



2013-2014 Academic Year

Academic Affairs Annual Division Plan

PLANNING

a. Review of Previous Goals

Formal goals have never been set for Academic Affairs. However, a Student Success plan for AY 2011-2012:

<u>Description</u>	<u>Effectiveness Measure</u>	<u>Strategies</u>	<u>Progress</u>
Engage in broad-based dialogue regarding student success and best practices	Improved student success, retention, and persistence, leading to improvement in transfer to 4-year institutions, completion of terminal CTE certificates and degrees, and placement of students with employers.	<ol style="list-style-type: none"> 1. Hold two instructional staff and faculty professional development days focused on strategies for increasing student success. 2. Hold at least one professional development day specifically directed at adjunct faculty members to explain and promote strategies of student success. 3. Continue to hold semi-annual Career Technical Education collaboration and professional development retreats. 4. Create a new participatory governance committee focused on Student Success, whose charge would be to oversee and provide guidance to student success efforts through the whole process from initial contact through remediation to degree-transfer completion. 	<ol style="list-style-type: none"> 1. done 2. done 3. done 4. not done
Create better structured programs of study designed for completion and more effectively publicize program information for	Increased student persistence through and completion of programs; increased percentage of students successfully completing 12 units within one year.	<ol style="list-style-type: none"> 1. Audit all programs college-wide with the purpose of revising programs that are challenging for students to achieve and eliminating obsolete programs that no longer fit transfer or workforce needs. 	<ol style="list-style-type: none"> 1. done, audit completed

Revised: 12/18/12

students		<ol style="list-style-type: none"> 2. Develop a new program review template for instructional programs that centralizes student performance and SLO achievement and provides for standardized data sets for decision-making and resource allocation. 3. Create pathways of completion for each program and each site it is offered. 4. Revise program information on the College website and in promotional materials to better publicize and more effectively facilitate student entry into and exit out of programs. 5. Integrate program outcomes, completion rates, costs, and gainful employment data with other program information on the college website and in promotional materials so students have all the information they need. 	<ol style="list-style-type: none"> 2. done 3. done 4. done, but needs to be further revised for better effect 5. done
Improve the education of basic skills students	Increased student retention and success in basic skills courses; better student improvement at the next level of sequenced courses in writing, reading, and math.	<ol style="list-style-type: none"> 1. Implement a Student Success (Basic Skills) lab at IWV, KRV, Mammoth, and Bishop to provide supplemental instruction in reading, writing, and math. 2. Add a focus on learning/study skills and self-efficacy skills to the course outlines of record in all basic skills courses. 3. Provide mandatory, focused professional development for all instructors (full- and part-time) who teach basic skills courses. 	<ol style="list-style-type: none"> 1. done 2. partly done 3. done
Broadly implement strategies to more actively engage students in learning	Increased student retention and success within courses and more students persisting within programs; increased percentage of students who successfully complete, within	<ol style="list-style-type: none"> 1. Use SLO achievement data to review courses and concepts within courses that are challenging for students to accomplish. 	<ol style="list-style-type: none"> 1. ongoing; massive number of classes completed 2011-12

<p>Implement a more effective enrollment management process that uses student demand and program design to determine scheduling needs</p>	<p>Fewer added/cancelled sections; fewer DR grades; better student retention and success</p>	<ol style="list-style-type: none"> 1. Build a schedule for student success that reflects student demand and program design; adhere to that schedule. 2. Establish and adhere to first-day login and enrollment procedures that reflect best practices in getting the right students into the right classes at the right time. 	<ol style="list-style-type: none"> 1. done 2. done
<p>one year, courses one level below transfer and then at transfer level, in the areas of math and English.</p>	<ol style="list-style-type: none"> 2. Make more effective use of learning support services such as tutoring and other supplemental instruction in degree and transfer courses. 3. Re-institute proctoring in at least one department as a method for more effectively authenticating student identity in distance education courses. 4. Integrate the CTE Student Success Moodle for tutoring, mentoring, and making course materials available for CTE programs. 5. Establish a pilot cohort model for CTE programs with defined entrance requirements and an application process; this cohort will follow a specific program sequence of courses that will be established via the approved career pathway; a cohort tutor will be assigned to work with the group during specified times. 6. Let departments and individual department initiatives be laboratories for effective student success strategies; use faculty chair meetings as a conduit for reporting-out of successful strategies; compile a 'report card' of successful strategies at the end of the year. 	<ol style="list-style-type: none"> 2. vague goal, ongoing 3. done 4. done, initiative not a success, discontinued 5. key focus of C6 grant to be initiated in HCRS and WELD courses spring 2013 6. first item ongoing, second two items to be addressed spring 2013 	

b. Review of Overall Section



Instruction

Operational Improvement. One of the goals for the 2012-13 division plan was to begin operating at the SCQI level for SLO assessment, program review, and institutional planning. Of those three areas, SLO's and program reviews fall squarely within the purview of the Academic Affairs division. Enormous progress has been made, and this has been a massive undertaking, not so much because the processes have not been in place or because the understanding of assessment has been absent, but because departments did not keep up on due dates and timelines. The division currently stands at the following benchmarks:

SLO's:

Courses with ongoing assessment of SLO's: 242/341 (70.97%)
Programs with ongoing assessment of PLO's: 27/42 (64.3%)

Program Reviews:

Child Development, completed
Library, completed
Kinesiology/Physical Education completed
Paralegal, completed
Welding, completed
Studio Arts for Transfer, not completed, pending submission
Fire Technology, not completed, program suspended
Machine Tools, not completed, program submitted for deactivation

One of the SCQI goals for next year is to establish a Student Success sub-web on the college website where the various student success initiatives in each department can be tracked. Departments were specifically tasked this year to create at least one overt student success goal for 2013-14. It is the intention of Academic Affairs to track these initiatives on a Student Success sub-web, where the information can be combined with SLO assessment and program review outcomes to provide an ongoing overview of ways the college is improving student achievement.

One area of improvement in CTE is more firmly closing the loop on the back end of program completion—not just 1) better mechanisms for making sure students complete the paperwork to receive their degrees and certificates, but also 2) better employment facilitation and tracking and 3) stronger ties with local area employers through best practices in establishing, convening and running advisory committees.

Curriculum. Numerous programs have been revised or inactivated so that better structured programs of study designed for completion can be offered to students—a leaner catalog reflecting more accurately the programs we commit to offering. Two new TMC programs have been created to streamline student transfer to CSU's. A secondary effect is that we more effectively publicize program information for students on the college website. A major goal



fulfilled in 2011-12 was creating much more effective program pages on the website as a marketing tool to publicize information up front to students, including two-year pathways for each program. The following program revisions were carried out in the last 12 months:

Deactivation:

- Fine Arts
- Digital Animation
- Theatre
- Trade Practices

Modification:

- Art/Studio Arts for Transfer
- BSOT Office Clerk
- BSOT Administrative Office Assistant
- Web Design/Professional
- Medical Assisting
- Clinical Medical Assisting
- Administrative Medical Assisting
- Kinesiology/Physical Education
- Liberal Arts: Social and Behavioral Sciences

New:

- Psychology for Transfer
- Web Fundamentals

Distance Education. Last year saw the resuscitating of the faculty online training program (run twice), the hiring of a Director of Distance Education, Senate-approved language about regular effective contact and student authentication strategies, and the setting of professional development goals moving forward. One development last year was a Department of Education audit that foregrounded several issues, including the college's need to ensure it has instructional control over syllabus, regular effective contact, discussions, and assessments.

Basic Skills. Basic skills transformation is a focus and high priority of the division. It is taking place on two fronts: 1) in the CTE area as part of the goals of the C6 grant though embedded remediation directly in the CTE classroom, and 2) in the traditional basic skills areas of reading, writing, and math through innovations in curriculum and learning support. This year, English is piloting a lab-only approach at ESCC in lieu of the course three levels below transfer (ENGL 30). Math is piloting a version of accelerated instruction in a limited number of MATH 20 and 40 sections at IWV.

Learning Support Services



One of the efforts of the past year has been to shore up our tutoring and learning support services, including proctoring. The LAC and LRC folks have met with the site directors and are continuing to work out a plan for consistent staffing in each of the LAC/LRC's for minimum services to be provided. Also located in these same spaces will be the basic skills student success labs. How all of that goes together—LAC, LRC, basic skills instruction—remains to be determined throughout this year. ESCC's pilot project in Fall 2012 has helped tremendously to clarify the major issues and obstacles. A goal for 2013-14 is to assess, modify, and improve the changes made in 2012-13.

c. Goals for Upcoming Year

Goal 1: Implement student success strategies to improve student achievement

1. *Connection to College Strategic Goals: 1, 2, 3*

2. *Specific internal or external condition(s) the goal is a response to:*

- Success and completion rates at course and program levels that can be improved
- Expectations of such accountability agencies as CCCCO and ACCJC/WASC that the college continues to improve in this area
- KCCD District Goal #1, "Become an exemplary model of student success"
- KCCD District Goal #3, "Foster a comprehensive and rich learning environment"

3. *Section Plan Strategies:*

- Complete a program review of the General Education pattern (LAS)
- Complete alignment of math and English with local-area high schools (LAS)
- Improve basic skills instruction (LAS)
- Focus on CTE student success and retention (CTE)
- Expand high school outreach and transition into college (CTE)
- Enhance engagement (ESCC)
- Expand training opportunities for faculty, seek methods to enhance delivery of course materials and support student engagement and retention (DE)
- Provide the college with resources to assist student retention and success (DE)

4. *Measures of Success:*

- Improved rates of retention, success, and completion (standard ODS reports)
- ARCC measures: SPAR, 30 units, persistence, vocational course completion, basic skills completion, basic skills improvement rates (ARCC)

report)

- Increased percentage of students who successfully complete 12 units within one year (CCCC Strategic Goal Objective 1.1)
- Increased number of students who, within a one-year period, successfully complete English or Math courses one level below transfer and at the transfer level. (CCCC Strategic Goal Objective 1.2)
- Increased scores on all benchmarks by 2-3% as measured by the Community College Survey of Student Engagement (CCSSE) 2011 baseline (CCCC Strategic Goal Objective 2.1)
- All programs will reflect community needs as identified by various scanning data and measured by program review (CCCC Strategic Goal Objective 3.1)
- Increase the percentage of students who have obtained employment or salary advancement after completing a degree or certificate over baseline year 2012-2013 (CCCC Strategic Goal Objective 3.4)

Goal 2: Increase and improve outreach, recruitment, and intake efforts

1. Connection to College Strategic Goals: 1, 3

2. Specific internal or external condition(s) the goal is a response to:

- Reduced enrollments
- Student Success Task Force recommendation #1, 'Increase College and Career Readiness'
- Student Success Task Force recommendation #2, 'Strengthen Support for Entering Students'
- KCCCD Strategic Goal #6, 'Respond to Community Needs'

3. Section Plan Strategies:

- Complete alignment of math and English with local-area high schools (LAS)
- Develop and expand CTE marketing and recruitment (CTE)
- Expand high school outreach and transition into college (CTE)
- Enhance engagement (ESCC)
- Provide the college with resources to assist student retention and success (DE)

4. Measures of Success:

- Increased local area participation rate (KCCCD scorecard)
- Increased high school yield (standard ODS report)
- Increased number of units granted to concurrent high school students (local customized data point)
- Improved scores on placement exams from local-area high school students (local customized data point)



- Evidence of all programs reflecting community needs as identified by various scanning data and measured by program review (CCCC Strategic Goal Objective 3.1)
- Increased community connected by 5-10% over baseline year 2011-2012 by 1) increasing employee participation in community organizations, 2) expanding relationships with educational institutions, and 3) increasing the number of community attendees at college and district events (CCCC Strategic Goal Objective 3.2)
- Five new community partnerships and collaborations actively pursued and created over baseline year 2010-2011 (CCCC Strategic Goal Objective 3.3)
- Increased percentage of students who have obtained employment or salary advancement after completing a degree or certificate over baseline year 2012-2013 (CCCC Strategic Goal Objective 3.4)

Goal 3: Improve basic skills instruction

1. Connection to College Strategic Goals: 1, 2

2. Specific internal or external condition(s) the goal is a response to:

- Comparatively low student success and retention rates in basic skills courses
- Expectations of such accountability agencies as CCCCO and ACCJC/WASC that the college continues to improve in this area
- Student Success Task Force recommendation #4, 'Improve the Education of Basic Skills Students'
- KCCCD Strategic Goal #1, 'Become an exemplary model of student success'
- KCCCD Strategic Goal #3, 'Foster a comprehensive and rich learning environment'

3. Section Plan Strategies:

- Complete alignment of math and English with local-area high schools (LAS)
- Improve basic skills instruction (LAS)
- Expand high school outreach and transition into college (CTE)
- Enhance Engagement (ESCC)

4. Measure of Success:

- Increased retention and success in basic skills courses (standard ODS report)
- ARCC measures: completion rate for basic skills, improvement rate for ESL and basic skills (ARCC report)
- Increased percentage of students who successfully complete 12 units within one year (CCCC Strategic Goal Objective 1.1)
- Increased number of students who, within a one-year period, successfully complete English or Math courses one level below transfer and at the transfer level. (CCCC Strategic Goal Objective 1.2)



- Increased scores on all benchmarks by 2-3% as measured by the Community College Survey of Student Engagement (CCSSE) 2011 baseline (CCCC Strategic Goal Objective 2.1)

Goal 4: Operate at a level of Sustainable Continuous Quality Improvement

1. Connection to College Strategic Goals: 4

2. Specific internal or external condition(s) the goal is a response to:

- Expectations of such accountability agencies as CCCCCO and ACCJC/WASC that the college continues to improve in this area
- Student Success Task Force recommendation #6, 'Revitalize and Re-envision Professional Development'
- KCCD Strategic Goal 4: 'Strengthen personnel and institutional effectiveness'

3. Section Plan Strategies:

- Consolidate a culture of analyzing SLO and Program Review data, identifying gaps, and implementing improvements (LAS)
- Expand training opportunities for faculty, seek methods to enhance delivery of course materials and support student engagement and retention (DE)
- Provide the college with resources to assist student retention and success (DE)

4. Measure of Success:

- Maintain or increase professional development opportunities (local customized data point)
- Completion of SLO comprehensive assessment report (local report)
- Participation in district-wide annual professional development sessions that meet college and/or district-wide training needs and evaluate success of defined training outcomes (CCCC Strategic Goal Objective 4.1)
- Implemented or improved internal processes measured by their effectiveness annually: 1) participation in alignment of courses district-wide, 2) degree audit, 3) codification of processes and dissemination of procedural information, and 4) data integrity (CCCC Strategic Goal Objective 4.2)
- Annually assess progress on program review, student learning outcome assessment, and institutional planning as measured by the IEC College Report Card (CCCC Strategic Goal Objective 4.3)

BUDGET ITEMS at DIVISION LEVEL (All items must be prioritized.)



a. **2000 Category.** Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Are alternate funding sources available? G = grant (specify) V = VTEA

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

c. **4000 Category.** Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Non-Library/Magazines/Books/Periodicals	CI	3	2	Desk copies, instructional materials for classrooms.	400.00	On-going	X	



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Non-Instructional Supplies and Materials	CI	1	2	General Office Supplies (pens, pencils, binders, folders, white board markers, chalk, post-its, folders, etc.) and toner cartridge replacement	1,500.00	On-going	X	

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. If more lines are needed, place cursor in the bottom right box and press [Tab].

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Employee Travel	CI	1	4	VP travel to various conferences & meetings	7,000.00	On-going	X	
Employee Travel DO	CI	1	4	Travel for meetings	2,500.00	On-going	X	
Employee Travel DO	CK	1	4	Faculty Evaluations and meetings	700.00	On-going	X	
Employee Travel DO	CM	1	4	Faculty Evaluations and meetings	700.00	On-going	X	
Employee Travel DO	CB	1	4	Faculty Evaluations and meetings	700.00	On-going	X	
Food – Non Travel	CI	3	4	Food for Faculty Chairs and Deans & Directors Meetings	500.00	On-going	X	
Institutional Dues	CI	1	4	CCCCIO Annual Membership	300.00	On-going	X	
Other Equipment Maintenance Agreements	CI	1	2	Maintenance Agreement for Scranton Scanner used for grading scan sheets	300.00	On-going	X	

e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. If more lines are needed, place cursor in the bottom right box and press [Tab].



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>):	
							G = General Fund, O = Other	G O

SUMMARY OF RESOURCES REQUESTED

a. Facilities

The biggest facilities needs for the Academic Affairs division are a new home for KRV and a college presence at California City. While many of the course offerings do not require special rooms and could be taught at California City High School, for instance, some courses do—in particular, Art, Music, and Science. Currently, the high school is partnering with the college to provide these facilities. More importantly at Cal City, however, is a space to offer the same minimal services that we offer at the other sites: counseling space, an LAC, an LRC, and minimal staffing.

At KRV, the lease is due up at Lake Isabella at the end of the academic year, which means that 2013-14 would see the transition to a new location. The current front runner is the building on the corner of the Vons property. Negotiations have moved forward and expect to be settled in the next few weeks. The building is big enough for student services, learning support services, three classrooms, an iTV room, a computer lab, and a small administrative suite. Still, much planning will be going on for KRV during the balance of AY 2012-13 and likely into the first few months of 2013-14.

Liberal Arts and Sciences:

Aside from the needs at Cal City and KRV, the LAS section continues to troubleshoot problems with the renovations of Science and Art. Some room adjustments may take place in the LAC as the basic skills transformations move forward: possibly converting 709 into a lab.

Career Technical Education:



Administration of Justice/Fire Technology/EMT/Occupational Safety: A permanent space for ADMJ/FIRE/EMP/INSF to hold academies and classes has been requested over the past several years. They are in a temporary space in 350D, but need a permanent location dedicated to these programs. Equipment for the instruction of these programs is scattered all over the IWV campus and is not secured. We have received some large equipment as a donation (simulators) that cannot be put in the temporary space (3rd floor) as they are too heavy and require sufficient space. This equipment is currently in the old machine tool area awaiting a home.

Trades Instructional Space: Additional space is needed at the IWV site for trades (Industrial Technology (Electronics/ Engineering Technology, Fabrication, Renewable Energy, Welding) programs. Much of the new equipment coming in (e.g., mock-up of a wind turbine) is large and is impeding instruction. Modifications to make use of the old Machine Tools area (WW 147) has been approved and work is moving forward; this is necessary for a program that has seen large growth in enrollments and completers in the last several years.

KRV Health Careers Skills Lab: The TAA grant will require the setup of a new skills lab and an iTV classroom at the Kern River Valley campus, which should be winding down in Fall 2013 looking ahead to the start of the first KRV LVN cohort in January 2013.

Eastern Sierra College Center campus:

The Campus Director of ESCC has submitted a list of facilities items that can be found in that section plan. These range from the very small (e.g., install bird deterrent on Bishop Campus) to the very large (put Bishop water supply system back online). The bottom line for this campus, however, is that the facilities at ESCC are currently adequate for the programs being offered. Many of the requests involve maintenance and troubleshooting, some of it critical and urgent. New and/or expanded facilities may be required if programs grow or change, but currently, no such changes are in the offing.

b. Information Technology

Liberal Arts and Sciences:

IT requests for LAS tend to involve general requests across the sub-division for replacements and upgrades of existing equipment. LAC's require some equipment to augment student success labs, including SARS tracking software at each campus location (iwv, kr, escc-B, and escc-M) and dedicated computers. This roll-out will happen in spring 2013 but require ongoing support into next year.

Career Technical Education:

CTE has multiple requests across the section for laptops to support secured testing in the Administration of Justice, EMT, Health Careers, and Welding. The welding program is currently using the Wind Technology laptops although it's not especially clear why or how urgent the need is for laptops to be in the



welding location rather than in a centralized computer laboratory. In 2011-12, CTE launched a Tablet project in the on[ground classrooms to determine if the integration of tablet technology can improve instruction and learning in the classroom; the project will require ongoing support.

Eastern Sierra College Center campus:

IT needs at Eastern Sierra are enumerated in the Section Plan. They essentially fall into two categories. The first is to expand access, such as fully implementing open access wireless, setting up kiosks at Bishop and Mammoth A&R, and expanding bandwidth for the sites in general. The second is to standardize the equipment, such as imaging ESCC computers with the same software as the IWV computers, installing full A/V capabilities in all ESCC classrooms. These items, though not mission-critical, would make the campuses more uniform and consistent with the rest of the college.

Distance Education:

Full implementation of the SmarterMeasure assessment will require purchase of a license to serve 700 to 1,000 assessment takers per year. An RSS server is needed to meet increasing demand to record and play back classroom instruction, training sessions, short professional development opportunities, lecture support clips, and guest speakers. The item is budgeted in IT but will be of enormously help in deepening student engagement in online and even some onground classes.

c. Marketing

Overall, the Academic Affairs division requires a focused marketing campaign to 1) keep stakeholders continually informed about the courses and programs offered at all sites, particularly in terms of long-term commitments to programs and 2) the successes of its students who go on to transfer or get immediate employment. This is particularly true in areas where the college 'brand' is either relatively unknown (California City) or under assault from negative publicity (Lake Isabella).

Liberal Arts and Sciences:

The sub-division as a whole would benefit from sustained, low-grade publicity about its transfer degrees.

Career Technical Education:

Besides participating in the same outreach as above, the CTE area has an additional need to be present in the marketing of its programs at all sites. Currently, CTE reaches into the K-12 system through such events as I Want to Go to College and Preview Day, as well as directly promotes programs at high school career days, career fairs, and various other events throughout the year. CTE uses restricted-fund money to print and distribute program brochures.



Other promotional strategies have included giveaways and professional shirts and other items that showcase the 'brand.' One of the goals of 2013-14 is to work with the public relations manager to develop a comprehensive marketing plan that is elaborated on more in detail in the section plan.

Eastern Sierra College Center campus:

Specific items for marketing, including supplies and equipment, are identified in the Section plan. The ESCC Director does a lot of her own marketing. A key theme in her requests is to enhance the web presence of the site and do a better job leveraging social media such as Facebook and making use of internal and external listservs.

d. Professional Development

Professional Development needs are similar at all campuses. Here are some threads of high priority:

Engagement Strategies. From onsite to online, the college could benefit from professional development strategies in how to engage students. Studies show that colleges that excel in attracting and retaining students do so in large part because students develop an affinity for some person at the college. How can instructors, both online and onsite, adjunct and full-time, across all disciplines deploy best practices in student engagement. Although this priority did not come up *per se* through any of the unit or section plans, the college goals of fostering student success (1) and providing a quality learning environment (2) rely heavily on students being actively engaged in the classroom.

Professional Development for Adjunct Instructors. The first professional development day for adjunct instructors in Fall 2011 was well attended and warmly received. At the end of that event, instructors told us what they wanted more training on, with the top three being student success strategies, deepening student engagement, and online training. Training did NOT happen in Fall 2012 as only a handful of instructors signed up. In the balance of 2012-13, a plan must be developed to satisfactorily and sustainably address the needs of adjunct instructors. The goal for next year would be institute this plan.

Faculty Career Technical Education Professional Training. Many of the requests from CTE area are to attend professional organization conferences where faculty can connect with colleagues across the state and nationally. The connections can create mentoring possibilities and sometimes form collaborations with national impact. In addition, regional meetings, statewide meetings and district meetings can yield professional development opportunities as they meet with colleagues as a district, a state or a region. Frequently there is training at these sessions.

Faculty and Staff Training in Safety and Emergency Management. This continues an extremely important, mission-critical initiative for the college, that all employees—faculty and staff together—be informed of college disaster-preparedness procedures, roles, and resources and know what to do in case of an emergency of this kind.

Distance Education Staff Training. Now that direct oversight is happening in CC Online, some focused trainings can and should be taking place within the Distance Ed unit to align staff skills with program needs, such as supporting rich media embedded into Moodles, student authentication training, and so on.

e. Staffing

The following staffing requests have been made in the plans indicated below. Justifications can be found in those locations.

Unit Plans

Faculty

Biology at IWV

Industrial Technology Generalist at IWV

Library at IWV

Classified Staff

Classified tutors at IWV for basic skills

Lab Tech/Teaching Assistant at IWV in Welding

Lab Aide/tutors at all campuses for the LAC

Classified tutors at all campuses for the LAC

Section Plans

Classified Staff

C6-grant supported Ed Advisor at IWV

C6-grant supported Nursing Teaching Assistant at IWV

Campus Manager at ESCC

Educational Media Design Specialist at IWV

ATTACH: BUDGETS