Assessment Report

Yuba Community College District

YC - Office Administration Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): 2013-2014: Marysville Campus: The OA program continues to be a strong and popular program. Enrollments are solid and many courses -- in particular, online and keyboarding classes -- have students waiting to enroll. Students learn transferrable skills that lead them toward multiple career paths.

The future of the medical office concentration for students at the Marysville Campus is an ongoing concern first expressed in the 2010-2011 annual update. Plans to expand the program by offering medical billing, insurance, and coding did not materialize due to schedule compression and workload reductions over the past few years. The Medical Word Processing class was offered for the first time in two years in Fall 2011. Unfortunately, the class had extremely low enrollment even though students had been requesting the class for years. The class was again scheduled Fall 2012 but was canceled because of low enrollment. Locally, Rideout Memorial Hospital, which probably employed the highest number of transcriptionists, has now outsourced its transcription to a Kentucky-based firm that offers much lower pay and benefits than Rideout did.

Marysville's ability to continue to offer a full schedule of classes is a major concern. With only one full-time professor and limited adjunct instructors, the frequency of specialized course offerings such as those in legal and medical office may be reduced or not offered at all. Even the core keyboarding courses were affected by workload reduction in the fall. Prior to Fall 2011 the department had been able to offer three sections of keyboarding (OA15/51 courses); last fall the sections were reduce to two and remain at two this spring.

Clear Lake's OA schedule has weathered the budget reductions largely due to the OA Block structure instituted here many years ago. Three OA Blocks per semester are taught by two adjuncts and one full time instructor from another program. Summer includes another OA Block, taught by adjunct. These seven blocks serve the students in a face-to-face venue, with ample caps-- but, still, there is some competition for popular time slots. All clerical and specialty OA classes are offered during these blocks.

The newly adopted 1-unit typing sections at Clear Lake have been effective, with students more easily able to advance at their own pace. We've observed some working more slowly with greater success and some completing early and able to enroll for additional unit(s) when time allows.

Program Description : Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

Marysville Campus: Although no support services specific to the Office Administration program exist (none have ever been requested), OA students have access to the same general support services that all students may use; e.g., tutoring in the learning skills center and assistance in the writing center. Depending on a financial aid or support program (CalWorks, WIA, EOPS) a student may be part of, other services may be available to them, such as textbook loans. In addition, the OA faculty and the library attempt to keep required textbooks on reserve to the extent possible.

In the past, many computer labs on campus had the program used in keyboarding classes so students could work outside of class and lab time. This year has been a struggle to get this support. The program was removed from the Yuba College library computers (Cyber lab); it was reinstalled several weeks into the semester but still does not work. Requests from faculty, students, and the library

staff at the Sutter County site have not been successful in getting the program to work. Faculty, student, and librarian requests to IT have also been made asking that the keyboarding program be installed at the Sutter center; even though no keyboarding classes are offered at the site, students taking other classes there would like the opportunity to use the lab while they are on campus.

The Marysville campus offers an internship class, and positions appropriate to OA students are advertised to them. In particular, last year Ampla Health offered internship opportunities to students who were working toward a medical office degree/certificate; several students were accepted to Ampla's program. In addition, students are recommended for positions on campus and in the community when requested by employers. Finally, many students in the OA program are currently working either on campus or in the community as part of their financial aid obligation.

Lake Campus: On the Clear Lake Campus, students have access to aided labs, called "Open Labs" at various times and on-site locations through the week. Tutors/lab aides are available to assist learners in completing homework, make-up assignments and practicing computer skills. The Open Labs are very popular with OA students, BCA learners and the general campus community. Clear Lake lab aides are chosen from qualified student workers who have successfully completed multiple OA/BCA courses.

If services are available, how do they demonstrate an increase in student success?
Marysville Campus: Professors do not have a formal means to know if students are availing themselves of tutoring assistance. When students let the professor know that they are receiving assistance on campus outside of class, the successfulness of that assistance can be judged by an improvement in the students' understanding of the course content and in turn an improvement in homework and test scores.

Lake Campus: Clear Lake's "Open Labs" have proven very helpful in supporting student success, providing access to computers, software and internet connection that are often unavailable to them off campus. During especially busy Open Lab periods, instructors report an increase in work completed outside class hours, and students comment that they have received exemplary assistance with their lessons. Informal reports from the aides allow instructors details on how this time is used and the areas in which students are having difficulties. It's been determined that many OA students have succeeded in completing their courses, and would not have finished without access to Clear Lake's Open Labs.

How is current and previous program review data used to refine and improve program or department practices?
Marysville Campus: Program review data is used in planning for curriculum changes, equipment purchases, and position requests.

Students' success in meeting course SLOs is used to validate the teaching methods employed. For example, in OA15A Beginning Keyboarding, 86% of students completing the course in Fall 2013 met the SLO keyboarding speed, and 87% met the objective in Spring 2013. In the OA15B Intermediate Keyboarding course, 85% met the SLO in Fall 2012 while only 66% met the goal in Spring 2013. However, this data must be examined in aggregate with other course data and student-specific factors. Keyboarding is a skills class. With few exceptions, students who do not meet the minimum keyboarding speed goal (SLO) have also demonstrated behaviors that caused their lack of success such as poor/incorrect keyboarding technique that they had acquired prior to this class and refuse to correct, failure to complete assignments on schedule, or poor attendance. In this kind of skills class, modifications to the curriculum content will not improve a student's chances of success when these other factors exist. Changes that have been made in this last year are to stress the importance of accurate and timely submission of keyboarding assignments by assigning points to each individual assignment. Previously, homework assignments were weighted an overall 10% of the final course grade. Work was corrected but not specifically graded by rubric. To enhance the importance of submitting work accurately and on time, each lesson is now graded with points deducted for late assignments and formatting errors. The overall 10% still applies, but the grading change is to see if students will take the work more seriously when they see points on each lesson.

One more course I will address here is Business English. For the past few semesters, I have used a pretest/posttest means of

determining students' increase in knowledge in each area covered overall (parts of speech, punctuation, number usage, capitalization). To make the tests less "threatening," I had given them as non-graded assignments; however, I found that students did not take them seriously. This year the tests are assigned points. The class will be offered face-to-face in Spring 2014. Based on SLO results from Spring 2013, I plan to spend more time in areas students struggled with, such as pronouns, verbs, and punctuation. I will also spend less time in straight lecture/explanation and more time in hands-on class work – a modified flipped classroom, so to speak. After evaluating the success of this change in the spring, I will adjust instruction for Fall 2014 and Spring 2015 accordingly. This class is taught online in the fall and face-to-face in the spring; while the curriculum will be the same, the mode of delivery may be adjusted based on SLO results.

Finally, all OA CORs were revised in 2012; and prerequisites were put in place. Over the years, somehow many courses had "lost" their prerequisites; they were no longer stated in the catalog. Students would enroll in Word Processing II without having taken Word Processing I or they would enroll in Intermediate Keyboarding without having completed the Beginning Keyboarding class. Students who attempted Business Communications prior to having successfully completed Business English were usually not successful. Because of problems with CurricUNet, the OA and General Business COR changes did not make it into the 2013 catalog, but the prerequisites should be in effect for Fall 2014.

Lake Campus: Clear Lake faculty, adjuncts and staff meet monthly (in addition to Division meetings with Marysville) to review OA procedures, success and retention figures, course delivery and department policies. Strengths and weaknesses are discussed. This year, the focus at Clear Lake has been on district-mandated “un-stacking” of OA classes and designing a workable 2-year cycle to support students’ successful completion of OA Certificates.

2012-2013: Office Administration (OA) is a department in the Business Division. Students may earn an A.S. degree and/or a Certificate of Achievement with concentration areas of Administrative Assistant, Clerical, Legal Office, or Medical Office. To meet degree and certificate requirements, students take not only OA courses but also courses in general business, accounting, business computer applications, speech, and nursing. Many of these courses are offered both online and face-to-face.

The Office Administration data show that OA consistently generates high WSCH, and the program has a high retention rate with an average success rate. The accuracy of a portion of the data supplied by the District is in question as the figures show the number of course sections increasing and the enrollments decreasing. In reality, the number of sections has decreased, not increased, over the past five years, which would result in a corresponding decrease in enrollment.

Over the years the OA department at Marysville has prepared students for good jobs in administrative support. Evidence is on our own campus as the administrative assistants employed in the offices of the chancellor, president, vice president, and business division dean are all products of the OA program. They were all sent to work in campus offices as student workers and were able to advance themselves into high-level positions. Currently, two OA students are working in the president's and vice president's offices; and last year an OA student assisted in the Business Division office and worked with both the Automotive Department and Work Experience Program. These are just a few examples of successful OA students.

Clear Lake campus, too, has had tremendous success in student job placement. Recently trained students are filling several positions on campus, as well as a corporate headquarters position in a west coast grocery chain, county offices, contractor's office manager, local medical offices, casino security admin, tribal accountant, and others. We seek to pinpoint the skills required by Lake County's unique business demographics.

Curriculum & SLO What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?

Assessment Summary : The Business Division overall, which includes the OA program, has revised its degrees and certificates both to meet state mandates and to make it easier for students to achieve said degrees/certificates within a one- or two-year timeframe. All CORs were updated; however, due to problems with CurricUNet, changes were not correctly entered into the 2013-2014 Yuba College Catalog. Thus this year many students are enrolling in courses without the expected prerequisites. This issue should be remedied in the 2014-2015 catalog. Then we will be able to assess whether student success improves in classes with prerequisites enforced.

The department attempts to schedule all courses students need to complete degrees and certificates; however, because of limited staff to teach in the program, it is not possible to offer every class every semester. With the exception of keyboarding classes, It is also not possible to offer more than one section of a class each semester; thus scheduling can be difficult for students. In addition, if a class is canceled, the student must then wait for the next rotation offering.

In 2011-2012, 15 degrees and 20 certificates were awarded to OA majors. A five-year average shows 11.8 degrees and 20.8 certificates are earned. In counseling students must complete Ed Plans that specify the courses they will take to complete their degree or certificate goals.

Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.
Marysville Campus: During last year's process of revising the business curriculum, all courses that were no longer being offered or were repeatable were inactivated or revised; degrees and certificates were revised as well. No additional inactivation is needed at this time.

Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance?
Marysville Campus: All OA CORs are current. As mentioned previously, because of an issue with CurricUNet, revisions were not reflected in this year's catalog. All Business CORs, degrees, and certificates should be correct in next year's catalog.

If applicable, how are teaching methodologies in your program or department assessed?
Marysville Campus: No formal assessment of teaching methodologies is done other than the regular periodic contractual faculty evaluations. The curricular decision about whether courses are offered face-to-face or via distributive education is made at the department level and is based on how best to reach the student.

The course student retention and success data provided by the District is combined for an academic year and includes all sections of a class taught at Lake and Marysville. A five-year average (2007/08 – 2011/12) shows a program retention rate of 86.3% and a student success (A, B, C, or P) rate of 66.3%. Rates vary somewhat from year to year, but retention rates range from one isolated case of 41% all the way to 90% and even 100%. Success rates vary as well.

Generally, the data seem to show little correlation between successful SLO results and overall student success in the course.

While student retention and success are generally higher in a face-to-face class as opposed to an online class, no actual data is available. While highly motivated students and students who work well independently thrive in the online atmosphere, many more students need the structure and security offered with face-to-face instruction. A five-year average shows that nearly one-third of the OA classes are offered online.

With the introduction of the new LMS Canvas, improved student/instructor contact will be possible in online instruction. However, students need to be better prepared for the rigor and self-discipline required of then in online classes. Students who require more structure and guidance do better in face-to-face classes. That is why the OA department attempts whenever possible to offer courses taught online in a face-to-face modality as well. However, this is not always possible due to staffing constraints and student

enrollment patterns. A five-year average shows that nearly one-third of the OA classes are offered online.

If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?
Marysville Campus: See D9; no formal assessment tool is used.

If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
Marysville Campus: OA courses taught online are evaluated in the same manner as those taught face-to-face. When a professor or instructor who teaches online is evaluated, the online class is observed by the peer and students complete a student evaluation instrument. Results are used to evaluate the effectiveness of instruction.

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If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?
Marysville Campus: No special support services for are available to online students at this time; students may avail themselves of the on-campus services and contact the course instructor for assistance whenever needed.

How is your program or department applying sound principles of learning and teaching theory to its curriculum?
Marysville Campus: In the future, flipped classroom instruction will be explored for face-to-face classes. Utilizing the LMS to enhance class time with online lectures, videos, assignments, etc., should free up lecture time for more demonstration and learning activities. A steep learning curve is likely for both students and professors. Several activities are being offered on campus this year for faculty to begin to embrace these changes (On Course, Student Success Symposium, etc.). A number of Webinar opportunities on flipped classrooms are also available.

Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?
Marysville Campus: At Marysville CSLOs in OA15A, OA15B, OA15C (no longer offered as of fall 2013), OA17A, OA17B, OA 21/GN BUS 21, OA51, and OA 52/GN BUS 52 were assessed at least once last year. PLOs have not yet been determined. With the assistance of the SLO Committee, the department will work to define PLOs by the end of 2013-2014.

Lake Campus: Clear Lake's OA program has successfully assessed CSLOs for every class and section in both semesters this year. The results have been entered into TracDat and discussed at Lake's monthly department meetings. CSLOs assessed include: Technological Awareness, Information Competency, Computation, Communication and Critical Thinking.
For each of the above, how did the assessment data influence program, department and/or course improvement?
Marysville Campus: The data generally validated that students were achieving the stated CSLOs. In some courses based on past results, changes in the manner in which the SLO is administered will be made. In other courses, a delivery modification of the SLO

material will occur.

Lake Campus: SLO assessment data assisted Clear Lake faculty in re-structuring our Keyboarding into one-unit courses which are a better fit with the new OA Block configuration. This data also provided Lake with insights into the reasons some students were retained-- but failed to successfully complete-- their OA courses. One finding was that Clear Lake's "Open Lab" times are essential for slower students and for those without computers at home. Another insight stressed the necessity of running Filing (OA 53) as a full-semester course to accommodate students need for additional out-of-class study time.

2012-2013: At Marysville several OA courses have assessed SLOs over the past two years. All levels of keyboarding have been assessed as have the business English and business communications courses. Assessment will continue in these courses as well as in the remaining OA courses.

Curriculum plans at Clear Lake include offering a medical billing, coding and insurance course as soon as possible. We have requests for these skills, and feel these courses could be easily worked in to our existing OA Blocks.

Clear Lake's SLOs for the OA program are posted to TracDat and will continue to be assessed in the 2012/2013 school year, aiming for reporting every OA section. A majority of OA sections reported SLO results for the 2011/2012 year, and the Clear Lake Business Department is refining the preliminary SLOs and the procedures for reviewing and acting on results of these assessments.

The Clear Lake Campus staff and instructors offer expertise in all of the currently offered OA subjects. This popular program has high enrollments, good retention rates and above average success rates. The broad range of options offered our students are possible with such a small population through the OA Block structure, offering many office skills classes during the same time slot. We anticipate continued high demand and enrollment in Clear Lake's OA blocks. We aim to continue awarding a large portion of Yuba College's OA Certificates each year, including Certificates of Achievement in each of the newly-planned concentrations.

Industry Trends and Program Data Analysis :

How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?
Marysville Campus: The Business Division holds annual advisory committee meetings at which the division shares with the members what we are doing and hears comments and suggestions from those members. The next meeting is scheduled for February 2014. At last year's advisory committee meeting, which was held at the Sutter County facility, the division explained its recent streamlining of business degrees and certificates to meet state mandates. Advisory committee members offered opinions and stressed their needs for workers with soft skills. Although soft skills have always been stressed in OA classes, a renewed focus has been placed on students' attendance and adherence to timelines.

Although five-year average data cannot be supplied here because District data for 2010-11 is not available, data for the 2011-13 year show that female students account for 84.4% of OA enrollment and male students make up 18.4% of the population. The largest percentage (41.2%) of students fall into the 18-24 age category with percentages in the 18% and 19% range for 25-30, 31-40, and over 40. Demographics also show that 56.5% of students state their ethnicity as white and 25.1% as Hispanic.

Yuba College currently offers students degrees and certificates in Administrative Assistant, Clerical, Legal Office, and Medical Office. Data supplied by Salary Surfer (California Community Colleges Chancellor's Office) shows the following:

Curriculum Award Type Median Average Salary
2 Years Before 2 Years After 5 Years After
Legal Office Degree $9,931 $26,400 $25,928
Medical Office Degree $9,307 $22,580 $21,117

Medical Office Certificate $8,637 $19,054 $26,848
Office Technology/
Office
Computer Applications Degree $10,295 $24,452 $31,052
Office Technology/
Office
Computer Applications Certificate $9,250 $19,550 $26,226

According to the Occupational Outlook Handbook published by the U. S. Bureau of Labor Statistics, job openings due to growth and replacement needs for secretaries and administrative assistants between 2010-2020 will total 4,503,100 overall – a 12% increase. Employment Projection Data for Secretaries and Administrative Assistants between 2010-2020 is positive. Positions for secretaries and Administrative Assistants is expected to increase by 6%; Executive Secretaries and Executive Administrative Assistants, by 13%; Legal Secretaries, by 4%; and Medical Secretaries, by 41%.

An October 27, 2013, search at the OfficeTeam® Web site lists several executive assistant, administrative assistant, and legal assistant positions within a 50-mile radius of Yuba-Sutter; the positions offer salaries in the range of $15-$22 an hour. The site shows administrative assistant, executive assistant, and receptionist positions as being in demand in the Pacific region, which includes California.

March 2011 data from the Employment Development Department Labor Market Information Division shows the fastest growing occupations from 2008-2018 in the Yuba City Metropolitan Statistical Area. Positions for Medical Secretaries are expected to see a 17.2% growth with a median annual salary of $29,261 ($14.07/hour). Jobs for Executive Assistants and Administrative Assistants are predicted to increase by 11.1 percent; median annual salary of $44,364 ($21.33/hour). Finally, positions for Receptionists and Information Clerks are expected to increase by 8.8%; median annual salary of $24,937 ($11.99/hour).

How is your program or department direction driven by empirical data?
Marysville Campus: OA curriculum content is regularly revised as necessary based on a number of factors including but not limited to technology, business advisory committee recommendations, state requirements for certificates and degrees, and SLOs. Data from all of these sources are what drives these revisions. For example, the features of a new LMS being implemented in the spring will enable improved contact with students in online classes. Although student achievement data has always been used as a means for the professors to know “what to keep and what to change,” now official SLO results from the previous semester(s) are used as appropriate to modify how a particular topic or concept is taught. See Question C4 for a more detailed explanation of how SLO data and course prerequisites are used

Future Goals and Program Direction: 2012-2013: Future goals for the OA program at Marysville include but are not limited to replacing the full-time position left vacant by Professor Jeanie Lee's retirement in June 2011, improving the learning and teaching environment by relocating classes from Building 500 to a new site on the Yuba College campus and/or to the Sutter County Campus, streamlining the degree and certificate offerings to meet transfer model curriculum and financial aid criteria, and continuing to develop and assess course SLOs. OA will work with all of the departments in the Business Division to move toward a common program that encompasses all business courses under one department rather than the separate departments that currently exist.

In early spring 2012, the Clear Lake Business Department hosted its Industry Advisory Committee in a well-attended meeting. The most important take-away was the overwhelming opinion that soft skills are a critical aspect of training our students. There was much discussion around adding a Customer Service module to existing classes, or creating a new Customer Service course that would serve both the Business Department and Culinary. Attendees felt we were doing our students and our community a dis-service by not stressing various related "soft skills" in our Business programs.

Clear Lake has recently submitted (in CurricuNET) variations of existing OA 60 and OA 61 classes, to include lab components. This will be a great advantage to our many students who have no computer access off campus. Lake is still finding that a very large number of students depend on the campus computer lab facilities as their only option for completing homework and online classes. This is because computer ownership is extremely low and high-speed bandwidth is not available in many county locations, even if the students could afford it.

Course Content and Statistical Analysis: This area has been addressed in the Curriculum and SLO Assessment Summary area.

Are you ready to submit your final program review?: Yes

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Staffing				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Technology and Equipment				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
SLO Assessment				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Curriculum				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 1 - Marysville Campus: Foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success. SLO data is used for continuous course improvement.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 2 - Marysville Campus: Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs. Efforts are being made to deliver supplementary material to students electronically rather than by hard copy.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 3 - Marysville Campus: Steward our institutional resources with increasing effectiveness and efficiency. Efforts are being made to deliver supplementary material to students electronically rather than by hard copy.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 4 - Marysville Campus: Research and utilize effective modes of delivery for our courses and services. OA will explore teaching classes as appropriate using On Course methods and discuss whether courses not now taught online should be rotated online and face-to-face in order to meet student needs. Student success and retention data will be compared for signs of improvement.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 5 - Marysville Campus: Design our programs in such a way as to allow students to complete their educational goals in a timely manner.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Degree and certificate programs have been streamlined in an effort to be sure students are taking only the essential courses they need to earn meaningful degrees and certificates.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 6 - Marysville Campus: Evaluate our programs, services and processes to ensure continuous quality improvement. And 7. Improve the quality of the student experience at all our campuses and centers. CORs will be updated on an annual basis to be sure content is current and relevant.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 7 - Marysville Campus: Improve the quality of the student experience at all our campuses and centers. CORs will be updated on an annual basis to be sure content is current and relevant.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 8 - Marysville Campus: Develop partnerships to enhance educational resources and student opportunities. And 9. Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region. OA will continue to participate in Business Division Advisory Committee meetings to keep curriculum relevant to the needs of local				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
employers.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 1 - Marysville Campus: Providing an innovative, world-class learning environment by keeping curriculum current with local and national industry trends.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 2 - Marysville: Building and maintaining an atmosphere of trust within the college district and with our communities, developing and maintaining programs and facilities that best meet the needs of our students and communities, and providing educational, economic, cultural, and civic leadership for our communities and region by graduating students with the skills and knowledge to enter the workforce and/or transfer to four-year programs. Lake Campus: Vocational training at Lake is tailored to the unique needs of our business community, as expressed through Business Department Advisory Committee meetings and surveys. “Job skills update” is often cited as the reason our students take OA courses at Clear Lake, while others train for entry positions in the job market or seek new careers. CTE agreements are in place with local high schools, and many of our learners are concurrently enrolled high school students, working to complete their college certificates				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
and/or degrees.				