

INSTITUTIONAL EFFECTIVENESS REVIEW

~ General Education / 2007-2008 ~

The purpose of the review is to:

The purpose of the review is to evaluate the general education program to assure ongoing improvement. Each academic program within the General Education Core is reviewed every five years. The review includes currency, content appropriateness and connection of the course objectives to the five General Education objectives. The full-time and adjunct faculty complete a Performance Review every year reconfirming academic qualifications, professional development activities, and community service. Student evaluations give feedback concerning instructor effectiveness and student satisfaction. The General Education Core's effectiveness in terms of curriculum, faculty, student and community outcomes will be addressed.

The process will involve the following steps:

- (1) The General Education Institutional Effectiveness Review Committee appointed by the Dean of Arts & Science Education/Chief Academic Officer;
- (2) The Committee schedules meetings and convenes;
- (3) The Committee meets with the Dean of Arts & Science Education/CAO;
- (4) The final Review is submitted to the administrative team, the President, the Board of Trustees, and the Academic Affairs Committee; and,
- (5) The Review is shared on the Reports tab of STARS.

Time frames/timeline for the review will be:

Academic Year 2007-2008

Program/Service: General Education program
Date of Review: May 2008
Review Participants: Matt McCready, Review Committee Chair

Overview

Purpose of the program and how it relates to college mission, values, vision:

“General Education is an aspect of the College’s instructional program which enables a student to acquire general knowledge and intellectual skills: to achieve some level of basic competencies, to prepare for advanced work, and to develop the skills and knowledge needed to function in society.” (p. 43, 2007-2008 Jefferson College Catalog)

The specific courses in the General Education Program are listed on pp. 45-48 of the 2007-2008 Catalog. The individual course syllabi may be viewed at:
http://www.jeffco.edu/jeffco/index.php?option=com_content&task=view&id=134&Itemid=119

There are five General Education Objectives (2007-2008 Jefferson College Catalog [pg. 43] and the 2008-2009 Jefferson College Catalog [pg. 48]).

Briefly, these objectives are:

1. **Writing and speaking clearly and concisely using edited American English.**
This objective is directly addressed by English Composition and Oral Communication classes. (Catalog p. 45) Students are required to write essays and speeches, and are graded on oral presentation.
2. **Analyzing the themes of human experiences through exploration of great works and ideas.**
This objective is addressed through the 46 different courses listed as humanities. (Catalog pp. 45-46)
3. **Analyzing scientific and mathematical concepts and their uses and impact in the modern world.**
This objective is addressed by the classes listed in the Mathematics and Natural Sciences section of the core. (Catalog p. 46)
Students are expected to know, understand, analyze and apply mathematical concepts. They use scientific and mathematical concepts to describe real world phenomena and make predictions or draw conclusions.
4. **Examining diverse historical and social events, as well as personal experiences, in order to determine possible sequences, relationships, and causes.**
This objective is addressed by the classes listed in the Social and Behavioral Sciences section of the core. (Catalog p. 47) Four courses are required from at least two disciplines. Two three-hour history and/or political science courses are required, which include the United States and Missouri Constitutions.

5. Demonstrating the use of computer information systems for personal, cultural, intellectual, occupational, or social development.

This objective is addressed by the classes listed in the Computer Literacy section of the core. “Computer literacy proficiency skills are demonstrated through examination or course completion with a grade of “C” or better.” (Catalog p. 48) “

The five General Education Objectives are listed on the college website.

http://www.jeffco.edu/jeffco/index.php?option=com_content&task=view&id=132&Itemid=117

In compliance with the Department of Higher Education mandate and as part of Program Review (see below), instructors submit a matrix showing how each class meets the various items of the General Education Objectives. While certain areas, such as English composition, meet the first objective for writing clearly, the General Education core classes often meet multiple objectives forming an intricate web. These matrices can be viewed at:

http://vega.jeffco.edu/jkuchar/acadprog/gened/course-credit_hours.htm

Institutional Effectiveness Review

Present Status

Learning/Service and Action from 2000 Institutional Effectiveness Review:

<i>Learning/Service Goal</i>	<i>Assessment Measurement/ Action</i>	<i>Person(s) to Implement</i>	<i>Timeframe</i>	<i>Resource Implications</i>	<i>Use of results</i>
Goal 1 Continue to expand and enhance the number of general education courses offered to students through alternate delivery modes, expanding the possibilities for students who cannot attend traditional classes.		Faculty & Administration	On-going	Course Development Funds	23 on-line general education classes have been added since 2000 as well as additional sections of existing online general education courses; hybrid general education classes and Saturday classes have been expanded at all three sites; new MyTime initiative was effective Fall 2008.
Goal 2 Academic Affairs should examine the following aspects of Jefferson's General Education Curriculum: (1) humanities requirements at Jefferson as well as receiving institutions; (2) cultural literacy in the General Education curriculum; (3) Associate of Applied Science programs with regard to the CBHE's 25% General Education requirement; (4) computer literacy and physical education requirements as they relate to Associate of Arts degree and the Associate of Science completion rate; (5) computer literacy in the General Education curriculum, including the role of Composition I.	(1) Monitor humanities (2) Examination of cultural literacy in the general education curriculum (3) Review of A.A.S. general education requirements. (4) Academic Affairs subcommittee review of the computer literacy requirement (5) Academic Affairs subcommittee review of the computer literacy requirement	(1) Registrar (2) CTL & Faculty (3) Registrar (4) Faculty & Deans (5) Faculty & Deans	(1) On-going (2) On-going (3) On-going (4) On-going (5) On-going	(1) None (2) None (3) None (4) None (5) None	(1) No transfer of humanities issues reported (2) CTL cultural literacy brown bag discussions have been taking place (3) All Associate of Applied Science degree programs offered at Jefferson College are approved by the Department of Higher Education and meet all requirements. (4) In 2004, the computer literacy requirement was reviewed and revised. Effective 2001 Physical Education is no longer general education. (5) See #4 above.
Goal 3 The college should investigate the value of an Advisory Council for the General Education program.	Determine if a general education Advisory Committee would be beneficial	Faculty & Administration	On-going	None	No action has been taken

Goal 4 Many discipline program review recommendations are vague, recommending only that those programs be continued and/or supported at a level that will allow improvement as new technologies and pedagogies become available. To ensure continued quality and future development of its General Education curriculum, each discipline should evaluate program review recommendations yearly for currency and follow-up.	Review and document responses to institutional effectiveness recommendations	Faculty & Deans	On-going	None	Effective 2005 the new Institutional Effectiveness Review process requires follow-up on program review recommendations.
Goal 5 Data from CAAP and CBASE are not currently being used to change the curriculum or alter instructional materials with regard to the improvement of student learning. A need exists to demonstrate meaningful use of data or identify other means to assess student achievement by determining data needed from the course to support the general education objectives.	Share CAAP/ACT linkage & CBASE data & data analysis	Faculty, Administration, and the Office of Institutional Research	On-going	Current cost of testing	The CAAP/ACT linkage reports are providing more information. This information and CBASE are shared on the Reports Tab on STARS. We continue to work on meaningful use of general education assessment results.
Goal 6 The general education program has not undergone periodic program review. The program should undergo periodic program review, consistent with other programs.	Place general education on the Institutional Effectiveness Review cycle	Faculty, Deans, & the Office of Institutional Research	5-year cycle	None	While this review was delayed, general education is scheduled for review every five years, consistent with other programs.
Goal 7 HUM125, HUM250H and HUM260 need to be included in the program review cycle.	Include HUM125, HUM250H, and HUM260 (and HUM270) in Institutional Effectiveness Review	Faculty & Dean of A&S Education	5-year cycle	None	These classes will be included in the Institutional Effectiveness Review 5-year cycle

Goal 8 It is recommended that more effort be made in the areas of tracking student satisfaction and success after transfer and that the College make an effort to better education students with regard to transfer issues. In addition, the College needs to identify specifically those institutions to which transferring some General Education courses is problematic and focus on solving the difficulties which do exist.	Continue to collect, analyze, and respond to transfer data; continue to provide effective advising for transfer students.	Faculty, Deans, & Registrar	On-going	None	* Per the Office of the Registrar, Jefferson College is proactive in tracking students after graduation. A system has also been developed to track transfer issues through the Registrar's Office. Transfer issues are documented and tracking shows no problems with transferring general education courses to public colleges and signatory institutions. * Transfer data from some four-year institutions is now available. Data is analyzed and shared on the Reports tab. * The College now has a Transfer Specialist in the ARC and transfer resources on the website.
Goal 9 To more effectively support the General Education Program, the following recommendations are suggested with regard to instructional support resources: (1)The Writing Center needs to change the image of the Writing Center to stress writing education and to promote and encourage the use of the Writing Center for staff and faculty use; (2) The Library is open 66.5 hours per week when classes are in session. While this is adequate at this time, there will be an increased need for additional service hours once student housing is in place; (3) Based on research results, student survey results, and advisory board and faculty feedback recommendations for Learning Center-Assessment Services, include the development of computer based testing to enhance assessment capabilities, and the implementation of new exit exam measure (C-BASE and WORKKEYS) as indicated from the Student Outcomes Committee; and, (4) As expressed in the NCA Evaluation Review, there is a need for "holistic personal counseling for students experiencing life difficulties which may interfere with their learning."	(1) English faculty to review (2) Review Library hours (3) Investigate testing options (4) Student Services will address this need	(1) English faculty (2) Library Staff (3) Learning Center & Assessment Center staff & Deans (4) Dean of Student Services	(1) On-going (2) On-going (3) Upgrades are on-going (4) On-going	(1) Faculty salaries (2) Library staff salaries (3) Funds for hardware and software (4) Funds for counseling services	(1) Brochures, signage, & additional hours at JCA communicated the purpose, improved visibility, and expanded support. (2) The Library is open 68 hours a week when classes are in session. (3) Computerized testing has been accomplished (4) COMTREA provides services on campus 24 hours per week (includes JCA). Crisis counseling is also available 24/7 via phones through BHR.
Goal 10 The college literature should be reviewed and revised to explain the general education core more consistently and specifically. This information should be added to the Class Schedule.	On-going review and revision of College literature	Faculty, Staff, and Deans	On-going	Printing costs	College materials have undergone review and brochures, web site, and documents are more consistent.

Faculty (Degree to which faculty/staff are qualified, effective, and supported.)

All full-time and adjunct faculty are evaluated annually in a Performance Review. The Performance Review includes student evaluations, a self assessment report, and an evaluation by the Dean or Associate Dean. (See Appendix I for the template for the self assessment report and the for the Dean's evaluation form.)

Faculty members are evaluated individually and collectively in four areas: academic activities, institutional service, scholarly endeavors, and community/civic services. To ensure qualification and currency in his/her field, each faculty member submits a biographical sketch including a summary of degrees, additional coursework, professional memberships, professional development, awards, accomplishments, and recognitions.

For each faculty member (adjuncts included), data is collected on courses taught, student hours taught, average GPA, and retention/success rates for the preceding five year period. Assessment Documentation (either assessment log or record of assessment, or assessment narrative) is submitted by each faculty member to ensure that course-level assessment is appropriate and instruction is modified accordingly. These are on file in the Division Chair offices. Assessment information is shared on the Assessment Tab of the CTL website and the Reports Tab on STARS.

Faculty members collectively summarize teaching methods and techniques utilized, classroom innovations made including use of technology, and steps taken to increase student success and encourage retention. Support for the faculty in these endeavors (facilities, funding, training, etc) is documented and its adequacy is evaluated. All faculty teaching transfer classes are expected to have a minimum of a Master's Degree with 18 hours in the field they are teaching. This is verifiable in the Office of Human Resources.

Faculty Data:

For documentation and evaluation of faculty qualifications, professional development, and faculty data, see individual reviews of Institutional Effectiveness of general education disciplines. These are on file in the office of the Dean of Arts & Science Education. They are soon to be also shared on the Reports Tab of STARS.

Students / Student Services (The degree to which student needs are met.)

Student Satisfaction and Feedback:

All adjunct and non-tenured full-time faculty are required to conduct student evaluations in all classes each year, and tenured faculty must submit evaluations in at least one section each year as part of the annual Performance Review.

Student success and satisfaction are tracked by the Office of Research and Planning. In a report entitled *Performance Comparisons* (see Appendix II) the following conclusions were made:

- Jefferson's graduating students score above average on exit tests.
- Graduating students rate faculty, staff, and college services highly.
- Jefferson transfer students perform as well as, or better than, other transfer students and native students.
- Jefferson's institutional financial aid to students is very high compared to other Missouri community colleges.
- Jefferson's tuition and tuition revenue has been among the lowest compared to other Missouri community colleges for many years.

Another study by the Office of Research and Planning, shows that students transfer and complete four-year degrees at a higher rate than the state average. They are more successful not only in the number of classes completed, but in the GPA. Below are the findings from Jefferson College students who transferred to the University of Missouri-Columbia and the University of Missouri-St. Louis:

University of Missouri-Columbia

There are two cohorts of students that are being reported. Enrollments, credit hours, and GPAs are reported for students who enrolled in the Fall 2002, 2003, and 2004 semesters. Graduation data is reported for students who enrolled in the Fall 1999, 2000, and 2001 semesters. The data from UM-C would seem to be more useful from the institutional perspective of examining the overall performance of transfer students to a four-year university.

Findings:

- The percentage of Jefferson transfer students (JeffCo) who actually enroll after applying and being admitted is 65% (47 enrolled out of 72 applications), less than the state average of 74%.
- Most of JeffCo transfers (55%) have earned an Associate's degree, more than the state average of 25%.

- 72% of JeffCo transfers had a GPA of 3.00 or higher, a greater percentage than the state average of 54%.
- 68% of JeffCo students transferred 60 or more credit hours compared with 40% of community college students statewide.
- After the first year (two semesters), students with a transfer GPA of 2.75 or higher earned an average of 26 credit hours with an average GPA of 2.83 compared with 24.4 credit hours and GPA of 2.60 for transfer students statewide. Students with a transfer GPA below 2.75 also performed better than their peers.
- 87% of the JeffCo transfers completed the first two semesters compared with 85% of other community college transfers.
- 83% earned 24 or more credit hours in the first year compared with 63% of other community college students.
- 86% earned a GPA of 2.00 or higher the first year compared with 72% of other community college students.
- 70% of the initial JeffCo transfer students reenrolled the second year compared with 73% of other community college students.
- The four year graduation rate for students who enrolled in Fall 1999, 2000, and 2001 was 55% (22 students graduated out of 40) compared with 47% of the other community college students.

University of Missouri-St. Louis

The data tables from the University of Missouri-St. Louis include comparisons for Jefferson transfer students (JeffCo) with students who most recently attended Jefferson but also had other college credit, native UMSL students, other two year students, other four year students, and other unclassified students. The comparisons include student demographics, Fall 2005 term, and cumulative GPAs by campus school, FY2005 bachelor degree recipients, and course grades summarized by campus, academic unit, curriculum, and specific course.

The UMSL data contains a plethora of information, most of which would seem to be of more value to faculty as they review their course and program performance in relation to their transferred students' performance at a four-year university. The data tables are also available on the UMSL web site. Contact Joe Lange for password information if you wish to access the information.

Findings

- Overall, 120 Jefferson College transfer students (JeffCo) in the Fall of 2005 earned higher cumulative weighted GPAs (3.009) than transfer students from other two year institutions (2.869) and UMSL native students (2.840). Cumulative average weighted GPA = 3.021 vs. 2.828 for native students and 2.842 for other two-year students.)
- The median number of years to graduation for JeffCo students was less (2 years) than other two-year institution transfer students (3 years) and UMSL native students. (5 years).

- The mean GPA for these graduates was 3.354 as opposed to 3.042 for native students and 3.039 for other two year students.
- Campus-wide at UMSL, JeffCo students make a slightly higher percentage of “As” (39%) than other two-year students (32%) and native students (33%), and the percentage of “As” is even higher in upper division courses (46% compared to native students (38%) and two-year students (37%).
- Approximately 80% of JeffCo transfer students are succeeding in lower and upper division coursework. 97% are succeeding in the upper division courses in the College of Education.
- 78% of JeffCo students earned an “A” or “B” in the Fall 2005 semester in the required junior composition course, better than other two-year transfer students (67%) and native students (66%). Overall, there is a 91% success rate for Jefferson transfer students in junior English Composition.

Jefferson College is proactive in tracking students after graduation. A system has also been developed to track transfer issues through the Registrar’s Office. Transfer issues are documented and have shown no problems with transferring general education courses to public colleges and signatory institutions.

Curriculum (The degree to which curriculum is thorough, current, and supported.)

The College’s website states the following:

http://www.jeffco.edu/jeffco/index.php?option=com_content&task=view&id=132&Itemid=117

General Education

In order to ensure transferability of general education credit, Jefferson College, as a public institution implementing the Statewide Articulation and Transfer Agreement among Missouri Colleges and Universities, has constructed a 42 semester-hour block of general education credit that is considered equivalent to corresponding blocks of general education credit at other public and signatory institutions. The general education program requirements address eight state-level curricular goals and associated institutional-level competencies that fall into two categories: academic skills and knowledge. The skill areas are Communicating, Higher-Order Thinking, Managing Information, and Valuing. The knowledge areas are Social and Behavioral Sciences, Humanities and Fine Arts, Mathematics, and Life and Physical Sciences. Students who complete the 42 semester-hour general education program for the Associate of Arts degree will meet the high expectations embodied in the state-level goals and institutional-level competencies. http://vega.jeffco.edu/jkuchar/acadprog/gened/course-credit_hours.htm

Academic Affairs

Before a new course is offered at Jefferson College, it must undergo the Academic Affairs Committee approval process. The faculty/department proposing the new course must submit a proposal including the course syllabus, a list of learning outcomes and assessment methods, linkage to program goals and objectives.

For a new course to be deemed to partially satisfy the general education requirement, it must additionally be shown that/how the course addresses the applicable Skills and Knowledge areas, and be linked to the Colleges General Education Matrix, and the State-level goals. Online courses undergo the same process, as well as an additional review by a subcommittee of Academic Affairs to ensure that the expected learning outcomes and assessment measures are addressed and rigor is maintained. The Academic Affairs committee consists of six faculty members from Arts & Science Education and six from Career & Technical Education, the Registrar, the Associate Deans of Arts & Science Education and Career & Technical Education, plus two students selected by the Student Senate. Membership is confirmed by the President of the college.

Jefferson College requires that students satisfy a computer literacy requirement. For a course to be considered to satisfy the computer literacy requirement, it must demonstrate to the Academic Affairs Committee that the course addresses; performance of basic computer operations, basic word processing skills, and accessing and use of electronic information from sources including but not limited to campus Library and STARS services.

Institutional Effectiveness Review

Every five years, each discipline within the general education core undergoes an Institutional Effectiveness Review. This is a comprehensive review of the program, courses, and faculty, prepared by the faculty within the program and submitted to the Chief Academic Officer of the college the Dean of Arts & Science Education for approval. As stated previously, these reviews are on file in the office of Dean of Arts & Science Education.

The Disciplines

During the review, several objective characteristics of the discipline are examined including the number of credits generated by the program, the increase or decrease in enrollment over the five year period, and the cost of delivering the program's services. In addition, some more subjective characteristics are investigated such as the scope and currency of the curriculum, any changes it has undergone or should undergo, its thoroughness and the adequacy of the support it receives from the college.

In addition to this information, student satisfaction (measured by course evaluations) is considered in evaluating the overall effectiveness of the program.

Based on the analysis of this information, faculty evaluate the strengths and weaknesses, the opportunities, and threats of the discipline (SWOT analysis) and goals for addressing them over the next five years. For each goal, faculty identify the purpose, person(s) responsible, timeline, and resources needed for successful action and results.

The Courses

Course descriptions and syllabi for each course are reviewed and revised to ensure their consistency with the college's assessment plan and that they reflect the values and mission of Jefferson College and its shift to a learning-centered institution. Additionally, expected learning outcomes and assessment measures are clarified to ensure that they reflect the updated approach of the Higher Learning commission. The expected learning outcome and assessment portion of official course syllabi are currently being revised to facilitate this alignment, and to make syllabi more meaningful to the students and faculty.

Every course in the curriculum undergoes this process, not just those reflected in the general education matrix.

Each faculty member is also observed by one of the deans to ensure quality of classroom instruction.

Each faculty member individually, as well as the department collectively, submits a summary of service to the community and the institution.

Curriculum Issues

A major strength of the General Education Core is the institutional support.

Library Resources in Support of General Education

Print Collections

The Library's book collection of over 70,000 titles supports the general education curriculum well. In addition, students have access to over 20,000,000 titles through MOBIUS, the statewide union catalog. Books requested by patrons generally arrive with two to four days.

The Library's periodical collection of 172 current subscriptions includes core journals in many academic fields and magazines for students to enjoy when they need a break. Issues for the current year are arranged by topics to encourage browsing. The Library subscribes to titles in these general education areas: art, business, money management, computers, foreign language, government and politics, health, history and geography, literature, music, film, theater, nature, photography and science in addition to general interest titles. (Reference the Library's periodicals brochure.)

Jefferson College Library serves as a partial federal depository library and currently receives approximately twenty percent of the material published through this program. The Library collects Congressional hearings, Supreme Court decisions, legislation, and other documents students find useful in their research.

Online Resources

Most of the online resources provided through the Library's website support the general education curriculum. For example, *Academic Search Elite*, a multi-disciplinary journal article database, offers full-text articles from over 2,000 titles. Other online resources include a St. Louis newspaper database, encyclopedias, dictionaries, and controversial topics databases along with history and literary databases.

Reference and Instruction

Librarians teach library use instruction classes upon faculty request. In the fall, 2008 semester, librarians taught 100 sessions, mostly in general education courses including Introduction to College, English Composition, speech, biology, history and sociology. Librarians work with students individually on a daily basis answering reference questions, explaining online databases and catalogs and assisting with computer-related issues.

Other Support and corresponding web sites:

Writing Center

<http://vega.jeffco.edu/lhoff/WritingLabSpring08.doc>

Math Lab

<http://vega.jeffco.edu/lhoff/MathematicsLabSpring2008.doc>

Professional and Peer Tutoring

http://vega.jeffco.edu/blinnema/Professional_Tutoring_Schedule_Spring_2008.doc

Advising and Retention Center (ARC)

http://www.jeffco.edu/jeffco/index.php?option=com_content&task=view&id=351&Itemid=282

Center for Teaching and Learning (CTL)

<http://www.jeffco.edu/ctl>

Project Success

http://www.jeffco.edu/jeffco/index.php?option=com_content&task=view&id=82&Itemid=286

Learning Center

http://www.jeffco.edu/jeffco/index.php?option=com_content&task=category§ionid=26&id=72&Itemid=198

Summary (SWOT)

<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> • Jefferson has a highly qualified and dedicated full-time faculty who not only teach and engage in scholarly activities, but also advise and sponsor and promote the college community. • Jefferson College has numerous programs to promote student success including Project Success, Advising and Retention Center, Center for Learning and Teaching, Project SUCCESS, Writing Lab, Math Lab, Learning and Assessment Center, Learning Center Courses, Tutoring, and Peer Tutoring. • Jefferson College's Registrar reports that to the best of the College's knowledge, all public colleges and signatory institutions abide by articulation agreements. 	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • With recent growth, Jefferson College has increased the number and percent of adjunct faculty (1999-138 adjunct/90 full-time / 2007-193 adjunct/94 full-time). While many are excellent teachers, there is a general concern about the over-all quality control. Some are not aware of the community college philosophy, Jefferson College's objectives, nor do they consistently follow the course syllabi. The increase of and turnover of adjunct instructors augments the commuter college's lack of community. • Use of assessment results of general education program to improve learning. • Within the college there has been an effort to increase enrollments by "offering students what they want." This practice has lead to large enrollments in some classes at the expense of other classes. If this trend continues, we will continue to offer a smaller and smaller variety of classes giving the students fewer choices.
<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • Employment shifts in the region are requiring re-training and additional education. • The statewide Curriculum Alignment Initiative will provide opportunities to work with high schools in the area on general education curriculum. 	<p style="text-align: center;">Threats</p> <p>The General Education Core is threatened within and without by the means and opportunities for students to circumvent it or disregard it altogether.</p> <ul style="list-style-type: none"> • Jefferson College's proximity to schools without a General Education Core gives students a loophole to avoid taking certain key core classes before transferring. Students (mistakenly) believe these degrees to be the same as ones requiring a broader, more inclusive education. • As the faculty and staff strive to attract adjunct faculty, the College must compete with colleges more conveniently located with higher adjunct salaries.

Future (Proposed Learning and Service Goals and Action Plan)

<i>Proposed Learning/Service Goal</i>	<i>Proposed Assessment Measurement/Action</i>	<i>Person(s) to Implement</i>	<i>Timeframe</i>	<i>Resource Implications</i>
Goal 1 Continue to increase the number of full-time faculty	Continue to hire full-time faculty in disciplines with a large number of students taught by adjunct faculty(as budget permits).	Faculty & Administration	Yearly review	Full-time faculty salaries and benefits
Goal 2 Support on-going improvements of general education teaching & learning	Develop more multi-section assessment initiatives/use of results	Faculty, Deans, CTL, Assessment Committee	On-going	Professional Development funds
Goal 3 In support of the statewide Curriculum Alignment Initiative, determine ways to work with area high schools	Appoint a subcommittee of Academic Affairs to work on CAI	Division Chairs, Faculty, Directors, Administrators	2011	None
Goal 4 Develop guidelines to guide schedule development process to ensure diverse general education offerings and effective communication concerning scheduling	Appoint a committee to review and make recommendation	Division Chairs, Faculty, Directors, Administrators	2010	None
Goal 5 Continue to determine ways to develop and support adjunct faculty	Provide more professional development opportunities for adjunct faculty	CTL Director, Division Chairs, Faculty	On-going	Adjunct stipends

DISCIPLINE STATUS

☒ Satisfactory
☐ Requires Immediate Attention
☐ Unsatisfactory

Dean

Date