

Dean/Administrator	Other Readers
Barbara Morrissey	Robin Roy

Division/Area	IPPU (List Each Program)	NPPUs (List Each Program)
Student Services	PSCN Tutorial LRNS Learning Skills	Articulation Counseling Puente Transfer Program Student Health and Wellness

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.

The role of the Student Services Division is to facilitate and support student success. There are many diverse programs in Student Services which all serve to provide students with the tools they need to be successful while they are getting their education; and the assistance and support needed to achieve their goals and move on.

Currently, there are 3 Administrators: a Vice President of Student Services, 1 Interim Dean of Student Services and a Dean of Enrollment Services. In addition, faculty and classified staff are part of every program in the division. Each program reports to one of the Deans. Every program completed an annual Program Review. Several themes emerged from the Program Planning updates. The two predominant themes are lack of human and financial resources, and the implementation of the SSSP legislation.

1. Lack of staff to operate programs due to increased demands from students and increased mandated services required in the new SSSP legislation. In all areas there is a need for more faculty and classified.

-Tutorial Center needs a full-time faculty coordinator and a full-time classified staff in order to meet the dramatic increase in student requests for tutoring, especially in the basic skills. Currently both faculty and staff are less than 50% load.

- One classified staff needs to be restored to the Transfer Center. Currently, no one is available to staff the

center.

- Learning Skills (LRNS). Restore instructional assistant to help with increased LD testing.
- Counseling. Restore the Assessment Coordinator position; increase counseling hours to accommodate students' needs for an SEP. Develop e-counseling as mandated by SSSP and college goals.
- Student health Center. Increase MFT intern hours to provide mental health services for students. Increase Staffing.
 - Puente program is now fully implemented and the grant required the College to assume complete funding of this program. Resources needed when grant expires in one year.
 - PSCN. With fewer counseling faculty available to teach PSCN courses, many courses are taught by part-timers and it was difficult to write and assess SLOs.

2. Concern for the impact of implementing the new SSSP mandates.

The overarching concern in this division is the implementation of the SSSP mandates. The initial mandates most critically involve student services: admissions, orientation, assessment, Counseling, Student Educational Plans, career pathways, major choice, completion rates, and basic skills to highlight a few. Since most programs identified the lack of staffing, there is concern around who, what, when, where, and how are we going to implement these major changes, especially with no new staffing.

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
SLO Assessment Review	1. What overall themes appear in the SLO assessment review?	1. Articulation: It was stated that this program has no SAOs to assess. Counseling: Discussion of the impact of the Student Success Act on the counseling department and the steps they took to implement the mandates.
IPPU I	2. What do the themes suggest?	HealthCenter: Based on assessment results, the program feels they are successful in meeting student needs in providing mental health services.
NPPU I	3. How have disciplines responded to the themes (for example, did the pedagogy change)?	PSCN: The discussion was focused on one regular course and one distance education course. The themes for students success focused on how well students completed two types of assignments. Puente: This is a new program. SLOs were just written in Spring, 2014. They will be assessed by the end of the academic year 2014-2015.
	4. What additional resources are needed?	Transfer Center: There is an 84% success rate among students who did a TAG and then successfully applied to a college or university. Tutorial Center: 84% of students surveyed in Spring, 2014 indicated they would have failed or dropped their courses without tutoring. 87% felt that tutoring improved their grade.
		2. Articulation/Puente: n/a Counseling: Only 54% of the students who went through the Early Admissions process actually registered for courses. HealthCenter: Students state stress as their #1 health issue. PSCN: The themes were making sure instructions and guidelines

		<p>for assignments were well explained and that students receive an example of a good report and a bad report. The appropriateness of an assignment in a regular vs DE class were discussed.</p> <p>Transfer Center: The more accessibility of services provided to students in the transfer process, the more successful college applications.</p> <p>Tutorial Center: Students self-report that they feel better about their academic achievement with tutoring support.</p> <p>3. Articulation/Puente: n/a</p> <p>Counseling: Lessened the number of students in program planning sessions, to create more one on one time with students.</p> <p>HealthCenter: Not addressed (did not use the template that asked this).</p> <p>PSCN: In both cases, the instructors modified either the instructions on an assignment or the assignment itself in order to evoke a better understanding of what students had actually learned.</p> <p>Transfer Center: In the absence of full time support for transfer services such as appointments with college representatives, the program instituted an online appt. making process.</p> <p>Tutorial Center: Students are now being encouraged to come better prepared to their tutoring session. A new line on the tutor request forms asks students to fill in “what is expected from me”. Tutors are trained to encourage students to take more responsibility for their own tutoring experience.</p> <p>4. Articulation: It was stated that the articulation officer has been running this program on an overload basis, but that there have been staffing changes the will now make this ½ of her regular position. Otherwise, n/a</p> <p>Counseling: More counselors</p> <p>HealthCenter: Not addressed</p> <p>PSCN/Puente: None</p> <p>Transfer Center: The program is in need of a full-time transfer center classified coordinator.</p> <p>Tutorial Center: a) A reliable and sustainable source of funding for tutors. Most tutors are currently paid for with soft money. b) Staffing hours need to be increased due to increase in demand for services and increased need to train and supervise tutors.</p>
SLO Process	1. How do faculty members in the discipline reach consensus on SLOs, assessments and results?	
IPPU I		<p>1. Articulation/Transfer Center/ Tutorial Center: One person program.</p> <p>Counseling: Faculty members each have responsibility for a given area. They present conclusions and recommendations to the group for additional feedback. The group uses the feedback to decide on a course of action.</p>
NPPU I	2. Were SLOs a topic of discussion at	<p>HealthCenter: Dialogue is ongoing between the director and health center staff as well as the VP of Student Services. Use</p>

	<p>discipline meetings?</p>	<p>feedback from student surveys to develop areas to focus on. Previously mentioned dialogues. No reference is made to the venue through which these dialogues occur. PSCN: Faculty members take responsibility for a given area and present conclusions and recommendations to the entire group for additional feed-back. The group incorporates the feed-back and then reaches consensus. (quote). Assessments are through discussion in counseling meetings and division meetings. Puente: Individual course SLOs are developed by the instructor, but program level SAOs are made on the goals of the state-wide program: One person program. Transfer Center: Regular emails go out to faculty needing transfer information. There are regular presentations at the counselor's monthly meeting. Feedback is elicited there. Documentation includes meeting minutes at the monthly Student Services Planning meeting which includes all Student Services Coordinators. Tutorial Center: n/a. The coordinator sends and receives emails. Reports are given at the Student Services Coordinator meetings. a) Notes from meetings with Dean of Student Services. b) Beginning in Spring 2015, the Tutorial Program will be using Blackboard to document SAO related discussions, as well.</p> <p>3. Articulation/Puente: n/a Counseling/PSCN / Transfer Center / Tutorial Center: Yes HealthCenter: not addressed</p>
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PPU Section	Questions	Response
Data Review	1. What overall themes appear in the data reviews?	1. Data reviews almost always indicate a lack of resources available to operate programs due to increase demands from the students, increased mandated services required in the new SSSP legislation, and at the same time, no increase in the amount of staff in each program.
IPPU II.A		
NPPU II.A	2. Describe any notable changes identified by particular programs.	2. SAO's often indicate the need to change a program in order to improve it but they are unable to do so because of lack of funding. The question in many cases asks what are the college funding priorities and how and when will the college fund these priorities? Many programs identified improved and some new services in the PPU's but only some of them are possible without additional staff. For example Tutorial Center and Transfer Services.

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Program-Set Standard	1. How many IPPUs met their program-set standard for course success in 2012-13? *	1. 1
IPPU II.B		2. 2
NPPU N/A	3. 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?	3. n/a
Curriculum Review	1. How many programs indicated impacts to their curriculum? *	1. Three programs indicated impacts to curriculum. PSCN, LRNS, and Puente.
IPPU II.C	2. What trends appeared in these impacts?	2. The major trend is SSSP legislation requiring a College Success Class. Puente also mandates the same class. In this case, one class will fulfill both requirements. The other issue impacting curriculum was the elimination of the Internship class which was part of the Health and Human Services certificate and the proposed degree. This change necessitates revising the certificate and/or creating a new class to meet the internship component. LRNS is greatly impacted by the current revision of the LRNS curriculum and will require substantive review including questions such as "Is this an instruction program or a student service program?" In the future, development of an ADT in Social Work to update the Human Services Certificate or degree.
NPPU N/A	3. Describe any notable impacts identified by particular programs.	
Human Resources	1. Based on the PPU's you read, have numbers of full-time and part-time faculty increased, decreased, or remained consistent overall?	1. remained consistent over all.
IPPU II.D	2. Have numbers of full-time and part-time classified staff increased, decreased, or remained consistent?	2. Classified staff decreased by 1 full time person: no Assessment Coordinator position.
NPPU II.B	3. What trends appear in how changes have affected the student experience?	3. Vacant Assessment position negatively impacts every incoming student who needs testing. We reduced the number of testing sessions due to lack of staffing.
Planning Update	1. What trends appear in program plans, initiatives and objects accomplished in 2012-13 and 2013-14?	1. New ADT's were developed. We are seeing more growth in the number of students using counseling services. Puente is full and operating at full capacity.
IPPU III.A	2. Describe any notable	2. Programs accomplished what they said they were going to do in the program plans.

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	accomplishments identified by particular programs.	Trend: lack of enough staff to meet student needs. Need for more classified and faculty.
NPPU III.A		
SLO/SAO Assessments	1. What trends appear in how programs will use SLOs/SAOs to improve student learning or services?	1. Some programs will reassess same SAO and others will write new SAO's. New SAO's for Puente and Articulation only began in 2014-15. Trend: we are assessing SLO's and making changes as needed.
IPPU III.B.1	2. How many PPU's indicated that they will write new SLOs/SAOs?*	2. 4 programs will write new SAO's.
NPPU III.B.1	3. How many total SLOs/SAOs will be written?*	
	4. Approximately how many part-time faculty plan to participate in the SLO process? *	
Curriculum	1. How many programs intend to make changes to existing curriculum?*	1. 2 programs intend to change curriculum: PSCN (and Puente) addition of College Success Class; and LRNS one class LRNS 116
IPPU III.B.2	2. How many programs intend to submit proposals for new curriculum?*	2. One program will submit new curriculum.
NPPU N/A	3. What trends appear in programs' plans to create or change curriculum?	3. Biggest change is new SSSP legislation mandates focusing on college success; and Puente requiring a similar course for Puente students.
	4. Describe any notable curriculum changes or new curriculum proposals identified by particular programs.	4. PSCN certificate needs to be revised reflecting the removal of the Internship class which was part of the certificate. Possibility of writing a new similar class for Health and Human Services Certificate. Also, the new ADT in Social Work when state approves it.
General Program Planning	1. What overall themes appear in the program plans?	1. One of the main themes is lack of personnel. In some cases, programs are only asking to restore personnel. With documented increased demands in Student Services, we cannot keep up with student demand. For example:
IPPU III.B.3	2. Describe any notable plans, initiative or objectives identified by particular programs.	- Transfer – restore classified staff. Currently the new transfer center must remain closed and students do not have access to transfer information or resources. The new ADTs, SSSP, focus on completion and transfer from state Chancellor's office; and LPC President's
NPPU III.B.3		

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		<p>goals for transfer.</p> <ul style="list-style-type: none"> - Articulation: SLO is new and will be assessed. More hours are needed due to C-ID, major curriculum changes for all faculty, and curriculum. Articulation in increasingly more labor intensive. - Counseling: on going implementation of SSSP. - Tutorial: updated Tutor Training class.
Enrollment Management	1. How many programs plan to request new FTEF?*	1. 4 programs
IPPU IV.A	2. How much total FTEF is being requested? *	2. 3.2 FTEF
NPPU N/A	3. What trends and/or notable examples appear in the rationale for FTEF requests?	3. Trends: restoration of former staff; increasing percentage of current positions to full time to meet new mandates; increasing student demand; inadequate current staffing levels to meet student demand; and curricular changes.
		4. Puente wants to talk the administration about making this program sustainable when the grant ends.
Human Resources	1. How many programs plan to request new or replacement faculty positions?*	1. Five programs plan to request faculty positions. Two new FT Counselors, Assessment Coordinator, one faculty suggested 50% Release time for PSCN Coordinator, and Transfer restoring classified coordinator.
IPPU IV.B	2. How many total new/replacement faculty will be requested?*	2. 3.4 FTEF
NPPU IV.B	3. How many programs plan to request new or replacement classified positions?*	3. two programs request replacement positions
	4. How many total new/replacement classified positions will be requested? *	4. two classified positions are replacements
	5. What trends and/or notable examples appear in the rationale for human resources requests?	5. Human resource requests are primarily for faculty replacements.
Financial	1. How many PPU's plan to request	1. Puente is grant funded but the College must

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IPPU IV.C	maintained budgets?*	assume entire cost next year when the grant ends.
NPPU IV.C	<p>2. How many PPUs plan to request increased budgets?*</p> <p>3. What trends and/or notable examples appear in the rationale for financial resources requests?</p>	<p>2. Articulation no budget increase</p> <p>3. The following 5 programs will request increased budgets: Counseling, Transfer, PSCN, Student Health Center, LRNS, an Tutorial</p>
Technology	1. How many PPUs plan to request software upgrades? *	1. -0-
IPPU IV.D	2. How many PPUs plan to request new software? *	2. One program
NPPU IV.D	3. What trends and/or notable examples appear in the rationale for technology requests?	3. Tutorial center has reached capacity in the ability to schedule students for tutoring in a timely fashion. The program operates with 2 part time staff who cannot meet the demand. We have continuously requested 'Tutor Trac' which will allow students to schedule themselves. Using this software would result in improving access to tutoring. The need for faculty and classified staff are primarily replacements.
Facilities, Equipment and Supplies	1. How many PPUs plan to request renovations or upgrades of existing facilities?*	1. Two programs are requesting to upgrade existing facilities: 1) Tutorial – upgrade 2401L to a smart classroom; and 2) Health center requests a furnished office space for new MFT intern.
IPPU IV.E	2. How many PPUs plan to request new facilities?*	2. None
NPPU IV.E	<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>3. One</p> <p>4. 3: Transfer 2 printers for existing offices; Health Center one TV monitor for Center; Health Center needs office furnishing for ne MFT intern.</p> <p>5. 5 PPU's. <i>Tutorial Center</i> (toner, white board markers, and other gen. office supplies). <i>LRNS</i> needs new versions of LD Psychological tests. <i>Counseling</i> (furnish 2 empty offices with computers, printers, phones, etc). <i>Transfer Center</i> (2 printers for existing offices, general office supplies for daily operations and special transfer events). <i>Health Center</i> (office furnishings).</p> <p>6. The trend is to upgrade existing</p>

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		<p>rooms/facilities and also to upgrade old equipment. These requests will simply raise standards to the current level of operation. In two cases, the addition of one monitor and 2 printers are basic technology requests that were unfilled in past years. We also need to fund basic office supplies such as computer toner. All programs in Student Services are high volume with respect for copying information for students</p>
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