1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

A) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

Academic Affairs – UPDATE

These Outcomes have been created since the last Program Review:

<u>Academic Affairs Outcomes</u>
Outcome #1 - Provide scheduling to ensure a broad range of general education and discipline/degree specific pathways that meet degree requirements, transfer requirements, while still being efficient, well-rounded, and offering insight into general education areas.
> **Planned Assessment:**
> * Review of pathways (two year plans)
> * Survey of counselors/faculty or students on meeting needs

Outcome #2 - Provide training and orientation for new and continuing faculty that ensure educational trends and best practices are shared as well as requirements on accreditation, curriculum, and other critical areas that require faculty involvement.
> **Planned Assessment:**
> * Review of training and orientation
> * Survey of faculty on meeting needs

Outcome #3 -Maintain records and meet requirements for regulation from external entities including, but not limited to the California Community College Chancellor's Office, Basic Skills, ACCJC, Ed. Code, new Legislation, and Title 5.
> **Planned Assessment:**
> * Review requirements and not areas to improve in: missed deadlines, extensions, etc.
> * Review areas for being up-to-date one area each year
>   > SAMPLE Annual focus:
>   a. Program Review/Outcomes/Disproportionate data
>   b. Curriculum/ADTs/C-IDs/Partnerships
>   c. SSSP/Basic Skills – reports and all pertinent info

B) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

Outcome #1 - Provide scheduling to ensure a broad range of general education and discipline/degree specific pathways that meet degree requirements, transfer requirements, while still being efficient, well-rounded, and offering insight into general education areas.

> **Progress**: Progress to date includes the formalization of CTE two year plans and Academic areas have done some work on two year plans by discipline in Program reviews for instructional areas. Also CTE has created brochures, not only with the two year plan of core classes, but a list of GE courses, with bolded suggestions for each degree/certificate specialized area. Also for efficiency, there is an increase in CTE offering through video-conferencing to the fort satellite location. This helps students who normally cannot take targeted CTE pathways like CHLD and ADJU.
> **Assessment**: Minimal assessment on two year plans have taken place at the Academic Affairs level as these Program/Department Outcomes have been put in place this year.
> **Video Conferencing Data Available:** The data on teleconferencing is also minimal, but some measurements are included in the table below. **NOTE:** Without teleconferencing, none of these courses below would probably have been offered at the fort:

TERM	Fall 2014	Spring 2015	Fall 2015	Spring 2016
D109 sections	3	6	5	7
D109 Hours of use (room only NOT hybrid hours)	7.5	12	10.5	9
D109 – Sections Video-conf.	2	5	3	3
D109 Hours of use – Video conf. (In room only Excludes hybrid hours)	4.5	10.5	4.5	6
Enrollment 2 weeks after semester starts (18 weeks census)	3	6	8	8
Enrollment Video -conf. EOT	3	1	4	4
Retention Rate	**100%**	**17%**	**50%**	**50%**

Outcome #2 - Provide training and orientation for new and continuing faculty that ensure educational trends and best practices are shared as well as requirements on accreditation, curriculum, and other critical areas that require faculty involvement.
> **Progress**: Ongoing training has occurred, but faculty surveys are over 2 years old (before we created the outcome). New surveys will be used this academic year for reporting
> **Assessment**: Minimal assessment on these items has taken place at the larger Academic Affairs level as the outcomes have just been put in place.

Outcome #3 -Maintain records and meet requirements for regulation from external entities including, but not limited to the California Community College Chancellor's Office, Basic Skills, ACCJC – Accreditation, Ed. Code, new Legislation, and Title 5.
> **Progress**: While the college continually completed required reports and projects, an analysis of timeliness and quality of work has not occurred in a formalized manner. Academic Affairs will try and focus on one area each year to have a more in-depth quality of assessment. Next year a report on Accreditation and any new legislation will be reviewed and assessed.
> **Assessment**: Minimal assessment on these items has taken place at the larger Academic Affairs level as the outcomes have just been put in place.

C)   Describe any improvements made by your unit as a result of the outcomes assessment process:

1. What did you learn from your evaluation of these measures?

We learned that while we continually work towards these goals a focused assessment has not taken place with an eye on quality and perceptions of success and efficiency.
By the next update program review cycle, an analysis on target areas will have been created.

2. What improvements have you implemented as a result of your analysis of these measures?

We have not started any changes due to the outcomes beyond requesting a website for faculty resources to post training and other faculty focused items such as orientations and glossaries, Academic Senate, and committee information.

3. What improvements do you plan* to implement as a result of your analysis of these measures?
(*List any resources required for planned implementation in #3: Resources.)

We plan to focus in on a part of the outcomes to assess and analysis such as the following:
- **Survey Stakeholders** – Survey stakeholders including faculty
- **Faculty Resources -** Continue to create a useful Faculty Resource webpage for training and orientation
- **External Requirements -** Focus on quality and responsiveness to requirements such as Accreditation, timely reporting and new legislation.
- **Instructional Aide** We will request an Instructional Aide who can act as the "face" of the class at the fort for multiple classes that teleconference to the site. The aide could assist in testing, proctoring, working on homework or in groups, as well as be the liaison between students and instructors who are separated by distance.

2.	GOALS AND OBJECTIVES *(Taken From #9--Action Plan--of FULL Program Review)*			
	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Post a complete semester schedule a minimum of one month prior to registration.	#1 Create a work flow that enables staff to work efficiently building the schedule in Banner.	Faculty will work with the Instructional Deans and the Enrollment Management Committee to recommend a semester schedule six months in advance of registration.	Work flow will be established by the Instruction Office Coordinator, the Instructional Deans and VP.
		#2 Work with consultants to discover efficiencies. Establish a calendar of deadlines and hold to them.	VP will notify faculty and staff of deadlines and the fact that there will be no exceptions.	Faculty and staff will meet deadlines.
		#3 Restrict changes to those initiated by management to meet unforeseen circumstances.	Only managers will request schedule changes after April 1 for fall terms, and September 1 for spring terms.	A complete semester schedule will be posted one month prior to registration.

Goal #1 Annual Update: (Assess progress made toward goal attainment)

This did not occur in Spring 2016. Though the schedule was drafted and sent to faculty and administrators on 6/2/16 for fall 2016
Spring 2016.
Priority registration Spring 2016 first date = November 5th, 2015
Scheduled was posted online – waiting for dates

summer 2016
Priority registration for Summer 2016 first date = March 31, 2016
Scheduled was posted online– waiting for dates

Fall 2016
Priority registration for Fall 2016 first date = July 5th, 2016
Scheduled was posted online– waiting for dates

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Establish an enrollment management plan with FTES goals that leads to the establishment of a one-year schedule of classes.	**#1** Allow faculty and students to plan a year in advance.	Complete elements of an enrollment management plan. Faculty to create one and two-year plans for their disciplines.	The publishing of a one-year schedule in spring of each year.
		#2 Allow Business and Finance to make fiscal projections.	Complete elements of an enrollment management plan.	The publishing of a one-year schedule in spring of each year.
		#3 More efficient use of rooms and room usage	- Convert unused area in S Building to classroom - Include in schedule planning room schedule, not classes to offer (but plan out rooms for most efficiency	Planned out space, less short term or chunks of time in rooms unused Fall 2016

Goal #2 Annual Update: (Assess progress made toward goal attainment)

OBJECTIVE # 1 - Allow faculty and students to plan a year in advance.
> At the Fall 2016 In-Service faculty completed an Ed plan that was specific to their areas – with recommended courses for that degree/pathway. These have been drafted into brochures for CTE. Academics will soon follow.

OBJECTIVE # 2 - Allow Business and Finance to make fiscal projections.
> On-Going FTES committee work has brought enrollment ties to finance projection through closer projection and actions to meet new FTES goals.
> FTES projections in Summer 2016, made Academic Affairs revise Fall 2016 scheduling before the Fall schedule was built. This also revitalized the need for efficiency in rooms and scheduling at the fort.
> Both above Objectives can be measured in the adoption of a one schedule. However, this is a long term goal and working with Ellucian, IEPI, recommendations, and consults hope to come closer to this end product.

OBJECTIVE # 3 - More efficient use of rooms and room usage
> **OUTCOMES, MEASURES, & ASSESSMENT** Planned out space, less short term or chunks of time in rooms unused Fall 2016.
> **Fall 2016 – D109/Fort Irwin** - Teleconference room / equipment are used more often. Overall, Video Conference and Fort enrollment are increasing (see chart below). The in-roads are not large, but this option is just beginning. Without some live-time in class, the difficulties in maintaining students is higher than other fort classes with a much higher drop rate. (See below).
>   (Cross-list sections are combined).

TERM	Fall 2014	Spring 2015	Fall 2015	Spring 2016
D109 sections	3	6	5	7
D109 Hours of use (room only NOT hybrid hours)	7.5	12	10.5	9
D109 – Sections Video-conf.	2	5	3	3
D109 Hours of use – Video conf. (In room only Excludes hybrid hours)	4.5	10.5	4.5	6
Enrollment 2 weeks after semester starts (18 weeks census)	3	6	8	8
Enrollment Video -conf. EOT	3	1	4	4
Retention Rate	**100%**	**17%**	**50%**	**50%**

Measurement Progress: On campus - Fall 2016 was only partially arranged for efficient usage.
The Spring 2016 should be closer to enrollment goals for more efficiency.

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Post upcoming year College Catalog in June of prior academic year.	#1	Create a work flow that enables faculty and staff to complete the approval process in a timely fashion	Establish deadlines, enhance Tech Committee thoroughness, more fully utilize CurricUNET, work with Chancellor's Office to verify currency of offerings.	The College catalog will be complete and posted in June each year.
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

The College catalog will be complete and posted in June each year.
Date the catalog was posted for 2015-2016
Date catalog was posted in 2016-2017

> This is a long term goal and working with Ellucian, IEPI, recommendations, and consults hope to come closer to this end product.

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#4	Improve policies and training in online strategies for improving effective contact, use of new technology, and retain test integrity	#1	Training for best online pedagogies	Clear understanding of proctoring, new technology, and better student success	Faculty attendance, improved online testing policy statements, online success and retention
		#2	Use existing or new test technology for improved integrity (considering changes in e-books, and other possible proctoring vulnerabilities)	Look at and adopt any appropriate software for testing integrity and train more faculty using randomized quiz/test options	Less impact on proctoring and improved test integrity
		#3	Regularly review policies for off-site and on-site proctoring	Review policies, take to appropriate groups for input, change if needed	Up-to-date policies with campus input

Goal #4 Annual Update: (Assess progress made toward goal attainment)

Though not on the Measurement, the hiring a new Dean of Distance education and Learning Support Services and a Director of Assessment has been a major step.
The new Dean is working with Online office, Proctoring center, and Distance education Committee to integrate new LMS (Canvas) smoothly, determine policies for online pedagogy and effective and regular contact.
The new Director has started more training, research, and pilots on reducing impact on testing center and improving test integrity. Also the Director will be implementing new Assessment trends including Multiple Measures, assessment validations, and Common Assessment Initiative.
Oct 28, 2016 both the Dean and director presented to the FT faculty issues and solutions as well as pilot volunteers for various tasks.

This Goal and the objectives will be taken over by the New Dean and Director positions as these issues fall within their scope.

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#5	VP to improve FTES forecasting to increase reliability in scheduling and budgeting.	#1	Provide reliable FTES forecasting.	Purchase/install efficient software and receive training in software use.	Efficient use of data to drive scheduling in advance of schedule building.
		#2	Use comprehensive software to extract reliable data.	Use data to fill out spreadsheet to discover areas of needed enrollment growth	Compare forecast with Census enrollment.
		#3	Decrease the number of schedule changes during registration	Use data to correctly project enrollment needs in advance of schedule publication.	Few schedule changes.

Goal #5 Annual Update: (Assess progress made toward goal attainment)

VP created an FTES worksheet based on Pam Deegan's prototype. In addition the work with research and Financial area on the FTES growth target have included several additional trainings and resources to help meet this goal.

The data for FTES forecasting in Summer of 2016 helps prepare changes for the Fall schedule well before the start of the fall semester.
A software that will be implemented is ARGOS and some training in SS has been given to several research and A&R employees.

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements.

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1 & 3	1 & 1	Additional position/help in instruction - Dean Assistant	$50,000 annually	Yes	
		Mentoring/Training new hires	$2,000	No	
		Equity Speaker	$5,000	NO	Equity budget?
		S rooms Conversion – S-10 and storage rooms	TBD	Yes	The request needs more research to determine feasibility
		Wellness Center Cubby or Lockers at front lobby area		No	
2	1	PT staff for fort – Support and Tele-conference Aide	$20,000 (annually)	Yes	