

PPU DIVISION SUMMARY WORKSHEET FALL 2014

Dean/Administrator	Other Readers
Don Miller	Lisa Weaver Michelle Zapata Jill Carbone

Division/Area	IPPUs (List Each Program)	NPPUs (List Each Program)
ALSS	Art (Studio Art) Art History English English as a Second Language Foreign Languages (ASL,FREN, ITLN, SPAN) Humanities/Philosophy/Religious Studies Interior Design Geography Library Mass Communications Music/Dance Photography Political Science RAW Center Speech Theater Arts Visual Communications Women's Studies Missing- Anthropology History Sociology	

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 PPU’s 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.

Themes/Trends:

1. There is a repeated feeling of overwhelming need to **increase full-time faculty** in various disciplines to meet programmatic and student success needs. This also relates directly to workload issues when a discipline has only one full-time faculty member (or none). Specific requests were submitted for Music, English (2), Sociology, and Visual Communications. Visual Communications was identified as important to the college for the years missing a full-time faculty member, the Design Shop, service to the community, etc. With the passing of full-time Art instructor Bill Paskewitz in fall 2015, hiring in that discipline is also a concern.
2. Another major issue identified in discipline PPU’s is the allocation of **reassigned time** for program coordination. This is especially difficult in program clusters with multiple disciplines where no reassigned time has been allocated. Creation of a systematic allocation of reassigned time for discipline coordination is imperative.
3. Lack of staffing in the division office continues to affect all programs. Serious consideration needs to be made to bringing back an additional administrative assistant and to splitting the divisions into more manageable units (with accompanying dean and classified positions).
3. **FTEF allocation** is a concern due to changes in curriculum, need for FTES generation and concern is expressed over productivity requirements versus programmatic needs and discipline specific restrictions in terms of curriculum and space.
4. **Budget allocations** that are of concern to many disciplines include not only co-curricular budgets, but also restoration of previous funding in general fund budget allocations. Budget needs: Library is requesting a large budget increase of \$40,500 (see brief details below and all rationales in the discipline PPU), ARTS, ENG, ESL, Foreign Languages, RAW Center and other programs identify needs totaling approximately \$19,728.
5. **Facilities**, equipment and technology requests all relate to program/discipline specific needs and can be tied directly to curriculum and reviewed through program review, SLO assessment, etc. Anthropology has identified needs for a “wet laboratory” and is preparing detailed documentation that matches needs to curriculum, SLOs, etc. English identified specific needs for lab and other spaces, Foreign Languages identified the need for a language laboratory in the new classroom building and ESL identified needs for dedicated classroom spaces.
6. In several disciplines with only one or NO full-time faculty member, a great deal of work needs to be done to update **curriculum**. Funding must continue and potentially increase through Academic Services to pay part-time faculty to handle the rewriting, updating, etc. of curriculum.
7. **Repeatability** continues to be a major concern overall for multiple disciplines in the division.

Accomplishments: Major accomplishments by the disciplines are mentioned in terms of student achievements, awards and participation in conferences, competitions, performances, and exhibitions at the local, regional, national and international levels (see Section IIIA of program planning updates). Other accomplishments relate to successful full-time and part-time faculty hires, completion of SLOs and their assessments, curriculum updating and approval at state level of courses, AD-Ts, and ongoing/upcoming remodeling projects that are intended to improve services to student and meet needs of specific disciplines. Success also indicated with some disciplines related to grant writing.

Barriers: Lack of funding in disciplines in terms of continuously budgeted supplies, equipment can directly

affect classroom environment and student learning initiatives. Full-time hiring limitations continue to be a barrier to program growth, stability in disciplines without a full-time faculty member. The major barrier to accomplishing the mission, goals and objectives of the college and the specific disciplines continues to be workload related. Due to workload issues there are perceived limits to what can be accomplished in terms of reviewing and updating curriculum, assessment and addressing of student success, access, completion and strengthening programs, community outreach and productivity overall.

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
<p>SLO Assessment Review</p> <p>IPPU I</p> <p>NPPU I</p>	<p>1. What overall themes appear in the SLO assessment review?</p> <p>2. What do the themes suggest?</p> <p>3. How have disciplines responded to the themes (for example, did the pedagogy change)?</p> <p>4. What additional resources are needed?</p>	<p>1. Art H/Studio Art: There has been no change in student success. ENGL: Most students are able to write a clear thesis statement but students still have some problems unifying their writing ESL: The students were proficient for approximately two of the three SLOs discussed in the PPU. The verb tense assessment needs to achieve better proficiency. The assessments were changed and the course went from 2 units to 3 units. HumanitiesPhilosophyReligion: In several humanities and philosophy courses assessment results have improved. Assessment results in Philosophy 4 have remained stable. Languages: Students need additional help on formal writing tasks in the Italian, French, and Spanish courses. Library: A need for outreach and marketing to students and staff concerning the resources available in the library. Fewer library orientations are being requested but the need is high for research skills among students. Students are also in need of longer library hours. MassCom: Assessment data suggests that students are achieving a high level of proficiency in all SLOs that have been assessed. This is true for the course level outcomes and the program level outcomes. DE courses show a similar proficiency to the face-to-face courses. Music: Shared SLOs across sections showed student success. Not all of the assessments for music have been completed due to lack of participation by part-time faculty and lack of time by full-time instructor. POLI: 60 percent proficiency or better in POLI 7. Recruited tutors to assist students. THEA: SLOs should be a requirement for part-time and full-time faculty. RAW: No specific SLOs at this time. Student satisfaction/usage tracked regularly VCOM: Assessments were the students' artwork. Vcom report has assessment results.</p>

		<p>WomenStudies: First assessment was in Spring 2014.</p> <p>2. Art H/Studio Art: Student success remains the same. ENGL: Students may need additional support around unity. ESL: There is room for improvement for the verb tense SLO assessment. HumanitiesPhilosophyReligion: Assessment results have improved in Humanities and Philosophy courses. Languages: Students need additional help on formal writing tasks in the Italian, French, and Spanish courses. Library: A need for outreach and marketing to students and staff concerning the resources available in the library. Fewer library orientations are being offered but the need is high for research skills among students. Students are also in need of longer library hours. MassCom: Assessment data suggests that students are achieving a high level of proficiency in all SLOs that have been assessed. This is true for the course level outcomes and the program level outcomes. DE courses show a similar proficiency to the face-to-face courses. Music: Student success for SLO sections assessed. More participation needed by part-time faculty. POLI: More tutors are needed to assist students with homework. THEA: SLO work should be required. VCOM: student artwork is used for their assessments WomenStudies: More assessments need to be done.</p> <p>3. Art H/POLI/Studio Art/VCOM/WomenStudies: None. ENGL: Additional assignments were added to English 4 and 13. Unity is now addressed in assignment rubrics and instructions. ESL: The students were proficient for approximately two of the three SLOs discussed in the PPU. The verb tense assessment needs to achieve better proficiency. The assessments were changed and the course went from 2 units to 3 units. HumanitiesPhilosophyReligion: Pedagogy has changed with more emphasis on writing. Languages: Students now work on responding to formal writing prompts and have the opportunity to edit their responses. Also the faculty are reordering the presentation of topics in the sequence of Spanish courses based on assessment results. Library: Students' ability to successfully use search strategies in the LIBR 8 course has increased due to a change in the assignment. Music: Increased the frequency of quizzes led to student success in several music courses. MassCom: The approach to teaching the Newspaper course and the Literary Anthology course have changed. The SLO process assisted with the changes in the Newspaper course. THEA: SLO assessment data shows new SLOs need to be created for theater WomenStudies: n/a</p> <p>4. Art H: New courses will require library to purchase more materials.</p>
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SLO Process	<p>1. How do faculty members in the discipline reach consensus on SLOs/ assessments?</p> <p>2. Were SLOs a topic of discussion at discipline meetings?</p>	<p>1) Art H/Studio Art: Only one full-time faculty does not communicate with part-time faculty about SLO or assessments.</p> <p>ENGL: During department meetings and summer Work and Planning Sessions</p> <p>ESL: Discipline meetings. After discipline discussions consensus is reached.</p> <p>HumanitiesPhilosophyReligion: Program emails and informal discussions.</p> <p>Languages: The full time faculty member takes responsibility for writing the SLOs.</p> <p>Library: At regular meetings.</p> <p>MassCom: For the most part there is only one section of each course.</p> <p>Music: Full-time faculty meets with part-time instructors. Semester meeting to discuss assessments across sections otherwise faculty individually assess the course.</p> <p>POLI: Discussions with part-time faculty.</p> <p>THEA: In the future, there will be staff meetings discussing SLOS. They currently don't have discussions on assessment results.</p> <p>VCOM: Currently part-time faculty do not meet to discuss SLOs. Meetings on assessment results.</p> <p>WomenStudies: one person department</p>
IPPU I		<p>2) Art H/ Languages/MassCom/Studio Art/THEA/ WomenStudies: No.</p> <p>ENGL/ESL/ HumanitiesPhilosophyReligion/Library/Music/POLI/VCOM: Yes:</p>
NPPU I		

PPU Section	Questions	Response
Data Review	1. What overall themes appear in the data reviews?	

<p>IPPU II.A</p> <p>NPPU II.A</p>	<p>Overall, programs note changing demographics in the populations served based (taking into account age, gender, ethnicity and other variables contained in the data. The concerns expressed focus on how to meet the need of the changing demographic groups and the curricular updates and student learning outcomes assessment that are ongoing. Some programs note declining enrollments and a variety of reasons are considered including: repeatability issues, demographic changes, issues with communication to students and recruiting efforts, improvement of economy, etc. Some concerns also expressed over numbers of students on track for ADTs, AAs and other degree/certificate programs.</p>
	<p>2. Describe any notable changes identified by particular programs.</p> <p>ARTS – change in age trend for students (decrease in non-traditional students)</p> <p>ARHS- no current changes – mention of future need for curriculum update.</p> <p>ENG: Several characteristics of English program data might have implications for student learning and program planning. We have seen an increase in concurrently enrolled students in the last year, which is coincident with the inception of charter school collaboration in a Livermore school. Following a college-wide trend, we are observing an increase in part-time students taking over six units and decrease in students taking fewer than six units. The data also show a pronounced trend of decreasing enrollments of African American students and an increase in Latino students. Fill rates for all courses have been increasing since 2009, from 97% in fall 2009 to 109% in fall 2013.</p> <p>ESL: Since 2011-2012, we have seen a steady decrease in overall enrollment, particularly in evening sections. This could be due to Admission & Records’ handling of undocumented students, as well as the improving economy. Additionally, in 2013-2014 success rates improved from 66% to 73%. This might be attributable to smaller class sizes, the decreased enrollment of evening students (many of whom work full-time and have less academic preparation), and/or the change from a TBA to a scheduled lab hour.</p> <p>FLNG: Discussed looking more at program set standard data and working with dean to discuss paths to improvement for specific programs.</p> <p>GEOG: Noted downward trend in student success rates over time. Reduced load of full-time instructor due to other campus responsibility considered a potential factor.</p> <p>HUMN: Average age of students for philosophy has decreased for 2014. It is hypothesized that this is a result of the fact that fewer 7:00-10:00 classes were offered in philosophy last year. The demographics (anecdotally) for the 4:00-7:00 were more similar to those of a day class and contained fewer older students. As a result the department is considering increasing the night offerings to better serve older and returning students.</p> <p>LIBR: Spring 2014 had an increase in course enrollments due to joining Puente learning community.</p> <p>MSCM: Detailed analysis of slight changes in demographics of students, declining enrollments considered, Radio Program issues affect as well as non-repeatability.</p> <p>MUS: Gender and Age, Race-Ethnicity classes have seen consistent enrollment and growth, and good student success rates. However, enrollment in performing arts classes has diminished. Due to budget cuts, repeatability policies, lack of faculty to teach these courses (Vocal/Choir and Piano/Music Theory).</p> <p>PHTO: Some decline in enrollments-issues potentially due to non-repeatability, scheduling of shared Mac Lab, limited FTEF to expand, need to update curriculum for transferability, CTE and workforce training of importance for future growth</p> <p>POLI: Addition of more sections of POLI 7 affected data</p> <p>SPCH: Numbers are low for students taking multiple speech classes simultaneously which</p>

	<p>could indicate low majors. Demographics consistent. High completion and fill rates. Steady success rates.</p> <p>THEA: Increase in enrollments with slight increase in fill rate.</p> <p>VCOM: No data changes noted that affect student learning, program planning or resource requests.</p> <p>WMST: No data changes noted that affect student learning, program planning or resource requests.</p> <p>RAW Center: Increase in both RAW Center usage and email usage over the past two years. There has been an increase in usage from multiple disciplines across the curriculum, though they remain a small percentage of our overall usage.</p>
Program-Set Standard	<p>1. How many IPPUs met their program-set standard for course success in 2012-13? * 19</p> <p>YES: ARTS, ARHS, DANC, ENG, GEOG, HUMN, ESL, MUS, LIBR, MSCM, PHIL, PHTO, POLI, RELS, SPCH, THEA, VCOM, No: WMST Yes/No: FLNG: yes (ASL, Span), no (French, Italian)</p>
IPPU II.B	
NPPU N/A	<p>2. How many programs met their program-set standard for course success in 2013-14? * 16</p> <p>YES: DANC, ENG, GEOG, HUMN, ESL, MUS, LIBR. MSCM, PHIL, PHTO, POLI, RELS, SPCH. VCOM No: ARTS (Studio Art), ARHS, THEA, WMST Yes/No: FL: yes (ASL, French), no (Span, Italian)</p>
	<p>3. What reasons were given (if any) for why programs did not meet their program-set standards?</p> <p>ARTS (SA): speculates that decrease in success rates were caused by full-time faculty on work load banking.</p> <p>ARHS: too early to tell</p> <p>FLNG: need to review data with Dean to determine causes</p> <p>GEOG: Met standards but concerns expressed due to full-time faculty being on partial reassigned time.</p> <p>THEA: speculates that change in staffing and enforcement of course non-repetition might have decreased course success rates in 2013-14.</p> <p>WMST: Suggests that courses have not yet been offered enough to establish a statistically viable Set Standard</p>
Curriculum Review	<p>1 .How many programs indicated impacts to their curriculum? *</p> <p>14 programs indicated impacts to the curriculum</p>
IPPU II.C	<p>2. What trends appeared in these impacts?</p> <p>Of the programs who mentioned impacts to curriculum, it seemed due to developing new degree (AA-T, AA) and certificate programs, updating course outlines, etc.</p>
NPPU N/A	<p>3. Describe any notable impacts identified by particular programs.</p> <p>Many of the programs mentioned that they will not be able to grow until new courses are developed/approved and new degrees/certificates and offered. In addition, new faculty need to be hired to support these new courses/programs. (These comments were seen across programs).</p>

	<p>ARTS: SA- possible changes if new FT faculty hired ARHS: full-time Studio Art instructor and a full-time Art History instructor, more class choices. ENG: New repeatability rules may cause the need for new curriculum to create course levels. We need a guarantee that our newly created courses for our transfer degree will not be cancelled due to low enrollment. ESL: Several recent curricular changes, will review SLO data and determine if success achieved with new curriculum FLNG: All of the course outlines for ASL, French, Italian and Spanish need to be up dated. In the case of Spanish, time is of the essence because coordinator cannot work to complete the C-ID until all of the required courses are updated. MSCM: Multiple changes to their curriculum for C-ID, Suggested need for revisions to several courses (decreasing/increasing units, leveling, etc.). MUS: Trying to develop new courses that for the AA-T in Music. Overwhelming with only one full-time faculty member. Suggestions of at least three possible new courses with transferability in mind. PHTO: Need to update rubrics for certain classes, list of changes need for specific classes, addition of new course considered paramount to future programming. POLI: future addition of transfer degree considered of significant impact to future curriculum. VCOM- change in curriculum content needed to update program . Updates intended to positively affect program. THEA- CAH and unit changes affect course offerings. Major difficult impacts to program in terms of FTEF allotted, bringing program into alignment with state standards, etc. CTE program for Theater Tech considered for future.</p>
<p>Human Resources</p> <p>IPPU II.D</p> <p>NPPU II.B</p>	<p>1. Based on the PPU's you read, have numbers of full-time and part-time faculty increased, decreased, or remained consistent overall? Both increased and decreased. ENG: increased (hired 1 new full-time Fall 2013, 13 new part-time faculty 2014-15) ESL: increased (hired 1 new f/t faculty member and 8 add'l part-time for 2014-2015) HIST: increased by three new part-time faculty LIBR: remained consistent (1 f/t librarian retired in fall 2013; 1 f/t librarian hired in fall 2014) MSCM: decreased by two part-time faculty members. MUS: decreased full-time (down to 1 from 2 in 2012 (3 in 2009). THEA: hired one full-time faculty member in 2013 VCOM: Two new part-time faculty hired RAW Center: Decrease from 3 CAH per semester to zero reassigned time, then recovered to 2 CAH per semester.</p> <p>2. Have numbers of full-time and part-time classified staff increased, decreased, or remained consistent? Decreased mainly... ENG: lost one 30 hour instructional assistant and one 14 hour IA in Fall 2014. Currently interviewing MUS: part-time staff accompanist cut in 2011 (now hourly on-call) PHTO: Lab Tech II lost in 2009 budget cuts. THEA: one Federal Work Study student (not technically classified) RAW Center: Need identified for additional classified services in tutoring center to support</p>

	<p>campus and RAW Center.</p> <p>3. What trends appear in how changes have affected the student experience? Loss of classified staffing has decreased productivity of programs and increased significantly the complexity and level of work for full-time faculty in affected areas. Loss of instructors for specific sub-disciplines causes curriculum to go unoffered semester after semester. ENG: Will not know until end of fall 2014 how hiring new part-time faculty affected student learning, changes already perceived due to loss of IA. ESL: Perceived potential positive impact with addition of new full-time faculty, unknown potential changes with p-t, will be reviewed at semesters end. LIBR: Impact felt in spring 2014 when down one full-time librarian. MSCM: Lack of Radio/Television instructors negative for program. MUS: Budget correction need to happen so accompanist needs covered for students, ensembles, concerts, etc. until accompanist rehired. PHTO: Lack of Lab Tech produces safety issues for students and lack of f-t faculty availability to meet student needs. THEA: Positive changes overall to management of program and curriculum updates for future AD-T and CTE programs, VCOM: Drop in overall enrollments due to non-replacement of full-time position for several years. Simultaneous higher program set standard could indicate improvement in quality of students.</p>
<p>Planning Update IPPU III.A NPPU III.A</p>	<p>1. What trends appear in program plans, initiatives and objectives accomplished in 2012-13 and 2013-14? Major trends include completion of SLOs and SLO assessment in some programs, facilities upgrades and remodels in others, student success in conference attendance and awards/recognition for major accomplishments. Major work carried out in many programs to update curriculum, new courses, new AD-Ts, etc.</p> <p>2. Describe any notable accomplishments identified by particular programs. ENGL: Advocacy for remodeled/new facilities appears to be positive to support student needs. ADT completed and revised AA Degrees ESL: New full-time and part-time hires, CARE grant funded, SLOS assessed for most sections of courses, program brochure completed and outreach to adult schools culminated in open house at LPC. FLNG: Meetings on curriculum, SLOs, and textbooks occurred in Spring 2014 (reduced textbook prices for Italian) HUMN/PHIL: AA-T degree in PHIL approved. LIBR: Major library remodel in progress. WMS new integrated library system is in place. Hired replacement librarian. Embedded librarian program showing success with PUENTE and PSYC 25. Increased ebook collection. MSCM: Rewrote outlines for C-IDs and leveling, transfer degree in Journalism. Local, state and international conferences with students. Multiple awards received by Journalism students. Collaboration with English and Photography for publications and photojournalism very positive. MUSC: In the process of finalizing the MUS AA-T, in the process of revitalizing piano pedagogy program. New and innovative concert programming, ensembles, master classes,</p>

	<p>guest artists all foster positive growth and student learning and achievements. PHTO: Redesign of 700 building underway. Created advisory board and held meetings. Exhibitions, film festival, video work, creation of Cinematic Arts Club and upcoming Photography Club. SPCH: Received one-time funding for program 2013-14. Students received a variety of awards and accolades and local, state and international speech competitions. THEA: Completed leveling of curriculum; wrote CTE in Tech Theater, aligned program with AD-T in theater, revised Mission/Vision of theater program, completed SLOs and assessments for all courses taught by full-time faculty, working with part-time to finish their SLO work. VCOM: Maintaining program without full-time faculty and continuing to serve campus needs... WMST: Created WMST 2, offered first in spring 2014 RAW: Publicizing services, grants, funding, surveys by email, data collection on SARS, increased service to student, positive trends in all aspects of data collected,</p>
<p>SLO/SAO Assessments</p> <p>IPPU III.B.1</p> <p>NPPU III.B.1</p>	<p>1. What trends appear in how programs will use SLOs/SAOs to improve student learning or services? Most programs spoke to using SLOs to inform their program planning for the future.</p> <p>ENG: findings showed that some English 104 students struggled with writing unified paragraphs, therefore, program will implement new strategies to improve this skill among ENG 104 students and carry on into ENG 1A. HUMN: As indicated in IA.3, they do spend more time covering specific writing issues. Will be providing additional sample essays and other writing assignments to the students can have examples to serve as models. However, the humanities instructor plans to add a new SLO and assessment for another assignment in order to diversify the SLO data sources for a broader perspective on students' abilities. ESL: Will make appropriate and relevant adjustments to curriculum and/or assessments. As we roll out common assessments for grammar courses, we anticipate a need to refine them based on SLO data. FLNG: are currently working on a new SLO that will assess a student's knowledge of irregular verbs in different tenses. This assessment will be done by using a scan-tron-style test. The test will be short, only containing between 20 and 25 multiple choice questions LIBR: changing pedagogy to increase student success. MSCM: SLO data state reqs have led to changes in curriculum. Rewriting some SLOs has improved the approach to student learning and the assess of their work. MUS: Will continue to assess and monitor results and act accordingly. PHTO: Plans to improve, populate and analyze assessment data, adding more SLOs for certain classes. SLO review and updating will inform curricular changes. SPCH: SLO assessment will affect course outlines of record and help evaluate pedagogy and instructional relevance of courses. THEA: Will use assessment data to improve instructional success and for curriculum updates in order to improve student success overall. VCOM: Changes to curriculum projected after reviewing SLO data.</p>

	<p>2. How many PPU's indicated that they will write new SLOs/SAOs?*</p> <p>8</p>
	<p>3. How many total SLOs/SAOs will be written?*</p> <p>ENG 9 ESL 5 FLNG 8 HUMN/PHIL/RELS – 4 MUS – 2 PHTO – 3 THEA – 10 VCOM - 4</p>
	<p>4. Approximately how many part-time faculty plan to participate in the SLO process? *</p> <p>68</p>
<p>Curriculum</p> <p>IPPU III.B.2</p> <p>NPPU N/A</p>	<p>1. How many programs intend to make changes to existing curriculum?*</p> <p>ENG, ESL, FLNG, LIBR, MSCM, MUS, PHTO, POLI, VCOM</p>
	<p>2. How many programs intend to submit proposals for new curriculum?*</p> <p>4 (MUS, PHTO, POLI, VCOM)</p>
	<p>3. What trends appear in programs' plans to create or change curriculum?</p> <p>Updating to reflect correlation between student work and unit values, Title V updates as required. Interest in service-learning courses and study abroad. Technical and Business side of visual and performing arts considered as new course topics.</p>
	<p>4. Describe any notable curriculum changes or new curriculum proposals identified by particular programs.</p> <p>Major updating to FLNG, MSCM, ENG reworking magazine, Basic Skills, leveling Creative Writing MUS – A variety of new courses, including technical and music business courses PHTO – Adjust units, lab hours, leveling, etc. Business of photography class. POLI- Three new courses planned to connect to other programs on campus like Women's Studies. VCOM – Three courses that connect to CIS, CS, etc RAW Center – Suggests creation of tutor training course.</p>
<p>General Program Planning</p> <p>IPPU III.B.3</p> <p>NPPU III.B.3</p>	<p>1. What overall themes appear in the program plans?</p> <p>Overall themes: Programs seemed to need additional faculty (both full-time and part-time) to meet the demands of growing programs. Many of the programs are developing and/or changing curriculum to meet new degrees (AA-T and AA). Now that the budget situation seems positive, programs hope to grow—but with that goal comes the need for additional resources (faculty, staff, facilities, supplies, etc.)</p> <p>Of the programs that have 1 full-time faculty, who also serve in the role as discipline(s)</p>

	<p>coordinator, they stated that they are overwhelmed. Faculty highlighted the need for reassigned time to meet the demands of serving as an instructor AND doing coordinator duties. Faculty questioned the process for allowing some faculty reassigned time, and not others (need transparency in the process). These faculty expressed the need for hiring additional full-time faculty to help share in the duties (developing curriculum, SLOs, etc.). Programs also stressed the need for classroom space—dedicated classrooms and labs for their students’ purposes.</p>
	<p>2. Describe any notable plans, initiative or objectives identified by particular programs. Push forward new Art Building under District/Campus Master Plan Piloting accelerated Basic Skills (ENG) ESL – Outreach and recruitment, SLO and assessment work tied to curriculum improvement, involve adjuncts in process more regularly FLNG-Service-learning and travel/study, bring Spanish-speaking writers and artists to campus, HUMN/PHIL/RELS – intro to logic course to be tracked for ADT and AA in Philosophy LIBR – Moving funding to General Fund; extend service hours, marketing and outreach, reclassification of personnel, broaden embedded librarian program, implement usage of new software MSCM – Curriculum updates and program improvement MUS – Bringing international musicians to campus to work with students, joint concerts with local 8-12 schools and professional groups PHTO- Move to 700 Building, provide excellent teaching and learning, improve curriculum, articulate with local high schools, CTE program opportunities, student internships, community outreach. SPCH – Host a high school speech tournament VCOM – Get a full-time faculty member hired, re-establish the Design Lab, new courses RAW Center – Continually increase cross-disciplinary collaboration, outreach to students, funding for tutor training, etc.</p>
<p>Enrollment Management IPPU IV.A NPPU N/A</p>	<p>1. How many programs plan to request new FTEF?*</p> <p>ENG – 1? ESL - .3 FLNG - .6 MSCM - .2 MUS- .6 THEA - .4</p>
	<p>2. How much total FTEF is being requested? *</p> <p>ENG – 1 ESL - 1.3 FLNG - .6 MSCM - .2 MUS- .6 PHTO-.66</p>

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	<p>3. What trends and/or notable examples appear in the rationale for FTEF requests? ESL – After doing curricular updates and correcting the discipline plans, it became evident that an additional 1.3 FTEF would be necessary to cover the current schedule (without increasing any). FLNG – Request is to recuperate lost SPAN 2A/2B class for fall semesters and the second section of Spanish 1B. Both classes were cut five years ago and never reinstated. Desire is that students not have to wait each year until the spring semester to take Spanish 2A or Spanish 2B. The current Spanish 1B class is too large. Individual student attention is not possible.</p>
<p>Human Resources</p> <p>IPPU IV.B</p> <p>NPPU IV.B</p>	<p>1. How many programs plan to request new or replacement faculty positions?*</p> <p>7 (9 total requested)</p> <hr/> <p>2. How many total new/replacement faculty will be requested? * --- 6 full-time</p> <p>ARTS– 1 Replacement ARHS – 1 new ENG – 2 new positions ESL – 1 new HIST – 1 replacement and 1 new SOC- 1 new full-time faculty member VCOM – 1 replacement</p> <hr/> <p>3. How many programs plan to request new or replacement classified positions?*</p> <p>4</p> <hr/> <p>4. How many total new/replacement classified positions will be requested? * 4 (part-time and full-time combined)</p> <p>FLNG – New classified Lab Tech II SPCH – Replacement of Instructional Assistant II position THEA – Part-time Staff Assistant/Box Office Manager (approximately +/--\$15,000 for part-time position). VCOM – Part-time Laboratory Technician I</p> <hr/> <p>5. What trends and/or notable examples appear in the rationale for human resources requests? Programs hope to grow, therefore they require additional faculty and staff to meet the students’ needs. Some programs need faculty/staff to replace members who have retired or resigned.</p> <p>Of the programs that have 1 full-time faculty, who also serve in the role as discipline coordinator, they stated that they are overwhelmed. Faculty highlighted the need for reassigned time to meet the demands of serving as an instructor AND doing coordinator duties.</p>
<p>Financial</p> <p>IPPU</p>	<p>1. How many PPU's plan to request maintained budgets?*</p>

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<p>IV.C NPPU IV.C</p>	<p>2. How many PPU's plan to request increased budgets?* 13 ARTS – 10% modeling budget increase= additional \$400 to cover rising costs of hiring models. ENG - \$250 per year ESL - \$1,500 restoration of previous supplies budget, \$3,036 for assessment work outside of faculty contract. FLNG- \$1,500 for teaching supplies and programming needs INTD- \$1,542 requested for annual software upgrade for Envisioneer CAD software. LIBR – \$4,600 increase to program operating expenses, \$2,000 increase for book and audiovisual, \$2,000 increase in office supplies, \$15,000 needed to supplement part-time librarian budget to increase hours of operations Mon-Thurs to 9:00p.m., \$21,500 requested to restore student assistants and computer lab tutors to library. MSCM – No specific amount given MUS - No specific amount given PHTO- No specific amount given POLI- No specific amount given RAW Center--- Suggests a need for an additional \$5,000 institutionalized to meet needs/student demand. Also increase reassigned time of coordinator to 3 CAH per semester. SPCH- No specific amount given THEA- see classified position request... VCOM – No specific amount given</p>
	<p>3. What trends and/or notable examples appear in the rationale for financial resources requests? Cost of services increases for hiring outside experts, maintain professional memberships for departments, compensation of faculty for additional duties outside those required by contract, Library materials of all kinds, teaching and other supplies for various programs, etc.</p>
<p>Technology IPPU IV.D NPPU IV.D</p>	<p>1. How many PPU's plan to request software upgrades? * 4 FLNG – Software in new language lab... INTD- Envisioneer, \$1,542 PHTO- Lightroom, Bridge, Photoshop, Adobe Creative Suite (including Premier), After Effects, iMovie, Final Cut Pro, Quicktime Pro, Pro Tools, Capture One, Xrite/Munki color calibration software, Silverfast scanning software, and printer RIP software VCOM – See PHTO...</p> <p>2. How many PPU's plan to request new software? * 2</p> <p>3. What trends and/or notable examples appear in the rationale for technology requests? Those that requested software were for lab spaces, technology-intensive, computer-assisted learning environments. All requests related to current and future curricular and programmatic needs.</p>
<p>-</p>	
<p>Facilities, Equipment and Supplies IPPU</p>	<p>1. How many PPU's plan to request renovations or upgrades of existing facilities?* 4 ENG – Additional dedicated classroom/lab space in new or existing building ESL – designated program classroom space PHTO & VCOM – Upgrade 700 and eventually occupy entire space.</p>

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<p>IV.E NPPU IV.E</p>	<p>2. How many PPU's plan to request new facilities?* 4 ANTR- Is currently working on a detailed outline of the space and equipment necessary for a wet laboratory classroom. The PPU will give greater details of this need but the request is based on their curriculum, student demand, current collections of skeletal remains, laboratory materials, etc. that cannot be properly housed in 2203. ENG- Additional lab/classroom space ESL – Amount of dedicated classroom/lab space needs to increase to fit impacted and ever growing needs of the program. FLNG- Language lab and dedicated classrooms</p>
	<p>3. How many PPU's plan to request upgrades to equipment?* 2 MSCM - \$5,000 to upgrade to new printer and pocket wizard. Need to upgrade/replace computers, scanner, fax machine, etc. PHTO – Professional studio lighting, on-location lighting kits, light meters, color calibration unit</p>
	<p>4. How many PPU's plan to request new equipment?* 3 ENG - Flip desks for Bldg 400 to hide computers PHTO – Nikon DSLRs, HD/SLR camera rigs for shooting video, 2 large format Epson printers (one up to 44”), new dry-mount machine. FLNG: request for tablets to use in conjunction with foreign language classes.</p>
	<p>5. How many PPU's plan to request new supplies?*3 ENG – practical supplies for student usage in specific classes FLNG – \$1,500 Supply budget for foreign language magazines, newspapers, dictionaries, verb conjugation books, whiteboard pens, erasers, markers, etc. LIBR- Restore supplies budget to previous levels.</p>
	<p>6. What trends and/or notable examples appear in the rationale for facilities, equipment and supplies requests? All facilities and equipment requests are directly related to program needs, student learning needs, identified college-wide goals. ENG/FL/ESL—want language labs and dedicated classroom space for their language materials, students’ projects, access for students to study the language, place to store materials; office space for instructional assistants.</p>