



# Student Learning Outcome Assessment Report 2011-2012

This document is the official assessment of student learning at Monterey Peninsula College for the 2011-2012 Academic Year. It summarizes the results of faculty and staff evaluation of student learning and records their dialog about potential ways to improve student learning.

A handwritten signature in black ink, appearing to read "D. R. Garrison", written over a horizontal line.

Douglas R. Garrison, Ed.D.  
Superintendent/President

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

Alfred Hochstaedter  
Academic Senate President

Academic Affairs Reflections on Student Learning

**Fall 2011 Dialog/Assessment Reports**

## Business & Technology

Department or Group Name	Semester	Date
Business & Technology	Fall 2011	August 19, 2011
<b>Department or Group Members Present</b>		
Tom Rebold, Randy Smith, Jon Mikkelsen, Dave Sobotka, Steve Bruemmer, Marty Johnson, Judee Timm, JC Prado, DJ Singh, Kathleen Clark, Scott Gunter		
<b>Summary of Department or Group Discussion about Student Learning</b>		
Discussion emphasized student success and the strategies adopted to support achievement. Topics included applying critical thinking assignments on multiculturalism in business, course strategies on skills development for students in analyzing, design, and business issues, strategies for data translation and the ability to communicate results, and finally formulating successful group dynamics.		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)</b>		
<p><b><i>Budget dependent:</i></b></p> <ul style="list-style-type: none"> <li>• Keep the computers up to date. The CSIS lab computers are 4+ years old. These slowing computers affect students' ability to learn. Further, our computers and our Bravo server are vulnerable to breaking which puts at risk our ability to deliver good teaching.</li> <li>• Make sure courses are using relevant, current software programs.</li> <li>• Support laptops and mobile devices better. More students are bringing their own laptops. More students are interested in smart phones, ipads, etc....</li> <li>• Support Macs better, since more students are getting them lately.</li> <li>• Have the BUSC open more hours</li> <li>• Need a webmaster to help standardize the information about instructors and programs throughout the campus.</li> <li>• Make sure the lab is open without a class scheduled after certain key classes where the students need to stay and work. Most notably these classes are CSIS 50 Microsoft Office and CSIS 10a, Intro to Programming. (Alas, we forgot that this upcoming semester and it will hurt some students.)</li> <li>• Increase professional development funds to enable faculty members to keep current in their fields.</li> </ul>		

## Creative Arts

Department or Group Name	Semester	Date
Creative Arts Division	Fall, 2011	August Flex Days, 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
All full-time faculty	There was a spirited and lengthy discussion about the academic integrity of incorporating the Area C, number 4. Outcome (catalogue page 57) into all CA Division courses.	
Summary of Department or Group Discussion about Student Learning		
The Division members agreed to incorporate Area C, number 4 SLO into each course syllabus offered by the Division.		
Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.		
The Division Chair and Division office Manager will review each course syllabus for inclusion of the SLO.		

## Humanities – English

### English Department Flex Day Discussion, August 18, 2011:

- (1) Great Assignments and Activities (emphasis placed on new ideas; one person will facilitate sharing)
- (2) Using Research in the Classroom: Beyond ENGL 1A (emphasis placed on research requirements in various disciplines)

#### Interesting assignments:

Murder mystery (Alex): ENGL 111, final writing assignment—cause/effect, research of old cases, works cited, creativity. ENGL 2, critical thinking in solving it.

Visiting writers (Anita): likes creating assignments around writers' visits. Henry has a writer scheduled in spring; possible scholar in residence for a week for Great Books Program rather than colloquium.

Graffiti—is it art? (Jon): Local info, YouTube.

Local assignments: Winchester House, Cannery Row.

Profile of a person they don't know: Merry.

**Promoting Discussion In Class:** Merry suggests have them answer a question first, then open discussion. Anita has them define a concept for themselves, makes sure they have something written, then compare. Discussion boards/groups can be added on iLearn or on MySite class sites, and then instructor can use discussion topics in class.

**Banned Books events in September:** Henry.

**Engl 322**—find quotes, paraphrase, describe logical relationships: Paola.

#### Research:

Annotated bibliographies (Anita): Good student reaction/feedback (Engl. 2). Clarifies relationships between sources. Merry also uses one in Engl. 111). Paola has them do abstract/evaluation in Engl. 112.

Research in ENGL 2: All ENGL 2 instructors should be doing a research paper.

Synthesis of info in many articles: Merry suggests building a library of resources to teach skills. Anita covers this in discussion in Engl. 2, introducing sources gradually for comparative analysis.

Student knowledge of library resources: BOOKS rather than just electronic sources.

# Humanities – ESL Department

**Department or Group Name:** ESL Department

**Semester:** Fall 2011

**Date:** December 2011

**Department Members Participating:** Marie Butcher, Richard Abend, Craig Sanders, Brian Brady, John Nelson, Molly May, Penny Partch, Anne Deffley, Chris Hart, Noah Brod, Lisa Berti

**Challenges Discussed:**

- We have a persistence issue that results from the impact of the economy on students. Some can't continue because of changes in work schedule, or loss of employment. In addition, increased tuition fees inhibit persistence.
- Students who won't or can't buy the book to use in the course is a challenge, especially when they come unprepared to class.
- Misuse of technology in the classroom and lab. Students who text in class and use hand held devices to cheat in class. Another ongoing issue is computer "cheating"/plagiarism.
- Placement issues regarding students who are challenged by the rigor of courses at the upper level, especially between level 4 and 5.

**Summary of Department or Group Discussion about Student Learning:**

Students who have financial challenges are frequently unable to persist in their coursework. Many have to make a choice between getting a second job and continuing with school, which has created spotty attendance, inability to purchase textbooks, and late work. Perhaps a result of these challenges has been the misuse of the internet in completing assignments and plagiarism. Students who are strong in some skills, but not others can struggle with coursework. This is most apparent between levels four and five.

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

- To mitigate the challenges of a weak economy, the faculty decided to provide books on reserve in the library and to solicit free books from publishers that can be distributed to needy students.
- For students who struggle with the pacing of level 5 courses after level 4, the ESL department has designed an intermediary level, to be instituted Fall 2012, which will give students who place between current level 4 and 5 an extra semester to build the necessary skills for success.
- In addition, the new program tests for listening and reading skills and places students in individual skills courses, instead of the current integrated skills courses.

# Humanities – ESSC

Department or Group Name	Semester	Date
ESSC	Fall 2011	8/19/11
<b>Department or Group Members Present</b>		<b>Principle SLOs or Supporting Objectives Discussed</b>
Adria Gerard, Kenneth Howe, Katrina Jensen, Sunny LeMoine, Marguerite Moore, Debbie Sharp, Janet Tezak		<b>ENGL 400 SLOs:</b> <ul style="list-style-type: none"> <li>• Identify individual learning goals related to reading, writing, and/or study skills</li> <li>• Work collaboratively one-to-one with instructional support faculty/staff to make progress toward identified goals</li> </ul>
<b>Summary of Department or Group Discussion about Student Learning</b>		
<b>Evaluation Methods for SLOS:</b> <ul style="list-style-type: none"> <li>✓ Students receive a lab card upon signing up for ENGL 400</li> <li>✓ On the lab card, students identify their reading, writing, and/or study-related goals for the term</li> <li>✓ On the back of the lab card and each time they come to the ESSC, students keep track of the assignments they work on, getting signatures from ESSC faculty/staff upon leaving the Center.</li> <li>✓ The list of assignments on the back of the lab card is supposed to demonstrate that students are meeting the goals identified on the front of the lab card</li> </ul> <b>Summary of Evaluation Results:</b> <p>In theory, the process is sound, but it's difficult to manage/monitor for the following reasons:</p> <ul style="list-style-type: none"> <li>✓ There are roughly 800 ENGL 400 students to manage/monitor each semester.</li> <li>✓ Students often only quickly or cursorily identify their goals, making them less than meaningful in most cases.</li> <li>✓ Students don't often fill out the backs of their lab cards, and if they do, the assignments don't always match the goals listed on the front.</li> <li>✓ Students aren't often getting signatures on their lab cards when they complete a work in the ESSC.</li> <li>✓ Many students prefer to work independently, not collaboratively, with folks in the ESSC.</li> <li>✓ During busy times in the Center, instructors aren't always catching students as they leave to ensure they've gotten a signature and are meeting their goals.</li> </ul>		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)</b>		
<ol style="list-style-type: none"> <li>1. We could do a better job of orienting students to the course and the procedures therein when they sign up.</li> <li>2. We could do a better job of checking in with students while they work.</li> <li>3. We could try to catch more students as they leave, to ensure they've recorded their work and/or gotten a signature.</li> </ol> <p>*We could do all of these things, but if it were easy, we'd already be doing them! The numbers seem to work against us.</p>		

## Humanities – Linguistics

<b>Department or Group Name</b>	<b>Semester</b>	<b>Date</b>
LINGUISTICS	FALL 2011	January 25, 2012
<b>Department or Group Members Present</b>	<b>Principle SLOs or Supporting Objectives Discussed</b>	
RICHARD ABEND	DEMONSTRATE AN AWARENESS OF LINGUISTIC PRINCIPLES IN ONE OR MORE AREAS OF LINGUISTICS.	
<b>Summary of Department or Group Discussion about Student Learning</b>		
<p>Linguistics students have proven themselves to be very adept at analyzing syntax and understanding key concepts of linguistics. Both on-campus and online sections are successful content delivery systems. Online students rely heavily on the text and online sources and are able to use them successfully. A large number of online links were added to this semester's online class and were very well received by students. A number of students commented that the online sites assisted them in understanding the course content. On-campus students rely much more heavily on lecture than text or online resources and seem to have more difficulty using the course text. Feedback in both venues has been quite positive and a number of students have decided to pursue linguistics majors.</p>		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)</b>		
<p>For Spring 2012, I will incorporate more discussion of the on-campus class text and stress that homework be completed on schedule. It is my impression that online ling students have greater academic skills (preparation) than those on campus. I will try to facilitate student academic-skill-building in the on-campus section.</p>		



## Humanities – Philosophy & Speech Communication

Department or Group Name	Semester	Date
Philosophy, Speech Communication	Fall 2011	August 18, 2011
Department or Group Members Present		Principle SLOs or Supporting Objectives Discussed
Todd Weber, Dan Fox, Diane Boynton		Discussion focused on course material and activities.
Summary of Department or Group Discussion about Student Learning		
<p>Each instructor discussed changes he/she is making to his/her classes. Diane Boynton described her decision to change SPCH 3 assignments; instead of taking quizzes and writing essays, students will complete workbooks that require them to review readings, apply communication theory, and participate in classroom activities.</p> <p>Todd Weber discussed his decision to make changes to PHIL 4, requiring whole works of philosophers rather than an anthology. He believes that whole works can help students see theories in context of the entire work. Todd is also revising PHIL 6, focusing more on an humanistic perspective and scaling back on formal logic. He perceives that the humanistic perspective is more useful/applicable than formal logic.</p> <p>Dan is preparing to teach Oral Communication of Literature. He is also changing his focus of SPCH 2, reducing the amount of experiential learning and problem-solving, and adding elements of cultural context. One of his assignments, for example, will relate to leadership in history.</p>		
Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)		
<ol style="list-style-type: none"> <li>1. Offer Oral Communication of Literature fall 2012.</li> </ol>		

# Humanities - Reading Center

<b>Department or Group Name</b>	<b>Semester</b>	<b>Date</b>
Reading Center	Fall 2011	8/19/11
<b>Department or Group Members Present</b>	<b>Principle SLOs or Supporting Objectives Discussed</b>	
Adria Gerard, Kimberlyn Forte, Inga Gonzalez, Ruth Osorio	<b>ENGL 320:</b> <ul style="list-style-type: none"> <li>• Discern meaning from print materials encountered in everyday life</li> <li>• Locate the main idea of short practical reading passages</li> </ul>	
<b>Summary of Department or Group Discussion about Student Learning</b>		
<p><b>Evaluation Methods for SLOs:</b>            Within the framework of pre-reading, reading, and post-reading strategies, students are introduced, guided, and tested in the areas of vocabulary development, topic vs. main idea, major and minor details, outlining, patterns of organization, inferences, activating prior knowledge, purpose, tone, bias, fact vs. opinion, critical thinking, interpreting graphics, previewing, annotating, summarizing, note-taking, and test-taking.</p> <p>Students check in with instructors after each module, at which time, the instructor gauges student understanding, reviews the material, and answers questions as needed.</p> <p><b>Summary of Evaluation Results:</b></p> <p>As the course is very independent, success appears to be dependent upon the individual student skills and motivation. First, the course is definitely most appropriate for a student with reading skills at the 9<sup>th</sup> and 10<sup>th</sup> grade level and one who can work independently on the computer. A student with poor reading skills, a limited vocabulary, and little computer experience has difficulty understanding the level of course work. Secondly, the student who completes each step of the program appears to have a better grasp of the concepts than those who choose to skip to the final evaluations. A student who does not review his/her work to evaluate his/her knowledge of the concepts often reports frustration when taking tests. Finally, because the course allows the student to set his/her own pace and schedule, a 320 student needs to be one who can motivate himself/herself to learning. The most successful student is one who is consistent in his/her attendance. Successful students state that the course requires time and effort, yet they also report that it reinforced and reignited college reading skills and gave them a sense of accomplishment.</p> <p>Also, English 320 has more of an emphasis on textbooks, as opposed to “print materials encountered in everyday life.” The strategies introduced in ENGL 320 (outlining, summarizing, recognizing patterns of organization, interpreting graphics, making inferences, etc.—are valuable skills for study reading, so perhaps the SLO should reflect the academic nature of the reading material and strategies MyReadingLab utilizes in English 320.</p>		

**Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)**

1. Provide student with a summary of his/her results, focusing on areas they may benefit from further study and practice. Offer student additional resources, online or textbook, that review low scores topics for study and practice.
2. Provide student with a summary and/or post test scores for the purpose of providing his or her future reading instructor(s) with a detailed assessment of their current reading level and study skills. Instructor may choose to use this information to more effectively help this student throughout the course.
3. Continue communication with the counselors, other instructors, and individual students who consider taking this class. It is not for everyone, and enrolling a student who does not have the reading level, the computer skills or the study habits necessary for success does a disservice to him/her.
4. Once a student has enrolled, have student conference with an instructor to create a work schedule and set goals for the semester.
5. Revise SLOs and course description to reiterate that the focus of ENGL 320 is on study reading, and it is best suited for students who are already competent readers in their free time but may have a hard time reading for class, thereby increasing student awareness of the course expectations and materials.

## Humanities – World Languages

Department or Group Name	Semester	Date
World Languages	Spring	Flex Day, August 2011
<b>Department or Group Members Present</b>		<b>Principle SLOs or Supporting Objectives Discussed</b>
Carolyn Hansen Lisa Gonzales	Lola Jerez-Moya ASL instructors Karla & Kelly?	1- Students demonstrate the ability to sign/speak, read and write, and understand the language at the appropriate level.
<b>Summary of Department or Group Discussion about Student Learning</b>		
<p><b>1. Target Language</b> The most common concern in the World Languages classrooms is students' use of English rather than the target language.</p> <p><b>2. Language Study Skills</b> Another serious issue is that many students are not prepared to participate, perform and/or succeed at the post secondary/college level. Students lack the preparation of important study skills (listening, note-taking) to be effective and successful in using a language.</p>		
<p><b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.</b></p>		
<p><b>1. Target Language</b> The World Languages Department discussed ideas for keeping students in the target language:</p> <ul style="list-style-type: none"> <li>a. As part of the course syllabus, consider handing out a "behavioral contract/agreement" for students/instructor to sign.</li> <li>b. Review English grammar in the beginning of the semester.</li> </ul> <p><b>2. Language Study Skills</b></p> <ul style="list-style-type: none"> <li>a. World Language Instructors will develop a "how to study" handout and provide short informational workshops on how to study a language (find a "study buddy", observe facial expressions, gestures and listen for changing intonation);</li> <li>b. Instructors will continue to refer students to study skills courses and to MyMPC Website "Got success?"</li> </ul>		

# Library

<b>Department or Group Name</b>	<b>Semester</b>	<b>Date</b>
Library	Fall	8/18/11
<b>Department or Group Members Present</b>	<b>Principle SLOs or Supporting Objectives Discussed</b>	
D. Ruiz, S. Tetter, B. Easton, C. Webb	<u><b>Learning Outcome 1:</b></u> Users will be able to access and use information resources in a variety of formats.	
<b>Summary of Department or Group Discussion about Student Learning</b>		
<p>Review of curriculum update for LIBR 50 course —Introduction to Information Competency &amp; Literacy,” followed by review of changes to online resources (including databases and new libguides tool).</p> <p>Consensus that we should continue to develop new tools to assist students to locate information in a variety of formats, and that their first choice is generally an online resource.</p>		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.</b>		
<p>Update website: library needs to update its website to provide a more student-focused model of service. Implementing libguides is one example of a way in which the library can develop tools to enhance student learning despite constraints imposed by the structure of the college website and the need to use SharePoint rather than have a library-specific design.</p> <p>Another aspect of this is the need to develop a mobile presence for the library in order to provide students with tools that can be used in ways that make sense to them (smartphones, tablets, etc.)</p>		

## Life Sciences – Administration of Justice

<b>Department or Group Name</b>	<b>Semester</b>	<b>Date</b>
Administration of Justice (ADMJ)	Spring 2011	April 18, 2011
<b>Department or Group Members Present</b>	<b>Principle SLOs or Supporting Objectives Discussed</b>	
Arthur James -A.J." Farrar, M.S	Demonstrate required broad knowledge and skills, including critical thinking and problem solving skills, applicable to the field.	
<b>Summary of Department or Group Discussion about Student Learning</b>		
Confirmed appropriateness of SLO.		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)</b>		
No change needed in SLOs, however, the college administration has elected to eliminate/reduce the entire ADMJ Program in the fall of 2011 so all action plans are on "hiatus" pending a resolution of the administrative recommendation to the governing board.		

## Life Sciences – Anatomy

<b>Instructor Name</b>	<b>Department or Group name</b>	
Heather Faust, Andres Durstenfeld, Kevin Raskoff, Gary Fuller	Anatomy and Physiology/Biology	
<b>Course Name and Number</b>	<b>Semester</b>	<b>Date</b>
ANAT 1 (A&P/biology faculty)	Spring 2011 & Fall 2011	August 18, 2011
<b>Course SLOs or supporting objectives (one or more) to be evaluated this semester</b>		
Use appropriate terminology to describe structures within each of the eleven organ systems and to explain specific relationships between anatomical arrangement and fundamental physiological processes.		
<b>Evaluation Methods for the SLO(s) or Supporting Objective(s)</b>		
Homework. Exams. Student evaluations/surveys.		
<b>Brief summary of evaluation results</b>		
<p>Most of students enrolled in ANAT 1 (Spring 2011) stated that they achieved all SLOs.</p> <p>All students enrolled in ANAT 1 demonstrated some ability to use appropriate terminology to describe anatomical structures.</p> <p>All students enrolled in ANAT 1 were able to articulate some degree of understanding with regard to specific relationships between anatomical structures and how these structures function. Many students demonstrated dramatic improvement in this skill and some became very proficient at identifying and explaining the links between structure and function.</p>		
<b>How do you plan to use the evaluation results to improve student learning.</b>		
<p>I will endeavor to incorporate more opportunities for writing and critical thinking in ANAT 1, perhaps through the incorporation of more formal case studies.</p> <p>Hiring additional faculty members (particularly in A&amp;P) would be very useful in the implementation of these strategies. Without additional full time faculty member, we cannot begin to address concerns of swelling class sizes, need for more essay exams, incorporation of case study based learning, group work, or in depth use of active learning strategies in lecture, etc....</p>		

## Life Sciences – AP/Biology

Department or Group Name	Semester	Date
A&P/Biology	Fall 2010	January 27, 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Heather Faust Gary Fuller Heather Craig Andres Durstenfeld Kevin Raskoff	Use the scientific method to explore phenomena in the natural world and use concepts, theory, and/or technology to describe them.	
Summary of Department or Group Discussion about Student Learning		
<ol style="list-style-type: none"> <li>1. Discussion of challenges with regard to assessing student achievement of SLOs</li> <li>2. Discuss possible methods to evaluate student success....what is student success? Recognition that “success” is very different for each student.</li> <li>3. Discussion of challenges in the classroom regarding learning “styles”</li> <li>4. How can we ensure/attempt to develop critical thinking skills?</li> <li>5. Discussion of quizzes, homework, clickers, and other technology (posting ppt slides linked with recorded lectures for example).</li> <li>6. Discuss the need to encourage students to write in science classes....lab reports, case studies....</li> </ol>		
Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)		
<ol style="list-style-type: none"> <li>1. Possible need for more formal study sessions and/or more lecture time in ANAT 1</li> <li>2. Role of SI leadership, tutors, etc...</li> <li>3. Possible opportunities for more collaboration between A&amp;P and biology.</li> <li>4. Case studies (I will incorporate a minimum of one formal case study, requiring student analysis, research and writing for my ANAT 1 class during the Spring 2011 semester-probable topic will involve the skeletal system and/or articulations)</li> </ol>		



## Life Sciences – Dental Assisting

<b>Instructor Name</b>	<b>Department or Group name</b>	
Margarette Foster Karoline Grasmuck	Dental	
<b>Course Name and Number</b>	<b>Semester</b>	<b>Date</b>
Dental Pharmacology and Oral Pathology DNTL 111	Fall 2011	8/18/11
<b>Course SLOs or supporting objectives (one or more) to be evaluated this semester</b>		
<ol style="list-style-type: none"> <li>1. To be able to identify developmental disturbances, diseases and lesions of the teeth, supporting structures, oral mucosa and jaws.</li> <li>2. To describe the cause, symptoms and treatment for common oral lesions.</li> <li>3. To be able to list general pharmaceutical concepts, categories and uses of prescription drugs in a dental office.</li> <li>4. To discuss types and effects of general, local and topical anesthetics.</li> <li>5. To demonstrate his/her ability to recognize the need for specific emergency techniques and to perform these techniques.</li> <li>6. To be able to recognize oral manifestations of HIV positive patients and the pharmaceutical therapy</li> </ol>		
<b>Evaluation Methods for the SLO(s) or Supporting Objective(s)</b>		
<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Oral reports/presentations</li> <li>•</li> </ul>		
<b>Brief summary of evaluation results</b>		
<ul style="list-style-type: none"> <li>• Written Exam – 100% pass rate</li> <li>• Oral reports/presentations – 100% participation</li> </ul>		
<b>How do you plan to use the evaluation results to improve student learning.</b>		
<ul style="list-style-type: none"> <li>• Add more supportive materials, work sheets, pretests and workbook assignments</li> <li>• Guest lectures               <ul style="list-style-type: none"> <li>○ Periodontist – with photos</li> <li>○ Oral Surgeon – with photos</li> </ul> </li> <li>• Include identifying varies oral lesions and identify the medical and dental implications</li> </ul>		

## Life Sciences – Dental Department

Department or Group Name	Semester	Date
Dental	Spring 2011	1/26/11
<b>Department or Group Members Present</b>		<b>Principle SLOs or Supporting Objectives Discussed</b>
Linda Lopez Karoline Grasmuck		Demonstrate ability to successfully place and evaluate sealants placed on 4 live patients
<b>Summary of Department or Group Discussion about Student Learning</b>		
Discussed appointment changes, days and hours, paperwork changes for H/H and evaluations and class hours for lecture		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)</b>		
Change of patient evaluation paperwork to reflect more concise diagrams for charting stops on live patients		

## Life Sciences – Dental Office Management

<b>Instructor Name</b>		<b>Department or Group name</b>	
Margarette Foster Karoline Grasmuck		Dental	
<b>Course Name and Number</b>	<b>Semester</b>	<b>Date</b>	
Office Management DNTL 112	Fall 2011	8/18/11	
<b>Course SLOs or supporting objectives (one or more) to be evaluated this semester</b>			
<ul style="list-style-type: none"> <li>• Describe the role the business office plays in the dental practice, explain how marketing applies in dentistry, demonstrate proper telephone technique, and demonstrate proper letter writing technique.</li> <li>• Demonstrate the preparation and utilization of an appointment book.</li> <li>• Describe HIPAA, Demonstrate the maintenance of a filing system and prepare insurance claim forms using stated criteria and prepare a professional letter of application and a resume.</li> </ul>			
<b>Evaluation Methods for the SLO(s) or Supporting Objective(s)</b>			
<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Letter writing practice</li> <li>• Pegboard exercises</li> <li>• Scheduling appointments</li> </ul>			
<b>Brief summary of evaluation results</b>			
<ul style="list-style-type: none"> <li>• Written Exam – 100% pass rate</li> </ul>			
<b>How do you plan to use the evaluation results to improve student learning.</b>			
<ul style="list-style-type: none"> <li>• Schedule mock interviews</li> <li>• Mock scheduling and payment posting assignments</li> </ul>			

## Life Sciences – Dental Pharmacology

<b>Instructor Name</b>	<b>Department or Group name</b>	
Margarette Foster Karoline Grasmuck	Dental	
<b>Course Name and Number</b>	<b>Semester</b>	<b>Date</b>
Dental Pharmacology and Oral Pathology DNTL 111	Fall 2011	8/18/11
<b>Course SLOs or supporting objectives (one or more) to be evaluated this semester</b>		
<ol style="list-style-type: none"> <li>1. To be able to identify developmental disturbances, diseases and lesions of the teeth, supporting structures, oral mucosa and jaws.</li> <li>2. To describe the cause, symptoms and treatment for common oral lesions.</li> <li>3. To be able to list general pharmaceutical concepts, categories and uses of prescription drugs in a dental office.</li> <li>4. To discuss types and effects of general, local and topical anesthetics.</li> <li>5. To demonstrate his/her ability to recognize the need for specific emergency techniques and to perform these techniques.</li> <li>6. To be able to recognize oral manifestations of HIV positive patients and the pharmaceutical therapy</li> </ol>		
<b>Evaluation Methods for the SLO(s) or Supporting Objective(s)</b>		
<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Oral reports/presentations</li> </ul>		
<b>Brief summary of evaluation results</b>		
<ul style="list-style-type: none"> <li>• Written Exam – 100% pass rate</li> <li>• Oral reports/presentations – 100% participation</li> </ul>		
<b>How do you plan to use the evaluation results to improve student learning.</b>		
<ul style="list-style-type: none"> <li>• Add more supportive materials, work sheets, pretests and workbook assignments</li> <li>• Guest lectures               <ul style="list-style-type: none"> <li>○ Periodontist – with photos</li> <li>○ Oral Surgeon – with photos</li> </ul> </li> <li>• Include identifying varies oral lesions and identify the medical and dental implications</li> </ul>		

## Life Sciences – FACS/HOSP

<b>Department or Group Name</b>	<b>Semester</b>	<b>Date</b>
FACS/HOSP	Fall 2010	1-15-2011
<b>Department or Group Members Present</b>	<b>Principle SLOs or Supporting Objectives Discussed</b>	
Sunshine Giesler Paul J Lee	Restaurant Management-Fast Track: Cooking SLO#1: Prepare salads, soups, pasta, meat entrees and accompaniments using appropriate procedures, tools and equipment.	
<b>Summary of Department or Group Discussion about Student Learning</b>		
<p>SLO s are accurate and attainable.            We have a low percentage of students that complete the certificate. I can promote interest in certificate and implement assessment tools to validate SLO s</p>		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.</b>		
<p>1-Create checklists for each class and student that validates specific skills, techniques, behaviors            2-Link checklists to SLO s and requirements for certificates.            3-Approve and sign each student's checklist and record on Master list per semester</p>		

## Life Sciences – Family & Consumer Sciences

Department or Group Name	Semester	Date
Family & Consumer Sciences: <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Fashion</li> <li>• Hospitality</li> <li>• Human Services</li> <li>• Interior Design</li> <li>• Nutrition</li> </ul>	Spring 2011	8-18-11
<b>Department or Group Members Present</b>		<b>Principle SLOs or Supporting Objectives Discussed</b>
Sunshine Giesler		General support of all existing SLOs.
<b>Summary of Department or Group Discussion about Student Learning</b>		
<p>I will summarize the discussions that I have had with the various instructors/departments over the past year:</p> <ul style="list-style-type: none"> <li>• Drafting—added a new course in an effort to keep current on what is being used in the industry, new instructor will hopefully help improve student learning, computers &amp; software are quickly becoming outdated</li> <li>• Fashion—program courses need to be revamped in an effort to make program a little more efficient and diverse (i.e. combine couture techniques &amp; specialty fabrics and create a draping course), also students need specific materials for the construction courses so a lab fee could be appropriate</li> <li>• Hospitality—ALWAYS looking for an increase in budget to meet increase in food &amp; supply costs, great caliber of students, classes always full</li> <li>• Human Services—need to offer more than 2 courses per semester so that students can make it through the program in a timely fashion, much higher caliber student now that we have MSW program to transfer to at CSUMB; create more connections to the community? Possibly through United Way.</li> <li>• Interior Design—instructor being pink slipped at the end of 2010-2011 school year was detrimental to 2011-12 enrollments</li> <li>• Nutrition—classes fit in to the school's definition of 'efficient' thus new sections are being added</li> </ul>		
<p><b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.</b></p>		
<p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Replacement of 22 computers &amp; monitors in GA 103</li> <li>• Renewal of AutoDesk software contracts</li> </ul> <p><b>Fashion</b></p> <ul style="list-style-type: none"> <li>• Revamp of programs</li> <li>• New dress forms for draping</li> <li>• Course fees</li> </ul>		

**Hospitality**

- Continual tracking of increase in costs of supplies as well as being much more exact in documenting donations to the program

**Human Services**

- Ask deans for additional units in the schedule
- Have an advisory meeting to try and get united way connections established

**Interior Design**

- Continue to work on building enrollments
- Build internship connections with Habitat for Humanity as well as remaining local designers

**Nutrition**

- Keep up the good work

## Life Sciences – Human Services

<b>Department or Group Name</b>	<b>Semester</b>	<b>Date</b>
Human Services	Fall 2010	1-26-11
<b>Department or Group Members Present</b>	<b>Principle SLOs or Supporting Objectives Discussed</b>	
Cathy Gable Amy Barrett-Burnett	1-Assist families and individuals in using specialized services and in self-assessment and self-reliance 2-Apply professional behavioral, confidentiality and respect in all situations	
<b>Summary of Department or Group Discussion about Student Learning</b>		
1-Combination of HUMS 54 and HUMS 55 2-Creation of Gerontology course 3-Creation and implementation of HUMS 61: Alcohol/Drug studies These actions expand knowledge of specialized services (SLO#1) that assist in self- assessment and self-reliance		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.</b>		



## Life Sciences – Ornamental Horticulture

<b>Department or Group Name</b>	<b>Semester</b>	<b>Date</b>
ORNH	Spring 2011	5/9/11
<b>Department or Group Members Present</b>	<b>Principle SLOs or Supporting Objectives Discussed</b>	
Cathy Haas and Gail Fail	SLO from ORNH 52 (see previous page)	
<b>Summary of Department or Group Discussion about Student Learning</b>		
Student results were good, and they gave good feedback on the use of technology in class.		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)</b>		
<p><b>Continue to develop the use of computers, power point presentations and computer programs in our classroom instruction.</b> (This is a continuation of a plan from last year)</p> <p><b>Obtain more funds for our department for instructional materials.</b> (This is also continuation of a plan from last year)</p>		

# Nursing Program

Department or Group Name	Semester	Date
Nursing Program	Fall 2011	August 19 <sup>th</sup> , 2011
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Cheryl Jacobson Laura Loop Sue Hanna Patti Nervino Nancy Bingaman Tina Rondez Samar Hage Julie Bryan Eileen LaMothe	Total Program Review including all SLOs	
Summary of Department or Group Discussion about Student Learning		
<p>In preparation for accreditation visits by both NLN-AC and BRN this fall, faculty discussed the summation of the total program review as described in both self-studies. Program Outcomes such as NCLEX pass rate, student retention, program satisfaction were all discussed and analyzed. Executive summary of program strengths, areas of improvement, and future goals were presented and discussed.</p>		
Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.		
<p>As published in the NLN-AC self-study in August 2011, and reviewed and discussed by faculty during program reflections activity:</p> <p><b>Analysis and Summary of Strengths</b></p> <ol style="list-style-type: none"> <li>1. MCCSN is the exclusive beneficiary of a substantial bequest of the Maurine Church Coburn Trust, established to support the school in perpetuity.</li> <li>2. A unique feature of the School of Nursing is that the Director, School of Nursing and the Faculty are employed by the Community Hospital Foundation. A major advantage of this arrangement is that nursing faculty salaries keep pace with those of industry standards, since faculty are included in the hospital's annual marketplace salary survey.</li> <li>3. In 2010 the Accrediting Commission for Community and Junior Colleges (Western Association of Schools and Colleges) accredited MPC with eight commendations including —“The college is commended for the development of community/educational partnerships, as evidenced by the positive relationship between the Nursing program at MPC and the Community Hospital of the Monterey Peninsula, and the nationally-recognized Men in Nursing program that addresses careers for non-traditional student populations.” The American Assembly for Men in Nursing named MCCSN the Best School or College of Nursing for Men in 2009. <a href="http://aamn.org/awschool.shtml">http://aamn.org/awschool.shtml</a></li> <li>4. MCCSN has maintained a longstanding clinical alliance with two acute care facilities. One is a county teaching hospital affiliated with University of California San Francisco (UCSF); the other is a nonprofit community hospital.</li> <li>5. MCCSN has selected a variety of clinical sites in the community to offer a rich source of student learning opportunities in which to meet course objectives. Clinical schedules are structured around times that offer the strongest clinical experiences for students.</li> <li>6. The faculty has developed a strong student success program with multiple facets and points of intervention managed by a designated Student Success Coordinator.</li> </ol>		

7. The program attracts a culturally diverse student population which reflects the local resident, college, and patient demographics. Faculty demonstrate an ongoing commitment to the integration of cultural and ethnic considerations in the curriculum and seek out experiences with other cultures in their faculty practice.
8. The program utilizes a state-of-the-art fully equipped Clinical Simulation Center that has been embraced by faculty and students as an integral component of the curriculum.
9. MCCSN nurtures a strong collaborative relationship with student-service departments on campus to promote student success. The School of Nursing received a commemoration Spring, 2011 as "Collaborators of the Year" by the Support Services department on campus.
10. MCCSN faculty advocate for students in financial need through numerous community affiliations and private faculty-coordinated scholarships which yielded more than \$100,000 in student awards for academic year 2010-2011.
11. 100% of the graduating Class of 2010 passed NCLEX on their first attempt.
12. An average of 97% of employer surveys reported satisfaction with all performance indicators over the past 3 years.

### **Analysis and Summary of Areas Needing Development**

1. Due to an unprecedented crisis in the California state budget this current year, MPC has responded with budget tightening efforts that include faculty and classified staff salary cuts, elimination of some positions, and other budgetary reductions. As this self-study is being written, these changes have not yet been fully implemented. The budget allocated to support the core program of the School of Nursing has not been directly affected, although reductions in college wide support services will probably have some affect on the type and quality of support provided to nursing students and pre-nursing students on campus. Faculty who teach adjunct (non-core) courses have experienced a 3.84% reduction in hourly salaries as of July 1<sup>st</sup>, 2011.
2. Due to the economic downturn of 2008, the operating budget for fiscal year 2009-2010 lost over \$600,000, necessitating a 40% reduction in nursing program faculty. Through creative rescheduling and the use of college adjunct course funds, all students were accommodated for the 2009-2010 academic year. To adjust to the new financial reality going forward, admission has been reduced from 50 students to 32 students per year. A substantive change report (Exhibit ES 3) was submitted to the NLNAC in 2009. The follow-up materials to that report are available as Exhibit ES 4.
3. The Director position at the School of Nursing was abruptly vacated in March, 2011. The Assistant Director of 15 years, who also served as the Learning Resources Coordinator and Simulation Lab Operational Instructor, subsequently stepped into the Director role in April, 2011. Faculty faced an urgent need to manage administrative responsibilities and to shift faculty assignments mid-semester to accommodate the sudden changes in organization. The new Director has spent the past few months learning her role, developing the budget for the upcoming academic year, and leading the faculty in self-study preparation for both NLNAC accreditation and California BRN re-approval in fall, 2011.
4. Admissions procedures have not always been clear to applicants. Web site information and written materials have not been entirely consistent. The use of the State Chancellor's Success Index Score by both the pre-nursing counselor to guide students in course selection and application strategies, and later within the Nursing program application screening process, has produced occasional disparate results, and an occasional student has come forward to complain. A thorough revamping of written and electronic communication to applicants has begun to correct these issues, and an online application process is being developed to address inconsistencies, with implementation expected in fall, 2012.
5. Methods of data collection regarding student demographics and other required reportable information have been inconsistent and labor intensive. The Director, School of Nursing has consulted with the college Office of Institutional Research to assist in designing an efficient, user-friendly and comprehensive database to track and query all reportable program data. The project is currently underway, and will result in a user friendly electronic data collection application which will be accessible to all faculty and staff. The first roll out is scheduled for fall 2011.

### **Future Plans**

1. The faculty have developed a projected staffing plan through spring, 2013 outlining the number of specific faculty needed to provide for a given number of students (Exhibit ES 5) The Director will use this plan to adjust quickly to budget changes without compromising the quality of the program. If grant or bequest monies are used to augment the budget, faculty will identify what activities the monies support, so in the event of cutbacks or losses within these categories, it will be clear what activities will be affected, without compromising the core mission of the program.

2. The two Assistant Directors are currently orienting to the Director role and routinely attend planning sessions that will affect the nursing program. This redundancy will provide for smooth leadership transitions in the future. Both Assistant Directors have received a substantial amount of release time to assimilate their new leadership roles this coming academic year.
3. Admissions processes are being evaluated and improved. An Admissions committee has recently been developed that includes the pre-admissions counselor, the Director, and key faculty, with student representation. The mission of the committee will be to ensure the systematic planning, implementation, evaluation of all admissions policies and procedures, and effectiveness of the selection processes.
4. Retention rates have dropped below the expected outcome of 85% this year in both classes. Faculty are in the process of evaluating data regarding this phenomenon, and are looking at the admissions process to identify selection criteria that best predict success.
5. In collaboration with the MPC Director of Institutional Research, the Director, School of Nursing, and the Instructional Technology Specialist will create processes and procedures for systematic collection of data utilizing software that will allow a number of staff and faculty to input and access data regarding students and outcomes. A plan is in development to use data retrieval and collection system to render reports, queries and tables relevant to the measuring and reporting of program outcomes and other demographics. The goal is to use a graphic user interface that will allow students to fill in personal data, and then allow faculty and staff to add information to the database regarding student success measurements and other pertinent data, which will enhance data driven decision making.

# Physical Education Program

Department/Group Name	Semester	Date
Physical Education	Fall 2011	8/18/11
Department/group members present		
Lyndon Schutzler, Kim Fujii, Walter White, Daniel Phillips, Mark Clemons, Jeff McCart, Paul Tuff, Wendy Bates, Erin O'Hare, Janet Butler, Mike Rasmussen, Linda Marie Johnson, Blake Spiering		
Principle SLOs, supporting objectives, and/or challenges discussed		
Physical Education Principle SLO: Recognize the value of physical activity for improving personal wellness. Use exercise equipment safely and effectively. Improve or maintain physical fitness through participation in the selected activity.		
Summary of department/group discussion about student learning		
Group discussion was based on how to effectively serve and assess students in the Fitness Center. Current practices such as orientation, evaluation, fitness assessment were analyzed regarding accessibility, efficacy and relevance. The group discussed alternative methods to assess principles of physical fitness development. Methods were analyzed not just for validity and accuracy but also in how many students could be serviced due to staffing, equipment and time restraints.		
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)		
Instructors create and initiate methods to assess application of principles of physical fitness development as stated in the SLO. Quizzes would be available online as well as in the classroom.  Hours and availability of orientation in the fitness center examined and expanded to better serve the number of enrolled students.  Research possible topics for mini modules within specific skill based classes. Modules would include assessment tools.		

## Physical Sciences Division Office

Department/Group Name	Semester	Date
Physical Science Division Office	Fall 2011	January 25, 2012
<b>Department/group members present</b>		
Elizabeth Bishop and Linda Logsdon		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>Some of the current challenges we face which impact our ability to support, provide access to, and provide opportunities for student learning are: Preparing to move out of the Physical Science Building by the end of this summer. Six out of seven of our departments consist almost entirely of classes with major laboratory components. All of the accompanying equipment, apparatus, tools, and materials required for these labs need to be sorted, catalogued, packed and prepared for moving and storage or disposal. The additional workload this is generating is enormous. Adjusting to the new, more time-consuming scheduling processes.</p> <p>Undergoing Program Review at this time.</p> <p>Attempting to assist all of our departments and programs in their quest to support student learning, with a Division Office Instructional Supply budget which is currently 40% less than the amount it was ten years ago.</p>		
<b>Summary of department/group discussion about student learning</b>		
<p>The bottom line is that we are here to encourage and support student learning. In spite of all the current distractions, disruptions, time constraints, and lack of sufficient funds it is extremely important that we focus as much of our time, energy, and resources as possible on supporting student learning and student success.</p>		
<b>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)</b>		
<p>Moving science labs out of this building is a gargantuan task. People have been asked to pitch in and help out, and some already have. The process and request for assistance will be ongoing thru summer. It is our goal to be completely moved out of the Physical Science Building before demolition begins.</p> <p>It is our goal to overcome the difficulties caused by the lack of timely, informative reports and the lack of immediate feedback from our new scheduling processes, and continue to build coherent, accurate schedules, while meeting all deadlines and most importantly, the needs of our students.</p> <p>It is our goal to complete a thoughtful Program Review before the end of this spring 2012 semester.</p> <p>We will strive to be extremely frugal with supply expenditures. It is our goal to get by with our insufficient Instructional Supply Budget this year, and hope that the most recent 15% cut can be reinstated as soon as fiscally possible.</p>		

## Physical Sciences – Earth Science Program

<b>Department or Group Name</b>	<b>Semester</b>	<b>Date</b>
Earth Science	Fall 2011	August 23, 2011
<b>Department or Group Members Present</b>	<b>Principle SLOs or Supporting Objectives Discussed</b>	
All of us Fred Hochstaedter Leslie Turrini-Smith Jeff Nolan	We discussed all of them, or aspects of our teaching/department that support all of them.	
<b>Summary of Department or Group Discussion about Student Learning</b>		
<p>I started the meeting by giving a presentation about the Gigapan/Google Earth project I've been working on. This involves high resolution images of field sites for students to view and investigate. These images will directly support our Geology SLOs that involve interpreting outcrops and landscapes in terms of geologic history. We will eventually have all of our field trip stops imaged using this technique so that we can more easily review the field observations in the classroom or lab setting.</p> <p>We talked a lot about being generally unsatisfied with the student performance on their final poster project. In Geology, this poster project involves the student interpreting an outcrop or landscape in terms of the geologic history and is one of our main tools to evaluate the similarly stated Geology SLO. In the discussion, we emphasized the need to think about where we want the students to be at the end of the semester (i.e., able to interpret an outcrop or landscape at an introductory level) and adjust what we teach during the semester to achieve that goal. We talked about giving the students time to practice this skill on the weekend and class-time field trips that lead up to the project. It turns out that all of us experience a degree of frustration over this.</p> <p>As is commonly the case, we talked about the critical skills the students need: written communication, math, and 3D visualization. Leslie shared how she evaluates the 3D skills of a student near the beginning of the semester, and then advises the student to possibly take a different Physical Science lab class if difficulty with 3D visualization is apparent.</p>		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)</b>		
<p>1. The main action items we discussed this semester involved the move to the permanent facility at the Marina Ed Center. We are trying to provide a reasonable learning environment to the Earth Science students at the Marina Ed Center. Teaching Earth Science involves a lot of tactile materials such as minerals, rocks, and maps, that students need to touch, handle, and feel in order to be successful. These materials require storage space at the Marina Ed Center. Much of the immediate and practical plans for the Fall 2011 semester involved ways to find storage options for rocks, minerals, and maps at the Marina Ed Center. These materials directly support the Geology SLOs by teaching students how to describe rock outcrops and landscapes. By the end of the first week of the semester, it seemed that we might be slightly short of storage space in the Marina classroom. Discussions were held with various colleagues in administration and the Anatomy Dept to work these issues out. We are recognizing that the shared facility at the Marina Ed Center will probably be adequate for teaching Earth Science, but never as good as a facility specifically designed to teach Earth Science.</p>		

A budget-dependent action item may be storage furniture for the facility at Marina. A major portion of time during the Fall semester will be spent deciding the most appropriate storage furniture for our needs. We're looking at vertical map holders, carts to store the materials in another room, shelving, and anything else we can think of.

This type of storage furniture will all help students achieve the SLOs that require them to accurately describe Earth materials and landscapes.

2. As is always the case, funding for field trips entered our conversations, as we tried to figure out how provide five lab sections of students adequate transportation during the field trips with a limited and recently reduced yearly budget. These field trips directly supports all of the SLOs in the Earth Sciences Dept. Students need to be able to see outcrops, landscapes, and geologic relationships in the field in order to describe and interpret them appropriately.



## Physical Sciences – Math Department

Department or Group Name	Semester	Date
Math Department	Fall 2011	8/18/11
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Elizabeth Bishop, Gail Bartow, Hazel Ross, Tuyen Nguyen, Bob Evans, Don Philley, Bob Donovan, Lynn Iwamoto, Tracie Catania, Jack Malokas	<p>The discussion mostly focused on SLOs for Intermediate Algebra, but also on math classes in general.</p> <p>(Note that Math 16 was picked for individual reflections for Fall 2011 and to be the topic for discussion of Program Reflections during Flex in Spring, 2012. Since Math 16 is a General Education Outcomes course, this will also partly fulfill our obligation to focus on a GEO at least twice during a program review cycle.)</p>	
Summary of Department or Group Discussion about Student Learning		
<p>The discussion started with the question: —Pedagogically speaking, is it better to offer Math classes twice a week or daily?”</p> <p>Apparently there had been some research that showed that at the college level, students learned better with fewer, longer classes – and even more so in math classes. Some of us felt that that could indeed be so for the following reasons:</p> <ul style="list-style-type: none"> <li>• Starting a topic at the beginning of class is hard, so meeting twice a week has two –starts” compared with five –starts” with daily classes. It’s a more efficient use of time.</li> <li>• New math students may not yet have developed the –mental stamina” needed to focus on math, and meeting twice a week builds that stamina.</li> <li>• Meeting twice a week better fits the schedules of many students, especially evening students.</li> </ul> <p>However some of us felt that daily (or 4 days a week) classes were better for our students for the following reasons:</p> <ul style="list-style-type: none"> <li>• If homework is given at every meeting, then smaller amounts of homework assigned daily is better absorbed than a lot of homework assigned twice a week.</li> <li>• Shorter class times are better because students are better able to digest more frequent smaller chunks of material than two big chunks a week.</li> </ul> <p>Because there were several reasons pro and con, it was decided to continue offering a variety of scheduling options.</p> <p>We also noted that, given the fact that we have many more part-time instructors than full-time faculty, and that many part-timers prefer classes that meet just twice a week, we have no choice but to continue to schedule a substantial number of classes that meet twice a week.</p> <p>*****</p>		

We then turned our attention to the SLOs for Intermediate Algebra:

*Upon completion of this course, the student will have demonstrated the ability to:*

1. *Evaluate and perform operations on algebraic expressions and solve algebraic equations (polynomial, rational, radical, exponential and logarithmic).*
2. *Use a variety of functions and relations (linear, quadratic, exponential, and logarithmic) and their graphs to model real world applications.*

1. The problems we see students having are:

- Many do not take notes in class.
- Instead of doing their homework, some just look at the answer key and say “OK, I can do it!” and don’t actually work the problem themselves.
- Students with Learning Disabilities often find it difficult to cope with large classes and need a lot of one-on-one help.
- Many students are still using “pattern learning” to work problems instead of evolving into the understanding of “concept learning.”
- Students in this class, as in any math class, need lots of practice, preferably with lots of **immediate** feedback. It is vitally important for their success to be able to find such help in the Math Learning Center and/or the Academic Support Center.

It was pointed out that there is a program funded by Bill Gates called the Kahn Academy (<http://www.khanacademy.org/>) which provides free video demos in math with lots of worked out practice problems that students could be referred to for extra help.

2. The question was raised “Should we review material covered in the previous course (Beginning Algebra) or start right away with new material?”

- If we assume the students know the previous material and start with new material, inevitably we will lose some students – it might even be a lot sometimes. But if we spend time reviewing previous material we run the risk of not being able to cover all the required topics.
- We have to bear in mind that there are two distinct groups of students taking Intermediate Algebra: those taking it as the last math class required for an Associate’s degree, and those who need it as a pre-requisite for taking transfer level courses. Students taking it for the Associate’s degree would probably benefit more from getting a review of previous material, but even transfer bound students could benefit.
- It was pointed out that the rules allowing a student to repeat a class have changed. Only three repeats, including Ws will be allowed. It will be even more important for our students to “get” the material without repeating the class.
- It was also pointed out that it continues to be difficult to find enough well qualified part-time faculty to staff all of our classes. Even with the cap reduction that took place this semester, we still had 24 sections being taught by part-time faculty out of the 55 sections offered.

Perhaps the answer to this vexing question is to leave it up to each instructor to decide whether to review or not. Given the diverse faculty that we have, this will likely provide our students with both options.

3. Another question that came up was: —Do students in on-line math classes, where lots of one-on-one feedback is available on-line, do better than students in campus classes where they have to seek out one-on-one assistance?” Lynn said that she did not see any difference – some students took advantage of the on-line assistance and some did not.

**Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)**

As discussed in previous program reflections, the most important actions to take that would improve the success and retention rate for our Intermediate Algebra students and, indeed, all our math students are:

**1. Increase the number of full-time math faculty by at least two positions:**

- This would allow us to experiment with offering two semester courses for Math 261 and 263 to see if that increased student success and retention rates.
- This would allow us to develop and implement a new course to meet the Math 263 requirement for the AA degree that would be as rigorous as the current one, but with content more suited to a terminal course such as for the AA degree.
- To increase their chances of success, our students deserve a consistent, predictable math experience, which they do not get with the turnover in part-time faculty that we are experiencing, nor when part-time faculty quit at short notice or even in the middle of a semester.
- It is not at all fair to ask our many part-time faculty to put in additional time to fulfill the tasks required for SLOs when they are already not being paid equitably for their regular teaching duties. Only full-time faculty should have that obligation

**2. To provide the math assistance and support that our students desperately need (as described in the summary above), it is vital that the Math Learning Center add more sufficiently qualified staff. Enough staff needs to be available that none of our math students have to wait more than a few minutes to get help with their questions. Also, the staff should be able to spend as much time as is necessary with the student to adequately address their difficulties.**

## Physical Sciences – Physics/Astronomy/Engineering

<b>Department or Group Name</b>	<b>Semester</b>	<b>Date</b>
Astronomy/Physics/Engineering	Fall 2011	August 18, 2011
<b>Department or Group Members Present</b>	<b>Principle SLOs or Supporting Objectives Discussed</b>	
Tom Rebold, Lijuan Wei and Robert Otter (Homer Bosserman took the day off)	<ol style="list-style-type: none"> <li>1. Provide quality state-of-the-art education and experience for our science transfer majors.</li> <li>2. Providing a relevant educational experience for those taking our general education courses.</li> </ol>	
<b>Summary of Department or Group Discussion about Student Learning</b>		
<p>We discussed:</p> <ol style="list-style-type: none"> <li>1. The need for more support for our engineering students</li> <li>2. The gap that is widening between what technologies are available for our students and what we actually can provide.</li> <li>3. Problems associated with installing, maintaining and synchronizing software on our large network of computers.</li> <li>4. Equipment and off-campus facility needs in physics and astronomy.</li> <li>5. Need for an engineering materials course to complete the suite of courses our engineering majors need for transfer.</li> </ol>		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.</b>		
<ol style="list-style-type: none"> <li>1. Faculty holding office hours at PS 205 (the former Math Learning Center location) to provide more support for student learning.</li> <li>2. Support the move to 3-Dimensional Modeling in our Engineering Graphics course by installing a new version of a program such as SolidWorks and replacing existing computers with ones that can support this program.</li> <li>4. Install a state-of-the-art Disk Imaging system to support that installation and maintenance to the large amount of software which must be continuously kept working on our computer network.</li> <li>5. For our physics courses, upgrade MathCad or replace MathCad with more flexible, user-friendly software such as FREEMAT or WOLFRAM ALPHA.</li> <li>6. Replace our outdated, poorly working Heat Experiment equipment with more up-to-date, quantitatively accurate equipment and computer simulation software.</li> <li>7. Continue developing ties with NPS to provide our students exposure to advanced engineering projects, work environments, and internships.</li> <li>8. Participate in the CalSTEP Joint Engineering Program initiative at Cañada College <a href="http://www.smccd.net/accounts/canmesa/hsi/jep.html">http://www.smccd.net/accounts/canmesa/hsi/jep.html</a> , which seeks to align engineering curricula across the California Community College system, propagate tablet technology for streaming engineering lectures in real time using CCC Confer, and provide a clearinghouse for students to enroll online in select engineering classes at participating colleges, as a way to strengthen enrollments and improve engineering program outcomes across the state.</li> <li>9. Continue pressing for a much needed MESA center that will assist our students seeking degrees in Math, Science or Engineering, balance out recent changes in resource allocation favoring basic skills over our more advanced student needs for support, and build up the pipeline of Engineering students to stabilize enrollment in the engineering capstone classes (Statics and Circuits).</li> </ol>		

## Social Sciences Division

<b>Department or Group Name</b>	<b>Semester</b>	<b>Date</b>
Social Science	Fall 2011	August 17, 2011
<b>Department or Group Members Present</b>		<b>Principle SLOs or Supporting Objectives Discussed</b>
Caroline Carney, Steve Albert, Elias Kary, Tom Logan, Kendra Cabrera, Lauren Handley, Alan Haffa, Elizabeth Mullins, Mary Johnson, Taylor Finell, Dan Kotin, Melanie Rogers		Students will be able to critically examine and comprehend human nature, social behavior, and/or institutions.
<b>Summary of Department or Group Discussion about Student Learning</b>		
<ol style="list-style-type: none"> <li>1) While some students are able to achieve the outcome the consensus was that most are not able to demonstrate the kind of critical thinking we expect. For example, in a history class students should be able to grasp the implications or results of a historical event, but most cannot. In an economics class, they should be able to understand an economic concept and then analyze how a writer is using it.</li> <li>2) Our GEO requires higher thinking skills (critical assessment), but many lack the basic knowledge required to do it. You cannot critically examine if you don't first have a basic knowledge of the relevant facts.</li> <li>3) The word "comprehend" in our GEO may be too ambitious and unrealistic. How many professors even are able to say that they "comprehend" human nature and social behavior?</li> </ol>		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent) This description forms the rationale for these action plans. Describe these plans and give them a descriptive title so that they can be easily correlated to the list of action plans on the Program Review Annual Report Summary on the next page.</b>		
<ol style="list-style-type: none"> <li>1) We will include assignments that require students to read and critically examine key ideas in our disciplines. Most of us already do this.</li> <li>2) We will make sure students have the basic factual knowledge and vocabulary to understand what we are asking them to critically examine.</li> <li>3) We will model for students how to read and critically examine articles.</li> <li>4) We will give examples of written work that successfully analyzes a text.</li> <li>5) We will take the word "comprehend" out of our GEO and replaces it with "critically examine the complexities of..." The reason for this change is that it is unrealistic to achieve a complete comprehension of the sort implied by our current GEO and what we really aspire to is that students will be able to see multiple ways of understanding human nature, which is implied by the idea of critical assessment. Students should come to understand that there isn't any one theory or school of thought that fully and comprehensively explains human nature and behavior.</li> </ol>		

## Student Services - Counseling

*Utilize appropriate resources to identify, develop, and achieve academic and career goals.*

The above SLO was developed on 1/27/2010 by the Counseling Department. We determined that the best way to assess the SLO is to refer to data from SARS.

This calendar year, we addressed the following questions regarding our SLO:

- 1) *Have authentic assessment methods been established for program SLOs? If so, is data available to make an assessment?*  
No, it is not authentic because how can the department measure the “achieve” part of the SLO? As a result, the department updated the SLO by removing that particular term. The SLO is now “Utilize appropriate resources to identify and develop academic and career goals.”
- 2) *Has continued dialogue regarding SLOs occurred? If so, are you able to document the dialogue?*  
Yes, the counseling faculty met 1/28/11, 5/23/11, and 8/18/11 to discuss the SLO.
- 3) *If applicable, have the results from your SLO assessment influenced any aspect of how you deliver services to students?*  
The department determined that there is a need to accommodate an increase in the number of students while at the same time facing a decrease in staffing. To address this issue, the department increased the number of drop-in days for student during peak times. Also, the department has lead events for high school students in which the students can go through orientation, assessment, and counseling in a timely and efficient manner.
- 4) *Do your SLOs allow students to demonstrate an awareness of your program/service goals? If so, how?*  
Students are aware when they meet with a counselor and at the end of the meeting they leave with the information needed. Information may include education plans, coursework evaluation (advising sheets), websites, transfer data, career options, and forms required for Admissions & Records and Financial Aid.
- 5) *Please include any other relevant information on your program SLOs.*  
It appears we are on track to measure our updated SLO.

## Student Services – Supportive Services & Instruction

Department or Group Name	Semester	Date
Supportive Services and Instruction	Fall 2011	September 2, 2011 Meeting held on 8/18/11 during Flex Day
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Kathleen Rozman Jacque Evans Richard Weigle Mimsie Redmayne Terria Odom-Wolfer	<p><b><u>Communication:</u></b> Students will effectively communicate their accommodation requests to an instructor in an academic course in a timely manner.</p> <p><b><u>Self-Advocacy:</u></b> Students will utilize campus resources to ensure academic success.</p> <p><b><u>Critical Thinking:</u></b> Students will identify, explore and utilize knowledge of their disability and functional limitations to assist in academic planning.</p> <p><b><u>Technical Competence:</u></b> Students will identify and use appropriate technology and alternate media. Student will access and use web reg. Students will use e-mail to schedule tests with the Accommodation Specialist.</p>	
Summary of Discussion about Student Learning in SS&I PROGRAM		
<p>Reviewed discussion prompts for SLO dialogue</p> <ul style="list-style-type: none"> <li>• Have authentic assessment methods been developed for SLO's?</li> <li>• Have results from SLO assessment influenced service delivery to students?</li> <li>• Do SLO's allow students to demonstrate awareness of the program/services?</li> </ul> <p>Discussed the need to focus on evaluation of assessment measures and evaluation of data collected. Specific staff were designated to facilitate evaluation of data and its relationship to SLO's. Decided to include Personal Development and Community Responsibility SLO with Communication and Self-Advocacy SLO's.</p>		
Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent):		
<p><b>Our action plan was not discussed this session.</b></p>		
<p><i>During our August 2011 dialogue, each principle SLO as outlined in our 2010-11 Program Review Update was reviewed, discussed and updated with the focus on assessment methods. Methods discussed were:</i></p>		
<p><b><u>Communication &amp; Personal Development and Community Responsibility:</u></b></p> <p>a. Track accommodation process to see whether students are meeting timelines.</p>		

- i. Susan V. tracks data each semester. Tallies # of students who obtained signatures and returned form in 1<sup>st</sup> 4 weeks of semester.
- ii. % success rate defined as # of students who completed process in 1<sup>st</sup> 4 weeks divided by # authorized for accom.

**Self-Advocacy & Personal Development and Community Responsibility:**

- a. Cross-link data of SS&I students who are enrolled in other support classes (i.e. Reading center, Lindamood, Academic Support Center etc...)
  - i. Terria and Alexis create list of data to request from IR.
- b. Participate in collaborative Priority Registration web registration.
  - ii. Significant increase in participation from F2010 to Sp2011.

**Critical Thinking:**

- a. Cross-link data of students in SS/I provided by MPC Institutional Research
  - Those that are taking only LNSK classes
  - Those that are taking only mainstream classes.
  - Those that are taking a mix of LNSK & mainstream
- b. Alexis will determine data that can be accessed and compared through MIS, Chancellor's Office, and IR and review with Terria

**Technical Competence:**

- a. # of alternate media requests per semester (Alexis)
- b. # of Kurzweil accounts (Alexis)
- c. # of students attending alt. media training to facilitate test accommodations (Susan)
  - i. Alexis and Susan will develop/organize model for this and co-facilitate meetings
- d. Alexis will assist Terria in making up chart to keep track of data

A COPY OF OUR PROGRAM SLOs CHART (as of February 2011) IS ATTACHED WITH THE MODIFICATIONS WE DISCUSSED HIGHLIGHTED.

**Summary of Discussion about Student Learning in SS&I INSTRUCTION**

Faculty members completed course revisions for all LNSK courses during the period Spring 2010 through Spring 2011.  
Each faculty member selected one course to do a reflection on at the end of Fall 2011 semester:  
Terria Odom-Wolfer LNSK 331E  
Kathleen Rozman LNSK 333  
Alexis Copeland LNSK 331D



Academic Affairs Reflections on Student Learning

**Spring 2012 Dialog/Assessment Reports**

## Business and Technology

Department or Group Name	Semester	Date
Business & Technology	Spring 2012	January 27, 2012
<b>Department or Group Members Present</b>		
Tom Rebold, Randy Smith, Jon Mikkelsen, Dave Sobotka, Steve Bruemmer, Marty Johnson, Judee Timm, JC Prado, DJ Singh, Kathleen Clark, Scott Gunter		
<b>Summary of Department or Group Discussion about Student Learning</b>		
Discussion emphasized what we can do and what needs to be done to encourage student success. Topics included the implications of the student success task force document, course strategies that give students flexibility to succeed, strategies for reducing the number of drops, aligning certifications to programs, taking a personal interest in students, motivating students, and providing an up-to-date, clean learning environment.		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)</b>		
<p><b><i>Budget dependent:</i></b></p> <ul style="list-style-type: none"> <li>• Keep the computers up to date. The CSIS lab computers are 4+ years old. These slowing computers affect students' ability to learn. Further, our computers and our Bravo server are vulnerable to breaking which puts at risk our ability to deliver good teaching.</li> <li>• Make sure courses are using relevant, current software programs.</li> <li>• Support laptops and mobile devices better. More students are bringing their own laptops. More students are interested in smart phones, ipads, etc....</li> <li>• Support Macs better, since more students are getting them lately.</li> <li>• Have the BUSC open more hours</li> <li>• Need a webmaster to help standardize the information about instructors and programs throughout the campus.</li> <li>• Make sure the lab is open without a class scheduled after certain key classes where the students need to stay and work. Most notably these classes are CSIS 50 Microsoft Office and CSIS 10a, Intro to Programming. (Alas, we forgot that this upcoming semester and it will hurt some students.)</li> <li>• Increase professional development funds to enable faculty members to keep current in their fields.</li> </ul>		

*Non-budget dependent:*

- **Smoking** just outside the computer lab has become common, the smell of which makes the lab less inviting. This is a critical problem and is affecting student learning.
- **Communication Methods:** Students like to communicate in ways that are different than what we use. For instance, they like text messaging, tweeting, Facebook, and, sometimes Skype. Maybe we should try to communicate using those methods. Skype would allow tutoring to occur while the student is at home on his/her own computer.
- **Classroom Rapport:** Make sure the lab is friendly. Have the lab tech be in the lab. Have the lab open many hours. (We do this already.)
- Make **tutoring** always available and effective. Have the lab tech stay up on the homework for key classes so s/he can readily assist students. (I do this already.)
- Work more with **local businesses** to provide skills so they'll gladly (contractually?) hire our students.
- Lower **book fees** would help many students.
- **Designated place for tutoring CSIS students:** A designated place for tutoring would help. Sometimes both computer labs are in use as classrooms and the lab techs don't have any place to help students.
- **Student access to software** at home would help because they could work without having to be in the lab. The thin clients hold out this possibility.
- CSIS should have **more online classes**. They can have more students per class, and reach a wider audience.
- Provide better assistance to students in the first week or 2 of school for activating their **MPC student accounts**.
- Make the lab computers easier for newcomers and non CSIS students to use with **better signage** about login.
- Standardize the websites that teachers use so students don't have to learn different models for different classes.
- **www.mpc.edu** should be kept up to date and be populated with information that students need and can easily access. For example, the CSIS teachers have web pages about themselves, but they hold different content, in different formats, not all of it up to date. It would help students to know that they can easily find all teacher information in one place.
- **Teaching/learning strategies:** a) test early and provide redemption opportunities; take roll to encourage attendance; provide frequent quizzes to get students to class; use multiple measures in evaluation (i.e. homework, writing, discussion, research, and applications); repeat instruction frequently.

## Creative Arts Division

Department/Group Name	Semester	Date
Creative Arts Division	Spring 2012	February 1, 2012
<b>Department/group members present</b>		
All full time faculty plus DOM Barbara Smallwood		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
The discussion centered on the topic of Creative Arts area learning outcomes which would be applicable to all, or most of the courses taught in the Creative Arts Division and which could be listed as area outcomes in addition to the overall GEO.		
<b>Summary of department/group discussion about student learning</b>		
The group agreed that the outcomes listed below would be applicable to all or most CA Division courses, and would be acceptable, on a pick and choose individual basis, as outcomes listed on course syllabi.		
<b>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)</b>		
<ol style="list-style-type: none"> <li>1. Display, create, exhibit and/or perform diverse artistic genres, forms and styles through a combination of intellectual, emotional, physical and verbal formats and media. (applicable to performance or exhibit based courses)</li> <li>2. Display, through the creation of an art object or performance, artistic intent. (applicable to performance or exhibit based courses)</li> <li>3. Demonstrate ability to identify and contrast characteristics of discursive versus presentational formats. (applicable to all CA Division courses)</li> <li>4. Upon successful completion of study in ( name of CA Division GE introductory survey course ) students will have demonstrated an ability to analyze and interpret elements of human thought, achievement, and expression as they reflect and relate to the performing and visual arts, and to communicate the results.</li> </ol>		

## Creative Arts – Theatre Arts

Department/Group Name	Semester	Date
Theatre Arts-Technical Studies	Spring 2012	1/25/2012
<b>Department/group members present</b>		
Steve Retsky, Eric Maximoff, Dan Beck(via e-mail), Ana Warner		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>Our principal challenges are budgetary and administrative. Due to budgetary constraints the courses offered by the technical studies arm of the Theatre Arts department have been cut once, and there is the possibility that a course necessary for degree or certification may also be cut. The demands on the technical studies arm have increased as they relate to our Production classes while our ability to engage outside help has diminished. As our interaction with students has decreased so has our ability to find students to fill technical roles in those Production classes, as well.</p>		
<b>Summary of department/group discussion about student learning</b>		
<p>Our Department is in a transitional state. While we are out of the building during the remodel we are running our Production classes at many different locations. Even in times of full budgets and ample outside help it would be difficult to coordinate site surveys, scenic construction and scenic and lighting load-ins and strikes. Add to these challenges the schedule developed by the Department's administration and the jobs we do become extremely challenging. Efforts to negotiate a better coordinated schedule have been less than successful so far. As long as we are off-campus our students must interrupt their school days to commute to our off-site location to attend classes. This decreases our class sizes and our ability to teach technical theatre and to recruit student for Production class roles. Add to this the Department administration's focus on Acting and Production classes and we feel that students who wish to learn technical theatre are at a double disadvantage.</p>		
<b>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)</b>		
<p>As long as the technical studies arm of the Theatre Arts Department is off-site we will have difficulty in reaching our educational objectives. If the decisions made about the department and program as a whole continue when we return to campus than what was a robust technical program will end up the bastard child of the department, expected to support many full-scale Production classes, but with very little opportunity to actually instruct students in the craft of Stagecraft. We are all afraid of becoming afterthoughts in what should be a collaborative educational system.</p>		

# Humanities Division

**Department or Group Name:** Humanities Division

**Semester:** Spring, 2012

**Date:** 1/25/12

**Department or Group Members Present:** Beth Penney, Alan Haffa, Jamie Gerard, Adria Gerard, Merry Dennehy, Anita Johnson, Carolyn Hansen, Lisa Gonzales, Jon Osburg, Molly May, Lola Jerez-Moya, Sonia Lizano, Dan Fox, Henry Marchand, Dave Clemens, Dave Joplin, Susan Joplin, Todd Weber, Richard Abend, Paola Gilbert, Nancy Harray, John Nelson, Diane Boynton, Kelly Stack, Karla Moore,

**Principal SLOs, Supporting Objectives, and/or Challenges Discussed:** Challenges: Class preparation, including proper placement, completion of reading and writing assignments, not purchasing books (and the related problem of bookstore supplies), attendance, basic grammar/writing issues.

**Summary of Department or Group Discussion about Student Learning:** -Skills” as measured in assessments don’t equate to student behavior/motivation/understanding.

- Discuss with students what -being a student” is and what -success” looks like.
- Establish firm, clear, guidelines for classes and assignments.
- Create opportunities for success, then build from there.
- Provide challenging activities and examples of -good” and -bad.”
- Continue to review grammar in transfer-level courses.

There is a core group of students who want to be there, do the work, and are successful. Concentrate on them; sometimes the -fringe” will join. If not, they will be successful when they are ready.

**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):** The consensus of the group seemed to be that some level of under preparedness is evident in MPC’s student population as a whole. We can try to prepare these students for the rigors of college by providing firm guidance about course, department, and campus regulations and expectations via our syllabi, class announcements, and individual counseling. We can also make sure students are both aware of campus services such as the ESSC and that they are taking advantage of them.

We do not see the changes mandated by the Student Success Task Force as a solution to this problem; it presupposes that community college students are prepared to make decisions and take responsibility that many of our students are not ready for.

## Humanities – English Department

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

- Systemic failure to recognize that the greatest influence on student learning and student success is the student (talent, aptitude, motivation, preparation, personality, life circumstances, accidents of birth, etc.).
- Classes have too many faux students whose academic goal is receiving financial aid or athletic eligibility.
- Student ability has been degraded by electronic media (language use, impatience). The Web has made it nearly impossible to teach literature (vast error, substitutes for reading).
- Systemic denial that student learning is neither observable nor measurable. How any student interacts with course material and what that student eventually values from course material are not immediately knowable.

Chris Hedges quotes a teacher who says:

–Not only have the reformers removed poverty as a factor, they’ve removed students’ aptitude and motivation as factors,” said this teacher, who is in a teachers union. –They seem to believe that students are something like plants where you just add water and place them in the sun of your teaching and everything blooms. This is a fantasy that insults both student and teacher. The reformers have come up with a variety of insidious schemes pushed as steps to professionalize the profession of teaching. As they are all businessmen who know nothing of the field, it goes without saying that you do not do this by giving teachers autonomy and respect. They use merit pay in which teachers whose students do well on bubble tests will receive more money and teachers whose students do not do so well on bubble tests will receive less money. Of course, the only way this could conceivably be fair is to have an identical group of students in each class—an impossibility. The real purposes of merit pay are to divide teachers against themselves as they scramble for the brighter and more motivated students and to further institutionalize the idiot notion of standardized tests.”

- Systemic failure to recognize that students, like all human beings, are complex: unpredictable, emergent, irreducible, and ambiguous. Hence, efforts at standardization and conformity produce disastrous results.
- Systemic refusal to admit that technology has little or no positive effect on student learning. On the other hand, learning technologies may inhibit student learning.

Scott Jaschik of Insidehighered.com reports that two professors at the National Institute for Staff and Organizational Development conference presented statistical findings ~~showing~~ that increasing numbers of college students are not prepared for work at the college level. At that point, the presenters asked: If technology is helping us teach better, why are we seeing so much evidence that students aren't learning as well as we would like? Current college students have had more exposure to technology in high school and college than previous generations did, but are they better off for it?"

Hyperlinks imply a relevant connection when often the link is gratuitous, incoherent, or commercial. Today's students rarely use transition words and phrases that express logical connections (~~because,~~ ~~on the other hand,~~ ~~in addition~~). Instead they use the conspiracy theorists' favorite phrase, ~~is linked to~~ and deploy ~~this shows~~ as if it were a logical transition. Logic and reasoning are linear, visual montage and hyperlinks are not. And the fact that hyperlinks externalize connections divorces students from internal reading activities such as allusion, cross-referencing, suggestion, connotation, and implication which deepen comprehension.

Hyperlinks also interrupt. The whole mode of electronic communication is interruption. Nicholas Carr notes Cory Doctorow's description of the Web as an "ecosystem of interruption technologies." That is, the Web acts as a perpetual ~~person~~ from Porlock."

- Teachers are battered by the proliferating workload of processing emails, forms, regulations, requests, demands, that is, the bureaucratic labyrinth that college teaching is becoming.
- Teachers are hamstrung by college sectors preoccupied with their own fiefdoms at the expense of the institutional mission. IT, an essential college unit, seems to be a world unto itself and blandly unconcerned with its educational *raison d'être*. Too many college entities obstruct education rather than facilitate education.

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

- Recognize that success with students depends on correct student placement, accurate student assessment in prior courses, rigor of prior courses, and each student's talent, aptitude, motivation, etc.
- Recognize that students may learn from books or articles but *teaching* students requires aspects of morality: memory, dramatization, improvisation from essential materials.
- Acknowledge that teaching is art, not science, and requires experienced combining of Richard Paul's five stages of teaching (attached) in response to varied student needs from moment to moment.
- **Reduce** reliance on electronic teaching technology.



Stanley Fish quotes home school advocate Leigh Bortins who would like nothing less than a recuperation of the Trivium itself. In her new book *The Core*, Bortins argues for the centrality of ~~g~~grammar (the study of basic forms), logic (the skill of abstracting from particulars), and rhetoric (the ability to ~~s~~peak and write persuasively and eloquently about any topic while integrating allusions and examples from one field of study to explain a point in another.” Assiduously practice, or as Bortins puts it, ~~e~~“everpractice” these skills, and —a student is prepared to study anything.”

Fish notes that ~~a~~bsent from Bortins’ vision of education is any mention of assessment outcomes, testing, job training and the wonders of technology. [She] declares that `students would be better educated if they weren’t allowed to use computers until they were proficient readers and writers.”

- Redesign AA requirements to reflect this core knowledge so that MPC has a coherent definition of what constitutes an educated person.

**Stages in Teaching and Learning** by Richard Paul  
How teaching methods correlate with student learning levels.

Researchers at the Center for Critical Thinking have postulated five stages of teaching and learning: the didactic, tactical, the analytic, the holistic, and the exemplary. At each stage, researchers say, there is a reciprocal relation between teaching and learning, and each higher stage incorporates the strengths of the previous stages.

**The Didactic Stage**

At the didactic stage, while the teacher is focused on covering content through lectures, the student is passively listening, internalizing little of what is being said.

**The consequence:** Short term recall of fragments of content, alienation from the subject (e.g., math hatred), general lack of enthusiasm.

**The Tactical Stage**

At the tactical stage, the teacher is focused on using ~~t~~“techniques” or ~~t~~“tactics” (e.g., cooperative learning) which activate student interest and involvement.

**The consequence:** Students enjoy classes more active, generally learn more, and have a more positive attitude toward school and learning.

**The Analytic Stage**

At the analytic stage, the teacher designs instruction so that students actively use specific intellectual skills and abilities to analyze various dimensions of the content (e.g. student working in groups of two’s might have to identify the main issue in a chapter and give a good reasons to support their choice or to identify the assumptions they made in trying to solve a given mathematical problem).

**The consequence:** Students learn more content as a result of developing (intellectual) skills and abilities. In addition, they

begin to develop some intellectual discipline and standards. They begin to learn how to assess their own work.

### **The Holistic Stage:**

At the holistic stage, the teacher maintains the emphasis of intellectual skill and involvement, but focuses more attention on cultivating the integration of intellectual skills and abilities into larger-scale intellectual performances. For example, in a history class, the students would achieve a higher order command of content, not simply be learning, say, how to distinguish historical data from historical conclusions or how to identify issues implicit in the text, but also learning how to “reason historically,” how to think through the complex performances that creating or constructing history entails.

**The consequences:** Students retain much more content (because they have better tools for integrating it under large scale concepts) and they transfer what they learn more readily (because they are much more cognizant of the implications and applications of what they are learning). For example, in biology classes taught at this level, students do not rote memorize random biological facts or definitions; rather, they use good biological reasoning to study biology. Hence, when studying respiration, they learn how to think it through in the context of the life of the organism. They would therefore be able to discuss critically the role played by oxygen on a number of distinct but interrelated biological levels. They would learn, for example, how to extrapolate, relevantly and accurately, from a respiratory disease not covered in class. They would be able to construct an original experimental design on some central aspect of respiration, critique their own design, carry it out, and interpret its results. They would ask probing, insightful question about the work of other students. They would begin to recognize the importance of intellectually assessing their own work while it is in process. They would become comfortable in talking about a range of intellectual standards which [unreadable].

### **The Exemplary Stage:**

At the exemplary stage, the teacher – in addition to using effective tactics and emphasizing the integrated use of intellectual skills in gaining command of content – is an accessible “model” or “living example” of the mode of reasoned learning she teaches (e.g., historical reasoning, or sociological reasoning, or mathematical reasoning, or chemical reasoning, ...). The teacher is good at thinking aloud, slowly and carefully, in front of the students, displaying realistically how one can reason things through in learning. The teacher models how to read the text, how to listen critically to a lecture, how to work through the problems inherent in the subject, someone whose daily acts model what they are trying to learn.

**The consequence:** Students learn, not only from their assignments and classroom activities, but also from the thought-displaying practice of the teacher.

Richard Paul estimates that approximately 80% of teaching is at the didactic level, 14% at the tactical level (engagement without intellectual skill development), 4% at the analytic level, 0.9% at the holistic level, and 0.1% at the exemplary level. As he puts it, “Teaching for intellectual skills that enable students to grasp content deeply is rare in education today. The overwhelming majority of teaching is didactic. Most of the rest is merely “tactical”, engagement as an end in itself or as a tool for lower order learning.”

## Humanities - ESSC

Department/Group Name	Semester	Date
ESSC	Spring 2012	1/27/12
<b>Department/group members present</b>		
Adria Gerard, Aloha Fishel, Kimberlyn Forte, Dr. Kenneth Howe, Katrina Jensen, Carolyn Lake, Sunny LeMoine, Marguerite Moore, Ruth Osorio, Connie St. Amour, Skip Seibel, Debbie Sharp, Joan Smith, Brian Streetman, Janet Tezak		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<ul style="list-style-type: none"> <li>• What challenges do we face that impact our ability to provide opportunities for student learning?</li> <li>• What can we do to overcome these challenges to advance student learning at MPC?</li> </ul>		
<b>Summary of department/group discussion about student learning</b>		
<p><b>What challenges do we face that impact our ability to provide opportunities for student learning?</b></p> <ol style="list-style-type: none"> <li>1. My Writing Lab, the ESSC's current ENGL 401 lab computer program, does not offer enough opportunity for meaningful interactions with staff/faculty, does not offer enough opportunity for meaningful writing assignments, and does not adequately address some of typical grammar concerns we see in student writing.</li> <li>2. In addition to the language skills deficiencies we see, students also often lack the —academic habits of mind” that help contribute to their success at MPC.</li> <li>3. Staffing cuts means fewer students getting timely access to the English and Study Skills Center and the services therein, and means more frustration for staffers trying to meet the needs of a growing ESSC student population.</li> </ol>		
<b>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)</b>		
<p><b>What can we do to overcome these challenges to advance student learning at MPC? Description of goals and/or action plans resulting from the challenges mentioned above:</b></p> <ol style="list-style-type: none"> <li>1. Non-Budget Dependent (hopefully): Develop our own ENGL 401 lab content in iLearn, and move away from Pearson's My Writing Lab.</li> <li>2. Non-Budget Dependent: Discuss —academic habits of mind” as needed during student conferences (These include topics such as time management, staying organized, course syllabi/requirements, etc.), become more knowledgeable of campus resources available to students, and refer students to those campus resources when appropriate.</li> <li>3. Budget Dependent: Replace the position that was eliminated in Fall 2011.</li> </ol>		

## Humanities - Linguistics

<b>Department or Group Name</b>	<b>Semester</b>	<b>Date</b>
LINGUISTICS	FALL 2011	January 25, 2012
<b>Department or Group Members Present</b>	<b>Principle SLOs or Supporting Objectives Discussed</b>	
RICHARD ABEND	DEMONSTRATE AN AWARENESS OF LINGUISTIC PRINCIPLES IN ONE OR MORE AREAS OF LINGUISTICS.	
<b>Summary of Department or Group Discussion about Student Learning</b>		
<p>Linguistics students have proven themselves to be very adept at analyzing syntax and understanding key concepts of linguistics. Both on-campus and online sections are successful content delivery systems. Online students rely heavily on the text and online sources and are able to use them successfully. A large number of online links were added to this semester's online class and were very well received by students. A number of students commented that the online sites assisted them in understanding the course content. On-campus students rely much more heavily on lecture than text or online resources and seem to have more difficulty using the course text. Feedback in both venues has been quite positive and a number of students have decided to pursue linguistics majors.</p>		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)</b>		
<p>For Spring 2012, I will incorporate more discussion of the on-campus class text and stress that homework be completed on schedule. It is my impression that online ling students have greater academic skills (preparation) than those on campus. I will try to facilitate student academic-skill-building in the on-campus section.</p>		

## Humanities – Reading Center

Department/Group Name	Semester	Date
Reading Center	Spring 2012	1/31/12
<b>Department/group members present</b>		
Adria Gerard, Paula Norton, Linda Bergen, Erin Cuentas, Pat Esterline, Gaely Jablonski, Sue Kostyshak, Dan Kotin, Trish Nelson, Ruth Osorio, Susan Stillinger, Shane Whitman		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<ul style="list-style-type: none"> <li>• What challenges do we face that impact our ability to provide opportunities for student learning?</li> <li>• What can we do to overcome these challenges to advance student learning at MPC?</li> </ul>		
<b>Summary of department/group discussion about student learning</b>		
<p><b>What challenges do we face that impact our ability to provide opportunities for student learning?</b></p> <ol style="list-style-type: none"> <li>1. Students have difficulty arriving at attainable program goals for themselves in the Reading Strategies lab.</li> <li>2. In addition to the reading skills deficiencies we see, students also often lack the “academic habits of mind” that help contribute to their success at MPC.</li> <li>3. Staffing cuts means fewer students getting access to the Reading Center and the services therein.</li> </ol>		
<b>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)</b>		
<p><b>What can we do to overcome these challenges to advance student learning at MPC? Description of goals and/or action plans resulting from the challenges mentioned above:</b></p> <ol style="list-style-type: none"> <li>1. Non-Budget Dependent: Revise the Reading Strategies student intro questionnaire to include clearer and more comprehensive goal-setting language. Keep a copy of this questionnaire in students’ folders for easy reference throughout the semester.</li> <li>2. Non-Budget Dependent: Discuss “academic habits of mind” as needed during tutoring sessions (These include topics such as time management, staying organized, course syllabi/requirements, etc.), become more knowledgeable of campus resources available to students, and refer students to those campus resources when appropriate.</li> <li>3. Budget Dependent: Replace the position that was eliminated at the start of 2011/2012 academic year.</li> </ol>		

## Life Sciences – Automotive Technology

Department/Group Name	Semester	Date
Automotive Technology	Spring 2012	01/26/12
<b>Department/group members present</b>		
Marcus Evans James Lawrence Ian Sanchez C. Robert Omstead		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
Main obstacle to student achievement seems to be their inability to comprehend written material. This probably contributes to their inability/lack of willingness to complete homework assignments.		
<b>Summary of department/group discussion about student learning</b>		
<ul style="list-style-type: none"> <li>- Many students can "fix the car" but cannot pass certification exams.</li> <li>- For many students, the obstacle to success appears to be reading comprehension</li> <li>- Discussed many specific students whose success seems to be limited by reading comprehension</li> <li>- Discussed difficulty in covering material when have to teach basic skills</li> <li>- Haven't had much success sending students to various support services on campus. Many students express that the support wasn't helpful.</li> <li>- There is a need to work more closely with the various support services on campus so we can better serve our students.</li> </ul>		
<b>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)</b>		
We had several goals/plans that emerged from the discussion. Here are the main ones: <ul style="list-style-type: none"> <li>- Have someone from English and Study Skills Center talk to intro class. This would encourage students to seek assistance and would also foster a better working relationship with the tutoring staff.</li> <li>- Have students take English placement test (or a practice test). This would help with identifying students that need assistance and helping them to connect the appropriate support staff.</li> <li>- Make an effort to connect with struggling students individually early in the semester. Having students demonstrate reading skills will help with identifying them. Once they are identified, guide them to the appropriate help.</li> </ul>		

## Life Sciences – Biology/A&P/ Health and CAD

Department/Group Name	Semester	Date
Biology, A&P, Health, CAD	Spring 2012	January 25, 2012
<b>Department/group members present</b>		
Heather Faust Heather Craig Kim Shirley Kevin Raskoff Clifford Achille	Andres Durstenfeld Julie Himes Dan van Hees Gary Fuller	
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>Learning Centers (ASC: peer tutoring) Study Skills Screencasting lectures</p>		
<b>Summary of department/group discussion about student learning</b>		
<p>Learning Centers: ASC- student tutors potential overstepping bounds and lecturing vs. tutoring. Where is the line between the two? SI Program: tutor helps students find answer themselves, vs. giving answers. Different tutors have different abilities and skills. How much control do we want to place on what happens. What is the role of ASC tutors, is it to provide experience to both tutor and students, if so —career tutors” who have been doing it for 10+ years are perhaps depriving opportunities for other students. ASC might need to define what the goals for the tutor might be. Limit the number of classes a single tutor might work with? It can be hard to find the tutors from previous students. Often transfer away or are unavailable.</p> <p>Study Skills: Many/most of our students do not have adequate study skills and/or time management to fully succeed in the class. How do we address and improve these skills and address and support the attainment of the skill set? Regular online quizzes to get students thinking and studying about subject over weekend. Quizzes on the labs of the day to get them pre-reading the labs. Outlines, quizzes, review questions, etc. We still discover they are often shocked after first exam to find they had not been doing well. Work backwards from exam and provide methods of real assessment in first few weeks that is real and sufficiently related to exam style/questions that they can self-evaluate to understand their study success. Model proper use. Need to monitor study practice early. What about a few, smaller exam at beginning of course to assess with smaller grade hit if did poorly? Split first exam in two? But not always study skills- students always have complicated lives. Fixed quizzes over pop quizzes. Give quiz at start of class to set good attendance habits. Threat of being called on may motivate/threaten some students into better habits, but most play the odds and will not motivate a change in study skills. We all think about these study skills issues in our course, perhaps differently, but it is a focus for us all. Use ESSC classes, Got Success website, etc., perhaps with extra credit. We need to broadcast, clearly, our expectations for the class. Three levels of learning: 1) definitions, 2) apply it and give examples, 3) mix it with other ideas and synthesize with other topics.</p> <p>Screencasting: Using Screenflow and a wireless microphone system to record our lectures in Biology. Talked at length about the pros and cons of making this available to the students. We have found it to be a good benefit for all students. The system was demonstrated for the group and the merits for different classes and students discussed. A foundation grant may be written to acquire another set or two of the microphones and the</p>		

software for use with A&P course.

**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)**

ASC: Need to define what we mean by tutoring: what guidelines so we give to our SI or ASC tutors? ASC needs to define what they are trying to do regarding the number of classes tutored, etc.

Study Skills: We will continue the internal discussions regarding study skill building within the division during our "Let's talk about teaching" roundtable discussions.

Screencast: Heather Faust will try the screencasting this semester in her Anatomy course. A foundation grant may be written to acquire another set or two of the microphones and the software for use with A&P course.



## Life Sciences – Dental Assisting

Department/Group Name	Semester	Date
Dental Assisting	Spring 2012	1/25/12
<b>Department/group members present</b>		
Karoline Grasmuck & Linda Lopez		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
DNTL 112 <ul style="list-style-type: none"> <li>• Describe the role the business office plays in the dental practice for, marketing, telephone technique and letter writing</li> <li>• Demonstrate the preparation and utilization of an appointment book</li> <li>• Describe law, ethics and HIPAA regulation as they apply to dentistry</li> </ul>		
<b>Summary of department/group discussion about student learning</b>		
Review the CADAT RDA law and ethics prep book <ul style="list-style-type: none"> <li>• Incorporate PowerPoints</li> <li>• Incorporate quizzes</li> </ul>		
<b>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)</b>		
<ul style="list-style-type: none"> <li>• Non-budget dependent</li> <li>• Incorporate into next year's course</li> <li>• Require all students taking DNTL 112 that are in the program full time, to purchase the CADAT Law and Ethics</li> </ul>		

## Life Sciences – FACS & MATE

Department/Group Name	Semester	Date
Family and Consumer Science & MATE (CTE)	Spring 2012	1-25-12
<b>Department/group members present</b>		
Sunshine Giesler Deidre Sullivan Paul Lee		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>We discussed areas a-y and made notes for various improvements that could be made:</p> <ul style="list-style-type: none"> <li>• Add advisories to all HOSP classes in order to have students' skills up to par for each class</li> <li>• The CAD lab in GA 103 needs some grounds maintenance—embarrassing to hold nationwide workshops with weeds and dead plants at entry.</li> <li>• Smoking behind the FACS building is distracting, unhealthy and messy. How do we ENFORCE no smoking policy?</li> <li>• Temperature in classroom and offices is a constant distraction to learning.</li> <li>• Instructors should be evaluated on what they teach as well as how they teach.</li> <li>• In general we do have adequate technology although the computers in the CAD lab are getting old and slow with each passing day.</li> <li>• Library hours are dwindling down to nothing. Great facility but never open to use it. Also, why are all the lights on in the building when the building is closed?</li> <li>• Why do we have a 'for profit' bookstore?</li> <li>• How many counselors do we have and how can we better communicate with them?</li> </ul>		
<b>Summary of department/group discussion about student learning</b>		
Students seem to be less and less prepared to come into our classrooms to succeed. We do for the most part, feel like we have the proper support—see items a-y—here on campus to facilitate student success. Budgetary and staffing issues are making it more and more difficult for us to help students succeed (i.e. library, counseling, etc...).		
<b>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)</b>		
<p>Goal 1: Add advisories to all HOSP classes via CurricUNet this spring.</p> <p>Goal 2: Talk to facilities about maintenance of GA 103 entry &amp; 'smoking' area behind FACS building</p> <p>Goal 3: Create a plan for meeting with the counselors &amp; informing them of our programs.</p>		

## Life Sciences – Medical Assisting (part 1)

Department/Group Name	Semester	Date
Medical Assisting	Spring 2012	1/25/2012
<b>Department/group members present</b>		
Cheryl Bruno Monika Bell		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>We discussed MEDA 105, Medical Terminology, as both instructors teach this class on a regular basis.</p> <p><b>SLO:</b> Upon completion of this course, the student will have demonstrated a working knowledge of medical terminology relating to human body systems, medical and surgical procedures and diseases.</p> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Large classrooms make it challenging for instructors to be heard and to provide interactive instructions. Shy and struggling students often sit passively in the back. It is more difficult to monitor students during exams.</li> <li>• Sections in different locations limit access to hands-on materials and models for tactile and visual learners.</li> <li>• The document camera in Marina is too close to the wall and hard to use when performing written exercises together with the class.</li> <li>• Some students are underprepared or lack appreciation of how much study time is involved. Some also stretch the rules regarding make-up exams.</li> <li>• Students tend to hand in homework late and expect points regardless.</li> <li>• Online instruction options limited as many students don't have home access.</li> <li>• Providing detailed Power Points as handouts prior to lecture seems to inhibit students from taking notes.</li> <li>• Some students are not aware of MEDA program options.</li> </ul>		

## Life Sciences – Medical Assisting (part 2)

Department/Group Name	Semester	Date
Medical Assisting (2)	Spring 2012	1/28/12
<b>Department/group members present</b>		
<p>Monika Bell (only full-time faculty for MEDA program; adjuncts teach only specific 2 courses and only 1 out of 4 was able to attend Flex-Day meeting, see other Program Reflections sheet completed). Some of the issues in this reflection were also discussed with Cheryl Bruno in our Flex-Day meeting.</p>		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>MEDA 120: Upon completion of this course, students will have demonstrated the ability to accurately measure and record patient information, assist with medical examinations and correctly use Universal Precautions and sterile technique.</p> <p>MEDA 121: Upon completion of this course, students will have demonstrated the ability to:</p> <ol style="list-style-type: none"> <li>1. Give proper patient instructions for lab tests.</li> <li>2. Perform routine lab and diagnostic tests, including EKG, blood tests and urinalysis.</li> </ol> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Absences of students with jobs, kids, other excuses. Getting paperwork done but lack of participation in class impedes everyone. Instructor cannot realistically evaluate absent students in such technical classes.</li> <li>• Labs are difficult due to teacher-student ratios (1:15+). Most skills need to be done under direct observation/supervision. There are not enough materials for independent practice (small budget) and little ability to supervise practicing students while signing off skills for others.</li> <li>• Small classroom and little counter space impair ability for students to line up and work on labs simultaneously.</li> <li>• Lack of computers (PCs) and software in classroom impedes ability to teach some of the skills from beginning to end (setting up, performing, documenting in electronic records).</li> <li>• Challenging to bring across connections with real-world doctor's office to demonstrate a workflow from beginning to end.</li> <li>• Some students still seem to be unaware of job specifics and how the deeper understanding of anatomy, physiology, pharmacology, terminology and others connect to technical skills in these clinical courses.</li> <li>• For MEDA 121, there is still no clear answer whether students are allowed to perform injections and venipuncture on each other and whether liability for this is covered under their student insurance. These skills are being worked back in after prior program coordinator had eliminated the specific courses to cover these. There seemed to be misunderstandings of what MAs are allowed to do (apparently, it was thought that MAs need phlebotomy certification in order to perform venipuncture, which is not correct, they only need to spend a certain amount of classroom time on specific subjects and demonstrate each technique for a specified number of times).</li> </ul>		

## Summary of department/group discussion about student learning

### Suggestions:

- Strategies to decrease absenteeism discussed with Cheryl Bruno and others previously.
- For hands-on skills, students could be divided into groups to be supervised while others complete written assignments or research.
- Will work on getting additional materials so each student can have a kit to practice skills and reuse materials while being responsible to keep materials together. Will work on worksheets where students can sign off practice runs for each skill, then have the final skill checked off by the instructor.
- Could eventually run both the basic and the advanced courses together each semester so beginning students can volunteer to be “patients” for advanced students while advanced students mentor and help beginners.
- Changes to MEDA 121 course curriculum discussed previously with Michael Gilmartin and Heather Faust. Changes were also initiated in CurricUNET and are pending.
- Would like to include co-curricular activities in course either for bonus or for required points. This could be job shadowing in a doctor’s office, attending a seminar, attending inservices or speaker presentation, etc. Outside experience will bring the office closer to the classroom and may provide additional motivation and enthusiasm for the profession.

## 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)

### Plan:

- Will stick to tighter attendance rules and build in activities that cannot be made up. Two make-up tests scheduled for semester, no other chances.
- Skills have to be completed by a deadline. Less or no points otherwise.
- Check on status of course revisions in CurricUNET.
- Check into possible co-curricular activities. Advisory Board meeting next month will provide opportunity to ask local employers to participate and host students for tours, job shadowing, externships and more.
- Will ask local offices to donate materials they no longer need (e.g.: outdated).
- Will continue to look into legalities of invasive procedures in classroom. Have meeting scheduled with Pam Gangloff regarding OSHA training and regulations.
- New classroom in Life Science building will remedy some space and equipment issues. Will have PCs there. Will need to research software options.
- Will share microbiology lab in remodeled building after moving back to use for labs. Will provide sufficient counter space for students to work simultaneously and also to help reinforce rules for behavior in lab settings.
- Will ask for budget increase or appropriate grant money to accommodate ongoing need for materials as well as up-to-date software for clinical (and administrative) functions, which are now totally engrained in all medical office activities and workflows.
- Will request for MEDA 120 and MEDA 121 to run each semester. Enrollment is increasing and there would be much benefit in students helping students. Budget dependent, of course. Can’t cut any other courses instead as we are already at minimum now.

# Nursing

Department/Group Name	Semester	Date
Nursing/MCCSN	Spring 2012	1/25/2012
<b>Department/group members present</b>		
Cheryl Jacobson (Director), Laura Loop, Nancy Bingaman, Patti Nervino, Samar Hage, Eileen LaMothe, Tina Rondez, Julie Bryan		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>Program Outcomes:</p> <ol style="list-style-type: none"> <li>1) Collaborate as providers of patient-centered care in meeting the health care needs of individuals in acute, long term and community-based settings.</li> <li>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.</li> <li>3) Contribute to the profession as responsible members within the discipline of nursing.</li> </ol>		
<b>Summary of department/group discussion about student learning</b>		
<p>MCCSN completed an extensive self-study for the National League for Nursing Accrediting Commission, and for the California Board of Registered Nursing in fall 2011. The NLNAC report is pending review by the Evaluation Review Panel on January 30<sup>th</sup>, 2012. Full accreditation is expected for 8 years. The BRN consultant recommended continued approval in December, 2011 with one area of non-compliance for faculty credentials, which will be corrected Spring 2012. The self-studies and subsequent reviews by external agencies reflected a broad analysis of student learning. Challenges:</p> <ul style="list-style-type: none"> <li>• Admissions procedures have not always been clear to applicants. Web site information and written materials have not been entirely consistent. The use of the State Chancellor’s Success Index Score by both the pre-nursing counselor to guide students in course selection and application strategies, and later within the Nursing program application screening process, has produced occasional disparate results, and an occasional student has come forward to complain.</li> <li>• Methods of data collection regarding student demographics and other required reportable information has been inconsistent and labor intensive. The Director, School of Nursing has consulted with the college Office of Institutional Research to assist in designing an efficient, user-friendly and comprehensive database to track and query all reportable program data. The project will result in an -Access” application which will be accessible to all faculty and staff beginning Fall, 2012.</li> </ul> <p><b>Future Plans addressing the challenges:</b></p> <ol style="list-style-type: none"> <li>6. The faculty have developed a projected staffing plan through Spring, 2015 outlining the number of specific faculty needed to provide for a given number of students. The director will use this plan to adjust quickly to budget changes without compromising the quality of the program. If grant or bequest monies are used to augment the budget, faculty will identify what activities the monies support, so in the event of cut backs or losses within these categories, it will be clear what activities will be affected, without compromising the core mission of the program.</li> <li>7. Admissions processes are being evaluated and improved. An Admissions committee was developed in fall 2011 that includes the pre-</li> </ol>		

- admissions counselor, the director, and key faculty, with student representation. The mission of the committee will be to ensure the systematic planning, implementation, and evaluation of all admissions policies and procedures, and effectiveness of the selection processes.
8. Retention rates have been dropping below the expected outcome of 85%. Faculty are in the process of evaluating data regarding this phenomenon, and are looking at admissions criteria to identify criteria that best predict success. We will continue to pursue Chancellor's Office Enrollment grant funding to support student success activities, including case management and faculty-led study groups.
  9. In collaboration with the MPC Director of Institutional Research, the Director, School of Nursing and the Instructional Technology Specialist will create processes and procedures for systematic collection of data utilizing software that will allow a number of staff and faculty to input and access data regarding students and outcomes. A plan is in development to use data retrieval and collection system to render reports, queries and tables relevant to the measuring and reporting of program outcomes and other demographics. The goal is to use a graphic user interface that will allow students to fill in personal data, and then allow faculty and staff to add information to the database regarding student success measurements and other pertinent data, that will enhance data driven decision making.
  10. To further integrate the use of technology to help students access and use information at the point of care, two iPads were purchased and piloted by instructors in the clinical setting fall semester 2011 (geriatrics and acute medical-surgical). These faculty shared technical tips as well as names of highly user-friendly and relevant apps/databases that students can access immediately as they research care issues (e.g. Nursing Reference Center, Nursing Consult, Epocrates, MedScape and Micromedex). Recommendation is to purchase two additional iPads for use by other clinical faculty; need to be equipped with 3G access for wireless connectivity. Faculty will research best infection control practices for transport of these devices to from the clinical care settings. Will also explore the practicality of other hand-held data devices, such as smart phones, iTouch, etc.
  11. Student learning in a changing health care environment will be the focus of a major curriculum change over the next 3-5 years aimed at explicitly infusing recommendations of the Institute of Medicine for nursing education, as embodied by the national Quality and Safety in Nursing Education (QSEN) initiative. MCCSN's master educational plan submitted Nov. 2011 identifies priorities for student success in an atmosphere of radical change in health care delivery.
  12. A position paper written by the Director, School of Nursing, Spring 2012 describes challenges inherent in meeting the recommendations of the Student Success Task Force, and still limiting the total number of units to 70. Support courses (NURS 205, 206, 160, 65) enrich the program of study and ~~are~~ necessary to meet students' *specific* educational objectives in CTE". (SSTF pg 42). The mandate to include them in every student's educational plan would undermine extensive efforts already in place within the school of nursing for student success. The courses (or repetitions of courses) are unnecessary for some students, but vital to the success of others. Also, many nursing students exceed the 150% rule regarding financial aid eligibility already. Adding courses as an easy way to comply with new regulations, rather than based on individual students learning needs, will unnecessarily cause financial hardship for those students not requiring such support. The faculty strongly believe in the efficacy of individual academic counseling pre-admission, referral for specific additional coursework throughout the program, and close case management which sometimes includes faculty-led study groups. Between 62 and 80% of students who participated in faculty-led study groups in 2009 and 2010 raised their grades from [D] or [F] to [C] or better. These students were identified through case management, and were enrolled in one or more of the above listed enrichment courses. Students needing this support represented 16-31% of the total number enrolled.

Follow up from 2011 discussion:

- 1) Enrollment Number: Current complement of faculty remains consistent with accepting 32 students in the fall, provided that present sources of grant funding are continued.
- 2) Statistical Analysis: Analysis continues of data over the last 3 years (e.g. TEAS score; Success Index Score; participation in study group; completion of Nur 70, number of clinical days with instructor present, etc). Updated data to be reported at the annual program review. Current retention rate for class of 2012: 24/31 (one returning student in this class) = 77.4%. Class of 2013: 30/32 (94%)

3) **Simulation Enhancement:** Simulation experiences have been added as mandatory outrotations. The major curriculum revision planned over the next 3-5 years will include innovative uses of simulation as an interactive teaching strategy.

**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)**

See MCCSN Master Educational Plan (attached).

**Budget Implications:**

Data collection and statistical analysis will be refined and consolidated to better measure student success: **budget neutral**

Admissions and selection process will be analyzed to ensure fair and equitable access, and made available electronically to the public: **budget neutral**, assuming continuation of State Chancellor’s Office grant which provides TEAS testing and remediation planning; LVN placement exams are also being piloted spring 2012.

Major curriculum revision will be implemented to reflect national competency standards and outcome-based evaluations of student success: **will require travel funds**, some of which will be provided by the CSUMB Collaborative. Grant funding will be sought for a national curriculum consultant (2013-2014), and for off-contract faculty time to develop the curriculum structure and evaluation tools.

**5-year Priorities for Nursing Department**

DEPARTMENT GOAL	REALTED INSTITUTIONAL GOAL(S)	ANTICIPATED COMPLETION	MEASURABLE OUTCOMES
Data collection and statistical analysis will be refined and consolidated to better measure student success.	<ol style="list-style-type: none"> <li>Promote academic excellence and student success.               <ol style="list-style-type: none"> <li>Promote efforts to analyze the effectiveness of programs and make improvements based on the results.</li> </ol> </li> </ol>	In progress; completion anticipated Fall 2012	Completion of Microsoft Access database capturing admission demographics, pre-admission screening data, grades and success indicators as required by the BRN, the NLNAC, Chancellor’s Office and grant administrators.
Admissions and selection process will be analyzed to ensure fair and equitable access, and made available electronically to the public.	<ol style="list-style-type: none"> <li>Promote academic excellence and student success               <ol style="list-style-type: none"> <li>Investigate ways to articulate student</li> </ol> </li> </ol>	In progress; completion anticipated Fall 2012	<ol style="list-style-type: none"> <li>Consensus on admissions procedures by internal MCCSN Admissions Committee, with input from Nursing Program Advisory Committee</li> <li>Analysis of disproportionate impact as guided by the Office of Institutional Research</li> </ol>



	success that represent the diverse range of our students' goals and retain strong academic integrity and high standards.		3) Correlation data supporting that the selection process reflects reliable predictors of student success (program completion rates)
Major curriculum revision will be implemented to reflect national competency standards and outcome-based evaluations of student success.	<p><b>2.</b> Build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills.</p> <p><b>2.1</b> Develop and enhance credit Career and Technical programs and course to provide students with employable skills.</p>	<p>Faculty training in progress, culminating in national forum attendance Spring 2012</p> <p>Train-the-trainer faculty sessions to begin December 2011</p> <p>Curriculum consultant to be budgeted for Spring 2013</p> <p>Full implementation of new curriculum based on <i>Quality and Safety Education in Nursing (QSEN)</i> over the next 5 years</p>	<p>1) Implementation of new curriculum within 5 years (by 2016), and with a minimum of 3 years to evaluate before next anticipated NLNAC accreditation in 2019</p> <p>2) Course Evaluation tools clearly reflect competency attainment.</p> <p>3) NCLEX pass rates, Program Completion rates, Job Placement rates and Graduate and Employer Satisfaction Surveys will meet or exceed expected achievement levels as stipulated in Systematic Program Evaluation Plan.</p>

## Physical Education Division

Department/Group Name	Semester	Date
Physical Education Division	Spring 2012	1/25/12
<b>Department/group members present</b>		
<p>Lyndon Schutzler, Kim Fujii, Walter White, Daniel Phillips, Ted Trendt, Mark Clements, Paula Haro, Jeff McCart, Paul Tuff, Wendy Bates, Erin O'Hare, Janet Butler, Mike Rasmussen, Linda Marie Johnson, Blake Spiering</p> <p>Note-members of each department were in attendance.</p>		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>Physical Education Principle SLO:            Improve or maintain physical fitness through participation in the selected activity.</p> <p>Course outlines and requirements stated within. Possible course revisions if SLO's dictate.</p>		
<b>Summary of department/group discussion about student learning</b>		
<p>The group discussed methods to assess and measure physical fitness. These included new options as well as those already in use in the Fitness Center. Methods were analyzed not just for validity and accuracy but also in how many students could be serviced due to staffing, equipment and time restraints.</p> <p>The group also discussed assessments, both fitness and technique, as they relate to other Division/department courses.</p>		
<b>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)</b>		
<p>Instructors create and initiate methods to assess improvement/maintenance as stated in specific class SLO. This testing would be done in the classroom.</p> <p>Fitness center instructors and PFIT instructors outside of the Fitness Center with specific skill based classes such as PFIT 18A, Aerobic Fitness, collaborate with increased participation in established fitness assessment as applicable to specific class SLO.</p>		

## Physical Sciences – Division Office

<b>Department/Group Name</b>	<b>Semester</b>	<b>Date</b>
Physical Science Division Office	Spring 2012	January 25, 2012
<b>Department/group members present</b>		
Elizabeth Bishop and Linda Logsdon		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>Some of the current challenges we face which impact our ability to support, provide access to, and provide opportunities for student learning are: Preparing to move out of the Physical Science Building by the end of this summer. Six out of seven of our departments consist almost entirely of classes with major laboratory components. All of the accompanying equipment, apparatus, tools, and materials required for these labs need to be sorted, catalogued, packed and prepared for moving and storage or disposal. The additional workload this is generating is enormous. Adjusting to the new, more time-consuming scheduling processes. Undergoing Program Review at this time. Attempting to assist all of our departments and programs in their quest to support student learning, with a Division Office Instructional Supply budget which is currently 40% less than the amount it was ten years ago.</p>		
<b>Summary of department/group discussion about student learning</b>		
<p>The bottom line is that we are here to encourage and support student learning. In spite of all the current distractions, disruptions, time constraints, and lack of sufficient funds it is extremely important that we focus as much of our time, energy, and resources as possible on supporting student learning and student success.</p>		
<b>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)</b>		
<p>Moving science labs out of this building is a gargantuan task. People have been asked to pitch in and help out, and some already have. The process and request for assistance will be ongoing thru summer. It is our goal to be completely moved out of the Physical Science Building before demolition begins.</p> <p>It is our goal to overcome the difficulties caused by the lack of timely, informative reports and the lack of immediate feedback from our new scheduling processes, and continue to build coherent, accurate schedules, while meeting all deadlines and most importantly, the needs of our students.</p> <p>It is our goal to complete a thoughtful Program Review before the end of this spring 2012 semester.</p> <p>We will strive to be extremely frugal with supply expenditures. It is our goal to get by with our insufficient Instructional Supply Budget this year, and hope that the most recent 15% cut can be reinstated as soon as fiscally possible.</p>		

## Physical Sciences – Earth Sciences

Department/Group Name	Semester	Date
Earth Science Department	S2012	1-25-12
<b>Department/group members present</b>		
Fred Hochstaedter, Leslie Turrini-Smith, Jeff Nolan, Tom Clifton		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>Geology SLO about interpreting basic geologic history from outcrops and landscape            Oceanography SLO about analyzing inter-relationships between ocean processes            Natural Science GEO about the scientific method</p> <p>We discussed challenges that students have in attaining these SLOs, and what we might do to improve their attainment of them.</p>		
<b>Summary of department/group discussion about student learning</b>		
<p>Members of the Earth Science Department enjoyed beet and bean stew and discussed the many challenges facing us today. A few of these things are listed here:</p> <ul style="list-style-type: none"> <li>• The importance of field trips in Earth Science education</li> <li>• The Google Earth efforts at supporting the field trips</li> <li>• The final poster project that we use to assess the SLOs listed above.</li> </ul> <p>For the purposes of this report, I'll discuss the third one in more detail. In general, we are dissatisfied with student performance on these posters. The question is how to guide them to improve. We talked a lot about intermediary due dates leading up to the final project presentation. Intermediary due dates include things like handing in a title and short synopsis of the poster, handing in the references for the poster, bringing a rough draft of the poster to class and showing it to peers for feedback. All of these things seem to get the students thinking about the poster earlier and teach time management and project planning.</p> <p>Another major change we continue to try is the format of the poster session itself. At scientific meetings, people walk around to different posters. So we've gone to a similar setup instead of each student presenting in front of everybody. We've tried to have half the students stand next to their posters and present while the other half walks around and looks at the posters. The instructors have an early look at the posters and come up with a sort of treasure hunt of things for the students to find on the posters. We've also given out prizes for a variety of poster categories.</p> <p>For student learning, the key step in here is having the students bring in a rough draft of their posters for review. We also know that the atmosphere of the poster day is much improved and seems more enjoyable by the students.</p> <p>We talked a lot about the challenge of finding good tutors for the Earth Science classes. When we find a good student, these tutors are an excellent resource. Other times they're not as good. Currently, we have no tutors.</p>		

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

Field trips are critical for any Earth Science course. There is nothing that replaces the experience of seeing, touching, feeling rocks and ocean water in three dimensions in the field. Field trip budgets must be maintained to enable students to participate in field trips.

Continue to support these field trips by providing review materials (photographs, maps, satellite views, etc...) through electronic means, primarily Google Earth.

Continue efforts to obtain lab equipment and rock and mineral samples to teach Earth Science classes at an equivalent level at the Marina Ed Center.

Continue dialog about student performance on the end-of-semester poster projects where we judge, in part, their attainment of course SLOs.

## Physical Sciences – Math Department

Department/Group Name	Semester	Date
Math Department	Spring 2012	1/27/12
<b>Department/group members present</b>		
Gail Bartow, Elizabeth Bishop, Tracie Catania, Brett Enge, Bob Evans, Bob Donovan, Lynn Iwamoto, Tuyen Nguyen, Don Philley, Geri Philley, Hazel Ross		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
Challenges we face that impact our ability to support, provide access to, and provide opportunities for Student Learning.		
<b>Summary of department/group discussion about student learning</b>		
<p><b><u>The increase in numbers of students taking our basic skills courses</u></b></p> <p>With the advent of our recently implemented Math Placement Test, we are already seeing an increase in the number of basic skills students. We anticipate substantially greater demand as the Student Success Task Force Recommendations are implemented. Pre-Algebra (Math 351) in particular was singled out as having a growing population of students who do not know how to even start to be successful in a college math class. Not only do they lack the social skills to behave properly in class, but they also lack study skills and don't know how to approach thinking about and understanding abstract math concepts. We agreed that we need to look at other approaches and modalities for teaching basic skills to address these problems, so that students will have a better chance of being successful. We agreed to choose Math 351 to reflect upon during the Spring semester, and as the topic of SLO reflections during flex days in the Fall.</p> <p><b><u>The burden of managing part-time faculty when their numbers are 50 - 80% more than those of the full-time faculty</u></b></p> <p>We have only 10 full-time faculty. In Fall, 2011 we had 18 part-timers teaching 25 sections. This Spring, we have 15 part-timers teaching 23 sections. We also have significant turnover in part-timers. For example, we hired a promising new part-time person to teach two classes for us this Spring, but he is leaving after that because he got an offer of a post doctorate position at UCSC. It is a significant burden on the full time faculty to have to go through the time consuming process of reviewing applications, interviewing candidates, then evaluating the successful ones, only to lose them all too soon as they get other jobs. Time spent in these endeavors is time taken away from supporting our students, and time taken away from trying to design and implement improvements to our program and curriculum.</p> <p>With so many part time instructors it is difficult to find the time to oversee their classes to ensure consistency of instruction among sections of the same course. This is not so much of a problem with experienced instructors, but so many of our new hires are inexperienced and would benefit from some assistance and mentoring. We discussed a possible solution that would help. We are considering implementing a "Lead Instructor" program whereby a full-time instructor would be the Lead Instructor for each subject we teach, and would work with and be a mentor for all the part time instructors teaching that subject. We would also prepare informational handouts for those courses to further help the part-timers. But again, with so</p>		

many part-timers, time spent in these endeavors is time taken away from supporting our students, and time taken away from trying to design and implement improvements to our program and curriculum.

A problem with the “Lead Instructor” program and, indeed, with any program designed to help and involve our part-timers more, is that they are already not being paid equitably in comparison with full-timer pay – they are not compensated for prep time and grading time. It is patently unfair to ask them to put in additional unpaid hours to meet with their Lead Instructor and to come to department meetings.

### **Implementing a MESA Program**

For a long time, the Math Department, Physical Science Division, and others have wanted to initiate a MESA program at MPC to bring together science, technology, engineering, and math (STEM) students as described in the official MESA website <http://mesa.ucop.edu/programs/mesaccpp.html> , an excerpt from which is quoted:

#### ***MESA Community College Program (MCCP)***

*The MCCP provides science, technology, engineering and math (STEM) academic development to educationally disadvantaged community college students so they will excel academically and transfer to four-year institutions in calculus-based majors. This support is especially crucial to students who come from low-performing high schools. The MCCP is a partnership between MESA and the California Community Colleges Chancellor's Office. A Hewlett-Packard initiative has replicated the MESA community college model in many other states.*

During this economic downturn, and especially with the restrictions that students will face as the Student Success Taskforce recommendations are implemented, we believe that it would be especially important to initiate a MESA program now to help our educationally disadvantaged students to transfer in these fields.

Hartnell, Cabrillo, and Gavilan all have MESA programs. MESA grant funds are available through the Chancellor's Office.

However, applying for, designing, and implementing a MESA program would involve a substantial commitment of time from our already overburdened full-time math faculty, and again, the time spent in this endeavor is time taken away from supporting our students, and time taken away from trying to design and implement improvements to our math program and math curriculum.

### **The critical need for two new math faculty positions**

The critical need for additional math faculty has been well documented in the Math Department's Action Plans, Program Reviews, and Program Reflections for years. The solutions to the three challenges described above would all require an additional significant investment of time from our full-time faculty who already are stretched to their limits. Our conclusion is that the Math Department is fundamentally hamstrung by the lack of additional full-time faculty, and is essentially unable to redesign our curriculum and expand our programs to properly serve our students and maximize their chances for success.

### **The MPC Web Site**

The MPC website was described quite succinctly by several of our members thusly: “the website stinks.” The web site should support, not frustrate, its users whether they be students, staff or faculty! It needs to be made user friendly, more intuitive, and more flexible to use. It needs to be able to accommodate new technology. For example the Smart Pens Interactive Technology that we are testing out this semester is not compatible with it. The search function is very unhelpful - in many cases worse than useless, and needs to be updated with the latest search software. The template for instructor web pages is hard to figure out. When students go to look up an instructor, the first list they come to is one with only instructors who have

web pages. It's all too easy for a student (not to mention faculty!) to assume that this is the complete list of instructors and get frustrated to find that the one you are looking for is not there.

### **SIS**

SIS does not have the capacity to keep waiting lists for a class. Once the class limit is reached, and then some enrolled students decide to drop, other students can add the class back up to the limit. This completely bypasses the waiting lists kept by instructors after students contact them, and is clearly inequitable. There needs to be an automatic mechanism to stop students from adding a class once the limit has been reached, and providing them with the instructor's email address so they can contact the instructor to be put on a waiting list. The current message of "contact the instructor" that appears when the limit is reached is not helpful to students who don't know the MPC system. Providing the instructor's email address would help all students.

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

#### **Budget Dependent**

- Two new math faculty positions
- Implementing a MESA program
- Paying part-time instructors to attend the Lead Instructor Program and Department Meetings
- Updating and improving the MPC Website
- Possibly improving SIS

#### **Non-Budget Dependent** (assuming the funding of 1 or 2 new math faculty positions)

- Implementing a "Lead Instructor" Program
- Developing new approaches to teaching Math Basic Skills Courses



## Physical Sciences – Physics/Astronomy/Engineering

Department/Group Name	Semester	Date
Astronomy/Physics/Engineering	Spring 2012	January 25, 2012
<b>Department/group members present</b>		
Homer Bosserman, Tim McKnew, Robert Otter, Tom Rebold and Lijuan Wei		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<ol style="list-style-type: none"> <li>1. Provide quality state-of-the-art education and experience for our science transfer majors.</li> <li>2. Providing a relevant educational experience for those taking our general education courses.</li> </ol>		
<b>Summary of department/group discussion about student learning</b>		
<p>We discussed:</p> <ol style="list-style-type: none"> <li>1. The impact and opportunities associated with our move to temporary quarters next year and then into remodeled facilities the following year.</li> <li>2. The gap that is widening between what technology is available for our students and what we actually can provide.</li> <li>3. Problems associated with installing, maintaining and synchronizing software on our large network of computers.</li> <li>4. Equipment and off-campus facility needs in physics and astronomy.</li> <li>5. Need for an engineering materials course to complete the suite of courses our engineering majors need for transfer.</li> </ol>		
<b>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)</b>		
<ol style="list-style-type: none"> <li>1. Expedite the move into temporary quarters for the 2012-13 school year.</li> <li>2. Continue to refine the design and monitor the construction of our re-modeled facilities.</li> <li>3. Support the move to 3-Dimensional Modeling in our Engineering Graphics course by installing a new version of a program such as SolidWorks and replacing existing computers with ones that can support this program.</li> <li>4. Install a state-of-the-art Disk Imaging system to support that installation and maintenance to the large amount of software which must be continuously kept working on our computer network.</li> <li>5. For our physics courses, replace MathCad with more flexible, user-friendly software such as FREEMAT or WOLFRAM ALPHA.</li> <li>6. Replace our outdated, poorly working Heat Experiment equipment with more up-to-date, quantitatively accurate equipment and computer simulation software.</li> <li>7. For Astronomy, re-write existing software which no longer functions in newer versions of Windows and acquire new simulation software to improve our lab offerings.</li> <li>8. Work towards getting a dedicated, dark-sky off-campus observing site and raise more money towards the purchase of a large telescope, for which about \$13,000 has already been raised by the MPC Foundation.</li> <li>9. Continue developing ties with NPS to provide our students exposure to advanced engineering projects, work environments, and internships.</li> <li>10. Participate in the CalSTEP Joint Engineering Program initiative at Cañada College <a href="http://www.smccd.net/accounts/canmesa/hsi/jep.html">http://www.smccd.net/accounts/canmesa/hsi/jep.html</a> , which seeks to align engineering curricula across the California Community College system, propagate tablet technology for streaming engineering</li> </ol>		

lectures in real time using CCC Confer, and provide a clearinghouse for students to enroll online in select engineering classes at participating colleges, as a way to strengthen enrollments and improve engineering program outcomes across the state.

11. Continue pressing for a much needed MESA center that will assist our students seeking degrees in Math, Science or Engineering, balance out recent changes in resource allocation favoring basic skills over our more advanced student needs for support, and build up the pipeline of Engineering students to stabilize enrollment in the engineering capstone classes (Statics and Circuits).

## Social Sciences Division

Department/Group Name	Semester	Date
Social Science Division	Spring 2012	January 25, 2012
<b>Department/group members present</b>		
Steve Albert, Kendra Cabrera, Caroline Carney, Lauren Handley, Mary Johnson, Elias Kary, Tom Logan, Elizabeth Mullins, and Lindsay Padilla.		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
Social Science Division: “Upon successful completion of this course, students will be able to critically examine and comprehend human nature, social behavior, and/or institutions.”		
<b>Summary of department/group discussion about student learning</b>		
<p>How do we bridge the gap between SLO attainment and grading? Can one increase and the other not? How do we teach to the SLO and affect grades? The process began with a presentation by E. Kary about his attempts to increase student success re. SLOes. A robust discussion followed with different faculty making suggestions how we can make the classroom more conducive to student learning.</p> <p>Proposed by a presentation depicting an assignment, lab report, and presentation. The assignment affected the course SLO (from 68% to 97%), but did not change the grade distribution.</p>		
<b>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)</b>		
Use Blogs, Wiki, and such to move away from term papers and adopt the use of practical life documents. Let students have a “hands-on” experience, either in a lab setting (ANTHRO) or by reading/analyzing “prime documents.”		

President's Office Reflections on Student Learning

**Spring 2012 Dialog/Assessment Reports**

**Program Reflections on Student Learning Form  
Spring 2012  
President's Office, Human Resources, Institutional Research and Foundation**

<b>Department/Group Name</b>	<b>Semester</b>	<b>Date</b>
President's Office, Human Resources, Institutional Research, Foundation, and Assistants (3)	Spring 2012	January 25, 2012
<b>Department/group members present</b>		
Doug Garrison, Vicki Nakamura, Rosaleen Ryan, Ed Lake, Barbara Lee, Kali Viker, Andrea Bozant, Shirley Kim, Carlis Crowe, Jeanette Haxton, Loren Steck, Robin Venuti, Allison Payne, Leza Turner, and Sandy Nee.		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
The group started the dialogue by explaining how each unit reporting to the President supports student learning. Since none of the units is involved directly in student learning, the focus of the discussion was to define how we support learning, identify challenges in providing that support, and identifying possible ways to enhance our ability to support student learning.		
<b>Summary of department/group discussion about student learning</b>		
<p>The units involved in this discussion represent offices that vary significantly in the manner in which they support student learning. The offices range from Institutional Research, to Human Resources, to Information Desk, to Public Information, to administrative support, to the MPC Foundation. Despite this broad range of activities, commonalities were identified. All offices provide support to systems that are critical to the effective delivery of instruction or service to students. Despite the wide variance of these systems, we identified common challenges.</p> <ol style="list-style-type: none"> <li>1. Communication – Members discussed the challenge of being aware of the institutional changes that impact their ability to perform their functions. The increasingly dynamic nature of the regulatory environment of the California Community Colleges poses challenges for all participants. In addition, since state funding has been reduced each of the past three years, it has been increasingly difficult to be fully aware of the highest priorities for the academic and service departments.</li> <li>2. Limited Funding – All members discussed the challenges posed by the continuing reduction of state funding. Despite the willingness to reorganize and re-examine methods of operation, the participants cited several examples of not being able to continue</li> </ol>		

actions that had been beneficial in the past.

3. Limited Technology – The participants detailed the outdated technology systems they operate in their offices. For example, Human Resources still work with a paper-based system, despite the need to track thousands of transactions each year. The lack of an integrated database causes unnecessary duplication of effort between departments. It also contributes to communication problems due to the absence of an automated system that enters critical data in many fields needing the information. The poor quality of the MPC website and lack of social media were also cited as challenges related to technology. Much of the website is outdated and difficult for the public to navigate. Due to limited staffing, we have not adopted up-to-date social media products.

**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)**

Participants identified ways we could overcome the identified challenges:

1. Communication

- a. Implement a college-wide approach to communicating policy or regulation changes as well as changes in departmental procedures.
- b. Use the new Education Master Plan to develop a list of priorities for fundraising.
- c. Investigate contracting for public relations services.
- d. Investigate collaboration with regional four-year universities to implement a social media program, e.g., using their advanced students fulfilling service learning requirements, or providing an opportunity for a class to conduct a case study.
- e. Revise designations in the “information sign” on entry to the Administration Building.

2. Limited Funding

- a. Promote collaboration between departments to ensure effective sharing of information to address challenges, i.e., Institutional Research to investigate ways to facilitate Human Resources need for automated databases.
- b. Investigate the benefit of expending one-time funds to implement systems that provide continuing operational benefits.

3. Limited Technology

- a. The planned institutional review of the Technology Plan this spring will provide a forum for review of the technological limitations. Development of automated systems is critical to addressing several technological challenges.
- b. As an element of the institutional technology review, the MPC website must be reexamined with the benefit of input from the students and public users. The general feeling is that the website does not allow ease of use for registration, access to course information, information about the college, or in conducting college transactions. Revisions to the website must become a high priority. The college’s approach to website maintenance must also be examined to ensure information is up-to-date and accurate.

Administrative Services Reflections on Student Learning

**Spring 2012 Dialog/Assessment Reports**

## Facilities & Security

Department/Group Name	Semester	Date
<i>Facilities &amp; Security</i>	Spring 2012 for fall 2011 semester.	Jan 25, 2012
<b>Department/group members present</b>		
<p><u>Facilities</u>: Yolanda Guzman, Lorena Garcia, Maria Roca, Pete Olsen, Shaune Burke, Dionicio Garcia, Manuel Resendiz, Joe Davis, Ron Holback, Atanasio Guzman, Art Henness, Samuel McCrea, Fred Hamann, Hector Vasquez, Harold Hutchins, Francisco Vasquez, Nena Rosas, Lus De La Torres, Jose Ayala, Bryan Singleton, Alvin Covington, Ray Porrez, Phu Nguyen, Orencio Perez</p> <p><u>Security</u>: Agustin Chavarria, Loran Walsh,</p> <p><u>Other</u>: Mary Weber (Purchasing Coordinator), Connie Andrews (Budget Manager), Steve Ma (VP Admin Svc), Suzanne Ammons (Admin Asst)</p>		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<ul style="list-style-type: none"> <li>Building and grounds appearance</li> <li>Classroom appearance, temperature, furniture</li> <li>Campus communication</li> <li>Equipment and supplies</li> <li>Staff (knowledge, training needs, availability, etc.)</li> </ul>		
<b>Summary of department/group discussion about student learning</b>		
<b>Challenge/possible solutions:</b>		
<p><b>Building and Grounds appearance:</b></p> <ol style="list-style-type: none"> <li>1) <u>Parking (limited)</u> – (1a) adjust classroom scheduling away from peak demand, (1b) staff use staff spaces only, (1c) MPC vehicles (including Auto Tech, Facilities) out of public area spaces, (1d) Signage to direct to additional parking.</li> <li>2) <u>Scheduling</u> – staff/workload issue.</li> <li>3) <u>Food and drink</u>- Cleaning is made more difficult when food/liquid are permitted in classrooms resulting in debris and spillage. (2a) Board policy to prohibit all except water, (2b) provide trash bins when food activities anticipated, (2c) tile in place of carpet, (2d) encourage faculty to not permit food in classrooms.</li> <li>4) <u>Smoking</u> – (8a) provide less areas to smoke, (8b) more signage, (8c) clear and defined policy on smoking (tobacco use).</li> </ol>		



- 5) Bikes/skateboards (especially after hours) – (9a) Walk and carry policy publicized more, (9b) non-emergency MPD for after hours at 646-3914.
- 6) Trespassing issues – MPD establish a presence with frequent drive throughs.

**Classroom appearance, temperature, furniture:**

- 7) Central (excess) furniture storage so it is easier to inventory/secure furniture for future classroom use. Need area to hold/secure furniture while newly renovated buildings sort out furniture needs/adjustments.

**Campus Communication:**

- 8) Signage/Kiosks – (6a) Kiosks need phone numbers (emergency, security, other?).
- 9) Night time lighting/security- Concerns should be reported to your supervisor.

**Equipment and supplies:**

- 10) Ticket dispenser malfunction – (7a) add signage at ticket machines.

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

- 11) Increase in Events – (5a) standardize set ups for meeting rooms by educating scheduler to restrict set up choices, set ups should be cancelled when no longer needed, orient new faculty with input from security/facilities to curb wasted labor in set ups.

**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)**

As described in the shaded areas, many solutions can be supported with better communication whether in the form of additional signage, or more clearly defined policies. Some communications involve educating staff (room set up scheduling) on the impact of their requests.

## Media Services

Department/Group Name	Semester	Date
Media Services	Spring 2012	1/25/2012
<b>Department/group members present</b>		
Laura Worley, George Reed, Bruce Wilder, Sharon Colton		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
Classroom Technology Equipment and Supplies Staff		
<b>Summary of department/group discussion about student learning</b>		
<p><b><u>CLASSROOM TECHNOLOGY</u></b></p> <p><u>Challenge:</u> LF 103 is our premier large-capacity classroom. There are often requests for taking video recording of speakers or events. The Lecture Forum rooms were refurbished to some extent a few years ago but lighting was not addressed although that was requested at the time. Since then the lighting has deteriorated, fixtures cannot be replaced by the same type of lamp because they are too old. Speakers are barely lighted so the video shows them as in shadow. <u>Overcome by:</u> getting a professional evaluation for a lighting plan and replacing lighting fixtures with new. <u>Benefits student learning by:</u> Students and others may rely of the videotape for instruction and often the tape is too dark due to poor lighting.</p> <p><b><u>EQUIPMENT AND SUPPLIES</u></b></p> <p><u>Challenge:</u> There are many A/V needs for parts that come up unexpectedly and the PR process takes time. There are times when we would like to be able to get parts that day. <u>Overcome by:</u> assigning a Cal Card to George Reed with a limit of \$1,000. <u>Benefits student learning by:</u> Provides faster repair service so that students can continue with their classroom learning quickly.</p> <p><b><u>STAFF</u></b></p> <p><u>Challenge:</u> MS is presently down one ½ time person (medical leave) for which most of the hours are being covered. The challenge comes when there are more than one or two events at a time. <u>Overcome by:</u> authorizing NOEs for some student or other workers who have handled events in the past to fill in as needed. <u>Benefits student learning by:</u> provides A/V coverage of student events.</p>		

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

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

## Fiscal Services

Department/Group Name	Semester	Date
Fiscal Services Department	Spring 2012	1/24/2012
<b>Department/group members present</b>		
Alicia Cadriel, Fannya Boehme, Linda Martin, Luz Aguirre, Michelle Moore, Sean Willis, Sharon Johnson, Thelma Morales, Yen Le, Rosemary Barrios,, and Larry Walker		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>The Principal SLO we will be working toward is having a place on the front page of the MPC Website for Fiscal Services.</p> <p>This would provide a link for students to have information on Fiscal Services mission and the services provided by the department. Information on the site would include: Office Hours, Financial Aid Disbursement Dates, Required ID to pick up checks, Refund Process, Methods of Payment, BOGG procedures, Who to contact, FAQ, etc...</p> <p>This SLO would support the department objective. The outcome is important and worthwhile. The outcome is measurable by completing a student survey at the end of the semester after the information has been out there for students to access for a semester.</p>		
<b>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).</b>		
We don't believe this is budget dependent.		

## Information Technology -- Network Support & PC Techs

Department/Group Name	Semester	Date
Information Technology – Network Support & PC Techs	Spring 2012	1/23/2012
<b>Department/group members present</b>		
Linda Sasaki, Helmut Schonwalder, Kim Panis, Lavester Boykin, John Kalina, Sharon Colton		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
Classroom Technology Campus Communication Website Staff		
<b>Summary of department/group discussion about student learning</b>		
<p><b><u>CLASSROOM TECHNOLOGY</u></b></p> <p><u>Challenge:</u> Teaching students who are located on more than one campus would be useful for some instructors, would save on travel, and could potentially increase FTES. This can also enhance online learning courses.</p> <p><u>Overcome by:</u> deploying Lync software after testing. Lync, a Microsoft product, allows for web and video conferencing along with white board, file sharing, instant messaging, and interactivity. It can be used on a computer or a smart phone. It is like WebX on steroids.</p> <p><u>Benefits student learning by:</u> Technology in many ways is critical for student learning. This software will make instruction more accessible.</p> <p><u>Challenge:</u> MPC faculty rely to a large extent on working computers for students and as a result, the College has more than twice the state minimum standard for number of student computers. The challenge is in funding the replacement of these computers as they age.</p> <p><u>Overcome by:</u> finding less expensive computer options such as thin clients or possibly tablets.</p> <p><u>Benefits student learning by:</u> This will better enable students have up-to-date equipment to use for their instruction.</p>		

## **CAMPUS COMMUNICATION**

Challenge: Telephone system is greatly in need of upgrading as the servers are old and no longer supported, the software version is two versions behind, and staff are having some connectivity problems.

Overcome by: purchasing new hardware and software, IT training and installation.

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

Challenge: VisiPlex speaker notification system does not work well.

Overcome by: redesigning the VisiPlex system so as not to overdrive the system and so the MPC community can better hear and understand what is announced. Also, merging the system with Informacast will maximize our current investment, make it easier to use, and allow for a mobile command center. The analog (to IP) zone integration units connect the transmitters into the network thus making them a device InformaCast can send messages to.

Benefits student learning by: This benefits student safety.

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.

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

Challenge: Students (outside of class) and visitors to campus are not always able to use the wireless network because open guest access consumes the available IP addresses. Using guest wireless for classroom instruction is not acceptable because it is a shared medium somewhat analogous to a telephone party line. The campus controlled access for wireless which requires a logon is much more reliable but expansion requires a larger controller and additional licenses. Hard wired network access is always recommended for instructional use.

Overcome by: adding more wireless access points, licenses, and a new controller. Note: This will not solve all wireless access problems as guest access will remain a shared medium.

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

## **WEBSITE**

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

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

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

### **STAFF**

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

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

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

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

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

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

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

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

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

### **EQUIPMENT AND SUPPLIES**

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

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

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

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

1. Install Lync software. (not budget dependent – part of Microsoft contract)
2. Continue to investigate lower-cost options for campus standard computers and other equipment. (budget dependent)
3. Purchase and install new telephone equipment/software and train IT staff in the new version. (budget dependent)
4. Redesign the VisiPlex speaker system so as not to overdrive the system. (budget dependent)
5. Purchase and install Informacast zone connectors for the VisiPlex rooftop speakers. (budget dependent \$3,000)
6. Appoint a committee this semester to review student logins and enact simplifications where possible.
7. Purchase and install additional wireless access points and a controller. (budget dependent)
8. MPC website refreshment (budget dependent)
9. Review/rewrite Network Engineer job description and PC Tech job description (may/may not have budget implications)
10. Hire additional IT staff – Programmer, Network Engineer. (budget dependent)
11. Finish populating the IT Help Desk and launch it. (not budget dependent)
12. Replace old network switches and wiring. (budget dependent)



## Information Technology – Programming

<b>Department/Group Name</b>	<b>Semester</b>	<b>Date</b>
Information Technology - Programming	Spring 2012	1/25/2012
<b>Department/group members present</b>		
Chris Anderson, John P. Obrien, Lynn Noell		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
Staff		
<b>Summary of department/group discussion about student learning</b>		
<b>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)</b>		
<ol style="list-style-type: none"><li>1. Hire one or more programmers. (budget dependent)</li><li>2. Hire a technical writer. (budget dependent)</li></ol>		

Student Services Reflections on Student Learning

**Spring 2012 Dialog/Assessment Reports**

## Academic Support Center

Department/Group Name	Semester	Date
Academic Support Center	Spring, 2012	2-1-2012
<b>Department/group members present</b>		
Linda Pridmore, Carsbia Anderson and 12 returning student tutors		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
Linda provided an overview of the ASC's SLOS: what are the SLOS, how/why were they developed. She explained that the tutor checklist is an important component of the SLOS and is a tool tutors will use to provide information about tutees' progress with respect to time management, organization and study skills. She pointed out that the form also serves as an aid to improving ASC services. Linda explained that the form was used on a limited basis during fall, 2011. Tutors using the form were asked to submit comments and/or any suggested changes. No changes were suggested and the form will now be used by all returning tutors for spring, 2012. Each tutor is required to complete a weekly form for one student for the entire semester. Tutors were encouraged to discuss the form with Linda throughout the spring semester and to offer any comments and/or changes.		
<b>Summary of department/group discussion about student learning</b>		
<p>Carsbia and Linda both emphasized the important role student tutors play in the student learning process. Carsbia asked the tutors to talk about their experience with tutoring and what they saw as obstacles to student success. The tutors felt the biggest obstacles to student learning/success were: not doing homework, learning disabilities, language barriers and attitude. All of the tutors mentioned that many students lack study skills and underestimate the amount of study time required. They suggested that students be required to complete some type of personal development class and/or completing some type of study skills seminar before being allowed to enroll in tutoring. The tutors felt that many students with learning disabilities might benefit from longer tutoring sessions and suggested 2 hour sessions. In addition, tutors felt that the total number of tutoring hours available for each student should be increased from 2 hours per week per subject to 3 hours per week per subject.</p> <p>The lack of any computers in the ASC tutoring rooms was cited as a major problem. Access to power point presentations, super sights for language classes, smartpen pencasts, and on-line class homework were a few of the examples given. Asked about using computers in the ESSC when available, tutors responded by pointing out the need for an enclosed space which allows for discussions between the tutor and students. They felt using computers in the open space of the ESSC was disruptive to ESSC students.</p> <p>Tutors suggested adding a video to the ASC website and/or considering Facebook as ways to provide more information about the program.</p>		
<b>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)</b>		
<p>Tutors felt that more stringent rules for cancelling tutoring sessions would help students with time management and taking responsibility for their learning. Beginning spring, 2012, students are required to give at least one hour's notice to cancel a session. Exceptions will be made on a case-by-case basis.</p> <p>Due to budget restrictions, an increase in tutoring hours is not possible; however, 2 hour tutoring sessions will be offered during spring 2012, subject to tutor availability.</p> <p>The need for computers in the ASC tutoring rooms was included in the ASC Master Education Plan.</p> <p>The tutor's comments concerning impediments to student success will be shared with COMA, BSI and student success task force.</p>		

## Admissions and Records

Department or Group Name	Semester	Date
Admissions and Records	Spring 2012	February 6, 2012
<b>Department or Group Members Present</b>		
Coleman, Vera, Russo, Donna, Standfield-Lee, Teresa, Takada, Aiyumu, Zosa, Segundo		
<b>Summary of Department or Group Discussion about Student Learning</b>		
<p>Our discussions centered around issues with SIS and WebReg and the staff's ability to process transactions quickly and efficiently:</p> <ul style="list-style-type: none"> <li>• SIS and the staff being able to help students use WebReg</li> <li>• The staff being able to maneuver through the different screens.</li> <li>• WebReg screens changed and we were/are not completely aware of the changes</li> <li>• With the drop down menus, the staff is having difficulties with time management, the amount of time it takes to process one transaction.</li> <li>• The ability to process one application in a timely manner is lacking because of the number of screens that must be accessed</li> </ul>		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)</b>		
<p>None of our items are budget dependent</p> <ul style="list-style-type: none"> <li>• The goal of the staff is become more proficient using SIS</li> <li>• The more the system is used, people will become more comfortable and proficient</li> <li>• Continue to send problems or concerns to IT so that they can address and correct issues</li> <li>• We will try to develop documentation for SIS</li> </ul>		

## Child Development Center

Department/Group Name	Semester	Date
Child Development Center	Spring	1/27/2012
<b>Department/group members present</b>		
Cathy Nyznyk, Jeff Procive, Cindy Campbell, Angie DiRocco, Jessica Booth, Mary Rigmaiden, Nancee Powell, Joanne Hagerty, Sudeshna Nand, and Melissa Hagerty		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>Challenges: Time with child development students for student success. We are with children most of the time and finding time to spend with lab students is challenging. Time for meetings, time for documentation work/assessments on children is difficult.</p> <p>Perception on campus as being child care. Not seen as an academic program by some.</p>		
<b>Summary of department/group discussion about student learning</b>		
<p>CDC has a dual role providing high quality preschool for student parent children, and functioning as a laboratory setting for child development majors. Discussed the perception by some as child care, glorified babysitters. Classified staffs, Child Development Specialist are the only classified who are mandated to continue their education to keep their credentialing. Some people on campus do not know we even exist. Teaching student parents to advocate for their children and the CDC program. Giving child development students more handout and resources. Our parents are needy students looking for support with not only child care, preschool but with managing their parenting and family life, as well as balancing school success.</p>		
<b>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)</b>		
<p>Develop and give out resources. Invite Board members to visit CDC. Develop an Advisory Board. Develop a CDC info and resources sheet to give out. Offer child development classes for parents. Rotate teachers out to meet with lab students supporting each other. Develop a perception committee. All items are non budget items.</p>		

# Counseling

Department/Group Name	Semester	Date
Counseling Department	Fall 2011	1/25/2012
<b>Department/group members present</b>		
LaRon Johnson, Mike Torres, Alethea DeSoto, Kim Mansfield, Amber Kerchner, Carrie Craig, and Lillian Gorham		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p><u>Counseling SLO</u> Utilize appropriate resources to identify and develop academic and career goals.</p> <p><u>PERS 50 – Making College Count SLO</u> Identify and apply concepts, resources and factors that contribute to personal college success.</p> <p><u>PERS 200 – Orientation to College SLO</u> Demonstrate the ability to synthesize and utilize student success skills presented, campus processes, and student services available; see selected topics for each class.</p>		
<b>Summary of department/group discussion about student learning</b>		
<p><u>Challenges</u></p> <ol style="list-style-type: none"> <li>1) The need for students to be more proactive. Examples include students who see a counselor for the first time a year or more into their schooling and students who attempt to see a counselor the week of registration rather than a month or two before.</li> <li>2) The new repeatability rule in which students are no longer eligible to enroll in a course beyond their third attempt.</li> <li>3) The reduction of counseling hours available due to a retirement, a counselor out on medical leave, and faculty duties &amp; obligations outside of counseling students. Also, the Student Success Task Force recommendations will add to the workload of counselors. There are questions about students having to have an accurate, electronic education plan. Currently, not all students complete an education plan and if so, the education plan is more like a rough draft of a class schedule before a student attempts to register. It's common that the education plan does not match with what students actually register for due to days, times, and availability of courses. In addition, at times counselors use paper education plans rather than electronic education plans.</li> <li>4) The multiple needs of students and counseling them in a half-hour's time. An example is a student who needs to discuss potential majors, have outside transcripts evaluated, complete financial aid forms, and have an education plan completed. In addition, personal counseling issues arise. Counselors are finding that issues are becoming more complex and it has become even more important to counsel students holistically. Counseling veteran students is an example.</li> <li>5) The challenge of students satisfying the PERS course objectives and SLOs.</li> </ol>		
<b>Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or</b>		

**non-budget dependent)**

Response to Challenges

- 1) Marketing counseling services and the STEP program more by communicating to the community via the front page of the MPC website and on-campus banners and flyers.
- 2) Students are required to complete a petition form with a counselor if they want to enroll in a course for the third and final time. In-depth counseling is needed to discuss with students what's needed in order to pass the class during their last attempt.
- 3) Career counseling in the department has been impacted significantly. The department will look into offering PERS 71-Foundations of Career Choice again. This course could either be another option for students seeking career counseling or a requirement before using career counseling services. For general counseling services, group counseling was discussed. Historically, it hasn't been successful due to the needs of students needing individual attention. An option would be to follow the model of incoming high school students matriculating to MPC by having counselors block off designated dates and times and be available to counsel specific student populations (e.g. transfer students, certain majors, etc.). As for education plans, counselors should be involved in the discussions regarding the implementation of the Student Success Task Force recommendations.
- 4) A popular technique among the counselors is to use the first few minutes of the counseling session to determine the students' immediate needs and what needs can be satisfied during another counseling appointment. An example would be showing new students how to read their assessment results, use the online class schedule, select courses, and use WebReg versus discussing UC and CSU campuses that offer their intended major.
- 5) The PERS instructors meet regularly as group discussing course material and student issues. Oftentimes, for those students who need extra help, the PERS instructors meet with them one-on-one or refer them to the services available in the ESSC and the Academic Support Center.

## EOPS/CARE/CalWORKs

Department/Group Name	Semester	Date
EOPS/CARE/CalWORKs	Spring, 2012	1-27-2012
<b>Department/group members present</b>		
Eric Ogata, Kelly Fletes, Christine Vincent, Stephanie Perkins		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
Technical Competence: the challenge to this SLO is the District's technology infrastructure.		
<b>Summary of department/group discussion about student learning</b>		
Along with severe cuts to the program's allocation from the State, the program is required to serve a student with greater federal and state restrictions. These restrictions and the cuts in funding has forced the program to reconsider its expectations of what the student can benefit from the program and to what extent.		
<b>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)</b>		
Maintain the program's professionalism despite the restrictive regulatory changes and limited resources. To be realistic with the type of student that can actually benefit from the program given current challenges.		



## International Student Programs

Department/Group Name	Semester	Date
International Student Programs	Spring 2012	2/3/12
<b>Department/Group members present</b>		
Larry Walker/Maryam Abusaidi		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<ul style="list-style-type: none"> <li>• Counseling/academic advising availability;</li> <li>• Scheduling of classes for new students during their 1<sup>st</sup> semester at MPC;</li> <li>• Timely response and consistent interpretation of SEVIS requirements;</li> <li>• The rising cost of ISP marketing and adverting;</li> <li>• Establishing a working student list that identifies new, returning, graduates, transfers, etc.;</li> <li>• Maintenance of ISP website;</li> <li>• Preparing for the relocation of ISP services to the College Center;</li> <li>• Increased student traffic and request for information on other programs and services; and</li> <li>• Staffing/position changes: ISP Director, PDSO, counselor</li> </ul>		
<b>Summary of department/Group discussion about student learning</b>		
<ul style="list-style-type: none"> <li>• The value and importance of continuing to offer new ISP student orientations;</li> <li>• The importance of making contact with each ISP students every semester while at MPC;</li> <li>• The need for ISP students the engage, interact with, and learn from other ISP students;</li> <li>• The importance of exposing ISP students to social/cultural events; and</li> <li>• The importance of ISP students engaging in meaningful interaction with faculty and staff while at MPC.</li> </ul>		
<b>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)</b>		
<ul style="list-style-type: none"> <li>• To provide additional counseling/advising services to facilitate student progress toward their academic and career objectives;</li> <li>• To establish polices/procedures manual for program operations: <ul style="list-style-type: none"> <li>○ Initial focus on SEVIS requirements related to CPT and reduce course loads;</li> </ul> </li> <li>• To develop a targeted advertising plan;</li> <li>• To develop a method of student tracking;</li> <li>• To review and update ISP website; and</li> <li>• To relocate ISP services to the College Center</li> </ul>		

## Job Center

Department/Group Name	Semester	Date
JOB CENTER	Spring 2012	1/27/2012
<b>Department/Group members present</b>		
Lien Nguyen/Larry Walker		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<ul style="list-style-type: none"> <li>• Less off-campus jobs for non-federal work study students due to poor economy;</li> <li>• New Federal and State financial aid regulations places unit/time limits on student eligibility for aid; resulting in fewer students qualified for federal work study;</li> <li>• The Job Center now resides in the same area as the Career/Transfer Resource Center and Dean of Student Services; resulting the Job Center now becoming a front line person;</li> <li>• Increased student traffic and request for information on other programs and services; and</li> <li>• No private work space to interact with students.</li> </ul>		
<b>Summary of department/Group discussion about student learning</b>		
<ul style="list-style-type: none"> <li>• It is important for the Job Center to continue to assist students to gain work experiences and job skills through work study as they pursue their educational and career at MPC;</li> <li>• The Job Center Coordinator needs time to learn about other programs and services in order to provide accurate information to students;</li> <li>• With the increase in the demand for work-study, it is important to continue to manage the work-study budget efficiently;</li> <li>• Continue to prepare for an annual Job Fair in May; and</li> <li>• Work closely with faculty and staff to establish more work study jobs and place more students.</li> </ul>		
<b>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)</b>		
<ul style="list-style-type: none"> <li>• To place more students into off campus work;</li> <li>• To interview students to help identify their strength, weakness, opportunity and challenges;</li> <li>• To research local communities to see what off-campus job opportunities exist;</li> <li>• To develop a student handbook to help student gain knowledge of MPC work study rules/responsibilities/opportunities;</li> <li>• To survey students to identify their needs/interest related to work study;</li> <li>• To maintain and regularly update the Job Center website (note in Fall 2011=4355 visits); and</li> <li>• To provide Job Center information and services at the Marina Education Center.</li> </ul>		

## Matriculation/Assessment

Department/Group Name	Semester	Date
Assessment/Matriculation	Spring 2012	1/20/2012
<b>Department/group members present</b>		
Stacey Jones, Alethea DeSoto		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<u>Assessment/Placement</u>		
<p><b>Supporting objectives-</b></p> <ul style="list-style-type: none"> <li>• ENSL testing going to computerized testing-</li> <li>• Working with network support to better utilize out systems for student success</li> <li>• Online appointment making system in place to better serve students. Adds a factor of convenience for students to make appointments any time of the day- This system will be eventually used campus wide</li> <li>• Assessment results online for students</li> <li>• Support high school students with informational sessions at their schools and a designated assessment event for high school seniors</li> <li>• Proactive advertisement to inform students of assessment needs-"Getting the word out"</li> </ul> <p><b>Challenges-</b></p> <ul style="list-style-type: none"> <li>• Ever increasing student population and need for testing and retesting</li> <li>• Potential increase if matriculation regulations are mandated therefore making assessment mandatory (part of the matriculation process)</li> <li>• Time limits on assessments- increase of students testing</li> <li>• Limited staff and resources               <ul style="list-style-type: none"> <li>• Office staffed with 1 person</li> <li>• Need for ½ staff member to be added</li> <li>• Designated space for assessments/testing in a room which can hold 50 students (Monday-Friday)</li> <li>• Possibility of having to turn away students without help of staffing and testing space</li> </ul> </li> </ul>		
<b>Summary of department/group discussion about student learning</b>		
<p>Confirmed that having ESARS working to its fullest capacity (student's being able to make an appointment both on and off campus) would ease the phone call load that this office experiences during peak times.</p> <ul style="list-style-type: none"> <li>• Confirmed that limited space (current testing center) only allows us to assessed 24 students at a time.</li> <li>• One office department with no matriculation funding to support temp or part time help.</li> </ul> <p><b><u>What to do to overcome challenges:</u></b></p> <ul style="list-style-type: none"> <li>• Continue working with IT to address the "firewall issue" so that students off campus can make an assessment appointment. Using ESARS for students on campus – this is used by some counselors when working with new students in their office.</li> <li>• Return assessment appointment phone calls as quickly as possible</li> <li>• Created a pattern of assessment dates and times so that student know when assessment is being offered</li> <li>• Continue using lecture forum classes to accommodate large assessment</li> <li>• Continue to ask staff from other departments to volunteer to help with assessment during peak time.</li> </ul>		

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

**Goals-**

Help student become proactive within their educational step process

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

**Action Plans-**

## Re-entry and Multicultural Center

Department/Group Name	Semester	Date
Re-entry and Multicultural Center	Spring 2012	2/03/12
<b>Department/group members present</b>		
Erin Miller/Larry Walker		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<ul style="list-style-type: none"> <li>• Transitioning to downsized staff and managing workload responsibilities such as, Women Supporting Women, Textbook Loan Program, Emergency Food Pantry and Office Supply budgets</li> <li>• REMC is now housed in the Student Services building resulting in an increase of inquiries for other programs</li> <li>• Lack of a private work space to interact with students</li> <li>• Increase in students seeking assistance due to economic downturn and more students being referred to the Women Supporting Women Fund and Textbook Loan Program</li> <li>• Addition of tasks/responsibilities relating to Marina campus</li> </ul>		
<b>Summary of department/group discussion about student learning</b>		
<ul style="list-style-type: none"> <li>• The Women Supporting Women (WSW) fund helps support retention by providing emergency financial assistance</li> <li>• The Textbook Loan Program helps support retention by providing students with textbooks for their classes during a challenging economic climate</li> <li>• The importance of supporting historically underrepresented and at risk populations to include ethnic and cultural minorities, LGBT, homeless, low-income, re-entry and single parent students</li> <li>• The importance of collecting WSW Approved Applicant Surveys to document and demonstrate how the fund supports the retention of students</li> </ul>		
<b>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)</b>		
<ul style="list-style-type: none"> <li>• To collect testimonials from students who have utilized the Textbook Loan Program. These testimonials go beyond statistical numbers and more accurately reflect what an impact these services have in the lives of the students who utilize them.</li> <li>• To update the WSW application to better reflect the intention of the fund and allow for the collection of more in-depth statistical data</li> <li>• To become familiar with other Student Services programs with the goal being able to provide students with accurate information</li> <li>• To work with staff from other Student Services Departments to expand on what services are provided at Marina campus</li> <li>• To collaborate with Student Activities to organize student club outreach to Marina campus</li> <li>• To offer events and workshops which support the college's mission statement to "enhance the intellectual, cultural, and economic vitality of our diverse community"</li> <li>• To offer events and workshops which support the REMC's mission statement to "empower women and men students of all ethnicities, classes, ages, cultures, physical abilities and sexual orientations by providing challenging, safe and supportive learning environments and services which support and enhance students' learning"</li> <li>• To build a collection of Multicultural Resource books and films which can be utilized by students, staff/faculty and community members</li> <li>• To seek new ways to create a comfortable and stimulating environment in the Marina campus Student Services office</li> <li>• To continue to offer work-study positions to students</li> <li>• To maintain REMC webpage</li> </ul>		

## Student Activities

**Department:** Student Activities

**Semester:** Spring 2012

**Date:** Feb. 3, 2012

**Department Members Present:** Julie Osborne / Erin Miller (Marina out-reach efforts)

**Principle SLO'S, supporting objectives, and/or challenges:**

**Challenges that impact the ability to support student learning:**

- Staffing issues; The Student Activities office has a staff of one-person, the office is supported with student assistants. But, in order to maintain adequate programs and services it will be essential to hire another staff person in the future.
- Leadership Training; more opportunities for the Student Activities Coordinator to participate in training opportunities to enhance student learning for ASMPC members.
- Budget Issues; without adequate funding proper training/workshops cannot be conducted for staff member or students.
- There are currently several planning constraints that restrict the future success of the Student Activities program. Some of these constraints include, lack of staff/volunteers, resources, and facility restrictions. Students are not always committed to ASMPC and events they host. Students tend to enter ASMPC with great ideas, but then do not follow through. One of the biggest challenges is making all MPC students aware of ASMPC and what they have to offer. Also, the limited amount of space and event venues at MPC creates limitations for future student events.

**Ways to overcome challenges to advance student learning:**

- Hire additional staff members / volunteers to adequately serve the students and to provide more –enhanced” learning experiences.
- Seek ways to obtain –free” or –low-cost” Leadership Training opportunities for Student Activities Coordinator in order to serve as a better –advisor” to ASMPC.
- Host more cultural events, etc., both at the main campus and at the Marina campus to increase awareness of ASMPC, Clubs, etc. will increase student learning.

**Student Learning Outcomes:**

Student Services Student Learning Outcomes Themes	Student Activities Student Learning Outcomes	Assessment Methods
Communication	Students will demonstrate their ability to effectively communicate in meetings	Student Leadership Assessments given at the beginning and end of each semester
Critical Thinking	Students will demonstrate critical thinking by problem solving and negotiating in groups	Coordinator developed checklist – used by coordinator as students are observed during each semester
Personal Development & Community Responsibility	Students will be required to participate in ASMPC sponsored events (which includes the planning, organizing and working at the event	Student Leadership Assessments given at the end of each event

Technical Competence	The student will demonstrate the ability to 1) use the computers to process Student ID Cards and to navigate the ASMPC web-pages and 2) Correctly apply the proper procedures when completing forms	Coordinator developed checklist – used by the coordinator to observe students during the semester
Self-Advocacy	Students will demonstrate the knowledge and skills necessary to effectively communicate and assert their needs to the appropriate department or person.	A pre and post Student Activities survey will be distributed and collected at the end of each semester

**Student Activities Annual Objectives**

- Leadership training for ASMPC students
- Enable students to have a better understanding for all cultures
- Strengthening community relationships
- Customer service training
- Helping the Marina students gain a better “connection” to the main campus
- Provide more administrative support
- Improve and enhance features in the Student Center

**Summary of discussion of student learning:**

The Student Activities program provides student with leadership opportunities and practical learning experiences beyond the classroom. Student Activities provides “hands-on” experiences which compliment students’ educational, personal and professional goals, thus enhancing student success. Through a warm and welcoming atmosphere, Student Activities offers meaningful opportunities for campus and community involvement, recognition of student achievement and a variety of specialized services that benefit the campus community. Information regarding campus events, student rights, student government, organizations (clubs) and a wide variety of programs are coordinated by the office of Student Activities. Student Activities also helps to build a stronger campus community and provides vital services for it.

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

**Student Activities Programmatic Goals:**

Institutional Goals	Student Activities Goals	Objectives	Activities	Timeline
Promote academic excellence and critical	Create a “leadership”	Leadership training would benefit students in	All ASMPC members would be required to attending leadership	Initial training done in May of each year for incoming council

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



Maintain and improve district facilities	Remodel the Student Center to provide facilities that all students will utilize and enjoy	Improve and enhance services and features in the Student Center by making it more welcoming to all students	New Student Center committee is currently being formed with the VP of Student Services to address the needs of students	On-going
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**Action Plans:**

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

## Student Financial Services

Department/Group Name	Semester	Date
Student Financial Services	Spring 2012	2-17-2012
<b>Department/group members present</b>		
Patricia Chapman, Deanna Galdo, Danielle Hodgkins, Brenda Kalina, Terri Murphy, Maribel Quiroz, Linda Ransom, Claudia J. Martin		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>The two SLO's:</p> <ol style="list-style-type: none"> <li>1. Persuading students to apply early for their financial aid so they receive their money on the second day of class. <ul style="list-style-type: none"> <li>• SFS's documentation proves that the earlier students apply for FAFSA and track letters are sent to students, the earlier the students will respond to the letter and will complete their files in time to receive a financial aid check the second day of the term.</li> <li>• The staff must start in January of each year. The barriers to starting this process earlier are: <ul style="list-style-type: none"> <li>• Electronics: the software is not ready to import ISIRS until mid-February.</li> <li>• Lack of staff to cover the beginning of Spring semester along with bringing up the new year.</li> <li>• Inconsistency with part time Assistants does not allow for smooth transition from one semester/year to another.</li> <li>• The 2011-12 year was an improvement over previous years.</li> <li>• Inadequate staffing for Spring Semester Intake.</li> <li>•</li> </ul> </li> </ul> </li> <li>2. Reaching students who are not making Satisfactory Academic Progress to assist them with services to bring them back into eligibility for financial aid. <ul style="list-style-type: none"> <li>• SFS needs an academic counselor to assist their students.</li> <li>• Many financial aid students go without direct counseling support when they are having difficulty with their course work or direction on completion of their program of study.</li> <li>• The SLO addresses rate of warning and on time completion for students who take a PERS 50 course and/or are required to make 3 visits with a counselor during the term.</li> <li>• 502 students have attended the warning workshops this year. In each workshop, a show of hands of students who have taken PERS 50 was requested. Only one or two students in any workshop had taken a PERS 50 class or knew of the class and how it would assist them.</li> <li>• Financial aid students need direct assistance in finding services that they need on campus. Most students on warning do not know of the schools offerings.</li> </ul> </li> </ol>		

## Summary of department/group discussion about student learning

The discussion really focused around two or three different areas:

**PERCEPTION is reality:** This is our office reality.

1. Not having the technology to support our mission
  - The computers are continually breaking down. They have reoccurring glitches and are incredibly sluggish to be supportive of the growing electronic work load in the office.
  - The systems are not integrated making the work in our office often manual and extremely difficult.
  - We have minimal support with our financial aid software. It is a powerful software system but no technical assistance on campus to make it work up to its potential. Currently we are limping along.
  - Library staff is continually complaining about our orientation and the difficulty students have in completing the program. They have notified us that the information is obsolete and/or some links lead to dead ends on faculty.net.
  - There is no qualified person in this office to support and update the orientation. It takes a computer programmer to understand Share Point.
  - The MPC website is not intuitive or easy to use. Students have a difficult time finding information needed on all web pages. Example: try finding the correct catalog or course schedule. Once you have found the catalog, try locating information on repeatability.
  - The Department is able to post to SFS website, but the program is rigid and lacks flexibility to meet our needs. Example: no way to easily put in a calendar for students.
  - There is nowhere on the MPC website to tell students how to log into their MPC email.
  - Students have no access to our financial aid portal off campus. Too many firewalls to adequately install the portal.
  - There is a back dating problem for Fall term in the new SIS system. It was not discovered until SFS manually checked grades for FA eligibility for Spring Semester.
  - Not having the assistance from IT to get the reports we needed to check grades for Spring Semester. Grade check for Spring Semester was manual and took us a month to complete.
  - The school's main auto-phone system is inadequate and does not work well. People calling from off campus, call any number that will answer because of the frustration with the system.
2. No representation in other areas of the MPC community. With a multi-leveled system of representation the needs of people at the bottom are filtered out as they rise to the top in favor of those that have the most leverage or sit on the committees.
  - Not having representation or being represented on the IT committee, and/or being consulted about our difficulties.
  - When the SIS system was developed, no one asked us about the office needs. By using the system at the beginning of Spring Semester the office found the back dating problem in the SIS system. If we had been asked to test it earlier, these could have been found and corrected.
3. Not having the staffing to adequately assist our students.
  - SFS is making do with less and can no longer sustain the work load. The entire staff is overwhelmed.
  - There was a 109% increase in the funds the office manages. In 2007-2008 the office managed \$4,993,584 in financial aid fund, and in 2010-2011 the office managed \$10,468,555 in financial aid funds.
  - Despite the increase, SFS part time permanent position was eliminated at the beginning of the recession and not replaced. Even though there was a proven need for extra staffing. It was the fastest growing programs on campus.
    - There was a 117% increase in Federal Pell Grant over the last five years. (2007-2008 there were 854 students on Federal Pell grant and in 2010-2011 we have 1856 students on Federal Pell grant.)
    - There was a 52% increase in Board of Governors Fee Waiver recipients in the last five years. (2007-2008 there were 2280 BOGFWs and in 2010-2011 there were 3482 BOGFWs.)
  - The office is doing more with less.
  - Not having the time to compile one procedure manual for all of the procedures in the office.
  - During peak times answering the phones for the entire building and campus, because our line is the only one most students can get through on. The cause of this is that there are three lines coming into SFS office, while others only have one. These interruptions cause the office not

to get valuable work done. Mistakes are made because of the non-stop interruptions.

4. SFS is a constant target for student failures.
  - There is no assistance for FA students who are not doing well. It is thought that it is a financial aid problem or that “they are only financial aid students”.
  - Our students cannot get assistance from other areas of Student Services when needed.
5. Lack of communication, understanding and empathy between departments:
  - Trying to reach all of the students so that they are notified of changes to financial aid is difficult. There is no integrated way to reach them.
    - While SFS sends out emails to all students and has the information on their websites, this does not target the specific audience.
    - There is no assistance from other parts of Student Services.
    - The changes could be integrated into their New Student Orientation and PERS 50 classes. When inquiries are made about the inclusion of financial aid programs into these informational programs, the answer has always been:
      - there is too much information to give students to include more that how to apply for financial aid or;
      - Students are overwhelmed with the information which they are getting already. If financial aid is included, they will not retain the information anyway.
    - Student Services needs to reinstate the division retreats so that we are able to talk about the problems that we are having and share ideas on how to implement them.
6. Having a new building and not having the cleanliness maintained
  - The bathrooms are not kept up and are filthy
  - The rugs are not vacuumed on a regular basis
  - The floor in the hallway is always dirty
  - The staff is cleaning the bathroom sinks, office rugs, the outer hallway and windowsills to keep the new building clean, when they could be spending their time on financial aid.
7. Keeping up the integrity of financial aid.
  - There needs to be an FW grade so that we don’t have to call each instructor to verify if the F grade is for performance or not attending.
  - The FAFSA Workshops are assisting students to understand more about financial aid and have stimulated early applications.
  - The Warning Workshops give students information about the school and the resources that exist to assist them through school. The Warning Workshop is new and melds information about resources and Satisfactory Academic Progress into a short 20 minute presentation with time to complete the financial aid forms. These workshops will go away next year because the SFS office is not able to maintain it during peak enrollment.

**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)**

**Budget-Dependent Items**

Status (C,IP,D,A, NM))	Action Item	PRSL?	Timeline	Person(s) Assigned	Amount
NM	SFS Advisor	X	ASAP	Claudia	\$38,064 + \$35,057 = \$73,122
NM	Financial Software	X	Spring 2013	SFS Technical Committee	\$60-\$100 K
NM	Visits to other schools to see about paperless processing and financial aid software	X	Spring 2013	SFS Technical Committee	mileage

**Rationale for Additions or Deletions:**

Financial Aid Software: The current software is no longer going to be supported by Regent after 2012-13. It is an opportune time for the staff and IT to look into an alternative to what we are already using.

Visit to other schools will give the members of the committee a concept of what can be done and fresh ideas on how to do it differently.

**Non Budget-Dependent Items**

Status (C,IP,D,A)	Action Item	PRSL?	Timeline	Person(s) Assigned
IP	Review of SFS Orientation to see if the student's needs are met and if there is a better way to inform students.	X	End of Spring Semester 2012	Brenda/Patricia
IP	Development of the Student Financial Aid Portal	X	End of Spring Semester 2012	Claudia/Brenda
IP	Establish a Student Services Technical Committee with representatives from all the SS Departments	X		Claudia
IP	Reimplementation of the all Student Services retreat each semester (other than Flex day) to promote collaboration between departments	X		Claudia
IP	Research paperless offices	X	Spring 2013	SFS Technical Committee
IP	Research new financial aid management programs	X	Spring 2013	SFS Technical Committee
IP	Complete the policy and procedures manual	X	Spring 2013	Claudia
IP	Investigate removing the roll over telephone line from SFS	X	Spring 2012	Claudia
IP	Continue to keep our area clean	X	Ongoing	Staff
IP	Investigate how to reach financial aid students electronically	X	Spring 2012	SFS Technical Committee

## Student Health Services

Department/Group Name	Semester	Date
Student Health Services	Spring 2012	2/3/12
<b>Department/group members present</b>		
Lara Shipley, Kelly Eyler		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<ul style="list-style-type: none"> <li>• After one visit to SHS or presentation by SHS, students will be able to verbalize the services provided.</li> <li>• After an appointment with the doctor, students will be able to articulate a greater understanding of his/her medical condition.</li> <li>• Students receiving personal counseling sessions with MFT interns will be able to verbalize strategies to help with self-care, self-advocacy, and self-esteem.</li> </ul>		
<b>Summary of department/group discussion about student learning</b>		
<b>Challenges we face that impact our ability to support student learning:</b> <ul style="list-style-type: none"> <li>• Understaffed for the amount of students we serve. This department has the same number of full-time staff as 50 years ago with its inception.</li> <li>• Students schedules</li> <li>• Daytime hours only, no evening hours.</li> <li>• No dedicated physical space within our department for the Psychological Services component of our program although the need has skyrocketed. We have to beg and borrow space from other departments which can be problematic.</li> <li>• Facility limitations, having to refer students out</li> </ul>		
<b>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)</b>		
<b>Goals:</b> <ul style="list-style-type: none"> <li>• Maximize the resources we do have (people, space, services)</li> <li>• If hiring more people isn't an option, fill in with student workers, volunteers</li> <li>• Continue class presentations, special health educational events, All User emails, social media, support groups, online health magazine</li> </ul>		

## Supportive Services & Instructions

Department/Group Name	Semester	Date
Supportive Services & Instruction	Spring 2012	January 25, 2012
<b>Department/group members present</b>		
Terria Odom-Wolfer, Kathleen Rozman, Jacque Evans, Richard Weigle, Alexis Copeland, Susan Villa, Lori George, Mimsie Redmayne, Linda Parise		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>Due to the fact that we are going through our Program Review (PR) this year, our discussion focused on the SLO and program-related challenges that we had identified in our October 2011 planning session for our PR. We accomplished this by:</p> <p>3:15-3:35: Review of Program Review notes (10/2011)--goals, trends, challenges</p> <p>3:35-4:20 Discussion of accommodations and technology</p> <ul style="list-style-type: none"> <li>• When we recommend an accommodation to students we need to be familiar with what we're recommending and evaluate how it would/would not be related to an individual student's functional limitation(s); i.e. alt media</li> <li>• SEC is document that says student with this disability has specific functional limitations which relate to the academic/college environment. SEC must be done in an interactive process and reviewed with the student once each year to determine what the accommodations being used are and how they are working for the student towards his/her success.</li> <li>• Mini-orientation on Accommodations during summer/early spring to facilitate accommodations process; students need to understand what they need and why they need it in terms of the relationship between their disability and accommodations.</li> <li>• Supporting students ability to navigate and use web reg independently</li> <li>• Supporting students ability to activate and use email independently for Program and College communication</li> <li>• Substantial difference between doing an Ed Plan vs. accommodations in terms of the time it takes with a student.</li> <li>• Idea: 1<sup>st</sup> two weeks of semester counselor could do only accommodations (and triage). Don't see new students, do Ed Plans, etc., except where essential to that student's need for one to be done then; make a follow-up appointment</li> <li>• Idea that it might streamline the process for students with a quick need for accommodations authorizations and facilitate some reviews of the SECs at the same time to designate one counselor/specialist to process those and allow the other two counselors to address the rest of the drop-in students. Jacque said she would help 1<sup>st</sup> week.</li> <li>• Susan Villa does placement tests on the same Saturday as matric and veterans program; said she'd like to build in an a parallel orientation DSPS students would attend after testing</li> </ul> <p>Other Challenges &amp; Ideas Mentioned:</p> <ul style="list-style-type: none"> <li>• increased student enrollment in Marina</li> <li>• need for accommodations at Marina and Distance Ed classes</li> <li>• When a need arises the question to be asked: —How can I help this student in this moment?</li> </ul>		

**Summary of department/group discussion about student learning**

Most of the above are areas or goals we have identified in our PR process which need to be addressed. Committees are currently in the process of working on several of the ideas we have generated—explained above and written as goals below. Our PR will identify these areas and provide summaries of our progress to date in each area. The session was both positive and productive.

Instructional Faculty discussed courses, enrollments, and the increasing importance of appropriate recommendations/placements of students in LNSK classes, especially given the Financial Aid regulations and the new Student Success Task Force Initiative. Began to discuss the potential impact of these two factors on our student populations and prioritization of which classes we offer in our curriculum.

**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)**

Per above:

1. implement mini-accommodations orientations
2. develop DSPS New Student Orientation
3. explore alternate media accommodations use and ways to orient students to Kurzweil and Natural Reader
4. do some problem solving on ways to accomplish annual SEC reviews / student success



# TRIO

Department/Group Name	Semester	Date
TRIO	Spring 2012	1/25/12
<b>Department/group members present</b>		
Grace Anongchanya, Chris Calima, Kacey Giammanco, Sandra Washington, Janine Wilson, Eileen Crutchfield, Chinyere Paige.		
<b>Principle SLOs, supporting objectives, and/or challenges discussed</b>		
<p>As a group we discussed our ability to support our program objectives despite the challenges we faced. In the Spring of 2011, the TRiO Learning Center (TLC) was temporarily moved from the portables in parking Lot B, to HU 207. The space as a whole is more comfortable and centrally located on campus. However, as a temporary space (another move planned in December 2012), the TLC was not hardwired for the internet and the wireless was, and continues to be, inconsistent and unreliable. Desktops and laptops are used on a daily basis by multiple programs to complete online assignments, financial aid, college applications, research and more. As the Fall semester began, we were challenged to provide the services that we advertise for our students (i.e. access to the internet and printing needs). This lack of access to the internet could have negatively impacted student learning, however we made the best out of the situation and were able to serve our students. This Fall semester Student Support Services (SSS), Upward Bound (UB), and Math Science Upward Bound (MSUB) served over 200 students in the TLC with a total of 2,587 student hours.</p> <p>As stated earlier, the TLC was moved from a portable to HU 207 in Spring 2011. We have another move planned in December of 2012. We are unsure at this time where our permanent location will be. Our program would greatly benefit from a permanent space so that we can adequately plan and set up the learning center to ensure a positive learning environment for our students.</p> <p>Another challenge we have faced this year and in previous years is limited or no support staff in all three of our TRiO programs. Our UB and MSUB programs have been without a Program Specialist for quite a few years now. We strive to make sure that this challenge does not impact our students; however, students would benefit greatly if we did have administrative support, allowing our Coordinator/Counselors more time to devote to students and their needs. Our programs would also benefit greatly from additional tutors in math, English and the sciences to help foster student learning and increase our student success and retention rates. As programs that serve underrepresented and first-generation college students, our students have increased needs to ensure their academic success. We discussed using work-study students to help alleviate some of the financial burden.</p> <p>One challenge many of our students face in UB and MSUB is the lack of transportation from the high school to our MPC campus to get the tutoring services we offer. Working with the population we do, many of our students' parents have to work and are not able to drop their students off at MPC. We encourage students to car pool or take the bus but even taking the bus is sometimes difficult because our students can't afford a bus pass.</p>		

## Summary of department/group discussion about student learning

### How are we contributing to student learning?

- Workshops (i.e. FAFSA, scholarship, college applications, financial literacy, goal setting)
- College Preparation (i.e. campus visits, college application assistance, personal statements, FAFSA, scholarships, college survival skills)
- Upward Bound (UB) and Math/Science Upward Bound (MSUB) Summer Academy
- MPC Men's and Women's Basketball & SSS Learning Community (i.e. study hall, workshops, personal enrichment workshops, academic advising, community service)
- Overall, TRiO staff members believe that despite the challenges we face, we are able to encourage and foster student learning. We believe that our students have not felt the negative impact of the budget-cuts, limited technology, and the relocation of the TLC, due in part by our staff's ability to collaborate and go above and beyond in providing services. As federally funded programs, we must reapply for our grant every five years and complete Annual Performance Reports (APR) every year. Even though this may be a challenge, it forces us to reflect on our program, focus on our objectives, and continuously adapt our program to the needs of our students on a yearly basis.

### 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)

- Our first goal is to work with our administration in identifying a permanent space for the TRiO Learning Center (TLC).
- Secure funding and identify a Lab Technician for the TLC technology needs.
- Secure funding for TLC tutors for SSS, UB and MSUB in math, English, sciences, and languages.
- Due to level funding, and increased cost of living, we have not been able to maintain our institutional membership dues at the local chapter (i.e. NorCAL and CenCAL), regional (WESTOP), and national (Council for Opportunity in Education) levels. Institutional membership allows for our programs to participate in the shared governance process, exposure to new programs and techniques, and opportunities to network among colleagues.
  - Council for Opportunity in Education (COE) Membership: Institutional membership for all three TRiO Programs. The membership provides MPC staff opportunity to participate in free members-only technical training seminars and grant proposal writing workshops as well as other TRiO Program and staff development opportunities.
- Enhance our TRiO program website, incorporating timely and relevant content which is rich in information, easily accessible, and easy to navigate through. Make the TRiO website the homepage for the TLC computers in order to engage students and utilize the website as an effective means of program communication as well as an educational tool which supports student learning.
- Identify solutions to the UB and MSUB students' issues with transportation to program activities throughout the year.