief to be back in a position where our focus is back on helping our students, staff and faculty.

We've accomplished a lot and come a long way over the last several years. The improved facilities add many positive aspects to the overall educational experience for all parties involved, and are a definite boost for student and staff morale.

Beginning in Summer 2014, our division took it upon itself to start including the GEO on all of our syllabi for courses which had a GEO. Because of this "practice run", it made it easier to accomplish this when it became an official requirement in Fall 2014. The GEO is now included in all of the Physical Science Division course syllabi as required and this information may be helpful to our 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).

We are continually working to keep our classrooms, laboratories, prep/storage/workrooms, offices, technology and equipment set-up and configured in the best possible way to allow access to all and support student learning. Some facility and technology issues still remain and new ones crop-up often. We will remain vigilant in reporting these issues through the SchoolDude software, and also use e-mails and phone calls when assistance is required for immediate delivery of instruction or when health and safety concerns exist. We are very appreciative of the support which we receive from our Facilities and IT departments, along with many other departments on campus.

The campus-wide reorganization of the custodians' schedules over the last year has not worked well for us. Our entire building is accessible only thru interior hallways and the custodian needs to wheel a large cart thru these halls, and also vacuum cleaners, floor buffers, etc. With classes beginning at 7:45 am and going until 9 pm, there is a lot of traffic inside our building throughout the day and evening. With students and staff in the hallways, classrooms, and office areas during these hours it is extremely hard for a custodian to get their work completed. There are only a couple of hours first thing in the morning before students and staff arrive. After that the custodian must work around a building full of people the rest of the day. This has not been an efficient arrangement. We are glad to hear that the schedule is being changed back closer to how it was before. We look forward to this and will monitor its efficiency. At this moment, the entire custodial department is in flux due to the resignation of the Custodial Supervisor, and our service has suffered. We hope to work together for improvement in the near future as the new schedule is implemented and a suitable replacement supervisor is hired.

It's an ongoing goal to overcome the difficulties caused by the lack of easily readable reports and immediate feedback from our new scheduling processes. We strive to build coherent, accurate schedules, while meeting all deadlines and most importantly, the needs of our students. Our Scheduling Technician is now fully-trained and very helpful. Hopefully more efficient and user-friendly scheduling procedures and reports will be developed in order to improve the schedule-building process for us all. We hope that the current Student Information System can be replaced soon, as it is inadequate for our needs. We also sincerely hope that any new software obtained will include a module which can successfully support waiting lists for our classes. We feel we are losing students and FTES because of the unavailability of this feature in our current system. We need waitlist capability for the good of the students and the college.

We will continue to request that our Division Office Instructional Supply budget be incrementally brought back up to its former 2002 level. It is currently 40% less than the amount it was twelve years ago, making it an ongoing challenge to assist all of our departments and programs in their quest to support student learning and success with all of the necessary materials.

With no salary increases for many years now, it is getting increasingly harder to make ends meet here on the Monterey Peninsula, where the cost of living continues to climb. Because of this we are losing good people from our MPC community. This is especially hard on the Classified staff. We hope that a salary increase can be successfully negotiated in the near future before we lose any more valuable employees.

Physical Sciences – Astronomy, Physics, Engineering

Department/Group Name	Semester	Date
Astronomy/Physics/Engineering	Fall 2014	August 21, 2014
Department/group members present		
Homer Bosserman, Lijuan Wei, Robert Otter, Tom Rebold, Tim McKnew		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>In our Spring 2014 Reflections we stated that we planned to help boost enrollments in the STEM Study Skill Classes, which support all MATH, PHYS, ENGR students. We did this in part by adding computer science software and AutoCAD/SolidWorks to the PS laptops used by the STEM classes so we could now support CSIS10A, 10B and 11 as well. The enrollments did improve with the new adjuncts we hired being very favorably received, and now we plan to increase support this fall by hiring student classroom aids using COOP and Foundation grant funds.</p> <p>We debuted online circuit labs last spring. The new labs streamlined circuit simulation using circuitlab.com, and consolidated the work with practical applications and a final project. The students were very appreciative and learning outcomes improved in circuits. An NSF grant-funded project to begin this fall will carry this work to a higher degree of refinement. Improvements in learning outcomes were also observed due to use of mobile grading app for circuits that offered better interactivity (Foundation funded project).</p> <p>For ENGR 2 we also tried out a “license borrowing” feature in SolidWorks so students could install SW on their home computer drawing from our pool of 30 licenses. This allows us to save refreshment funds (~\$1500 a year) which we’ve had to pay to provide free downloads of SW to our students. We should still keep to a 3-5 year refreshment cycle for SolidWorks.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>A. PHYSICS 10: 1. You should be able to reason logically and conceptually about physical phenomena and claims of new discoveries, using established scientific models.</p> <p>B. ASTRONOMY 10L: I. If you are given the name of an astronomical object, you should be able to determine its type, coordinates, constellation and rising/setting times on any given date</p> <p>C. PHYSICS 3A: Reason qualitatively and logically about physical phenomena using scientific models.</p> <p>D. MATH 20A: Analyze limits, derivatives, definite and indefinite integrals graphically, algebraically, and using the formal definitions.</p> <p>E. ENGR17: Use MATLAB effectively to analyze and visualize data.</p>		

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

- A. Having two labs for our courses has made our scheduling much more flexible and has largely solved our acute turn-around problem, where, for example, an astronomy lab is immediately followed by a physics lab using totally different equipment and placement of our flexible lab tables. Also, having two labs means we don't have to kick our students who wish to stay behind to enhance their learning. Having the two labs will also us better incorporate our engineering and mechatronics programs into our existing curriculum.
- B. We are concerned that by using the internet, some of our physics students can obtain solutions of homework assignments without actually doing them. We are working on addressing this problem and making the students actually learn from their homework.
- C. We have an on-going program to rewrite many of our obsolete or obscure lab procedures.
- D. We have thoroughly culled our lab equipment, getting rid of obsolete, long-unused items which cluttered our stockroom and made it sometimes impossible to find the stuff we actually need.
- E. The online ENGR17section had a large number (~12-15) off-campus participants due to MATLAB being required for engineers transferring to UCSB. We are using a version of MATLAB in the lab from 2007, which is getting pretty dated compared to recent student downloads available. In order to maintain currency, we really need to update MATLAB prior to spring 2015, at a cost of ~\$3600 (TBD, see http://www.mathworks.com/tagteam/78941_NA_ACDM_9642V67.pdf).
- F. With Lijuan back on campus this fall, we are now only down one full time instructor since David Michaels resigned. We have a new adjunct hired for PHYS2, and Don Philley is teaching a PHYS 3B Lecture which alleviates some of the scheduling problems. However, our very intensive classes taught by adjunct instructors who don't get paid office hours limits student access to the help they need in Physics. We have talked about opening a special section of STEM Study Skills right after PHYS2A, but this is still under consideration.

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 will continue to assimilate our new equipment into our teaching. In the case of astronomy, we have rewritten most of our labs, but they still need to be polished and refined.

Finding funds for software refreshment is a continuing concern. We are nearing the usable lifetime limits for MATLAB (purchased in 2007). We also need to update SolidWorks periodically as well. AutoCAD is being handled by the Life Sciences division for the Drafting program. Other software needs involve finding a replacement for many DOS programs used by Physics and Astronomy, and a replacement for MathCAD for Physics.

As far as staffing in Physics goes, we remain convinced that we could serve a greater number of students – by, for instance, offering Physics 3B and 3C every semester – if our department was restored to three full-time instructors. Such a restoration would also serve to rejuvenate the department with new ideas and energy.

Physical Sciences – Chemistry

Department/Group Name	Semester	Date
Chemistry	Fall	August 29, 2014
Department/group members present		
Todd Ritsema, Sarah Gerhardt, Frank Rivera, Rushia Turner, Chris Wood		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>The previous program reflections focused on the SLO regarding student understanding and performance of chemical calculations and solving chemistry related word problems. Todd implemented accountability for his students by creating “informal study groups” wherein students help each other within their areas of strength. All of the instructors referred students to the ACCESS tutoring available for Chem 2-Chem 12 (ACCESS funds are reduced this coming academic year, with fewer tutors and fewer hours offered-we need a center to meet the tutoring and resource needs of our diverse student body). The observed pattern is that students who attended ACCESS tutoring earned a grade higher than students who did not attend ACCESS session. When students did not know where the tutoring was held, instructors walked with them to study room and showed them where the tutoring hours could be found. This contact increased the number of students who used ACCESS tutoring by 5 % and also increased the number of students who used the study room for informal study sessions, generating more student understanding of how to perform chemical calculations and also the meaning of the numbers calculated. Sarah started her class by connecting students in groups to exchange phone numbers so they could create their own study groups. The students would work in the same assigned groups (initially assigned and then as the semester progressed students made some changes) on calculations, then asked to write the detailed solution to a problem on the white board. This fostered a better understanding of how to perform calculations. Partial credit was also assigned for showing the steps to an answer of quizzes and midterms. Initially (for Sarah) scores went down for long calculations (out of 10 points students were receiving an average of 6), however as the semester progressed students’ scores improved to an average of 7-8/10. Showing the steps, with all units included, helped students solve problems correctly, and rewarding them for the correct steps shown reinforced the process that improved learning.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
One focus of our discussion was on the cross course SLO: students can perform basic laboratory procedures.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>We have discussed and evaluated this SLO successfully in the recent past, but addressed it with a fresh perspective during our program reflections. Two successful and experienced instructors and researchers (Frank Rivera and Rushia Turner) have joined our faculty and our Lab Manager, Chris Wood, attended extensive safety training at the American Chemical Society (ACS) National Meeting in August 2014 (funded in part by the MPC Foundation Faculty and Staff Advancement Award). Our lengthy discussion centered around fostering a “culture of lab safety”</p>		

in our MPC Chemistry Department in order to educate our students, from their earliest foundations in lab science, regarding lab safety. We also agreed that having online resources for students related to lab safety and demonstration of correct lab techniques would help our students prepare for labs. We also discussed having ongoing safety discussions within our department by meeting directly after Division meetings on a monthly basis.

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 do practice lab safety and we do have a document that we cover with our students about lab safety, which is read and signed by students. But, we can improve in some marked ways. First, we discussed exactly what our policy would be regarding Personal Protective equipment (PPE). We all agreed to absolutely follow our own strict rules- abiding by the ACS guidelines (not just to have the documentation of the rules and then let them slide so in effect nullifying them). Second, we agreed that we need to post the lab safety document in several places (mpc.edu and our individual MPC online pages). Third, we discussed implementing a lab homework assignment to read the relevant information in the ACS safety guidelines, which would be posted on MPC online (as well as available in our labs) and quizzed. Students would be held accountable to reading the document and completing the quiz in order to proceed with labs. Fourth, we discussed implementing a long-lasting waiver that students would sign to acknowledge our lab protocols and the risk associated with lab work. Finally, we discussed providing resources online; linking to Cornell University and other Universities' mini-videos on lab safety and proper techniques. In our discussion we also talked about how to reach students who do not have online resources readily available or may not be connected deeply with our MPC community. We envisioned a place with extended hours, open computers, a wealth of durable resources-lab manuals, text books, safety material, and tutors that could be a resource for all students in the STEM fields.

Physical Sciences – Earth Sciences

Department/Group Name	Semester	Date
Earth Sciences	Reflecting upon Spring 2014 Planning for Fall 2014	August 21, 2014
Department/group members present		
Nandita Sarkar, Leslie Turrini-Smith, Ana Garcia-Garcia, Tom Clifton, Fred Hochstaedter (scribe)		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Last time, at the end of the Fall 2013 semester and the beginning of the Spring 2014 semester, we talked about organizing the rock and mineral collection to support the geology SLO about interpreting outcrops and landscapes. I am happy to report that our rock and mineral collection is now well organized and that we are now moved back into our permanent facilities and nicely organized.</p> <p>Another big topic of conversation the last time was how to operate field trips with an increased number of students in Earth Sciences classes. Traditionally, Earth Sciences has run field trips on weekends using chartered 47-passenger busses. In this manner we efficiently served a large number of students and were cost efficient. With the increase in class size, the number of students exceeded the number that a single teacher could provide a quality learning experience. This conversation continued this semester with plans to obtain vans prioritized for Earth Science use.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Geology: Use the scientific method to investigate phenomena in the natural world and use concepts, theories and technology to explain them. (GEO)</p> <p><input type="checkbox"/> Use observations of outcrops and/or landscape morphology to interpret basic geologic history and processes.</p> <p><input type="checkbox"/> Explain Earth features in terms of surficial processes, tectonics, and human influence.</p> <p>Oceanography: <input type="checkbox"/> Recognize major seafloor features based on their shape and interpret their origin using plate tectonic theory.</p> <p><input type="checkbox"/> Use the scientific method to investigate phenomena in the natural world and use concepts, theories and technology to explain them. (GEO)</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>The Earth Sciences Dept continues to embed questions in its final exams to assess the SLOs. Exam questions assess the GEO about scientific method for both geology and oceanography, as well as the other SLOs listed above. Generally, results were similar to previous semesters. As was the case last time, the embedded final question about relating the Hawaiian hot spot to plate was the most difficult for students. One possible reason is the length of time between this material learned in class and the time when the final is offered. This question is currently written as text only, with no image to remind students what the Hawaiian hot spot looks like. We decided to include an image with the question for the next time we offer the final. The rationale is that it is the interpretation of seafloor features that we're really trying to get at, not the memory of what the</p>		

outline of the plate boundaries looks like or the location of the Hawaiian hot spot chain.

A consistent topic of conversation in Earth Sciences Program Reflections is how to improve the students' experiences on field trips, and how to balance this with increased class sizes that we have implemented to increase institutional efficiency. The field trips directly support learning activities designed to achieve all of the Earth Science course-level outcomes. This is where the students learn the skills involved in the outcomes such as the scientific method, learn to interpret outcrops and landscapes, and see the earth features that they learn to interpret due to tectonics, surficial processes, and human influence.

A challenge faced by the all Earth Science departments, including MPC's, is how to transport the students into the field. Busses are convenient, but expensive. Vans are less expensive long-term, but need new procedures for student drivers.

A significant event occurred in the Earth Sciences Dept during the Spring Semester. We were contacted by a donor willing to make a sizable donation to the Dept in recognition of the classes he took here 50 years ago. The Dept has decided to use these funds to help purchase some vans to address its field trip needs. This donation has caused the Dept to take a close look at the activities it offers on its field trips. Partially as a result of this donation, the Department has decided to reschedule its labs to three hours during the week to accommodate week-day field trips as opposed to the weekend field trips.

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).

As mentioned above, one action plan is to include an image with our embedded final question about the Hawaiian Seamount Chain.

Begin rescheduling labs for three-hours per week for the day classes. Evening classes will still schedule two-hour per week labs and run weekend field trips since it's difficult to run field trips at night. By enabling students to get in the field more often, we hope a greater number of students will gain a greater degree of attainment on the field-oriented outcomes. This change will probably not occur until the Spring 2015 semester.

The Earth Sciences Dept will have to work collaboratively to develop a van use policy that provides priority to the Earth Sciences Dept, while preventing over-use of the new vans so they will last a minimum of ten years.

To maintain and increase student engagement, the Earth Sciences Dept is working on its webpage to provide students information about its classes, personnel, and information about the department.

The Earth Sciences Department planned to use the geology course and the oceanography course to advertise some of its less well-publicized courses such as the GIS course and the Disasters and Catastrophes class.

The Earth Sciences Department plans to invite a faculty member from the CSUMB Science and Environmental Policy Department to talk about their department to students who are considering transferring. We also talked about this possibly being the first event of a nascent Earth Science Club. We plan to supply pizza to attract hungry students.

Physical Sciences – Mathematics

Department/Group Name	Semester	Date
Mathematics Department/ Monterey Peninsula College	Fall 2014	August 21, 2014
Department/group members present		
Luke Spence, Lynn Iwamoto, Andy Washburn, Tracie Catania, Blanca Morgan, Tuyen Nguyen, Joel Pickering, Lisa Chovick, John Cristobal, Don Philley		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
No previous Program Reflection for Math 20A, Calculus I.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ol style="list-style-type: none"> 1. Analyze limits, derivatives, definite and indefinite integrals graphically, algebraically, and using the formal definitions. 2. Model and solve problems (including area, volume and work) using derivatives, integrals of algebraic and trigonometric functions and their graphs. 3. 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.		
<p>An animated discussion, focused on the relevance of each section in our Calculus textbook to the realization of the goals stated in the above SLO/GEOs, was had with every individual present contributing multiple times. A vote was taken for each and every section in the Single Variable chapters of the text as to whether its inclusion was necessary, optional or unimportant. The pluses and minuses in each case were represented and every opinion discussed.</p> <p>For #1 above: An extended and detailed discussion of the department's concept of the proper formal study of the limit occurred and led to some instructors making changes to their lesson plans for the coming year.</p> <p>For #2 above: The group discussed the variety of applications or models provided by the text and considered their relative importance to our students in their future classes. Priorities were suggested and some expressed the reasons for the order implied by these.</p> <p>For #3 above: The relevance of the use of applications or models was deemed especially important here. Our group contains instructors with a variety of academic and practical experience, including engineering, physics, and various realms of pure and applied math. This discussion served to broaden everyone's perspective.</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).

Results relevant to the current school year: This meeting established a cooperative unity of presentation of the material which occurs in Single Variable Calculus. This will benefit our students who often are required to change instructors when advancing from Calculus I to Calculus II in several ways. They will not be presumed to know material to which they have never been exposed and no topic of importance to their advancement will be omitted for example.

Results relevant to future school years: The discussion brought the department to the realization that the purposes pursued today may very well be better served by switching to a different approach to Single Variable Calculus, that being the approach found in books which introduce Transcendental Functions at an earlier time than the current text.

Social Sciences Division

Department/Group Name	Semester	Date
Social Sciences Division	Fall 2014	8/21/2014
Department/group members present		
Alan Haffa, Anthony Villarreal, Elias Kary, Elizabeth Mullins, Kendra Cabrera, Mary Johnson, Rachel Whitworth, Rosaleen Ryan, Scott Moller, Steve Albert, and Tom Logan		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Thoughts on Journaling-</p> <ol style="list-style-type: none"> 1. An instructor tried modeling but found it problematic, as students simply copied her model. 2. An instructor noted that in her breakout group, a suggestion was made to model negative work. 3. An instructor gives out stickers for people who journal regularly. She puts these on the journals themselves. This works for motivated students. Ten stickers equals thirty points toward the student's grade. 4. Another instructor doesn't have students journal, but he has them read primary documents and then compare their analyses to what is in the textbook. 5. An instructor noted that his students were supposed to measure bones, etc., but they were just writing about everything – the weather, etc. So he asked them to consider the final product first, then reverse-engineer the process so that they are making notes of important points. <p>Thoughts on in-class presentations-</p> <ol style="list-style-type: none"> 1. An instructor found that some students had weak research skills, so this year, she will have a librarian come to class to tell the students how to use the MPC library and database, step-by-step. 2. An instructor incorporated this suggestion into his literature classes, but some students picked poor examples to present, so now the instructor picks the articles. 3. An instructor has been trying this, and has been making his assignment sheet more specific as to his expectations, e.g., asking students to identify the thesis in the secondary document, etc. 4. An instructor has her students read the State of the Union and pick a policy proposal. Lauren then picks a government document for them to read and present on. <p>Thoughts on quizzes-</p> <ol style="list-style-type: none"> 1. An instructor is allowing her students to take quizzes three times. She finds that it diffuses stress over the assignment and influences a focus on learning. 2. An instructor uses the Lesson tool instead of the Quiz tool, and if the student gets 2 questions wrong, it sends the student to another section – to watch a video, etc.. He finds this helpful because the students are then required to read the material. 		

Thoughts on teaching a class in reverse chronological order –

1. An instructor found that this approach worked for some students, but confused others. Now, she has gone back to a chronological approach.
2. An instructor tried this in her Women in Politics class, which is organized by themes, with case studies. She has had students read the case studies in reverse chronological order. She has found this to work well, since students are more familiar with the newer cases.
3. Another instructor used a timeline to give the students a sense of the big picture while they are studying more specific events.

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

Division GEO: Critically examine and comprehend human nature and behavior, social traditions, and institutions.

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

Division GEO discussed: Critically examine and comprehend human nature and behavior, social traditions, and institutions.

1. The division discussed the possibility of developing multiple courses that meet once a week for lecture, where students attend a large class, then break off into respective sections later in the week for “lab” discussions. This would allow the instructor to use the “lab” class and assess the **examination and comprehension** aspects of learning through in-class conversations/presentations/exchanges.
2. An instructor suggested flipping the classroom, posting presentations and videos for the large group part, thus freeing up class time for more in-depth discussion. Students would be required to take notes on the chapter, including questions they have about it. Then, in class, students would be split into groups, where they would answer those questions, with the help of the instructor going group to group, and then present to the class on those now-answered questions. An issue was raised as to the scalability of this approach for large classes of 100 students or so.
3. The Division discussed plagiarism, authenticity and consistency in student work.

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 Social Sciences Division considered the following aspects of learning:

1. The incorporation of technology to enhance the in-class, hybrid, online experience.
2. The incorporation of plagiarism prevention technology.
3. How the classroom experience would be enhanced as a result of expanding MPC's access to online databases.

Office of Academic Affairs Reflections on Student Learning

Fall 2014 Dialog/Assessment Reports

Office of Academic Affairs

Department/Group Name	Semester	Date
Office of Academic Affairs	Fall 2014	8/21/14
Department/group members present		
Steve Bruemmer, Jon Knolle, Maggie Caballero, Laura Mock, Ayzza Camacho. Laura Franklin, Georgina Leyva, Leslie Procive, David Brown, He Seon Ihn, Yen Le, Michael Gilmartin		
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>Office of the Vice President – Administrative Assistant</p> <ul style="list-style-type: none"> The staff in the office of the Vice President provides a variety of support, assists with scheduling of meetings, takes minutes at meetings and assists the Vice President in many ways so that that the person in this position can deal with a variety of matters that affect student success. <p>Curriculum Processing</p> <ul style="list-style-type: none"> The Academic Curriculum Scheduling and Catalog Technician maintains the college’s curriculum files so that complete, accurate and current course curriculum is available for student success. <p>Catalog Production</p> <ul style="list-style-type: none"> The Academic Curriculum Scheduling and Catalog Technician produces a college catalog so that students have access to the information they need to develop their educational plans. <p>Scheduling</p> <ul style="list-style-type: none"> The Scheduling Technician works with Division Office Managers, Division Chairs and administration to produce a schedule of classes each semester so that students have accurate and timely information on which class sections to take so they can succeed. <p>CurricUNET</p> <ul style="list-style-type: none"> The CurricUNET specialist provides training to faculty so that they can develop course outlines for the classes they teach enabling students in those classes to succeed. 		

Facilities Use and Event Reservations

- Facilities and Events are coordinated so that there are not conflicts in times or rooms that would negatively affect students' ability to successfully attend their classes.

Older Adult Program

- Classes are scheduled, teachers are hired, and students in the community enroll in the older adult program so that students can continue learning in a class setting.

Community Ed

- Community Education programs are provided for students who desire to continue their learning in selected program areas not necessarily supported by the college's academic programs.

CTE grants

- Perkins and CTE Transition grants are applied for, tracked and reported on to the state so that funds are available to support CTE programs and classes

Instructional Service Agreements

- The Office of Academic Affairs supports the instructional service program with a variety of community organizations so that training can be provided for students in different settings.

Distance Education

- The Office of Academic Affairs provides support for the college's online education program so that students are better able to succeed in their online classes.

Marina Education Center

- The staff at the Marina Education Center provides a variety of services to students in the northern part of our district so that they can better succeed in classes there.

Public Safety Training Center

- The PSTC staff supports fire technology, EMT and Law Enforcement students so that they are better able to succeed at their training.

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

Distance Education:

Success – teachers feel supported, launched certificate program, Steve Bruemmer is full-time, there has been growth in the online programs, and fully online with the helpdesk.

Challenges – need to provide more support to students, and online success/retention.

Marina Ed Center:

Success – enrollments are growing (went from 600 to 1,395), offer a variety of services to students, and the office is open longer with later hours.

Challenges – understaffed during peak times and students with language barriers.

Recommendations – offer workshop for students when they are applying, offer application forms in a different language, and IT help.

Public Safety Training Center:

Success – Working with South Bay JPA, getting courses online as there are multiple instructors teaching the same class, law enforcement training, and maintaining equipment.

Challenges – curriculum with the different areas: South Bay, Fire as examples.

Recommendations – need to do a program review

CurricUNET:

Success – all courses have SLO's.

Challenges – faculty not understanding the difference between SLO and objective (CCCO wants objectives and ACCJC wants outcomes), GEO's need to be on course syllabi.

Recommendations – have the Division Office Managers work with faculty to ensure GEO's are on course syllabi.

CTE Grants:

Success – Perkins grant allocates CTE departments like Auto Tech funds to purchase more vehicles, and Graphic Arts funds for software.

Perkins also funds professional development, which has its own category of funding.

Challenge – getting faculty to fill out the application properly and completely.

Curriculum Processing:

Success – processed over 500 courses in eight months, which had to be done in a timely manner, otherwise scheduling and the catalog are affected.

Challenge – repetitiveness of the work. The course has to be entered three times due to the three databases: CurricUNET, SIS and the Chancellor's Office database. Faculty do not realize that CurricUNET and SIS are two different databases that do not interface.

Recommendations – interface between SIS (or future ERP) and CurricUNET.

Catalog Production:

Success – Successfully completed and presented to the Board for adoption.

Challenge – the production process was cumbersome so changed to use In-Copy, which was better, but still time consuming. Need to use In-Design for the production of the catalog. It takes six months to produce the catalog.

Recommendations – the next person taking He Seon's position should have In-Design on their computer.

Scheduling:

Success – class schedule is posted to the website, offering 1,735 sections for spring, and the annual schedule is being developed.

Challenge – SIS problems are many. Every time IT receives an update, the update is installed and any enhancements that were in place are gone. Because of the way SIS works, the annual schedule has to be built in two parts, ½ from the rollover and the other ½ has to be manually entered.

Recommendations – have a meeting with the Division Office Managers to discuss the annual schedule.

Office of the Vice President – Administrative Assistant:

Success – keeping the academic calendar so tasks and processes are done in a timely manner, behind the scenes efficiency, ACCJC/Accreditation involvement, and faculty handbook and division chair handbook updates.

Challenges – this past year the biggest challenge has been the lack of communication from the previous Vice President.

Recommendations – utilize the position to what it should be.

Older Adult Program:

Success – after cutting 2/3 of the program, still able to offer classes off-campus.

Challenge – the budget

Recommendations – continue to serve that population.

Continuing Education:

Success – establishing programs and offering additional classes to address the repeatability issues. The classes are a potential feeder to other programs such as the Medical Assisting program. There are not as many restrictions as regular programs have.

Challenge – there is only Kathy and Laura to handle the program.

Instructional Service Agreements:

Success – increase in FTES

Challenges – curriculum and getting everyone to follow the rules.

Recommendations – need to reduce the number of ISA contracts and the dependence on them.

NOE's:

Success – Maggie and Ayzza have taken over the process. They have been adding correct budget numbers to the NOE's

Challenge – cumbersome process, and too much paper!

Recommendations – once the fall semester has been completed, need to review the overall process and think of better ways to get the process done, how to streamline with the goal to get rid of time cards.

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 need to recognize that all of us in the Office of Academic Affairs make a difference. What we do ultimately impacts the students, even if it is two, three or four steps away.

Student Services Reflections on Student Learning

Fall 2014 Dialog/Assessment Reports

Access Resource Center (formerly known as Supportive Services and Instruction)

Department/Group Name	Semester	Date
ACCESS RESOURCE CENTER (ARC)	Fall 2014	8/21/2014
Department/group members present		
Kathleen Rozman; Terria Odom-Wolfer; Mimsie Redmayne; Jacque Evans, Linda Parise, Alexis Copeland, Vicky Rhea		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ol style="list-style-type: none"> 1. Increased number of Kurzweil Orientation Workshop to introduce students to the software and basic reading, applications. Increase in number of students receiving instruction/support. 2. Wrote an MPC Foundation grant and was awarded enough money to purchase 13 more Smart Pens to add to existing number. 3. Wrote a Monterey Peninsula Youth Foundation grant to establish a student mentor program. 4. Set up a space in Access Resource Center for volunteer student mentors to work with students on various topics such as setting up e-mail, Smartpen orientation, and general organizational strategies. 5. Offered Smartpen Orientation Workshop to familiarize students with this accommodation when it is authorized and facilitate effective use as a notetaking accommodation in classes. 6. Continued the development of Student Accommodations Manager (SAM) software. Ran a pilot study with a cohort of MPC students. 7. Conducted SAM orientation/ training for ARC staff. 8. Continued reorganization of Testing Center process and procedures in order to align with SAM. SAM will assist with timely, effective and consistent provision of testing services and accommodations, and provide us with an ability to track, generate and monitor data for program evaluation. 9. Selected and updated material and information for new MPC website. 10. Selected new department name based on synthesis of information from sources such as other community colleges, MPC student surveys and statewide trends. 11. Updated existing student surveys to administer in Fall 2014 to assist in capturing student data. Determining whether new website online form tool would be able to accommodate the ARC Program survey. Goal is to administer program survey by middle of Fall 2014 semester. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Continued discussion focused on recent legislation changes and the modifications that have been made to our curricula to address state course repeatability mandates. There is a new VP of Curriculum in the state Chancellor's Office and the MPC scheduling technician position is currently vacant. Both these factors will impact how quickly new courses will be approved and there are still questions regarding repeatability for our special courses. Regardless, faculty agreed that we need to move ahead with development and implementation of a course repeatability form that will be used with students. Instructional faculty created new labs in the areas of reading, writing, math and computer skills that are scaffolded in order to instruct students at basic and intermediate levels. These are being reviewed now to determine if they meet guidelines for special courses for students with disabilities. In addition, we discussed creating an environment in which students could learn how to take an online class where they get structured support and assistance.</p>		

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

Discussion was mostly about implementation of the new data management system, SAM. Terria continued working with the software developer to customize the program, and it is close to being ready to implement. Staff attended a general training earlier in the week, and there was a brief discussion about what data we want to collect. Another topic of discussion was how the mentoring program went last semester and what we envision for this semester. With the grant from the Youth Foundation, we need to establish some parameters and appoint some more student mentors. We will also develop a student mentor survey that will provide information about the effectiveness of this service. There will be a work study student assisting in the department this semester who may also be able to help. We also talked about the new website, who is able to upload information to our page and what type of news and/or events we would like to post on the page. Discussed online student satisfaction survey, online pre- and post-survey for Kurzweil and Smartpen Orientations to be administered this fall semester and assigned specific faculty to take lead on that.

Critical Thinking:

1. *Students will identify, explore and utilize knowledge of their disability and functional limitations to assist in academic planning.*
 - Automation of our accommodation provision should allow more time for helping students to self-advocate and explore ways to maximize use of their accommodation and self-knowledge around disability challenges.
 - Growth of student mentoring program will provide students with additional opportunity to understand and utilize resources and tools relative to their individual learning profiles. It will also give them a different venue to practice and work on self-advocacy and communication skills.

Technical Competence:

1. *Students will identify and use appropriate technology and alternate media.*

We discussed 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:

- Priority Registration
- Course Repeatability
- Change in state priorities for community colleges to transfer/degree, career/technical ed, and basic skills. Reduction in programs and classes in the traditional "lifelong" learning category
- Requirement that students be literate in campus e-mail/portal use as primary points of 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).

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

Critical Thinking:

2. *Students will identify, explore and utilize knowledge of their disability and functional limitations to assist in academic planning.*
 - a. Analyze and incorporate feedback and suggestions from student surveys.
 - b. Implement course repeatability form for LNSK courses.
 - c. Development of a "Counselor's Corner" section on the SS&I website where students can quickly and easily access current information related to their academic planning and educational goals; in addition, this area can direct students to the counselor and/or specialist who can answer student questions regarding the Program, services or disability.

Technical Competence:

1. *Students will identify and use appropriate technology and alternate media.*
 - a. Continue to develop and enhance the student mentoring program to assist students in setting up campus e-mail and using their student portal for accessing their records and information in addition to web reg.
 - b. Continue to monitor effectiveness of updated alt media/assistive technology accommodations process.
 - c. Continue to update and improve our department website so both current and prospective students can use that as a point of reference for DSPS specific information. Explore what information can be put on ARC department page on new college website.
 - d. Identify and purchase appropriate equipment/materials needed for Video Remote Interpretation (VRI) for use with deaf and hard-of-hearing students

Automate Mandated DSPS Processes and Data Collection:

1. *Continued implementing SARS for tracking appointment scheduling and service provision.*
2. *Establish e-SARS for active ARC students to make counseling appointments online for counseling.*
3. *Establishment of electronic SEC's to improve accessibility and information dissemination.*
4. *Continued to customize SAM and begin implementation this fall.*

Admission and Records

Department/Group Name	Semester	Date
Admissions & Records	Fall 2014	August 21, 2014
Department/group members present		
Segundo Zosa, Nicole Dunne, Stephanie Machado		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Would like WebReg moved to a more prominent location on the website- this is our biggest accomplishment. It looks fantastic on our new site and is on every page!! We really think this helps our students.</p> <p>Redesign the refund/fee breakdown webpage and chart- this has been redesigned and is working well. There are still a few details to work out regarding parking permits.</p> <p>Welcome emails are not being received by some email providers such as gmail/yahoo; hope IT can fix this problem for us- this has been resolved- yay!</p> <p>Need to adjust the contact page for the department; would like people who no longer work here removed to avoid confusion for the students- this has been resolved with our new website</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Students will demonstrate technical competency by navigating the college website in order to apply and register online.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>Although our processes online have improved in efficiency and access, A&R staff feel that now is the challenge to create how-to instructions for online transcript ordering, WebReg overview, and some application hurdles</p> <p>It's disappointing that WebReg does not respond well to internet browsers other than IE</p> <p>7/1/2013-06/30/2014 12410 applications received online</p> <p>We continue to process applications by hand for South Bay</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>To continue to work on our website for improvements (such as how to's, videos, etc)</p> <p>Need to be fully staffed department</p> <p>Would like to explore having eWorkshops to offer the public including all applications, WebReg, FAFSA, etc. all in one location at one time</p>		

(Admission and Records additional information)

Reports

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Application Submission Report Options

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Application Submission Report Output

Submittal Term	Submittal Month	Records
20135	07/13	55
20135	08/13	14
20137	07/13	870
20137	08/13	1047
20137	09/13	236
20137	10/13	111
20137	11/13	43
20137	12/13	23
20143	10/13	395
20143	11/13	790
20143	12/13	827
20143	01/14	1275
20143	02/14	619
20143	03/14	702
20143	04/14	151
20143	05/14	57
20143	06/14	21
20145	03/14	79
20145	04/14	1082
20145	05/14	1053
20145	06/14	539
20147	04/14	390
20147	05/14	1179
20147	06/14	852
Total		12410

Assessment Center

Department/Group Name	Semester	Date
Assessment	Fall 2014	8/29/14
Department/group members present		
Stacey Jones, Assessment Coordinator, Alethea De Soto, Counselor/Matriculation Coordinator		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ol style="list-style-type: none"> 1) Space continues to be a challenge for Assessment – as of now, this need is still pending. 2) Offered an added 20% more Assessments this spring and summer to try to make sure we address the 3SP mandate. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ol style="list-style-type: none"> 1) Continue advocating for an Assessment space – this is crucial in light of the increase in assessment due to 3SP. 2) Purchasing Electronic Assessment? May consider piloting computer assessment by using one of the labs. 3) Discussed using the Almaden Center to offer larger (approx.. 40 students) assessments that don't require additional support. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<ol style="list-style-type: none"> 1) Use the 3SP group to help support the allocation of space for the Assessment office. 2) Research cost and various assessments and determine which assessment tool to use. 3) Meet with Julie Osborne and other key folks to possibly use this facility. 		
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) Continue to push for an Assessment space using the 3SP group – ideally this should be done before Fall 2015 2) Cost of electronic assessment will range from \$18,000 to \$25,000 plus the purchase of computers for the assessment lab. Will need to work with the “owners” of our campus lab to see if we can upload one of the labs to pilot this effort. 3) Continue to push or view other options to improve the efforts of the Assessment office. 		

Career and Transfer Resource Center

Department/Group Name	Semester	Date
Career /Transfer Resource Center	Fall, 2014	9-5-2014
Department/group members present		
Sudeshna Nand		
Note improvements due to past efforts or plans discussed in Program Reflections.		
<ul style="list-style-type: none"> • A computer tracking system implemented to evaluate and report students use of services in the office • Using the new improved web site as a tool to better assist students in researching schools and transfer related information. • Added new links for new majors/area of study. 		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ul style="list-style-type: none"> • Continue directing students to counselors as needed. • Continue informing students about the economical use of printing material. • Keeping the catalogues and resources current. • Improving CTRC services through student feedback and the tracking system. • Directing students to the right resources outside CTRC. • Accommodating student requests face to face, by appointments or through emails/ calls. • Continue working with Internship and Job Center coordinators to provide positive work experiences to students. • Maintenance of CTRC website. • Improvement of computer services. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs		
<ul style="list-style-type: none"> • The importance of CTRC services/resources in the transfer process. • The importance of starting university and TAG applications early in order to meet deadlines. • The need to encourage self- motivation in pursuit of college/university, scholarship and job information. • The need to inform students of scheduled workshops through online Calendar of Events. • The necessity for a Transfer Day to enable interactions between students and reps of various universities regarding transfer 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).		
<ul style="list-style-type: none"> • To share obstacles to student success with supervisors and counseling. • To continue directing students to the right services for full assistance. • To request for updates on CTRC computers • To review and update CTRC website. • To pursue sponsors for Transfer Day. 		

Child Development Center and Lab School

Department/Group Name	Semester	Date
Child Development Center	Fall 2014	August 22, 2014
Department/group members present		
Cathy Nyznyk, Mary Rigmaiden, Cindy Campbell, Nancee Powell, and Jeff Procive		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Staffing Schedules to best meet the Program needs were discussed and developed. Children's daily schedule has been altered and meets the needs of ECED Lab Students. These changes will be implemented Fall 2014. All staff collaborated. Parents have signed ED plans and declared majors. Parents have identified and occupation.		
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 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.</p> <p>Student teacher will create environment changes to accommodate children's interests.</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
Our discussion centered around our current Center operations with the focus on Children, Families and ECED Students. We are currently in transition of a complete program reorganization that will begin Fall 2015. With these changes ECED students, staff and parent communication will be clearer. Roles are more defined.		
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>Few parents have never gone to the LTC to begin the email process. We will continue to share the process of obtaining an email. We also talked about the trends we are experiencing. Our Hispanic population continues to increase. We have purchased bilingual books to help children and parents to learn English. We have edited our handbook and it will be online. We did an overview of it at our Orientation meeting. Cathy has had make up orientation meetings for those who missed so that we inform every parent. Parents are using our email system for communication.</p> <p>Action Plan: Due to our reorganization for Fall 2015, little was planned with the entire staff as some staff will be retiring or laid off. Our plan is to make this year a memorable year for all. We will continue to work towards our current goals and objectives.</p>		

Counseling Department

Department/Group Name	Semester	Date
Counseling	Fall 2014	August 21, 2014
Department/group members present		
LaRon Johnson, Connie Gamiere, Kim Mansfield, Susanne Muszala, Alethea DeSoto, Sal Cardinale, and Mike Torres		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>“Ask a Counselor” and “General Counseling Appointments” have been added to students’ web portal through WebReg. Students are now able to ask counseling questions and schedule counseling appointments online.</p> <p>The department has set up a welcome tent in front of the Student Services building to assist students at the start of the semester.</p> <p>Schedule building workshops and orientations have been established, promoted, and offered to new students to ease their transition to MPC and satisfy 3SP mandates. Students also have the option of enrolling in PERS 10-Introduction to College Success to satisfy the orientation requirement for priority registration.</p> <p>3SP funds have been used to hire two new adjunct counselors this fall. The department now has four counseling adjuncts which is the most the department has had in over 15 years. The additional counselors will assist the department with satisfying 3SP mandates that are tied to funding.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Utilize appropriate resources to identify and develop their academic and career goals.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
With the addition of “Ask a Counselor”, students have an additional resource to assist them with their goals. However, within the department, there is a concern of who would take on the additional responsibility of responding to student questions considering the workload of counselors.		
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).		
Using a team approach, the department decided that 2-4 counselors will block off a half-hour time period (when they regularly see a student in person) each day to respond to student inquiries. If the student question is too detailed, the student will be advised to schedule a counseling appointment. The department will reflect on how this process worked during the fall semester and make any necessary adjustments (e.g. increase or decrease the amount of time to respond to inquiries each day). Also at the end of the semester, the department will run a report to see how many students used this resource.		

EOPS/CARE

Department/Group Name	Semester	Date
EOPS/CARE	Fall 2014	August 21, 2014
Department/group members present		
Kelly Fletes, Christine Vincent, Stan Armstead, & Eric Ogata		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Participation rates appear to have increased from North Peninsula target feeder schools i.e. Central Coast, Marina, Seaside High Schools to include Pajaro Valley High School (Student Equity)		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Communication: Within their first semester in the EOPS/CARE program, 100% of the program participants are provided an opportunity to develop/establish their educational goals and major. All of these students declare their major and educational goals their first semester participating in the program.</p> <p>Technical Competence: With the activities/functions of the EOPS/CARE College Assistant potential program participants have been served in a manner that is timely and which occurred for potential EOPS/CARE students. Students received services in advance of their High School graduation (Outreach) which facilitated their matriculation/3SP requirements, along with State and Federal financial aid application process.</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
The group discussed challenges presented with the Districts layoffs of classified personnel and how this condition impacted the program's ability to continue the EOPS/CARE College Assistant position. Plans were made to increase the roles and responsibilities of this position which would require it to be more appropriate as a faculty position. The group decided to move forward with securing an EOPS/CARE Counselor (adjunct) to conduct the previous functions of the College Assistant with expanding the role to include educational planning and advising for specific student goals.		
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).		
An active search will be completed early in the Fall 2014 Semester for an EOPS/CARE Counselor (Adjunct) which would facilitate outreach and enrollment of MPC's North Peninsula graduating high school students. This position will assist the District in increasing participation and success rates from population identified in the institutional Student Equity Plan .		

International Student Programs

Department/Group Name	Semester	Date
International Student Programs	Fall 2014	08/28/2014
Department/group members present		
Alethea De Soto, ISP Counselor, Maryam Abusaidi, ISP Coordinator (we have met informally and have discussed the topics)		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
1) ISP has moved to the SS building. Students have been integrated with the rest of the community. Overall, students appear to like the new space.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
1) New ISP Website needs to be altered and forms need to be added so that we can reduce students having to come to the office. 2) Create a place for more privacy for students when discussing personal legal and immigration issues. 3) DSO paperwork needs to be completed to include: Francisco Tostada, Maryam and Alethea. 4) More training needs to occur for international issues related to SEVIS.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
1) Get training from Kristin to make the changes and addition to website. 2) Relook at the design of the space – remove boxes of ISP past students. 3) Begin to start the process of completing the paper work for DSO. 4) Attend the NAFSA and other online 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).		
1) Call and set-up a time with Kristin to train Maryam and I about how to make changes on the ISP website. 2) Call facilities to remove boxes and look at other possibilities to create private space. 3) Dedicate time to fill out paper work by Nov. 1 st and submit to the appropriate individuals. 4) Attend in November the national conference.		

Job Center

Department/Group Name	Semester	Date	
JOB CENTER	FALL 2014	09/08/2014	
Department/group members present			
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"> Providing pre-screening and interviewing for prospective student workers before sending them to actual job interviews has helped to successfully satisfy both students and supervisors. 			
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.			
<ul style="list-style-type: none"> The number of students who use Federal Work Study resources (information and handbook) online to apply for jobs has increased significantly. 			
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.			
Fall 2012	Spring 2013	Fall 2013	Spring 2014
5312 (Viewers)	5411 (Viewers)	4642 (Viewers)	5610 (Viewers)
<ul style="list-style-type: none"> Students can view and request jobs information anytime (24/7) online. That makes it more convenient for them. 			
2011-2012	2012-2013	2013-2014	
255 (Jobs received)	195 (Job received)	235 (Job Received)	
<ul style="list-style-type: none"> The number of jobs received has increased as well as the number of students who received online jobs service through the Job Center. 			

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).

- Increased the number of student who view and apply job online, as a result, decreased number of student who come to the Job Center to request job information. This step would allow staff to have more time to complete other tasks.
- Updated Job Center website for employers and students since MPC has upgraded to a new format.
- Continue resourcing for resumes and interview techniques.
- Provided more user-friendly information when employers and students view the Job Center website.

Orientation

Department/Group Name	Semester	Date
Orientation	Fall 2014	8/26/2014
Department/group members present		
Alethea De Soto, Megan Jokl		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ol style="list-style-type: none"> 1) Purchase COMEVO software to implement Online Orientation. 2) Offered 10 Orientation workshops and had 413 students attend. 3) Schedule Building Workshops conducted and offered 14 with 156 students in attendance 4) Updated website to include SARS online appointments so that students could sign-up online. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ol style="list-style-type: none"> 1) Continue to create clear pathways for all graduating high school student entering MPC – new 3SP mandates 2) Address ESL Orientation 3) Pilot Online Orientation in October and implement online orientation by Nov. 1st 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<ol style="list-style-type: none"> 1) This is an ongoing effort. The new website and the use of SARS online will help students meet this orientation mandate more effectively and in a timely manner. 2) We need to meet with the ESL department to address how to help orientate our ESL students – this is ongoing. 3) The development of an online orientation is a must – it will address meeting the 3SP mandate 		
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) We are aware that this is essential to our marketing and communication to prospective students. We will continue to be involved as much as possible to help improve our image – this is an ongoing topic. 2) Meeting with the ESL department will be key to addressing how we can support these students. There may be an added cost but at this point we don't know of the amount. We will need to do more research. 3) The online orientation effort is almost done. Piloting in October will be key to understanding what is working and what isn't. We are in the process of uploading new photos and possibly hiring someone to do the 2 minute videos for this site. 		

Student Activities

Department/Group Name	Semester	Date
Student Activities	Fall 2014	9/1/14
Department/group members present		
Julie Osborne		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Last year was challenging due to the location of the offices in the temporary location. The newly remodeled student center will greatly increase the awareness for student activities, clubs, events and student benefits and services. Also the new MPC web-site has greatly enhanced and expanded the Student Life section; this will be on-going project to keep images, event calendars and information updated.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Student Activities SLO's; Objectives for ASMPC 1) Leadership Training, 2) Personal Development, and 3) Community Outreach activities.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
Training; Provide on-going leadership training for council members (both on and off campus). Professional Development; Evaluate and asses students in the following areas (creation of agendas and documents, event management and community outreach. Data/Statistics: Records for transfer rates of ASMPC students and compile date for all student benefits (ID cards, food bank, and bus passes).		
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 goals: On-going (Leadership Trainings on parli-pro, brown act, etc.) Promote Diversity: (on-going) continue to expand and increase cultural events that highlight diversity.		

Student Financial Aid

Department/Group Name	Semester	Date
STUDENT FINANCIAL SERVICES	Fall 2014	08/21/2014
Department/group members present		
FRANCISCO TOSTADO, BRENDA KALINA, DEANNA GALDO, PATRICIA CHAPMAN, DANIELLE HODGKINS, TERRI MURPHY, LINDA RANSOM, IRMA DIMAS		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>For this 2014-2015 academic year, we have noticed that students are coming to the front counter showing us in their smart phones the emails that we have sent to their MPC email account. This is because in the previous semesters we have been in constant communication with EOPS, Fiscal Services, Nursing, Trio Programs, and different campus wide meetings and we remind faculty, staff, and student government that we are communicating with students through email. Due to past efforts with Business Process Analysis (BPA) we made necessary changes to our financial process and now students who are independent can complete their financial aid electronically without the need to visit our financial aid office. In many cases the awarding for financial aid has been reduced by two weeks. In addition, this year financial aid staff is rotating job assignments so that we are all trained in the financial aid processes and the students financial aid files will always be worked on regardless if someone is sick or on vacation.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<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 probation contracts and apply for a dismissal appeal.</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>SLO 1: Financial Aid Application Process: Around the same time last year we had received 225 more fafsa applications compared to this year. We have no accurate data as to why this is happening this year. One of the reasons might be that the state economy is improving and therefore, more students are returning to or finding employment and have put their educational goals on hold. Therefore, there is no need to file the fafsa because they are not attending school. We have continued to visit our local feeder high schools, visit classes in different disciplines, and continue to work with our academic counselors and student government to disseminate our processing timelines, policies and procedures.</p>		

SLO II: Satisfactory Academic Progress Process (SAP)

For the 2014-2015 school year financial aid made some necessary changes to our SAP policy. We removed the sixty unit petition form because it was a barrier to our students. This was discovered during our business process analysis. We discover that students were not following their educational plans they had submitted with their petition. Now students are only required to submit an acknowledgment that they will be funded until they reach 90 units attempted. They can then submit the Maximum Time Frame Appeal, but if they do not meet the requirements, the committee will not approve their appeals, and students will no longer be eligible for financial aid at Monterey Peninsula College.

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).

In the past we always discussed better ways to improve our electronic communication with our students. This summer we have seen many students showing up to the counter and informing us that they received an email and that they are there to submit the documents required to complete their financial aid file. Due to federal regulation we were able to determine that we cannot hold up the students' financial aid if the only thing students are missing is their transcripts. Therefore, as soon as we became aware of this regulation we automatically updated our procedures in order to reflect this change. Seven out of eight financial aid members were able to attend financial aid conferences or training opportunities. This has helped us find ways to better serve our students. In addition, all except one of our staff members has dual monitors allowing us to have multiple student screens at one time, helping us cut back on typing and data entry.

Staffing levels have shrunk over the last four years. For this 2014-2015 academic year, due to budgetary constraints we are not able to have our temporary 20 hour a week staff during peak times for financial aid between May through September. Furthermore, we have not had our full time and half time positions filled since 2009-2010. Therefore, we are working with more applications than in 2009-2010 and yet we are missing the equivalent of 1.5 full time classified employees in our financial aid department.

Student Health Services

Department/Group Name	Semester	Date
Student Health Services	Fall	8/21/2014
Department/group members present		
Lara Shipley Kelly Tovey- absent due to maternity leave		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
We had the CSUMB MSW interns back last year and that provided support for our psychological services program. We have 2 new interns from CSUMB again this year. The Campus Care program didn't seem to get sufficient attendance at the monthly events, so we'll look at having a monthly newsletter with tips for health/wellness instead. We received a \$90,000 mental health grant from Cal-MHSA. We'll be rolling out the online Kognito program and Boots to Books for veterans along with other programs.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> • (1) After one visit to SHS or presentation by SHS, students will be able to verbalize the services provided. • (2) Students receiving personal counseling sessions with MFT or MSW interns will be able to verbalize strategies to help with self-care, self-advocacy, and self-esteem. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<ul style="list-style-type: none"> • Our presentations may be limited by staffing constraints this year. With Kelly working PT for fall semester, we won't be able to do classroom presentations, but we'll provide written SHS information to instructors/students (1 & 2). • We continue having a problem finding offices/rooms for our additional Psych Services staff. This may limit the counseling we are able to provide to help retain students (2). 		
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"> • Maximize the resources we do have (people, space, services) to meet our SLOs and to help with student retention • Incorporate wellness into our program 		

TRiO

Department/Group Name	Semester	Date
TRiO (Math and Science Upward Bound, Student Support Services & Upward Bound)	Fall 2014	Friday, August 22, 2014
Department/group members present		
Grace Anongchanya-Calima, Rustin Beam, Heather Bowers, LaKisha Bradley, Chris Calima, and Sandra Washington		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Due to various staffing, personal, and campus-wide circumstances, the goal of utilizing each program's Annual Performance Report (APR) to the Department of Education for our SLO's and implementing a survey to assess our programs' effectiveness did not come to fruition.</p> <p>MPC was getting a new facelift for our website so we decided to wait until the changes were made before implementing changes to our respective program links.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Communication Retention</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>We discussed the staffing challenges we faced during the Spring 2014 semester that made it difficult to complete the survey. A large portion of the discussion was centered around what information are we trying to gather from the results of the survey. Are the questions centered on communication, delivery of services, the effectiveness of our services, the knowledge attained, etcetera. Not to do a survey just for the sake of doing a survey, but rather to gather general information and program specific information that will be valuable and useful.</p> <p>Prior to the Fall semester start-up, the campus recently launched our new website. We scheduled a meeting w/ the project manager for an overview of the website, and had a tutorial about the various layouts, possible functions and features, etc.</p> <p>We also discussed the use of technology, online technology (i.e. MPC Online, ESARs for online Counselor appts, SARs) and social media (i.e. Twitter, Facebook, Google) to improve communication, and for current and potential recruits to access sources of information (i.e. calendar of events, online application, forms, etc.). SSS has provided two of their face-to-face workshops (i.e. Financial Literacy & Scholarship Essay Tutorial) online in Spring 2014; utilized SARs for counseling appointments and to address SSSP mandates; and implemented ESARs for Counselor appointments for Fall 2014. At their semester "Check-Ins", students were asked what their preferred form of communication was. Surprisingly, they would prefer a text message versus Twitter for quick announcements, and emails for detailed information.</p> <p>We also discussed the current process for our pre-college programs' students to successfully transition to MPC. Although the process has been improved over the years, the transition plan of our UB (primarily) students to our SSS program has been ineffective. This has resulted in many</p>		

UB students not entering, fully participating, and/or meeting the objectives of the SSS grant. This prompted us to discuss the opportunities to plant the seed of MPC's SSS program in our pre-college programs early in their students' education.

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).

Survey: We have decided to create the survey by reviewing various methods of assessment used by MPC TRiO programs. The timeline to complete the survey is below:

September 19th – First draft of survey

October 27th – Final draft of survey

November 10th – Survey is open

December 1st – Survey is closed

Spring 2015 Flex – Discuss results and address areas of need/improvement and continue successes.

Website: MPC website offers new capabilities and a more streamlined process for managing each of programs' webpage. This will allow our department to utilize various components to enhance the efficiency and effectiveness of our programs. MSUB will need to redo their website entirely because their original website was on a separate domain and the license expired. UB will need to update and further develop their website. All three have begun the process of updating their website and will begin to integrate the new features (i.e. calendar, photo albums, student testimonials, online inquiry form, application etc.).

Technology: Implementation and integration of the use of technology and online resources to improve communication; enhance resources and access of information for our current and potential students. Research apps/programs for text messaging. Tutorials for staff about MPC Online and the benefits to enhance services, and access to documents for staff and students. All programs will be integrating an online inquiry form and application in Spring 2015 for Fall 2015 cohort.

UB/MSUB Bridge for SSS: We decided to begin the process of introducing our pre-college program students to MPC's SSS program during the summer before their 12th grade, and steadily increasing their exposure throughout their 12th grade activities, to include weekly grade-level "Only Nights".

Administrative Services Reflections on Student Learning

Fall 2014 Dialog/Assessment Reports

Facilities, Security, Purchasing and Budget Management

Department/Group Name	Semester	Date
Fiscal Services Facilities, Security, Purchasing, Budget Management	Fall 2014	August 21, 2014
Department/group members present		
<p>Panel: Art St. Laurent (presenter), Suzanne Ammons (created ppt presentation/documentation)</p> <p>Participants: Francisco Vasquez, Dionicio Garcia, Hector Vasquez, Orencio Perez, Manuel Resendiz, David Jodoin, Agustin Chavarria, Loran Walsh, Atanasio Guzman, Connie Andrews, Larry Ransom, Pete Olsen, Mary Weber, Alicia Cadriel, Maria Roa, Maria Rodroquez, Luz DeLa Torre, Lorena Garcia, Maria Vasquez, Yolanda Guzman, Phu Nguyen,</p>		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p><i>This will be covered in Spring 2015 Flex Day Program Reflections. For Fall Reflections, the group will continue its discussion from Spring 2014 PRs on the relevance of Emergency Preparedness and the role of staff in securing and preserving a safe and effective learning environment.</i></p>		
<p>In spring 2014 Program Reflections session provided an introduction to the MPC Emergency Preparedness Plan. This revealed the need for additional and continued training and the opportunity to do so at Program Reflections. Unlike just a few years ago, more staff members are coming to recognize and accept that they are emergency works and will be called upon to engage and assist during an emergency. This is evident each time incidents arise on campus.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Training staff for emergency preparedness lends solidarity to the institutions sense of self-reliance and ability to recover. It also engenders a sense of team work and supports a positive morale based on the culture of care and concern for everyone's safety. Good staff morale carries over to the student culture as well.</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<ul style="list-style-type: none"> • The group reviewed how Emergency Preparedness is connected to Student Learning Outcomes (better manage the chaos and restore campus to more normal student learning environment more quickly. Sends the message that everyone's wellbeing is worth preparing for. Allows the institution to get much needed financial relief from State & Federal Government by adopting proper preparedness and record keeping. • EOC Organizational chart was reviewed and discussed. • The discussion included the 4 types of emergencies that may initiate the formation of the EOC (Emergency Operations Center). • Employees of the school automatically become emergencies workers once an emergency is declared or developing. • Facilities personnel (custodial, grounds, facilities) discussed forms of communication (radios, cell phones). 		

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).

- Members present were very interested in revisiting the March 7 Lockdown incident relevant to how we would improve communications especially to those who work outside. Consensus was reached that the standard radios are the ideal tool, allowing directives to be sent/heard by a large number of personnel, unlike cell phones. This will factor in to the next purchase of communication tools.
- Members were reminded that someone is monitoring the emergency trailers, although it is everyone's responsibility to be aware and ready to react and engage during an emergency. Employees need to help students who are less familiar with the campus buildings/environment.
- Questions were asked and the group was attentive and quiet.
- The group was informed as to how the campus has and continues to prepare for emergencies, such as:
 - ✓ Informacast system being upgraded and more features will be used.
 - ✓ Emergency Map created for EOC,
 - ✓ Radios will be purchased for use by Building Response Team and more.
 - ✓ Agreement is in place with the American Red Cross using MPC as an evacuation site/shelter in place.
 - ✓ Desk top drills and larger campus drills such as the California Shakeout in October will continue.
 - ✓ Actual emergencies are followed by a debriefing where we discuss, learn what to do and not do next time.

Fiscal Services

Department/Group Name	Semester	Date
Fiscal Services	Fall 2014	August 21, 2014
Department/group members present		
Angela Ramirez, Fannya Boheme, Sharon Johnson, Gina Prue, Thelma Morales, Michelle Moore, Sean Willis, Rosemary Barrios		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Parking Permit sales, ongoing communication with staff on how we can better assist our students, This is something we discuss each month at our staff meetings.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Student support and staff training.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
The discussion centered on a few agenda items, the new parking permit sales to students, new MPC website and student portal information, custodial services new hours, emergency operations center, review of internal emergency supplies,		
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 staff had some suggestions of the new parking permit sales and wanted to see if it would be possible if the staff could take the payment and post, and then have the vendor mail out the permit, The second suggestion was that if the student did make the payment on web reg if the student could be sent a temporary permit by the vendor via email until the permit came in the mail. I believe because of several errors we have been experiencing this week with the parking permits, some internal errors these are suggestions that were arrived at to help in resolving the errors.</p> <p>I let the staff know that I would discuss with IT and Earl Davis.</p> <p>A handout on what students see in the Student Portal was handout to share the information of what students see when they view their student portal. Some staff were familiar with this information in the student portal but noticed that additional information had been added and other staff were not aware of the information in the Student Portal. It was discussed if the student calls and had a question, we would want to be sure that the student was informed about the student portal to be sure they know how to get into the portal to review the information.</p>		

Information was shared on the new custodial hours and information was shared on that there would be two custodians during the day and the remaining custodians would be scheduled for the evening shift 6 pm to 2:30 am. So the restrooms would be clean for the day students and staff and for evening students and staff.

EOC, information was shared with staff on the emergency operations center, and a handout was provided on the building response team role. Information was shared on where the command center would be located, where shelters would be located, what to do in a lockdown, what do when being evacuated, We also reviewed the new supplies that the EOC committee was looking to purchases, radio, bull horns, and purchasing the Informacast equipment.

We also reviewed the backpacks we have in the office with safety supplies and found we had outdated water, MRE's and first aid supplies. We will be looking to update and purchase our internal office backpack supplies to be sure we are adequately equipped in case there is an emergency. We disposed of outdated items.

Discussion was also on using internal key cards for all campus doors. This would be beneficial during lockdowns where all doors could be locked from one push of a button.

Other internal office suggestions that came up was about the lock on the internal Fiscal door still had not been changed to the other side, I let staff know that I would follow up with Facilities on this.

Also, discussion about purchasing some internal Dyson fans to generate cool air when it gets warm in the office. The air in the office gets stuffy and hot when it is warm outside. With the windows open there is still no breeze.

Media Services

Department/Group Name	Semester	Date
Media Services	Fall 2014	August 21, 2014
Department/group members present		
George Reed, Laura Worley, Michael Midkiff		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>A holiday break '13 project was completed with the following goals for improvement:</p> <ul style="list-style-type: none"> • Spare parts in place • All equipment tested • Inventory of AV equipment completed <p>Bulb-less projectors are now the standard for new smart classrooms</p>		
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).

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)
4. Provide written instructions for each classroom on campus
5. Provide more direct training to instructors on the use of smart classroom technologies

Network Support Team

Department/Group Name	Semester	Date
Network Support Team	Fall 2014	8/21/14
Department/group members present		
Kim Panis, John Kalina, Lynn Noell, Linda Sasaki, J.P. Obrien, Chris Anderson, Mike Midkiff		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Thin Client (VDI) has been successful implemented in several areas including BMC – 207. A new website has been launched. This project was a combined effort of I.T. and D.E. The 2013 -16 Technology Plan was completed and board approved.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Instructional Technology – WiFi Instructional Technology – Equipment Refresh Campus Communication – Telephone System Campus Communication – Single Sign On Technology Staff		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p><u>Instructional Technology – WiFi</u></p> <p><u>Challenge:</u> A recent survey given to students indicated that MPC WiFi was overwhelmingly the area of the greatest dissatisfaction. The WiFi at MPC grew with very little planning or needs specifications in place. A significant amount of the access points (APs) are out of date. 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.</p> <p><u>Overcome by:</u> Utilize Bond funds on the Student Center and Arts complex to enhance MPC WiFi to those locations and redesign the controller. Continue to enhance WiFi to critical areas such as the Library. Work with instruction and other key stakeholders to set prioritization for WiFi. 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.</p> <p><u>Benefits student learning by:</u> This appropriate use of technology will enhance student learning opportunities including technical support for Distance Learning. Enhanced WiFi will benefit the students in many ways including easing the registration process to overall student satisfaction.</p> <p><u>Instructional Technology – Equipment Refresh</u></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>		

Overcome by: Working through the Technology Committee to develop a Technology Plan, the following items can be addressed:

- Establish a realistic technology equipment refresh budget
- Increase use of sustainable technologies such as Desktop Virtualization, Server Virtualization and Cloud Based solutions

Benefits student learning by: This will help to address the need to provide technology based services to students.

CAMPUS COMMUNICATION –

Telephone System

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.

CAMPUS COMMUNICATION –

Single Sign-on

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 Shibboleth Single Sign-On technology 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.

I.T. 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).

6. Evaluate solutions to support distance education. (May or may not be budget dependent).
7. Continue to deploy VDI, cloud based solutions, small form factor PC and other sustainable technologies in order to reduce overall costs of equipment. (budget dependent)
8. Purchase and install new telephone handsets and UPS battery backups for the IDF (budget dependent)
9. Working through the Technology Committee address many technical concerns and issues including the following:
 - WiFi 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)
10. Implement Single Sign On Technology (budget dependent)
11. Hire additional IT staff – Network Operations Manager, Programmer, Technician. (budget dependent)

President's Office Reflections on Student Learning

Fall 2014 Dialog/Assessment Reports

President’s Office, Human Resources, Public Information Office and MPC Foundation

Department/Group Name	Semester	Date
President’s Office, Human Resources, Public Information Office, MPC Foundation	Fall 2014	August 21, 2014
Department/group members present		
Dr. Walter Tribley, Ms. Jeanette Haxton, Ms. Susan Kitagawa, Ms. Vicki Nakamura, and Ms. Shawn Anderson		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>1) Per the direction of the President’s Office, MPC has been working to improve efficiencies through our processes. With improved efficiencies, more funds can be directed towards mission fulfillment.</p> <ul style="list-style-type: none"> a) Adjunct NOEs have been moved out of Human Resources and into the offices (Academic Affairs and Student Services) where those assignments are made, which enables HR staff to concentrate on other areas that also directly impact student learning. b) HR staff has discussed options for improving and streamlining the hiring process for full-time faculty and administrators to ensure that all pertinent positions are filled within the necessary timeframe and also to ensure that MPC is able to find and hire quality faculty. c) HR staff is taking steps to ensure that all faculty, staff, and volunteers meet the minimum qualifications to perform their jobs—which contribute to MPC’s mission and to student learning and success—by revamping the volunteer form and carefully implementing rehiring rights. <p>2) The Foundation has expanded the number of scholarships given to high school students, more than doubled their grant funding for college programs, and formed a Booster Club to support student athletics.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Since our departments indirectly support student learning, we did not discuss specific SLOs/GEOs from course outlines. Instead, our discussion was focused on how we can support overall student learning objectives/student success.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>Our group’s discussion centered primarily on the topics listed below and how they positively impact student learning and success.</p> <ul style="list-style-type: none"> 1) Improving efficiencies in our processes, which helps to create a workplace that’s healthy and supportive. 2) Hiring qualified faculty and staff. 3) Taking steps to help ensure campus safety by providing SaVE Act training and by reviewing and updating policies and procedures that will reinforce appropriate student and employee conduct. 		

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 present student success reports at board meetings to reinforce the continuous improvement culture at MPC.
- 2) Continue process mapping to improve efficiencies at MPC.
- 3) Take action to increase the diversity of applicant pools—particularly with regards to adjunct faculty pools.
- 4) Participate in trainings to ensure compliance with the SaVE Act.
- 5) Review and update MPC's student Code of Conduct, ASMPC Board policies, and Student Grievance and Discipline procedures.