

Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College



Instructional Program Review Handbook

Fall 2016

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The Comprehensive Instructional Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Comprehensive Program Review process include:

- The Comprehensive Instructional Program Review Team
 - Core data elements
 - Completion of a Comprehensive Instructional Program Review Narrative Report every three years
 - Validation of the Comprehensive Instructional Program Review Report
 - Completion of three reporting templates (found in the appendix). They are:
 - The *Comprehensive Instructional Program Review Resource Requests Template* in which to summarize key resource needs.
 - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
 - The *Validation Process Form* in which to document the validity of the program review.
-
- Annual Program Updates (APUs), which review progress in meeting goals identified in the Comprehensive Instructional Program Review, are completed in the alternate years within the Comprehensive Program Review three year- cycle.
-

Thus, the recommendations and priorities from the Comprehensive Instructional Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Comprehensive Instructional Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.
- Division Dean
- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.
- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

The Comprehensive Instructional Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the Comprehensive Instructional Program Review Narrative Report.

Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the Comprehensive Instructional Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.
 - Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.
 - FTES per FTEF (productivity) by course and discipline, department or program for the last three years.
 - College productivity rate for the last three years.
 - Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.
 - Total degrees and certificates awarded by the college, per year, for the last three years.
 - Retention rates by course and discipline, department or program for the last three years.
 - Overall college retention rate.
 - Course completion (student success) rates, by course and discipline, department or program for the last three years.
 - College course completion rates for the last three years
 - Faculty Demographics: Full-time/part-time, age, gender, ethnicity
-

Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
 - A list of degrees and certificates
-

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.
-

C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent.

FTES (Full Time Equivalent Student): This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

To approximate the FTES generated by a 17.5 week semester class use the formula:

$$\text{WSCH (Weekly Student Contact Hours from the census)} / 525 \times 17.5 = \text{FTES}$$

The WSCH of “contact hour” is the basic unit of attendance for computing FTES. It is a period of not less than 50 minutes of scheduled instruction.

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH. To figure the FTES for the class, the formula yields:

$$120 / 525 \times 17.5 = 4.0 \text{ FTES}$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors.

Retention: After the first census, the percent of students earning any grade but a “W” in a course or series of courses. To figure retention for a class, subtract the “W”s from the total enrollment and divide the number by the total enrollment.

Student Success: Course completion rate with a grade “C” or better.

The Comprehensive Instructional Program Review Report

1. College:

Discipline, Department or Program: African American Studies

Date: Sept. 10, 2016

Members of the Comprehensive Instructional Program Review Team:

Members of the Validation Team:

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 College of Alameda's African American Studies Department mission, in alignment with the College's mission, is to meet the educational needs of its community by providing comprehensive and flexible programs which will enable students to transfer to four year institutions, to earn degrees and certificates in selected academic and occupational fields, to prepare for positions in the workforce, to improve their basic learning skills and to expand their general knowledge.

- The African American Studies Department mission is to expand the student's knowledge base, to assist them in becoming critical thinkers and to increase their research skills through reading and writing. The department has offered only African American history classes in the past. It has currently expanded to offering classes on the Black Family and Male and Female Gender classes. More classes are in the process of being developed to expand course offerings in the department.

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. All have been updated.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)? Future courses are: African American male/female relationships, Religion, Black Politics, Black Psychology, Introduction to African American Studies, African American Politics, African American Culture: Black Music, Art and Literature
- 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 AA Degree can be received in this department.
- None of the Degrees can be completed through Distance Education

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)
It is listed in the syllabus.
- 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.

Improvement 1. Students have learned how to select academic/scholarly articles from the internet to complete assignments. They have learned that internet information can be inaccurate.

Improvement 2.

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.Improve writing skills. Students will enroll in English classes and have access to more tutors..

Plan 2. Complete English 201A or above. English 5 Critical thinking

Plan 3.

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

The grades for Distance Education courses are higher than face to face classes.

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

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).
Written work is read and assessed. Oral communication is assessed. Critical thinking is part of the written work through reflection papers and research papers.

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

Students write reflection papers that involve critical thinking skills. They use the internet (technology) for current information and draw inferences and conclusions based on their reading. They engage in lively discussion about civic and social responsibility.

5. Instruction:

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

Students meet in small groups and discuss assigned topics.

Students also make group presentations.

Students learn how to write research papers and present their finding to classmates.

- How has new technology been used by the discipline, department or program to improve student learning? The internet is used to connect current issues to past historical events that affect African Americans. For example, methods of voter suppression vs. post reconstruction/civil rights era disfranchisement.
- 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?
- Face to face is easier to maintain the integrity of academic standards. Distance Ed is more difficult to maintain. Assignments are frequently changed. Individual project presentations (powerpoint) are also required)
- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes? We offer more assignments and emphasize critical thinking skills.
- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
 - Overall enrollment trends in the past three years
The enrollment trends have remained about the same.

Please insert the data chart here

- An explanation of student demand (or lack thereof) for specific courses.
Students have requested more course offerings specifically in Black male/female relationships.
- Productivity for the discipline, department, or program compared to the college
productivity rate.

Enrollment census has slightly increased. From 5 sections we served approximately 237 students. Over 60% of students successfully completed courses..

Please insert the data chart here

College productivity rate _____

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

The full time faculty member was out for the academic year.

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

The college continuously surveys students.

- Recommendations and priorities.
Continue to develop critical and analytical thinking skills reinforced through English classes.

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?

The classes are in alignment with the college's completion rates.

College course completion standard _____

Please insert the data chart here or complete the section below.

Department/discipline course completion rates:

Course 1. Afram 30 _____ 55% _____
(course name and number) rate

Course 2. Afram 31 _____ 65% _____
(course name and number) rate

Course 3. Afram 5 _____ 40% _____
(course name and number) rate

Course 4. _____ _____
(course name and number) rate

ETC.

Discussion:

- 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?
Unable to obtain data.

College course completion standard _____

Please insert the data chart here or complete the section below.

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

Course 1. Afram 30 _____ 40% _____
(course name and number) rate

Course 2. Afram 31 _____ 40% _____
(course name and number) rate

Course 3. _____ _____
(course name and number) rate

Course 4. _____ _____
(course name and number) rate

ETC.

Discussion:

- 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?
Distance Ed students need to be self-starters and have a disciplined approach to classes. They also need strong reading and writing skills. The department is in discussions with English faculty.

- 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? Need to obtain that data.

College retention standard _____

Discipline, department, or program retention rates

Year 1. 70% of students were retained. _____

Year 2. .70% of students were retained _____

Year 3. .75% of students were retained _____

Discussion:

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?
Early alert notification will go to counselors. We are working on a method to contact students with attendance problems.
- 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?
Three degrees have been completed in the last three years. Successful completion of classes will help with retention and transfer rates should increase.

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 ___One_____

Part-time faculty headcount _None to one_____

Total FTEF faculty for the discipline, department, or program __One_____

Full-time/part-time faculty ratio _1-0_____

Classified staff headcount __0_____

- Describe your current utilization of facilities and equipment.
We use the smart classroom that has technology in each one.
- 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.
We are increasing the number of new courses offered.
- 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. Some of our students still do not have access to computers that they can take home. We need a loan program for them.
- 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. None

- 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.
- Full time faculty participate on the following committees: College Council, Professional Development and sponsorship of student clubs.

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

We have attended various community speaker forums and activities.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making. Part time faculty(when we have them) participate in ongoing discussions about the program and student needs.

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.

Professional Development workshops are offered in technology training, cultural sensitivity and Sharing of best practices.

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).

Expansion of the department – more course offerings. This will enable students to easily complete the coursework for obtaining a degree in the department.

- 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:**

Introduce at least three more courses within three years.

Activities and Rationale:

We can increase the number of students enrolled in African American Studies classes.

- **Goal 2. Assessment:**

Activities and Rationale: The courses have been articulated through the UC and CSU systems as transferable. The academic requirements include reading, researching and writing and are in alignment with four year institutions. We need to increase classes that can build analytical and critical thinking skills.

- **Goal 3. Instruction:**

Activities and Rationale: More money should be allocated for instructors to attend conferences and workshops. Currently, collaboration with colleagues in the field are ongoing.

- **Goal 4. Student Success:**

Activities and Rationale: Provide students with tutoring in English, academic and personal counseling that addresses financial aid, child care and homelessness. Students also need personal computers.

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

Activities and Rationale:

Attend and participate in workshops that enhance and improve instructional delivery. Continue collaborative work with colleagues. Work with and or sponsor students clubs or committees.

- 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: College of
Alameda _____

Discipline, Department or Program: African American Studies

Contact Person: __Sherrone
Smith _____

Date: _____

| 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 | Counseling | 2 | | Support service for students. | |
| Human Resources: Classified | None | | | | |

| | | | | | |
|---|--|---|--|---|--|
| Human Resources: Student Workers | Student Workers | 1 | | Assist instructors with paperwork, etc. | |
| Technology | Desktop computer and one more monitor (screen) | 1 | | | |
| Equipment | | | | | |
| Supplies | Purchase of DVDs and office supplies | 1 | | | |
| Facilities | Continued use of smart classroom | 1 | | | |
| Professional Development | Attend conferences and workshops | 1 | | | |
| Other (specify) | | | | | |

Appendix B

PCCD Program Review Alignment of Goals Template

College: ___ College of Alameda _____

Discipline, Department or Program: African American Studies _____

Contact Person: _____

Date: _____

| Discipline, Department or Program Goal | Institutional Learning Outcome | PCCD-College Goal and Institutional Objective |
|---|---|--|
| 1. Students will improve their written and oral skills, have group discussions and interact with students from diverse backgrounds. | Students will engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, | Increase enrollment for programs and course offerings in the essential areas of basic skills and transfer. |

| | | |
|----|---|--|
| | racial, cultural, and gender expressions. | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |

Appendix C

Program Review Validation Form and Signature Page

College: College of Alameda

Discipline, Department or Program: African American Studies

Part I. Overall Assessment of the Program Review Report

| Review Criteria | Comments: Explanation if the box is not checked |
|---|--|
| <input checked="" type="checkbox"/> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> | |
| <input checked="" type="checkbox"/> <p>2. The analysis of data is thorough.</p> | |
| <input checked="" type="checkbox"/> | |

| | |
|--|--|
| <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p> | |
|--|--|

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

| Rating | Instructions |
|--|--|
| <p></p> <p>1. Accepted.</p> | <p>1. Complete the signatures below and submit to the Vice President of Instruction.</p> |
| <p></p> <p>2. Conditionally Accepted.</p> | <p>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.</p> |
| <p></p> <p>3. Not Accepted.</p> | <p>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.</p> |

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 | <p>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.</p> <p>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.</p> <p>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.</p> |

| | |
|--|---|
| | <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p> |
| <p>B: Engage and Leverage Partners</p> | <p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p> |
| <p>C: Build Programs of Distinction</p> | <p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p> |
| <p>D: Strengthen Accountability, Innovation and Collaboration</p> | <p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p> |

