

PPU DIVISION SUMMARY WORKSHEET FALL 2014

Dean/Administrator	Other Readers
Dyan Miller	Christina Lee Kali Davis Karin Spirn

Division/Area	IPPU (List Each Program)	NPPUs (List Each Program)
BSBA	Business/Marketing Early Childhood Development Economics Health and Nutrition Kinesiology/Athletics Psychology Viticulture/Horticulture	

This summary should capture the key aspects of the Instructional Program Planning Updates (IPPU) and Non-Instructional Program Planning Updates (NPPU) in your division or area. This summary will be used for institutional planning purposes, as well as for general campus information.

**INSTRUCTIONS:**

- All PPU readers (including deans) for the division/area should fill out the PPU Reader Worksheet before beginning this summary.
- All PPU readers (including deans) for the division/area should meet to compare their worksheets.
- Responses in the boxes below should reflect the joint responses of all PPU readers for the division (except the Executive Summary, which is written by the dean and the SLO Summary, which is written by the SLO committee). These responses will be shared with the division and posted publically.
- An asterisk indicates a question requiring a quantitative response.
- “Notable” refers to information from individual PPUs that is not captured by larger trends or themes but is important to mention because it is distinctive, impactful, or unusual.

**Executive Summary:** Please describe the most important themes, trends, and developments in your division or area. Your summary should identify accomplishments, objectives and barriers to success. Your summary should be approximately 250-500 words in length.

This summary serves to continually stimulate the Business/Marketing, Early Childhood Development, Economics, Health and Nutrition, Kinesiology/Athletics, Psychology, Viticulture/Horticulture disciplines.

- Most if not all divisions/disciplines in the Behavioral, Science, Business & Athletics (BSBA) area are highly productive in terms of load and its classes have high fill rates. However, many of the divisions/disciplines need to find ways to increase the success rates for distance education students.
- Programmatic/Curriculum changes seen across most divisions include the development of CID/AAT/TMC degrees for transfer to better align with California State Universities and the division’s mission and vision. Areas such as early childhood development and business (just to name a few) will all be mapping statewide competencies to current courses and will be looking to update or expand curriculum options. Many divisions are interested in creating new certificates in areas such as; human resource management, international business, sports medicine/athletic training. Divisions/disciplines are interested in cross collaboration certificate development with other divisions/disciplines across campus i.e. Kinesiology, welding, automotive, early childhood development and music to best meet

current technology and workforce trends.

- In order to meet FTES and FTE targets, almost every division/discipline made cuts to classes. This impacted courses, students and part/full time faculty.
- All faculty continue to provide career information in classes, as well as on a one-to-one basis with interested students. However, many faculty expressed that more time mentoring and tutoring sessions of students by faculty is needed. Students continue to be informed via announcements, flyers and “handouts” of the many superb programs.
- Continued discussions and dialogue among division/discipline faculty with such topics as how to include assessment criteria that will better determine whether students are meeting the course outcomes. These discussions will include a review of course outcomes and possible revisions of those outcomes.
- Offering stipends to part time faculty for professional development for SLO’s and Assessment, attendance at division meetings, committee meetings, and entering outcomes data into eLumen continues to be a trend.
- The Business Program Review indicated that there is a need for “real world” business experience for its students. The Viticulture program expressed interest in developing a winery on campus to complement their program. It may benefit the two areas to develop a partnership and develop business plan and/or a SWOT analysis to determine if this endeavor is viable. Could the student-run business be a winery?
- The Kinesiology division/discipline experienced external changes that have influenced the goal setting process for the division/discipline: (1) Changes to Title 5 (section 55041-repeatable course) and local interpretation of such, (2) Statewide cuts on education dollars (3) Last minute FTE growth money and scheduling for such.
- The Program Review documents showed evidence that the Athletic program and Viticulture program requires expensive equipment, such as basketball standards, athletic field turf, wine press, and other industry standard enology equipment to adequately run these programs. It would be beneficial if each of these programs were able to expand their budget line items.
- Retirement of full time faculty and classified staff continue to have an impact on many of the divisions. Additional full time faculty and classified staff is requested across the BSBA division/discipline to insure the consistency in instruction and services are available to students both face to face and in distance education courses. So far many of the divisions/disciplines stated that the impact has not necessarily trickled down to students as many of the retirements are relatively new or are taking place this academic year.
- Not unlike others across the campus, the BSBA Division would benefit from a Webmaster. As stated by many divisions/disciplines the webpage is the face of the college and many areas want to update, create content and generate buzz and excitement about their programs, clubs, speaker series and events.

**SLO Summary:** This summary of division/area SLOs was prepared by the SLO committee. Please paste it in the box below.

PPU Section	Questions	Answers
<b>SLO Assessment Review</b>	1. What overall themes appear in the SLO assessment review?	1. <b>BUSN MKTG:</b> Assessments are modified in BUSN 1A and 18 to ensure the students have the skills necessary to succeed in future business classes and careers. <b>ECD:</b> The ECD degree and certificate program outcomes assessment results show approximately 87 percent of students are proficient or better. In ECD 50, 62 percent of the students were at the Mastery level. ECD 79 indicates there is a need for improvements of the assessment results.
IPPU I	2. What do the themes suggest?	<b>ECON:</b> The students show over 95 percent proficiency in the SLO assessments.
NPPU I	3. How have disciplines	<b>Health Nutrition:</b> While there is variation in achieving proficiency in

	<p>responded to the themes (for example, did the pedagogy change)?</p> <p>4. What additional resources are needed?</p>	<p>the SLOs, in most semesters more than 70% of students are proficient on the SLOs regarding credibility of sources, APA format, and self-responsibility. DE courses show a slightly lower proficiency (10-15%) than the face-to-face courses.</p> <p><b>KIN:</b> Most students are achieving competency but some courses assess student improvement rather than skill achievement. The weight training course has a significant number of students not completing the assessment. The personal fitness course had a similar problem that was alleviated by offering the course in an online format.</p> <p><b>PSYC:</b> Over 75 percent of the students in the PSYC 1 are above average in all of the program outcomes. 66 percent are above average or mastery for PSYC 1. More assessment data is needed from part-time faculty.</p> <p><b>VITI:</b> Excellent level of success with existing SLO. May need more in depth SLOs than the limited SLO.</p> <p>2. <b>BUSN MKTG:</b> Assessments are analyzed and changed to improve student comprehension and retention.</p> <p><b>ECD:</b> Overall, ECD students are proficient or better in the assessment results.</p> <p><b>ECON:</b> Students are proficient.</p> <p><b>Health Nutrition:</b> While there is variation in achieving proficiency in the SLOs, in most semesters more than 70% of students are proficient on the SLOs regarding credibility of sources, APA format, and self-responsibility. DE courses show a slightly lower proficiency (10-15%) than the face-to-face courses.</p> <p><b>KIN:</b> Most students are achieving competency but some courses assess student improvement rather than skill achievement. The weight training course has a significant number of students not completing the assessment. The personal fitness course had a similar problem that was alleviated by offering the course in an online format.</p> <p><b>PSYC:</b> Students are assessing well in PSYC 1. More assessment data is needed from part-time faculty.</p> <p><b>VITI:</b> Excellent level of success with existing SLO. May need more in depth SLOs than the limited SLO.</p> <p>3. <b>BUSN MKTG:</b> New exercises were added due to the assessment results.</p> <p><b>ECD:</b> Adding awareness building activities to ECD 79 and having progressively more complex critical thinking assignments.</p> <p><b>ECON:</b> No changes made</p> <p><b>Health Nutrition:</b> The timing and due dates for assignments have been changed in the DE courses. In addition, students in the DE courses receive an introductory lecture on the behavior change project to bolster their understanding of the project.</p> <p><b>KIN:</b> By making changes to the scoring rubric and offering some courses in an online format.</p> <p><b>PSYC:</b> Pedagogy was changed. A one unit lab was added to the</p>
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PPU SUMMARY WORKSHEET FALL 2014

Insert Reader Last Name Here

		<p>research methods class.  <b>VITI:</b> Create a new SLO about critical thinking.</p> <p>4. <b>BUSN MKTG:</b> Additional 2 full-time faculty are needed to assure consistency in instruction.  <b>ECD/ECON/Health Nutrition/PSYC:</b> No.  <b>KIN:</b> They plan to ask for resources for equipment.  <b>VITI:</b> More leading edge equipment so old equipment can be replaced.</p>
<p><b>SLO Process</b></p> <hr/> <p>IPPU I</p> <hr/> <p>NPPU I</p>	<p>1. How do faculty members in the discipline reach consensus on SLOs and assessment?</p> <p>2. Were SLOS a topic of discussion at discipline meetings?</p>	<p>1. <b>BUSN MKTG:</b> Program meetings, emails and one-on-one meetings with part-time faculty.  <b>ECD:</b> No consensus is reached. Discussions are by program emails, meetings, blackboard/other website.  <b>ECON:</b> In person meetings and email.  <b>Health Nutrition:</b> They discuss SLOs and assessment results at department meetings. Faculty enter assessments individually.  <b>KIN:</b> They discuss SLOs in-person and through e-mail. Assessment discussions are under development. There is a standardized rubric but there does not seem to be discussion of results.  <b>PSYC:</b> In person discussions or email. Program uses similar but not identical assessment.  <b>VITI:</b> One person program.</p> <p>2. <b>BUSN MKTG/ECD/ECON/Health Nutrition/PSYC:</b> Yes.  <b>KIN/VITI:</b> No</p>

PPU Section	Questions	Response
<p><b>Data Review</b></p> <hr/> <p>IPPU II.A</p> <hr/> <p>NPPU II.A</p>	<p>1. What overall themes appear in the data reviews?</p> <p>2. Describe any notable changes identified by particular programs.</p>	<p>1. No particular trends.  Both Business and Econ found that success in online classes was an inverted bell curve-most did very well or very poorly.</p> <p>2. Increase in DE enrollment for Business and Marketing.  ECD had a drop in male population and increase of 12% Latino population. Kinesiology-98% of students are LPC enrolled, not enrichment. Drops in FTES, productivity etc. due to repeatability limits.</p>
<p><b>Program-Set Standard</b></p>	<p>1. How many IPPUs met their program-set standard for course success in 2012-</p>	<p>1. 7  2. 7</p>

PPU SUMMARY WORKSHEET FALL 2014

Insert Reader Last Name Here

IPPU II.B	13? *	
NPPU N/A	2. How many programs met their program-set standard for course success in 2013-14? *	
	3. What reasons were given (if any) for why programs did not meet their program-set standards?	
<b>Curriculum Review</b>	1 .How many programs indicated impacts to their curriculum? *	1. 6
IPPU II.C	2. What trends appeared in these impacts?	2. ADT degree and meeting statewide competencies and mandates.
NPPU N/A	3. Describe any notable impacts identified by particular programs.	3. ECD-adding ECD 80 a pilot course to meet industry demands VIT/HORT-incorporate English and math skills BUS-Offering new classes in international business, sports management, entrepreneurship ECON-Develop their AAT KIN-Need to develop new courses because of repeatability
<b>Human Resources</b>	1. Based on the PPU's you read, have numbers of full-time and part-time faculty increased, decreased, or remained consistent overall?	1. Increase overall of one FT faculty member, small decrease of part-time faculty.
IPPU II.D	2. Have numbers of full-time and part-time classified staff increased, decreased, or remained consistent?	2. One loss of classified position.
NPPU II.B	3. What trends appear in how changes have affected the student experience?	3. Mentoring and tutoring is difficult for Business because of low staffing. VIT and KIN both may suffer safety issues and equipment maintenance issues because not enough classified support.
<b>Planning Update</b>	1. What trends appear in program plans, initiatives and objects accomplished in 2012-13 and 2013-14?	1. Expanded course offering. New AATs for: PSYC, KIN
IPPU III.A	2. Describe any notable accomplishments identified by particular programs.	2. Need for a webmaster mentioned by Health. ECD 71% increase in students graduating with a degree since 2009. BUS-business speaker series, shark tank completion, growth of business club. KIN-addition of Water Polo. Added personal training and athletic training degrees and certificates. Viticulture had an uptake in students completing degrees. Psychology-Guest speaker series.
NPPU III.A		
<b>SLO/SAO Assessments</b>	1. What trends appear in how programs will use SLOs/SAOs to improve student	1. Five programs want to change assessment to be more in line with program goals or more

PPU SUMMARY WORKSHEET FALL 2014

Insert Reader Last Name Here

IPPU III.B.1	learning or services?	effective.
NPPU III.B.1	2. How many PPU's indicated that they will write new SLOs/SAOs?*	2. 2
	3. How many total SLOs/SAOs will be written?*	3. 7
	4. Approximately how many part-time faculty plan to participate in the SLO process? *	4. About 36
<b>Curriculum</b>		
IPPU III.B.2	1. How many programs intend to make changes to existing curriculum?*	1. 5
NPPU N/A	2. How many programs intend to submit proposals for new curriculum?*	2. 7
	3. What trends appear in programs' plans to create or change curriculum?	3. Adding levels, ADT, CID, new workforce demands
	4. Describe any notable curriculum changes or new curriculum proposals identified by particular programs.	4. Business-adding cross-discipline certificates  VIT-adding higher-level courses with more critical thinking
<b>General Program Planning</b>		
IPPU III.B.3	1. What overall themes appear in the program plans?	1. Need more FTEF and full-time hires Plan to enhance curriculum to meet program goals or state mandates.
NPPU III.B.3	2. Describe any notable plans, initiative or objectives identified by particular programs.	2. KIN-complete transfer degree Athletics training/personal training degrees and certificates BUS-expand Business Club and do mentor matchups with community members, create a student-run business ECD-mapping courses to California's ECD Educator Competencies
<b>Enrollment Management</b>		
IPPU IV.A	1. How many programs plan to request new FTEF?*	1. 7
NPPU N/A	2. How much total FTEF is being requested? *	2. 6.5
	3. What trends and/or notable examples appear in the rationale for FTEF requests?	3. The trend is restoring lost courses and labs. Some programs also want to offer new courses that were created but haven't been implemented. Restore electives in PSYCH. Nutrition wants to offer a course that was created but hasn't been offered. ECD wants to pilot courses to meet workforce requirements. ECON-wants to restore

PPU SUMMARY WORKSHEET FALL 2014

Insert Reader Last Name Here

		Econ 10.
<b>Human Resources</b>	1. How many programs plan to request new or replacement faculty positions?*	1. 4 2. 6 3. 3 4. 4
IPPU IV.B	2. How many total new/replacement faculty will be requested?*	5. A trend is needed classified support for safety, equipment maintenance.
NPPU IV.B	3. How many programs plan to request new or replacement classified positions?*	Notably, there is no job description for a Women's Basketball coach; the position doesn't appear in the district.
	4. How many total new/replacement classified positions will be requested? *	
	5. What trends and/or notable examples appear in the rationale for human resources requests?	
<b>Financial</b>	1. How many PPUs plan to request maintained budgets?*	1. 1 2. 3
IPPU IV.C	2. How many PPUs plan to request increased budgets?*	3. Need for updated supplies and equipment.
NPPU IV.C	3. What trends and/or notable examples appear in the rationale for financial resources requests?	
<b>Technology</b>	1. How many PPUs plan to request software upgrades? *	1. 1 2. 1
IPPU IV.D	2. How many PPUs plan to request new software? *	3. No particular trends. Business needs software to match their textbooks.
NPPU IV.D	3. What trends and/or notable examples appear in the rationale for technology requests?	
<b>Facilities, Equipment and Supplies</b>	1. How many PPUs plan to request renovations or upgrades of existing facilities?*	1. 2 2. 2 3. 2 4. 2

PPU SUMMARY WORKSHEET FALL 2014

Insert Reader Last Name Here

<p>IPPU IV.E</p>	<p>2. How many PPUs plan to request new facilities?*</p>	<p>5. 3</p>
<p>NPPU IV.E</p>	<p>3. How many PPUs plan to request upgrades to equipment?*</p> <p>4. How many PPUs plan to request new equipment?*</p> <p>5. How many PPUs plan to request new supplies?*</p> <p>6. What trends and/or notable examples appear in the rationale for facilities, equipment and supplies requests?</p>	<p>6. Ongoing updates to supplies and equipment. Requests for smart-classrooms, classrooms that allow for small group discussion, large classrooms and computer labs. KIN-turn field. KIN-teaching winery.</p>