MIDTERM REPORT

Submitted to the Accrediting Commission for Community and Junior Colleges

March 15, 2010

Submitted by
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MIDTERM REPORT

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Introduction

Western Career College (WCC) is a single institution with eight campuses in the Northern California Bay Areas of Pleasant Hill, Emeryville, San Leandro, and San Jose, and the Central Valley regions of Citrus Heights, Sacramento, Stockton and Antioch. The college received approval from ACCJC in November 2009 to start another campus in Pomona, California offering three educational programs currently offered at other WCC campuses: Respiratory Therapy, Veterinary Technology, and Vocational Nursing.

Since the Self-Study report submitted in 2007, the college has undergone some significant changes, including a change in ownership in September 2008.
In January 2010, the college received approval to change the college name and mission to included business majors, general studies, and expanded new technology majors such as "green" technology and renewable resources programs.

The college plans to implement the new approved name of Carrington College California within the next six months. Until all plans for the name change are finalized, the college will continue to use the current name of Western Career College on all communications and reports to the Commission.

The college currently has 18 vocational programs, ten of which hold specialized programmatic accreditation.

The college received initial ACCJC Accreditation in 2001, and underwent its first re-accreditation self study process and team visit in March 2007. The college received the action letter from ACCJC on June 29, 2007, placing the college on "Warning". The college went to work immediately on the recommendations presented in the action letter. After the follow-up report and site visit in April 2008, the team found that the college had responded fully to the nine recommendations and the Commission took action to accept the report, remove the College from Warning, and reaffirm accreditation at its June 2008 Commission meeting.

This Midterm Report presents the progress the college has made on each recommendation shown in the action letter of June 2007. The nine recommendations contained in the action letter from ACCJC focus on five primary themes:

1. Program review and student learning outcomes
2. Integrated planning and allocation of resources
3. Research capacity
4. General education leadership, resources, and support services
5. Faculty and student participation in institutional governance

The college has made significant progress in addressing and meeting each of the recommendations:

- Program and service department reviews are following a revised process and format. Student learning outcomes are being assessed at the program level, the course level, and the institutional level. Results are documented, analyzed, summarized, and drive the planning and funding process.

- The college has a full-time Director of Research and Assessment who provides direction, training and ongoing research for student learning outcomes throughout the college.

- Research and data provide direction for operational, planning and budgeting decisions.

- The college has developed a dynamic three-year Strategic Plan and an integrated system to review and revise the plan on an annual basis.

- Each of the eight campuses has a full-time General Education Program Director who provides leadership and direction for the further development of resources and support services to this department.

- The college has augmented and enhanced the library and learning resources for the general education collection on each campus. Additional generalized tutoring and skill assessment tools have been implemented on all campuses.

- The opportunities for and the mechanisms by which faculty and students participate in institutional governance are clearly defined and widely communicated.

Using the ACCJC Rubric for Evaluating Institutional Effectiveness, the college believes it can demonstrate the following levels of effectiveness:

1. **Program Review: Sustainable Continuous Quality Improvement level**
    Characterized by: Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. The institution reviews and refines its program review processes to improve institutional effectiveness. The results of program review are used to continually refine and improve program practices resulting in appropriate improvement in student achievement and learning.

2. **Planning: Sustainable Continuous Quality Improvement level**
    Characterized by: The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. There is ongoing review and adaptation of evaluation and planning processes. There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

3. **Student Learning Outcomes: Proficiency level**
    Characterized by: Student learning outcomes and authentic assessment are in place for courses, programs, and degrees. Results of assessment are being used for improvement and further alignment of institution-wide practices. There is widespread institutional dialogue about the results. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. Appropriate resources continue to be allocated and fine-tuned. Comprehensive assessment reports exist and are completed on a regular basis. Course student learning outcomes are aligned with degree student learning outcomes Students demonstrate awareness of goals and purposes of course and programs in which they are enrolled.

Report Preparation and Approval

The preparation of this Progress Report involved participation of faculty, staff, and administrators. Listed below are the key participants in the preparation of this report.

Jeff Akens, College President
Holly Beernink, Director of Academic Affairs
Peter Daly, Director of Research and Assessment
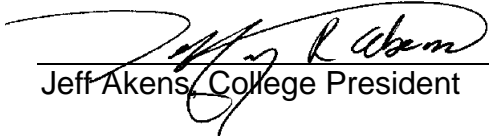Debbie Oberlander, Dean of Program Compliance

Executive Council Members:
Dawn Smith (Director of Campus Operations), Abraham Chacko (Director of Admissions), Bobby Grainger (Director of Career and Graduate Services), Kathy Thiry (Controller), Kim Kane (Director of Student Finance), David McMurtry (VP, Information Technology).

Campus Librarians: Michael Hemingway, Lou Menditto, Rachel Kalay, Kirsten Klinghammer, Julie Boylan, Chris Brown, Carmen Neely

General Education and Tutoring Faculty on all campuses

This report has been reviewed and approved by the following:

Jeff Akens, College President

William Curtis, Chair, WCC Governing Board

Holly Beernink, Director, Academic Affairs Accreditation Liaison Officer

Responses to the Recommendations of the Commission Action Letter

This Midterm Report presents the college's continued progress to meet or exceed the recommendations identified by the Commission in its action letter of June 29, 2007. Every effort has been made to present current and accurate information to demonstrate the steps taken and the continuous progress made by the Western Career College community to address each recommendation. The college is committed to ongoing self evaluation and continuous improvement for all areas of the college.

Recommendation One:

The College must fully implement Program Review and integrate it with institutional planning.

Discussion

Western Career College has implemented program review for its instructional programs since 2003. The formalized process of program review took place every two years for most programs, and the results were shared with the Executive Council and Budgeting Committee. Once approved by the Executive Council and the Budget Committee, the planning agenda and budgeting process was applied and implementation plans were developed. Results from the program reviews were utilized to inform the planning and budgeting process for proposed curriculum changes, resources, and program improvement.

The initial program review model involved a comprehensive discussion and dialogue with program faculty during scheduled meetings with the campus Deans of Education, Program Directors and the Director of Education. The primary focus of program reviews during the period of 2002-2005 was on student achievement measures, such as graduation rates by program, placement rates, certification and licensure rates, programmatic accreditation outcomes and benchmarks, as well as faculty and advisory board recommendations for curricular improvements.

The program review process changed significantly during the 2007 review cycle. The model changed from a process of informal review and emphasis on collecting student achievement data to a more intentional, evidence-based and systematic "360-degree" review of all aspects of each instructional program, including curriculum, human, physical and technical resources, using a standard template. The new model and template includes a SLO component, and the results from both program review and SLO assessment are documented in reports from each campus.

A review of the program and services review process is conducted each year upon completion of the reviews scheduled that year. Improvements to the program review process are implemented each year based on this analysis of the process. Major changes to the program review process were implemented after the 2008 cycle of programs and services.

The changes implemented include:

- More narrative in the introduction and conclusion of the review

- Bringing forward the recommendation, action items and progress made from previous reviews.

- Further use of data to support conclusions, improvement recommendations and budget allocations.

The current program review process includes a comprehensive analysis of several operational areas and outcomes on each campus.
These include:

- Program/Service Identification

- Program/Service Philosophy and Goals

- Student Learning Outcomes at the program, course and institutional levels.

- Curriculum Content and Consistency (not included for service departments)

- Program/Service Resources: Faculty, staff and others

- Program/Service Resources: Facilities, Equipment, Supplies and Support

- Program/Service Fair Practices

- Student Achievement Outcomes

- Program/Service Satisfaction and Feedback

Once program and service reviews are completed on each campus, an Executive Summary is written that reflects the combined results from all campus-like programs and services. This provides the college with one "global" program or service report reflective of conditions and trends from all campuses.

Planning Agendas

Recommendations arising from reviews that are campus specific and can be implemented at the campus level are documented in the campus program planning agendas.

The implementation of planning agendas is the responsibility of the campus deans and Program directors. The agendas are maintained on a shared drive and progress towards implementation of campus specific recommendations is regularly recorded by the program director, monitored by the Dean and audited by the home office during the monthly operations reviews.

The Integration of Program Review and Institutional Planning

Program review of instructional programs and services is also a part of WCC's institution-wide planning process. The purpose of program review is to improve programs and services through systematic, cyclical examination of all areas effecting program and service delivery to students. Specifically, the review of programs and services is a critical component of WCC's ongoing self-assessment process designed to:

1. Evaluate the current state of the program and service area
2. Identify strengths in the program or service
3. Identify areas of improvement in the program or service
4. Develop recommendations for improvement strategies
5. Implement improvement strategies through changes at the campus level or through institution planning for multi-campus decisions
6. Evaluate the effectiveness of the improvement strategies

Once a program or service review is completed on a campus, the report, which includes all documentation, planning agendas, cost estimates and evaluation tools, is forwarded to the Director of Research and Assessment for review with appropriate departments. An Executive Summary is a consolidation of the findings of all program and service review reports from each campus. The Executive Summary includes an overview of proposed changes and planning actions as well as budget information from all campuses. The consolidated program review results are submitted to the Executive Council for review and approval of major recommendations that include actions and budget considerations at the corporate level. Once approved, these action items are entered into the strategic plan and budgeted as needed. An implementation action plan is also developed by the Executive Council committees and the campuses to ensure execution.

The development of the Western Career College annual three-year Strategic Plan begins in January of each year with a collection of all pertinent research and analysis that the college has conducted during the course of the previous year. The Director of Research and Assessment works with the President and other instructional and service department faculty and staff to collect and compile the information from various sources, including program review. This information, in the form of recommendations and planning agenda, is forwarded to the Executive Council for review at the annual planning retreat held in February or March each year. Members of the Executive Council share information about this planning session, along with all of the documentation, to the members of their respective committees in March. The Executive Council and its committee members then begin the process of reviewing an assigned section of the Strategic Plan. The committees review input from the college community, review all of the documents, and prepare recommendations for revisions, additions, and deletions to the Strategic Plan. The planning agenda and budget recommendations are finalized after this review, and submitted as a final draft back to the Executive Council.

While the committees are preparing their recommendations for entry to the Strategic Plan, the Controller's office is preparing and updating a three-year financial forecast to be considered by the Executive Council and its committees as part of the planning and budgeting process. The updated Strategic Plan is then submitted for review and comment to the WCC Governing Board and to the entire college community including the Executive Council. Timelines and priorities are decided upon, the plan and budget are finalized, and the process is then complete. To ensure that the Strategic Plan is effective and that tasks are completed, responsibilities for implementation are assigned, as appropriate, to committees, campuses, and individuals. For a more complete description of the planning and budget process, see the progress the college has completed to meet Recommendation Eight.

Progress to Date

The college has made significant progress in the review of its instructional programs and student services, and the integration of results with institutional planning and budgeting. Starting with the 2007 review, the College decided to review programs and services on a three-year cycle. Seven of the eighteen educational programs and three of the six student services were reviewed in 2007. The college has completed the review of all programs and services as of December 2009. In January 2010, the college started the next cycle of program review using the three year cycle. Programs and services undergoing review during 2010 include:

- Criminal Justice program (AS Degree)
- Dental Assisting program (Cert and Degree)
- Health Care Administration program (Cert and Degree)
- Health Information Technology program (Cert and Degree)
- Medical Assisting program (Cert and Degree)
- The General Education program
- Tutoring Services

The results from programs and service reviews conducted in 2009 are currently being analyzed and integrated into the planning and budgeting process for the next fiscal year strategic plan update and the budget for 2011.

The annual college strategic planning and budgeting process has started for the 2011 year, and the final annual plan and budget will be added to the three-year Strategic Plan by July 2010.

Analysis of the Results Achieved to Date

An examination of the summaries from the program and services reviews over the past two years indicates that it is a successful and meaningful process. Recommendations arising from reviews have ranged from specific curriculum changes to recommendations for equipment and infrastructure improvements. When evaluating the curriculum, evidence from SLOs is utilized to recommend improvements to specific areas of the curriculum. In several of the allied health programs, curriculum change recommendations were made by some Program Directors based on outcomes from externship skill evaluations. Other non curricular recommendations ask for additional office space for faculty, the purchase of laboratory equipment and additional instructional staff. All recommendations resulting from program review are intended to improve instructional programs and institutional effectiveness.

The review process also revealed a number of themes common to programs across campuses, such as concern with specific entry-level industry skill requirements, meeting new outcomes thresholds for credentialing rates, and maximizing the expertise of advisory boards. All of the recommendations have been shared and discussed with college faculty, staff and management. Implementation of recommendations is completed at the campus or corporate level, depending upon the recommendations.

More formalized involvement of faculty and students in the review process provided faculty with a greater sense of input into program planning, facilitated communication between Program Directors, Deans and student service staff, as well as stakeholders such as advisory boards and graduate employers.

The development of campus program specific planning agendas provided program directors with a process for ongoing planning between program reviews and assisted in embedding a data driven planning process for each program at the campus level.

Additional Plans Moving Forward

Following the review process for each program area, the Director of Academic Affairs and Director Research and Assessment meet with campus program directors to discuss the review findings and the status of the recommendations as well as conduct an evaluation of the process. The focus of the evaluation is on the effectiveness of the process from the point of view of the program directors and faculty and the extent to which the process supports continuous improvement.

The college also conducts a formal evaluation of the program review process at the completion of each review cycle. Recommendations and suggestions will be solicited from all faculty and staff who participated in the review process conducted that year. Recommended changes will be considered and implemented prior to the next scheduled review of programs and services.

Supporting Evidence included in Exhibit 1

1. Progress Report of Site Visit on April 30, 2008

2. Program Review Matrix for sample program

3. Program Review Executive Summary and Planning Agenda for sample programs and services completing review in the 2008 and 2009 cycle

4. Strategic Plan Development Process flow chart

5. Budget Development Process flow chart

Recommendation Two :

The College must identify and implement student learning outcomes at course, program and institutional levels, then use assessment results to improve student learning as part of an integrated planning process.

Discussion

College faculty and staff understand the importance of the development and ongoing assessment of SLOs and the role of SLO assessment in the institutional improvement process and institutional accountability. The goal at the college is to conduct continuous assessment of institutional, program and course-level SLOs based on valid and reliable assessment measures embedded throughout the college's instructional and student service programs.

The college uses the following principles to guide its implementation and execution of SLO assessment practices:

1. Although guided, directed and supported by the College Administrative Office, SLO assessment and improvement promotes leadership at the campus level to foster a culture of assessment and improve learning.

2. At the course and program level, SLO assessment and improvement is faculty led and classroom based to ensure a direct focus on learning.

3. Existing program and course assessment tools are utilized to engage faculty successfully in the initial process of SLO assessment.   Where existing assessment instruments and tools are not adequate to generate reliable data for analysis and assessment, faculty are provided assistance to develop rubrics and other assessment instruments.

4. While SLO assessment is a component of program and services review, SLO assessment is initially separated from the program and services review process. SLO assessment is ongoing, with conclusions and trends reported in program review as well as in annual progress reports from the campuses.

5. The revised program review and SLO model utilizes a five-column matrix to provide a structured format to the process.

These principles inform the ongoing process of SLO development and assessment at Western Career College.

Progress to Date

WCC made substantial progress in 2007 to 2009 with the implementation of SLO assessment in instructional programs and student service departments. Student learning outcomes were identified in conjunction with the program and service reviews conducted in 2007 through 2009. Institutional SLOs are comprised of the WCC core SLOs (critical thinking, information management and technical literacy, personal and

professional development, communication skills, respect and responsibility) and are evaluated during the program review process on the three-year cycle.

Course-level SLOs have been identified and listed for all college courses and programs. Assessment of outcomes and improvement strategies are an on-going process with formal review and planning strategies conducted during the three year review cycle.

As mentioned earlier in this report, the college moved to a three-year cycle for the assessment of SLOs as part of its program and services review. To date, all programs have completed this review at the program level, and many programs have completed SLO assessments at the course level. Course level SLOs have been developed for all courses and will be integrated into the assessment process as programs cycle through the three year review plan.

Assessment of SLOs is an on-going process, with results reported in review reports and disseminated to the college community and decision makers. Vocational course level SLOs have been developed and are being completely implemented and assessed in the current review cycle, which commenced in 2010. Institutional SLOs are comprised of the WCC core SLOs and will be assessed as each program continues with the SLO assessment process. Results of assessments will be used to plan program and services improvements and are integrated with annual planning and budgeting. Programs and services are scheduled for review and student learning outcomes assessment according to the following three-year schedule:

2010	**2011**	**2012**
Criminal Justice	Dental Hygiene	Architectural & Design Drafting
Dental Assisting	Massage Therapy	Computer Graphics
Health Care Administration	Pharmacy Technology	Respiratory Therapy
Health Information Technology	Surgical Technology	Physical Therapy Assisting
Medical Assisting	Diagnostic Medical Sonography	Fitness Training
General Education Program	Veterinary Technology	Registered Nursing
		Vocational Nursing
Services:	**Services:**	**Services:**
Tutoring Services	Career Services	Admissions Services
	Library & Learning Services	Student Records Services
	Career Services	Student Financial Services

Course Level SLO Assessment

Faculty completed the development of student learning outcomes for all courses in 2009.

Course level SLO assessment in all general education courses has been underway since 2008 with assessment data and improvement actions recorded on data sheets established for each course and program. In 2009, these courses moved to eLumen, a software system that allows the input of SLOs, SLO assessment methods, SLO assessment data and improvement actions.

As discussed earlier in this report, course SLOs have been developed for all remaining courses at the college. Course level assessment is being rolled out in conjunction with the program review schedule shown above.   All courses will have ongoing assessment and improvement strategies implemented by 2012. In conjunction with the program review process, assessment outcomes and improvement recommendations will inform the college planning and budgeting process.

Core Student Learning Outcomes

The core student learning outcomes (critical thinking, information management and technical literacy, personal and professional development, communication, and respect and responsibility) have been implemented in conjunction with the implementation of service and program level SLOs. College student services departments integrate core SLOs in the services they provide and assess the results during the review process.

In 2007, core SLO assessment commenced in the service areas with Career Services, Admissions and Financial Aid at the Sacramento campus and Library Services at all campuses. In 2008-9 service departments at the other seven campuses commenced assessment of the core SLOs.

At the course level, the core student learning outcomes are integrated into all coursework through curriculum, classroom teaching, assignments, and projects. At the course level, faculty completed an extensive mapping of the core SLOs against existing assessment methods when developing the course SLOs. Following refinement of existing assessment tools and the development of new tools where required, the Director Research and Assessment will begin extracting core SLO performance data from course level SLO data.

Recording assessment data, analysis and improvement actions

In 2008 the college developed a system of excel spreadsheets on a common network drive for faculty to record their SLO data, data analyses and improvement actions.

Faculty has been required to record student cohort performance data against individual criteria on a campus and program specific spreadsheet. Spreadsheets provided faculty with a variety of statistical analyses, including:

- Aggregated data for student performance from cohorts over time
- Charts representing performance distribution for particular cohorts and cohorts over time
- Standard deviation, mean, median of performances

Faculty has been recording their analysis of program level assessment data and improvement actions regularly and consistently since 2008.

The use of the SLO data spreadsheets on a common drive has:

- Enabled the college to use data for comparisons of student performance within and among programs, moving beyond more narrowly focused analyses

- Provided a mechanism to assist with embedding SLO assessment data recording and analysis into everyday faculty practice

- Enabled the college to put SLO assessment on the OR monthly review. SLO data sheets have been audited and evaluated by campus by program on a monthly basis

Implementation of SLO Tracking Software (eLumen)

After an extensive review of the major SLO assessment software products available, the college purchased eLumen in 2009. The college chose eLumen because this software addressed many faculty issues and concerns as well as providing the reporting functionality required by the home office.

eLumen is an information system for managing a college's attention to student achievements, learning outcomes and education results. It is specifically designed to facilitate authentic assessment processes that are faculty-driven, student learning-centered, standards-based, and system-supported.

eLumen enables the college to :

1. **Define shared standards**
   eLumen provides a versatile template that facilitates consensus when faculty work together to define expected student achievements and rubrics.

2. **Apply these standards to evaluation of student work**
   eLumen supports several processes by which faculty can choose to connect these shared standards to specific courses, course sections and planned assessments. Then it provides an electronic scorecard for each planned assessment that automatically incorporates the chosen expected achievements and rubrics. It also generates per-section reports for instructors, who can review results either by-student or aggregated for the entire section.

3. **Gather data on results**
   eLumen does all of the work for this step, generating reports that aggregate achievement- and rubric-based data on actual student achievement per academic term. This can be done for a chosen area of achievement or for all participating courses in a chosen program.

4. **Recommend changes**
   Because aggregated results are drawn directly from courses and available in real time, faculty can review relevant data and identify changes for the next academic term that have strong potential for showing improved student achievement.

The college is phasing in eLumen during 2009-2011 in conjunction with the program review timeline. Until eLumen is fully implemented, the campuses will continue to document student learning outcomes, assessment and improvement plans on the data spreadsheets created for all programs and courses.

SLO assessments transitioned to eLumen at the time of this Midterm Report include:

- Course level assessment for all general education courses

- Program level assessment for criminal justice, dental assisting, health care administration, health information technology,

- Course level assessment for the programs listed above as a pilot on various campuses

Student Learning Outcomes Assessment and Institute Planning

Student learning outcomes assessment, as part of program review in instructional programs and services, is also a part of WCC's institution-wide planning process. SLO assessment is on going, with many programs and courses conducting SLO assessments every six weeks. Improvement actions are primarily targeted toward classroom teaching and learning, such as curriculum content sequencing, utilizing classroom resources more effectively, classroom-teaching techniques etc. In these cases, responsibility for implementing the improvement strategies resides with the instructor and the Campus Dean. The Corporate Offices (Home Office) monitors and audits the data spreadsheets for consistency of data entry and for outcome improvements.

Higher level global improvement actions that may arise out of SLO assessment, such as substantial equipment purchases, increased faculty, etc. are managed through the strategic review, planning and budgeting process.

When a program comes due for review at the end of the three-year review cycle faculty is required to provide a summative report of student performance and improvement actions taken over the reporting period. This report closes off the reporting period. The findings of the campus summative reports are included in the Program Review Executive Summary, considered by the Executive Council and, where required, recommendations are incorporated into the planning and budgeting process.

College SLO Committee

The College SLO Committee provides ongoing support to the SLO assessment implementation process and cultivates a SLO assessment culture at the campus level. The Committee is comprised of teaching faculty and program directors from a variety of programs and services, including Criminal Justice, Massage Therapy, Library Services, and General Education. Committee members act as key SLO contact points for faculty and staff seeking advice and assistance in SLO assessment and reporting. The first meeting of the SLO Committee was held in February 2008 and meetings have

continued with the last one held on January 29, 2010. The first edition of the Committee's newsletter "*Assessment for Learning*" was distributed in March 2008 and has continued quarterly since then. The Newsletter has proved to be a useful means of disseminating faculty generated stories about outcome improvements resulting from SLO assessment.

Analysis of the Results Achieved to Date

1. The college has made substantial progress with implementing and assessing student learning outcomes at the course, program, and institutional levels. A cultural change has occurred over time where faculty is using SLOs as a way to not only improve teaching and learning, but to discuss institutional improvements based on these outcomes.

2. Valid assessment methods and tools have been developed for student learning outcomes at the institutional, program and course level that have improved teaching in most programs and courses.

3. Faculty is recording SLO assessment data and improvement actions either on SLO data sheets or on eLumen. This is providing a "culture of evidence" for the institution.

4. As a result of SLO assessment at the program and course levels, faculty are using results for documented improvements in classroom teaching and learning leading to improved student learning outcomes.

5. SLO assessment results are regularly considered at faculty meetings, Education Management Team (EMT) meetings and the Education Committee of the college

6. SLO assessment reports as part of program review and the longitudinal Learning Studies are considered by the Executive Council as one element of the college's integrated planning process. Results of assessments will be used to plan program and services improvements and are integrated with annual planning and budgeting.

Plans Moving Forward

- Conversion of the remaining program SLO assessment from data spreadsheets to eLumen

- Launching SLO assessment for remaining courses in tandem with the current program review cycle

- Further standardization of assessment tasks and rubrics at the course level

- Further development of capstone like assessment tasks, especially for practical courses in vocational programs, that 'bundle up' skills and knowledge in a demonstration, product or process

- Closer integration and more extensive measurement of institutional SLOs at the program and course level

- Additional Learning Studies analyzing SLO data and evaluating the effectiveness of improvement actions in programs across campuses

Supporting Evidence included as Exhibit 2:

1. Examples of SLO assessment data worksheets, including improvement actions
2. Examples of eLumen data records and improvement plans
3. Learning Study: English 1 - College Writing & Composition
4. Learning Study: Mathematics 1 - Principles of Mathematics
5. SLO monthly OR (Operational Review) data

Recommendation Three:

The College should strengthen its research capacity in order to support institutional effectiveness, data collection, and analysis, and provide support for assessment of student learning outcomes.

Discussion

The college has in place a variety of robust data collection and research methods for assessing and monitoring institutional effectiveness, including:

- Data collection for timely evaluation of student progress in programs, including graduation rates

- Course and program completion rates

- Placement rates

- Licensure and certification rates

- Student, Graduate and Employer Surveys

- Operations review (OR) data for student enrollment, attrition, class ratios, and various metrics related to student records and finances

The college uses many measures to ensure quality of its educational programs. The program review process provides a systematic approach to evaluating the quality of the college's programs and the success of its students. In addition to this process, the college utilizes the data on student success provided in operations reviews. This data provides information that contributes to student success such as attendance, attrition, and completion on a monthly basis.

Every month the college conducts an in-depth operations review (OR) of each campus. During this process, all areas of campus outcomes are reviewed, using college collected data, and compared to established benchmarks.   All members of the Executive Council and each Campus Management Team participate in these reviews. Supporting the college mission, most of the evaluated outcomes focus on measuring the campus success at providing career-focused education.

The operations reviews are organized by area of outcomes measurement – Student Recruitment, Student Financing, Student Records, Student Success, Graduate Employment, Campus Operations, and Fiscal Responsibility. Members of the Campus Management Teams report on each area of campus activity. Members of the Executive Council provide input and questions as appropriate. Examples of indicators used in ORs include:

<u>Student Success</u>
The college monitors student retention on a monthly basis by using monthly student attrition as a leading indicator of future graduation rates.

Student Attendance

The college has identified a strong link between student attendance and student performance. Thus, the college tracks student attendance on a weekly basis at each campus and within each program, and reviews this attendance data on a monthly basis in the operations reviews. For the OR's, the college monitors the percentage of student population that has been absent for more than five days.

Student Leaves of Absence and Non-Scheduled Time Off

The college wants to ensure that it is assisting students in making good decisions regarding time off away from college. The percentage of students granted a leave of absence, or non-scheduled time-off, is tracked in order to ensure the college stays within established parameters.

Submission of Grades

The college tracks the timely submission and posting of grades. This ensures the data in the college student tracking system is always accurate and up to date, and that proper educational decisions can be made based on current data.

Student-to-Instructor Ratios

Because of the modular format of many of the college's programs, student population increases and decreases on a regular basis. As such, the college must regularly monitor its faculty staffing ratios to ensure that all programs have adequate levels of instructor staffing. Staffing ratios are reviewed in groups depending on the type of program and its staffing requirements, and individually program-by-program, campus-by-campus. The college ensures that it is not overstaffed, but more importantly that no programs are operating with insufficient staffing levels.

Student Satisfaction

The college uses a Net Promoter Index to measure overall student satisfaction. Student surveys are conducted twice per year to provide this data.

Graduate Employment

The mission of the college is to prepare graduates for a specific career. Measuring the success of the graduate population in securing employment in their field of training is critical to measuring the success of the college at meeting its mission. The college monitors its
employment rates using cohorts of graduates by month, quarter, and year. The goal of every campus is to exceed 85% total employment by the end of the cohort year.

The college continues to build on its current institutional research capacity and is working to integrate and align it more closely to both program review and SLO assessment. A variety of assessment tools are available or are being developed to assist faculty with the research capacity required for evaluation and improvement of student learning outcomes. These tools include rubrics, standardized tests, and embedded questions in a variety of assessments, capstone projects, and product evaluations.

Progress to Date

The college has continued to strengthen its research capacity in the following ways.

1. **Improving faculty and staff skills in analyzing data to generate institutional improvement strategies**

   The Director of Research and Assessment has conducted faculty training workshops and developed PowerPoint training presentations on:

   - Developing course level student learning outcomes

   - Analyzing SLO data to develop learning and teaching strategies for improved outcomes

   - Developing data driven recommendations for program review

   - Undertaking multivariate analyses of student survey data

2. **Improving data capture for SLO assessment and strengthened data sources/support for program review**

   In 2008-2009, the college continued to refine and develop data capture for SLO assessment, including:

   - The development of assessment instruments including rubrics and performance descriptions for the collection of valid SLO data

   - The development of excel data worksheets for faculty to record SLO data and run aggregate reports

   - The purchase of SLO assessment software, Elumen, to replace the data worksheets providing faculty with student based comparative performance data enabling them to compare their student performance with student performance in other classes and at other campuses

   In 2008, the college conducted a review of the program review process. One of the findings was the need to strengthen the linkage between faculty review recommendations and the data being used to support them.

   To facilitate this, the following was undertaken:

   - The Director Research and Assessment developed additional annotated review examples for faculty demonstrating the use of data to support improvement recommendations.

   - 2010 program review launch meetings concentrated heavily on the annotated sample and ways faculty may make use of existing data to support their recommendations

A review of the program review process utilized in 2009 is currently under review and recommendations for improvements will be implemented with the 2011 review process.

3. **Continued refinement of operational review institutional outcomes data and benchmarks**

   In 2009, the college continued to refine existing institutional outcomes data and develop new data sets for use in operational reviews to improve the quality of its educational programs. This included establishing new student success benchmarks for campuses in relation to attrition, attendance, completion

4. **More utilization of existing data sources for documented improvement plans.**

   In 2009, the college required campuses to respond with improvement plans for programs falling below benchmarks in satisfaction and retention. These improvement plans will be included in campus action plans and will be monitored for expected improvements.

Analysis of the Results Achieved to Date

Student learning outcomes assessment reports from the programs and services completing SLO assessments in 2008-2009 have been positive. The reports indicate that faculty and service area staff have understood and implemented valid data gathering and analysis techniques.

The Program Review process and SLO assessment process have improved as a result of the enhancement of the college's research capacity and development of data collection and analysis methodology and skill at the faculty level. The process has improved because it is data driven and uses newly developed assessment tools which provide the college with information about what students are learning, and what areas of teaching and learning need improvement.

WCC has implemented valid and reliable assessments of institutional, program and course level SLOs, using articulated outcomes that are embedded in instructional and service department operations, so that student learning and institutional effectiveness are improved on an ongoing basis. Program Review and SLO Assessment reports have become formal, data-driven, and intentional.

Faculty has become more skilled at analyzing SLO data. This is evident from a comparison of early data analysis and action reports and later ones. More recent reports analyze data more thoroughly and develop much more specific learning and teaching recommendations.

Overall, there has been a shift in the college culture toward a growing appreciation of the benefits of data driven conclusions and recommendations.

Additional Plans Moving Forward

The college will implement additional training to provide information and tools that reinforce emphasis on faculty-led, classroom-based assessment to ensure a direct focus on learning.

As the college completes the review of programs and services scheduled for 2010, faculty, staff, and administrators will have a better idea of what works and what needs revision and refinement. This will become an on-going assessment of the process, which will allow for continuous improvement.

With the further implementation of eLumen, the college expects to be able to provide more comprehensive comparative institutional SLO data.

The college will develop and use closer integration of data sets in the identification of improvement areas, such as cross-referencing data from the student survey with SLO data and retention and other outcomes data

Supporting Evidence included in Exhibit 3:

1. Annotated program review example

2. Sample SLO Analysis

3. 2010 Program Review Agendas and materials

4. Campus improvement plans based on satisfaction results and/or retention numbers

Recommendation Four:

The College must embark on a systematic approach to planning for and evaluation of its general education program. The College must provide appropriate leadership and resources for this program (e.g. library holdings, facilities, and qualified faculty and staff).

Discussion

Utilizing the program review format, the college completed a review of its General Education program in 2007. The GE program is starting another comprehensive review during the 2010 review cycle.

As a result of the 2007 General Education program review, the college hired full time General Education Program Directors on each campus. The GE Program Director's primary responsibility is to provide leadership to the General Education Program, evaluate GE program faculty, schedule, manage, and promote general education tutoring services, and to improve the resources provided for the General Education Programs at the college.

The college has added substantial learning resources to the general education collection on each campus every year since the last comprehensive site visit in 2007. In May 2007, the print collection was enhanced with the purchase of 200 general education books and reference materials. Selection of these general education resources involved the faculty and librarians. These new materials enhance the current collection held in the libraries, and the more than 300 full-text general education journals and readings available online through EBSCO services provided at each campus. The new general education resources have been cataloged and shelved at each campus.

In 2008 and 2009 the college continued to increase the library holdings, online resources and tutoring tools on every campus. Several tutoring tools, SkillsTutor, Smarthinking, and other web based tutoring tools have been implemented on the campuses. These "tools" provide 24/7 access for all students for tutoring in basic skills such as math, writing, and language.

EBSCO data bases have been increased to include full text periodicals and journals in business, engineering technology, liberal arts and sciences, media arts and health sciences. During the 2010 calendar year the college plans to implement additional electronic databases and a collection of e-books covering all majors offered at the college as well as general studies topics in literature, history, sociology, psychology, humanities, the arts, and government.

As a point of reference, EBSCO Premier services contains full text for 2,030 periodicals covering general reference, business, health, education, general science, multicultural issues and much more. This database also contains full text for more than 350 reference books, 84,074 biographies, 86,132 primary source documents, and an Image Collection of 107,135 photos, maps and flags. MasterFILE Premier now offers PDF

backfiles (as far back as 1975) for key publications including American Libraries, Foreign Affairs, History Today, Judaism, Library Journal, National Review, Saturday Evening Post, etc.

Progress to Date

The college has made substantial improvements and great progress with the planning for and evaluation of its General Education Program. The college has provided appropriate leadership for the General Education Program with the appointment of the GE Program Directors on each campus. Resources for the GE program have been added at each campus, and a variety of additional resources, websites, online case studies and activities are included with most of the general education curriculum. Additional resources are currently being evaluated for implementation during the 2010 and 2011 academic year.

The General Education Program Directors and the campus librarians are working as a team to provide training to students in all programs on library use, data base searches, and how to conduct authentic research.

The General Education Program Directors are members of the campus Education Management Team (EMT) and meet monthly with Program Directors, who are faculty members, from all other programs. This membership has provided the General Education Program with expanded opportunities to share common needs, resources, teaching and learning experiences with other Program Directors and campus managers.

As part of the general education review process launched for the 2010 year, the GE Program Directors will conduct an assessment of the additional resource needs of faculty, students and staff in the General Education Program. These recommendations will help inform the planning and budgeting process for FY 2011.

Analysis of the Results Achieved to Date

The full-time General Education Program Directors on each campus have provided the leadership and focus on improvement areas needed for the college's general education program. The college has been able to provide the same concentration of services and support to students in the General Education Programs as in the other instructional departments.

As a member of each campus Educational Management Team, the GE Program Director has a direct voice in the planning and budget process incorporated in program review. Working with the campus librarians and other vocational Program Directors, the GE Program Directors and GE faculty have opportunities to coordinate student learning activities, resources and services that will benefit students throughout their education at WCC.

Additional Plans Moving Forward

As a result of the General Education Program Review and assessment of GE SLOs currently underway, the college will further identify the strengths, improvement areas, and continuing resource needs of the General Education Program. The college has made great improvement in the General Education Program and will continue to do so through the review and assessment process currently part of the college culture.

Supporting Evidence provided as Exhibit 4:

1. General education holdings on each campus and through EBSCO online services
2. General education resources provided with the general education curriculum

Recommendation Five :

The College must fully implement a program review process for instructional programs and student services incorporating a formalized assessment of that process. The College must strengthen its institutional dialogue where broad-based participation by all constituencies (e.g. faculty, students, staff, managers) is central to that implementation and assessment.

Discussion

The program review process for instructional programs and student services was revised and the new format was utilized for the first time for programs and services reviewed in 2007. Since then all college educational programs and all student services areas have completed the formalized review process. The second round of review for programs and services was launched in January 2010. Programs and services at the college are on a three year cycle, with one third of the programs and services scheduled each. In the case of a new educational program or service, the formal review is conducted each year for the first three years, and then integrated into the three year cycle.

The Director Academic Affairs and the Director of Research and Assessment coordinate the overall college program review process. The Program Directors, Service Department Managers, and the campus Deans of Education or Executive Directors manage individual campus reviews of programs and services. The review process involves formal review of data and feedback from a number of sources and a variety of perspectives, including students, graduates, faculty, employers, program and service advisory committee members and accreditation reviews. Students participate in the review of programs and services by both direct and indirect methods. Surveys, focus groups and discussions with various student groups are conducted to gather input during the review process.

The step-by-step process of program and service review includes a "360-degree" review of each segment of the program or service. Each campus participates in the review of programs and services offered on their campus, and discussions and dialogue of proposed changes are held with faculty and staff on other campuses as needed. During the review process, Program Directors, department managers, and staff meet with their colleagues on the other campuses to compare outcomes, make college-wide recommendations, and align standardized practices. The final alignment of the eight-campus review of programs and services occur at the Administrative Offices by the Executive Council Committee members and staff as needed.

The step-by-step process, including the use of information and the planning and budget process resulting from program review, follows:

1. The Director of Academic Affairs and the Director of Research and Assessment schedules program review dates for programs included in the yearly cycle.

2. Program Directors, Service Department Managers, Deans, and Executive Directors meet on their campus with faculty and staff to conduct the "360-degree" review of the program or service.

3. Assessment and proposed changes are based on discussions, data, and input from a variety of sources as shown on the Program Review Matrix and instructions.

4. The Program Review Matrix and narrative, along with any proposed changes and action plans, including estimate of costs, and related factors are submitted to the Campus Dean of Education and the Campus Executive Director for review and endorsement prior to submitting the final report to the College Administrative Offices.

5. Once the review is complete at the campus level, managers and Program Directors for each program or service undergoing program review forward the completed Program Review Report to the Director of Academic Affairs and Director of Research and Assessment. Samples of evaluation tools, minutes, and other support documentation and evidence are included with the final report.

6. Once received, the Director of Research and Assessment and the Director of Academic Affairs review the reports and materials submitted by the campuses. An Executive Summary is created with an overview of proposed changes and planning actions recommended from the campus programs and services. This Executive Summary is shared with the campus faculty, staff, and managers as a comprehensive view of the program or service on all eight campuses of the college.

7. The Executive Summary for each program and service, along with a comprehensive spreadsheet listing recommendations for improvements, is submitted to the Executive Council for approval, budgeting, and implementation to the strategic plan as needed.

8. Once approved at the Executive Council level, an implementation action plan, including budget considerations, is developed by the Executive Council Committees and the campuses to ensure the recommendations are operationalized.

Initial response to the program review process has been positive. After the completion of the review cycle for programs and services conducted in 2008 a comprehensive assessment of the process was completed. Recommendations for improvements have been included in the current process launched in January of 2010. The college is currently conducting review of the process used in 2009, and additional recommendations will be implemented for the 2011 program and services review process. The formalized evaluation process includes discussions with faculty by the SLO Committee members, and a written improvement plan presented to the Executive Council and Faculty Council members. The assessment and improvement cycle continues with the annual launch of program review.

Progress to Date

Program and service reviews for the 2009 cycle of review have been completed, and the Executive Summaries have been forwarded to the Executive Council for review and assignment to committees for further planning and budgeting during the current 2010 strategic planning and budgeting process.

Programs and services scheduled for the 2010 review include:

- Criminal Justice Program

- Dental Assisting Program

- Health Care Administration Program

- Health Information Technology Program

- Medical Assisting Program

- General Education Program

- Tutoring Services Program

Programs and services scheduled for review each year are "launched" in January and are expected to complete their reviews by May of the same year. From May to September, the reviews are analyzed and executive summaries written. The summaries are distributed to the campus communities, Executive Council, Governing Board members for review in preparation for the annual strategic planning and budgeting process conducted in January to March each year. Recommendations from the program review outcomes are used to inform the planning and budget for the following fiscal year that starts July 1st.

The program review chart shown in recommendation #2 response is shown again to provide the reader with an overall schedule for all programs and services reviews that occur on a three-year cycle.

2010	**2011**	**2012**
Criminal Justice	Dental Hygiene	Architectural & Design Drafting
Dental Assisting	Massage Therapy	Computer Graphics
Health Care Administration	Pharmacy Technology	Respiratory Therapy
Health Information Technology	Surgical Technology	Physical Therapy Assisting
Medical Assisting	Diagnostic Medical Sonography	Fitness Training
General Education Program	Veterinary Technology	Registered Nursing
		Vocational Nursing
Services:	**Services:**	**Services:**
Tutoring Services	Career Services	Admissions Services
	Library & Learning Services	Student Records Services
	Career Services	Student Financial Services

To assist the campuses in the program review process, the college has formed a Student Learning Outcomes Committee, with committee representatives on each

campus. The goal of this committee is to provide local expertise for the program and services review process, as well as assistance with further development and assessment of student learning across the campuses. This committee is chaired by the Director of Research and Assessment and meets on a regular basis as a sub-committee of the Education Committee.

Analysis of the Results Achieved to Date

The ongoing review of programs and services completing the comprehensive reviews in 2007- 2009, shows wide participation of faculty and staff in the process. The Executive Summaries and corresponding *Program Review Outcomes Planning Agenda* provide a broad overview of the programs and services on each of the campuses, as well as a look at specific issues, practices, and needs of each specific campus. Issues and themes that emerge through the program review process are considered "global" and are presented as possible strategic planning agenda items for consideration and resolution by the Executive Council and upper management at the Corporate (Home) offices.

The programs and services scheduled for review in the current year (2010) will benefit from the experience of those faculty and staff members who participated in reviews over the past few years. The Deans and other managers who led the process on their campus are more experienced and connected to the overall process. The program review process is far more intentional and includes more participation of the entire campus than past reviews.

The development of the Student Learning Outcome Committee, with members from each campus, adds more value and expertise to the entire process on each campus.

Additional Plans Moving Forward

As the college completes the review of programs and services scheduled for 2010, faculty, staff, and administrators will have a better idea of what works and what needs revision. The assessment of the process will be discussed in various meetings throughout the review period, and a comprehensive assessment and analysis of the process will be conducted upon completion of the current cycle of review.

Supporting Evidence included in Exhibit 5:
   1. Program Review Handbook
   2. SLO Committee Handbook and membership
   3. Sample Program Review Reports and attachments
   4. Sample Program Review Executive Summaries
   5. Sample Program Review Planning Agendas

Recommendation Six:

The College must proceed with its plan for evaluating institutional, program, and course Core Student Learning Outcomes. The College must consider specific ways to assess the achievement of core student learning outcomes that are appropriate to the criteria already identified and discrete from grading of student assignments.

Discussion

The college has identified five institutional core student learning outcomes that are the WCC institutional SLO and contribute to developing the skills and knowledge of a graduate of WCC. They are:

1. Critical thinking

2. Information management and technical literacy

3. Personal and professional development

4. Communication skills

5. Respect and responsibility

Institutional core SLO's are part of the instructional programs and service department SLO evaluation process. Core SLO are assessed during the review process of programs and services every three years.

During program and service review, faculty and staff engage in discussion about the institutional core student learning outcomes. The discussion helps faculty and staff, for example, to define what it means to be a critical thinker and how professional development, respect and responsibility are defined and measured in the educational programs and student service areas. To assist with this process, all faculty and staff helped create an institutional core SLO chart defining the ways they contribute to the institutional core student learning outcomes in programs and service areas. The institutional core SLO chart is included in the exhibits with this report.

During service departments review in 2009 assessment of the core institutional SLOs was undertaken in Library Services, Admissions Services, Career and Graduate services and Financial Aid Services on all campuses.

With the exception of Library Services, evidence to support core SLO analysis in the service areas has been to date largely indirect, relying primarily on student satisfaction data. The relevant questions in the survey are directly linked to the survey, but nevertheless yield indirect data. Students respond as to whether they agree or disagree on a 5 point scale to the following questions:

1. As a result of my experience at WCC I am able to communicate my thoughts more clearly

2. As a result of my experience at WCC I am able to tackle new problems

3. As a result of my experience at WCC I am able to use computer software

4. As a result of my experience at WCC I am aware of what an employer expects of me

5. As a result of my experience at WCC I feel confident about taking responsibility for my career and professional development

Student responses from the last three survey periods (Oct. 08, May 09, and Oct. 09) are augmented with data from smaller more targeted surveys and focus groups.

At the course level, the core student learning outcomes are integrated into all coursework through curriculum, classroom teaching, assignments, and projects. Faculty has completed the task of mapping the core SLOs to their course work.

Progress to Date

The institutional core SLO are included in each program and service offered on all campuses of the college. Instructional programs include the institutional core SLO in addition to the SLO developed for the programs and for all courses. The mapping exercises indicate that core SLOs are embedded in existing program course work.

The Director Academic Affairs and the Director of Research and Assessment have conducted meetings with service department directors to develop and finalize assessment methods and consider improvement strategies emerging from SLO assessment. Service areas have on the whole embraced the idea that they are involved in student learning

In 2007 evaluation of the institutional core SLO was undertaken in:

- Library and Learning Resources on all campuses

- Admissions Services, Career and Graduate Services, Financial Aid Services on the Sacramento campus as a "pilot" assessment.

In 2009, core SLO assessment was completed for all services on all campuses. The Executive Summaries from these department reviews are currently being utilized for the strategic planning and budget process for FY2011.

General Education Program Directors have completed "mapping" the GE courses to the institutional core SLO to identify course areas where core SLOs are currently covered and areas in the curriculum requiring further development. The technical or vocational courses completed their "mapping" exercise in conjunction with identifying the SLOs for all courses in each program major offered at the college.

Analysis of the Results Achieved to Date

The core student learning outcomes are included in courses, programs, and services across the college. Assessment of the core SLOs are being assessed in all educational programs, and will continue assessment in courses and services areas with the 2010 reviews and upcoming annual reviews moving forward. Results to date indicate that

service area staff has begun engagement in the SLO assessment process, but will need more time and experience to fully understand and implement the process.

The Sacramento campus service department staff who have undertaken institutional core SLO assessment for two cycles now will provide guidance and support to service department staff at the other campuses that have recently completed the review process on their campuses.

SLO assessment by Library Services has identified the need for further alignment of library services activities and the core SLOs. Librarians have identified a number of areas for immediate improvement and are currently engaged in implementation of these improvements.

The mapping exercise in the Genera Education program has determined further curriculum alignment with the core SLOs is needed. This will be undertaken during the General Education program review process started in January 2010.

Additional Plans Moving Forward

The evaluation of processes for core SLO assessment is currently discussed in various meetings throughout the review period, including the College SLO Committee and Education Committee.

The college will continue to work with faculty to ensure the explicitness of the core SLOs in course work and adjust current, or where required, develop new, assessment instruments to ensure data on student performance is available in eLumen.   The college also plans to continue working with service areas and provide training to develop methods for assessing the core SLOs additional to survey data

Supporting Evidence included in Exhibit 6:

1. Sample Assessment of core SLO from a Service Department
2. Sample "mapping" courses and services with Core SLOs

Recommendation Seven :

The College must develop and implement a planning process to address a self-identified shortfall in student support services, particularly the general education print collections in the libraries and tutorial services.

Discussion

Library and learning resources collection development in all of the programs has been an ongoing effort on all campuses. In April 2007, Western Career College librarians began to develop plans and a budget to increase the general education holdings in each of the campus libraries. On approval of the Executive Council, the campus libraries were each allotted $5,000+ toward GE collection development, $45,000 total across all eight campuses. The college also increased the EBSCO data bases supporting general education holdings in general reference materials, social sciences, humanities, political science and history, literature, live science and philosophy across all campuses. The college has increased its budget for general education and general reference materials each year. The college now has access to full text journals and writings through EBSCO as well as the following online databases:

- *Credo Reference* - collection of 250+ high quality, constantly updated reference books, dictionaries, encyclopedias and atlases

- *Netlibrary* - provides access to the DeVry University's collection of thousands of electronic books on a wide variety of topics, in a wide variety of disciplines

- *Safari Books Online* - an eBook library for programmers and IT professionals

- *Britannica Online*

- *NoodleTools* - comprehensive and accurate MLA, APA, and Chicago/Turabian bibliography composer with fully-integrated note-taking

- *Oxford Art Online* - comprises the full text of The Dictionary of Art

- *EBSCO*
  1. Computer Source
  2. GreenFILE - covers all aspects of human impact to the environment
  3. Health Business Fulltext Elite
  4. Sociological Collection

- *Faulkner FACCTs* - computer and communications information source

- *Plunkett Research Online* - industry sector analysis and research, industry trends and industry statistics

As of September 2007, the college has also completely revised the tutoring program on each campus. Each campus General Education Program Director was required to submit to the Executive Council via the Education Committee a comprehensive plan for improved tutoring and mentoring services on their campus. Each campus now has expanded hours devoted to tutoring services, with expanded tutoring provided for the General Education Program.

With the appointment of a full-time General Education Program Director on each campus, tutoring and mentoring efforts have been improved. On each campus there is a structured tutoring program which includes assisting students in technical programs with terminology and writing skills, working with students one-on-one to improve math and general studies skills and helping students with chapter reviews to prepare for testing. In addition, Vocational Education Program Directors and faculty are available by request or appointment to assist students in groups or one-on-one with technical course materials, skill competencies, and program curriculum.

While the General Education Program Director assumes the primary role in planning, scheduling and evaluating the general education tutoring services, Program Directors from the technical programs coordinate these efforts to maximize their effectiveness for all students.

New education products, such as *My Math Lab*, *My Writing Lab*, *SkillsTutor*, *Smarthinking* and others, are being used to tutor students in the computer lab, the library and in the curriculum. These products provide on-campus tutoring resources as well as availability to students online anywhere. Each campus general education tutoring plan asks for additional hours for general education faculty to provide tutoring at various times during the week. Additional planning and budget requests will be presented to the Executive Council during the March 2010 annual Strategic Planning and Budget meetings. As the college moves ahead with the review of the General Education program and Tutoring Services in 2010, recommendations for additional increases in the print and online holdings will be considered. Library and learning resources development are included in the college's three year Strategic Plan, which is updated annually. Emphasis is placed on increased collaboration with the General Education department and each vocational education department to determine the additional support needs in resources and tutoring.   Informing the different programs about the library collections and materials available both online and in the form of text support materials is a major planning agenda for education in 2010 and 2011.

Progress to Date

The college has made significant progress with the development of plans and actions to address the general education holdings and tutorial services provided on all campuses. The college has continued the process of improving the library collection in general education holdings and general reference materials.

Recommendations for the FY 2011 budget include significant increases in databases including the following:

- **EBSCO**
  1. *Business Source Premier*
  2. *Communication & Mass Media Complete*
  3. *Computers and Applied Sciences Complete*
  4. *Education Research Complete*
  5. *Health Policy*

6. *Media Arts*
7. *SOCIndex Complete*
8. Upgrade to *Academic Source Complete* (new, top-level version of *Academic Source Premier* [former best version])
9. *Biography Research Center*

- ***Access Science*** (McGraw-Hill)

- ***CQ Researcher*** (MLNC Discount)

- ***Opposing Viewpoints*** (Gale)

- ***Literature Reference Center*** (Gale)

- ***ABI/Inform***

- ***Wall Street Journal Online***, current and retrospective coverage

- ***Lexis Nexis Academic***

- ***IBISWorld for Industry Analysis***

- ***Vault Career Library***

The planning process to address student support services and general education print collections in the libraries and tutorial services on each campus started at the campus level. The individual plans received from each campus have been consolidated into one master plan to improve student support services through increased tutoring services and resources to support the General Education Program. This tutoring and general education support master plan is now part of the Institutional Strategic Plan. Annual review of the strategic plan is conducted in concert with the annual planning and budgeting process.

Analysis of the Results Achieved to Date

The college has made significant progress addressing the recommendation regarding implementation of a planning process to enhance student support services in the general education print collections in the libraries and tutorial services.

The 2010 review process currently underway for the General Education program and Tutoring Services will provide more input from each campus as to the specific needs for additional library holdings and services to meet the needs of students on all campuses.

Additional Plans Moving Forward

Once program review for the Library and Learning Services and Student Tutoring Services is complete, the college expects to have a planning agenda in place to provide the additional support and resources for general education library holdings and tutoring services. As part of the review process, the libraries have reviewed a new online general education resource, the *Points of View Reference Center* from EBSCO. This database supports student writing by providing sample papers and complementary full-text resources grouped by topic, as well as offering in-depth guidance on writing papers

and reports. Like the other online databases, the *Points of View Reference Center* is available to students on campus, as well as remotely 24/7/365. Input has been gathered from faculty and librarians on the value of this database to our student body. This information will be included in the formal Library Program Review Report due in May 2008.

Supporting Evidence included with Exhibit 7:

1. Library Resources supporting General Studies
2. EBSCO resources and support for General Studies

Recommendation Eight :

The College must refine and develop the integrated planning process, with particular emphasis on systematic assessments of program review, student learning outcomes, and human, physical, technology and financial resource allocation.

Discussion

The recent changes made to the program and services review process, described in the various parts of this report, have led to refinements to the integrated planning process throughout the college.

The college has a three-year Strategic Plan that is reviewed and updated on an annual basis. Outcomes from SLO assessment and program and services review are now major components of the institutional Strategic Planning and Budgeting process. As program and service reviews are completed, the outcomes and requests for resources are considered, approved and budgeted on an annual basis.
The Strategic Plan for 2008-2010 is included in the exhibits with this report.

The college management structure includes direct representation of all faculty, staff and students through its Executive Council and its committee structure. Each department or unit of the college has a representative on the Executive Council. Each member of the Executive Council chairs a committee that includes members on each campus through which all faculty, staff and students have a voice in the governing, planning and budgeting process.

The information presented below describes how the college annually reviews and revises its three-year Strategic Plan. It describes how input through the Executive Council Committee Chairs and throughout the college system, as well as analysis of research data, is included in this process.

The college planning process is defined, published and distributed to all faculty, staff and students representatives within the college community. The planning process includes the opportunity for input of opinions and ideas from every faculty and staff member at the college. The assessment of programs and services and student learning outcomes and other data collected by the college informs the planning and budgeting process and resource allocations. Planning at the college is integrated, intentional and data-driven.

The Governing Board approves long- and short-range goals, the college Strategic Plan, the annual budget, and key college management hires. The Governing Board provides direction, advice and input to the college's Executive Council.

The Executive Council leads the planning processes and ensures the integration of financial, educational, physical, and human resource plans. The Executive Council is the college policy and procedural body responsible for reviewing and approving all

college operations and educational programs and services. The Executive Council is responsible for the annual review and revision of the college Strategic Plan. The Executive Council recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution.

Faculty and staff members are represented on the Executive Council through membership in the Executive Council committees, including the Faculty Council and various sub-committees. In addition, the Faculty Council Chair, a faculty member elected by the faculty, serves on the Executive Council as a full voting member.

The Student Advisory Committee chair reports recommendations from this student representative group directly to the Chair of the Executive Council (the College President) or the other Executive Council Chairs as appropriate to the recommendations. As an example, recommendations from the Student Advisory Committee for facilities or information technology improvements are submitted to the Education Committee Chair or the Information Technology Chair. These recommendations are presented to the entire Executive Council for discussions, decisions, and inclusion in the Strategic Plan and Budget proposals on an annual basis during the annual Strategic Planning and Budgeting meetings held in February-March each year.

A comprehensive listing of the Executive Council committees and sub-committees, membership and responsibilities is included in the exhibits with this report.

Research and Analysis

The development of the Western Career College annual three-year Strategic Plan begins in January of each year with a collection of all pertinent research and analysis that the college has conducted during the course of the previous year's program review, EC Committee Chair's planning meetings, and other planning meetings conducted for future growth and development. The Director of Research and Assessment works with the President to collect and compile the following:

Previous Year's Strategic Plan Progress Report – This is a summary report showing the status of action plan items and progress toward stated goals in the previous year's Strategic Plan. This report is reviewed and revised monthly by the Executive Council.

Program Reviews (including Education, Service and Administrative Department Reviews) – Program reviews, including reviews of each service and education program and various departments, are conducted every three years. This is a campus-driven process conducted by faculty and staff on each campus.   A detailed Executive Summary report is created for each program review, including a summary overview that includes planning agendas and budget estimates generated from the campus.

Programs and services not scheduled for this comprehensive review in the current year can submit requests for planning and budget considerations using the same process of assessment and planning for the focus of need as utilized in the comprehensive

program or service review format. This opportunity for input to the Strategic Plan occurs every year, usually in January through March.

Campus Operations Reviews – Campus operations reviews (ORs) are conducted each month by the Executive Council and the Campus Management teams. A written summary of these reviews and all reviewed data is prepared by the campuses and the President's office. A sample operations review data sheet is included in the exhibits with this report.

ACCJC Self Study and Institutional Master Plan – A college self-study is conducted and prepared every six years, or as required by the college's institutional accrediting body, Accrediting Commission for Community and Junior Colleges – Western Association of Schools and Colleges. The Institutional Master Plan includes all accreditation activities and related priorities and is reviewed and revised as part of the on-going self study process included in the annual Strategic Planning and Budgeting process.

Market Assumptions – Market assumptions are reviewed and revised each year by the college President, Executive Council, and U.S. Education Corporation. A summary report is prepared outlining these assumptions.

List of Successes and Opportunities – Each year, the Executive Council, campus Executive Directors, and the College President develop a list of the previous year's successes and opportunities. This list is shared with the college community.

These documents are prepared and forwarded to the members of the Executive Council, who serve as chairs of each of the Council's committees. While the committees are preparing their recommendations, the Controller's office is preparing and updating a three-year financial forecast to be considered by the Executive Council as part of the process of approving the Strategic Plan and budget requests.

Three-Year Strategic Plan Draft

In April-May 2010, the committees will finalize their Strategic Plan recommendations and submit them to the Executive Council and to the Governing Board. Both groups review these recommendations and work together to set and prioritize goals. This information is forwarded to the President, who creates the first draft of the updated Strategic Plan.

The draft Strategic Plan is submitted for review and comment to the Governing Board and to the entire college community, including the Executive Council.

Three-Year Strategic Plan Final

Using input from the college community, Executive Council, and U.S. Education, the President prepares the final draft version of the Strategic Plan. This version is presented for approval first to the Executive Council at its April meeting, then to U.S. Education, and finally to the Governing Board for final approval.

The plan is forwarded to the Budget Committee for inclusion in the fiscal year's budgeting process. Upon completion of the budgeting process, the President presents the Strategic Plan to the entire college community in June.

Progress to Date

The college has made significant advancements in its integrated planning process. The Strategic Plan represents assessment and recommendations from program and service department reviews and student learning outcomes, as well as from other college research to inform and direct the planning process and the financial allocations for resources.

The college drafted its first formal Strategic Plan in 2007 as a result of the self-study conducted for re-accreditation. Several day-long planning sessions were held with the Executive Council and faculty and administrative representatives from each campus to review the planning and budgeting process described in this report. From the first draft of the three year Strategic Plan to the final document approved by the Governing Board in February 2008, the college provided opportunities to the college community for input into the planning process.

Review and revision of the Strategic Plan Development Process

Upon completion of the FY08 Strategic Plan, the Operations and Outcomes committee conducted a review of the process by which the plan was created. This committee made recommendations for changes to the process that was approved by the Executive Council in February 2009. At the same time, the Executive Council approved a formally defined Budget Development Process. The college will continue to review and revise these processes as needed on an ongoing basis.

Analysis of the Results Achieved to Date

The college has made substantial progress in the development of an effective Strategic Plan and a planning and budgeting process that is inclusive and provides many ways for participation of all faculty, staff, administration, and student representatives.

The process of program and services review includes an extensive assessment of student learning outcomes as well as human, physical, technology and financial resource needs. The college has developed a planning and budgeting process that includes the results of program review and that is fully integrated into the planning and budgeting process.

Additional Plans Moving Forward

As the college moves forward with the program review cycle scheduled for 2010, the assessment findings and plans created during the process will be used to inform the various committees and the Executive Council. The planning and budget process will become all the more intentional and focused on institutional improvement at all levels.

Supporting Evidence included in Exhibit 8:

1. Western Career College Strategic Plan 2008-2010
2. Strategic Plan Progress Checklist
3. Planning and Budget Process Information to Campuses
4. Strategic Plan Development Process Flow Chart
5. Budget Development Process Flow Chart
6. Sample Executive Council Meeting Minutes

Recommendation Nine :

Faculty and students must be given a more substantive and clearly defined role in institutional governance. The College must evaluate and improve the effectiveness of the mechanisms for participation and dialogue among management, faculty, staff, and students.

Discussion

In addition to the overview of faculty, staff, and student participation opportunities described in other parts of this midterm report, the college has created a Faculty Council and a Student Advisory Committee. The faculty elected chair of the Faculty Council is a voting member of the College Executive Council.

The role and responsibilities of the Faculty Council include:

- The Faculty Council ensures that the campus faculty voice is represented through the Faculty Council Chair as liaison to and voting member of the Executive Council. The Faculty Council is responsible for ensuring that educational quality is maintained throughout the college system and its various programs. This council is responsible for conveying the mission, goals, and college philosophy to the college faculty members, and will ensure that input from college faculty members is provided to the Executive Council and all of its committees and sub-committees. Two faculty members (Program Directors are included in faculty) are elected every two years from each campus (four campuses one year, four campuses the next year) to serve on the Faculty Council by the faculty members themselves. By vote of its membership, the Faculty Council appoints one member each year to serve as its Chair and as a voting member of the Executive Council.

- One Faculty Council member is appointed by the Faculty Council to serve as the college's Student Advocate. This advocate and his/her appointed representatives, are responsible to coordinate semi-annual student "Town Hall" meetings at each campus to solicit student input into the decision-making process and provide this input directly to the Executive Council. Additionally, the Student Advocate works with the Director of Research and Assessment to ensure that student input from all areas of the college are adequately solicited through college surveys and campus suggestion boxes, and that this input is evaluated and provided directly to the Executive Council.

Student Advisory Committee

An overview of the role and responsibility of Student Advisory Committee follows.

- The student body at each campus selects two students to serve in one-year terms on the college's Student Advisory Committee. This committee meets 4 times per year to discuss issues of concern and importance to students. The

committee provides quality control for the institution by voicing student opinions. Recommendations made by the Student Advisory Committee are presented directly to the Executive Council.

- The college also seeks input from students through formal college surveys, campus suggestion boxes, and student "Town Hall" meetings.

- The college's Dean of Program Compliance serves as the Student Advocate and liaison to this committee. The Student Advocate will work with the Director of Research and Assessment to ensure that student input from all areas of the college are adequately solicited and that this input is evaluated and provided directly to the Executive Council.

The Executive Council and the Committee Structure

The Executive Council has several working committees that represent each operational unit or department within the college and include faculty and staff membership on each campus. The Executive Council recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Faculty and staff members are represented on the Executive Council through membership in Executive Council Committees, including the Faculty Council, Student Advisory Committee and various sub-committees. A comprehensive listing of the Executive Council committees and sub-committees, membership and responsibilities is included as an exhibit with this report**.**

Two groups or "Teams" are organized on each of the WCC campuses. These two teams are known as the Education Management Team (EMT) and the Campus Management Team (CMT). Both teams provide leadership and representation as the education and operations policy and procedural body at each campus. Various faculty and staff members are standing members of these teams, and the chair of each team is a member of one Executive Council Committee.

These teams are responsible for monitoring implementation of established policies and for providing input to the Education Committee, Operations and Outcomes Committee, and all other committees of the Executive Council.

Finally, a formal method in which to submit opinions, ideas, and feedback is provided for every person at the college – faculty, staff, student, and management. In addition to these formal methods, faculty and staff members are invited to provide feedback directly to their campus Executive Director or Dean of Education, the college President, Executive Council, any of the EC's committees, the Governing Board, and/or the President of U.S. Education. Students provide quality control for the institution by voicing their opinions through formal college surveys, campus suggestion boxes, and semi-annual student "Town Hall" meetings. The college's Student Advocate and the Student Advisory Committee Chair are responsible for ensuring that the student voice is heard at all levels of the college, including the Executive Council.

Progress to Date

The college has provided a more substantive and clearly defined role in institutional governance through the development of the committee structure of the Executive Council and the development of the Faculty Council and Student Advisory Committee.

Faculty Council

In 2007, the Faculty Council was established in order to give a direct line of communication from the Program Directors and Instructors to Western Career College's Executive Council. The availability of this type of direct contact has greatly increased instructor involvement in crucial decisions made on the executive and campus level. The Faculty Council has been directly involved in the formation and pursuit of faculty feedback in each three year strategic planning process and in 2008, the Faculty Council was instrumental in a research project on professional development. As a direct result of this project, in the 2009 budget, the Executive Council decided to increase the professional development funds available for all faculty and staff by 30%, compared previous years. The faculty council meets on a bi-monthly basis in order to continually bring feedback from faculty members in each and every program. Each campus has two faculty council representatives who are continuously contacting their campus' faculty through direct contact, email and presentations at various campus meetings.

The Chair of the Faculty Council holds active, elected membership to the Executive Council. The Chair of the Faculty Council attends all Executive Council meetings and reports a summary of these meetings to the Faculty Council. Any feedback from the Faculty Council meetings is then brought back to the Executive Council in the form of a written report and presentation to the other Executive Council members.

Student Advisory Committee

The Student Advisory Committee meets four times per academic year and consists of one student representative from each campus. The Dean of Program Compliance facilitates this Committee and reports actions and recommendations to the Chair of the Executive Council (the College President) for discussion with the members of the Executive Council. Recommendations and proposals from the Student Advisory Committee are reviewed by the Executive Council and included in the Strategic Planning and Budgeting process, as are all recommendations from the various Executive Council Committees. A list of recent recommendations from the Student Advisory Committee (SAC) and actions from the Executive Council ("EC") follows:

1. The Student Advisory Committee ("SAC") members proposed that their meetings take place four times per year, instead of twice per year, to allow students enrolled in shorter programs the opportunity to participate in more meetings prior to graduation. **EC Approved**.

2. The SAC members proposed that all campuses have two student representatives on the Committee. The students felt that an additional representative is necessary to ensure both the day and evening students have a voice in the

process and to allow for easy transition when one of the Committee members is graduating. **EC Approved**.

3. The SAC proposed that each campus have a bulletin board designated for the Committee's use as a means of posting information for student input and as a way of introducing the Committee members to the student population. EC refereed to the campuses for approval. **Campus approved**. The Committee is aware that the campus Dean must approve all items prior to posting.

4. The SAC proposed that they be provided with a suggestion box for each campus. The EC refereed to the campuses for approval. All campus Deans agreed to provide the Committee members with suggestions received via the suggestion box that met the Committee's review.

5. The SAC proposed that they be allowed the resources to make flyers to inform the student body of their purpose on campus. The students felt that until the student body was aware of this Committee and its purpose that feedback from the college student population may be hard to obtain. The EC referred to the campuses for approval. **Campus approved**. The Committee is aware that the campus Dean must approve all flyers before distribution.

6. The SAC proposed that they be provided with a website/and or email address which would allow the campus population the opportunity to provide valuable feedback to the Committee electronically. The EC has included this item for consideration in the revised Strategic Plan and budget allocations for 2011.

7. The SAC proposed that they be allowed to place their name, program, hours of attendance and picture on the Committee's bulletin board, located at each campus, as a way of introduction to the student body. **Approved by the EC.** Each student will sign a release to have their picture posted and get the Dean's approval before posting.

8. The SAC proposed they be provided with or allowed to "craft" a document outlining the purpose of the Committee. The EC approved the request and will review the document at an upcoming Executive Council meeting.

9. The SAC proposed that they be allowed to have a table in the student break area quarterly for the purpose of "meet and greet" with the day and night students, as time permits. Additionally, they requested the resources to provide FREE snacks to their fellow students. The proposal to provide FREE snacks is on hold until more information is provided regarding the cost associated with this request.

Education Committee

The Education Committee, chaired by the Director of Academic Affairs, is the college's education policy and procedure body. Members of this committee include the campus Deans of Academic Affairs, the Director of Research and Assessment, the Dean of Program Compliance, and the Dean of Academic Operations.

The Education Committee works with faculty and staff representatives on each campus to assure the college offers high quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes.

Sub committees of the Education Committee include:

- The Library and Learning Resources Committee

- The Student Learning Outcomes Committee

- Campus Education Management Teams

- The Policy and Procedure Committee

- The Teaching and Learning Committee

During the annual Strategic Planning and Budget process, the Education Committee makes both "global" and campus based recommendations for improvements to the educational programs, campus learning resources, and educational facilities.

During the past few years the Education Committee has recommended and received approval and budget resources for extensive campus facility updates in equipment, computers, learning resources, and increases in staff for tutoring and management of the General Education program.

The formalized Program Review process is the primary source for recommendations to the Education Committee, which forwards these recommendations on to the Executive Council for consideration in the annual Strategic Planning and Budgeting process. To date, the Education Committee has worked with all divisions on the campuses to improve curriculum, learning resources, educational facilities and faculty training.

Human Resources Committee

The Human Resources Committee, chaired by the Corporate Director of Human Resources, meets to review and discuss current Strategic Plan Action Items and review any recommendations or items that require Human Resources Committee Review. Any recommendations, follow up, or approvals that come out of the Human Resources Committee Meetings are reported by the Chair in a written and oral report during the monthly Executive Council meetings.

During the annual Strategic Planning and Budget process, the Human Resources Committee reviews all recommendations from the campuses and current formal Program and Services Reviews underway.

In April 2008, the Human Resources Committee reviewed the 2007 Strategic Plan Action Recommendations from Program and Service Review. The committee approved the recommendations started the action plans incorporated in the Strategic Plan.

During the April 2008 Human Resources Committee meeting, one member presented recommendations from the campuses to enhance the <u>New Employee Hire Handbook</u> to include the WCC history, payroll descriptions and procedures, In June 2008, the Executive Council approved the final draft of the revised Handbook and the revised Handbooks were first circulated to the campuses in September 2008.

In order to support the human resources needs of the college, there is one Human Resources (HR) Generalist assigned to support one area (Central Valley and Bay Area). The Human Resources Generalist, while based in one location, make visits to the campus, speak to employees/managers, and receive feedback on areas of opportunity. The HR Generalists share any feedback or make recommendations based on their observations during the Weekly HR Touch Point Discussions, Human Resources Committee meetings, and/or the Bi-Weekly US Education Human Resources calls.

The Admissions Committee

The Admissions Committee, chaired by the College Director of Admissions, makes periodic recommendations to the Executive Council based on feedback from the campus membership, the Directors of Admissions and the Campus Executive Directors. The feedback is mainly received during weekly and quarterly Directors of Admissions meetings, monthly Operational reviews The Admissions Services Reviews, Bi-annual Admissions Committee meetings and student satisfaction surveys as well as the annual Admissions sub-committee review of Entrance standards.

The feedback and recommendations from these meetings are presented to the Executive Council during their monthly meetings. The EC reviews the recommendations, incorporates the approved recommendations into the Strategic plan of WCC, and oversees implementation of the action items.

Based on student feedback and recommendations from the members of the Admissions Committee the college approved those recommendations and budgeted monies to improve the information provided to students during the Admissions process. It was identified through the committee process that the college Admissions representatives needed an appropriate tool to collect data from the student that would assist in covering academic and non-academic areas of interest concern with the students. In April of 2009, new marketing materials began development and implemented of the revised materials that fulfilled this identified need occurred in February of 2010.

A sub-committee of the Admissions Committee meets on a regular basis to review, recommend and revise, as needed the entrance standards for each educational program. Membership on this sub-committee includes both faculty, staff, and management.

Career Services and Outreach Committee

The Career Services and Outreach Committee, chaired by the Director of Career and Graduate Services, meet on a quarterly basis. Members of this committee represent their career service departments in reviewing operations, outcomes, processes, policy and Program and Services Review recommendations. This committee in the last year is responsible for the initiation of a Standardization Committee that led to a more consistent efficient process in tracking the college externship process as a whole with a specific emphasis on how externship attendance is tracked, verified, and recorded. The Standardization Committee is a sub-committee of the Career Services and Outreach Committee, and includes both faculty and staff in its membership.

Members of the Career Services and Outreach Committee evaluate their campuses part in the career services program review. They share improvement strategies, goals and recommendations with their peers during the Committee meetings. Recommendations from this Committee are reviewed during the annual Strategic Planning and Budgeting meeting.

Over the past year (2009), this Committee implemented recommendations from the previous year's planning and budgeting meeting. The college approved new hires of employer liaison positions. The Employer Liaisons work with the campuses and the community to increase job opportunities for the college graduates. This is a significant accomplishment of the Committee, and shows how effective the committee structure of the Executive Council is in receiving recommendations from members of the campuses based on formalized review and analysis of needs.

Operations and Outcomes Committee

The Operations and Outcomes Committee is chaired by the Director of Campus Operations and consist of the Executive Directors on each of the college campuses. The Campus Executive Directors oversee the day-to-day operations at each campus location and chair their individual Campus Management Team (CMT). Recommendations from the CMT inform the recommendations and action of the Operations and Outcomes Committee who meet quarterly to review these recommendations.

The Campus Management Team at each campus location consists of the Executive Director, Dean of Academic Affairs, Director of Admissions, Director of Student Finance, and Registrar. Faculty members and students are invited to participate during special annual meetings of the CMT. Each member of the CMT holds regular meetings with their staff to receive feedback and present information to the CMT.

The Executive Director carries recommendations to the Operations and Outcomes Committee for review. The Chair of the Operations and Outcomes Committee is a member of the Executive Council and presents a monthly written and oral report to the EC members, including any "action items" considered for vote by the Executive Council.   Decisions and outcomes from the Executive Council meetings are shared to all committee members through distribution of the minutes and agenda items included on the committee's next meeting.

In addition to the quarterly meetings of the Operations and Outcomes Committee, the Committee has a weekly meeting via conference call with all of the Campus Executive Director. All members of the Executive Council make announcements and give feedback on the weekly call. Monthly Operations Review meetings between the Executive Council and the Campus Management Team consist of reviewing operational metrics and also feedback and recommendations from the campuses directly to members of the Executive Council.

Over the past few years, many important recommendations have been made from the Operations and Outreach Committee through its Chair to the Executive Council. These recommendations included adding significant improvements to the campus facilities and to the security infrastructure on each campus. These recommendations informed the strategic planning and budgeting process and were included in the revised Strategic Plan and budget for FY 2010.

Student Finance Committee

The Student Finance Committee is chaired by the Corporate Group Director of Student Finance and members include the Corporate Student Finance Trainer, campus Directors of Student Finance, and campus staff representatives from eFinance and loan processing functions.

This Committee meets via weekly conference calls and quarterly formal in person meetings. Special meetings are held during the Program and Services Review cycle to focus on the process and recommendations from this formal review process.

The Committee meets to ensure standardization of procedures across all campuses, to share best practices and outcomes, and to make recommendations for improvements through the Chair to the Executive Council

The most recent examples of internal discussions and Committee recommendations to the Executive Council that resulted in changes are:

- The approval for a position and hire of a Student Finance Trainer for the college.

- The request for a change in the organizational structure of the Student Finance departments on each campus. This proposal presented a way to better retain staff in the Student Finance Office and resulted in the creation of three levels of Student Finance Advisor (SF-I, SF-II, Team Lead) to allow for professional growth and development as well as providing a promotional track to address the reaching of specific benchmarks and increase in performance pay.

Finance Committee

The Finance Committee, chaired by the College Controller, consists of members of the college financial accounting staff. The purpose of this Committee is to inform the Executive Council members and campus Executive Directors about the current financial status of the college. This is accomplished through the following ways:

- **FAST Meeting**

  Financial Accounting Services Team (FAST) meetings are normally conducted on a weekly basis. Prior to the meeting, a report is prepared showing various data points, for example, the amount of unprocessed loans, the status of billing, the number of unprocessed Accounts Payable invoices, etc. These points are reviewed during the meeting. If any areas are having challenges, the issues are reviewed. The team also discusses ways to improve the department. New processes and procedures are introduced in this meeting, discussed with the Executive Council, and approved by the EC prior to their implementation. During the implementation process, the team discusses what impact the changes are having on the department.   Suggested improvements are discussed in this arena. This meeting is used both to communicate changes made by the Executive Council and to suggest changes and recommendations that are brought to the Executive Council for review and approval.

- **Collection Meetings**

  Collection meetings are conducted by the Accounting Manager with the Student Accounts employees at the campuses. Best practices are discussed during the meeting where employees are given the opportunity to discuss what works and what does not. Practices that have proven successful at one campus are thereby disseminated to the other campuses through this process.

- **P&L Review Meeting**
  Profit and Loss Statement review meetings are conducted monthly with the Controller, the campus Executive Directors and the Director of Campus Operations. Profit and loss actual results versus budget are reviewed and discussed. Potential improvements to the budgeting process are also discussed during these meetings. Recommendations for improvements are reviewed with the Executive Council members during scheduled monthly meetings. Proposals for changes in policies or procedures are action items for the Executive Council.

Analysis of the Results Achieved to Date

Faculty involvement in college governance has improved since the formation of the Faculty Council and representation of the faculty by a voting faculty member to the Executive Council.   Faculty, staff and student involvement in governance and administration is assured through the committee structure of the Executive Council.

Information to the college community about how each faculty, staff and student has a voice in the governance of the college is published and widely distributed during orientation, campus meetings, and annual Town Hall meetings conducted by the College President and attended by members of the Executive Council.

Additional Plans Moving Forward

The Faculty Council has begun to use ad-hoc sub-committees to complete tasks assigned by the Executive Council on as-needed basis. A current ad-hoc sub-committee to the Faculty Council was formed to evaluate the outcomes of the college's on-line courses, evaluate the support services provided to on-line students, and to consider the feasibility of expanding the online program offerings. This report is due to the Executive Council members in July 2010.

The success of the Student Advisory Committee is providing the college with valuable information on how to expand this group and allow more involvement by students in the governance and planning process of the college. The Executive Council will continue to review recommendations and proposals from this group to achieve the goal of expanded participation by students in college governance.

The Executive Council and its Committee structure will continue the goal of providing campus faculty and staff participation in all areas of the planning and budgeting process. The college is currently looking for more transparency and communication of the participation opportunities for all faculty and staff in the college governance, planning and budgeting process.

Supporting Evidence included in Exhibit 9:
1. Membership of the Executive Council and Committees
2. Sample Meeting Minutes from Executive Council Committees
3. Membership of the Faculty Council
4. Sample Meeting Minutes from the Faculty Council
5. Chart: "How every Student, Faculty, and Staff Member Has Input Into the College Planning Process".

Responses to Self-identified Issues in Planning Agenda of the Self Study- 2007

<u>**Standard I:**</u>

1. **The College will conduct an annual review of the Mission Statement to assure it clearly defines the goals and educational objectives the College seeks to achieve.**

   The college has conducted an annual review of the Mission Statement and philosophy during the strategic planning and budget process.

   In 2009, the college made significant recommendations to change the mission and focus of the educational programs, as well as to change the name of the college. Upon Board approval, the revised change to the college name and mission was submitted to ACCJC as a proposal to the Substantive Change Committee. These changes were approved at the January 2010 Commission meeting. Implementation of the changes is currently underway and the college expects to have the new name and mission fully implemented by July 1, 2010.

2. **The College will evaluate its process and procedures for continuous improvement of student learning.**

   The ongoing process of program review and assessment of student learning outcomes for both educational programs and services has provided the college with an authentic process for continuous improvement. As discussed throughout this midterm report, the college has made vast improvements in the assessment of student learning in its programs and services.

<u>**Standard II:**</u>

1. **The College will include in its Master Plan an assessment and planning model for student services needed to support teaching and learning.**

   The college has developed and implemented a sound assessment and planning model for the review of all college student service departments and the services provided by these departments. The annual strategic planning and budgeting process includes recommendations from all educational programs and services that are intended to improve teaching and learning through the institution.

2. **The College will include in its Master Plan an assessment and planning model for the expansion and further development of library and learning resources on each campus.**

   Through the review process discussed throughout this midterm report, library and learning resources undergo an extensive review every three years. During the 2008 and 2009 review cycle, the college expanded its library resources as a result of recommendations from these reviews. The college and campus budgets now monies to provide continued financial support for the current databases,

subscriptions, web based learning tool, as well as acquisition of additional resources on an annual basis. Recommendations for library and learning resources come from program review and recommendations from faculty in support of their program needs.

Standard III: (Human Resources)

1. **The College will continue to recruit and hire faculty and staff who meet the published minimum requirements.**

    The college has implemented an audit process to ensure all faculties meet the written minimum requirements prior to hire. The review of qualifications is conducted by the human resources department staff and only qualified applicants are presented as viable candidates for the interview and hiring process.

2. **As part of the review and evaluation of the 2006 Performance Evaluation process, the College will discuss ways to further evaluate the faculty's progress toward achieving stated program and core student learning outcomes as part of the annual formalized written review.**

    The college implemented a revised Performance Evaluation process for all faculties that includes assessment of student learning outcomes and participation in the improvement and budgeting process as a result of these outcomes.

Standard III: (Technology Resources)

1. **The College will continue to provide training in the use and application of information technology to students and staff throughout the College.**

    The college has implemented a comprehensive training plan for faculty, staff, and students to improve the use of technology in the classroom, departments and computer labs. As an example, when the college made the transition form Microsoft Office 03 to MS Office 07, the college provided several training days on each campus for faculty, staff, and students to learn the new applications.

    As the college has added web based support services such as SkillsTutor to the campuses, training is provided for all users. The Librarians have had a major role in providing research training using the EBSCO databases for our faculty and students. Information about this ongoing training from the library is included in all new student orientation seminars.

2. **The College will continue planning and budgeting to ensure technology resources are available, utilized, and maintained to enhance educational programs and services throughout all campuses.**

    As described in this report, the process of program review has provided the planning and budgeting process to ensure technology resources are available and implemented in the curriculum and learning resources across the campuses. The

college has allocated a standing annual budget for the renewal plan for technology on each campus. This budget ensures that technology resources are updated and maintained on a continuous cycle.

3. **Technology planning will continue to be part of the College's strategic Institutional Master Plan.**

   Technology planning is included in the overall college strategic plan as well as the master plan for acquisition and replacement of technology on all campuses. The strategic plan is a three year plan that is reviewed and updated each year as part of the planning and budgeting process. Recommendations from program review and other sources inform the planning and budget for new technology across all campuses.

Standard III: (Financial Resources)

1. **Financial planning will continue to be integrated with all institutional planning.**

   Financial planning is well integrated in all institutional planning and is part of the annual strategic planning and budgeting process. Financial planning for new campus programs or locations is included in the three year Strategic Plan, and is part of the annual campus budgeting process. The College now is a standardized timeframe, which launches the financial planning for all operational areas of the campuses.

2. **The College will continue to monitor its long-term and short-term financial obligations.**

   Since the change of ownership in 2008, the college has acquired a far more advanced process to monitor long and short term financial obligations.

   Through the process of the monthly operations review, each campus conducts a comprehensive review of its financial obligations, the profit and loss statements, and ongoing expenses.

3. **The College will continue to manage its financial resources with integrity and to support student learning programs and services.**

   The college has in place a highly developed process to manage its financial resources and provides budgeted funds to all programs and services based on recommendations from the program review process and other data used to inform the annual budget process.

4. **The College will continue to use its stated mission and goals as the foundation for financial planning.**

   With the further development of the program review and planning process the college mission and goals are an integral part of the three year Strategic Plan. The college conducts an annual review of the college mission and goals during the

strategic planning and budgeting process. With the recent change to the college mission, the annual review will be maintained.

Standard IV:

1. **The College will expand its Governing Board membership to include the additional areas served by the College as well as its expanded educational offerings.**

   The current Governing Board includes members from the communities served by the college, and the members represent backgrounds in health, business, and legal professions. As the college grows and establishes campuses in new locations, the Governing Board membership will be selected to represent all communities served.

2. **An annual review of the Governing Board will be conducted and measured in terms of the Standards of Accreditation and the College's Mission.**

   The college currently conducts an annual review of the Governing Board and an evaluation of each member. During this review, the ACCJC Standards are reviewed as well as the college mission.

3. **An annual assessment of the College leadership and management structure will be reviewed as part of the Strategic Planning process.**

   The college currently conducts an annual review of the management team and all campus leadership. An annual survey to all faculty and staff is conducted to determine the college satisfaction with the college leadership and structure. Outcomes from both annual reviews are discussed during the annual strategic planning and budgeting sessions.

Substantive Change Proposals- Pending and Planned in 2010

The college has submitted for consideration at the April or May 2010 Sub Change Committee meeting a Substantive Change Proposal to offer seven new programs online: Business, Sales and Marketing, Accounting, General Studies, Renewable Energy, Paralegal Studies and Computer Technology.

The following chart shows the proposed Substantive Change Proposals the college intends to submit over the next three years.

Substantive Change Proposal	Expected Date of Submission	Anticipated Start Date if Approved
Open two new campuses in the Southern California areas of Long Beach and Anaheim	April 2010	Open campuses in March 2011
New educational programs offered online: Veterinary Technology, Health Sciences and Health Informatics	September 2010	Start programs January 2011
Open two new campuses in the Southern California areas of San Bernardino and El Monte	September 2010	Open campuses in September 2011
New educational programs offered online: Social Services, Computer Networking, Teaching Assisting	March 2011	Start programs in July 2011
New educational programs offered online: Pharmacy Technology, Medical Assisting, Dietary Technician	September 2011	Start programs in January 2012
New educational programs offered online: Travel and Tourism, Hospitality, Executive Assistant	March 2012	Start programs in July 2012
New educational programs offered online: Social Work, Substance Abuse, Psychology	September 2012	Start programs in January 2013

Conclusions from the Midterm Report

As stated in the Introduction, expanded upon in the report, and summarized again in this Conclusions section, the college has made significant progress in addressing the nine recommendations outlined in the ACCJC action letter of June 2007.

- Program and service department reviews are following a revised process and format. Faculty and staff on all campuses drive the review process. One Executive Summary is created for each program and service that reflects the overall state of each program and service on all eight of the college campuses. Results are documented, analyzed, summarized, and drive the planning and funding process. The three-year cycle of program and services review includes the assessment of program, course, and institutional core student learning outcomes. Results from program and service department reviews are integrated into the annual Strategic Plan and budgeting process.

- The college increased its research capacity under the leadership of the Director of Research and Assessment who assists the campus faculty and staff through their program and service reviews. The Director of Research and Assessment writes the Executive Summaries for each program and service review. The Director also provides institutional data used in operations, planning and budgeting decisions. The implementation of eLumen will help the progression of SLO assessment throughout the college.

- Research and data drive many of the operational, planning, and budgeting decisions. The college engages in monthly operations meetings with each campus. Data is collected, analyzed, and used to support planning and budgeting decisions college wide.

- The college has developed a dynamic three-year Strategic Plan and an integrated system to review and revise the plan on an annual basis. The opportunity for participation in the college Strategic Plan, planning and budgeting process is documented, published and encouraged.

- Each of the campuses utilizes a full-time General Education Program Director to provide leadership and direction for the further planning and development of resources and support services to this department. Increased hours and resources have been provided for General Education Programs and tutoring services on each campus.

- The college has increased the library and learning resources for the general education collection on each campus significantly over the past three years. More than $200,000. has been spent to increase the library holding and databases supporting the college programs, general education and skills enhancement. The General Education Program and Library and Learning Resources department are currently undergoing review, and recommendations for further improvements are expected because of this formalized review.

- Faculty and student participation opportunities in institutional governance are well-defined, published, and an integral part of the administrative and governing structure of the college. The development of the Faculty Council and the Student Advisory Committee has provided additional opportunities for faculty and student participation in college governance.

EXHIBITS