

Strategic Enrollment Management Plan (2016-2019)

Strategy	Activity	Lead Department / Person	Action Item / Measurable Outcomes
GOAL #3 Educational Direction and Responsiveness: Maintain a quality academic structure that integrates the student into the learning environment of the College.			
<p>CURRENT TRANSFER PROGRAMS</p> <p>Program Review to include increased information on curriculum currency, transferability status of degree and certificates, status of SLOs and assessment.</p> <p>EPC to review Viability process so that it might be applied to non-performing programs and programs that are behind in SLO assessment and curriculum currency.</p> <p>Utilize new program assessment phase to enhance program review response to currency and transferability of all current programs.</p> <p>Ongoing dialogue with 4-year campuses to ensure transfer program currency and new programs in response to disciplinary approaches.</p>	<p>Enhanced curriculum status reporting page showing detailed currency and transferability.</p> <p>EPC to review purpose of Viability Review.</p> <p>Program Assessment phase completed</p> <p>Deans, chairs and articulation officer develop annual plan for meetings and dialogue with primary feeder campuses.</p>	<p>Curriculum Dean and Chair Articulation Officer</p> <p>EPC/Academic Affairs</p> <p>SLO Coordinator/Academic Affairs/Chairs/EPC</p> <p>Deans, chairs and articulation officer.</p>	<p>Create new curriculum reporting page. Create new transfer readiness/transferability page.</p> <p>Increased use of viability Review as response to lack of curricular currency, transferability, SLO's and assessment.</p> <p>All program assessments report on program curriculum currency, transferability, assessment status, and need. Response to program assessment is viability or enhanced program review.</p> <p>Plan and contacts in place to begin dialogues with 4-year campuses.</p>

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<p>CAREER AND TECHNICAL PROGRAMS</p> <p>All campus review of all CTE programs for curricular and industry currency, transferability, transcriptability,</p> <p>Align mandated CTE policies and guidelines with curriculum committee requirements.</p> <p>Review mandated CTE advisory board functions and roles to ensure that all CTE programs are responsive to workforce needs.</p> <p>NON-CREDIT PROGRAMS</p> <p>Ensure that all non-credit (regular and enhanced funding) programs demonstrate curricular currency.</p>	<p>CTE deans and chairs to create timetable for all campus review. CTE deans and chairs to develop rubric for evaluating degree and certificate currency, appropriateness, industry viability, and completion.</p> <p>Provide training for curriculum committee regarding state and federal guidelines for course and program development.</p> <p>Provide training for departments in the role, function and makeup of advisory committees.</p> <p>Update all non-credit English and math outlines; establish learning outcomes in line with state initiatives; align learning outcomes with next level credit courses.</p>	<p>CTE deans and chairs, Curriculum Dean and Chair</p> <p>CTE Dean and Associate Dean</p> <p>CTE Associate Dean</p> <p>Non-credit Coordinator; Academic Affairs Dean over non-credit programs; Curriculum Committee Chair and Dean; SLO Coordinator.</p>	<p>Program modification plan in place with all submissions for program changes completed for inclusion in catalogue.</p> <p>Curriculum committee will use rubric for reviewing CTE programs and course level changes</p> <p>Course and program development will reflect needs of the workforce partners.</p> <p>All non-credit outlines updated.</p>
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<p>Curriculum Committee to become expert in reviewing enhanced funding non-credit outlines.</p> <p>Incorporate enhanced funding non-credit programs into EPC Program Review cycle.</p> <p>Increase the use of additional data, SLO's, and assessment in reviewing success of non-credit programs.</p> <p>CURRICULUM PROCESS</p> <p>Continue to train campus on local and district approval processes.</p> <p>Curriculum Committee to become informed of CTE and non-credit program review criteria.</p>	<p>Non-credit and credit English and Math faculty to provide rubric and other training for Curriculum Committee so that it is aware of state and local initiative established learning outcomes and local learning outcomes.</p> <p>EPC to incorporate enhanced non-credit programs into ongoing Program Review Cycle.</p> <p>Non-credit program review to be data-driven and to include modifications to data provided for curriculum currency, SLO's, assessment, and student success.</p> <p>Inform department chairs and faculty as new district and local deadlines are established annually. Annual cycle of submission deadlines developed as District and State institutionalize new processes.</p> <p>Training for curriculum committee and development of rubrics for CTE and non-credit programs.</p>	<p>Non-credit and credit English and Math instructors to provide Curriculum Committee with established criteria for review of non-credit programs.</p> <p>EPC/Academic Affairs</p> <p>EPC, Academic Affairs</p> <p>Curriculum Dean and Chair</p> <p>Curriculum Chair and Dean, Academic Affairs Dean, SLO Coordinator; Non-Credit coordinator.</p>	<p>Program Review for Math and English. Other non-credit programs to be reviewed.</p> <p>Enhanced non-credit program review includes responses to detailed data on student success, learning outcomes assessment and curriculum currency.</p> <p>Workshops to take place.</p> <p>Annual cycle of deadlines announced; training schedule established for approval processes.</p> <p>CTE and non-credit rubrics in place.</p>
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<p>Facilitate course, program and degree development and updates to ensure currency and relevance.</p> <p>CURRENCY OF EQUIPMENT</p> <p>CTE deans and chairs develop equipment/IT rubric for annual assessment of program industry skills currency.</p> <p>Grant funding is needed to support ongoing growth of use of technology in the classroom.</p> <p>Connect learning outcomes assessment explicitly to pedagogical considerations of technology in the classroom.</p> <p>Advisory committee members representing industry standards should provide effective guidance on equipment/IT representing current workforce skills.</p>	<p>Create new document to be included in academic program review screens that detail curriculum currency.</p> <p>CTE deans and chairs to review all programs with Advisory Committees to ensure that equipment and IT standards meet current workforce skills demands.</p> <p>Pursue grant funding for approaches to technology in the classroom.</p> <p>Develop rubric for measuring effectiveness of technology in the classroom and improve pedagogy incorporating technology based on outcomes.</p> <p>Annual report by industry standards representatives on Advisory Committees will recommend updated equipment/IT for all CTE programs so that these represent current workforce skills.</p>	<p>Curriculum Dean and Chair.</p> <p>CTE deans and chairs.</p> <p>Grant resource personnel.</p> <p>SLO Coordinator, chairs, faculty, Staff Development.</p> <p>CTE Chairs, CTE Advisory Committee Members.</p>	<p>Academic program review will reflect currency and transfer readiness.</p> <p>Grants secured which focus on technology as pedagogical tool impacting student success.</p> <p>Use of technology as pedagogical tool is explicit and assessed. Ongoing faculty development in place.</p> <p>Advisory Committee report on currency of equipment/IT to meet industry workforce skills standards to be included in annual program review/Budget request process.</p> <p>Discipline, program and institutional learning outcomes and assessment timetable in place.</p>
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<p>QUALITY OF INSTRUCTION</p> <p>Assess student learning outcomes at course level, proceed with assessment at discipline, program and institutional level and implement changes as identified by assessment.</p> <p>Academic Affairs will assess the institutional outcome “Written and Oral Communication” and initiate a Writing Across the Disciplines initiative in collaboration with leadership and representation from each department/discipline.</p> <p>Promote UCLA Tap Alliance Honors Program and additional honors transfer agreements to qualified students.</p> <p>Promote undergraduate research experience and meaningful internships across the disciplines.</p>	<p>Develop discipline, program and institutional level learning outcomes and assessment timetable.</p> <p>Develop Written Oral and Communication assessment plan.</p> <p>Develop outreach plan to promote qualified high school students; develop plan to promote through counselors to all qualified incoming new students.</p> <p>Give students opportunities to gain research experience and have meaningful internship opportunities.</p>	<p>SLO Coordinator, Academic Affairs, Chairs and discipline faculty.</p> <p>COI, SLO Coordinator, Academic Affairs Dean, English chair and faculty.</p> <p>Honors Transfer Director; Academic Affairs; Transfer Center; High School Outreach; COI.</p> <p>Grant writers, deans, chairs, academic affairs.</p>	<p>Plan developed and initiated.</p> <p>Assessment plan in place.</p> <p>Honors Transfer program participation increased by 10%.</p> <p>Increase number of internships and research opportunities across the disciplines by 10%.</p>
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