The Comprehensive Instructional Program Review Report

1. College: Alameda

Discipline, Department or Program: *Physics*

Date: 11/14/15

Members of the Comprehensive Instructional Program Review Team: Patti Tsai

Members of the Validation Team:

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2. Narrative Description of the Discipline, Department or Program:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

The mission of the Physics Department at College of Alameda is to integrate problem-solving with a firm conceptual foundation and laboratory exercises. Students spend time working with other students in class, discussing physics concepts and solving problems together.

We provide comprehensive and flexible programs that empower students to achieve their goals. For example, many students enroll in Physics 10, which is offered as an online course, to satisfy prerequisites for Allied Health programs. Most students enroll in the Physics 4A-4C sequence to satisfy prerequisites for engineering and the physical sciences.

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

  The Physics Curriculum Review is attached.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

  The Physics Curriculum Review is attached.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

  The Physics Curriculum Review is attached.

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years. Please review the "At a Glance" reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

  Student Learning Outcomes are included in each instructor's syllabus, and are also published at http://alameda.peralta.edu/physics.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  All Student Learning Outcomes for all courses were assessed during the three-year cycle from 2012-13 to 2014-15. All assessments for PHYS 10, PHYS 4A, and PHYS 4C have consistently met or exceeded goals. Attached please find for each course: Summary of the Assessment Cycle Results in 2012-13, 2013-14, and 2014-15, and the SLO Assessment & Alignment Summary, and the At-a-Glance Participating Area Alignment. In addition, attached is a preliminary report for Assessment Cycle Details for: PHYS 4B General Physics with Calculus, 2015-16.

  In PHYS 4B, the most demanding course in the sequence, assessments fell below the goals for two Student Learning Outcomes.
  - *In both semesters surveyed (Fall 2013 and Fall 2014), students had difficulty with simple questions that required a conceptual understanding of magnetic flux.*
  - *Performance was mixed on a multi-step problem involving magnetic fields. In Fall 2013, students met goals; in Fall 2014, they did not.*

Improvement 1.

In Fall 2015, Patti Tsai presented conceptual questions on worksheets, quiz questions, and problems on Exam 2 to lead students to distinguish between electric charge (the source of electric fields), electric field, and electric flux. Scores on a comparable conceptual question regarding electric fields on Exam 2 met goals! These data have been submitted as findings for 2015-16.

Improvement 2.

In Fall 2015, Patti Tsai presented analytical problems on worksheets, quiz questions, and questions on Exam 2 to lead students to distinguish between electric field generated by enclosed charge, electric field calculated through superposition, electric flux, and electric potential. Scores on a comparable multistep analytic problem regarding electric fields on Exam 2 met goals. These data have been submitted as preliminary findings for 2015-16.

Improvement 3.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

Plan 1.

In Fall 2015, Patti Tsai is working on similar modifications on curricular materials regarding magnetism. The conceptual question of magnetic flux will be comparable to the conceptual problem on electric flux. The analytical problem involving magnetic flux may be more challenging than the analytical problem involving electric flux. She will compare the results with student performance on electricity at the end of the semester.

Plan 2.

Plan 3.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

We have been offering Physics 10 only in the online format. In Spring 2011, Patti Tsai taught Physics 10 online at COA while teaching the same course face-to-face at Laney College. Although this cannot be considered to be a representative sample, the online class had higher student performance and lower retention. This is at least in part due to self-selection. Online students must assume responsibility to remain in a class, whereas in a face-to-face class, students may believe that just showing up for class will be enough to succeed.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

N/A

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

Student Learning Outcomes for all classes have been mapped to Institutional Learning Outcomes.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

  The At-A-Glance reports for all classes showing Outcomes Aligned with Institutional Learning Outcomes are attached.

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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  Physics instructors endeavor to integrate problem-solving with a firm conceptual foundation and laboratory exercises. Students spend time working with other students in class, discussing physics concepts and solving problems together.

  Patti Tsai has developed a set of curricular materials for Physics 4ABC, based on work done in the Physics Education Research community.

- How has new technology been used by the discipline, department or program to improve student learning?

  Computer-aided laboratory experiments are performed in PHYS 4A. Laboratory equipment has been recently updated for PHYS 4B and PHYS 4C. Instructors post grades and curricular materials using course management systems.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

  All instructors teaching Physics 10 online have considerable experience teaching this course in a traditional face-to-face format.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

  We believe that it is essential for all instructors teaching physics online to have considerable experience teaching the same course in a traditional face-to-face format. Without this, it is not possible to know what is realistic for students to learn in one semester.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

  - Overall enrollment trends in the past three years

CENSUS_TOTAL	Term						
Course	2012 Summer	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
PHYS 10 - INTRO TO PHYSICS		40	42	31	38	30	37
PHYS 49 - I/S - PHYSICS	1						
PHYS 4A - GEN PHYSICS W/CALCULUS		46	43	39	37	32	41
PHYS 4B - GEN PHYSICS W/CALCULUS		35		41		26	
PHYS 4C - GEN PHYSICS W/CALCULUS			42		42		33

Grand Total	**1**	**121**	**127**	**111**	**117**	**88**	**111**

- An explanation of student demand (or lack thereof) for specific courses.

  Physics offerings throughout the district have been expanding. Students have more choices as to where to take physics courses. As of the 2015-16 academic year:
  Physics 4A is offered every semester at Laney and COA; in the fall at BCC and Merritt.
  Physics 4B is offered every semester at Laney; in the fall at COA; in the spring at BCC and Merritt.
  Physics 4C is offered every semester at Laney, and in the spring at COA.

- Productivity for the discipline, department, or program compared to the college productivity rate.

Productivity	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING	Average
COA	18.45	17.35	17.46	16.68	16.52	16.28	17.12
COA Physics	21.64	22.71	20.36	20.98	15.65	19.82	20.19

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

  Physics classes are relatively productive compared to college-wide averages. We are able to offer well-managed laboratory classes with up to 35-40 students.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

  It has been crucial to avoid conflicts with other STEM courses, especially in scheduling PHYS 4B and PHYS 4C. We have primarily tried to avoid conflicts between our PHYS 4A and our MATH 3B and above; and between PHYS 4B and MATH 3C and above at COA and at Laney College. (There are a number of very popular math instructors at Laney.) In addition, it has been important to avoid conflicts between our PHYS 4A and engineering courses at Laney; and our PHYS 4B and PHYS 4C with organic chemistry (at Laney and Merritt).

- Recommendations and priorities.

  Because students face more transportation hurdles to come to COA, as opposed to Laney, the COA physics faculty member has taken the initiative to contact faculty at Laney when planning the schedule. Now that Merritt and BCC are also expanding their physics programs, it would be even more helpful if scheduling of classes would be considered across the district.

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6. Student Success:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

  Excluding online and independent study:

Success%	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring	Average
Alameda	68.08%	66.66%	67.27%	67.71%	66.77%	67.50%	67.33%
PHYS 4A - GEN PHYSICS W/CALCULUS	71.11%	55.81%	66.67%	67.57%	75.00%	82.93%	69.60%
PHYS 4B - GEN PHYSICS W/CALCULUS	65.71%	NA	75.61%	NA	61.54%	NA	68.57%
PHYS 4C - GEN PHYSICS W/CALCULUS	NA	73.81%	NA	71.43%	NA	81.82%	75.69%
Grand Total	**68.75%**	**64.71%**	**71.25%**	**69.62%**	**68.97%**	**82.43%**	**71.39%**

Discussion:

The success rate for Physics 4ABC is consistently higher than the college-wide average; this is probably because students have completed math prerequisites. The success rate for Physics 4B is slightly lower than for Physics 4A; this is probably because the subject matter is more challenging. The success rate for Physics 4C is the highest; this is probably because students have completed both Physics 4A and Physics 4B.

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

  College course completion standard: *Unknown. We request clearer statistics regarding online education.*

  Department/discipline Distance Education (100% online) course completion rates:

Success	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring	Average
PHYS 10 - INTRO TO PHYSICS	50.00%	47.62%	35.48%	57.89%	40.00%	56.76%	47.96%

  Discussion:
  Physics 10 is a demanding online course. As discussed by WASC team members in Spring 2015, improved statistics for online courses could help in understanding trends and improving student success.

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?

  College of Alameda has only been offering Physics 10 online; however, beginning Fall 2016, we plan to offer this course with online and hybrid options.

- Describe the discipline, department, or program retention rates *(*After the first census, the percent of students earning any grade but a "W" in a course or series of courses) for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

Retention%	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring	Average
COA	84.34%	80.16%	81.55%	80.75%	82.03%	81.54%	82.98%
COA Physics	72.41%	71.65%	71.17%	73.50%	68.18%	79.28%	72.70%

Discussion:

The success rate for physics classes, while lower than the college wide average, is only slightly lower than the success rate; this shows that all students who remain in physics classes are able to complete their courses successfully.

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

We are delighted that a MESA pilot program, including student tutors, was launched at the Science Annex in October 2015. Tutors with better grounding in physics will be recruited in subsequent semesters.

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

Patti Tsai has been discussing an AS-T degree with science faculty members at Berkeley City College, Laney College, and Merritt College periodically for the last two years. We are currently discussing this again. One issue seems to be that Peralta math and physics courses have expanded unit loads. We are uncertain how this relates to an apparent cap on units that can be required for the AS-T degree. We are continuing discussions.

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7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount	1 (on partial leave)
Part-time faculty headcount	1 (PHYS) 2 (ASTR)
Total FTEF faculty for the discipline, department, or program	1.12 FTEF (PHYS) 1.72 FTEF (PHYS and ASTR)
Full-time/part-time faculty ratio	1:3 (PHYS and ASTR)

Classified staff headcount 0

- Describe your current utilization of facilities and equipment.

  Physics labs are held in Room 100 in the Peralta Science Annex. The facilities in the Science Annex are new and in relatively good condition. The stockroom, Room 102, is very full.

  Attending classes three blocks from the main campuses presents transportation challenges for students. Teaching at the Science Annex also places faculty in biology, chemistry, and physics at a disadvantage in terms of on-campus departments such as duplicating, DSPS, A&R, and the Business Office.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  A new full-time physics faculty member is required after Patti Tsai retires at the end of Spring 2016. It is difficult to find well-qualified adjunct faculty.

  A physics instructional aide is needed to trouble shoot equipment and to set up laboratory experiments. Currently, physics faculty members have complete responsibility for all trouble shooting all equipment, and primary responsibility for setting up their own laboratory experiments. The chemistry technician also provides occasional assistance.

  A staff member who is able to take an active role in coordinating faculty evaluations, as needed, would be very helpful. Currently, the Office of Instruction is not able to handle partial evaluation packets, so the department chair has responsibility for rounding up all evaluation documents, with signatures. This task in time consuming task and could be handled by a staff member with enough time to do so.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  We request $4200 to purchase equipment for Physics 4B. Patti Tsai has been borrowing equipment for a lab on heat engines from the Physics Department at UC Berkeley.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  Additional storage is needed.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

  Patti Tsai served on the hiring committees (Spring 2013) and tenure review committees for two math faculty members at COA. She served on the hiring committee (Summer 2014) and tenure review committee for the physics faculty member at Merritt College. She served on the hiring committee for the physics faculty member (Spring 2015) at Berkeley City College. She chaired the hiring committee for the geography faculty member at COA.

  As Physical Sciences co-chair, Patti Tsai has managed evaluations for physics, astronomy, and geography (many of which classes she has personally observed), and has requested faculty to assess Student Learning Outcomes for these areas. All instructors have been evaluated on schedule, and all courses have been assessed.

  Patti also maintained the Geography program after the former full-time geography faculty member went on banked leave in Fall 2012 and retired in January 2013.

  Andrew Park has served on the Scholarship Committee since Spring 2015.

  Both physics faculty members trouble shoot and set up their own labs.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

  In the fall semester, we organize a field trip for interested students to the Lawrence Berkeley National Labs, and we host a panel including former interns and the internship program manager for Lawrence Berkeley National Labs.

  Research posters and short biographies of former students are on display in the Science Annex

  In the spring semester, we host a panel of returning students in a transfer celebration for Physics 4C students about to transfer to different universities.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

  Adjunct faculty participate in department meetings each semester as they are available, and in department matters through email. In Fall 2014, we discussed the hiring process for full-time community college positions. In the Fall 2015 department meeting, we discussed analyzing students' written work, and using this to build our own understanding of how to address difficult concepts. As stated in a recent blog post by Dan Meyer, "It's the students' job to inquire into the material, and while they do that, it's my job to inquire into their thinking."

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

  Andrew Park is currently enrolled in EDT 3. In Fall 2015, he served as a substitute instructor for part of Physics 10 online; he will teach the course in its entirety in Spring 2015. He plans to offer it as with online and hybrid options beginning Fall 2016.

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10. **Discipline, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

  The next physics faculty member may want to consider expanding course offerings.

  In addition to courses in the PHYS 4ABC sequence, COA may wish to consider adding PHYS 3AB and/or engineering.

  Both courses in the PHYS 3AB sequence are currently taught each semester at Laney, and with a Fall-Spring pattern at BCC.

  If engineering were to be offered at COA, the courses should have something to attract students from Laney. Perhaps topics could be combined with the upcoming GIS courses, to be developed by a new Geography faculty member.

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

  Activities and Rationale:

  In Spring 2016: Complete curricular materials for PHYS 4ABC. Complete updates of course outlines. Continue investigating AS-T degree.

  New physics faculty member may want to expand courses.

- **Goal 2. Assessment:**

  Activities and Rationale: *Continue SLO assessments, especially assessment of Physics 4B at end of Fall 2015 semester.*

- **Goal 3. Instruction:**

  Activities and Rationale:
  Introduce PHYS 10 as optional online or hybrid course beginning Fall 2016.

- **Goal 4. Student Success:**

  Activities and Rationale:
  Possible AS-T degree?

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

  Activities and Rationale:

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review
Prioritized Resource Requests Summary

College: Alameda

Discipline, Department or Program: Physics(/Astronomy)

Contact Person: Patti Tsai

Date: 11/23/15

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	Full-time physics (or physics/astronomy) faculty member, effective Fall 2016 or Spring 2017.	1		p. 8	#1-5
Human Resources: Classified	Physics instructional aide Coordinator for faculty evaluations	3 4	10 hours/week Unknown	p. 8	#1-5 #1-5
Human Resources: Student Workers					
Technology					
Equipment	Laboratory equipment for Physics 4B	2	$4400.00	p. 8	#1-2
Supplies					
Facilities	Move back to main campus! Additional stockroom space	5		p. 8	#1-2
Professional Development					
Other (specify)					

Appendix B

PCCD Program Review
Alignment of Goals Template

College: Alameda

Discipline, Department or Program: Physics(/Astronomy)

Contact Person: Patti Tsai

Date: 11/23/15

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Full-time physics (or physics/astronomy) faculty member	#1-5	A-D
2. Equipment for Physics 4B	#1-2	A, C, D
3. Physics instructional aide	#1-5	A-D
4. Evaluations coordinator	#1-5	A-D
5. Move back to main campus. Additional stockroom space	#1-5 #1-2	A-D A, C, D
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College: Alameda

Discipline, Department or Program: Physics(/Astronomy)

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☐ 1. The narrative information is complete and all elements of the program review are addressed. ☐ 2. The analysis of data is thorough. ☐ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data. ☐ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern. ☐ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
☐ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
☐ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
☐ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team

_____	_____	_____
Print Name	Signature	Date

Validation Team

_____	_____	_____
Print Name	Signature	Date

Received by Vice President of Instruction

_____	_____	_____
Print Name	Signature	Date

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

∗ Academic Excellence

∗ Budgetary Competence

∗ Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.