

Academic Affairs Reflections on Student Learning

Fall 2015 Dialog/Assessment Reports

Business and Technology – Business Department

Department/Group Name	Semester	Date
BUSI	Fall 2015	8/20/15
Department/group members present		
Jon Mikkelsen, Leandro Castillo		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
BUSI1A online success rates are improving faster than the general online success rates across campus. A robust orientation and consistent follow up with student participation and work quality related feedback are making the difference.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>We are discussing the developments in the business administration program.</p> <ul style="list-style-type: none"> ■ Develop a familiarity with multiple aspects of business and the relationships among them. ■ Apply quantitative information competencies to manage business resources and communicate results. ■ Apply current management strategies and practices in the global business environment. ■ Apply core marketing or communication practices to business situations. ■ Evaluate and develop effective business strategies that embrace the power of diversity. ■ Demonstrate specific small business operational skills in the areas of technology, leadership, or human resources. ■ 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>We discussed how the business programs, in particular the associate level programs all had too similar a mix of classes to warrant entirely separate programs. We looked at which classes each program had in common, and which were different. We built a core set of classes to satisfy the general business administration core of common classes, then we built a series of concentrations that offered the separate study focus that the former separate programs offered. The students can pick their desired concentration based on which SLO's they require to augment the SLO's gained in the core business administration program.</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>The programs are all developed, and most are through the approval process and now in the 15-16 catalog. By next year the rest of the fast track programs will enable students to take just the concentrations to gain focused skills for a career redirection or skills set enhancement. This format has led to concept exploration of Marketing, operations, Art business concentrations and well as concentrations for other program areas, like taxation or governmental accounting for accounting concentrations.</p>		

Business and Technology – Computer Science and Information Systems

Department/Group Name	Semester	Date
Computer Science and Information Systems	Fall 2015	8/20/15
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>These are the goals from our previous reflections:</p> <p>Goals</p> <ol style="list-style-type: none"> 1. Seek student tutors for STEM Study Skills classes in Computer Science (Rebold) 2. Implement synchronized online/F2Fsections for CSIS76 and CSIS198 (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 <p>(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</p> <p>Here are the results:</p> <ol style="list-style-type: none"> 1. We hired one student for tutoring Networking and CSIS10A/B and CSIS11. However, not many students took advantage of the opportunity for help. Some of our students are mature enough to learn the content on their own. Programming students tend to be newer students and may not be as proactive about getting support as seasoned as students are. Some kind of education or promotion of tutoring would be helpful. Also, the hours were very limited so might not have worked for many students. Additional funding could help boost the effectiveness of this service. We will look into other options this Spring. 2. We are offering a synchronized online/F2F for CSIS198 this semester and will assess results at the end of the semester. CSIS76 has difficulties with the online format and will be re-investigated after we get more experience in CSIS198. 3. We got grant money to pay for BMC205 upgrade, which will help a lot. We now need money to refresh the PC-Repair labs – more newer computers so students can practice with newer technology. 4. [removing due to lack of time to address, too many commitments] 5. We have obtained a grant to implement a mobile app program, and this should provide funds to insert mobile content into our existing classes. 6. Netlab upgrade will now be provided by the SJCC CTE consortium. 		

Also,

1. One of our adjuncts is developing online CSIS50 for Spring 16
2. We have started a grant to develop mobile app
3. We are aligning our courses with the ICT model approved by ACM and to align with other colleges in the area.
4. We are also aligning our units/contact hours to match our neighbor's coverage.

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

CSIS 1.

1. Solve common business problems using appropriate Information Technology applications and systems.
2. MPC Area A2: Upon successful completion of this area, students will have demonstrated an ability to analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results.

CSIS 10A

1. Take a written programming problem description and design, code and debug a solution to it.
2. MPC Area A2: Upon successful completion of this area, students will have demonstrated an ability to analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results.

CSIS76

1. Design addressing schemes for organizations using subnetting techniques.
2. Connect and configure a router to enable connectivity of a basic Ethernet network.
3. Build cables to connect computing devices such as routers, switches and computers.
4. MPC Area E2: Upon successful completion of this area, students will have demonstrated an ability to accurately assess knowledge, skills, and abilities in relationship to their educational, career, and/or personal goals.

Program Outcomes for Computer Science TMC

1. design, implement, test, and debug a program using structured and object-oriented design principles. (CSIS 9 and 10A)
2. write programs that use data structures such as arrays, records, strings, linked lists, stacks, queues, trees, and hash tables. (CSIS10B)
3. write programs in assembly language. (CSIS 11)
4. 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 GEO) MPC Area A2: Upon successful completion of this area, students will have demonstrated an ability to analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results.
1. (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.

2. (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.

3. (CSIS 76 GEO) MPC Area E2: Upon successful completion of this area, students will have demonstrated an ability to accurately assess knowledge, skills, and abilities in relationship to their educational, career, and/or personal goals.

We prepare students in the networking track for internship opportunities with local businesses. Students learn about these opportunities and the skills needed to obtain them, and they also learn about international certification exams. We will also be including a career research report assignment to better support the Area E2 GEO.

General Discussion Topics

1. The online CSIS1 may be reducing numbers from the Marina CSIS1, and this could impact Marina campus FTES.
2. Similarly, adding a CSIS50/50L online may also have the same effect on the Marina CSIS50/50L. We need to update the course outline for CSIS50/50L for online ASAP.
3. We need newer computers for PC Repair to provide up to date training for our students. (SLO #1: demonstrate the ability to put a computer together, analyze, configure and solve hardware problems).
4. The bulb in BMC207 is not bright enough for people in the last row to see the board. We brought this to IT's attention but they wanted us to buy a new projector and we don't have the funds for that.
5. With JC's retirement at end of Spring '16, we need to plan to handle the courses in his load. In particular, we don't seem to have anyone who can teach CSIS55 Visual Basic at the moment.
6. The staffing situation in CSIS is getting very problematic. We have very strong enrollments in certain classes and have a strong case for growth, but the college hasn't prioritized a hire in CSIS since DJ was hired 6 years ago, and we lost a ½ time faculty last year (Randy). JC's coming retirement will only make the situation much worse. For the last two years we've had to grab adjuncts at the last second (like Unix or Python) which creates a scattered class while the instructor gets up to speed.
7. Since most people with these skills can make more money practicing them, and there isn't a large population of IT workers in the area, it's inherently difficult to find adjuncts willing to work for a small amount of money to do the teaching.
8. Our program cannot grow until we solve the staffing problem.
9. In spite of this we are moving ahead with grant funded projects in Mobile App development and Ethical Hacking and Forensics programs. These are also running into staffing limitations.

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. Add Career Research activity to CSIS76, CSIS1 and CSIS75 (JC and DJ)
2. Update CSIS50/50L for DE form on Curricunet (Tom and DJ)
3. Find funding for PC repair hardware (JC)
4. Create a new faculty proposal for the current state (before JC leaves) to reflect current demands after Randy has retired a year ago. (Tom and DJ)
5. Create another new faculty proposal for after JC leaves.(Tom and DJ)

Creative Arts Division

Department/Group Name	Semester	Date
Creative Arts Division	Fall 2015	August 27, 2015
Department/group members present		
John Anderson, Sal Ferrantelli, Gary Bolen, Jamie Dagdigian, Robynn Smith, Theresa Lovering-Brown, Diane Eisenbach, Gary Quinonez, Kevin Bransfield, Barbara Smallwood		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>The Division undertook a comprehensive review of the attainment of program objectives for the Spring 2015 Semester. Those program objectives, as listed in the MPC Catalogue and Schedule of classes are:</p> <p>Art-Studio Arts Learning Outcomes: Upon successful completion of the program, students will have demonstrated the ability to:</p> <ul style="list-style-type: none"> ■ Create, understand, analyze, and critically evaluate artwork in a wide variety of media. ■ Demonstrate critical thinking and competency in visual language. ■ Ask questions related to studio art and artists, draw reasonable conclusions, and/or generate appropriate solutions; and effectively communicate their results. ■ Analyze and interpret human thought, achievement, and expression relevant to studio arts, and communicate the results. <p>Art History</p> <ul style="list-style-type: none"> ■ Analyze and interpret human thought, achievement, and expression relevant to the visual arts. ■ Analyze the connection between recorded history and the visual arts. ■ Communicate, via discussion and written assignments, considerations of the value and role of art within diverse cultural contexts. <p>Art-Photography</p> <ul style="list-style-type: none"> ■ 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. ■ Demonstrate knowledge of the connection existing between recorded history and the visual arts, in communicating (via discussion and written assignments) their considerations of the value and role of art within diverse cultural contexts. 		

Art-Studio

- Analyze and interpret human thought, achievement, and expression relevant to such branches of knowledge as philosophy, literature, and/or the fine, visual, and performing arts, and to communicate the results.
- Effectively communicate and express themselves and make themselves understood through a range of visual, auditory, tactile, and symbolic means.

Graphic Arts

- Create and produce single- and multi-page document files with page layout software.
- Create and manipulate bitmap artwork files with digital imaging software.
- Create graphics, artwork and other vector objects with illustration software.
- Successfully combine electronic artwork into cohesive and efficient files for print and electronic publishing.
- Design effective visual materials for specific uses.
- Translate traditional media into digital form.
- Communicate effectively with service bureau, commercial printing and publishing professionals.

Music

- 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.

Theatre Arts

- 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.

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

See Program Outcomes as listed above

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

The Division hosted Alfred Hochstaedter from the SLO Committee at this discussion. His contributions were extremely helpful. The discussion centered around several key points:

1. The intended difference between general education outcomes, program outcomes and class outcomes. It was noted that class outcome are in large part prescribed by SB 1440 legislation which allows no departure from the provided SLO language.
2. The legitimacy of the subjective judgment of the instructor in evaluating the attainment of outcomes in Creative Arts Division courses wherein performance or creation of an art object is central to or equal to the attainment of the program or course outcome. Prof. Hochstaedter affirmed that this subjective judgment was of paramount legitimacy and should not in any way be compromised.
3. The use of a uniform set of outcomes in the division for common use in both program and class outcomes, where applicable. It was

agreed that the division had crafted a set of outcomes which were unique to the creative process as it occurs at both these levels.

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 Creative Arts Division believes that it is doing the best job possible of fostering student success and evaluating and meeting and evaluating student learning objectives given the historical shortage of 3 full-time instructors and, in some cases, grossly reduced adjunct, staff and discretionary budgets. The Division believes that little progress is possible until the staffing and materials needs repeatedly requested in the resource allocation process are filled.

Humanities – English Department

Department/Group Name	Semester	Date
English Department	Fall	August 27, 2015
Department/group members present		
Beth Penney, Paola Gilbert, Merry Dennehy, Henry Marchand, David Clemens, David Joplin, Susan Joplin, Anita Johnson, Jon Osburg, Jamie Gerard		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Last semester, we were told not to discuss reflections in this meeting, but to discuss the department’s Action Plan. Thus, we reviewed the Action Plan at the spring 2015 meeting and noted that while four of the items on the plan had been accomplished (increase online offerings, continue to develop the Creative Writing Program, restructure our basic skills program, and continue to work with counselors on the 3SP plan), others remain on hold, largely due to the difficulty in getting answers to questions, or action, from other departments and offices. The first is the question of when students will be required to take the English Placement Test before they register at MPC, which was one of the goals of the Student Success Task Force. Another is the question of why we continue to offer ENGL 301 at Marina when enrollments are dismally low. We would like to continue to offer 111 and the transfer-level courses there, but years of experimentation have proved that basic skills students do not want to take classes at the Marina campus. A third question that we have never received an answer to, or action on, is the question of marketing our campus and our programs. Rather than work toward this goal, the college has seen the departure of the two people responsible for this task, Rich Montori and Jeanette Haxton, without any announcement of a plan to replace either of them (Rich retired seven years ago). Finally, money for the Visiting Authors Program, the literary magazine, professional development for full-time faculty, and campus-wide plagiarism detection software, all items on our action plan, has not been forthcoming. Thus, we can report here that very few improvements have taken place as a result of our past efforts and plans because we do not have administrative support for these efforts.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>The GEO for Area A1, English Composition, is the outcome to which all preparatory English classes aspire: Upon successful completion of this area, students will have demonstrated an ability to form a provable thesis, develop it through factual research, distinguish between fact and opinion, and make effective rhetorical choices in relation to audience and purpose. Our program reflections since the beginning have focused on the bolded phrase, and we returned to it again this semester.</p>		

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

Developing a thesis through factual research requires students to be able to document sources correctly, and members of the department agree that this skill continues to decline. Plagiarism is not just a serious issue but a burgeoning one. Several years ago, we made the decision not only to require research instruction at the 111 level (it had been optional until then), but to require at least an introduction to research work at the 301 level. Despite these changes, plagiarism and cheating remain an issue across the board. Several instructors mentioned the plan to include reporting of plagiarism in the BART reporting function, and at least one person has used this method of impressing upon students the consequences of plagiarism. However, again, there has been little if any campus-wide communication about this plan; there is no specific place on BART to report plagiarism, and no one was clear on how records would be kept concerning repeat offenders, or what will eventually happen to a student who ends up with a number of plagiarism complaints against him. While this may turn out to be an effective deterrent to plagiarism, campus-wide communication and training on the addition of the plagiarism component to BART is needed. And, although faculty and administrators across campus haven't been able come to an agreement about buying plagiarism-detection software, we need to revisit that purchase request.

We also touched on the other long-standing problem of student preparedness. While we have noticed that our placement test readers are placing more students in 111 than in 301, a trend that is a couple of years old, our lowest-level reading classes also seem to be growing. Here is where we see the biggest effect of students being able to register without having taken the EPT. These students need counseling and are not getting it. Instructors of these classes have worked and will continue to work to get these students into the right place (LNSK classes, ESL classes, initial meetings with counselors, and so on), but the Student Success Task Force plan to force new students to take the placement test, meet with a counselor, draft an ed plan, and enroll in a PERS class and basic skills classes their first semester needs to be implemented. The number of students who are doing this has definitely increased, but for many students, it still isn't happening.

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 advocate for the issues listed above: proper preparation of students during registration, campus-wide training on the plagiarism-reporting function in BART, eventual purchase of plagiarism-detection software, cessation of 300-level classes at Marina (we're willing to give it one more try when the IRW version of 301 and 321 are scheduled, but if those classes do not get the desired enrollments the first semester, we would like to cut the basic skills program at Marina), effective professional marketing of our campus and our programs, professional development funds, and funds for our creative writing programs. All of these needs bear directly on our students' learning, and none of these needs is being met at the administrative level. Members of the Academic Senate and College Council in our department will carry these concerns to the appropriate committees.

Another item on the Action Plan, although it does not relate directly to SLOs, will continue: communication with CSUMB faculty about shared students. Because CSUMB does not offer traditional literature courses, we are seeing an increase in their students taking our online lit classes. A third item will be added to the Action Plan, and this has to do with articulation of our courses with various CSU and UC campuses. MPC's new articulation officer discovered a decade-long backlog of articulation requests when she stepped into the job, and the English Department will work with her to sort it out.

A final item that came up in our discussion this semester was class sizes. The President's flex day presentation indicated that instructor loads on other campuses averaged 16.5 TLUs rather than 15 TLUs; however, our understanding, given our knowledge of other California community college campuses, is that the average class size is smaller on most campuses. More than 25 students in a composition class does not encourage student learning. The NCTE agrees, as evidenced by the following:

Excerpt from the National Council of Teachers of English (NCTE) web site: ncte.org/positions/class_size

Conference on College Composition and Communication (CCCC), October 1989, Revised November 2013, Revised March 2015
Institutions can provide reasonable and equitable working conditions by establishing teaching loads and class sizes that are consistent with disciplinary norms. *No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15. Remedial or developmental sections should be limited to a maximum of 15 students.* No English faculty members should teach more than 60 writing students a term.

Excerpt from The Association of Writers & Writing Programs (AWP) [of which the MPC English Department/Creative Writing Program is a member] web site: awpwriter.org

Hallmarks of An Effective Undergraduate Program in Creative Writing at a Two-year College

Introductory creative writing courses have class size restrictions of no greater than 20 students. Intermediate courses have class size restrictions of 12 – 15 students. (Optimum workshop class size: 12 students.)

[Note: MPC's ENGL 31 & 32 are Introductory creative writing courses; ENGL 51, 52, 53, and 54 are intermediate creative writing courses.]

Humanities – ESL Department

Department/Group Name	Semester	Date
ESL Department	Fall 2015	08/20/2015
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. During the last two years, we made a concerted effort to build the evening program. Levels 1 and 2 have grown much stronger, but levels 3-5 have had a little more trouble filling. Because of the great effort by the staff at Marina and the added support of Kelly Fletes and Yuliana Vasquez last spring and this fall, we were able to save all classes and get the students registered. One important function they performed was outreach, which was crucial. The counselors have also indicated that we might want to rethink some of the start times for the future schedule as well as perhaps add extra sections of heavy morning classes (particularly levels 3 and 4). We look forward to more coordination and communication with the counselors to help us schedule classes at the optimal time for student availability. 2. Managing registration of noncredit/blocked students. Last December the SIS system finally gained the ability to track noncredit students, so as of Fall 2014, noncredit students have a transcript that indicates Pass/No Pass. Students in Spring 2014 and Fall 2015 also met with Kelly Fletes and Yuliana Vasquez to set up Ed. Plans and register. This was extremely helpful and we hope that this service can continue. These changes have resulted in more students pre-enrolled in classes and thus less chaos/confusion during the first week caused by students trying to figure out which classes they should be enrolled in. We definitely want students to see a counselor for registration assistance rather than classroom instructors. Though Yuliana's position is currently just temporary, it needs to be permanent, even if it's a part-time position. Kelly Fletes was also an invaluable counselor to us, and we hope that the new ESL Counselor will be able to provide similar services once she is trained. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>The discussion focused on several areas. First, we talked about the improvement in student registration. The Department believes that it is imperative that MPC stay committed to providing personnel to assist with ESL registration and student services.</p> <p>Next, we discussed the issue with the non-credit certificate. Towards the end of Spring 2015, we discovered that the noncredit requirements for certificates had been changed in a way that is very punitive towards students. The only way to remedy this is to revise the certificates to include a beginning level certificate. So, we will need to write up a new proposal and revise the intermediate certificate. Once that is accomplished, we need to communicate clearly to all students about the new requirements to a noncredit certificate (i.e. they CANNOT skip a class in the sequence). It will be vital that counselors alert students about this; it will also be important to let students know that PASSING a challenge exam may also PREVENT them from earning a certificate.</p> <p>Finally, we discussed the need to write a new course for Conversation (Conversation I; Conversation II). We have run this class the last two years under an old lab number to test whether this class would be useful for students, and it has proven very popular and successful with</p>		

students. Therefore, it's time to create its own course name and course outline. Our goal is to complete this during the Fall 2015 semester.

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

1. **ESL Curriculum and Levels.** Overall, faculty seems pleased with the current ESL Sequence. We continue to question whether reading/writing skills should be separated. We are watching the English Department to see their transition (combining writing/reading) and we may follow their lead within the next year or so. We will continue to work with counselors to see if we need to move forward with a possible redesign of curriculum.
2. **Assessment.** We also spent time discussing assessment. Last year we switched to Accuplacer and it has produced mixed results. Last Fall we created cut scores, but there has been some indication that we may need to adjust the scores again. We are using the self-assessment instrument to place some students in Levels 1 and 2; students who believe they are higher are required to take the Accuplacer assessment plus writing sample. We are in the process of renewing our validation of the writing instrument. We hope to have that completed this academic year. We will work with Rosaleen and LaKisha on this. We are very pleased to have LaKisha Bradley as the temporary Assessment Coordinator. For Fall 15, LaKisha has created a new form to allow students who feel their placement was too high to petition to be lowered. The standard challenge exam process is used for students wishing to advance from their original placement.
3. **Student support.** We discussed student support. Since last year, we have seen tremendous growth in this area. Alethea DeSoto and Kelly Fletes created a temporary half-time ESL Counselor role for Kelly Fletes for the Spring 2015/Fall 2015 terms. Larry Walker also helped fund Yuliana Vasquez part-time to assist Kelly Fletes. We also had a BSI supported assistant who worked with Kelly and Yuliana. We appreciate BSI's commitment to support ESL. These measures proved very successful! Students had actual counselors to assist them, and for the first time ever, a designated place and contact person. The counseling team made class visits and it was wonderful to send a student to the ESL Counseling office when an issue came up. Kelly and Yuliana also did outreach to local high schools and contacted former students to encourage them to come back. We also were able to get useful feedback about classes that were filling and classes that were offered at ill-advised times (conflicted with other key courses, etc...) The feedback from Kelly and Yuliana was very helpful and it is important that this kind of exchange continue. Now that the success of having this dedicated support is evident, it is imperative that these services NOT disappear once the temporary funding dries up. We would like to see Yuliana Vasquez's position (part-time ESL support) continued. We continue to advocate for a full-time International Director/Recruiter.
4. **New ESL Position:** One suggestion that came up during our discussion was creating a new position: ESL Program Director. Other programs on campus such as EOPS has a centralized location. It would be great to have one office to send all ESL students, both international and local, for ALL services: registration, counseling, Ed. Plans, etc. Rather than operating under the current fractured system, all staff at MPC would know where to direct ESL students and there would be someone staffed at this office so there would be continual coverage. At the moment, it's very difficult to know where and when to send students, and they usually become frustrated and end up at the Humanities Division Office. While our DOM is very happy to help students, she should not have to take on all these extra duties nor does she have the counseling training. These are the most vulnerable students on campus, so they need a designated place

and staff person. We see this as a vital need for the continued growth and stability of our program.

5. **Enrollment.** Although enrollments campus wide are flat, ESL numbers are generally quite healthy with many morning sections more than 100% full. We are concerned about the lighter numbers in the evening program. We are interested to track whether we will see a boost in Fall 2015 enrollment as a direct result of extra support from Student Services. 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. We hope to have more access to data in order to help us plan more efficiently in the future.

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 advocate for permanent funding of the part-time counselor's support (Yuliana Vasquez's position currently).
2. Continue to push for an ESL Program Director **or** Full-Time International Recruiter/Director **and** ESL Program office to designate 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 ever takes off. The ESL office in the ESSC has been a great location so far to direct students. **The problem is that it is only staffed occasionally, so often students are sent to a closed office.**
3. Continue to monitor that the newly hired ESL Counselor (Carrie Ballard) indeed be designated to serve ESL students once Kelly's Fall 2015 term has finished.
4. Update ESL Noncredit certificates to create a beginning certificate and revise intermediate certificate. Once these are approved, work closely with counseling and A&R to track students eligible for a certificate.
5. Work on renewing the writing assessment validity and revising Accuplacer cut scores if necessary. LaKisha Bradley developed a form that we are using Fall 15 to track students who have been misplaced and who have had their placement changed.

Humanities – ESSC

Department/Group Name	Semester	Date
ESSC	Fall 2015	8/28/15
Department/group members present		
Adria Gerard (Director, ESSC), Elizabeth Eckford, Nicholas Garrison, Katrina Jensen, Carolyn Lake, Sunny LeMoine, Arnold (Skip) Seibel, Virginia Stark, Nanda Warren		
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). Sadly, no progress has been made in this area. As ESSC hardware ages, it becomes more difficult to run the necessary software applications that students need for their various courses. At some point, current software applications will be incompatible with ESSC machines.</p> <p>Continue to provide for staffing, curriculum, and technology needs at the Marina Education Center. Discussions continue with Administration and the English Department regarding Integrated Reading and Writing courses, to be implemented Fall 2016. These talks center on optimal scheduling, increased course offerings, and providing sufficient resources for our Marina basic skills English students.</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 and ENSL Department joint BSI project has come to a close. As mentioned in previous Program Reflections, recent improvements to ESSC services for ENSL students include classroom textbooks procured for ESSC staff/student use, ENSL student testimonials on the ESSC and ENSL websites, and links on the ENSL website to resources for students and ESSC staff. In addition, an ENSL counselor is now located adjacent to the ESSC on the first floor of the LTC; this has been an invaluable service, especially for those ENSL students just arriving to the MPC campus. This term (Fall 2015) the ESSC is piloting a workshop series designed to provide additional support for ENSL writing students in levels 4 and 5. This is a weekly workshop taught by Nanda Warren, faculty in the ESSC and in the ENSL Department. The workshop will provide instruction on common ENSL writing errors and individualized support on writing assignments.</p> <p>Update emergency supplies and review emergency and crisis intervention procedures with staff and faculty in ESSC. Brianna Anderson from Student Health Services made a presentation to faculty and staff at the ESSC's Fall 2015 in-service meeting. Her presentation discussed services provided in the Student Health office, Title IX reporting requirements, and Kognito training, which some faculty and staff have already completed.</p>		

Work with English Department toward more cooperation, collaboration, and cohesion between English 301/321 and the lab co-requisites 401/421. This will be particularly important as both departments make progress in Integrated Reading and Writing courses.

The director continues to discuss and plan for IRW implementation in Fall 2016. Instructors in the ESSC have done much work to prepare for IRW, including coordinating with Reading Center faculty regarding IRW curriculum and lab workflow.

Explore options for on-line/distance tutoring.

The ESSC Director and Brian Streetman (the ESSC's Instructional Technology Specialist) met in Spring 2015 with Jon Knolle, Blanca Morgan (MLC Coordinator), Steve Bruemmer, and Jaye Luke to discuss distance tutoring options at MPC. The group discussed the needs of respective support centers and learned about various distance tutoring platforms, including NetTutor and World Wide Whiteboard. The director will also be submitting a distance education course revision for ENGL 400 in the near future so that the ESSC may pilot distance tutoring within the next year.

Improve coordination and communication with other MPC programs and services across campus.

The director continues to participate on the BSI Committee, which allows for meaningful communication with other programs and services for basic skills students. In addition, this last year, the ESSC Director has been working with TRiO/EOPS, Financial Aid, and Counseling to provide students with scholarship support. These departments conduct joint workshops, held three times a year, to provide students with Personal Statement writing support, Financial Aid information, and scholarship application procedures so that they may be more successful in receiving scholarship aid. The workshops have been very well attended. Finally, the Director has recently been asked to participate on a new committee: R2C—From Recruitment to Completion, intended to identify barriers to student success and completion, strategize solutions to those barriers, and brainstorm ways to grow campus enrollments. This committee should provide ample opportunity for collaboration and communication between services, programs, and departments across campus.

Revise ENGL 325 course content to increase student-staff interactions and incorporate on-line and written components.

Both ENGL 325 and ENGL 326 have undergone curriculum changes in order to better meet the SLOs for their respective courses.

The SLOs for ENGL 325: Basic Grammar for Writing are as follows:

- Identify the basic parts of a sentence
- Correctly utilize beginning grammatical concepts in their writing

A writing component has been added to each lesson in order to better assess the second SLO listed: "Correctly utilize beginning grammatical concepts in their writing."

The SLOs for ENGL 326: Intermediate Grammar for Writing are as follows:

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

More explicit instruction has been incorporated related to paragraph development in order to better assess the third SLO listed: "Recognize the fundamental components of the paragraph."

Develop plans for improving enrollment numbers and assessment measures for ENGL 400.

Much has been accomplished in this area:

1. In Spring 2015, the Director met with Rosaleen Ryan to gather success and retention data for those student taking ENGL 111, 1A, and 2

in Fall 2014 who are co-enrolled in ENGL 400 in the ESSC. The data she was able to gather was encouraging; below is a snapshot:

Course:	Enrolled in ENGL 400:	Not Enrolled in ENGL 400:
ENGL 111	117 Students (22%)	412 Students (78%)
Success (A, B, C, P)	71%	59%
Substandard (D, F, NP)	17%	17%
Withdrawal (W)	12%	24%

Course:	Enrolled in ENGL 400:	Not Enrolled in ENGL 400:
ENGL 1A	105 Students (17%)	517 Students (83%)
Success (A, B, C, P)	72%	57%
Substandard (D, F, NP)	11%	15%
Withdrawal (W)	16%	29%

Course:	Enrolled in ENGL 400:	Not Enrolled in ENGL 400:
ENGL 2	73 Students (20%)	299 Students (80%)
Success (A, B, C, P)	86%	63%
Substandard (D, F, NP)	7%	8%
Withdrawal (W)	7%	29%

- The data, among other things, shows that English students who utilize the ESSC tend to be more successful, but the data also shows that we need more students, in the English Department and across campus, to attend the ESSC. As such, the ESSC Director presented at a Business Technology Division meeting in Spring 2015 and will be attending a Social Sciences Division meeting this term (Fall 2015) in order to promote and inform about ESSC services and to emphasize the interdisciplinary skills (reading, writing, research, analysis, critical thinking, computing) that students can receive help with. The director has also been working with Kristen Darken regarding marketing ESSC services on the MPC home page. The ESSC Director (or an ESSC faculty member in the director's absence) continues to make classroom presentations about ESSC services to English and ENSL classes.
- In Spring 2015, the ESSC also conducted a student survey in order to identify areas for improvement and to identify what was working well. 100% of the 67 student responders had favorable reviews of ESSC staff, finding them friendly and knowledgeable. Over 50% of responders requested later evening and/or later Friday hours. As such, we hope to expand hours on Friday afternoons in Spring 2016.

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

ENGL 401: Introduction to Academic Writing Lab

- Recognize basic grammar and mechanics errors in their own writing
- Correct errors using the basics of grammar and mechanics

ENGL 421: Fundamentals of Writing Lab

- Recognize basic grammar and mechanics errors in writing
- Correct errors using the basics of grammar and mechanics

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

ENGL 401: Introduction to Academic Writing Lab. The following summary was prepared in large part by Nanda Warren, ESSC Faculty, and is based on discussions with other ESSC faculty and staff that took place during Fall 2015 in-service.

Results of previous plan to improve student learning

Major changes have been made in this course to address the challenges that students previously faced. We moved from packaged Pearson's *My Writing Lab* materials to an online course developed within the department, using MPC Online (Moodle). This change allowed us to align the learning activities and assessments more closely to the student learning objectives. The main differences are as follows:

1. Students no longer have to purchase a lab manual for or subscription to *My Writing Lab*. Content has been streamlined to online lessons and quizzes, short writing assignments, and on-paper proofreading exercises.
2. Students are required to write and edit more of their own paragraphs.
3. Students must complete each online activity (videos, readings, and quizzes) before moving on to the next lesson. Previously, students often skipped lessons and had to make them up at the end, or they approached assignments in a "haphazard" order, undermining the sequence of instruction meant to prepare them for the next step.

Assessment methods for the SLO(s)

SLO 1 (Correct errors using the basics of grammar) is assessed through the online quizzes and on-paper proofreading exercises. The quizzes require students to choose which sentence is correct, or which sentence contains an error, based on the lesson of the week. When students do not pass a quiz, they take it again, and there are multiple versions of each quiz made so that students can retake it as many times as they need. For the proofreading exercises, students must print out a paragraph or essay and locate and correct a particular kind of error (run-on sentences, fragments, etc.). A staff member then reviews the work one-to-one with the student.

SLO 2 (Recognize basic grammar errors in their own writing) is assessed through six writing assignments that students must complete over the course of the semester. For each assignment, students write their own paragraph from a prompt, print the paragraph along with a proofreading checklist, and bring it to a staff member to review. In the review conference, the tutor discusses specific grammar and mechanics errors that relate to the week's lesson. The student is sometimes asked to write more, revise a sentence, or correct certain errors.

Brief summary of assessment results (please quantify when possible)

Some students have difficulty following the instructions and understanding the concepts presented. Weak reading skills and lack of experience with grammar terminology sometimes present a challenge for them to complete the exercises independently. However, staff members

are always available to work with students one-on-one to help them understand the week's lesson, so there is no reason for students to remain "stuck" on a particular topic. In addition, because students have multiple chances to take the online quizzes, with effort they eventually move forward. In fact, most students successfully complete English 401. If they attend regularly and ask for help when they need it, they are able to overcome their obstacles. In particular, their paragraphs generally show great improvement over the six assignments.

How do you plan to use the assessment results to improve student learning?

After the spring 2015 pilot of the online course, a few changes were made to the content:

1. Some instructions were clarified.
2. Additional written support materials were provided in some lessons.
3. The proofreading exercises were revised for clarity.
4. Most importantly, the system was changed so that students cannot skip the paragraph writing assignments and leave them until the end of the semester. This last change has required some adjustments in the grading and administration of the writing assignments, and we are still in the process of implementing those adjustments.

Additional changes will be needed and implemented this coming year as reading and writing labs work to integrate content.

ENGL 421: Fundamentals of Writing Lab. The following summary was prepared by Sunny LeMoine, ESSC Faculty, and is based on discussions with other ESSC faculty and staff that took place during Fall 2015 in-service.

Results of previous plan to improve student learning

The English and Study Skills Center has made a few modifications to the sequence of lab work, including adding a unit on prepositional phrases and simplifying the mid-term and final. However, the overall structure of exercises and quizzes has remained mostly intact.

Assessment Methods for the SLO(s)

The SLOs are assessed each week in two ways. First, the student completes 3-5 exercises from the lab book or lab handout that address a grammatical topic. Each student then checks his or her work for accuracy at the staff desk, giving the instructors and staff an opportunity to interact with the student. Then, the students take a closed note, closed book quiz covering that week's grammar lesson. Students must receive a score of 70% or higher to complete the unit. Students are given 3 opportunities to do so, and the scoring of each quiz is another opportunity for staff and students to work together to review the lesson.

Brief summary of assessment results (please quantify when possible)

Students are required to complete every unit in order to receive credit for the lab work. Each student has a lab card, where his or her progress is clearly labelled. The quizzes require a passing score of 70% and students have 3 chances.

How do you plan to use the assessment results to improve student learning?

The ESSC is currently working on a complete revision of 421 to improve the student experience and to more authentically demonstrate mastery of the SLOs. One aspect of the revision will include simplifying and streamlining the course material from 10 topics to 6 interrelated and scaffolded units.

Many students require multiple attempts on the quizzes, which indicates that the book work that leads up to the quiz may not be adequately preparing them. However, it is rare that students need all 3 chances. Often, in the process of scoring the quiz, the student greatly benefits from the interaction with the staff and improves to a passing score on the second attempt. This indicates that more aural/visual/interactive activities before the quiz would benefit the students. The revision will achieve this by migrating to an online format, where students will have access to videos with audio and closed captioning and handouts that can be viewed online or printed. This will benefit everyone, but also allow the Center to better accommodate students with learning disabilities and diverse learning styles. The bookwork that they currently do will be replaced with interactive quizzes that will provide instant feedback so that they know immediately whether they are grasping the material.

In addition, students will be asked to create and edit their own writing samples to better reinforce the SLO of recognizing "basic grammar errors in their own writing."

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 result from discussions about ENGL 401 and 421:

- Continue to revise ENGL 401 course content as needed to improve student learning and lab experience
- Revise ENGL 421 course content to improve student learning and lab experience
- Integrate ENGL 401/402 and ENGL 421/422 lab content in preparation for IRW Fall 2016

Humanities – Linguistics

Department/Group Name	Semester	Date
Linguistics	Summer 2015	September 3, 2015
Department/group members present		
Richard Abend		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Over the last year linguistics no longer schedules orientations because more and more students are now familiar with online classes. Having been involved in the online training classes this last year and receiving a certificate for completing them, I have acquired greater insight into what it takes to be a successful online teacher and student. I have added much more orientation and online guidance toward getting students ready to take an online linguistics class and now spend even more time communicating with students and helping them acclimate themselves to the online format. The results are very positive in both student feedback and progress.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>SLO: Students are able to use linguistic terminology. GEO – Area D: Upon successful completion of this area, students will have demonstrated an ability to critically examine and comprehend human nature and behavior, social traditions, and institutions.</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>Student forums are now being evaluated according to length. During Summer 2015 students received points on each forum entry according to number of lines. This was a little difficult to do fairly since font sizes seemed to vary among students. This semester I am using the CMS to supply the number of words in the posting and this is working perfectly. I've noticed that postings are becoming huge in total words, which also results in students using more linguistic terminology in their responses and a greater awareness of human language behavior. Engagement levels are rapidly increasing!</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 is the first semester (Fall 2015) in which all forums in all linguistics classes are being monitored for length. Students are more involved with the forums and posting much longer responses to my questions as well as longer more involved replies to their classmates. I am very encouraged by these results.</p>		

Humanities – Philosophy

Department/Group Name	Semester	Date
Philosophy	Fall 2015	8/20/15
Department/group members present		
Dr. Todd Weber		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>We have improved student learning by tweaking existing courses. In Spring 2015, for instance, 92% of the students who completed my two sections of Phil 2 received a grade of C or better—a 7% improvement over the previous semester’s performance in those sections.</p> <p>Maintaining and increasing “instructor productivity” militates against creating new philosophy courses (as discussed in the Fall ’14 program reflections), since new courses typically start off with low enrollment.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Program Outcomes Upon successful completion of the program, students will be able 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.</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
Over the summer I met with Dr. Dawn Rae Davis (Women’s Studies) to discuss Phil 40, which is a cross-list with WOMN 40.		
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 agreed to add Phil/WOMN 40 to list C of the Philosophy AA program.		

Humanities – Reading Center

Department/Group Name	Semester	Date
Reading Center	Fall 2015	8/2/815
Department/group members present		
Adria Gerard (Director, Reading Center), Paula Norton, Kimberlyn Forte, Inga Moses, Pat Esterline, Gaely Jablonski, Linda Kloth, Susan Stillinger, Shane Whitman		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>House books and other materials to enrich students experience in the Reading Center. The Reading Center has recently purchased updated <i>Read Naturally</i> software. In addition to updated versions of the software, Reading Center staff have reorganized the materials, making them more accessible for staff. <i>Reading and Reasoning</i> texts and materials have also been reorganized to make them more accessible to staff.</p> <p>Update emergency supplies and review emergency and crisis intervention procedures with staff and faculty in RC. Brianna Anderson from Student Health Services made a presentation to Reading Center staff in Spring 2015. Her presentation discussed services provided in the Student Health office, Title IX reporting requirements, and Kognito training, which some staff have already completed.</p> <p>Provide for staffing, curriculum, and technology needs at the MEC. Talks continue with Administration and the English Department regarding Integrated Reading and Writing courses, to be implemented Fall 2016. These talks center on optimal scheduling, providing increased course offerings, and providing sufficient resources for our Marina basic skills English students.</p> <p>Work with English Department toward more cooperation, collaboration, and cohesion between English 302/322 and the lab co-requisites 402/422. This will be particularly important as both departments make progress in Integrated Reading and Writing courses. The director continues to discuss and plan for IRW implementation in Fall 2016. Instructors in the Reading Center have done much work to prepare for IRW, including streamlining orientation procedures and coordinating with ESSC director and faculty regarding IRW curriculum and lab workflow.</p> <p>Develop own content for ENGL 320 and 330. Progress is slow in this area, largely due to the number of duties the ESSC/RC Director and Reading Center faculty have to attend to from semester to semester. A course re-design of this scope will take significant segments of time currently unavailable to devote to such a project. That being said, Inga Moses has developed a content outline for ENGL 320, and, as the ESSC and Reading Center labs are reorganized in preparation for IRW, faculty will have more time to concentrate on other program goals like this one. Additionally, Reading Center faculty and</p>		

staff plan to coordinate with Kathleen Rozman in the Access Resource Center on ENGL 320 course content that might be most valuable to those students transitioning out of Learning Skills courses and into English courses.

Work with MPC’s Institutional Research Office to gather pertinent and relevant data to show the Reading Center’s impact on student success, retention, and persistence.

The Reading Center does a thorough job of tracking assessment data for Reading Strategies lab students (see below). The next step will be contacting Rosaleen Ryan in Institutional Research about correlating success in the Reading Center to success and retention across campus.

	RESULTS					RESULTS by PERCENTAGE					# of Students
	SI point increase	LAC point increase	Spelling grade level increase	WI grade level increase	WA grade level increase	SI in % points	LAC in % points	Spelling in % points	WI in % points	WA in % points	
All Semesters	4.2	17.5	0.8	1.4	2.3	8.4%	16.5%	5.8%	8.3%	13.5%	
2012 Fall	5.1	19.3	0.8	1.4	1.7	10.3%	18.3%	6.0%	8.2%	9.9%	81
2013 Spring	3.7	16.0	0.8	1.4	1.8	7.5%	15.1%	6.0%	8.1%	10.6%	80
2013 Summer	3.8	9.9	0.7	1.8	2.7	7.5%	9.4%	5.1%	10.7%	15.8%	12
2013 Fall	3.7	15.8	0.4	1.1	3.2	7.5%	14.9%	3.3%	6.7%	18.7%	105
2014 Spring	3.7	23.3	0.8	1.2	2.4	7.5%	22.0%	6.2%	6.9%	14.1%	85
2014 Summer	5.4	17.9	0.8	1.5	2.3	10.8%	16.9%	6.0%	8.8%	13.3%	18
2014 Fall	4.7	18.7	0.8	1.5	2.3	9.3%	17.7%	6.5%	8.9%	13.5%	112
2015 Spring	3.6	18.7	0.9	1.4	2.0	7.2%	17.6%	7.2%	8.0%	12.1%	68

Seek out possible collaborative efforts within the wider community, including alliances with CSUMB’s Reading Center/Program, the Chartwell School, Adult Ed., local high schools, or the Literacy Network, for example, to address literacy needs of a possible wider range of students and with a broader base of resources.

Paula Norton served as part of the basic skills cohort and worked with the AB86 Coordinator (Morgan Matthews) to identify gaps in local reading/literacy services. The ESSC Director met with Morgan and others across MPC to identify future AB86 goals in the event that additional AB86 funding is given to the various regions.

Improve coordination and communication with other MPC programs and services across campus.

The director continues to participate on the BSI Committee, which allows for meaningful communication with other programs and services for basic skills students. Additionally, the director has recently been asked to participate on a new committee: R2C—From Recruitment to Completion, intended to identify barriers to student success and completion, strategize solutions to those barriers, and brainstorm ways to grow campus enrollments. This committee should provide ample opportunity for collaboration and communication between services, programs, and departments across campus.

Continue to develop Reading Center website with relevant course information, student success stories, and other information pertinent to Reading Center Students.

The Reading Center website has undergone numerous changes and additions. In addition to student testimonial videos and links to related reading services (like the Irlen Institute), more information has been added about Reading Center course offerings and the reading lab orientation process. Faculty in the Reading Center have also uploaded instructional handouts and videos pertaining to various reading skills, such as “Context Clues,” “Organizational Patterns,” and “Summarizing.”

Reinforce training for Reading Center tutors in area of phonemic awareness.

Paula Norton, Reading Center Coordinator, has been emphasizing phonemic awareness training and review in weekly tutor meetings. More information is provided in the following sections.

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

ENGL 402: Introduction to Academic Reading Lab

- Respond effectively and accurately to academic reading material.
- Utilize active reading strategies at paragraph, sentence, and word level.
- Engage in reading, writing and dialogue as interdependent and collaborative processes.

ENGL 422: Fundamentals of Reading Lab

- Respond effectively and accurately to academic reading material.
- Utilize various active reading strategies at paragraph, sentence, and word level.
- Engage in reading, writing and dialogue as interdependent and collaborative processes.
- Utilize various study skills strategies

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

Below is a brief outline of the content in this section. Students in ENGL 422 and 402 reading labs are assessed into one of two lab pathways: Reading Café or Reading Strategies. Both lab pathways are discussed here.

ENGL 402

- Reading Café

ENGL 422

- Reading Café

ENGL 402/422

- Reading Strategies

ENGL 402: Introduction to Academic Reading Lab (Reading Café)

The following summary was prepared by Kimberlyn Forte and Inga Moses (Reading Center instructors) with input from Adria Gerard.

Results of Previous Plans to Improve Student Learning

In the 2011 Engl. 402 Program Review, it was suggested that “The Reading Center could ... engage in more collaboration with MPC’s English Department to ensure that topics covered in lab continue to meet instructor needs and expectations.” As a result, the Reading Center adjuncts conferred with the classroom instructors regarding their course activities and then developed corresponding Moodle lessons that addressed the concerns. The additions to the ENGL 402 courses include lessons regarding context clues, topic and main idea, paraphrasing, organizational patterns, and test taking strategies.

In the 2011 program review, it was also suggested that “The Reading Center could develop a repository of handouts or supplemental materials that focus on concepts learned in class and that use a common language in discussing those concepts. This would help instructors and tutors as they work with students to reinforce classroom instruction.” As a result, Kimberlyn Forté developed templates and created content for sixteen “Reading Center Skill Sheets” that address the most common reading and study skill topics and utilize the materials readily used in classroom instruction at MPC. The skill sheets are available for use by any student who visits the Reading Center; a few are linked directly to reading lab assignments, and all are available on the Reading Center website. The informational sheets address annotating, approaching new words, highlighting, identifying cause and effect, mapping, paraphrasing, using context clues, identifying patterns of organization, using the SQ3R method, identifying topic and main idea, summarizing, identifying transitions, and using word parts.

Another addition to the program has been online orientation videos and orientation quiz. The adjuncts found that the single class time allowed for lab orientation/assessment did not provide enough time to adequately introduce the Reading Center and course expectations and still have time to individually assess all students in the larger sections or when class times overlapped. Therefore, Inga Moses developed five orientation videos which cover the following areas: overview of the Reading Center and staff; lab requirements and grading; lab hours, lab card, and using TimeKeeper; reading lab resources; and lab policies and computer use. These are presented on the Reading Center website and include a follow up orientation quiz regarding the key elements of the syllabus. Students still meet as a group in the lab, and the Reading Center adjuncts have not eliminated the personal element of introducing themselves and answering individual questions.

The results have been positive. The new format allows more time for the lab assessment, as students are able to pause the videos while being assessed and then return to complete them afterward. Students report liking the videos and the ability to work at their own pace. They also appreciate that the videos are available for review at any time during the semester. On the instructor side, the Reading Center adjuncts have been able to increase the amount of information provided to their students while decreasing the amount of time taken from assessment and 302 class time—by using a similar format for the Reading Café orientation, the Reading Center adjuncts eliminated the second orientation date for Reading Café entirely. Finally, since implementing the online orientation, the Reading Center adjuncts have had fewer questions regarding policies and procedure, and late-start students are more quickly brought up to speed.

Assessment Methods for SLOs

For the Reading Café portion of ENGL 402, assignments are regularly evaluated and discussed regarding presentation and instructional effectiveness. When necessary the Reading Center adjuncts make changes to strengthen instruction and better assure student participation and student learning.

Observational data provides the opportunity to document activities and behavior beyond performance assessment without having to depend upon students' willingness and ability to respond to surveys. The following are examples of observational data:

1. Review of the quality and timeliness of Discussion Forum posts (bi-weekly)
2. Review quality and timeliness of Q&A Forum responses (bi-weekly)
3. Monitor quality and timeliness of Reading Skill Lessons/Active Reading (bi-weekly)
4. Monitor quality and timeliness of Vocabulary Quizzes (bi-weekly)
5. Monitor attendance and drop-out rates (ongoing)

To measure the effectiveness of lessons and questions, the Reading Center adjuncts use comparative data through the item analysis function provided through MPCOnline. With items that show a low level of student success, the adjuncts try to identify the instructional component that may be leading to student confusion. If the text of the question is confusing or faulty, the adjuncts change or remove the question. If the content of the question is not being addressed, the adjuncts modify instruction to give support.

The Reading Center adjuncts also measure the effectiveness of the course through qualitative assessment via questionnaires. Students are asked to assess the materials and instructors during and at the end of the semester regarding presentation, content, and instructor effectiveness. These responses provide fresh insight into the course and help rethink and redesign Reading Cafe instruction and activities.

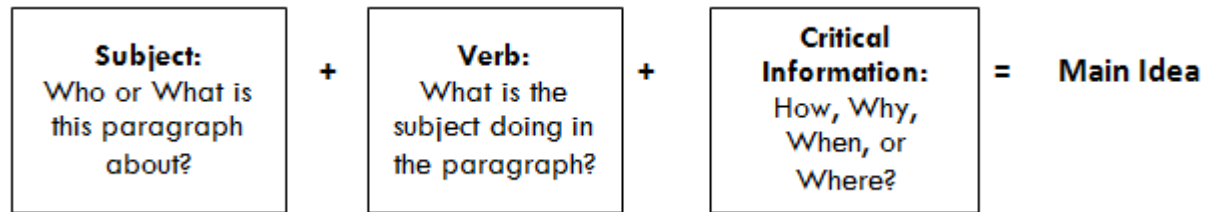
Summary of Assessment Results

Based on observational data, it became obvious that asking comprehension level questions alongside those that ask for personal evaluation led to a small number of students choosing not to read the articles for themselves and to paraphrase the work of others instead. Overall, the discussion forum responses often lacked a demonstration of synthesis of the information. In order to encourage students to complete the assignment fully, the adjuncts split the discussion forum questions. Questions that ask for demonstration of active reading and comprehension (using SQ3R, identifying main idea, paraphrasing the thesis) are now in a Q&A forum which does not allow students to read other student replies until they have submitted their own. The evaluative and interpretive questions are then left in a standard discussion forum which asks them to discuss how the material relates to their personal experience. As a result, the separation improved the quality of the student responses to discussion forums when evaluating the material as well as provided better content for discussion. The student replies also showed a marked improvement and led to more interactive discussion. However, in Fall 2014, student replies to discussion forums were removed as an activity as a move toward streamlining the course in preparation for IRW and to allow Reading Center faculty more time to work face-to-face with students,

rather than spending that time grading student responses in MPCOnline.

Within the Q & A forum, we observed that the question that was most problematic for students was writing the main idea of the article. Writing the main idea is a challenging component for students as it a cumulative result of reading comprehension; hence, it is also a major reading skill for students to attain, not only in the lab, but in the classroom.

This question in Q & A evolved from simply asking students to write the main idea to including a graphic model of a main idea for students to utilize. The graphic model breaks up the main idea into parts in order for students to see how it is comprised and provides directed questions for students to answer and, in turn, flesh out to compose the main idea. As shown below:



The results of this graphic representation have shown marked improvements for students. Not only are more students including the various parts of a main idea, but they are combining them into complete sentences.

In reviewing the quality of the students' answers, instructors provide Q & A feedback in the grading section. However, at present, there isn't a way to monitor whether students are reading the feedback or not. As instructors, we are aware of this and are discussing ways to ensure feedback is being read and understood. With the future revision of the reading lab in Fall 2016, we are discussing strategies for more systematic feedback and the possibility of assignment handouts that will require meeting with a reading instructor to help informally assess student mastery of material.

Student feedback has also led to changes such as adding MPCOnline "how to" videos, creating clear writing guidelines, and designing more formulative exercises. Similarly, asking students to review instructional videos for content, presentation, and appeal has strengthened the quality of the media. Their input has helped the adjuncts with pacing their voices, minding the time, and adding content that interests the students or needs more detailed explanation. The adjuncts have also found that students enjoy being asked to help "build" the course with their suggestions and opinions. It helps students gain a feeling of being invested in the educational process.

Using Assessment Results to Improve Student Learning

The MPC English Department has decided to integrate the 300-level reading and writing courses and their labs. As a result, the ENGL 402 and ENGL 422 reading labs will be combined with ENGL 401 and 421 writing labs in Fall 2016. When integrating this content, assessment measures

and changes made as a result of previous reflections will remain in place. Upon implementation of the revised labs, ESSC and Reading Center faculty and staff will continue to engage in instructor and program reflections in order to continue to improve student learning over time.

The Reading Center adjuncts have been asked to step away from the course management of the new combined lab. In preparation, the Reading Center adjuncts have been asked to streamline and automate the current course materials in order for it to be integrated with the writing materials and to allow both ESSC and RC staff to assist students. Though Reading Center instructors have been asked to step away from the 402/422 course management in MPCOnline, their input, assistance, and technical expertise will still be sought as we make improvements and revisions to the lab and its curriculum. Additionally, their work with students as they navigate this new lab and the increased workload will be essential. The Reading Center classified staff working with the “Reading Strategies” lab will continue in the same capacity in the integrated reading and writing lab.

ENGL 422: Fundamentals of Reading Lab (Reading Café)

The following summary was prepared by Kimberlyn Forte and Inga Moses (Reading Center instructors) with input from Adria Gerard.

Results of Previous Plans to Improve Student Learning

In order to ensure that topics covered in reading lab continue to meet the corresponding ENGL 322 instructor needs and expectations, the Reading Center adjuncts conferred with the classroom instructors regarding their course activities and then developed corresponding Moodle lessons that addressed the concerns. The additions to the ENGL 422 courses include lessons regarding reading a syllabus, internet literacy and the MPC web site/student resources, topic and main idea, organizational patterns, and test taking strategies.

To better support the building of vocabulary, the Reading Center adjuncts also added six vocabulary exercises used to test student knowledge regarding vocabulary used in an academic reading and writing classroom, in online assignments, as transitions, and in tests and quizzes. Vocabulary quizzes also ask students to demonstrate the ability to identify homophones and commonly confused words, as well as use context clues when reading sentences and paragraphs.

In order to help instructors and tutors as they work with students to reinforce classroom instruction, Kimberlyn Forté developed templates and created content for sixteen “Reading Center Skill Sheets” that address the most common reading and study skill topics and utilize the materials readily used in classroom instruction at MPC. This repository focuses on concepts learned in the 322 class. The skill sheets are available for use by any student who visits the Reading Center; a few are linked directly to reading lab assignments, and all are available on the Reading Center website. The informational sheets address annotating, approaching new words, highlighting, identifying cause and effect, mapping, paraphrasing, using context clues, identifying patterns of organization, using the SQ3R method, identifying topic and main idea, summarizing, identifying transitions, and using word parts.

Another addition to the program has been online orientation videos and orientation quiz. The adjuncts found that the single class time allowed for lab orientation/assessment did not provide enough time to adequately introduce the Reading Center and course expectations and still have time to individually assess all students in the larger sections or when class times overlapped. Therefore, Inga Moses developed five orientation videos which cover the following areas: overview of the Reading Center and staff; lab requirements and grading; lab hours, lab card, and using TimeKeeper; reading lab resources; and lab policies and computer use. These are presented on the Reading Center website and include a follow up orientation quiz regarding the key elements of the syllabus. Students still meet as a group in the lab, and the Reading Center adjuncts

have not eliminated the personal element of introducing themselves and answering individual questions.

The results have been positive. The new format allows more time for the lab assessment, as students are able to pause the videos while being assessed and then return to complete them afterward. Students report liking the videos and the ability to work at their own pace. They also appreciate that the videos are available for review at any time during the semester. On the instructor side, the Reading Center adjuncts have been able to increase the amount of information that the adjuncts provide to their students while decreasing the amount of time taken from assessment and 322 class time—by using a similar format for the Reading Café orientation, the Reading Center adjuncts have eliminated the second orientation date for Reading Café entirely. Finally, since implementing the online orientation, the Reading Center adjuncts have had fewer questions regarding policies and procedure, and late-start students are more quickly brought up to speed.

Assessment Methods for SLOs

For the Reading Café portion of ENGL 422, the Reading Center adjuncts regularly evaluate and discuss assignments regarding presentation and instructional effectiveness. When necessary they make changes to strengthen instruction and better assure student participation and student learning.

Observational data provides the opportunity to document activities and behavior beyond performance assessment without having to depend upon students' willingness and ability to respond to surveys. The following are examples of observational data:

1. Review of the quality and timeliness of Discussion Forum posts (bi-weekly)
2. Review quality and timeliness of Q&A Forum responses (bi-weekly)
3. Monitor quality and timeliness of Reading Skill Lessons/Active Reading (bi-weekly)
4. Monitor quality and timeliness of Vocabulary Quizzes (bi-weekly)
5. Monitor attendance and drop-out rates (ongoing)

To measure the effectiveness of lessons and questions, the Reading Center adjuncts use comparative data through the item analysis function provided through Moodle. With items that show a low level of student success, the adjuncts try to identify the instructional component that may be leading to student confusion. If the text of the question is confusing or faulty, the adjuncts change or remove the question. If the content of the question is not being addressed, the adjuncts modify instruction to give support.

The Reading Center adjuncts also measure the effectiveness of the course through qualitative assessment via questionnaires. Students are asked to assess the materials and instructors during and at the end of the semester regarding presentation, content, and instructor effectiveness. These responses provide fresh insight into the course and help us rethink and redesign classroom instruction and activities.

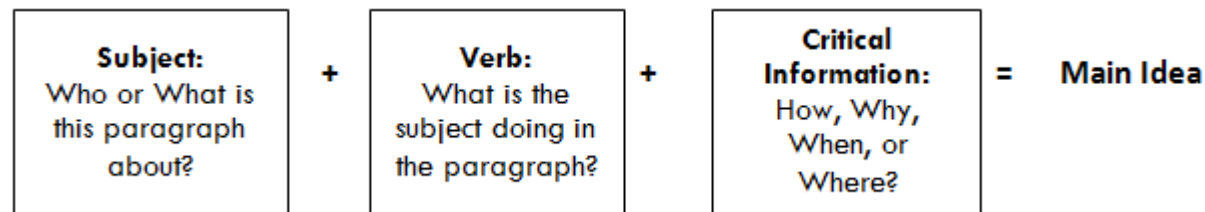
Summary of Assessment Results

Based on observational data, it became obvious that asking comprehension level questions alongside those that ask for personal evaluation led to a small number of students choosing not to read the articles for themselves and to paraphrase the work of others instead. Overall, the discussion forum responses often lacked a demonstration of synthesis of the information. In order to encourage students to complete the

assignment fully, we split the discussion forum questions. Questions that ask for demonstration of active reading and comprehension (using SQ3R, identifying topic and main idea, paraphrasing text) are now in a Q&A forum which does not allow students to read other student replies until they have submitted their own. The evaluative and interpretive questions are then left in a standard discussion forum which asks them to discuss how the material relates to their personal experience. As a result, the separation improved the quality of the student responses to discussion forums when evaluating the material as well as provided better content for discussion. The student replies also showed a marked improvement and led to more interactive discussion. However, in Fall 2014, student replies to discussion forums were removed as an activity as a move toward streamlining the course in preparation for IRW and to allow Reading Center faculty more time to work face-to-face with students, rather than spending that time grading student responses in MPCOnline.

Within the Q & A forum, we observed that the question that was most problematic for students was writing the main idea of the article. Writing the main idea is a challenging component for students as it a cumulative result of reading comprehension; hence, it is also a major reading skill for students to attain, not only in the lab, but in the classroom.

This question in Q & A evolved from simply asking students to write the main idea to including a graphic model of a main idea for students to utilize. The graphic model breaks up the main idea into parts in order for students to see how it is comprised and provides directed questions for students to answer and, in turn, flesh out to compose the main idea. As shown below:



The results of this graphic representation have shown marked improvements for students. Not only are more students including the various parts of a main idea, but they are combining them into complete sentences.

In reviewing the quality of the students' answers, instructors provide Q & A feedback in the grading section. However, at present, there isn't a way to monitor whether students are reading the feedback or not. As instructors, we are aware of this and are discussing ways to ensure feedback is being read and understood. With the future revision of the reading lab in Fall 2016, we are discussing strategies for more systematic feedback and the possibility of assignment handouts that will require meeting with a reading instructor to help informally assess student mastery of material.

Student feedback has also led to changes such as adding MPCOnline "how to" videos, creating clear writing guidelines, and designing more formulative exercises. Similarly, asking students to review instructional videos for content, presentation, and appeal has strengthened the quality of the media. Their input has helped the adjuncts with pacing their voices, minding the time, and adding content that interests the students or needs more detailed explanation. The Reading Center adjuncts have also found that students enjoy being asked to help "build" the course with

their suggestions and opinions. It helps students gain a feeling of being invested in the educational process.

Using Assessment Results to Improve Student Learning

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The Reading Center adjuncts have been asked to step away from the course management of the new combined lab. In preparation, the Reading Center adjuncts have been asked to streamline and automate the current course materials in order for it to be integrated with the writing materials and to allow both ESSC and RC staff to assist students. Though Reading Center instructors have been asked to step away from the 402/422 course management in MPCOnline, their input, assistance, and technical expertise will still be sought as we make improvements and revisions to the lab and its curriculum. Additionally, their work with students as they navigate this new lab and the increased workload will be essential. The Reading Center classified staff working with the “Reading Strategies” lab will continue in the same capacity in the integrated reading and writing lab.

ENGL 402 and 422 (Reading Strategies)

The following summary was prepared by Adria Gerard with input from Paula Norton and Reading Center tutors.

Results of Previous Plans to Improve Student Learning

The Reading Center was able to purchase updated assessments for Reading Strategies students. Tutors are now undergoing training and are practicing using these new assessments, most of which have revised procedures and scoring methods.

In addition, Paula Norton has been working with tutors in weekly meetings on strengthening their ability to address phonemic awareness as they work with students. Paula observed that some tutors were favoring certain aspects of the program over phonemic awareness, presumably as a result of feeling less confident in this area of instruction. Other tutors just needed more practice in this aspect of the program. As such, Paula felt a review of phonemic awareness training was warranted and has been focusing training efforts in that regard. Training efforts include role-playing certain tutoring scenarios, tutor-led presentations of some of the more challenging material (to reinforce the tutor’s understanding of that material and to receive helpful feedback), and sharing of instructional/lessons plans.

Finally, Susan Stillinger (Instructional Specialist in the Reading Center) has been working to reorganize certain commonly-used instructional materials and make them more accessible as tutors work with students. These instructional materials focus on topics such as relationships between ideas, figurative language (like analogies and similes), and following directions.

Assessment Methods for SLOs

The Reading Strategies program uses a combination of formal and informal assessments to gauge student learning and progress. Formal pre-

and post-term assessments include (as shown in the data table above) Symbol Imagery (SI), Lindamood Auditory Conceptualization (LAC), spelling (called the Wide-Range Achievement Test or WRAT), word identification (WI), and Word Attack (WA). Some students, depending on need, also take a reading comprehension assessment called the Gray Oral Reading Test (GORT).

In addition to formal assessments, tutors routinely gather observational data as they work with students, using these informal observations to create lesson plans or adapt instruction. Some indicators that tutors use to assess when students have mastered certain concepts include an 80% accuracy rate for certain skills, the amount of prompting required by the tutor, the speed in retrieving answers to tutor's questions, and the ability of the students to self-correct.

During Program Reflections, Reading Center staff also discussed strategies that tutors use to address the following ENGL 422 SLO: "Utilize various study skills strategies." These strategies include reviewing syllabi from students' other courses; providing instruction and practice in navigating textbooks; modeling weekly schedule planning; reading and discussing articles related to study skills, such as time management; providing instruction and practice on following directions; and promoting other services across campus as needed. This SLO is more difficult to assess in any quantitative way; rather, we gather information about the efficacy of this area of instruction from students at the end of the term when they are asked to provide feedback on the program. For example, in a previous semester, one student remarked: "Every part of this program has broadened my thinking and improved my reading and study skills."

Summary of Assessment Results

The combination of formal assessments, tutor observations, and student course reflections gives valuable feedback that Reading Center staff and faculty are able to use to adapt instruction over the course of the semester and to improve student learning over time.

Tutors noted one area that has been more difficult to address: scotopic sensitivity, also called Irlen Syndrome. Tutors observe that students who likely have scotopic issues are sometimes reluctant to take the screening. If they do take the screening, they are then sometimes reluctant to purchase the colored overlays that will alleviate symptoms, even though the overlays are very inexpensive and available in the MPC bookstore. Even further, some students who have taken the screening and have purchased the colored overlays are then sometimes reluctant to use those overlays when doing homework or classwork. The group discussed some strategies that might help, including making more use of the Irlen Syndrome questionnaire, which might help students more readily "buy-in" to the concept of scotopic sensitivity; making a screening appointment with the student (instead of suggesting he or she make an appointment on his or her own); and additional reminders and encouragement to purchase and/or use overlays during tutoring sessions.

Reading Center tutors also noted that much of the instruction they do centers around metacognition, or giving students strategies for thinking about their thinking. Students are guided to become more aware of themselves as readers, thinkers, and students; tutors provide instruction that helps students understand which strategies work for them, which strategies don't, and how to adapt reading and study habits accordingly. This metacognitive emphasis, however, is not addressed in the SLOs for ENGL 402 or 422.

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 result from discussions about ENGL 402 and 422:

- Continue to revise ENGL 402 and 422 course content as needed to improve student learning and lab experience.
- Implement more proactive approaches, from screening to implementation of helpful strategies, for students with Irlen Syndrome.
- Add an SLO to ENGL 402 and 422 that addresses metacognition and/or student self-awareness.
- Integrate ENGL 401/402 and ENGL 421/422 lab content in preparation for IRW Fall 2016.

Humanities – Speech Communication

Department/Group Name	Semester	Date
Speech Communication	Fall 2015	8/21/15
Department/group members present		
Dr. Dan Fox, Diane Boynton		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>During the Fall 2015 program reflections, participants planned to take a number of steps to improve their programs. Improvements are as follows:</p> <p>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.</p> <ol style="list-style-type: none"> 1. Dan planned to add more courses to the Spring 2015 and Fall 2015 schedules. Due to strong but flat enrollments, the number of courses offered in Fall 2015 for Speech Communication has remained the same. However, more sections of SPCH 1 will be offered in Spring 2016. 2. Dan and Diane plan to work together to create an annual schedule that will garner enough interest to ensure all classes attract healthy enrollments. An annual schedule was created. 		
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. Dan mentioned that SPCH 2 students have demonstrated a lack of understanding about group projects; they have not grasped that group projects allow students to apply group theory. Dan plans to further emphasize the goals of SPCH 2. Diane mentioned that changes to sharing her SPCH 3 syllabus, as well as changes to the assessment of information related to chapters 1, 3, 4, and 8 worked well. Students appeared to learn a great deal about general principles, self-concept, perceptions, and managing emotions by participating in the group project, "Learning to Play/Playing to Learn." Students also demonstrated an ability to "understand, analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results" as they completed essays and their final projects.

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. Diane will continue to review the schedule of courses, adding sections as needed.
2. Diane will continue to tweak SPCH 3 assignments to further enhance student learning.
3. Dan will teach SPCH 10 as an overload as a means of "testing the waters" with the class and providing Speech Comm majors with another way of completing the major.
4. Dan will continue to help SPCH 2 students understand the value of group projects in a group communication course.

Humanities – World Languages

Department/Group Name	Semester	Date
World Languages	Fall 2015	August 20, 2015
Department/group members present		
Kelly Stack, Lisa D. Gonzales, Sonia Lizano, Francisco De Borja Dorsch, 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"> • The new third edition of the French textbook is an improvement over the previous one. It contains more lab manual and workbook exercises as well as grammar tutorials. This year we will make greater use of on-line features such as voice recordings and partner chat activities. • The Spanish department is satisfied with the existing program that was adopted a year ago. • The ASL program has adopted a new online textbook for SIGN 2A. The textbook is free of charge to students, and was created in-house. We intend to create and adopt an online textbook for SIGN 1A and SIGN 1B next year (2016-17). <p>g. Availability of course offerings</p> <ul style="list-style-type: none"> • The entire Spanish program was revised and a TMC (Transfer Model Curriculum) was created. It will be implemented in Spring 2016. • The original World Languages major was retained, which offers students a choice of Spanish or French. • With the arrival of new full-time Spanish Instructor, Francisco de Borja Dorsch, we are looking forward to increasing Spanish offerings and to developing an online program, to strengthen, maintain and improve the overall quality of the Spanish program. • Summer Session this year was an 8-week session instead of a 6-week session. Many high school students enrolled in the SIGN 1A class but because of the length of the summer term, there was an overlap with their high school start date. We recommend that students not be allowed to concurrently enroll in classes at MPC if they overlap with their high school schedules. 		

k. Assessment/placement process

- The Spanish department would like to revise the current pre-requisite challenge exams for Span 1B, 2A and 2B in order to provide a more thorough evaluation, incorporating an oral component.

p. Supportive Services (Access Resource Center)

- We discussed the impact of providing required accommodations on adjuncts' time and the fact that they are not compensated for this required work.

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

SIGN 2A

- Explain cultural differences and to obtain a third semester understanding of American Sign Language culture.
- Demonstrate the ability to understand and respond to signed American Sign Language with greater accuracy at a third semester high intermediate level.
- Read articles and short stories written in American Sign Language gloss and to write short compositions in American Sign Language gloss.
- Use American Sign Language vocabulary and idioms in real life situations using the necessary rules of grammar and syntax of a third semester level.

SPAN 1A

- Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a first semester level.
- Demonstrate the ability to understand basic spoken Spanish and respond to it at the novice/low-intermediate level, as established by the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines.

FREN 2A

- Use French vocabulary and idioms in real life situations using the necessary rules of pronunciation, grammar, and syntax of a third semester level.

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 listed above.

The ASL SIGN 2A textbook was appreciated by students because it was free, used video, and built on previous semesters' learning.

SPAN 1A: Sonia's previous oral final exams required students to converse spontaneously about a particular topic. She innovated by presenting students with a list of 45 questions covering topics and constructions from the entire semester, told them that they should practice with these questions, and then used a subset of the questions in the oral final exam. This was a better demonstration of students' understanding of the material, and resulted in students undertaking a thorough review of the semester.

FREN 2A: introduced team teaching by students to their peers, leading conversations and activities on new material. In the future, before students teach and lead a class activity, I will require a rough draft of each team's plan ahead of time, to avoid grammatical errors and assist with implementation.

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 year with a full complement of full-time faculty, we will plan events to foster collaboration among adjuncts and full-time faculty.

We will have a WL departmental meeting once a month following the Humanities Division meeting.

Following the elimination of the Academic Support (tutoring) Center, we hired a Spanish tutor and created ASL lab classes. ASL and French also employed student teaching assistants in conjunction with the Cooperative Work Experience Education Program (COOP).

The Spanish tutor has been very helpful to students. Students in danger of failing were able to pass classes with her assistance. We will continue offering ten hours per week of Spanish tutoring, and we require the budget to do so. We also want to be able to offer up to 10 hours per week of French and ASL tutoring as needs and availability of tutors arise. This should also be reflected in our budget.

The SIGN 1AL lab class last spring supported students' success in SIGN 1A and SIGN 1B. Because Hartnell ASL students do not have tutoring or lab support, some of them took SIGN 1AL here. We are in the process of developing a SIGN 1BL lab to be run concurrently with SIGN 1AL, and will eventually develop SIGN 2AL and SIGN 2BL courses.

The ASL program acquired a teaching assistant through the COOP Program and she supported students through tutoring outside of class. She also worked with the instructor to prepare activities for students, conduct a survey of students on best study practices, and presented some lectures for students.

French did not hire a tutor due to lack of adequate resources (student availability and skill level); however, a student internship was created within the COOP Program to employ a teaching assistant for Intermediate French 2A. This student TA collaborated with the instructor to create and implement interactive and entertaining activities in French, and also facilitated classroom discussions once a week.

Library

Department/Group Name	Semester	Date
LIBRARY	Fall 2015	8/21/15
Department/group members present		
Deborah Ruiz, Durell Duran, Bill Easton, Glenn Tozier, Gabino Valladares, Phuc Le, Kevin Haskin, Catherine Webb		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>In our last program reflections, we agreed to focus efforts around Outcomes 1, 3, and 5. Improvements/progress in each of these areas is noted below.</p> <p>Outcome 1: Users will be able to access information in a variety of formats. Progress and improvements in support of outcome 1 include:</p> <ul style="list-style-type: none"> • The Library website has been updated to better integrate search tools for multiple formats onto the main page. (This includes a catalog and discovery layer search, journal title search, and database selection.) • EBSCO Discovery Service (our cross-format/platform meta-search tool) has been branded as MPC One Search. Improvements were made to the configuration, and it has been more integrated into the main website. Librarians began incorporating this tool into selected classroom instruction sessions in summer 2015. • The EZProxy login process was enhanced to make it easier to log in from a mobile device, and databases that are “mobile friendly” were clearly highlighted on the library website. • Database offerings were expanded (through a special offer from a vendor) to include several new full-text databases: SocINDEX with Full Text, Historical Abstracts with Full Text, Computers & Applied Sciences Complete, and Education Research Complete. These databases were selected in part because they directly support existing academic programs on campus. • The “New Books” section was moved from the bay windows to a more prominent location next to the reference desk to increase visibility and circulation. Several multi-volume literature reference sets were re-shelved in the bay window area in order to make this change (and to make the reference collection generally easier to browse). • Ongoing weeding of the collection continues. Old and obsolete titles have been removed from circulating, reference, and eBook collections. This has helped the library maintain currency of the collection and make space for new acquisitions. <p>Outcome 3: Through reference and instruction, users will develop information literacy skills. Progress and improvements in support of outcome 3 include:</p> <ul style="list-style-type: none"> • New tutorial videos for specific databases and resources such as Noodle Tools have been developed. The new database videos have been incorporated into LIBR50, and all of the videos are available for use in instruction and linked to the library’s website. The instruction librarian monitors the usage of these videos through YouTube hit counts; YouTube traffic indicates that the content is being accessed. • Librarians continue to update content on LibGuides. 		

- The digital services librarian collaborated with MPC Online staff to add tool to MPC Online that allows individual faculty to build reading lists using library database content. Fall '15 is the first semester this tool has been deployed, and we anticipate it will get use as faculty are informed through their division meetings and MPC Online training. The digital services librarian will continue to monitor usage.
- Librarians continue to do instruction sessions for faculty in instructional divisions. In the 14-15 year, librarians did a total of 130 instruction sessions (fall/spring/summer: 67/60/3). This is a slight increase over the number of sessions offered in the 13-14 year (124). Notably, librarians did instruction sessions for faculty in programs that have not asked for instruction before, including Oceanography, Interior Design, PoliSci, ADMJ, History, Ethnic Studies, and Gender and Women's Studies.
- The library staff was able to expand its hours for the summer session, allowing the library to remain open for the entire 8 weeks (previously, the library was open only through the 6 week session). Reference Desk hours were also increased. Reference desk traffic for the additional two weeks that the library was open was only slightly lower than traffic during the 6-week session, indicating that students took advantage of the expanded reference services.
- New projectors were installed in the bibliographic instruction classroom (LTC 203/204), greatly enhancing visibility for students.
- In collaboration with Seaside High School and Seaside Library, librarians provided instruction for students at Seaside High in a program that led to scholarships for students who remained in the program. 8 of the scholarship recipients are now registered for classes at MPC.

Outcome 5: Users will be able to study and explore ideas in an environment that is healthy, safe, and well-maintained.

Progress and improvements in support of outcome 5 include:

- Tidied reference desk
- Chairs in the open computer labs have been professionally cleaned & scotch-guarded. Damaged comfy chairs were removed and reupholstered.
- The ADA door, which has been problematic for several semesters, has been fixed.
- The leaks in the LTC roof were repaired.
- Improvements were made to overall building safety. New fire extinguishers were installed; a new AED was installed in the LTC lobby, and four staff members attended a one-day first aid and AED certification course related to its use; new security cameras were installed; the "intercom" phones were fixed.
- Staff also noted that there have been dramatically fewer custodial issues –especially on the main floor.

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

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.

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

Staff began with a discussion of the progress we've made with regard to outcomes 1, 3, and 5 in the last year. It was noted that we may want to continue discussions with the administration about library services at Marina, to ensure that these outcomes are adequately addressed at all our locations.

A discussion of services related to each outcome followed. Major topics addressed are summarized below.

Outcome 1:

- We will need to begin conversations with CSUMB about our integrated library system (Voyager) this year, as they are migrating to a shared system and will no longer host Voyager for MPC, Hartnell, and Gavilan. Given CSUMB's migration timeline, our goal should be to reach a decision about next steps for us (including any decisions about a vendor) by the end of Spring 16. CW & GT will maintain contact with CSUMB, Hartnell, and Gavilan through meetings of the MOBAC (Monterey Bay Area Cooperative Library System) technology committee. (Note: this item is also connected to outcome 3. It should also be addressed in Program Review.)

Outcome 2:

- Staff discussed upcoming campus-wide technology initiatives, including Google apps for education, Single Sign-On, WiFi improvements, and wireless printing will have impact on library systems such as Cybrarian (the system which controls and monitors desktop interface on the computers in the lab), EZProxy (the system that enables secure remote access to licensed library resources), GoPrint (the system that enables printing from the lab computers), MPC One Search (our meta-search engine), Voyager (the library catalog) and any specific programs that support programmatic labs (i.e., CAD lab). There is a need to make sure that library technology is considered during the process, perhaps through a seat on the Technology Committee.
- Staff discussed the possibility of adding program-specific site licenses to library computers. This would make expensive programs available to students on select library computers. If this were to happen, staff training might be something to consider, as we would need to be able to answer basic questions about these programs.
- **TECH REFRESH IS A CRITICAL ISSUE FOR THE LIBRARY.** Computers in the library's open computer labs are OLD. Library servers are also at the end of life. Computers in the instruction lab are either old, as in the case of 203/204, or no longer existent, as in 216 (computers in 216 were originally intended to be replaced with thin clients). Many staff computers are also aging. These issues—particularly those in the lab and classroom areas—are critical to the library's support of student learning in ALL programs, since these are the only open computer labs on campus.

Outcome 3:

- ILS migration (see outcome 1, above)
- Library programming was discussed. (Also connected to outcome 4.) There was a consensus to continue building programs that show library as welcoming environment that supports all programs on campus. Library's non-classroom programming could integrate with other programs on campus – i.e., connect to Dance program, hospitality program, CSIS program, etc.

Outcome 4:

- Staff works cohesively and collaboratively together. Having a better collective understanding of our outcomes has been helpful.
- Results of the library hours survey conducted in the spring were very interesting. All felt that it will be good to discuss the results with the library staff and administration, and then use the results for planning – either at Marina or on the local campus.
- All were very excited about the Library Systems Technology Coordinator hire, and potential changes and enhancements that can be made to library systems with this addition to the staff. This supports outcome 2, as well.

Outcome 5:

- We purchased computers for the study rooms, but these have not yet been installed. This should be completed during the upcoming year.

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 Library's goals for the upcoming year are as follows:

- Continuing discussions about results of hours survey (Outcome 4);
- Work with the Administration to ensure that support Marina & Seaside locations is adequate (outcome 1, 4);
- Expand programming by working with individual divisions to promote their programs/events/outcomes/projects (outcome 3, 4);
- Participate in campus technology decisions/discussions/initiatives (outcome 2);
- Continue development of the archives, with specific goals of collaborating with FACS on Elkins collection; working on special displays of archival materials; and digitizing items of historical interest to the campus community (outcome 1, 3);
- Work on reconfiguring the space on the main floor – this could include moving the reference collection, periodical back-files, etc. (outcome 1, 5);
- Install computers purchased for study rooms (outcome 5).

Life Sciences – Division Office

Department/Group Name	Semester	Date
Life Sciences Division Office/Ornamental Horticulture	Fall 2015	September 1, 2015
Department/group members present		
Heather Faust, Rosa Arroyo, Julie Himes, Kalen Edwards		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>1. FACULTY & STAFF HIRING:</p> <ul style="list-style-type: none"> a. Our new lab manager (Kalen Edwards) replaced Julia Fields in August 2015. Julia Fields replaced Dan van Hees during the Spring 2015 semester, she did excellent work but she left for graduate school after only 6 months. The division spent a significant amount of time hiring and training lab managers last year (including hiring a temporary lab manager immediately upon Dan's departure), and we are delighted that we were able to hire Kalen Edwards for this critical position. b. As previously reported, our part-time CAD lab manager (Babak Ghavamian), has more work than he can accomplish in his limited time. Further discussions with the Family and Consumer Sciences (FACS) department would be necessary to determine specific needs in that area. Sunshine Giesler is moving her office to the CAD lab, so increased faculty presence might facilitate a workload redistribution in that facility. c. If the campus determines that growth in Marina is a priority, we will need additional lab manager support to add sections and classes at that location. <p>2. TECHNOLOGY:</p> <ul style="list-style-type: none"> a. The Life Sciences Technology Committee met last year but without new funding, an "As Needed" meeting schedule feels appropriate moving forward. Julie Himes and Kevin Raskoff are able to keep the division well informed regarding technology updates across campus. b. The division spent a significant amount of time working to reduce paper, ink and copy costs in the office and throughout the building. The following changes occurred during Spring/Summer 2015: 1) we now have individual copy codes in the division office to help encourage faculty to use the main print shop; 2) more faculty are using secure print, thus making it more practical to print from our offices; 3) a new paper inventory system is allowing the DOM to track paper use throughout the division; and 4) departments are working to minimize student printing in lab spaces. c. Class size in the CAD lab has been increased to 25 in all computer based classes. We understand that the campus goal is to accommodate 30+ students per lab and the division is exploring options for maximizing class size in all of our facilities. d. The division is preparing for the move to Google Campus and we are discussing strategies that will support faculty, staff and students during this transition. To this end, Rosa Arroyo, Abeje Ambaw and Monika Bell participated in training during the Summer 2015 semester. Rosa Arroyo also created a Google form to update and share our division contact information and she 		

has worked to make a variety of forms available electronically to the division members.

- e. We were able to replace faculty office computers for Molly Jansen and Heather Craig during the Spring 2015 semester thanks to emergency funds approved by AAAG. There are additional faculty office computers in need of replacement; however we need a long-term budget for technology refreshment throughout the Life Sciences Division in order to formulate a clear plan of action.
- f. We are making progress toward eliminating glitches in the A/V system throughout the Life Science Building and there have been fewer technical difficulties so far during Fall 2015.

3. EMERGENCY PREPAREDNESS:

- a. Life Sciences emergency preparedness committee/team meets once per semester.
 - i. We identified the need for an evening and/or weekend drill to help adjuncts prepare for a potential emergency.
 - ii. We identified a need for more regular staff training/reminders as it related to “what to do in an emergency”.
 - iii. We double checked that we have updated information in our binders with emergency protocols and contact information for the Life Science Building Response Team.
 - iv. We confirmed that we would like all faculty/staff to use paper incident reports which are submitted to Julie Himes or Kalen Edwards (Lab Managers) who will submit the electronic incident reports. This discussion centered around the typical incidents that occur in our building (cut fingers in the lab, twisted ankles in the parking lot, etc...). If a student faints in the cadaver lab, or if a more significant incident occurs, we will also contact the campus Health Office and ask Lara Shipley to assist with the incident report.
 - v. BRT team (building response team) met with Security for training during Fall 2015 flex week. We discussed the need to add Abeje Ambaw to the team in order to ensure greater nighttime representation.
 - vi. Rosa compiled an updated (and electronic) contact list for the division.
 - vii. We discussed the need to emergency speakers in FACS (kitchen and restroom areas).
 - viii. We still need a phone in our adjunct office (LS 203) to satisfy a technology/emergency preparedness needs. When Molly moves her office to the FACS building, we will need an additional adjunct/emergency phone downstairs.

4. LAB SAFETY:

- a. 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. We discussed the possibility of creating laminated copies of these regulations to leave permanently in each lab (as observe in the chemistry labs), this is likely to prove more effective than including these notes in the class syllabus.
 - ii. Lab managers are still giving some safety talks to each lab section at the beginning of the semester.
- c. Lab Managers updated and aligned the Life Science chemical inventory to match up with that of Physical Science; SDS sheet updates are complete. **Completed**
- d. Respirator training (for chemical spill clean up) is completed for lab managers across campus. **In progress as Kalen will complete training during the Fall 2015 semester.**
- e. Blood lab protocols have been updated for all classes, new safety measure and alternatives to human blood have been explored. We discussed the possibility of having lab managers participate in some blood labs to ensure that safety protocols are effective. We discussed the challenges of teaching blood labs in Marina, as they do not have fully equipped lab (carpet floors and small sink area are some key deficiencies in that space).

- f. All full-time faculty (and some adjuncts) completed blood borne pathogen training in Spring 2015. There is a plan to implement annual training opportunities for all faculty/staff who work with blood.

5. ORNH/MAST:

- a. ORNH classes are all staffed for this semester, enrollments numbers are good. Margot Grych, the lead adjunct in the program, has done a great job building momentum in the community.
- b. The ORNH greenhouse irrigation project was completed in the Summer 2015 semester, thanks to leadership provided by Julia Fields, Julie Himes and Margot Grych. This project was funded by the ORNH trust fund account and it is sure to improve student success in the propagation classes this semester and in every semester moving forward. Our hope is that this will also help reduce the pressure on our adjunct instructor who must already commit a significant amount of time in areas such as course preparation, plant maintenance and clean-up.
- c. MAST (discontinued, some classes moved to Oceanography and Life Sciences continues to support MATE and any related activities to the extent possible).

6. TRACKING VENDORS

- a. Lab managers have worked to develop a tracking system for vendors AND track supply expenses over time (this is an ongoing effort that requires constant updating, however, Julia Fields did create a new Excel spreadsheet to improve this process).

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.

Support faculty, staff and students”:

- New staff/faculty training in emergency preparedness, blood borne pathogen training, chemical spill training, etc....
- We discussed strategies to ensure fire extinguisher training and improved frequency of refresher training....flex day options, online options, etc...
- We discussed how to best support our new science lab manager.
- We discussed how to best support evening/weekend faculty, including the need to emergency training drills during these times and increased night instructor participation in the BRT.
- We confirmed that securing 3 days of training for our new lab manger was an extremely valuable investment. We discussed the training priorities, goals and advantages, and we appreciate the importance of this training opportunity.

“Enhance technology use”:

- 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.

- We discussed strategies for attaining our long-term technology refreshment plan.
- We discussed how the CAD lab manager can best support the PCs in the main Life Sciences building, including summer task priorities, adjusting to Sunshine's new office location (anticipated changes in Fall 2016), and need to include this staff member in this portion of our Division Office Reflections activity (however, his very limited campus hours make this difficult to coordinate).

"Instructional delivery":

- We discussed what would be required to add an evening microbiology section (minor changes only).
- We discussed how to best support faculty during blood labs.
- We discussed presentation computers/projectors, etc....
- We discussed the new poster stand purchased for Marina, and we confirmed that storage need in Marina are slowly increasing.

"Facility use":

- We discussed the availability of adjunct office space & the technology needs that adjuncts have in these office spaces.
- We discussed the current use of all lab spaces, in particular Marine Biology, Microbiology, A&P, and Marina.
- We discussed the need for washable floors, lab counters, larger sink, and more storage in Marina.

"Maintenance":

- We discussed the budget increase secured for autoclave maintenance (biology).

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 2015/2016 academic year.
- 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. Temporary signs have been posted for week #1, however, more permanent options are needed.
- There is a need to wash the campus map located near our building, and we would like to add a "you are here" dot to this document.
- We discussed our annual Spring lab tour with Salinas High School and we all agreed that we'd like to explore similar relationships with Seaside, Carmel, Marina, Monterey and PG High Schools. For the past two years Salinas High School has visited the Dental Assisting, Medical Assisting, Human Anatomy and even the Marine Biology lab (this last lab was added in Spring 2015).

RECRUITING, SUPPORTING & TRAINING NEW STAFF

- NEW FACULTY TRAINING & SUPPORT for Human Physiology (PHSO) & Hospitality (HOSP) & Lab Manager
 - We identified some challenges associated with the schedule, particularly in HOSP (low enrolment numbers in some classes this semester).
- NEW ADJUNCT FACULTY NEEDS (DNLT, MEDA, FACS, FASH, ORNH, AUTO, HOSP, others....)
 - Dental has had successful adjunct recruitment, but we'd like to remember that this area needs on-going support/attention.
 - FASH, AUTO and MEDA need adjunct recruitment support.

TECHNOLOGY SUPPORT OPTIONS WITHIN THE DIVISION

- Continued and changing role for the LS technology committee.
- CAD lab challenges and opportunities.
- Technology refresh needs.
- Google campus transition.

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.....security indicated that new forms are in development.
- BRT has been trained in building evacuation protocols, lock-down protocol, shelter in place protocol and radio use.
- 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.
- Specific Life Sciences building challenges during “lock-down”: 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.....these protocols need to be constantly reviewed and discussed or we will struggle during an emergency situation. Continued discussion surrounding specific challenges with training adjuncts, evening protocols, weekend protocols.
- Incident report forms and BART forms (and when to use each) should also be revisited annually with all faculty and staff.

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. **Will be scheduled during an upcoming division meeting**
- 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.
- Desire to host an advisory board meeting this academic year, looking to new VP in Academic Affairs for guidance.
- Meetings were held during 2014/2015 to develop continuing education classes in ORNH, however, our first scheduled class was cancelled by the instructor without going through appropriate channels. Momentum has stalled.

Life Sciences – Automotive Technology

Department/Group Name	Semester	Date
Automotive Technology	Fall 2015	08/21/15
Department/group members present		
Charles “Robert” Omstead, James Lawrence, Marcus Evans		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Goals that have been achieved: From Spring 2014:</p> <ul style="list-style-type: none"> - Set-up student testing and certification with ASE early in the semester (may require small amount of money to get set-up) - Encourage students to sign-up in all classes (Non-budget) - Order patches for students (could be paid for with money from the Auto Lab Trust Account) - Rather than having several small “Car-B-Qs”, plan one larger one for all classes. (Non-budget) <p>From Fall 2014:</p> <ul style="list-style-type: none"> - 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) 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Since our adjuncts were teaching AUTO 100 (Introduction to Automotive Technology) and AUTO 102 (Basic Electricity/Electronics), we again discussed these classes. We specifically discussed the following SLOs:</p> <p>AUTO 100</p> <ul style="list-style-type: none"> • Perform basic vehicle maintenance operations and inspections according to industry standards. <p>AUTO 102</p> <ul style="list-style-type: none"> • Use test equipment to effectively analyze circuit operating performance and locate electrical faults 		

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

For AUTO 100, most of the dialog was centered around finding ways to make sure all students in the class got a complete experience in the lab. We find that students learn best when they are working on their own cars. However, there are times when we don't have enough vehicles to work on and students must then perform maintenance operations on school cars. We discussed ways to address this situation by selecting teams where at least two students on the team had vehicle they wanted to work on during the semester.

For AUTO 102, we discussed how the class is difficult for most of our students. The class is mostly theoretical and academic in nature. The students don't work on cars at all during this class. Instead, they work on "electrotrainers". In many ways, this class is out of step with the rest of the automotive curriculum. Students do not see a direct connection between what they are learning and the automotive service profession. Much of what they are learning seems to be "useless filler". We then discussed the importance of the class and how, despite its drawbacks, it is a really important part of the curriculum. We then discussed ways to make the material more "real" to the 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).

Here are some the goals we formulated:

AUTO 100

1. Create an online survey that the students would complete during the first week of the class. The survey would ask questions like "Are you interested in performing service work on your car this semester?", "what sort of work does it need?", "what kind of transmission does it have", etc...The information gathered from the survey will then be used to assemble the teams for lab work. (non-budget dependent)

AUTO 102

1. To make the subject matter more "real" and less theoretical in the basic electrical class, we are planning to revise most (if not all) homework and lab assignments. The homework assignments will be designed in such a way that the students can build the "theoretical" circuits on the trainer board. This will allow the students to correct their own homework using actual electrical measurements (instead of theoretical calculations). (non-budget dependent)

Life Sciences – Biology, Anatomy & Physiology

Department/Group Name	Semester	Date
ANAT/PHSO/BIO/HLTH	Fall 2015	8/20/2015
Department/group members present		
Heather Faust, Julie Himes, Kevin Raskoff, Andres Durstenfeld, Fran Fulton		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>SLOs and Objectives were rewritten and clarified in several Biology courses (Biology 21, 22, 31) and Health 7. More appropriate "action verbs" were used that make them easier to quantitatively evaluate.</p> <p>A&P instructors continue to explore strategies to incorporate homework, case studies and active learning strategies in lab/lecture to improve student success on all SLOs.</p> <p>Improved communication to students and adjuncts regarding materials available for A & P via the library reserve desk (email, updated syllabus and other handouts).</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
MPC Area B: Upon successful completion of this area, student will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them.		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>Talked about the need to get all the SLO reflections done in a timely manner. Some problems with getting them done from adjunct instructors. Do we need to have each instructor do a SLO reflection, or just turn in one for all sections from a given course? We need clarification on this from Fred. Talked about various needs to quantitatively evaluate SLOs and reviewed a few of the different methods we used.</p> <p>Area B Scientific Method- Upon successful completion of this area, students will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them.</p> <p>How do we teach and evaluate this SLO in classes don't have built in labs? Focusing on the importance and foundational element of scientific observation. Example: In anatomy, putting out several bones and having the student use their own observations (see, hear, feel...) to investigate</p>		

the structural elements of the bones and anticipate potential functions. **Assessment Idea:** put a bone that the students have not seen before on the exam and then ask them to observe the bone critically and reflect on what they can determine based on sight, touch, etc....

Using literature to point out questions and then have small groups come up with experimental design and graphing. Didn't know how well it worked, needs to better evaluate the exercise. Questionnaire? **Assessment Idea:** Possibly compare success on graphing/data analysis questions in groups with and without explicit lab activity exposure.

Discuss value in asking student to determine their own personal success related to each SLO.

Discuss value in different approaches to explaining the scientific method. Here is a link to a flow chart strategy that can be used to clarify how the scientific method is used by scientists to promote discover http://undsci.berkeley.edu/article/0_0_0/howscienceworks_02

Share the slides and questions used in Bio 31 with others. Talked about the potential value of having consistent questions across classes that could give us longitudinal data to reflect upon. Possible collaboration with Geology, it is our understanding that they have developed a comprehensive and quantitative assessment strategy.

We agree that there is more than one scientific method and that boilerplate "step by step" oversimplifications don't meet our SLO. Here is a link to a great website that helps highlight these nuances http://undsci.berkeley.edu/article/0_0_0/howscienceworks_01 And, I have inserted below a scientific observation homework assignment posted on the same website that can help students understand how scientists explore (and see) the world.

HOW SCIENCE WORKS: EXTRA CREDIT OPPORTUNITY

One of the very important things that I'd like you to take from this class is the knowledge of how science works, and the knowledge that you can do "scientific inquiry" in your everyday life. You'll find that this is a lot like CSI or Sherlock Holmes.

1. In the next day or so, I want you to make an observation that is related to some sort of process. It can be about any process, but the key to a decent observation is to be able to ask "why is it like that?" or "How does this happen?"

For instance, while sitting in the dentist chair yesterday I noticed a big curved scrape in the drywall on the wall in front of the chair, about 2 feet long, ¼ inch deep. See the drawing below.

2. Next, ask a question about your observation. This question will usually include the words "how" or "why."
"How did that scrape get there?"

If you have trouble forming a decent question, you might want to consider a different observation.

3. Then, make **at least three more** observations that help you answer that question.

"There are no other marks on the wall."

"The part of the chair that sticks out the most is the elbow on the rotating arm the light is attached to."

"The scrape is higher on the wall than any or part of the chair or other instrument in the room, including the elbow of the light arm."

"There is some drywall stuck to the back side of the elbow of the light arm, and it has some paint on it that is the same color as the paint

on the wall” (I had to get up out of the chair and look around to find this data)

4. Once you have made several observations that help answer your question, go ahead and try to answer your question. The answer to your question is your hypothesis, and it should come in the form of a confident statement. Then you should justify your statement with your observations.

“The scrape on the wall happened when they moved the chair into the office and the light arm rubbed against the wall. The evidence I see for this is the paint and drywall stuck on the back of the elbow of the light arm, and that the light arm is not high enough for this to happen while it is sitting in its current position. Also, it only happened once because there is only one scrape. It must have happened when the chair was higher than it is now, and that would be when people were moving it into the office.”

5. Finally, make at least two additional hypotheses based on your conclusions that attempt to increase your understanding of the process or the objects involved:

“It must be difficult to move a dental chair into position”

“These people really don’t care about what this place looks like since they haven’t fixed or painted the wall, they haven’t even hung a picture over the scrape, and the crud is still on the light arm.”

6. Write it up. You should use formal language and grammar (no text-message speak). Your submission will be assessed on the appropriateness of your observations, the logic you used to answer your initial question, the quality of the additional hypotheses, and the overall quality of your writing.

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).

Share the slides and questions used in Bio 31 with others. Talked about the potential value of having consistent questions across classes that could give us longitudinal data to reflect upon.

In anatomy, putting out several bones and having the student use their own observations to investigate the functional elements of the bones and organisms. Idea to them put a bone that the students have not seen before on the exam and then ask them to reflect on the bone using their prior knowledge to then speak towards what they can tell you about the bones.

Life Sciences – Dental Assisting

Department/Group Name	Semester	Date
Dental Assisting	Fall 2015	8/20/15
Department/group members present		
Karoline Grasmuck		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Students able to take, process and evaluate a full mouth set of x-rays and know the difference between a diagnosis-able and non-diagnosis-able set of x-rays		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Correctly take, process and mount periapical and bitewing radiographs on manikins and patients		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
Process for exposing and evaluating a full mouth set of x-rays needs to be clear and concise and easily understandable for student The process by which x-ray are processed needs to be fully understood because of infection control protocol		
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 x-ray, including a self by student for both manikin and live patient 2. Patient evaluations for all students, operator and assistant 3. Will emphasize the importance of professionalism during internship and for future employment opportunities 		

Life Sciences – Fashion

Department/Group Name	Semester	Date
Fashion	Spring 2015	8-27-15
Department/group members present		
Sunshine Giesler, Cindy Singletary, Alison Shelling		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
We have hired a new instructor to replace Carla Zimbelman who left us at the end of Fall 2014. We have accumulated 2 new dress forms and cleaned out a lot of the old FASH related materials that were being stored in the classroom. This opens storage for the current instructors and the items that they are using in class.		
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 are continuing to see how it works out. Enrollment is even lower this semester than in the past—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. Alison Shelling suggested that she might know of a private donor that could help us in this endeavor. Sunshine and Alison will pursue this possibility. None of this makes much difference if we cannot bring the enrollments up for these courses. If we can't keep enrollments high then the need of the program itself is put into question. We are having a meeting later in the semester where we will brainstorm with other CTE faculty to see if there are ways to combine our efforts and make recruiting more effective. Cindy is going to examine the new curriculum and see if any tweaks need to be made, also she is going to look at sequencing of scheduling to make sure that we are making the best decisions for the students and the program.		

Life Sciences – Hospitality

Department/Group Name	Semester	Date
Hospitality Operations - Associate in Science	Fall	8/20/15
Department/group members present		
Molly Jansen		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
n/a		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> ■ Perform activities associated with setting up, monitoring, controlling, marketing, and improving hospitality services to meet industry requirements. ■ Apply problem-solving and critical thinking skills to provide customer service, to improve interpersonal skills, and to resolve workplace conflict. ■ Effectively change plans, goals, actions, or priorities to deal with changing situations. ■ Describe the operations performed within the hospitality industry. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>This degree has two needs: (1) to prepare students to work in the industry; (2) to prepare students to transfer to a four year school and obtain a bachelor's degree. Currently this degree does a good job for the first but not for the second. A majority of the courses that are required for this degree to not transfer or count towards a bachelor.</p> <p>We need to work with the local hospitality industry to make this degree respected.</p> <p>We need to reword SLO #3.</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>Action plan: schedule advisory board meeting. Go through San Jose State, Cal Poly SLO, Cal Poly Pomona, UNLV's hospitality degree requirements and look at how we can structure our AA's to set our students up for success when they transfer. Combine HOSP 63+65+67 into one semester course called Hospitality Management. Continue to compare our SLO's with the San Jose State, Cal Poly SLO, CSU Chico, Cal Poly Pomona, UNLV's hospitality programs.</p> <p>Curriculum Changes: Move HOSP 56 Marketing from required to optional and add HOSP 63 Supervision as required. Add to optional courses: HOSP 20, 40, 41. Change HOSP 64 to new 3 unit course. Add ECON and Statistics as required GE's. Look into what other GE's should be</p>		

required so that they will not have to retake that GE when transferring to a four year school.
 Change 2 year schedule. Fall (even year) offer HOSP 56 (first 8 weeks) and HOSP 61 (second 8 weeks). Fall (odd year) offer HOSP 57 (first 8 weeks) and HOSP 62 (second 8 weeks). Students will be able to meet their requirements every fall allowing more student completion. They will also be able to take all four classes or only two classes. We will be offering Meeting Planning every fall which will allow the students to plan advisory board meetings every fall for the CTE programs.
 Change COOP to its own section: Select two units from the following: COOP or HOSP 20 Catering. Students will be given a choice of doing COOP or taking catering and obtaining their work experience in the class.

Goal: Have more students graduate with an AS from MPC. Have more students transfer to a program with a BA/BS in Hospitality.

Department/Group Name	Semester	Date
Hospitality Supervision – Fast Track	Fall	8/20/15
Department/group members present		
Molly Jansen		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
n/a		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> ■ Communicate effectively with co-workers and customers, both orally and in writing. ■ Assess a situation and make decisions or solve problems to result in a positive outcome. ■ Set and prioritize behavior goals which will increase productivity and customer services, using available resources. ■ Deal positively with change and help manage organizational change when appropriate. ■ Use team-based leadership skills (i.e., delegating, prioritizing) that acknowledges the input of individuals who are doing the job. ■ Recognize and resolve employee conflict and difficult behavior, using appropriate resources. ■ Value diversity and create trust and respect in interpersonal relationships. ■ Apply EEO, sexual harassment and other legal policies fairly and honestly. ■ Handle personal stress and maintain self-confidence in the face of criticism. ■ Maintain a balance between personal and work life. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
The SLO's need to be looked over with the advisory board. Need to add sustainability to SLO's. HOSP 66 needs to be added to this program to help the students reach the current program SLO's. An elective also needs to be added to make the students more industry ready. They will be		

able to choose between hotel guest service, food and beverage, housekeeping, or event planning.

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).

Curriculum Changes: Add HOSP 66 (required). Add elective (3 units): HOSP 52 Guest Services Management, HOSP 53 Food and Beverage Service Management, HOSP 55 Lodging Operations, HOSP 60 Event Planning. Combine HOSP 63, 65 and 67 into one class Hospitality Management 3 unit course. Change HOSP 64 from 1 unit course to 3 unit course.

Department/Group Name	Semester	Date
Restaurant Management – Associate in Science	Fall	8/20/15
Department/group members present		
Molly Jansen		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
n/a		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> ■ Monitor safety and sanitation procedures for an institution. ■ Purchase, receive, store, prepare, hold, and serve food using appropriate industry practices. ■ Use the HACCP system of food safety. ■ Design a food and/or beverage service operation using cost analysis and acceptable business practices. ■ Use financial management tools such as calculators, cash registers, computers. ■ Provide customer service at an acceptable level. ■ Work as a member of a team. ■ Demonstrate knowledge of operational aspects of the restaurant/food service industry. 		

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

Effective and Positive Leadership needs to be added as a SLO.
Menu Planning needs to be moved from elective to required course. This course will provide students with a competitive edge in the industry.
Update all courses to the current courses in curricunet.
SLO – Demonstrate knowledge of operational aspects of the restaurant/food service industry. This SLO is taught to in multiple classes along with the COOP class. Going forward we want to have the COOP class be an option along with the new catering course HOSP 20. Both opportunities will give students a hands on work experience that will help them understand and learn about food and beverage operations.

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).

Action plan: schedule advisory board meeting. Go through CSU San Jose, Cal Poly SLO, Cal Poly Pomona, UNLV's hospitality degree requirements and look at how we can structure our AA's to set our students up for success when they transfer. Make classes' semester long by combining two or three short classes together. Compare our SLO's with the CSU San Jose, Cal Poly SLO, Cal Poly Pomona, UNLV's food and beverage programs.

Curriculum Changes: Move HOSP 79 Menu Planning from optional to required. Add to optional courses: HOSP 20, 40, 41. Change HOSP 64 to new 3 unit course. Add ECON and Statistics as required GE's. Look into the other required optional courses to see if they articulate with the transfer schools. Look into what other GE's should be required so that they will not have to retake that GE when transferring to a four year school. Add select two units from the following section: COOP or HOSP 20.

Goal: Have more students graduate with an Associate Degree from MPC. Have more students transfer to a program with a BA/BS in Hospitality.

Future Goal: Develop a Sustainable Event Complex at the Marina Campus. The intent of this project would be to include indoor and outdoor event space, professional catering kitchen, kitchen classroom with multiple stations and kitchen garden. The complex would incorporate sustainable building and design (a similar building can be found at MEarth in Carmel). Students from multiple majors and areas at MPC will be able to learn from the sustainable building. This complex will create a hands on learning opportunity for students. This complex will allow all of the Hospitality Programs to grow along with the potential addition of new fast track programs. Students will learn in an environment that prepares them for the industry. The event space will be available to MPC programs and locals to have student run events and meetings. The revenue from this complex will go into supporting the Hospitality Program. Additional catering courses would be offered with a goal of collaborating with the local high schools in creating an after school culinary program similar to the current Carmel High classes, but expanded to all of our regional high schools. We want to build upon the Imagine College's innovative one week intensive culinary experience for Seaside High School students that was offered in the summer 2015 at MPC.
A full time faculty would be needed to run this complex and expand the curriculum for the culinary programs.

Department/Group Name	Semester	Date
Restaurant Management: Food Service Management - Certificate of Training	Fall	8/20/15
Department/group members present		
Molly Jansen		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
n/a		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> ■ Purchase, receive, store, prepare, hold, and serve food using appropriate industry practices. ■ Monitor safety and sanitation procedures for an institution. ■ Use the HACCP system of food safety. ■ Design a food and/or beverage service operation using cost analysis and acceptable business practices. ■ Use financial management tools such as calculators, cash registers, computers. ■ Demonstrate knowledge of operational aspects of the restaurant/food service industry. ■ Provide customer service at an acceptable level. ■ Work as a member of a team 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
Add sustainability to SLO's and leadership. HOSP 63 Supervision needs to be added to develop management skills.		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
Curriculum Changes: Add new course which will be the combination of HOSP 63+65+67 "Hospitality Management" (required), Add HOSP 40 (optional), HOSP 41 (optional). Change HOSP 64 – new 3 units, Change COOP to 1-3 units and add option of taking HOSP 20 catering,		

Department/Group Name	Semester	Date
Restaurant Management – Fast Track: Baking and Pastry Arts	Fall	8/20/15
Department/group members present		
Molly Jansen		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
n/a		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> ■ Prepare baked goods and dessert items that are marketable to the public and safe to consume. ■ Work as part of a team, using effective communication and interpersonal skills and work habits. ■ Follow sanitation procedures and personal hygiene requirements. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>This program is doing well. We need another chef to teach pastry classes in the spring for the Carmel High afternoon classes. The summer 1 week Imagine College course did really well. Offering more courses in the summer might be worth trying. Need to work on the rotation so that the same classes are not offered only during the summer. Night pastry classes would be worth trying, as we have had multiple requests. We have waiting lists for most of the baking and pastry classes. Add new SLO: Experience working in a model kitchen environment to develop high level skills included in the culinary curriculum.</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>Action Plan: Hire new adjunct for spring afternoon classes and potential night classes. Develop new curriculum to expand program. Apply for grants to update kitchen classroom. Purchase of prep-tables to replace lower class room tables and chairs. This would enhance the kitchen class room and provide a more contemporary learning environment for our students. Replacement equipment: two refrigerators, washer and dryer.</p>		

Department/Group Name	Semester	Date
Restaurant Management – Fast Track: Cooking School	Fall	8/20/15
Department/group members present		
Molly Jansen		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
n/a		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> ■ Prepare salads, soups, pasta meat entrees and accompaniments using appropriate procedures and tools/equipment. ■ Work as part of a team, using effective communication and interpersonal skills and work habits. ■ Follow sanitation procedures and personal hygiene requirements, including using correct temperatures and procedures to thaw, prepare, hold and serve food. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>Work on getting a new chef that will take program to a higher level. I met with MEarth this past spring and summer to start the process of creating a contract for them to develop curriculum for our program. The emphasis will be sustainable cooking, garden to kitchen cooking, sustainable menu planning, etc. I want to continue to work with MEarth to create these courses and to add them to our current cooking school program to make it a more enriched program.</p> <p>Add new SLO: Experience working in a model kitchen environment to develop high level skills included in the culinary curriculum.</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>Curriculum Changes: add HOSP 79 menu planning and HOSP 20 catering as required courses.</p> <p>Goal: have MEarth develop curriculum this year. Grow our high school out reach.</p> <p>Apply for grants to update kitchen classroom. New tables and chairs/stools. New refrigerators. New washer and dryer. Develop new curriculum to expand program.</p>		

Department/Group Name	Semester	Date
Sustainable Hospitality Management – Associate in Arts (Transfer Preparation Degree)	Fall	8/20/15
Department/group members present		
Molly Jansen		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Last year at this time I started working with CSUMB to create a 2+2 program between CSUMB and MPC's Hospitality Departments. Over the last year I have collaborated with the faculty and department chair from CSUMB, Jon Knolle, Michael Gillmartin and Sunshine Giesler to bring this program into effect for the 2015-2016 catalog.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> ■ Pursue advanced study in traditional, non-traditional and high technology fields in order to interface with a global economy. ■ Apply knowledge of hospitality and sustainable business to the creation and achievement of a successful career in the hospitality field. ■ Accurately assess knowledge, skills, and abilities in relationship to their educational, career, and/or personal goals. ■ Be skillful critical thinkers and able to apply critical thinking skills to hospitality related scenarios.. ■ Be effective written and oral communicators. 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
This program is new Fall 2015. I have already met with the counseling department and need to have a follow up meeting to start marketing this program to our current MPC students. I met with CSUMB's Sustainable Hospitality faculty member in the beginning of September to discuss strategies for marketing our 2+2 program to the high schools and to the local community. We will be collaborating to put together a brochure to give to the local hospitality businesses to promote our program. We will also make a brochure to give to both MPC and local high school 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).		
Action Plans: Have brochures created and printed by the end of Fall 2015 Semester. Schedule to present the 2+2 program to MCHA and local Rotaries. Curriculum Changes: Look into adding sustainability to HOSP course SLO's.		

Life Sciences – Human Services

Department/Group Name	Semester	Date
Human Services	Spring 2015	8-27-15
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.		
Meetings have taken place with the Human Service program at CSUMB and articulation discussion are in progress. The program at CSUMB has plans to grow and we can grow along with it. There has been discussion about moving the HUMS program to the Social Science division where it could potentially be better supported by PSYC and ECED faculty. Faculty in these disciplines see the HUMS program as an area with great potential for growth as well.		
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.		
This is an area that can definitely be strengthened if ties with PSYC and ECED are developed. These departments could link their resources and create more opportunities for teamwork/collaboration for the HUMS students. As it is, students are somewhat limited in this area because they are dependent upon the contacts of the two adjunct instructors...broadening the base of contacts is definitely needed.		
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 the CSUMB program and our own. Also, HUMS is going through program review this fall so we can analyze job opportunities, enrollment, completers, etc... to see how viable this program looks on paper. Once that research has been done and the data has been collected then we can move forward with the potential switch to the Social Science division.		

Life Sciences – Interior Design

Department/Group Name	Semester	Date
Interior Design	Spring 2015	8-27-15
Department/group members present		
Sunshine Giesler, Sara Simoni		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Our CAD lab continues to see improvements. We received grant funding to purchase four more desks, chairs, & monitors in order to increase our capacity to 25 students. Autodesk software is still free to schools so we are teaching the latest version of all of our CAD software. We replaced our projector so that the resolution is greater and students can see more fine details on the screen.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Interior Design Program objectives <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.		
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.		
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 next step in attaining student success of these program objectives is to move the interior design program in its entirety to the CAD lab. This was to take place over the summer but at the last minute it was decided to re-roof and paint the building so I did not have access to the lab until 4 days before classes began. Our new goal is to have things moved over by midterm. The point of this move is to house everything that the student needs to succeed in one place—the instructor (my office will move to GA 104); the resource room; the computer & software; the drafting boards. Having my office in the lab will open up additional lab hours that students can use the lab to finish their work, it also makes the resource room accessible while they are working on projects. We are trying to remove as many obstacles to success as possible. Hopefully having a defined 'department' will help us to be more visible as well.		

Life Sciences – Medical Assisting

Department/Group Name	Semester	Date
Medical Assisting	SPRING 2015	08/21/2015
Department/group members present		
Monika Bell		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>1. Last semester (Spring 2015), MEDA 105 was the most interactive and lively course I've taught in my years at MPC. Students were engaged and there was a lot of interaction. We increased the use of worksheets, models and exercises. Grades were overall very good and no one failed the class. Of note: this was a small group.</p> <p>2. We added MEDA 122, the third clinical course, to the program. In spring, we had some students taking MEDA 120 and MEDA 121 because some had not gotten into MEDA 120 the previous semester and would have been held back to wait for MEDA 122. We accommodated them by adding a section of MEDA 120 in spring. It resulted in quite an immersion in clinical instruction for those students, with benefits (lots of lab time) and drawbacks (pace and depth of MEDA 121 was impacted by the new students).</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 the ability to correctly use medical terminology in verbal and written communication relating to patient care.</p> <p>SLO (MEDA 120 – Clinical Techniques I) Upon completion of this course, the student will have the ability to work safely in a medical office environment, differentiate between normal and abnormal states of health and sensibly obtain and document accurate patient data as evidenced by successful completion of all required competencies for MEDA 120</p> <p>SLO (MEDA 121 – Clinical Techniques II) Upon completion of this course, the student will have the ability to obtain and document detailed patient information, perform accurate diagnostic tests relating to each body system and respond appropriately to emergency situations as evidenced by successful completion of all required competencies for MEDA 121.</p> <p>SLO (MEDA 122 – Clinical Techniques III)) Upon completion of this course, the student will have the ability to accurately carry out physician medication orders, safely obtain and process laboratory specimens and explain the roles of microbiology and immunology in disease prevention and treatment as evidenced by successful completion of all required competencies for MEDA 122.</p>		

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

MEDA 105 – Medical Terminology – this course will be taught online for the first time this fall. This will be a contrast to the liveliness of the face-to-face course last semester. It will be a challenge to make the online version as interactive and fun. Lectures are now recorded and much more technical but shorter. A lot of activities have been posted but students will do them on their own with keys provided for later review. We will have to wait and see how this course goes.

MEDA 120 – 122 – Clinical Techniques – we will have MEDA 120 and MEDA 122 sections this fall semester and there will be some crossover between the classes. MEDA 120 students will on occasion be patients for MEDA 122 students. MEDA 122 students will create presentations for the beginning class and also mentor students throughout the semester. The interaction will be supportive for beginners and allow advanced students to solidify their skills and practice professionalism. Labs are always a challenge in these courses. The student-teacher ratio is out of proportion. It is very difficult to create and act out scenarios for up to 24 students at a time.

PHLEBOTOMY – We have created new phlebotomy courses to meet demand (continuing education course was recently cancelled). These courses are still in the approval process. A new certificate option will be added to the MEDA department's offerings. Medical assistants can draw blood as part of the job but cannot work as phlebotomists. In CA, phlebotomists have to be licensed.

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:

MEDA 105 – **facilitate online learning.** Use activities to keep things interesting. Search for efficient ways to promote interaction (explore online tools). Part of this endeavor is to attend MPC online workshops.

MEDA 120 – **effective time management and organization during labs.** MEDA 122 students will be assigned as mentors and possibly to function as lab assistants (with their own learning objectives). Office hours might also be used to open extra lab time for students from both courses. We may decrease lecture time by requiring students to listen to recorded lectures prior to class on occasion.

MEDA 122 – **effective time management and organization during labs.** We also have to ensure that there are enough supplies for students to safely practice invasive procedures such as injections and blood draws. Lab time has been progressively increased over the past years because critical skills need to be practiced more than just a few times. To avoid practicing on the same students over and over, we will ask MEDA 120 students to visit as patients (possibly for bonus points). We may decrease lecture time by requiring students to listen to recorded lectures prior to class on occasion.

MEDA 120-122 – **supply budget needs to be increased;** meanwhile, we have secured Perkins funding to support our courses for the fall semester

PHLEBOTOMY COURSES – **need supply budget for these courses;** students will have to perform up to 40 blood draws each as required by the state of CA and the MEDA budget cannot absorb the associated costs (already stretched); funding sources will need to be explored

Please see INSTRUCTOR REFLECTIONS for examination of all other MEDA courses.

Life Sciences – Nutrition

Department/Group Name	Semester	Date
Nutrition	Spring 2015	8-27-15
Department/group members present		
Sunshine Giesler, Susan Singer, Sylvia Langland, Kendra Piasecki, Gina Whitely, Substitute—Stephanie Bouquet		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
New curriculum has been written and two new classes were being offered this fall—one was cancelled due to low enrollment. An additional new course and its lab is on the Spring 2016 schedule. Two new NUTF programs have been submitted to the Chancellors office for approval. The first is the NUTF ADT (degree for transfer) and the second is the Dietary Manager program which is 1-year program preparing students for employment.		
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 are working to build on this momentum but there have been some setbacks long the way. 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 were submitted to the state for approval in July 2015. Grant funding has been procured to pay the adjuncts in this field to continue to work on the development of these new programs.		
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>As we wait for word from the state to see if these programs are approved we are moving forward in the following manner:</p> <ul style="list-style-type: none"> • Curriculum development • Internship sites identified and established • Continual advisory board recruitment • Working with the local high schools to develop pathways for their students • Brainstorming marketing ideas so that people/the community are made aware of the new opportunities here 		

Nursing – MCCSN

Department/Group Name	Semester	Date																																				
Nursing/MCCSN	Fall 2015	August 20, 2015																																				
Department/group members present																																						
Laura Loop (Director), Nancy Bingaman (Asst. Director, faculty), Faculty: Samar Hage, Sue Hanna, Eileen LaMothe, Lynn Kragelund																																						
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.																																						
<p><u>NCLEX results national reports:</u> Per March 2015 Mountain Measurement report, MPC ranks #179 out of 1229 in similar nursing programs across [state] jurisdictions (top 20%). First time NCLEX pass rate for 2014 cohort meets expected level of achievement at 93%. The areas highlighted below scored below the 50th percentile nationally, and were reviewed by faculty to reinforce and further explore in class and clinical. Decision was also made at the Total Program Review meeting June 2015 to require student to complete HESI practice tests prior to their proctored exams as part of the objectives for NURS 204-207.</p> <p>Breakdown of NCLEX Percentile Ranks by Client Need:</p> <table border="1"> <thead> <tr> <th></th> <th>Results as of November 2012</th> <th>Results as of November 2013</th> <th>Results as of March 2015</th> </tr> </thead> <tbody> <tr> <td>Management of Care</td> <td>46</td> <td>60</td> <td>74</td> </tr> <tr> <td>Safety and Infection Control</td> <td>32</td> <td>57</td> <td>56</td> </tr> <tr> <td>Health Promotion and Maintenance</td> <td>54</td> <td>65</td> <td>49</td> </tr> <tr> <td>Psychosocial Integrity</td> <td>41</td> <td>80</td> <td>37</td> </tr> <tr> <td>Basic Care and Comfort</td> <td>56</td> <td>53</td> <td>65</td> </tr> <tr> <td>Pharmacological and Parenteral Therapies</td> <td>71</td> <td>59</td> <td>56</td> </tr> <tr> <td>Reduction of Risk Potential</td> <td>62</td> <td>80</td> <td>45</td> </tr> <tr> <td>Physiological Adaptation</td> <td>55</td> <td>64</td> <td>59</td> </tr> </tbody> </table>				Results as of November 2012	Results as of November 2013	Results as of March 2015	Management of Care	46	60	74	Safety and Infection Control	32	57	56	Health Promotion and Maintenance	54	65	49	Psychosocial Integrity	41	80	37	Basic Care and Comfort	56	53	65	Pharmacological and Parenteral Therapies	71	59	56	Reduction of Risk Potential	62	80	45	Physiological Adaptation	55	64	59
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<p><u>Continued ratio of 8:1 in the clinical setting for 1st and 2nd semester</u> allows for adequate time to evaluate performance (provides optimal time, 12-14 days with med-surg instructor). Retention after first semester was 94%.</p>																																						
<p><u>Infrastructure improvements</u> have increased student satisfaction and faculty morale (Instructional equipment funds provided ergonomically friendly tables and chairs in all classrooms, as well as electronic notebooks for point of care references. Air quality corrections in the NU building, roof and exterior paint in the NU building. The Opscan ParScore machine was replaced with CTE grant funding, and the old machine was cascaded to the Public Safety Training Center.</p>																																						

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:

Need to continue efforts to diversify classroom teaching strategies to increase student engagement and to provide an environment where intellectual curiosity leads to sound clinical judgement. Encourage certification in online teaching as a way to expand ideas about the many ways to reach diverse learners, even just by using the course navigation system more robustly. Encourage certification as nurse educators through the NLN, or within clinical specialties. Seek webinars on ATI, through Health Workforce Initiative website. Use flipped techniques such as tutorials, blogs, and videos at home...and more engagement in class with discussion, games, group work, etc.

Need to focus on exam item writing for the pending 2016 NCLEX blueprint. Students with limited English proficiency and/or learning disabilities will benefit from well-constructed exam items that reflect the level of difficulty they will be expected to demonstrate on standardized exams.

New director of Operations for the Main OR at CHOMP met with MCCSN director this summer and is open to restoring clinical rotation to the OR as soon as staffing permits!

SLO 2: As retirements begin to occur summer 2016, will need to restructure the sim lab to provide quality experiences in a cost-effective manner. Not only is the coordinator role in need of restructuring, the equipment is beginning to age out. 5-year Instructional Equipment plan addresses updates/replacements/upgrades. Faculty work sessions this fall 2015 will focus on faculty succession, including strategy for recruiting for needed specialty expertise and simulation experience. 6 faculty will attend the HPSN Conference in Tampa in February 2016, an opportunity to network with faculty from all over the country to share best (education AND economic) practices in simulation.

SLO 3: Job placement has met expected levels of achievement more quickly in 2014 than in recent years. More than 85% of that cohort was employed as an RN within 6-12 months. 5 out of 6 residents completed the NURS 53 *Graduate Transition to Practice* course fall 2014, and all 5 (plus the 6th who did not actually complete the course) were immediately hired into acute care areas. The second cohort will begin residency Aug. 24th at Natividad Medical Center. Two requests for grant funding for stipends were denied. Will seek out the "Foundation Directory Online" at the Seaside Public Library and other opportunities as available.

In response to IOM recommendations about increasing the educational level of the nursing workforce, a seamless progression to BSN completion continues to be a need in our region. CC and CSU faculty are engaged in a collaborative effort to re-design the "wrap-around" program which was discontinued due to high attrition. The unit burden, cost and time to completion were also barriers. CSUMB has explored the CSULA model, which is self-supporting and serves multiple community colleges with co-enrollment beginning in the summer between the 2nd and 3rd semester of the pre-licensure 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).

1. Continue faculty-led study groups for all semesters, assigned by content area and placed on schedule for NURS 204-207. *Budget-dependent...Perkins grant will support for 2014-2015.* (Faculty interventions also expanded to life science students through Perkins grant proposal. This request was in response to multi-criterion selection process which weighs science GPA heavily).
2. Complete work to update/enhance curriculum with regard to complete QSEN infusion, NCLEX blueprint, learning strategies designed to target special and non-traditional populations. Focus on QI and Informatics utilizing expertise of local hospital staff. Include evaluation tools in the QSEN integration. *Non-Budget dependent*
3. Explore low-cost sustainable exam blueprinting software. Moodle or other course navigation system capability? *Budget dependent*
4. 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*
5. Follow mandates for model curriculum and plan for implementation if needed. *Budget implications unknown at this time*
6. Continue to build community relationships and seek opportunities for external funding (publish biannual alumni newsletter as part of fundraising campaign; sponsor donor visitor program for simulation lab). *Budget dependent*
7. Finalize impaired student policy, especially in light of new drug testing mandate by CHOMP. *Non-Budget dependent*

Physical Education Division

Department/Group Name	Semester	Date
Physical Education	Fall 2015	9/3/2015
Department/group members present		
Lyndon Schutzler, Amber Thompson, Mark Clemons, Wendy Bates, Erin O'Hare, Kim Fujii, Daniel Phillips, Blake Spiering, Paula Haro, Ali Daniels, Deanna Ross, Millie Benavente		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Improvements due to past efforts and discussions are as follows: Themed learning capsules offered in the Fitness Center Information and quizzes available online therefore completion of assignments/quizzes has increased Orientation and orientation packet updated</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Recognize the value of physical activity for improving personal wellness.</p> <p>Work collaboratively and cooperatively in a group activity</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>The Physical Education department is made up of courses in Physical Education, Physical Fitness and Dance. The attendance at this meeting reflected the variety and diversity of the staff. A key point in the discussion was utilization of the Fitness Assessment. Our student population ranges from high school students completing PE requirements, MPC student athletes, dancers and students of all ages focused on health and wellness. The discussion included how the fitness assessment was beneficial to our entire range of student as well as the logistics of how to increase the number of student completing the assessment. This correlates directly to the SLO to improve or maintain physical fitness through participation in selected physical activity.</p> <p>Methods of engaging students in group activities were discussed with examples shared by various instructors. Behavioral issues were discussed and the appropriate responses from instructors were shared. Instructors find these methods to be extremely valuable in the teaching process particularly when the activity culminates with a presentation to other class members.</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).

For the first time, the dance teachers will implement Fitness Assessments for their students. Instructors of activity classes will complete preliminary steps of the assessment and then coordinate with Liz Vitanza on logistics of completion. At the end of the semester students will have data on their fitness level and can set goals based on this data.

Updating fitness assessment tools was a previous action plan item. The need for new equipment and software was met through instructional equipment funds last year. The new assessment tools will be used extensively in the coming year with the hopes of significantly increasing the number of students accessing the information.

Student collaboration methods were shared with the hopes to be used in classes in various activities. One example is the spring dance concert. A concert was held last spring in the MPC theater for the first time in several years. This event encourages students to collaborate in performance groups. The plan is to sponsor the concert each spring. Video of student performers are available for assessment.

Physical Sciences – Division Office

Department/Group Name	Semester	Date
Physical Science Division Office	Fall 2015	September 9, 2015
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>Another campus-wide reorganization of the custodians' schedules over the last year, returning us basically to the old night-time schedule, is working out 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 all areas of the building during these hours it was impossible for our custodial staff to get their work completed when they were switched to a day-time schedule. It was a very inefficient arrangement and we are pleased that the campus has returned to our previous cleaning schedule.</p> <p>MPC Facilities staff members have been very helpful with fine-tuning issues in our building, such as HVAC concerns, alarms going off, squeaky doors, stuck windows, etc. It is an ongoing process and their continued help is appreciated.</p> <p>Our relocation into our remodeled Physical Science Building is now complete. We've worked very hard, unpacked and set-up everything in our classrooms, science laboratories/prep areas/stockrooms, along with our offices and workrooms in order to support, provide access and opportunities for student learning and increased student success. These updated facilities and equipment 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 thankful to have these things and know that they greatly enhance the overall quality of learning opportunities for our students. The bond money 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>Individual departments have set-up their display cases in our hallways. They have done an exceptional job on these, using no funds. They are a colorful, informative and fun addition to the Physical Science Building. These displays give students waiting for their classes to begin and passersby something interesting and thought-provoking to look at, and may even inspire people to take an extra class. They really are a very nice touch and the hard work and creativity of a few of our Physical Science 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.

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.

We take our responsibility to encourage and support student learning and to increase access and success for our entire student population seriously. Now that we're past the 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 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 a necessity during the last few years. It is a relief to be back in a position where our focus is on helping our students, staff and faculty.

Beginning in Summer 2014, our division took it upon themselves to start including the GEO on all of our syllabi for courses which had a GEO. Because of this "practice run", it made it a bit smoother 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 when required and this information is helpful to our students.

We continue to have meaningful discussions at our division meetings regarding Student Learning Outcomes and General Education Outcomes. Before and during the beginning of each semester, we work hard to ensure that our faculty knows what is required of them regarding the proper listing of GEOs and SLOs on their syllabi. However, because the requirements seem to change a little bit every semester, it takes a lot of effort to get all of the information listed and formatted correctly by each instructor on every syllabus. We try to accomplish this before forwarding them to the Office of Academic Affairs. We return some of these syllabi as much as 3 or 4 times to the instructor for revisions, so apparently not everyone understands the current SLO/GEO requirements.

Our Physical Science Division Canon copier is at the end of its useful life. The Canon technician has been here many times during the first three weeks of this semester. We are continuously unjamming the copier or having it completely inoperable while waiting for it to be repaired again. We have gone through the beginning of fall 2015 without a reliable copier and it is increasing everybody's workload and creating unnecessary frustration. This is a very inefficient use of our time and energy and it has a negative impact on our efforts to deliver quality education and related services in a timely manner to our staff and students.

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

Our Canon copier needs to be replaced. We have communicated this to our Purchasing Agent, who told us we are expecting new copy machines around October, 2015. We are hopeful that this will happen within this timeframe. In the meantime we will continue to work with the Canon technician to keep our copier as functional as possible and we will rely more heavily on our Print Shop machinery and staff.

Many of our computers in our classrooms and our offices need to be replaced, as does some of our older Smart Classroom equipment. Some of

these items are extremely old and well past the age of retirement. We will continue to request replacement of this equipment through our Action Plan and Program Review processes.

There is a dire need for clear and concise detailed instructions prior to the start of every semester to explain exactly what is currently required regarding SLOs and GEOs on the syllabus. Perhaps offering a break-out session for Flex Days should be considered. We have voiced these suggestions to the SLO Coordinator and hope that over the next few semesters the requirements of what to include and how to format the information become crystal clear to all faculty and the confusion and extra work caused by the current situation can be lessened.

We are extremely pleased to be back on our previous night-time custodial schedule. But the entire custodial department is still in flux due to the resignation of their Custodial Supervisor more than a year ago and our service has suffered. A new supervisor has been hired and hopefully this will help get the department back on track. The hard-working custodian for our Physical Science Building has been experiencing health issues recently and this has also added to less reliable service. Additionally, the lack of cleanliness on the first floor of the Business, Math and Computer Science Building where our Math Department has three classrooms, offices and the Math Learning Center has been noticed repeatedly and reported. Unfortunately it remains a problem area.

It's an ongoing goal to overcome the difficulties caused by our current scheduling processes. We strive to build accurate, accessible schedules, while meeting all deadlines and most importantly, the needs of our students. Our new Scheduling Technician is nearly trained, gaining knowledge and becoming more helpful. We hope that the current Student Information System can be replaced soon, as it is inadequate for our needs. Any new software obtained for this purpose needs to include a module which can successfully support waiting lists for our classes. We are losing students and FTES because of the unavailability of this feature in our current system. We have needed waitlist capability for the benefit of the students and the college for many years. Additionally, we are currently without a Schedule Production Timeline which is making it difficult to plan ahead and to answer questions from students, faculty and staff.

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 thirteen 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.

We will continue to request that our Division Office Repair budget be reinstated. When we gave up that entire budget in the 2003 budget crisis, it was \$1,525. That would be a reasonable amount to start with when we are fiscally able to re-establish this budget. We fully understand there are other more important things to attend to first.

With no salary increases for many years now, it has become increasingly difficult to make ends meet here on the Monterey Peninsula, where the cost of living continues to rise, yet we receive no COLA increases. This is especially hard on our Classified staff. Because of this we continue to lose good people from our MPC community. With the statewide fiscal outlook being brighter this year than it has been in a long time, we sincerely hope that a salary increase can be agreed upon and implemented this year before we lose any more valuable employees. The overall cost associated with training and re-training a stream of new hires, the added stress and workload this puts on established employees, and the degradation of services and deterioration of employee health which this leads to definitely needs to be a consideration when looking at both MPC's financial picture and its future role in our community.

Physical Sciences – Chemistry

Department/Group Name	Semester	Date
Chemistry Department	Fall 2015	Sept. 10, 2015
Department/group members present		
Todd Ritsema, Sarah Gerhardt, Frank Rivera, Rushia Turner, Chris Wood, David Buckley		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
MPC General Education Outcomes		
<p>MPC Area A2 : Communication and Analytical Thinking Upon successful completion of this area, students will have demonstrated an ability to analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results.</p> <p>MPC Area B: Natural Sciences Upon successful completion of this area, students will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them.</p>		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
<p>The past program reflection we (the Physical Sciences Division as a whole) discussed GEO's together. We met as an individual department this time, with 2 new dynamic faculty members who are teaching various levels of Chemistry classes. We discussed the GEO's for Area A2, which states that upon completion the student should be able to 'to analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results' and for Area B2 states the student should 'use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them'. Because the GEOs ask students to successfully use the scientific method to investigate and to effectively communicate and explain results, we decided to focus on laboratory assessment. Each faculty member evaluated proficiency of student learning for at least one lab in each class taught.</p> <p>Proficiency in this GEO is demonstrated by Chemistry 10 students through the laboratory experiment titled "Hardness of Water." In this experiment, students perform a titration in order to determine the amount of calcium and magnesium in tap water, in turn, determining the "hardness" of local tap water. Students were able to propose a hypothesis based on their personal experience then test their hypothesis through titration. The experiment allowed the students to obtain a qualitative and a quantitative assessment of water quality. During the Spring semester of 2015 100% of the class was able to determine the hardness of water from the tap.</p> <p>Proficiency in this GEO is demonstrated by Chemistry 10 students through the laboratory experiment titled "Density." In this experiment, students explore the concept of density by first calculating the density of a block of wood and comparing this value to the known density of water. Students bring into this experiment their experience of how wood floats on top of water. They use this experience to propose a hypothesis about the density of wood relative to the density of water. Students then use this knowledge by calculating the density of an unknown metal rod and identifying it based on its density. During the Spring semester of 2015 100% of the class was able to predict whether wood was more or less dense than water as well as identify an unknown metal rod by its density.</p>		

Proficiency in this learning outcome is demonstrated by **Chemistry 30A** students through the laboratory experiment titled “Determining Molarity Acetic Acid in Vinegar”. This experiment is the second lab in which students are studying acids and bases. The first experiment is a guided inquiry wherein students use standard colorimetric indicators to identify acids and bases found in common household items and use the equation for determining pH values in several exercises. The second experiment builds on knowledge of acids and bases and their neutralizing reactions; it is a titration using a burette with a “standard” sodium hydroxide concentration, a phenolphthalein indicator, and household vinegar with an unknown acetic acid concentration. At least 3 trials are run to quantify the amount of sodium hydroxide to neutralize the acetic acid in vinegar. Then, stoichiometric calculations are carried out to identify the concentration of acetic acid in vinegar. Results must be 95% self-consistent and within 5% of the actual value. Students work in pairs and over the past 2 semesters have shown ~95% correct values. Students who have made errors in titration or calculations have the opportunity to re-do/correct their work. In order to further evaluate understanding of acids, bases and neutralization reactions, a long problem on one midterm exam includes a question about a titration. Starting from the beginning, students write a balanced neutralization reaction from nomenclature and then, given experimental data similar to their lab, they calculate the unknown concentration of an acid. Student results for this problem are ~85% correct.

Proficiency in this learning outcome is demonstrated by **Chemistry 30B** students through the laboratory experiment titled “Enzymes”, wherein students identify optimum reaction conditions for an amylase enzyme. The effect of enzyme concentration, temperature, pH, and potential enzyme inhibitors are evaluated using reference tests with iodine reagent and Benedict’s solution. Students were introduced to these tests in a “Carbohydrate’s lab” and in lecture material. Students were able to answer questions regarding optimum reaction conditions by plotting enzyme activity observed versus Temperature or pH or concentration. Most evaluations (~80%) produced predicted results, but optimization of the lab needs to be done to improve reliability of results. Where it was difficult to determine differences in reaction completion due to similar reference colors between tests, students were able to determine what the outcome should have been from information learned in lecture and pre-lab.

Proficiency in this GEO is demonstrated in **Chemistry 1A** by students’ satisfactory completion of the laboratory experiment titled “Anion Analysis.” In this experiment, students perform a series of double displacement reactions using known ionic compounds and record observations regarding which combinations cause a precipitate to form. Students then use their observations to propose a series of experiments that enable identification of five different unknown anions. Students must phrase each proposal as an “if...then” statement and predict the outcome for each experiment by explaining the concepts underlying precipitation in double displacement reactions. During the spring semester of 2015, ~85% of students were able to propose appropriate experiments to identify the unknown anions. Approximately 75% of students were able to successfully explain the underlying principles behind their observations and adequately justify the results of their analysis.

Proficiency in this GEO is demonstrated by **Chemistry 1B** students through the laboratory experiment titled “Qualitative Analysis.” In this experiment, students run a series of experiments on solutions of known metal ions (cations are analyzed in 1B, as opposed to anions which are analyzed 1A) and record their observations. Concepts such as solubility, kinetics, equilibrium, and Le Chatelier’s principle are used to explain the observations. Their observations are used to construct a flowchart that describes the process of isolating metal ions from a mixture that contains ten ions. The students are then given a solution of unknown identity that may contain from four to seven different metal ions and asked to identify its contents. During the Spring semester of 2015 the average score on this project was 90%.

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

Physical Sciences – Earth Sciences

Department/Group Name	Semester	Date
Earth Sciences	Reflecting upon results from Spring 2015	June 18, 2015
Department/group members present		
Fred Hochstaedter, Leslie Turrini-Smith, Ana Garcia-Garcia, Tom Clifton		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>As is our usual practice, we examined results of embedded test questions on the final. All of the average scores were within the standard deviation of previous years. A few went up, a few went down, but all were within the standard deviation.</p> <p>Looking at the large standard deviation of scores on these questions indicates that there are a wide variety of scores on these test questions. We concluded that perhaps average is not the best metric to plot over time to document longitudinal changes. We decided to do two things going forward in the spirit of improvement.</p> <ol style="list-style-type: none"> 1. Use a histogram with differently colored bars representing different semesters. In this manner, we can see changes in lower end students, medium students, and higher-end students all at the same time. 2. Use the “percentage of students who attain the SLO” as the metric that we plot instead of the average. <p>We’ll see how these new methods work next semester.</p> <p>Follow-up on a few other things that we talked about in the Spring 2014 Program Reflections:</p> <p>1. The Donation After receiving word of an unexpected donation late last year, we worked hard over the summer and during the fall semester to develop a proposal to donate the money and the field trip budget to MPC in order to buy three new vans and reserve Earth Science priority on using them. Unfortunately, the institution denied this request. The donated money is still there with the foundation awaiting a future as-of-yet unidentified need.</p> <p>2. Lab Scheduling In concert with the donation and the idea to purchase vans, the Earth Sciences Department made some curricular/scheduling changes to its labs to accommodate three-hour labs rather than two-hour labs + weekend field trips to cover the lab time. The Earth Sciences Department is currently offering three hour labs, but has the ability to offer 2.5 hour labs plus one weekend field trip.</p> <p>3. Visits from the CSUMB Division of Science and Environmental Policy We had our first visit from Doug Smith, chair of the division, and anticipate continuing this information opportunity for students.</p>		

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

Geology:

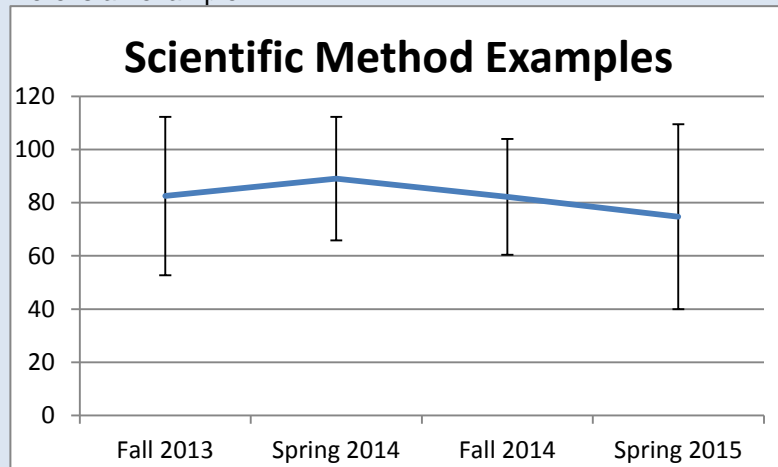
GEO: Use the Scientific Method to investigate phenomena in the natural world and use concepts, theories, and technology to explain them. Use observations of outcrops and/or landscape morphology to interpret basic geologic history and processes. Explain Earth features in terms of surficial processes, tectonics, and human influence.

Oceanography:

GEO: Use the Scientific Method to investigate phenomena in the natural world and use concepts, theories, and technology to explain them. Recognize major seafloor features based on their shape and interpret their origin using plate tectonic theory. Analyze how the Earth's oceans are part of the Earth's systems from geological, chemical, biological, and physical perspectives.

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

Student learning remained similar to previous semesters. We now have three to four semesters' worth of data for each of the classes. Here is an example:



This image shows that an embedded question on the final exam in Oceanography has average scores of 82% over the last four semesters. Although this semesters' scores were a little lower (average score = 75%) all of the averages are within the standard deviations. The rather large standard deviation is a result of the wide range of scores on nearly all test questions. A wide range of student ability and achievement is a characteristic of all Earth Science courses.

This kind of data exists for all instructors of Geology 2/2L and Oceanography 2/2L. The results are similar in all of the plots.

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, starting with the Fall 2015 semester, the Earth Sciences Department will try a new way of visualizing this kind of longitudinal data. We will try putting it on a histogram with different colored bars for different semesters. We'll see if that method reveals more detailed insight into student attainment of SLOs.

Other topics discussed:

Through a variety of means, the Earth Sciences Department has recently obtained new equipment, specifically water quality analysis equipment, and surveying equipment. The water quality equipment will be used primarily in the Oceanography and possibly in Ana's Geology field trip that visits Elkhorn Slough. The surveying equipment will be used initially in Leslie's Geology class. Both of these acquisitions are designed to give students more experience collecting data, processing data using quantitative techniques, and using the scientific method. We hope this will improve achievement of the Scientific Method GEO.

Another topic discussed was the GIS class. GIS is a tremendously valued and useful skill, but is not part of the Transfer Majors program or the regular Geology or Oceanography major program. Those majors are filled with the introductory courses and Math/Chemistry/Physics. There is not enough room to squeeze another course in. We brainstormed on ideas of how/when to offer this course. Ana suggested we offer the course in the summer. The shortened summer semester may be attractive to professionals and for "traditional" students not conflict with other required courses. This may be a very good idea that we should look into.

Social Sciences Division

Department/Group Name	Semester	Date
Social Sciences Division	Fall 2015	8/20/2014
Department/group members present		
Alan Haffa, Anthony Villarreal, Elias Kary, Elizabeth Mullins, Kendra Cabrera, Dawn Rae Davis, Rachel Whitworth, Adrienne Kotecki, Scott Moller, Steve Albert, Jenny Grohol, and Tom Logan.		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Thoughts on new ways to assess learning outcomes-</p> <ul style="list-style-type: none"> • One instructor teaches a course on primate behavior. As the culminating project for that section, he asks students to draft a paper about how to create a zoological habitat for them. Then, he has them create a habitat for humans. The students then present their ideas to the class. He uses this to explore what the social sciences can tell us about human nature. • One instructor uses short answer questions that relate to this GEO. • One instructor asks students to write essays relating to a list of acceptable topics. He generates the list of acceptable topics based on the course SLOs and GEO, so that the essays will relate, and is thinking about having students post essays to a wiki, so that they can be shared among students but hasn't determined a way to get students to read them yet. • One instructor suggests that "human nature" itself is a construct. There is no human nature. <p>Thoughts on group work, prompts, and discussions to met the objective of assessing the learning outcomes-</p> <ul style="list-style-type: none"> • One instructor asks the students to write essays and then has them exchange papers for a proofreading grade. In this way, students share their papers. • One instructor discussed the question of what is considered a "good" or "bad" woman based on societal beliefs throughout history. • One instructor uses an in-class exercise to consider the racial structure of institutions, e.g., a sports team environment, noting who is employed at various levels within the institution. <p>Thoughts on challenging the conventions of a face-to-face delivery-</p> <ul style="list-style-type: none"> • One instructor asked about having a large lecture, followed by breakout sessions. Others said it is being explored but needs to be negotiated, and at this point, administration/union negotiations have broken down. One instructor said that per Michael, we couldn't call it a "lab," as that would complicate TLU counting. 		
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.

- There were questions about how to record the success of attaining SLOs and GEOs, and questions as to how such broadly varying and subjectively reported results could be accurately evaluated. One instructor suggested that at this point, the results do seem difficult to accurately analyze, but this may be a starting point for a more standardized rating system that could be built into Canvas, as it has that capability and already includes common core standards to link to rubrics. No word on when this “accountability booster” might be ready to implement.
- One instructor suggested that our GEO is so vast, it diminishes the helpfulness of this discussion. We should write something that more critically examines what it is that binds our various departments together in a division. We might make this more methodological and explore **how** we examine, as opposed to focusing on **what** we examine.

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:

- The division agreed that we should be able to clearly define the Social Science and suggested that maybe we should develop a specific rubric for all of our courses that speaks to the GEO.
- The Division also considered rewriting the GEO. Many of the division members consider the GEO to be too broad to be relevant to our courses.

Early Childhood Education Department and ECED Lab School Staff

Department/Group Name	Semester	Date
ECED Department and ECED lab school staff	Fall	2015
Department/group members present (Completed jointly with the ECE lab school staff for the first time)		
Mary Johnson, ECED Dept. Chair, Cathy Nyznyk, ECE Lab School Director, Jeff Procive, ECE Lab Mentor, Mary Rigmaiden, ECE Lab Mentor		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ul style="list-style-type: none"> • ECED –increase in lab classrooms and more ability to serve ECE students and increased service in slots to student parents of young children served in our ECE lab. Increased FTES—able to serve more parents (33) and so increased parents who can go to school due to available child care. <ul style="list-style-type: none"> ○ Hiring of 12 Educational Assistants and re-opening 2 classrooms will better support outcomes for our student parents. • ECE department and the ECE lab school are collaborating on program reflections as we are a joint program with courses and lab. We will focus on the ECE 6 Program Outcomes that are industry standards from our National Association for the Education of Young Children. These are outcomes that our national association has identified, based on research, that ECE students should be able to know and do upon graduation • Our program outcome for parents who are not ECE students but utilize the lab school for their children while they attend school to complete their degree is to offer comprehensive services and support to our student parents in order to support their successful completion of their academic goals. <ul style="list-style-type: none"> ○ We did not have a Unit Office Manager in the spring or since 2012 cuts. This hindered our ability to develop a comprehensive support services to the families we serve and to new families who wish to enroll. <ul style="list-style-type: none"> ▪ As of summer 2015 we hired a part-time Unit Office Manager at 29 hours per week. We will be collecting data to see how this addition to our program staff helps support our parents and children we serve. • Our ECE lab school program outcome for our children are to assure we are tracking and supporting their developmental outcomes so they are prepared for success in the K12 system. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Program Outcome 1: Understand & apply child development theories & principles</p> <p>Program Outcome 2: Identify & implement observation, documentation & other assessment strategies</p> <p>Program Outcome 3: Value & cultivate collaborative family and community relationships</p> <p>Program Outcome 4: Using Developmentally Appropriate Approaches</p> <p>Program Outcome 5: Using Content knowledge to build meaningful curriculum</p> <p>Program Outcome 6: Becoming a Professional</p>		

We focused on our Program Outcomes as this program reflection. We discuss and reflection SLO's in January and May/June of each year—this is where adjunct faculty and ECED chair reflect on SLO's for courses taught the past semester.

- For ECE students we recognized in our ECED 52 capstone lab course that our students were needing improvement in our program outcomes 3, 4, 5, 6.
 - **ECED Program Outcome 3**: We found we often are rating our students N/A on parent relationships and communication in their student evaluation forms completed on them in ECED 52 mid-term and final. We need to incorporate more parent communication and relationship development activities in our practicum course in lab.
 - **Program 4: Using Developmentally Appropriate Approaches**—in our lab the students do activities and write up activities that include goals and objectives for the children. Lab mentors and ECE instructor has noticed the need for students to improve on writing of Activity plan goals and objectives. This will be discussed with the lab mentors, director and ECE faculty on writing of goals and objectives as this is a part of many ECE courses.
We also have noticed their environment plans are lacking in knowledge of what a DAP environment looks like and how to design one. We again will discuss with ECE lab mentors and ECE faculty to look at strengthening pre-teaching in ECE courses and how to improve the environment assignments in lab.
 - **ECED Program Outcome 5**: Using content knowledge to build meaningful curriculum. We are seeing some lab students struggle with developing activities based on children's interests and needs and building on children projects and branching off to support various developmental needs and interests of children. This is the curriculum/assessment cycle knowledge that needs to be strengthened in our ECE courses and we will look at how to support students in lab. Our new lab mentor model should support students by allowing lab mentors to meet with students prior to their activity plans and to point out and coach on the curriculum/assessment cycle while they are in lab.
 - **ECED Program Outcome 6**: Becoming a Professional. For this standard we feel our work with our students on the NAEYC code of ethical conduct and life long learning is strong. We also feel the professional teaching portfolio they compile throughout their program of study is going well. An area we want to work on in helping them understand the CDE Permit and requirements for initial permits and how to renew and the requirements for specializations (our elective courses: ECED 82, 84, 81, 83, 62A, 62B, 63A, 63B, 75, 76) and also our administrative courses that are required for the upper permits: ECED 72 and 71A and B. We need to work on getting the admin. Courses offered and filling. We will be working with Gavilan and Hartnell on coordination of schedules of these courses to try to offer more often and get them to fill.
- **ECE Lab School Reflection (ECE Lab School supports are ECE students in meeting SLO's in all of the ECED courses and it's success, smooth operation and keeping the environment up to industry standards and being a model for students and Monterey County is vital –the following discussion concerning lab school consisted of:**
 - **Outdoor Classroom**
 - Reflection: The ECE program/lab school received a Giannini grant to investigate the Outdoor Classroom curriculum project. This allowed 2 staff, Cathy Nyznyk and Jeff Procive to obtain Level 3 Certification in the Outdoor Classroom and

Mary Rigmaiden and Mary Johnson Level 1. This will help our student parents, children we serve and our ECE students in understanding this research based, best practice incorporating the outdoors and nature in our classrooms, playground development and ECE courses. This will allow our ECE students to be on the cutting edge in the workforce and ECE field. It will allow us to support children's overall development while educating parents on the importance of healthy, active life styles and better supporting math and science in our ECE lab classrooms for young children. To fully incorporate the Outdoor classroom philosophy in all aspects of the ECE program we are looking to re-design our outdoor spaces. This will take funding and we are looking to the MPC foundation to support this effort. We feel it will increase outcomes for ECE students, Student parents and children.

○ **CDC Restructuring: Challenges**

- Since the CDC has been restructured in to an academic lab for the ECE program with new a staffing model and 2 additional classrooms as well as 2 new lab mentor positions we will be observing and documenting this semester and year on its overall impact to our student parents, children, ECE students and the larger Monterey Community. We are hoping to see a positive impact on student outcomes at all levels.
- Being a new model we face the challenge of “will this structure that works on paper work in the real world.” One challenge we have already faced is the need for 20 work study students to meet our regulatory agencies ratios. We have a number on board now and are working with HR to develop an on-call qualified substitute list to help us meet ratio. We hired 2 temporary E.A. 1 subs—got this approved through Larry W. in a meeting with Larry, Walt, Michael, Susan K., Kiran K. in August. We will be monitoring the impact of the new re-structure and this new student worker system and keep in close communication with the job center coordinator as this year progresses. Key is to work with administration/student services to look at the student worker system in place and tweak to meet the needs of the ECE program. This will take dedicated commitment on the part of administration and student services to ensure we are prioritized for student workers as this impacts our ability to enroll.

○ **3 year olds being turned away**

- We are working with our advisory board member and owner/operator of Educational Development Services on our contract with the state. Our reimbursement rate is not blended correctly, it should be higher. Also we are finding the new TK and Kindergarten legislation has a flaw in it; they law trickles down to California State Preschool Programs (ours) by stating children must be 3 years of age by September 1st to be served. We have turned away a number of 3 year olds who turned 3 after September 1st so we are asking for some of our CDE paid slots be converted to general child care. IF this cannot be done we will be advocating for a change in this policy with CDE as it is creating an entire group of 3 year olds who are not being served and cannot due to lack of awareness of the impact at the time the law was drafted.
- We are not full with children and are producing a brochure to distribute to area businesses and agencies to let them know we have openings for children. The inability to not serve 3 year olds is impacting us as is the expansion of Transitional Kindergarten. This is impacting many programs on the Peninsula and we will work to continue advertising. We are also going to be contacting CalWorks with the county to let them know we have openings and we can serve Calworks parents; we just bill the county for reimbursement. We will also continue to work with our Calworks program on campus to ensure we are serving all Calworks student parents. We are working with the state and another CSPP program on a plan to subcontract some general child care slots in order to serve the young 3's we are now turning away.

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

As a CTE department we have our National Association for the Education of Young Children program outcomes for 2 year degree programs that we have adapted as our program outcomes. We have our courses aligned with these outcomes and in our program action plan have identified the need for the ECE department to become NAEYC accredited as this is a recommendation in a state wide report on ECE workforce development put out by UC Berkeley Center for the Study of Child Care Employment and Workforce Development. The author Marcie Whitebook is nationally renowned for her studies on the need. In her last report she made recommendations for California Community Colleges ECE degree programs and that was to become accredited by NAEYC.

We will continue to analyze and ensure that each of our ECED courses align with the program outcomes appropriate for their content. We also will be analyzing our specific course SLO's and assessments to ensure they are all aligned. There are new SLO's for the ECE CAP 8 courses and the ECE department chair will need to revise the 8 major CAP courses which constitute our ECED required courses for our AS, AS-T and our Certificate of Achievement.

We also discussed the creation of 3 one unit technical skills courses that the ECE department chair is working on in order to strengthen some of the technical skills missing in our students when they get to practicum. Our discussion focused on how the ECE field and our courses are now more focused on theory and practice and have so much content that some of the basic technical skills are gleamed over but not a focus and so we are developing these 3 one unit courses that will allow students to take these as electives that will be part of both the AS and Certificate of Achievement. (See SLO's developed for ECED 41, 42 and 43--these 3 new 1 unit courses and program Outcomes #4 and #5)

We discussed the new state requirement that all DRDP (state assessment tool for all state programs and Head Start) must be done on line starting January of 2016. Due to this new state requirement the ECED program will need 25 Chrome Books and 9 more Apple ipads to meet the training needs for the DRDP tech requirements that go into effect in state of CA ECE programs January 2016. The ECED program needs to implement this into ECED 2 by fall of 2016 to keep our students up to date with this new industry standard. The ECED faculty and Lab Mentors will participate in DRDP tech training in January 2016 to prepare for this industry requirement and to integrate in ECED 2 and 52. (Program Outcome #2 and SLO's for ECED 2 and ECED 52)

We also discussed the need for 3 different Field Experience courses to support students who use ECED 56 as a general education requirement—our students end up 3 units short due to ECED 1, 55 and 56 counting as general education requirements. So we will develop 3 one unit Field Experiences that will allow students to work at their work place and use as an ECED elective. There will also be 3 one unit Field Experience developed for students not working in the field (as the hours are different for those working in the field and those that do not) and these courses will also allow our students to use these as electives to replace the ECED 1, 55 or 56 course that they use for general electives. This will help the ECE students not working in the field to gain days working directly with children in order to meet the California Child Development Permit Matrix. Our students who do not work in the field have trouble obtaining and moving up the CA Child Development Permit Matrix due to not meeting the work experience requirement. This also will support recommendations by Marcy Whitebook on "The State of Early Childhood Higher Education in California" released October, 2015 that ECE students have more direct experience working with children as they progress through their ECE degree program. (Program Outcome #4 and #6 and SLO's for these new courses)

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

- (Non-budget Dependent): Development of 3 one unit technical skills courses in ECED 41 Curriculum Essentials, ECED 42 Introduction to Environments, ECED 43 Technology for Educators
- (Non-budget dependent): Develop up to 6 one unit courses (or 2 with a unit range—have to ask Michael Gilmartin how to do this) for Field Experience to support students certificate and AS degree completion due to ECED 55, 56 and 1 being used for general education requirements and ECED students end up 3 units short for AS technical degree and/or ECED Certificate of Achievement.
- (Budget Dependent—Instructional Supplies): Need for 25 Google Chrome Books due to change in DRDP requirement by the state of CA and 9 more Apple ipads in order to meet the training needs for 25 students in ECED 2 and 52; along with a charging cart.
- (Budget Dependent): All of the new requirements and courses also has resulted in the ECED program needing more storage cabinets in CDC 201 classroom.

Office of Academic Affairs Reflections on Student Learning

Fall 2015 Dialog/Assessment Reports

Office of Academic Affairs

Department/Group Name	Semester	Date
Office of Academic Affairs	Fall 2015	8/20/15
Department/group members present		
Kiran Kamath, Ruth Killens, Jon Knolle, Jill Cavanaugh, Laura Franklin, Georgina Reinke, Leslie Procive, Sara Metz, Kim Kingswold, David Brown, Joe Nguyen, Michael Gilmartin, Susan Stienstra		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
OAA has had a large staff turnover since the Fall 2014 reflections, including a new Vice President of Academic Affairs, so no specific improvements can be mentioned at this time.		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Review and follow up of job responsibilities from Fall 2014:</p> <p>Office of the Vice President – Administrative Assistant</p> <ul style="list-style-type: none"> 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. <i>New tasks: will be assisting with documenting processes and posting to the Academic Affairs website. Involved in Enrollment Management, Accreditation Steering Committee, and Dean’s weekly meeting.</i> <p>Curriculum Processing</p> <ul style="list-style-type: none"> New employee: Kim Kingswold. 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. <i>No changes to the job responsibilities.</i> <p>Catalog Production</p> <ul style="list-style-type: none"> New employee: Kim Kingswold. The Academic Curriculum Scheduling and Catalog Technician produces a college catalog so that students have access to accurate and current information they need to develop their educational plans. <i>No changes to the job responsibilities.</i> <p>Scheduling</p> <ul style="list-style-type: none"> New employee: Joe Nguyen. 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. *No changes to the job responsibilities.*

CurricUNET

- 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. *No changes to the job responsibilities.*

Facilities Use and Event Reservations - *This function has been moved to the Facilities department and handled by the Unit Office Manager.*

The next two areas (Older Adult Program & Continuing Ed) are together, and currently the position is vacant.

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.

Continuing 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. *No changes to the job responsibilities.*

Instructional Service Agreements

- The Office of Academic Affairs supports the instructional service programs with a variety of community organizations so that training can be provided for students in different settings. *Responsibility for processing the contracts has moved to the PSTC.*

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. *No changes to the job responsibilities.*

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. *No changes to the job responsibilities.*

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. *Aside from the instructional contracts being handled by the PSTC, no changes to the job responsibilities.*

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

Distance Education:

Success – continue to provide support for students and faculty with tech needs. Launched online student orientation. Started program reflections for the DE unit. Continuing to improve O/L student survey responses

Challenges – First two weeks of the semester are the busiest. Maintenance of online regulations from other states is very time consuming.

Marina Ed Center:

Success – students come to Marina for the study rooms as the LTC closes at 8pm, and they also work on their online courses; continue to offer a variety of services to students.

Challenges – understaffed during peak times and students with language barriers, CCC apply, technology, counseling is only 1 day per week, lack of food service.

Public Safety Training Center:

Success – South Bay JPA is hosting more law enforcement classes.

Challenges – technology remains an issue; need fire props

CurricUNET:

Due to health reasons, there is a backlog in CurricUNET. There are a lot of courses in the queue for changes. Changes to the approval process have been implemented.

CTE Grants:

Success – Submitted Perkins and VTEA grant paperwork, and was successful in receiving funds. Also received additional funding through CTE Enhanced Funds. Faculty have done better in completing the application form.

Need to work on outcome assessment and job placement information.

Curriculum Processing:

Success – processed over 200 courses and still back-logged.

Challenge – the back-log and trying to catch up and the 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.

Recommendations – need to look into why we cannot upload to the Chancellor's Office.

Catalog Production:

Success – completed a patch-fix to the 2015-2016 Catalog.

Challenge – have reduced the challenge by using In-Design for the production of the catalog.

Recommendations – In-Design should be loaded on the computer.

Scheduling:

Success – Change: All three Deans will be attending the CAC meetings. Joe finishes updating the FTEF in SIS.

Challenge – A lot of manual input; Joe has not gone through a full production of the schedule. That will occur with 2016-2017.
Recommendations – none given at this time.

Office of the Vice President:

Direction we are moving in and areas of review with possible change:

Communication and operations (processes and protocols); growing enrollments for the college, including Marina, scheduling and improving productivity; program review and resource allocation; student learning and success; institutional effectiveness and accreditation.

Challenges – work on barriers to success for students; explore waitlists for classes, and class cancellation process.

Older Adult Program:

With Kathy Kress' retirement, the position is vacant and Older Adult students are having difficulty with enrolling in classes. This is an area that needs to be revisited as to how to respond to the need.

Continuing Education:

Re-thinking what is the best way to staff and handle the program. We need more classes to offset repeatability..

Kiran and Laura F. to look at other models and decide how to modify our program.

Instructional Service Agreements:

Success – South Bay is the largest contributor of off site FTES

Challenges – scheduling of the classes, which are entered then has to be cancelled. Also with applications, residency, financial aid and paperwork not being turned in.

Recommendations – Nicole, David and Michael to meet about the challenges.

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.

This is a transition year with a new team in the Office. Motivate, build morale and strengthen the skills of the team.

Support the Divisions through improved communications and closer interaction with the deans. Clear reporting relationships communicated to the campus.

Work on establishing processes and documenting them. Work on gathering enrollment data from SIS and making decisions based on data for scheduling – sequence of courses, number of sections, time of classes etc. Streamline the scheduling process and the schedule production process. Improve productivity of courses, efficiency of processes, clear protocols.

Support all three campuses – Monterey, Marina and Online.

Student Services Reflections on Student Learning

Fall 2015 Dialog/Assessment Reports

Access Resource Center

Department/Group Name	Semester	Date
Access Resource Center	Fall 2015	August 20, 2015
Department/group members present		
Kathleen Rozman, Alexis Copeland, Terria Odom-Wolfer, Mimsie Redmayne, Melodie Bahou, Jacque Evans, Linda Parise, Cielo Cervantes, Vicki Rhea		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ul style="list-style-type: none"> • SAM data collection/development of new modules—ARC has fully implemented the use of SAM for all testing accommodations, tracking equipment loans, tracking furniture loans and we have customized some of our paper forms to be generated via SAM saving counselors time and energy. We will continue to develop and implement SAM functions this academic year. • production of Access Resource Center (ARC) program logo • production of ARC brochure • production ARC website student/staff informational videos • permanently added additional staff hours for Administrative Assistant position in front office (+6 hrs. per week) and for one of the Instructional Specialist position who is assists with LD assessment (+7 hrs. per week and 8 wks. per year) • added new part-time counselor (19 hrs. per week) • identified funds to make HSS building bathrooms accessible (still awaiting completion) • purchased and installed cameras for secure test proctoring in 2 ARC offices; updated camera system software and hardware. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Related to the instructional component of ARC, faculty discussed completing instructor reflections for LNSK courses.		
<p>Reviewed our new mission statement and values developed in spring 2015. Plan to revise our program SLOs to align with the mission.</p> <p>ARC MISSION STATEMENT The Access Resource Center (ARC) supports students with disabilities by providing specialized services, accommodations and instruction to promote equitable learning opportunities consistent with the mission and vision of Monterey Peninsula College.</p> <p>ARC VALUES STATEMENT In order to achieve our mission, ARC:</p> <ul style="list-style-type: none"> • encourages the development of communication and self-advocacy skills. • promotes equal access to the College curricula, activities, and facilities for students with disabilities. • empowers students to achieve their academic, personal and vocational goals. • serves as an educational resource for our campus and community. 		

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

We primarily discussed some of the areas and topics we want to evaluate when we do our planning retreat this semester. These activities will impact student learning, and thus, are related to our program SLOs.

Critical Thinking: Students will identify, explore and utilize knowledge of their disability and functional limitations to assist in academic planning.

- Discussed the need to identify how to best use additional counseling hours to serve students' needs during varying times of the semester

Communication & Self-Advocacy: Students will utilize campus resources to promote academic success.


- Discussed need to identify more opportunities for collaboration and connection for outreach both on and off campus
- Professional development opportunities

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

- improve services at Marina campus (e.g. cameras for test proctoring and communication with Student Services office staff)
- Cielo---did a presentation at summer Bridge Program talking about our program and services
- plan to schedule retreat to current program/instructional needs and future development should funding increase similar to last year
- increase collaboration with students who are veterans, establish a relationship with Veterans Center staff; provide educational opportunities for veterans to learn about services
- schedule 2 Friday afternoon work sessions for development of the ARC website (discussed one in October and one in November)
- discussion about upgrading a former IS position which was frozen (not rehired upon someone leaving) in 2009 due to severe budget cuts; plan to replace that with an Instructional Technology Specialist who will work with Alexis (ATS) assisting with production of alternate media, troubleshooting tech issues in ACT and CAI labs and maintaining specialized software and hardware used by students with disabilities in labs, and instructional support with assistive technologies (18 hrs./wk., 34 wks./year)

Admission and Records

Department/Group Name	Semester	Date
Admissions & Records	Fall 2015	August 20, 2015
Department/group members present		
Leza Turner, Victoria Curreri, Rebecca Glenny, Michael Coyne, Segundo Zosa, Teresa Standfield-Lee and Nicole Dunne		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>We now have fillable PDF forms on our website Open CCCApply has been implemented! (April 13th go live date (?)) The Laserfiche project has been completed. We are now working to modify the system to address procedures within A&R. We are almost fully staffed. Leza Turner has joined us on a temporary basis and we are currently down only one permanent position.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<p>Students will demonstrate self-advocacy by contacting Admissions & Records for assistance with Admissions & Records procedures. Students will demonstrate technical competence by investigating and completing Admissions & Records procedures online.</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>We need to gather data- develop a spreadsheet of contact through phones, email (hard to get) and in person visits South Bay applications are still processed by hand, which need to be included in our numbers (looking forward to them implementing CCCApply) Need to encourage hover help in Spanish/English Rebecca Glenny attended the breakout session regarding the website, we hope to be able to gather data on how our A&R pages are being used</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>Want to implement Call Attendant, an A&R helpdesk solution and Ask MPC (after the Ask Foothill model) Work to create and impeded how to videos on our website Create/move CSU/IGETC forms to the A&R site Have all financial history available on WebReg Waitlist implementation Graduation RSVP's /survey; exploring incentives. Only 46 surveys were submitted, but the survey was viewed 893 times New/more computers for the front lobby (Should we ask CTRC to help w/ computer overflow?) Large monitor for a lobby PowerPoint presentation of news/updates Need to hire student assistants</p>		

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Application Submission Report Options

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Application Submission Report Output

Submittal Term	Submittal Month	Records
20145	07/14	85
20145	08/14	60
20145	09/14	18
20147	07/14	1022
20147	08/14	1397
20147	09/14	322
20147	10/14	134
20147	11/14	32
20147	12/14	39
20147	01/15	59
20147	02/15	43
20147	03/15	63
20153	10/14	352
20153	11/14	902
20153	12/14	939
20153	01/15	1461
20153	02/15	629
20153	03/15	594
20153	04/15	93
20155	03/15	133
20155	04/15	460
Total		8837

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In addition to XAP (above), from 07/01/2014-06/30/2015 we received 4915 applications from Open CCCApply and roughly 3600 from South Bay. All together this totals to 17352 applications for 2014-2015 (based on date, not term data). *This data does not include hard copy applications from sources other than South Bay.

Counseling Department

Department/Group Name	Semester	Date
Counseling Department	Fall 2015	August 20, 2015
Department/group members present		
Carrie Ballard, Sal Cardinale, Alethea DeSoto, LaRon Johnson, Susanne Muszala, Mike Torres		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Last year, the Counseling Department had concerns about the “Ask a Counselor” function in the student portal and who would handle this additional responsibility. With gradual improvements over the course of the academic year, it was found that if most of the counselors in the department set time aside to respond to “Ask a Counselor” inquiries, most students received a response within one to three days.</p> <p>However, during peak times and summer, students received a response within two weeks. Although two weeks is not timely, each “Ask a Counselor” submission receives an automated reply stating that if a response is not provided within five business days or the issue needs immediate attention, students should contact the Counseling Department via phone.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
The Counseling Department supports student learning by helping students 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.		
<p>Although the department appreciates that students are using the “Ask a Counselor” function for general questions, a few issues have arisen:</p> <ol style="list-style-type: none"> 1) Students are asking detailed questions in which they should be meeting with a counselor in person. Typically, the questions are related to their coursework, where they stand regarding their progress toward a degree or transfer, and specific requirements for a major or individual transfer institution. 2) Students have used “Ask a Counselor” in attempt to bypass meeting with a counselor for education planning due to counselors not being immediately available in person during peak times. In some instances, other departments within Student Services have advised students to use “Ask a Counselor” in this situation. 3) Students are asking questions not related to counseling matters. Oftentimes, these questions are related to their student fees, financial aid, parking pass, and residency 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).

Addressing the issues that have arisen, the department plans to do the following:

- 1) Promote in-person counseling within the “Ask a Counselor” section of the MPC Counseling website.
- 2) Follow-up with the IT Department to see if it’s possible when students select the “Ask a Counselor” link in their WebReg Portal, an information window will open. The department hopes that the window can provide more detail about the purpose of the “Ask a Counselor” function before students are able to ask their question. The window could also have a link to frequently asked questions and other campus resources.
- 3) Consider changing the “Ask a Counselor” name to something that is not as broad.
- 4) Remind student services faculty and staff at the various Student Services meetings that “Ask a Counselor” should not be promoted as way for students to be served by counselors if they’re not able to meet with a counselor in-person.
- 5) Develop a way to run a report to analyze the data on how “Ask a Counselor” is being used by students.

Early Childhood Education Lab School (formerly Child Development Center and Lab School)

Department/Group Name	Semester	Date
ECE Lab School (CDC) & ECED	Fall 2015	August 20, 2015
Department/group members present		
Cathy Nyznyk, Mary Johnson, Mary Rigmaiden, and Danielle Parker		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ul style="list-style-type: none"> • ECED –increase in lab classrooms and more ability to serve ECE students and increased service in slots to student parents of young children served in our ECE lab. Increased FTES—able to serve more parents (33) and so increased parents who can go to school due to available child care. <ul style="list-style-type: none"> ○ Hiring of 12 Educational Assistants and re-opening 2 classrooms will better support outcomes for our student parents. • Our ECE lab school program outcome for our children are to assure we are tracking and supporting their developmental outcomes so they are prepared for success in the K12 system. • For ECE students we recognized in our ECED 52 capstone lab course that our students were needing improvement in our program outcomes 3, 4, 5. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> • For ECE students we recognized in our ECED 52 capstone lab course that our students were needing improvement in our program outcomes 3, 4, 5. <ul style="list-style-type: none"> ○ Program Outcome 3: We found we often are rating our students N/A on parent relationships and communication in their student evaluation forms completed on them in ECED 52 mid-term and final. We need to incorporate more parent communication and relationship development activities in our practicum course in lab. ○ Program 4: Using Developmentally Appropriate Approaches—in our lab the students do activities and write up activities that include goals and objectives for the children. Lab mentors and ECE instructor has noticed the need for students to improve on writing of Activity plan goals and objectives. This will be discussed with the lab mentors, director and ECE faculty on writing of goals and objectives as this is a part of many ECE courses. We also have noticed their environment plans are lacking in knowledge of what a DAP environment looks like and how to design one. We again will discuss with ECE lab mentors and ECE faculty to look at strengthening pre-teaching in ECE courses and how 		

to improve the environment assignments in lab.

Program Outcome 5: Using content knowledge to build meaningful curriculum. We are seeing lab students struggle with developing activities based on children's interests and needs and building on children projects and branching off to support various developmental needs and interests of children. This is the curriculum/assessment cycle knowledge that needs to be strengthened in our ECE courses and we will look at how to support students in lab. Our new lab mentor model should support students by allowing lab mentors to meet with students prior to their activity plans and to point out and coach on the curriculum/assessment cycle while they are in lab.

Summary & 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).

Reflection: The ECE program/lab school received a Glannini grant to investigate the Outdoor Classroom curriculum project. This allows 2 staff, Cathy Nyznyk and Jeff Procive to obtain Level 3 Certification in the Outdoor Classroom and Mary Rigmalden and Mary Johnson Level 1. This will help our student parents, children we serve and our ECE students in understanding this research based, best practice incorporating the outdoors and nature in our classrooms, playground development and ECE courses. This will allow our ECE students to be on the cutting edge in the workforce and ECE field. It will allow us to support children's overall development while educating parents on the importance of healthy, active life styles and better supporting math and science in our ECE lab classrooms for young children. To fully incorporate the Outdoor classroom philosophy in all aspects of the ECE program we are looking to re-design our outdoor spaces. This will take funding and we are looking to the MPC foundation to support this effort. We feel it will increase outcomes for ECE students, Student parents and children.

Since the CDC has been restructured in to an academic lab for the ECE program with new a staffing model and 2 additional classrooms as well as 2 new lab mentor positions we will be observing and documenting this semester and year on its overall impact to our student parents, children, ECE students and the larger Monterey Community. We are hoping to see a positive impact on student outcomes at all levels.

Being a new model we face the challenge of "will this structure that works on paper work in the real world." One challenge we have already faced is the need for 20 work study students to meet our regulatory agencies ratios. We have 8 on board now and are working with HR to develop an on-call qualified substitute list to help us meet ratio. We may need to hire 2 temporary Educational Assistant level 1. We will be monitoring the impact of the new re-structure and this new student worker system and keep in close communication with the job center coordinator as this year progresses.

EOPS/CARE

Department/Group Name	Semester	Date
EOPS/CARE	Fall 2015	August 21, 2015
Department/group members present		
Kelly Fletes, Kacey Giammanco, Stan Armstead, Jenna Koch, Stephanie Perkins, Jessica Cerritos & Eric Ogata		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Participation rates continue to be quite strong from North Peninsula target feeder schools i.e. Central Coast, Marina, Seaside High Schools to include Pajaro Valley High School (Student Equity). With the additional assistance of a College Assistant IX who will also create data spreadsheets of our participants the program will soon identify accurate participation rates(current District database not effective). A Summer Bridge/FYE pilot project was conducted with 22 students this past summer. These students improved both their math readiness and placements along with engaging in activities to declare their major and educational goals. All of these students have met their 3SP matriculation requirements to date. A one-day "NOW" orientation/intake workshop was provided the start of the F15 semester. ~130 Students received financial literacy/financial aid information along with program services and eligibility information. Student success information was also provided at this one-day workshop. Lunch was provided while the program participants visited campus club & program tables, students also received their student body card at this time.</p>		
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 IX 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 Counselor) which facilitated their matriculation/3SP requirements, along with State and Federal financial aid application process.</p> <p>Self- Advocacy: Through the program orientations the students gained knowledge of the skill and services necessary to meet their educational goals. Students interacted with various campus departments and programs exploring their relative benefits to support their educational goals.</p>		

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

The group discussed how to continue the program's service to potential and incoming students it was decided to continue the EOPS/CARE College Assistant temporary position in an ongoing position. Moving forward with a permanent position like the Categorical Services Specialist position was discussed. The plans to support this effort would also include a faculty counselor position to provide the educational planning and personal counseling support required by the additional students recruited. With the restoration of the program's categorical funding the program partnered with Academic Affairs and offered a Summer Bridge/FYE pilot program. Preliminary results are very encouraging and the program has been tasked by the college to double the participation of this Summer Bridge/FYE project this upcoming Summer 2016.

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 was 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 assist with the District in increasing participation and success rates from population identified in the institutional **Student Equity Plan**. Data regarding these efforts are being compiled for future comparisons. **Score + *prelim report is attached.* NOW students survey data attached****

International Student Programs

Department/Group Name	Semester	Date
International Student Programs	Fall 2015	08/28/2015
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.		
<ol style="list-style-type: none"> 1) Move to the Student Services building allows for a more centralized place for both the students, staff and ISP counselor 2) Electronic international applications are easier to understand thus reducing I20 corrections. 3) Part-time counseling faculty available to students 2x a week. 4) New ISP website improved communication to prospective students 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ol style="list-style-type: none"> 1) Create a place for more privacy for students when discussing personal legal and immigration issues. 2) DSO paperwork needs to be completed to include: Francisco Tostada, Nicole Dunne & Maryam and Alethea. 3) 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.		
<ol style="list-style-type: none"> 1) Relook at the design of the space – remove boxes of ISP past students. 2) Begin to start the process of completing the paper work for DSO. 3) Submit recertification 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).		
<ol style="list-style-type: none"> 1) Call facilities to remove boxes and look at other possibilities to create private space. 2) Dedicate time to fill out paper work and submit to the appropriate individuals 3) Complete paperwork by Jan. 1st. 4) Attend in November the national conference. 		

Job Center

Department/Group Name	Semester	Date
Job Center	Fall 2015	9/08/2015
Department/group members present		
Lien Nguyen		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ul style="list-style-type: none"> Eliminate paper filing and move to electronic filing system. Update students' file. 		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> Work closely with students to help students organize school and work schedule Place students in job related to major and/or field of study Announce jobs available to students seeking job on a daily basis 		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<ul style="list-style-type: none"> Students are prepared for job interview and work performance/job duties Balancing education and 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).		
<ul style="list-style-type: none"> More students are placed to work during the first week of school Save time by doing electronic filing, therefore, more time to spend with students in searching and seeking for employment 		

Physical Education – Athletics

Department/Group Name	Semester	Date
Physical Education	Fall 2015	9/3/2015
Department/group members present		
Lyndon Schutzler, Amber Thompson, Mark Clemons, Wendy Bates, Erin O'Hare, Kim Fujii, Daniel Phillips, Blake Spiering, Paula Haro, Ali Daniels, Deanna Ross, Millie Benavente		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
Improvements due to past efforts and discussions are as follows: Themed learning capsules offered in the Fitness Center Information and quizzes available online therefore completion of assignments/quizzes has increased Orientation and orientation packet updated		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
Recognize the value of physical activity for improving personal wellness. Work collaboratively and cooperatively in a group activity		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p>The Physical Education department is made up of courses in Physical Education, Physical Fitness and Dance. The attendance at this meeting reflected the variety and diversity of the staff. A key point in the discussion was utilization of the Fitness Assessment. Our student population ranges from high school students completing PE requirements, MPC student athletes, dancers and students of all ages focused on health and wellness. The discussion included how the fitness assessment was beneficial to our entire range of student as well as the logistics of how to increase the number of student completing the assessment. This correlates directly to the SLO to improve or maintain physical fitness through participation in selected physical activity.</p> <p>Methods of engaging students in group activities were discussed with examples shared by various instructors. Behavioral issues were discussed and the appropriate responses from instructors were shared. Instructors find these methods to be extremely valuable in the teaching process particularly when the activity culminates with a presentation to other class members.</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).

For the first time, the dance teachers will implement Fitness Assessments for their students. Instructors of activity classes will complete preliminary steps of the assessment and then coordinate with Liz Vitanza on logistics of completion. At the end of the semester students will have data on their fitness level and can set goals based on this data.

Updating fitness assessment tools was a previous action plan item. The need for new equipment and software was met through instructional equipment funds last year. The new assessment tools will be used extensively in the coming year with the hopes of significantly increasing the number of students accessing the information.

Student collaboration methods were shared with the hopes to be used in classes in various activities. One example is the spring dance concert. A concert was held last spring in the MPC theater for the first time in several years. This event encourages students to collaborate in performance groups. The plan is to sponsor the concert each spring. Video of student performers are available for assessment.

Student Activities

Department/Group Name	Semester	Date
Student Activities	Fall 2015	9/1/15
Department/group members present		
Julie Osborne		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>This year, due to the combination of the newly remodeled student center and to the increase in student enrollment, the student activities office has never been busier. For the first time since 2008, ASMPC has a full-council and there is a waiting list to become a member. The student activities office has many events planned for the year, which includes; increased marketing and outreach efforts, advocacy events, and to expand on the student ambassadors club. The current ASMPC members are very involved in their school and are constantly looking for ways to engage their fellow students through events, clubs, benefits and services. To increase awareness and outreach; Student body ID cards can now be printed at the Marina campus, and the first mini-Lobo Day was held there this fall. There are also plans to build on the relationship between ASMPC and MPC athletics to help increase awareness of our excellent athletic programs.</p>		
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.		
<p>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).</p>		
Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).		
Student Activities 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 Services

Department/Group Name	Semester	Date
Student Financial Services	Fall 2015	08/20/15
Department/group members present		
Francisco Tostado, Brenda Kalina, Deanna Galdo, Patricia Chapman, Danielle Hodgkins, Terri Murphy, Linda Ransom, Javier Andrade		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>This past year 2015-2016 we implemented a new electronic (online, in the cloud) scholarship management program. This year we had over 400 scholarship applications submitted. This is the most application we have ever had. In our previous discussions we talked about being able to attend trainings/professional development opportunities. We are happy to report that in the 2014-2015 school year, all of our staff members attended a minimum of one training opportunity with most attending a minimum of two financial aid trainings. We have more communications with our veteran's coordinator, thus giving veterans a better understanding of the financial aid processes. As for Fafsa applications compared from year to year, we are right on track as prior years.</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 will be aware of the need to enroll prior to the Financial Aid Enrollment Deadline for the second day of class.</p> <p>SLO II: Satisfactory Academic Progress Process (SAP) Students will have an understanding of the Satisfactory Academic Progress Policy and know how to complete their probations contracts and how to better maintain academic standards.</p>		
Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.		
<p><u>SLO 1:</u> We knew that the department of education was going to change the students' and parents' pin number to a new Federal Student Aid Identification (fsa id or username) in late May of 2015. In order to help students with this change. We created a step by step page so that students could create a new username and password for themselves. In addition, the parents could follow the same steps in order to create their own. This has saved the financial aid office and students time when completing the FAFSA application during our one-on-one appointment. It is difficult for staff to assist students and parents in navigating the data retrieval tool on the fafsa without their fsa id. In our efforts to help students more effectively and efficiently; we strongly encourage them to create their FSA ID prior to filling out their fafsa applications with us.</p>		

SLO 2: We have streamlined the reinstatement process for students who have a loss of financial aid eligibility status. They can regain their eligibility by completing 6-degree applicable units on their own without financial aid, other than the BOG fee waiver. Students then submit the reinstatement form and include the courses they have completed satisfactorily and we process their files to award them financial aid the subsequent semester. Students have access to the reinstatement form either electronically or as a PDF. Counselors and supportive staff are becoming more and more familiar with our SAP policy in order to be able to advise students on their options with respect to financial aid.

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 the 2016-2017 School year we are looking at improving our technologies and processes. We hope to have a Google campus email that will enable us to reach students in a more efficient and timely manner. We hope that with the improved technologies students will be able to complete their financial aid file by the end of the Spring semester for the following academic year (fall semester). Our student financial services team has been and will continue to be heavily involved in the outreach/in reach activities for the college. We continually do presentations to our Nursing, Philosophy, English, and Introduction to College classes so that we can make students aware of our financial aid processes.

As mentioned in our past program reviews and reflections. Staffing levels have shrunk over the last five years. For the 2015-2016 academic year, due to budgetary constraints we are not able to attain a temporary 20 hour a week employee to cover staff during peak times between May through September. Furthermore, our full time and half time positions have not been filled since 2009-2010.

Student Health Services

Department/Group Name	Semester	Date
Student Health Services (SHS)	Fall	9/10/2015
Department/group members present		
Lara Shipley, Coordinator of Student Health Services, Brianna Anderson, Substitute Health Services Specialist		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>As a result of the mental health grant through Cal-MHSA, SHS was able to provide expanded psychological services to students and faculty/staff including implementation of Kognito trainings, an avatar-based program for at risk students, LGBT students, and Veteran students, mental health events such as the screening of Silver Linings Playbook, Boots to Books veterans program and Outreach Coordinator position which has evolved to a Student Veterans Advocate, community resource presentations from NAMI and Interim, along with trainings for staff/faculty like Mental Health First Aid, Crisis Intervention Training in collaboration with Monterey County, and the CANP and HSACCC conferences. The CSUMB MSW students provided classroom presentations and trainings for the Kognito program along with outreach for our SHS services. This semester we have a psychologist donating one morning/week to see students along with a Licensed Professional Clinical Counselor donating one day/week. Having licensed professionals providing therapy is a new improvement to the program.</p> <p>Another improvement or expansion of service to students would include the newly-added nurse practitioner role of the Coordinator. This key service enables students to be seen for an acute illness/condition which includes assessment, examination, diagnosis, and treatment with prescriptions available if necessary for non-controlled medications. Feedback from students about this new service has been positive as they don't have to leave campus to receive medical care.</p> <p>We were able to incorporate wellness into our programming with a finals "Stressbuster" event and a class for managing stress. This year we'll be offering a Mindfulness Meditation program to students, faculty, and staff.</p> <p>All of the above improvements assist the effort for student retention and success.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<ul style="list-style-type: none"> Students utilizing Psychological Services will be able to verbalize strategies for self-care, self-advocacy, and self-esteem which will aid retention. 		

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

We discussed how the above mental health activities and trainings positively impacted students, staff, and faculty. We believe our efforts were successful in helping to reduce stigma around mental health issues, and by the number of subsequent psychological visits for counseling, we think our outreach efforts were also successful. We believe more students are aware of the services offered as evidenced by the increase in the number of visits to SHS.

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).

Challenges we face:

- Staffing/Substitute Health Services Specialist, PT
- No dedicated permanent space for Psychological Services. Lost space from departments, having trouble finding enough rooms to provide therapy.

TRiO

Department/Group Name	Semester	Date
TRiO (Math and Science Upward Bound, Student Support Services & Upward Bound)	Fall 2015	Friday, August 21, 2015
Department/group members present		
Grace Anongchanya-Calima, Heather Bowers, Chris Calima, Jasmine Do, and Sandra Washington		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p>Survey: The survey continued to be a difficult task to complete due to the challenge of developing and implementing a survey through Survey Monkey. Although it is still a project we would like to implement, we have decide to postpone completing the TRiO Student Survey.</p> <p>Website: TRiO Staff attended various workshops with Kristin Darken to become more familiar with editing programs' website. All three have begun the process of updating their website and will begin/continue to integrate the new features (i.e. calendar, photo albums, student testimonials, online inquiry form, application etc.).</p> <p>Technology: Utilization of technology continues to progress. MSUB has utilized online surveys, questionnaires, and distance education curriculum to improve collection of data and access to services. SSS has further developed an application and inquiry form which is available online. UB utilized Pressi to improve students' Summer Program presentations.</p> <p>UB/MSUB Bridge for SSS: UB/MSUB programs collaborated with SSS to provide additional services to Summer Program participants and connect with SSS staff to improve the potential transition from high school to college, especially local students planning on attending MPC. Both program's summer participants attend weekly workshops that were co-presented with the SSS Coordinator/Counselor to assist with dissemination of relevant information.</p>		
Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.		
<i>Participants will demonstrate academic success.</i>		

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

TRiO programs' are required to complete an Annual Performance Report (APR) which collects a breadth of student information (i.e. academic achievement, retention, persistence, etc.) reported to the U.S. Department of Education. Over the past few years we have struggled with developing an effective way to utilize APR data in our Program Reflection process.

Last year TRiO staff attended various Program Reflection Workshops catered to Student Services and TRiO programs which resulted in a change of focus to Service Area Outcomes (SAO). This shift is a more relevant approach to addressing and measuring the effectiveness of the services we provide to students. We have thus decided to change our focus to utilizing student data, but not limited by data collected for APR purposes.

MSUB also dealt with many technology issues during the Summer Residential Program at UCSC. The program implemented the use of MPCOnline to supplement coursework and assignments for all three courses throughout the summer. Due to the limited number of laptops shared between all three TRiO programs, MSUB students were unable to complete their assignment in an effective and timely manner. In addition, wifi reliability was also an issue due to UCSC limited capabilities, which augmented the students' inability to complete coursework.

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).

All three program will be utilizing TRiO Learning Center (TLC) usage data (i.e. number of students, duration, purpose, etc.) We will be collecting usage patterns collected from TimeKeeper. Programs will be utilizing the ability to have students identify the main purpose* for his/her TLC visit. During spring Flex Days we will analyze and discuss data to address program participants' needs

* TimeKeeper only allows a student to select one reason why they are visiting the TLC, which will limit the amount of information we will collect from students.

Administrative Services Reflections on Student Learning

Fall 2015 Dialog/Assessment Reports

Facilities, Security, Purchasing and Budget Management

Department/Group Name	Semester	Date
Facilities, Security, Purchasing, Budget Management	Fall 2015	August 20, 2015
Department/group members present		
<p>Panel: Art St. Laurent, Pete Olsen and Suzanne Ammons (presenting/documentation) Participants: Maria Rodriguez, Maria Roa, Luz De La Torre, Hector Vasquez, Dionicio Garcia, Orencio Perez, Manuel Resendiz, Yolanda Guzman, Connie Andrews, Phu Nguyen, Ron Holback, Mary Weber, Abel Galvan, Alicia Cadriel, Lorena Garcia, Ferdinand Ramirez, Fred Hamann, William Guevarra</p>		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<p><u>R: Campus communications – T. Staff knowledge, training needs, availability):</u></p> <p>Challenge: How can Facilities’ Grounds, Custodian and Building maintenance staff improve and ensure improved learning outcomes for its students even though they are not directly involved in instruction or have direct student contact in the classroom?</p> <p>Issue:</p> <p>(1) New Federal Laws VAWA (Violence Against Women Reauthorization Act) and Campus Sexual Violence Elimination Act (SaVE), effective March 7, 2014 are specifically designed to protect students from harassment and sexual violence on and around college campuses. These laws complement Title IX sexual harassment guidelines and update the Jeanne Clery Act. These laws place reporting and investigative obligations which schools must follow as well as provide education and resources to students. The intent is to support students in making their environment safe from harassment and sexual violence.</p> <p>Status: <i>New Law- being introduced to staff via website and Reflections sessions, like today’s.</i></p> <p>Challenge: Recognizing harassment and forms of sexual violence and what a bystander can do.</p> <p>Solution: Above staff introduced to existence of new VAWA laws which will place reporting and investigative obligations for schools to follow as well as provide education and resources to students. The intent is to support students in making their environment safe from harassment and sexual violence. Custodial, grounds, facilities and security staff work in various places on campus in and among the student population. As a result, they will frequently bear witness to encounters between students which can and do escalate into harassment or potentially sexually violent incidents. Today’s video and ppt presentation highlighted ways where staff could safely and effectively intervene, and provide helpful information to assist in the investigation of a violation of VAWA laws. https://www.youtube.com/watch?v=Q_sKeczyKk</p> <p><u>Emergency Preparedness & Planning:</u></p> <p>Group discussed:</p> <p>A review of improved communications made possible with the conversion from cell phone communications to radios. Staff discussed advantage</p>		

of real time communications and access to Marina and Seaside campuses.

April 17, 2015 – Emergency Prep Drill conducted to test communications with radios, BRT and documentation using the EOC.

Great California Shakeout: MPC engages in some form of communications exercise for the past several years in observance of this annual October date. Staff discussed possible exercise at Oct 2015 Shakeout date to include evacuation plan.

Challenge: Each year, MPC works to improve a component of the Emergency Plan, with limited resources, including available staff to participate in preparedness exercises. The communications component has seen great improvement but certain aspects of Preparedness such as Campus Evacuation procedures need to be revisited in order to test/improve procedures in this area.

Solution: A drill would help expose areas where improvement is needed; this is difficult to do without impacting campus operations. The campus will need to determine if the Ca Shakeout annual observance could be utilized to conduct an exercise at some level.

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

N/A

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

N/A

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

The District continues to invite staff serving in areas outside of the student services and instructional components of the College to participate in Program Reflections. As a result of their participation, staff gain the opportunity to recognize how they impact the student environment whether directly or indirectly. The District strives to develop this awareness across all campus areas through conversation and inviting suggestions for improvement.

As a result of today's Prog. Ref. staff are more aware of how they impact the student and staff environment by raising the level of safety through observation and appropriate intervention (VAWA). Continued discussion and exercises in Emergency Preparedness raises awareness of the role public employees fulfill as emergency support during an incident on campus.

Media Services

Department/Group Name	Semester	Date
Media Services & Print Shop	Fall 2015	August 20, 2015
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>Summer '15 projects 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></p> <p><u>Challenge:</u> The newer smart classrooms are using Extron and Creston Equipment. This equipment is complex to support. The current model to support this equipment is to rely on a single vendor. There have been concerns with responsiveness and completeness of work. Those smart classrooms need to be standardized and supportable</p> <p><u>Overcome by:</u> Implementing a simpler and supportable build to these classrooms. By using a design shared by Cabrillo College and utilizing the services of local wiring contractor – Epico, these classrooms can be built and maintained by in-house support technicians.</p> <p><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></p> <p><u>Challenge:</u> The amount of money spent on projector bulbs is big ongoing expense.</p> <p><u>Overcome by:</u> Making bulb-less projectors the new standard.</p> <p><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>STAFFING NEEDS</u></p> <p><u>Challenge:</u> MS in need of planning and strategy to address future staffing needs</p> <p><u>Overcome by:</u> Plan for current and future staffing needs</p> <p><u>Benefits student learning by:</u> provides A/V coverage for student and instructional needs</p>		

PRINT SHOP

Challenge: The amount of money spent on campus printing is large.

Overcome by: Strategically address campus printing and reduce overall costs

Benefits student learning by: Funding currently allocated to printing costs can be reallocated to other areas to improve support and services the will directly and indirectly benefit students.

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
6. Develop campus-wide printing RFP and enter into contract with the best available printing company.

Network Support Team

Department/Group Name	Semester	Date
IT / Network Support and Programmers	Fall 2015	8/20/15
Department/group members present		
Kim Panis, Lynn Noell, Robert Boardman, Mike Midkiff, Erik McDonald		
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.		
Instructional Technology – Wi-Fi Instructional Technology – Equipment Refresh Campus Communication – Telephone System Campus Communication – Single Sign On Technology Staff Campus Communication – Improved Email and Collaboration System Campus Communication – Improve data and reports associated with SIS		
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> Identifying and upgrading WiFi to dedicated areas on campus.</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>		

**Instructional Technology –
Equipment Refresh**

Challenge: 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.

Overcome by: Developing Campus Standards for all technology equipment including PCs, Network Equipment, Printers, etc. Identify funding to purchase and implement equipment.

**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 good 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 or Clearlogin -> 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.

**CAMPUS COMMUNICATION –
Hosted email and collaboration system**

Challenge: Students are currently provided email with very low limit storage limits.

Overcome by: Implementing Google Apps for Education

Benefits student learning by: This project would provide students with an email system with unlimited storage. In addition, other collaboration tools such as drive and hangouts.

**CAMPUS COMMUNICATION –
Improve data and reports associated with SIS**

Challenge: The data and reports coming from SIS are very limited

Overcome by: Enhance SIS data and reports through collaborative efforts and implementing new systems, such as EMS.

Benefits student learning by: Enhancing SIS data and reports would provide the ability to schedule and maintain an appropriate class schedule.

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).

7. Implement new campus standard 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. Implement EMS system to improve data and reports (budget dependent)

President's Office Reflections on Student Learning

Fall 2015 Dialog/Assessment Reports

President's Office, Human Resources and Institutional Research Office

Department/Group Name	Semester	Date
President's Office, Human Resources, Institutional Research	Fall 2015	August 20, 2015
Department/group members present		
Dr. Walter Tribley, Andrea Bozant, Carlis Crowe-Johns, Shirley Kim, Susan Kitagawa, Edwin Lake, Vicki Nakamura, Dr. Rosaleen Ryan, Cortney Shultz		
Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.		
<ol style="list-style-type: none"> 1) The Foundation has increased the number of scholarships given to high school students from 5 to 100. 2) Per the direction of the Superintendent/President, Human Resources staff are taking steps to ensure the safety of students on our campus, which contributes to student learning and success: <ol style="list-style-type: none"> a. Faculty and Staff have undergone Child Abuse Mandated Reporter training. b. Faculty and Staff will undergo SaVE Act and Title IX training. c. The Annual Security Report, which contains information on crime statistics and different types of crimes (assault, bullying, stalking, domestic and dating violence, etc.), as well as on-campus and off-campus resources for victims of crimes, was completed. d. MPC's Title IX Coordinator, Interim VP of Student Services, and Security have worked together, as well as with the community (CSU Monterey Bay, Rape Crisis Center, etc.) to ensure awareness of and compliance with Title IX. 3) Per the direction of the Superintendent/President, Human Resources staff are continuing to take steps to ensure a qualified and diverse faculty and staff. <ol style="list-style-type: none"> a. Susan Kitagawa, Associate Dean of Human Resources, compiled and will present to the Governing Board in August 2015 the "Annual Applicant Pool and Employee Demographics Report." She expects to present it to shared governance in the fall. 		
Write Service Area Outcomes or objectives from course outline of record that you discussed this semester.		
<ol style="list-style-type: none"> 1) Administration, faculty, and staff will maintain a safe and healthy working and learning environment to help students achieve their educational goals. 2) Administration will maintain updated policies and procedures to help students achieve their educational goals. 		

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

Since our departments indirectly support student learning, we did not discuss specific SLOs/GEOs. Our discussion was primarily centered around identifying service area outcomes and determining indicators / measurable outcomes.

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) Determine how to document reviews of the hiring processes and indicate issues that have been addressed.
- 2) Continue to provide trainings to ensure a safe and healthy learning environment for students (Title IX, SaVE Act, Child Abuse Mandated Reporter, etc.).
- 3) Consider conducting climate surveys (look at feelings of belonging, climate, etc.) of students, faculty, and staff. Climate surveys could provide us with data that will enable us to determine areas we may need to improve upon, as well as any changes in campus climate. Possible foci for such surveys (awareness of safety issues, requirements, and trainings; levels of preparedness to address such issues) were discussed, as well as the timing of such surveys (before and after trainings).
- 4) Continue to revise board policies, as needed, to include as part of pertinent trainings. Possible indicators: the number of policies being updated / current policies.
 - a. HR to bring forth, via the appropriate process, Title IX policies and procedures as a complete package.