



GAVILAN COLLEGE

*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Combination Template

Program Name:	Teaching and Learning Center
Academic Year:	2019-20

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Gavilan College

AEC, Counseling, Library Program

Planning and Review

Academic Year 2019-2020

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Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of Program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [BP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

Program Plan and Review Timeline

When	Description	Participation
2019 Aug	Program Lead training, including website 'tour', GavDATA and other data site overview.	PIPR Chair All Program Leads in Review Cycle
Sept	Program Lead provides budget codes to PIPR for submission to Business Office (Sept 20).	Program Lead
Sept - Nov	Program Lead seeks assistance from support team, department faculty, Dean, others to gather information for report (on-going, as needed). Write Program Report draft (Sept 2 – Nov 15).	Program Lead
Nov	Initial draft due to peers (Nov 15). Peers review report, make suggestions, and identify areas of improvement. Sign off on last page of report (No later than Nov. 22). First Draft revision begins (Nov. 19).	Program Lead Peer Review Team
Dec	2nd draft due to Dean to review, request additions/ clarifications (Finals Week).	Program Lead Supervising Admin
2020 Feb	Dean-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Dean signs and forwards completed report to PIPR (Jan 27-31). If report needs revision, Dean returns to Program Lead.	Program Lead PIPR Supervising Admin
Feb - March	If needed , Program Lead makes edits as needed to report (Feb 3-28). Final report sent to Dean for approval and signature (March 2-6). Dean forwards approved document to PIPR (March 13).	Program Lead Supervising Admin
Feb - May	PIPR reviews final documents. Approves final report (Feb 3 – May 22).	PIPR
June	PIPR Chair presents annual report to Board	PIPR Chair, Board
June-Aug	Final reports submitted to President's Cabinet as information item.	Deans Council, Cabinet
Sept	Final documents to Academic Senate and ASGC as information item.	Academic Senate, ASGC

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A. Executive Summary

1. Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees **(300 words or less)**.

The Teaching and Learning Center move was completed in the fall of 2011. The Center is open to staff and faculty for collaboration and training. The TLC supports adjunct faculty who do not have offices and need a space and the technology to prepare their teaching materials and get support. Additionally, the Center trains staff and introduces new educational technology that helps instructors keep current and create engaging course materials. The Center is popular for meetings and gatherings among staff and faculty.

To support professional development and the growing needs of information competency, a FT faculty support position, responsible for developing and delivering information literacy curriculum, instructional design and other professional development activities, needs to be hired. As teachers have access to the support and training, this will translate into new and innovative ways of teaching and learning and benefit our students.

Innovative educational technologies will need to be tested, introduced and supported. A minimum budget needs to be established in order to purchase and maintain showcase technology in the TLC. The computers and software have been minimally updated since 2014. A yearly budget has not been established for the TLC which makes it difficult to maintain existing technologies and purchase new, innovative technology. Current maintenance and purchasing has been done mostly through grants and a little funding from the Distance Education program budget, as the two do have overlap. Since the Center does not have designated staff, these needs are being covered by stretching the job duties of the Distance Ed staff.

B. Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement **(300 words or less)**.

The Teaching and Learning Center provides resources, training and support for all faculty and staff so that they might engage in their trade successfully to provide meaningful, successful experiences to the Gavilan Community, including students.

Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
- Each goal since the last program plan and review and
 - PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
The TLC has never undergone a program review.	

3. Have the services of your program changed over the past three years? Please explain **(300 words or less)**.

The services of the TLC remain the same. The TLC provides:
Technology support in the form of software, hardware, trainers and tools to successfully complete job tasks.
The TLC also provides physical space for meetings and collaborations or a place to think quietly and rest.

C. Program Overview

N/A

D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCCO Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: [GavDATA](#) → Program Review/ Equity → D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall-success to the college average.

1. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data **(200 words or less)**?

The TLC needs input from certain stakeholder groups such as Academic Senate, Faculty Professional Learning Committees, VP of Academic Affairs, The Distance Education Committee and the Library Department to set establish goals and develop baseline data for measuring success.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

2. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data **(200 words or less)**?

Path: [GavDATA](#) → Program Review/ Equity → D2. One Year Persistence Rate

Possible this could be staff training – goals set by the college? For example
All Gavilan staff will become proficient in using OneDrive to store, exchange and collaborate with peers by June 2020.
All faculty will understand how to report SLO data using iLearn (Canvas) by creating rubrics and applying to course assessments that will support the measurement of the SLO by May 2020.

3. What are your set goals for course success? Do your individual course and department rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them **(200 words or less)**?

Path: [GavDATA](#) → Program Review/ Equity → D3. Course Rates by Unit

The TLC needs input from certain stakeholder groups such as Academic Senate, Faculty Professional Learning Committees, VP of Academic Affairs, The Distance Education Committee and the Library Department to set establish goals and develop baseline data for measuring success.

4. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years **(200 words or less)**?

Path: [GavDATA](#)→ Program Review/ Equity→D4. Milestone Tracking Summary

The TLC lost this data in the technology crash of OCT 2019. The TLC uses a sign in on the lab computers. The TLC also records room reservation data and workshop data as well. The TLC services many from all over campus.

5. Refer to your [previous three-year plan](#) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.

- What were the measured outcomes of specific initiatives over the past three years?
- What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?
- What indicators are you measuring?

(300 words or less)

The TLC has created outcomes and reported on them in the past. Please see below. The TLC provides appropriate technology and support for teaching, student success and administrative services. Another outcome has been to involve all appropriate stakeholders, such as Academic Senate, Faculty Professional Learning Committees, VP of Academic Affairs, The Distance Education Committee and the Library Department to create a staff development plan with defined learning outcomes for all employees

6. N/A



Consider setting goals toward these initiatives in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. **For AEC:** Using the path above, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity **gaps (200 words or less)**?

For all other areas, comment on the college-wide disproportionate impact report. Contact your support team for any needed assistance in interpreting these data. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps **(200 words or less)**?

Path: [GavDATA](#)→Program Review/ Equity→D7. Disproportionate Impact with Margin of Error by Year→locate your program→Filter by Year

Contact your support team for any needed assistance in using GavDATA.

N/A

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires **(300 words or less)**?

N/A

9. Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: [GavDATA](#) → Program Review/ Equity → D9. Course Success Rates → Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses **(300 words or less)**?

N/A

10. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires **(200 words or less)**?

N/A

11-12. N/A

[curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes:

No:

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (←requires your email log-on)?

Yes:

No:

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes:

No:

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes:

No:

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance **(200 words or less)**?

The TLC needs input from certain stakeholder groups such as Academic Senate, Faculty Professional Learning Committees, VP of Academic Affairs, The Distance Education Committee and the Library Department to set establish goals and develop baseline data for measuring success.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Outcomes Assessment

Review Outcomes data located in the Course and Program Reports for your area (path below).
After you have examined your results, reflect on the data you encountered.

18-19. N/A

Services Area Outcomes (SAO)

Path: Gavilan College Intranet → Program Planning Box → Student Learning Outcomes Assessment Reporting → Program Level SLO (Far left) → Student Services → Select program and year

20. What is your set goal for SAO success for each SAO **(200 words or less)**?

The TLC needs input from certain stakeholder groups such as Academic Senate, Faculty Professional Learning Committees, VP of Academic Affairs, The Distance Education Committee and the Library Department to set establish goals and develop baseline data for measuring success.

Institutional Learning Outcomes (ILO)

21. How do your SAO support the [college ILOs](#)? Be specific **(200 words or less)**.

D. CULTIVATE WELL-BEING

ILO D. *Construct personal, educational and career goals and identify lifestyle choices that promote mental, emotional, physical and social health*

- Develop knowledge, skills, and abilities for personal mental and physical health
- Demonstrate growth and self-management to promote lifelong learning and personal well-being
- Develop job readiness and pursue career goals

A. THINK CRITICALLY & CREATIVELY

ILO A. Develop and apply critical and creative thinking skills, including information literacy and aesthetic responsiveness.

Gap Analysis

22. Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them **(200 words or less)**?

If the TLC has SAO's they would be meeting them. This department has no dedicated staff and no budget but manages to provide learning and collaboration opportunities every day.
If the usage data and surveys hadn't gone down in the technology crash of OCT 2019, this data could be substantiated.



Consider addressing LOs in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose **(200 words or less)**.

N/A

2. Provide your plans to either inactivate or teach each course not taught in the last three years **(200 words or less)**.

N/A

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

Path: Gavilan Intranet→Argos→Gavilan Schedule→Schedule by Division and Department→Select term, division and your department then press 'run dashboard'.

To Create a PDF of your results above: After obtaining results, go to the top of the screen: Reports→Schedule Reports by Division and Dept svc→Run

Please answer the following:

Location/Times/Delivery Method Trend Analysis:

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day **(300 words or less)**?

The TLC hosts workshops, trainings and meetings from 8am-8pm M-Th and 8-3pm Fri. Content is recording using TLC technology and made available in self-paced formats through iLearn and the website providing any time availability.



Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

1. Please list the **number** of Full and Part Time faculty, staff and/ or managers/ administrator **positions** in this program over the past two years. Focus on your individual program.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Academic Year	F = Faculty S = Staff M = Mgr/ Administrator	Full Time	Part time	Percentage Full to Part-time
Example: 1999	F = 3 S = 15 M = 1	F= 1 S = 12 M=1	F=2 S = 3	FT= 74% PT= 26%
2018-19	-0-	-0-	-0-	-0-
2019-20	-0-	-0-	-0-	-0-

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee **(200 words or less)**?

The TLC is lent staff from the DE Department. With the growth in DE, it is harder to provide valuable staffing for the TLC. The recommendation is to hire a full time faculty Instructional Technologist to staff the TLC. This has been requested on both DE and TLC program plans for the last 8 years. This recommendation also suggests that the 3 reassigned time faculty liaison positions roll into one position with TLC Coordination duties. With the growth in DE, every community college in the state is hiring an Instructional Tech or Designer (about the same thing). The TLC is a valuable important asset on campus. Many part timers depend on it for office space and access to technology tools they don't otherwise have.

Program Productivity Measurements

2. Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **Counseling:** Student contacts should focus on number of counseling appointments per year. Please find your total contact hours in SARS.

1. Academic Year	2. Total Number of student contacts (refer to D.4.)	3. Total allocated budget	4. Total spending	5. Total cost per student (Student Contact/ Total Spending)
Ex: 1999	715	\$15,000	\$14,500	\$20.28 per student
2017-18	600	-0-	250.00	0.41
2018-19	600	-0-	250.00	0.41
2019-20	600	-0-	250.00	0.41

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results **(200 words or less)**.

The TLC does not have a budget. The Distance Ed Dept budget usually buys the TLC a toner cartridge for the lab printer and misc. other office supplies. The TLC could use a budget. It should be a place where educational technology is showcased. It should be a testing ground for new technologies to keep the College relevant to its students. A budget of \$2,500-\$3,000 a year would be healthy to provide this level of technology to staff.

3. N/A

Evaluation of Resource Allocations

4. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
\$250	GF	17-18	Toner & supplies	Increase in student success
\$250	GF	18-19	Toner & supplies	Increase in student success
\$250	GF	19-20	Toner & supplies	Increase in student success

Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: **What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?**

The TLC facilitates all groups, committees and employees to work, collaborate and have access to technology for planning.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the [Educational Master Plan](#), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: **What are the departmental plans for the next three years (200 words or less)?**

The College has an opportunity to create an outstanding Professional Development Center by inviting certain stakeholder groups such as Academic Senate, Faculty Professional Learning Committees, VP of Academic Affairs, The Distance Education Committee and the Library Department to create a vision for the Center. Some creativity could go a long way to funding a Coordinator for the Center, including combining of existing positions (3 faculty liaison positions) to create one who would then have the dedication and focus of building Professional Development to include SLO development and Mentoring,



Consider addressing this in your Three-Year Program Plan at the end of this document.

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment. **All replies should consist of 100 words or less.**

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

The Teaching and Learning Center is ground zero for this.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Is there a need for expanded support services (i.e. tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success and completion.

The Teaching and Learning Center needs a dedicated Coordinator. The position should be that of an Instructional Technologist/Designer. There are numerous job descriptions floating around CCC's right now as it is an in demand position. It would support the college mission and the strategic plan goals by increasing achievement by ensuring that well qualified faculty are teaching courses and assisting in the development of well-trained employees to stay current with technology, teaching methods and other relevant trainings.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

The Teaching and Learning Center has provided a place for instructors and staff to come get answers to all their questions. Sometimes the questions have to do with technology and sometimes they have to do with College process and procedures. It is a gem.

Review Process Feedback

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

This is a good process and I applaud it. I just wish I had more time to be more articulate and that it was taken into consideration that the Tech crash caused some huge issues, like loss of data, loss of access to data, workarounds and substitutions or recreations took up a lot of time otherwise would have been spent on development of program plan.

Example Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

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<p style="text-align: center;">Goal</p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested. If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>Increase proportion of EOPS students completing degrees by five percentage points</p>	<p>Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits</p>	<p>Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule</p>	<p>Dean, Special Programs</p>	<p>None</p>	<p>December 2021</p>	<p>In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase</p>
<p>Decrease average response time for IT requests from three days to two days</p>	<p>Mission statement: Actively engages students Strategic Plan: Goal 2: Improve Efficiency SAO Results: Outcome 3: End-user problems will be responded to in a timely manner and resolved effectively by MIS staff.</p>	<p>Implement new workflow management software</p>	<p>Director of Information Technology</p>	<p>\$7,500 for software package</p>	<p>September 2020</p>	<p>Compare average response times from one year before software implementation to one year after implementation</p>

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Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

****Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

Program: TLC

<p style="text-align: center;">Goal</p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal**</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested.</p> <p>If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion</p> <p>Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>Research the difference between SAO's and PLO's in order to set SAO's and develop strategic plan for the TLC</p>	<p>Mission: Actively engages and empowers Strategic Plan: 1, 3</p> <p>SAO:</p>		<p>Academic Senate, Faculty Professional Learning Committees, VP of Academic Affairs, The Distance Education Committee and the Library Department</p>	<p>Can we fund a Coordinator or Instructional Technologist position by creating one out of the 3 liaison positions?</p>	<p>July 1 2020</p>	<p>Hire a FT faculty Instructional Tech/Designer</p>
<p>Provide appropriate technology and support for teachers and staff to improve their job skills and create opportunities to improve student success</p>	<p>Mission: Actively engages and empowers Strategic Plan: 1, 3</p>		<p>Distance Ed Dept.</p>			
<p>Other potential goals identified in report: Liaise with other stakeholders to</p>						

<p style="text-align: center;">Goal</p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal**</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested. If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>create Professional Learning Center, hire a dedicated coordinator, etc</p>						

Signature Page

Program being reviewed: TLC

Date: [Click here to enter text.](#)

How to use form:

Sign off after final review no later than:
Peer Reviewers: Nov. 27, 2019
Administrative Supervisor: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Date and Initial upon final review
Team Lead/ Chair	Sabrina Lawrence		
Supervising Admin			
Reviewer	Erin Crook		12-2-19
Faculty Peer Reviewer			
Student			
PIPR Support Team			
PIPR Support Team			