Vision for Success Goal #1: Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Strategic Initiative 1 - Student Learning
Strategic Initiative 2 - Student Progression and Completion

Work Plan

Degree Acquisition Goals (see VS Goal #4 for Certificate Acquisition Goals):

Increase degree and certificate acquisition rates by 3% from the six-year average, as delineated below.

Art Department

❖ Art History Associate Degree for Transfer Award Increase Goal 21-22: 10
(Six-year average – 9.33 degrees per year; 21-22 Goal: 10)

21-22 Outcomes:
    7 AA-T CSU awarded

❖ Studio Arts Associate Degree for Transfer Award Increase Goal 21-22: 34
(Six-year average – 32.8 degrees per year; 21-22 Goal: 34)

21-22 Outcomes:
    29 AA-T CSU awarded
    3 AA-T IGETC awarded

Communication Department

❖ Communication Studies Associate Degree for Transfer Award Increase Goal 21-22: 118
(Six-year average – 114.2 degrees per year; 21-22 Goal: 118)

21-22 Outcomes:
    74 AA-T CSU awarded
    3 AA-T IGETC awarded

❖ Journalism Associate Degree for Transfer Award Increase Goal 21-22: 12
(Six-year average – 11 degrees per year; 21-22 Goal: 12)

21-22 Outcomes:
    6 AA-T CSU awarded
    1 AA-T IGETC awarded

Performing Arts Department

❖ Music Associate Degree for Transfer Award Increase Goal 21-22: 10
(Six-year average – 9.2 degrees per year; 21-22 Goal: 10)

21-22 Outcomes:
    2 AA-T CSU awarded
Theatre Associate Degree for Transfer Award Increase Goal 21-22: 11
(Six-year average – 10.2 degrees per year; 21-22 Goal: 11)

**21-22 Outcomes:**
- 7 AA-T CSU awarded
- 1 AA-T IGETC awarded

Collaborate with Pathway Completion Team to ensure student intended majors are clarified/confirmed and students identified as pursuing outdated majors are advised on most efficient path to degree completion.

**Students with outdated majors:**
- ART AA: 14
- COMM AA: 357
- MUSC AA: 7
- JRNL AA: 2
- THTR AA: 8

<table>
<thead>
<tr>
<th>21-22 Outdated Major Clean-up Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art AA</td>
</tr>
<tr>
<td>Comm AA</td>
</tr>
<tr>
<td>MUSC AA</td>
</tr>
<tr>
<td>JRNL AA</td>
</tr>
<tr>
<td>THTR AA</td>
</tr>
</tbody>
</table>

**Art Department**

- **Art Associate Degree* Award Increase Goal 21-22: 8**
  (Six-year average – 7 degrees per year; 21-22 Goal: 8)
  **21-22 Outcomes:**
  - 0 pending grad petitions as of 5.31.22

**Communication Department**

- **Communication Associate Degree* Award Increase Goal 21-22: 3**
  (Six-year average – 2.8 degrees per year; 21-22 Goal: 3)
  **21-22 Outcomes:**
  - 1 pending grad petition as of 5.31.22

- **Journalism Associate Degree* Award Increase Goal 21-22: 3**
  (Six-year average – 2 degrees per year; 21-22 Goal: 3)
  **21-22 Outcomes:**
  - 0 pending grad petitions as of 5.31.22

**Performing Arts Department**

- **Music Associate Degree* Award Increase Goal 21-22: 2**
  (Six-year average – 1.33 degree per year; 21-22 Goal: 2)
  **21-22 Outcomes:**
  - 1 pending grad petition as of 5.31.22

- **Theatre Associate Degree* Award Increase Goal 21-22: 2**
  (Six-year average – 1.5 degree per year; 21-22 Goal: 2)
  **21-22 Outcomes:**
  - 0 pending grad petitions as of 5.31.22
Milestone Progression Goals:

Increase milestone progress of first year students (15 units per term, 30 units per year, transfer level English/Math completion) by 10% overall and by an additional 5% (15% total) for Black and Hispanic students for each of the degree programs in my area.

Art History AA-T Goals

15+ units in First Semester

- 5% of First-time African American students will attempt 15+ units in their first term.
  - 21-22 Outcomes: 40% attempted (2 of 5 students)
- 5% of First-time Hispanic students will attempt 15+ units in their first term.
  - 21-22 Outcomes: 21% attempted (7 of 33 students)
- 3% of white students will attempt 15+ units in their first term.
  - 21-22 Outcomes: 8.3% attempted (2 of 24 students)

30+ Units in First Year

- 5% of First-time African American students will attempt 30+ units in their first year.
  - 21-22 Outcomes: 20% attempted (1 of 5 students)
- 5% of First-time Hispanic students will attempt 30+ units in their first year.
  - 21-22 Outcomes: 18.2% attempted (6 of 33 students)
- 3% of white students will attempt 30+ units in their first year.
  - 21-22 Outcomes: 4.2% attempted (1 of 24 students)

Transfer Level English and Math in First Year

- 5% of First-time African American students will complete transfer level English and Math in their first year.
  - 21-22 Outcomes: 0% completed
- 5% of First-time Hispanic students will complete transfer level English and Math in their first year.
  - 21-22 Outcomes: 14% completed
- 3% of white students will complete transfer level English and Math in their first year.
  - 21-22 Outcomes: 100% completed

Communication Studies AA-T Goals

15+ units in First Semester

- 57.5% of First-time African American students will attempt 15+ units in their first term.
  - 21-22 Outcomes: 40% attempted (2 of 5 students)
- 26.5% of First-time Hispanic students will attempt 15+ units in their first term.
  - **21-22 Outcomes:**
    - 26.9% (7 of 26 students)

- 10% of white students will attempt 15+ units in their first term.
  - **21-22 Outcomes:**
    - 8.9% (2 of 23 students)

**30+ Units in First Year**

- 29% of First-time African American students will attempt 30+ units in their first year.
  - **21-22 Outcomes:**
    - 20% attempted (1 of 5 students)

- 22% of First-time Hispanic students will attempt 30+ units in their first year.
  - **21-22 Outcomes:**
    - 23.1% attempted (6 of 26 students)

- 10% of white students will attempt 30+ units in their first year.
  - **21-22 Outcomes:**
    - 4% attempted (1 of 23 students)

**Transfer Level English and Math in First Year**

- 5% of First-time African American students will complete transfer level English and Math in their first year.
  - **21-22 Outcomes:**
    - 0% completed (0 of 5 students)

- 22% of First-time Hispanic students will complete transfer level English and Math in their first year.
  - **21-22 Outcomes:**
    - 15.4% completed (4 of 26 students)

- 7% of First-time white students will complete transfer level English and Math in their first year.
  - **21-22 Outcomes:**
    - 21.7% completed (5 of 23 students)

**Journalism AA-T Goals**

**15+ units in First Semester**

- 46% of First-time African American students will attempt 15+ units in their first term.
  - **21-22 Outcomes:**
    - 100% attempted (1 of 1 student)

- 19.2% of First-time Hispanic students will attempt 15+ units in their first term.
  - **21-22 Outcomes:**
    - 6.3% attempted (1 of 16 students)

- 3% of white students will attempt 15+ units in their first term.
  - **21-22 Outcomes:**
    - 7.1% attempted (1 of 14 students)
30+ Units in First Year

- 23% of First-time African American students will attempt 30+ units in their first year.
  - 21-22 Outcomes: 100% attempted (1 of 1 student)

- 13.3% of First-time Hispanic students will attempt 30+ units in their first year.
  - 21-22 Outcomes: 12.5% attempted (2 of 16 students)

- 6% of white students will attempt 30+ units in their first year.
  - 21-22 Outcomes: 14.3% attempted (2 of 14 students)

Transfer Level English and Math in First Year

- 5% of First-time African American students will complete transfer level English and Math in their first year.
  - 21-22 Outcomes: 0% completed (0 of 1 student)

- 8% of First-time Hispanic students will complete transfer level English and Math in their first year.
  - 21-22 Outcomes: 18.8% completed (3 of 16 students)

- 7.5% of First-time white students will complete transfer level English and Math in their first year.
  - 21-22 Outcomes: 7.1% completed (1 of 14 students)

Music AA-T Goals

15+ units in First Semester

- 5.5% of First-time African American students will attempt 15+ units in their first term.
  - 21-22 Outcomes: 25% attempted (2 of 8 students)

- 37% of First-time Hispanic students will attempt 15+ units in their first term.
  - 21-22 Outcomes: 20.6% attempted (7 of 34 students)

- 24.4% of white students will attempt 15+ units in their first term.
  - 21-22 Outcomes: 12.5% attempted (2 of 16 students)

30+ Units in First Year

- 8% of First-time African American students will attempt 30+ units in their first year.
  - 21-22 Outcomes: 25% attempted (2 of 8 students)

- 11.7% of First-time Hispanic students will attempt 30+ units in their first year.
  - 21-22 Outcomes: 17.6% attempted (6 of 34 students)
- 12.2% of white students will attempt 30+ units in their first year.
  - **21-22 Outcomes:**
    - 6.3% attempted (1 of 16 students)

**Transfer Level English and Math in First Year**

- 5% of First-time African American students will complete transfer level English and Math in their first year.
  - **21-22 Outcomes:**
    - 12.5% completed (1 of 8 students)

- 21.4% of First-time Hispanic students will complete transfer level English and Math in their first year.
  - **21-22 Outcomes:**
    - 17.6% completed (6 of 34 students)

- 24.4% of white students will complete transfer level English and Math in their first year.
  - **21-22 Outcomes:**
    - 6.3% completed (1 of 16 students)

**Studio Arts AA-T**

**15+ units in First Semester**

- 5% of First-time African American students will attempt 15+ units in their first term.
  - **21-22 Outcomes:**
    - 14.3% attempted (1 of 7 students)

- 39% of First-time Hispanic students will attempt 15+ units in their first term.
  - **21-22 Outcomes:**
    - 25% attempted (18 of 72 students)

- 24.4% of white students will attempt 15+ units in their first term.
  - **21-22 Outcomes:**
    - 14% attempted (3 of 21 students)

**30+ Units in First Year**

- 5% of First-time African American students will attempt 30+ units in their first year.
  - **21-22 Outcomes:**
    - 0 attempted (0 of 7 students)

- 11.7% of First-time Hispanic students will attempt 30+ units in their first year.
  - **21-22 Outcomes:**
    - 16.7% attempted (12 of 72 students)

- 12.2% of white students will attempt 30+ units in their first year.
  - **21-22 Outcomes:**
    - 9.5% attempted (2 of 21 students)

**Transfer Level English and Math in First Year**

- 5% of First-time African American students will complete transfer level English and Math in their first year.
  - **21-22 Outcomes:**
    - 0 completed (0 of 7 students)
- 21% of First-time Hispanic students will complete transfer level English and Math in their first year.
  - 21-22 Outcomes: 21% completed (15 of 72 students)

- 24.4% of white students will complete transfer level English and Math in their first year.
  - 21-22 Outcomes: 14.3% completed (3 of 21 students)

**Theatre Arts AA-T**

15+ units in First Semester

- 38.3% of First-time African American students will attempt 15+ units in their first term.
  - 21-22 Outcomes: 50% attempted (1 of 2 students)

- 41% of First-time Hispanic students will attempt 15+ units in their first term.
  - 21-22 Outcomes: 23.5% attempted (4 of 17 students)

- 27.5% of First-time white students will attempt 15+ units in their first term.
  - 21-22 Outcomes: 0 attempted (0 of 7 students)

30+ Units in First Year

- 57.5% of First-time African American students will attempt 30+ units in their first year.
  - 21-22 Outcomes: 0 attempted (0 of 2 students)

- 33% of First-time Hispanic students will attempt 30+ units in their first year.
  - 21-22 Outcomes: 0 attempted (0 of 17 students)

- 18.4% of First-time white students will attempt 30+ units in their first year.
  - 21-22 Outcomes: 0 attempted (0 of 7 students)

Transfer Level English and Math in First Year

- 5% of First-time African American students will complete transfer level English and Math in their first year.
  - 21-22 Outcomes: 0 completed (0 of 2 students)

- 17% of First-time Hispanic students will complete transfer level English and Math in their first year.
  - 21-22 Outcomes: 11.8% completed (2 of 17 students)

- 18.4% of white students will complete transfer level English and Math in their first year.
  - 21-22 Outcomes: 14.3% completed (1 of 7 students)
Strategic Enrollment Management (SEM) Goals:

Persistence

❖ In collaboration with department chairs and faculty, create a student-focused schedule, with course offerings across a range of days, times, and modalities

   21-22 Outcomes: Refining

❖ In collaboration with co-chair, lead Completion Coaching Team Campaign for the Arts, Communication, and Humanities (ACH) Pathway

   21-22 Outcomes: Participated

❖ Institutionalize Starfish utilization across the ACH Pathway

   21-22 Outcomes: Provided Starfish training to Pathway Completion Coaching Team members via Grace Camiso and Keri Kennedy

❖ Institutionalize Ocelot utilization across the ACH Pathway

   21-22 Outcomes: Provided Ocelot usage overview to Pathway Completion Coaching Team members Utilized Ocelot messaging for Performing Arts department outreach

   21-22 Performing Arts Ocelot Messaging Campaigns

<table>
<thead>
<tr>
<th>Target Audience/Intention</th>
<th>Number of Messages</th>
</tr>
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<tbody>
<tr>
<td>Performing Arts Majors - General</td>
<td>12</td>
</tr>
<tr>
<td>ACH Pathway Students</td>
<td>6</td>
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<tr>
<td>Performing Arts Majors - Low Unit Load</td>
<td>5</td>
</tr>
<tr>
<td>Performing Arts Majors - Required Course</td>
<td>5</td>
</tr>
<tr>
<td>General College - Never Taken A Specific Course</td>
<td>5</td>
</tr>
<tr>
<td>Course Rosters from Previous Term</td>
<td>6</td>
</tr>
<tr>
<td>General College - Missing Grad Requirement</td>
<td>5</td>
</tr>
</tbody>
</table>

❖ In collaboration with department chairs, support the development of institutionalized Pathway/Discipline cohort ownership through weekly department chair and pathway outreach team meetings, monthly department and pathway team meetings, dean's area meeting each term, and regular data distribution and discussion

   21-22 Outcomes: Held weekly 1:1 meetings w area chairs
   Held weekly ACH pathway leadership team meetings
   Held multiple ACH Pathway Completion Coaching Team meetings via Zoom
   Held Dean’s Area Meetings: August and January
   Conducted regular data review discussions w Faculty Chairs

Growth

❖ Increase course enrollment FTES rates by at least 5% from five-year average

FTES Rate Goals by Subject Area

❖ Communication courses total FTES goal – 862.5
❖ Journalism courses total FTES goal – 49.4
❖ Art courses total FTES goal – 851.8
❖ Music courses total FTES goal – 459.1
❖ Theatre courses total FTES goal – 182.4
❖ Total Area FTES Goal: 2,405.2
### 2021-2022 FTES Outcomes

<table>
<thead>
<tr>
<th>Department</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>215.6</td>
<td>267.8</td>
<td>483.4</td>
</tr>
<tr>
<td>Journalism</td>
<td>7.7</td>
<td>17.92</td>
<td>25.62</td>
</tr>
<tr>
<td>Art</td>
<td>211.4</td>
<td>433</td>
<td>644.4</td>
</tr>
<tr>
<td>Music</td>
<td>57</td>
<td>148.7</td>
<td>205.7</td>
</tr>
<tr>
<td>Theatre</td>
<td>25.4</td>
<td>66.5</td>
<td>91.9</td>
</tr>
<tr>
<td><strong>Totals by Department</strong></td>
<td><strong>517.1</strong></td>
<td><strong>933.92</strong></td>
<td><strong>1,451.02</strong></td>
</tr>
<tr>
<td><strong>Summer 2021 Total</strong></td>
<td></td>
<td></td>
<td><strong>253.31</strong></td>
</tr>
<tr>
<td><strong>21-22 Grand Total (SU, FA, SP)</strong></td>
<td></td>
<td></td>
<td><strong>1,707.33</strong></td>
</tr>
</tbody>
</table>

Source: BC Enrollment Management Dashboard (FA21 and SP22) and Data Warehouse (SU21)

Enrollment Management - Tableau Online

- In collaboration with department chairs and faculty, use college data systems to guide enrollment management strategies
  - Data Sources: Cognos, Starfish, Ad Astra
  - Efficiency Metrics: Seats, Sections, Modality, Students, Discipline Targets, Room Utilization

**21-22 Outcomes:**
- Participated in numerous trainings on Cognos, Starfish, Ad Astra;
- Regularly utilized data reports to inform scheduling/staffing decisions;
- Incorporated data reports in weekly 1:1 meetings with Faculty Chairs;
- Regularly participated in Dashboards for Deans sessions

- Support the professional development of department chairs and faculty necessary for implementation of Ad Astra
  - Student Centered Scheduling by course demand utilizing predictive analytics
  - Student Centered Scheduling by modality (face-to-face, online, hybrid)

**21-22 Outcomes:**
- Participated in Ad Astra training;
- Referenced Ad Astra to inform scheduling decisions, particularly mid-term as course fill rates indicated needs

- Implement Effective Schedule Management
  - Actively participate in reviewing and streamlining scheduling processes
  - Ensure full area participation in Cambridge West Training

**21-22 Outcomes:**
- Actively participated in schedule development process with Faculty Chairs;
- Regularly monitored enrollment and adjusted scheduling as needed;
- Worked closely with college Scheduling team, program managers at rural sites, and early college team to build and adjust schedules as needed

- Expand Open Educational Resources (OER) by 10% in Area

**Data pending**

- Support department chairs and faculty in the refinement and development of Certificates of Achievement and AA-T degrees across Area
  - Develop Theatre Tech COA
  - Develop Jazz Studies COA
  - Develop Music Performance COA
- Develop Music Education COA (piano, conducting, etc.)
- Develop Dance AA-T
- Refine Studio Arts COAs

**21-22 Outcomes:**
Two new NC Theatre courses developed; Team convened to work on Theatre Tech COA

**Vision for Success Goal #2:** Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.

---

**Strategic Initiative 1 - Student Learning**

**Strategic Initiative 2 - Student Progression and Completion**

**Work Plan**

Increase transfer rates by 7% in each program of study.

- Communication Studies AA-T: increase transfer rate to 36.5%
- Journalism AA-T: Increase the transfer rate to 16.5%
- Music AA-T: Increase the transfer rate to 30%
- Studio Arts AA-T: Increase the transfer rate to 18.5%
- Theatre Arts AA-T: Increase the transfer rate to 9.5%

**21-22 Outcomes:**
Data pending

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**Programming for Completion Goals**

- In collaboration with department chairs and faculty, create a student-focused schedule, with course offerings across a range of days, times, and modalities.

  **21-22 Outcomes:**
  Offered classes in a variety of modalities, across a variety of days and times

- In collaboration with co-chair, lead Completion Coaching Pathways Campaign for the Arts, Communication, and Humanities (ACH) Pathway

  **21-22 Outcomes:**
  In collaboration with Dean Jennifer Jett, and Faculty Co-Chair Gloria Dumler, led Pathway Completion Coaching Team: data sharing, Ocelot messaging, partnership w Counselor and Advisors re: ed plan completion, registration, etc.

- Expand 8+8 course offerings across sites and modalities

  **21-22 Outcomes:**
  Offered 8+8 options for Commercial Music certificate

- Support BCSW 8+8 scheduling for ADTs & CSU Certificates

  **21-22 Outcomes:**
  Due to delayed opening of BCSW campus, work on this project was also delayed; Schedule refinement work to resume 22-23

- Support expansion of online certificate and degree opportunities for students
  - Art History AA-T
  - Commercial Music COA

  **21-22 Outcomes:**
Offered online option for Commercial Music certificate

❖ **Support the development of auto-award process for certificates of achievement**
  **21-22 Outcomes:**
  Participated in process refinement conversations w CTE and A&R teams

❖ **Offer face to face and correspondence courses to Inmate Scholars Program sites**
  **21-22 Outcomes:**
  Offered classes for Rising Scholars Program at multiple facilities and via correspondence;
  Recruited and hired a fulltime faculty position specifically for Communication department to meet demand in RSP;
  Collaborated with RSP leadership team to adjust course offerings as necessary

❖ **Ensure adequate number of faculty obtain state clearance to support instruction and evaluation of Inmate Scholars Program offerings**
  **21-22 Outcomes:**
  Ensured all Rising Scholars Program faculty observations/evaluations were conducted by CDCR-cleared faculty/administration;
  Obtained CDCR clearance

❖ **Support the development of a community of practice for faculty working in the Inmate Scholars Program**
  **21-22 Outcomes:**
  Met w RSP leadership for orientation process;
  Secured CDCR clearance to participate in faculty evaluations;
  Conducted 2 faculty evaluations on the inside: Art, Communication;
  Encouraged robust scheduling and support of sections on the inside

**Vision for Success Goal #3:** Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system wide average) to 79 total units--the average among the quintile of colleges showing the strongest performance on this measure.

  **Strategic Initiative 1 - Student Learning**
  **Strategic Initiative 2 - Student Progression and Completion**

**Work Plan**

Increase the education plan completion rate by 10%

❖ **Increase the Art History AA-T Ed Plan completion rate to 86.6%**
  **21-22 Outcomes:** 66.7% first-time students w ed plan Fall 2021

❖ **Increase the Studio Arts AA-T Ed Plan completion rate to 55.5%**
  **21-22 Outcomes:** 73.2% first-time students w ed plan Fall 2021

❖ **Increase the Communication Studies AA-T Ed Plan completion rate to 66.7%**
  **21-22 Outcomes:** 43.75% first-time students w ed plan Fall 2021

❖ **Increase the Journalism AA-T Ed Plan completion rate to 76.8%**
  **21-22 Outcomes:** 41.9% first-time students w ed plan Fall 2021

❖ **Increase the Music AA-T Ed Plan completion rate to 40.5%**
  **21-22 Outcomes:** 55.2% first-time students w ed plan Fall 2021
- Increase the Theatre Arts AA-T Ed Plan completion rate to 54.5%
  21-22 Outcomes: 64.29% first-time students w ed plan Fall 2021

In collaboration with department chairs and faculty, identify and alleviate pressure points related to faculty load, course scheduling, and room usage
- Program Review and Resource Allocation Request processes
- Ad Astra training and Implementation
- Pathway Completion Team participation
  21-22 Outcomes:
  - Ensured timely completion of program review and resource allocation processes;
  - Participated in Ad Astra trainings;
  - Led Pathway Completion Team;
  - Ensured all fulltime faculty met load;
  - Worked with Faculty Chairs to ensure room availability for all on-site classes;
  - Collaborated with VPI to address needs identified to make instructional spaces more efficient/accessible;
  - Supported Communication Department in pursuit of grant for Communication Lab space and related technology;
  - Supported Performing Arts Department in pursuit of location for costuming;
  - Supported Communication Department in pursuit of Hy-Flex classroom technology

In collaboration with department chairs and faculty, focus on achieving persistence rate goal of 75%
  21-22 Outcomes:
  - Area persistence rate 58.4% (FA21-SP22)

In collaboration with department chairs and faculty, create a student-focused schedule, with course offerings across a range of days, times, and modalities.
  21-22 Outcomes:
  - Offered classes in a variety of modalities, across a variety of days and times

In collaboration with department chairs and faculty, ensure curriculum updates completed
  21-22 Outcomes:
  - Journalism – All courses are current
  - Music – B18A and B37 were updated Spring 2022; all courses are current
  - Communication – B8 is overdue
  - Art – B2, B4, B5, B10, B13, B14, B20, B24, B29, B46, B47, B48 are overdue

Vision for Success Goal #4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.

  Strategic Initiative 1 - Student Learning
  Strategic Initiative 2 - Student Progression and Completion

Work Plan

Certificate of Achievement Goals:

Increase the number of Certificates of Achievement earned by 3% from the six-year average, as delineated below.

Art Department
- **Graphic Design Certificate Award Increase Goal 21-22: 15**
  (Six-year average – 14.25 certificates per year; 21-22 Goal: 15)
  **21-22 Outcomes:**
  5 Certificates awarded SU21-FA21; SP22 data pending

- **Media Arts Certificate Award Increase Goal 21-22: 8**
  (Four-year average – 7 certificates per year; 21-22 Goal: 8)
  **21-22 Outcomes:**
  4 Certificates awarded SU21-FA21; SP22 data pending

- **Photography Certificate Award Increase Goal 21-22: 7**
  (Six-year average – 6.6 certificates per year; 21-22 Goal: 7)
  **21-22 Outcomes:**
  5 Certificates awarded SU21-FA21; SP22 data pending

**Communication Department**

- **Communication Certificate Award Increase Goal 21-22: 114**
  (Six-year average – 110.4 certificates per year; 21-22 Goal: 114)
  **21-22 Outcomes:**
  56 Certificates awarded SU21-FA21; SP22 data pending

**Performing Arts Department**

- **Commercial Music Certificate Award Increase Goal 21-22: 10**
  (Four-year average – 9.5 certificates per year; 21-22 Goal: 10)
  **21-22 Outcomes:**
  5 Certificates awarded SU21-FA21; SP22 data pending

**Revise/update existing Certificates to better align with industry needs**

  **21-22 Outcomes:**
  Not yet started

**Support department chairs and faculty in the development of at least 3 new Certificates of Achievement**

  **21-22 Outcomes:**
  Two new NC Theatre courses developed;
  Team convened to work on Theatre Tech COA

**Lead the auto-award process for certificates in Art, Communication, and Performing Arts**

  **21-22 Outcomes:**
  Participated in process refinement conversations w CTE and A&R teams

**Participate in dual enrollment/early college support efforts of the college**

  **21-22 Outcomes:**
  Served as liaison between WCPA and BC Administration re: dual enrollment;
  Participated in TWC Ag Prep Regional Collaborative;
  Hosted two sessions w BC Deans re: WCPA dual enrollment support and refinement;
  Met regularly with BC Early College team re: WCPA dual enrollment course offerings, staffing, student supports, etc.;
  Interviewed/approved multiple requests for high school faculty to tech dual enrollment sections within Area disciplines
Complete the Association of Career Technical Education 2021-2022 Post-Secondary Leadership Program Fellowship

**21-22 Outcomes:**
- Presented session at ACTE’s VISION 2021 annual conference in New Orleans in Fall 2021
- Attended site study of Pima Community College in Tucson, AZ in Jan 2022
- Participated in ACTE National Policy Seminar in Washington, DC in March 2022
- Completed related projects
- Attended related PD sessions
- Worked with national CTE mentor

**Vision for Success Goal #5:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.

**Strategic Initiative 1 - Student Learning**

**Strategic Initiative 2 - Student Progression and Completion**

**Strategic Direction #4 – Leadership and Engagement**

**Work Plan**

Improving the following processes will ensure students stay on the path to progression and completion of momentum points and close achievement gaps

**Lead the evaluation process for faculty, classified and management in my area**

**21-22 Outcomes:**
- Completed all required evaluations (n. 53) for 21-22:
  - Fall 21 – 6 Mode A; 27 Adjunct
  - Spring 22 – 2 Faculty Chair; 5 Mode B; 13 Adjunct

**Support the ACCJC Mid-Term Report development process by providing necessary data and narratives from my area**

**21-22 Outcomes:**
- Briefed area team on importance of participation;
- Shared and encouraged review of draft midterm report;
- Attended Communication Department syllabi review work session in preparation for ACCJC ISER

**Ensure appropriate resources (faculty, course scheduling)**

- Early College
- Inmate Education
- Rural Expansion

**21-22 Outcomes:**
- Provided courses/staffing as requested;
- Interviewed/approved multiple requests for high school faculty to tech dual enrollment sections within Area disciplines

**Support faculty diversification initiatives of the college**

**21-22 Outcomes:**
- Participated on 8 FT Screening Committees - 6 faculty, 1 Dean, 1 Associate Dean;
- Completed KCCD Screening Committee training; Participated in KCCD adjunct applicant interest forum;
- Developed Canvas hub for new faculty support;
Hosted weekly Dean’s Office Hour Summer 2022 for new hire support

Support the development and retention of BC Centers and Rural Initiative Programs: BCSW, Delano (faculty, course scheduling)
**21-22 Outcomes:**
Provided staffing and sections requested by early college, BCSW, Delano, Arvin;
Served as Administrator liaison to WCPA partners to help support staffing/course needs and partnership rapport

Participate regularly in professional development opportunities
**21-22 Outcomes:**
Completed Ocelot training, FCDC Academy, New Chair Academy, Management Association PD Day

Complete budget training
**21-22 Outcomes:**
Completed online budget training;
Participated in budget training offered to EAC;
Attended CCCCO SCFF update training, June 2022

Establish budget management and review practices within my area
**21-22 Outcomes:**
Regularly discussed budgets, spending progress with Faculty Chairs and Area team;
Assisted with end-of-year budget spending processes;
Discussed SCFF structure with Faculty Chairs and Area team to help increase understanding;
Utilized Program Review and Resource Allocation Requests documents to help drive department conversations re: needs and outcomes;
Guided grant application processes across the Area

Develop and support grant writing timeline and targets for my area
**21-22 Outcomes:**
Ensured completion and submission of BC Foundation Renegade Innovation Fund Grants Proposals submitted (Fall and Spring);
External grant applications submitted;
Program review resource allocation requests completed – Instructional Block Grant funds awarded
Met with BC Foundation to collaborate on large scale fundraising campaign and overview of immediate area needs (instruments, etc.)

Lead the development of Performing Arts Program Manager scope of work and operational practices to ensure maximum effectiveness
**21-22 Outcomes:**
Established regular check-ins with PAPM;
Mapped PAPM goals and objectives across terms and year;
Ensured PAPM completion of ADA Accessibility courses to support development of accessible promotional material for the Performing Arts department;
Convened sessions with Performing Arts ensemble directors and PAPM to identify needs and refine workflow;
Implemented Microsoft Teams usage for PAPM event support tracking;
Regularly attended Performing Arts events to support PAPM’s onboarding;
Worked closely with PAPM to identify resource needs of Performing Arts department and then craft grant applications to help meet the needs;
Regularly included PAPM in Area meetings, trainings, events to help ensure broad knowledge base and connectivity

Actively participate in FCDC, EAC, and President’s Cabinet
**21-22 Outcomes:**
Regularly participated in FCDC
Regularly participated in EAC
Regularly participated in President’s Cabinet

Other Accomplishments 21-22
- Co-led Persistence Project – workgroup tasked with developing strategy to increase student persistence levels; co-presented project at FCDC
- Established weekly Coffee with the Dean, Wednesdays at 7:30AM
- Supported Performing Arts programs/performances through 21-22 COVID challenges and related protocols for in-person classes and required student performances
- Led development of Final Project Proposal (FPP) for replacement of Fine Arts building, including work with Faculty Chairs, Area team, Architect, District Liaison, and College Executive Team