

Basic Unit Information

Administrative Unit Name:

Physical Sciences, Mathematics & Engineering (PSME)

Administrative Unit Mission:

Physical Sciences, Mathematics & Engineering (PSME) Division seeks to create a caring environment, which is intellectually and culturally dynamic and encourages all students and faculty to achieve:

- **Greater insight into their strengths, needs, and aspirations,**
- **Heightened curiosity and active interest in intellectual questions about the physical world around them,**
- **Improved ability to provide the best educational experience.**

Administrative Members and Departments covered in this program review (Please list all members of your Administrative Unit along with position title):

Name	Department	Position
Peter Murray	PSME	Dean
Ruyu Chen	PSME	Admin Assistant
Luis Barreto	PSME	Sr System Admin
Mario Ramos	PSME	System Admin
Jenny Liang	Physics/Engineering	Lab Technician
Anna Wu	Chemistry	Lab Technician
Sherman Lee	Chemistry	Lab Technician
Eric Reed	PSME CENTER	Faculty

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
All Above		

Section 1: Data and Trend Analysis

Program/Department Data:

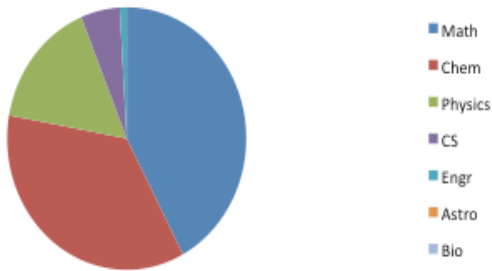
Dimension	2010-2011	2011-2012	2012-2013
Students Served	9,018	9,323	8,613
Faculty Served	122	106	110
Staff Served	3	5	6
Full-time FTEF	28	32	29
Part-time FTEF	42	43	43
Full-time Staff	3	5	6
Part-time Staff	0	.5	0

PSME Center Hours				
	Workshop	Tutoring	Total	WSCH (Apprx)
Fall 2012	773	9116	9889	847
Fall 2013	1623	14441	16064	1377
% Growth	110%	58%	62%	62%

Top ten courses by total hours spent in PSME Center							
Fall 2012				Fall 2013			
	Workshops	Tutoring	Total		Workshops	Tutoring	Total
Math 1A	265	730	995	Math 1A	788	1830	2618
Math 1B	77	845	922	Math 10	170	1260	1430
Chem 1B	30	884	914	Math 1B	154	1155	1309
Chem 12A	92	773	865	CS 2A	10	593	603
Chem 1A	55	623	678	Phys 4A	13	539	552
Chem 1C	34	640	674	Math 48B	73	452	525
Phys 2A	40	578	618	Phys 2A	24	501	525
Phys 4A	13	586	599	Math 48A	55	465	520
Math 1C	47	447	494	Chem 1B	0	483	483
Math 10	33	448	481	Math 1C	69	398	467

Hours by Department Served					
Fall 2012			Fall 2013		
	Total Hours	% of Total		Total Hours	% of Total
Math	4173	42%	Math	9269	58%
Chem	3525	36%	Chem	2151	13%
Physics	1578	16%	Physics	1930	12%
CS	521	5%	Bio	1161	7%
Engr	91	1%	CS	1153	7%
Astro	1	0%	Engr	350	2%
Bio	0	0%	Astro	34	0%

Fall 2012 PSME Center Usage



Fall 2013 PSME Center Usage



Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Vice President/President.

a. Describe the faculty, staff and/or students you primarily serve.

The students are science, technology, engineering and math students. They are across all three FH Missions. The Faculty and Staff all experienced in the disciplines and focused on serving the students.

b. Locations/times of service (Day, Evening, Off Campus, etc.)

Main Campus, Middlefield Campus, and online. Computer server access is 24 x 7. In person classes start at 7:30 AM and end 11:00 PM; M-F

c. How was this tracked?

Enrollment data + SARS for PSME Center

d. What is the trend?

Real Growth is 5-15%. The 2010-11 had CTIS + embedded hours. 2011-12 had CS and lost PSME Center enrollment when changed to NCBS.

e. How have you adjusted your course offerings, programs or services to align with the Core Missions of Basic Skills, Transfer and Workforce?

PSME has served all 3 missions. Increased focus on all three missions.

f. If the staffing structure of your Administrative Unit does not meet the program or department's needs, please explain.

**Adequate structure. Need additional support in division office.
There are still too many paper forms and coordination.**

- g. Describe changes in technology/regulations/processes that impact your administrative unit, and the impact of those changes on your unit.

The biggest technology issue is providing faculty and students adequate computer and software. FHDA & college has been less than effective.

- h. What strategies has your AU used to improve support services within the program or department?

The biggest change is the PSME Center and STEMway grant. Have tried to have Counselor in Center with no success.

- i. Please describe the process used to prioritize resource allocations in your administrative unit and comment on its effectiveness.

Each Dept creates list. At Division Mtg list is prioritized. Biggest issue is new resource requests to address out of sequence initiatives.

- j. Are the training and professional development opportunities available to your administrative unit sufficient? Why or why not?

**The computer staff receive vendor and technology training.
Chem Staff will be trained on how to maintain lab equip to reduce external service requests.
Other Prof Dev is to meet changes in FHDA infrastructure.
There is no real professional development for STEM Faculty, Admin or Admin staff. Most comes from general online or from peers (who have not done the real research).**

Suggested training:

STEM Faculty: From outside professionals; Active learning, student retention techniques, flipped classes, etc.

Admin Staff: Create business documents with Microsoft Office applications (reports, letters, spreadsheets, drawings, slide shows), import and export data, electronic recordkeeping, and electronic document mgmt.

Administrators: Zero based budgeting, customer based scheduling, contracts, organizational mgmt, decision making and how to run an effective meeting.

For administrative units that supervise instructional programs, please complete items k through r. All others, skip to section 2.

Curriculum:

- k. Does your division curriculum committee meet regularly? Yes No
If yes, how often do you meet? Please check all that apply:
 Once a quarter
 Twice a quarter
 Once per month
 Other, please explain:

Every other Tuesday not a CCC mtg. = twice a month

- l. Does your division curriculum committee meet? Please check all that apply:
 Face to face
 Email/online
 Hybrid
- m. Do you post the agenda and minutes for your division committee meetings?
 Yes
 No
- n. If yes, where? Please check all that apply:
 Division website
 Google docs/file sharing
 Other, please explain:

- o. Do your division curriculum committee members receive training on curriculum regulations, processes, etc?
 Yes
 No
- p. What is functioning well with the division curriculum committee?

The committee functions extremely well. Contributes to the campus wide CC groups. The PSME curriculum is very effective. The Faculty cooperate with each other. The division is dedicated to high quality CORs. The incorporation of the Computer Science and all of the changes in Engineering and math has stressed the PSME Curriculum faculty time commitment. The FT and PT Faculty have developed a number of new CORs as well as actual courses. There are two cross-divisional CORs with Biology, one with Fine Arts, which addresses multidisciplinary courses. The agenda is posted on the front window of the division office.

- q. What resources and/or other support would make this division curriculum committee more effective?

**The CCC as a whole seems very inefficient- so much is done by hand and so much information is stored in the brains of so few individuals!
A real database driven curriculum system that could be queried for things like "list all degrees with Math 105 as a requisite" and so on would really be helpful. The C3MS software is terrible and don't really have status behind the scenes once a course gets to "Review2" status.**

Some additional credit for Faculty and Administrators serving on CCC would be nice.

r. How do you ensure that faculty are teaching to the COR? Check all that apply:

- Refer all faculty to the website
- Provide new faculty with copy of COR
- Review COR with faculty during evaluation
- Other, please describe:

Review the Faculty's syllabus

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded. Please comment on how your unit is contributing to the institutional standards.

If you directly supervise instructional programs, please include your analysis of the programs and how they contribute to the institutional standards and student equity.

All of the instructional departments are well over the minimum annual target goals.

The PSME Division deals with a wide range of students. The success rates of targeted groups has increased. Use of the PSME center has also increased.

	Targeted Groups					
	2010-2011		2011-2012		2012-2013	
	Grades	Percent	Grades	Percent	Grades	Percent
Success	2,129	52%	2,516	52%	2,398	55%
NonSuccess	1,166	29%	1,327	27%	1,160	26%
Withdrew	761	19%	993	21%	834	19%
Total	4,056	100%	4,836	100%	4,392	100%

Section 3: Core Mission and Support

The College’s core missions are reflected below. Please respond to each mission using the prompts below.

Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. How is your administrative unit supporting basic skills students or programs? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

- **Math summer bridge**
- **Implementing retention strategies from Carnegie Foundation**
- **Reviewing algebra sequence vs. Quantway vs. Math Common Core**
- **Creating additional workshops in PSME Center (see below)**
- **Use of building 5600 remodel for basic skills courses**
- **Use of NROC open source materials and evaluation**

Foundational Math PSME Center Usage

Course	Workshop	Tutoring	Total	Workshop	Tutoring	Total	Growth
Math 105	1	171	172	76	371	447	160%
Math 220	2	74	76	42	159	201	164%
Total	3	245	248	118	530	648	161%

Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- b. How is your administrative unit supporting students’ transfer goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

- PSME has an excellent transfer record for STEM disciplines.**
- **STEMway NSF grant**
 - **S-STEM NSF Scholarships for STEM majors**
 - **PSME Center**
 - **Weekly STEM Newsletter to students**
 - **Computer Science BLOG**
 - **Science Learning Institute (SLI)**
 - **STEM Summer Camp**

Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

- c. How is your administrative unit supporting students' workforce goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

- **PSME supports workforce programs by provided core subjects.**
- **PSME's Computer Science and Nanotechnology programs are workforce programs and increasing at over 50% per year in WSCH.**
- **Offering HS program in summer and academic year.**

- PSME is responsible for Generalized Device Design and Rapid Prototyping**
- **Submitted NSF ATE proposal for year which is the highest (between 2010-11 to 2012-13), which is higher than many of our other major programs.**
 - **This is a cooperative program with the Biology Dept.**

Section 4: Learning Outcomes Assessment Summary

Attach 2012-2013 Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

- a. Please provide observations below after reflecting on your AU-SLOs in TracDat and reviewing the Program-Level SLOs that are a part of your administrative unit.

Scheduling has become more difficult since our traditional students are not attending.

- b. What findings or themes can be gathered from the AU-SLOs or departmental Program-Level SLO assessments?

The highest priority of Dept SLOs is to increase student success and retention. The AU is to provide the resources. Another common theme is that many of the new students have weak foundations in math as well as poor study skills. The proper initial placement is also a concern.

- c. Does any of the data suggest that revisions might be necessary in order to support faculty, staff and/or students to successfully achieve the AU-SLOs?

No revisions in SLOs, just a change in priorities listed top to bottom:

- 1) Scheduling is now the highest priority**
- 2) SLI to create new curriculum and identify better pathways for student success**
- 3) Resources next but many have been provided. Others require overcoming College and District level inertia.**
- 4) Fewer negative student interactions so less critical in quantity, but still important.**

- d. How has the assessment of your AU-SLOs contributed to student success at the institution and/or within your unit?

The assessment has identified and shift in the unit's priorities.

Section 6: Administrative Goals and Rationale

Administrative unit goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year; check the appropriate status box & provide explanation in the comment box

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Create flexible class (room) and lab environments that takes advantage of low cost current technology.	N	Y	1. Identified some of the needs of Faculty and Students based on low cost access by Faculty and students; tablet computers, low end computers for PSEC and 5600. Virtualization. 2. Provided (low cost to student) device independent access to online resources. (no action; ETS blockage) 3. Solicited support from external vendors to provide technology; Dell, Nimble, Microsoft, VMWare, Oracle. 4. Coordinating with ETS to provide the infrastructure to accomplish the goals. Little progress.

<p>2. Provide Faculty the resources to permit them to reinvent how they teach.</p>	<p>N</p>	<p>Y</p>	<p>1. Provided access to external resources and professional development; NROC and Carnegie.</p> <p>2. Assist in the identification of what students need to know, how to learn and develop conceptual thinking. Working on new algebra sequence as well as alternate pathways.</p> <p>3. Look at free materials, MOOCs, new curriculum, flipped classes, use of online TAs, etc. Coordinated with NROC, Coursera and PHet Simulations.</p> <p>4. Participate in grants and conferences; STEMway and S-STEM, submitted NSF ATE grant.</p>
<p>3. Support the Science Learning Institute (SLI) and direct resources to meet the Institute's objectives.</p>	<p>N</p>	<p>Y</p>	<p>1. Identify, track and initiate funding opportunities; grants as well as donations; Won SJ Energy Champions grant</p> <p>2. Meet once a year with the SLI Advisory Board. Met April 2013</p> <p>3. Manage all aspects of the SLI initiatives:</p> <ul style="list-style-type: none"> - Fund raising - Budgets - Staffing <p>4. Evaluate, update and initiate SLI initiatives.</p> <ul style="list-style-type: none"> - New programs: Energy, Biomedical, Rapid Prototyping - Created STEM Summer program for HS and now middle school. - STEM Speaker series - Interns <p>5. Develop presentations that reflect the vision and progress of the SLI; monthly presentations to various groups/VIPs</p>
<p>4. Support Faculty in increasing student success and retention.</p>	<p>N</p>	<p>Y</p>	<p>1. Further expand the services of the PSME Center to address the class, financial and counseling needs of STEM students. Hired a FT Faculty to administer. Expand hours and number of workshops. See fall 2012 to 2103 data above. 62% increase in tutoring but even more important and 110% increase in workshop hours.</p> <p>2. Develop a student mentoring program; created faculty mentors for S_STEM and SLI Scholars.</p>
<p>5. Continue to develop STEM Pathways for both</p>	<p>N</p>	<p>Y</p>	<p>1. Develop STEM summer camp; 400 students in summer 2103</p>

high school and 4 year colleges.			<p>2. Offer STEM course at local HS. Plan nanotechnology for 2014F at PALY and 2015sp at Gunn.</p> <p>3. Develop partnerships and co-propose on grants with 4 yr colleges. Co-proposed: UCSC, Stanford, Purdue.</p> <p>4. FH internships at 4 year colleges; on going with Stanford and SJSU.</p>
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New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
6. Develop a studio and staff for creating online courses similar to Coursera and commercial media	Short term	As PSME shifts more courses to hybrid and online, including flipped having online material that engages a student is important.	Have a studio operational by 2015W.
7. Develop automated system to identify at risk student characteristics, including a (multi) measure for PSME courses.	Long Term	Be able to provide early intervention as well as course placement. Increase STEM student retention and success.	Collaborate with Instructional Research to develop key indicators as well as a system to track (longitudinal) students in STEM classes.
8. Develop a PSME Freshman orientation.	Long Term	Many PSME Freshman are not college ready. Increase STEM student retention and success.	Increase in STEM Freshman success and retention in PSME courses in fall quarter.

Section 7: Resources and Support

Using the tables below, summarize your administrative unit's unfunded resource requests. Only make requests that are not already included in any of the departmental program reviews in your administrative unit. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
PT Admin Assistant	\$26,000/yr	# 3,4 & 5	No.
Reclassify Sr System Admin	???	# 1	Luis Barreto was inadequately increased in grade. Mario Ramos was not reclassified.
STEM Instructional Researcher Assistant	\$40,00/yr	#3,4,5,7 & 8	No. The current FH IR Staff does not have the capacity to provide the information to support instructional units needs.
STEM High school OutReach Specialist	\$40,00/yr	#3,4,5,7 & 8	No. The Math 1A and Chem 1A was down in 13Fall. The FH resident enrollment is down. Foothill needs to capitalize on our strong STEM programs with a dedicated STEM OutReach Specialist.
PT STEM Counselor for the PSME Center.	\$35,000	#3,4,5,7 & 8 Many students who would benefit from the numerous resources that we provide are not accessing them. Furthermore, successful students are not necessarily enrolling in the next class. A dedicated PSME counselor could help students navigate more effectively through their math and science education.	No. The Counseling Dept has been unsuccessful in providing a STEM Counselor. The PSME Center has over 900 STEM students per quarter. Many have been referred as "at risk" which having a Counselor as part of the PSME Center team. Several years ago, we had a dedicated Counselor in PSME who was very familiar with the student's needs.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	NO

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Section 6 and how this resource request supports this goal.	Est hours per month	% Time
Chemistry HAZMAT Coordinator	\$6,000/year	# 1,2 3 & 5	12	

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Training of Chem Lab Tech on all of the equipment in the Chemistry Dept.	\$8,000	Item 1	No.
100 Aleks 3 month licenses in PSME Center	\$2,500	# 1, 3, 4,5 & 7	No.
PSME Center staff to ensure students login/logout	\$15,000	# 1 & 2	No.

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Bay Alarm Service	\$10,000		Taken out of existing B-Budget. Campus should be responsible for Bay Alarm Service, not each AU.
Required software licenses: Mathematica, MatLab, SolidWorks, Mathtype, TI-Emulator, Nimble Storage, Unidesk, Oracle and dedicated software for CS.	\$26,000/year	# 1,2 & 4 students	May use Lottery since for students. The CTIS budget was not transferred to PSME. The faculty are using additional software to meet ADA and for pedagogical reasons.
Teaching Assistants for basic skills math courses.	\$55,000	# 1, 3, 4,5 & 7	Yes, but expanded for embedded in Algebra and NCBS course. Potential Basic Skills funding.

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Section 6 and how this resource request	Previously funded in last 3 years? (y/n)

		supports this goal.	
Expand the PSME to accommodate expanded student demand and workshops. See diagram at end of document.	??	#1, 2, 3,4,5 & 7	No. The data above shows the expanded demand. Also need a separate area to accommodate proctored tests as well as area for basic skills students to work as a cohort.
Purchase laptop computers for 5600 classrooms (270). The MathMyWay and other math classes were programmed into 5600 space under Measure C. Free up classrooms for expanding CS classes.	\$90,000	#1, 2, 3,4,5 & 7	No. Will use inexpensive laptops and save \$200,000 ot using ETS standard. PSME maintains the laptops.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. None were documented	

a. After reviewing the data, what would you like to highlight about your administrative unit?

The data obscures PSME's progress. PSME absorbed CTIS and created CS, which caused an initial bump then loss then increase. Also the embedded hour was removed from the classes as well as the PSME Center accounting was changed by the state.

The highlights for 2013-14 are:

- Expanded the CS offerings
- Awarded a \$500K NSF S-STEM grant
- Awarded a \$70K SJ Energy grant
- PSME Center Faculty Director hired and 62% growth
- SLI STEM Summer Camp
- PSEC opened on schedule, under budget and few issues
- Created Biomedical Devices and Rapid Design course sequence
- Virtualized the lab computers, reducing desktop cost by 60%
- Submitted NSF ATE proposal with Hartnell College

For 2014-15:

- Continued significant growth in CS and Engineering
- Faculty continue to change course delivery for increased success and retention
- Create areas and environment for Basic Skills (precollegiate) students feel safe and can form cohorts. This includes Building 5600 and the expanded PSME Center.

b. What do you see on the horizon that could impact your administrative unit, and how do you intend to address that impact?

The continued loss of resident students will reduce the potential for continued growth in core transfer subjects. Action: have a dedicated STEM Out Reach Specialist

The Dean will retire in June 2014. The one year interim Dean will have to maintain the momentum. Action: have PSME in a steady-state position.

Section 9: Feedback and Follow Up

This section is for the Vice President/President to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

The PSME division is innovative, and dedicated to student success. The faculty are invested in examining student achievement and reviewing and revising their pedagogy to best meet student needs. The dean has been a great support, highly proactive with grants, fundraising, scheduling, providing professional development, and strongly supporting basic skills students and all of the college's missions.

b. Areas of concern, if any:

The division is making every effort to provide supplemental instruction and support to Basic Skills students. However, most of the use of these services has been by students in the higher sequences. Also, the upcoming transition in leadership will be a challenge for the division and the college.

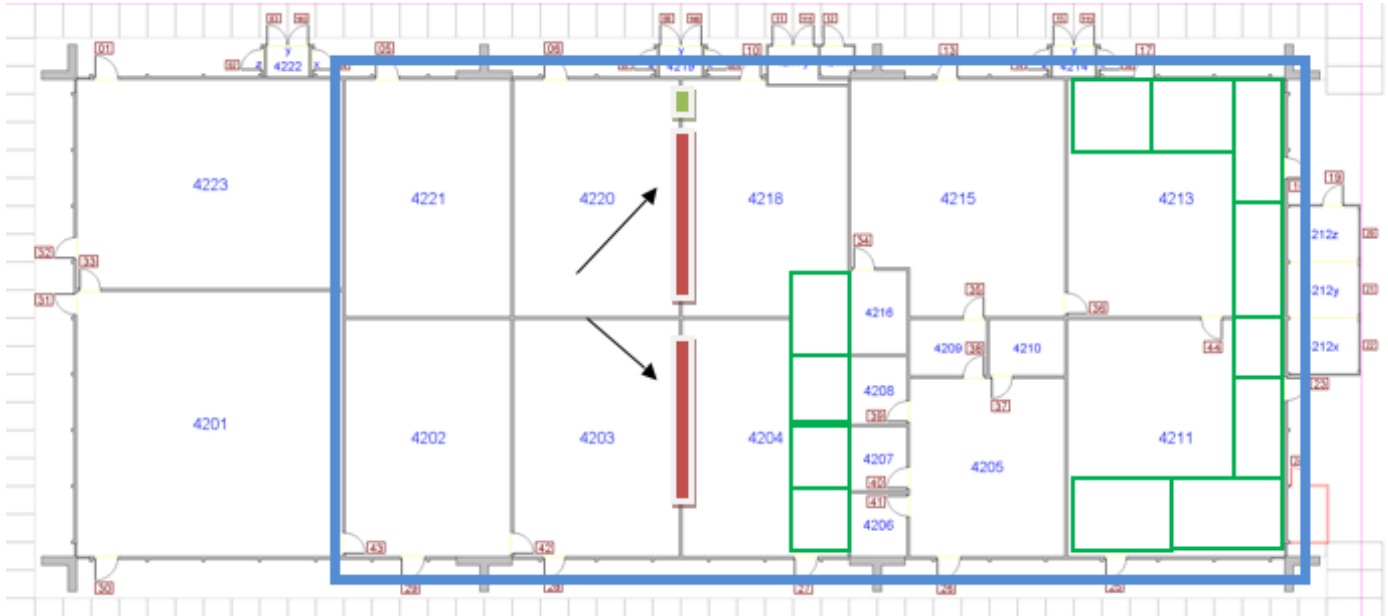
c. Recommendations for improvement:

d. Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 9 by the Vice President or President, the Program Review should be returned to the administrative unit for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.



Green rectangles are new study rooms (small) or mini-workshop rooms (larger)
Red bars are new windows
Small green bar between 4218 and 4220 would be a pass through door.

Study rooms assume we can pass through the small rooms to emergency exits. If not, we'll need small hallways between rooms.

4202 might be foundational math. 4221, 4220, 4218 workshop rooms. Entrance may be 4215 for best visibility through the center, but I still like 4205 for it's facing toward central campus. 4205 may be counselor/career/part time office hours? All other rooms for individual study.

Unit Assessment Report - Four Column

Foothill College

AU - PSME Division Office

Mission Statement: Physical Sciences, Mathematics & Engineering (PSME) Division seeks to create a caring environment which is intellectually and culturally dynamic and encourages all students and faculty to achieve:

- Greater insight into their strengths, needs, and aspirations,
- Heightened curiosity and active interest in intellectual questions about the physical world around them,
- Improved ability to provide the best educational experience.

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>AU - PSME Division Office - Scheduling - PSME schedule is responsive to students' needs and core classes are offered on days, times and modalities that allow for maximum student participaton.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 09/24/2012</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: Review schedule on quarterly basis and reflect annually on percentage of courses offered in am/pm, online, hybrid, other locations, etc.</p> <p>Assessment Method Type: Data</p>	<p>12/26/2013 - In very few courses did the waitlists get above 5 which indicated the number of sections met the student's needs. There has been expansion of math courses online to accommodate student's schedules. The hybrid courses have been distributed in the day but a focus on evenings where students come to class on night/week.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Need increased out reach to high schools for college level courses.</p>	
<p>AU - PSME Division Office - Resources - Provide faculty and students access to appropriate resources to improve the teaching and learning.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 09/24/2012</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: Document resources requested and those provided each year.</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>12/26/2013 - The PSEC was opened with state-of-art classrooms and labs. Faculty have been provided a range of tablet computers based on their specifications. New lab equipment provided to permit more opened labs. Students provided additional resources in PSME Center.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request:</p>	

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Need to continue to invest in resources for new curriculum and pedagogy.	
<p>AU - PSME Division Office - Science Learning Institute - The dean, in collaboration with the foundation, administration, faculty, staff and community members will promote the SLI and increase funding by 5% on an annual basis.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 09/24/2012</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: Determine the effective change in SLI funding from grants, donations and other funding sources at the end of each year.</p> <p>Assessment Method Type: Data</p>	<p>12/26/2013 - The SLI received two NSF grants and over \$300K in donations. Worked closely with the Foundation and Administrators.</p> <p>NSF STEMway grant \$800K NSF S-STEM grant \$500K Started STEM Summer program (funding from Los Altos and Palo Alto Rotaries) Focused on new curriculum for 2013-14. Supported Foothill as a living campus.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Need to have dedicated grant writing resources.</p>	
<p>AU - PSME Division Office - Student Meeting - Students who meet with the dean will come away with a clear understanding of the process for resolving their concerns, including any next steps.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 01/01/2013</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: Determine if the student followed the recommendation.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>12/26/2013 - Had 17 students visit with concerns. One student went through a grievance process. All others resolved by meetings with faculty and the VP. All students made aware of the process and the timing.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	