

DRAFTMASTER PLAN FOR EDUCATION**DRAFT**
2002-2003 INSTITUTIONAL OBJECTIVES ANNUAL REPORT
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ACADEMIC AFFAIRS

- OBJ-1. *To involve all college constituencies in the development of the institutional self-study in preparation for the Spring 2004 accreditation visit. (All Goals)*

Organization for the Accreditation 2004 Self-Study began in September 2002 with the appointment of faculty/administrator co-chairs for the four accreditation standards by the Academic Senate President and the Vice President, Academic Affairs, who are serving as co-chairs of the self-study. The Accreditation Steering Committee—consisting of the self-study co-chairs, the faculty/administrator co-chairs for the four accreditation standards, a Classified Senate representative, and a representative of the Associated Students—held its orientation meeting in October 2002. The new accreditation standards, for which Santa Monica College is a pilot institution, feature the collapsing of what were formerly ten standards into four—*Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, and Leadership and Governance*. This has required a more formalized sub-structure for the self-study effort than that used in the past, so there are also nine major standard subcommittees, each co-chaired by a faculty member and an administrator. A Computer Science and Information Systems faculty member has agreed to serve as editor for the self-study. Collegewide participation in the process was solicited through the use of an electronic form on the SMC web site as well as through the recruitment efforts of the standard committee and subcommittee co-chairs.

During Spring 2003, the Accreditation Steering Committee reviewed the first draft of the Statistical Support Report, prepared by the Dean, Institutional Research, in addition to receiving progress reports from the standard co-chairs. While one standard committee and several standard subcommittees have completed first drafts of their sections of the self-study, overall progress has been severely impacted by the college community's focus on the unprecedented budget crisis that has unfolded during Spring 2003 and various related issues. Three faculty standard subcommittee co-chairs have resigned, and two administrators serving as standard or subcommittee co-chairs have been replaced. Summer 2003 will serve as the time for implementing the required leadership changes and accelerating efforts toward completion of the self-study.

- OBJ-2. *To create an interdisciplinary support network based upon the SCORE (Specialized Curriculum Optimizing Retention in Education) joint proposal from the English, Mathematics, and Counseling Departments to improve retention of underprepared first-time freshman students through the use of collaborative instruction, intervention, and student support methodologies. (Student Success; Community of Mutual Respect)*

SCORE (Specialized Curriculum Optimizing Retention in Education) is a collaborative program composed of the chairs and appointed basic skills faculty members in the Mathematics, English, and Counseling departments. During Fall 2003, the group focused on implementation of action plans to address its two original goals:

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- 1) To identify at-risk, underprepared students and offer these students an early enrollment incentive and specialized counseling services in exchange for the students' agreement to participate in counselor-prescribed enrollment. (Prescribed enrollment is defined as enrollment in the appropriate "C" level English classes and either an appropriate basic skills mathematics course or a Human Development 1, 11, or 20 course.)
- 2) To establish an ongoing faculty interaction and exchange that includes discussion about SCORE students and collaborative teaching methods and to implement shared teaching strategies and methods among basic skills Mathematics, English, and Human Development faculty.

The program faculty determined that the initial SCORE pilot group of students should be incoming new Fall 2002 students who tested into both "C" level English and Math 31 or lower. A pilot Fall 2002 group was then "culled" from a larger pilot sample created by outreach counselors, who recruited the students from various high schools. These students were then required to enroll in prescribed English classes and either a mathematics course at the appropriate level or a Human Development 1, 11, or 20 course. Once the eighty students who fit the profile and enrolled in the classes were identified, they were contacted regularly by counselors to monitor their academic progress.

In December 2002, the sixty-seven pilot group students still enrolled in their classes were invited to participate in "counselor-prescribed" enrollment in exchange for earlier enrollment priority. When only eight of these students responded to the written invitations and phone calls, it became clear that a "student-focused" program was probably not the model to use in working with basic skills students.

On August 22, 2002, twenty-eight basic skills and human development faculty members had participated in a collaborative flex day activity. At that time, the faculty members identified common problems and obstacles that basic skills mathematics and English students face. They discussed several teaching strategies that could be integrated into all three curricula. The Human Development 20 faculty introduced a new peer mentoring program to be initiated with SCORE students in the Human Development 20 classes.

Two additional faculty meetings were held during Fall 2002. In January 2003, over twenty-five Counseling, English, and Mathematics faculty members met to discuss new goals for Spring 2003, since the pilot model was not producing the desired results. It was decided that future meetings would focus on how the three departments could best work together to share and implement collaborative teaching strategies.

In February 2003, the Human Development faculty members presented the Cornell note-taking process and time management strategies. In April, English and Mathematics faculty members presented various methodologies and techniques for collaborative learning. Action plans for 2003-2004 include:

- 1) To continue the sharing of teaching methodologies and strategies among the faculty in the three departments to reinforce the principle of using similar collaborative learning strategies across the disciplines and to further strengthen the support network;

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- 2) To invite Counseling faculty to various basic skills mathematics and English classes so that counseling services can be promoted and to encourage the practice of granting extra credit for students who make and attend counseling appointments;
- 3) For the Fall 2003 *Schedule of Classes*, to include the following statement in the schedule headers for levels "B" and "C" English courses: *It is recommended that all students enroll in Counseling (formerly Human Development) 20, Student Success Seminar, during the first year at SMC*; and
- 4) Consider the future possibility of requiring concurrent enrollment in Counseling 20 for all basic skills English and mathematics course sections offered in association with the SCORE program.

OBJ-3. *To identify what constitutes success within particular academic programs and to consider alternative strategies to promote student success through other measures.* (Student Success; Academic Excellence)

In direct response to challenges in the new accreditation standards, the Academic Senate President and the Dean, Institutional Effectiveness planned a series of meetings for a faculty focus group to study the literature on student learning outcomes, to evaluate existing college efforts, and to develop recommendations on a Santa Monica College plan to implement student learning outcomes at the degree, program, and course level and establish a "culture of evidence." Randomly selected faculty members agreed to participate in the "Beta Project," a name coined to avoid the jargon in the accreditation standards, and appropriate literature was identified to focus discussion. Unfortunately, this promising initiative fell victim to the time and energy needed to address budget concerns during Spring 2003. Its rebirth is a component of the renewed focus on accreditation planned for Summer 2003.

OBJ-10. *To implement the academic department reorganization plan and develop a process through which all stakeholders may evaluate its effectiveness.* (Community of Mutual Respect; Academic Excellence; Student Success)

This plan to reorganize academic disciplines into a new departmental structure featured the creation of five entirely new academic departments—Athletics, Computer Science and Information Systems, Education and Public Affairs, History, and Photography and Fashion—and the renaming of four others - Kinesiology/Dance/Recreation, Philosophy and Social Sciences, Psychology, and Transportation Technology—to reflect structural and discipline-specific changes. Summer 2002 served as a transition period with department chair elections for new and changed departments, resolution of compensation issues with the Faculty Association, and attention to administrative matters such as departmental budget reallocation and needed Management Information Systems changes. The new structure was completely in place for Fall 2002. During Spring 2003, the Vice President, Academic Affairs and the chair of the Department Chairs Committee met to discuss the issue of evaluating the reorganization. They agreed that it would be best to allow the new structure to be in place for a full year before proceeding with an evaluation. In Fall 2003, a subcommittee of department chairs will work with Academic Affairs administrators to develop and implement an evaluation instrument.

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- OBJ-11. *To refine the criteria used by the Collegewide Coordinating Council in developing recommendations for new full-time faculty positions and to develop criteria for assessment of classified staffing needs. (Community of Mutual Respect; Student Success; Academic Excellence)*

The budget-related hiring freeze for full-time faculty and permanent classified positions as well as the general focus on the College's unprecedented budget constraints significantly lessened the urgency of addressing this objective in 2002-2003. Since it can certainly be argued that a period of little or no hiring might be ideal for an objective review of these criteria, this objective will be among those addressed in 2003-2004.

BUSINESS AND ADMINISTRATION

- OBJ-4. *To complete the Bookstore reorganization and work with academic departments to ensure that textbooks are available to students before the start of classes. (Student Success; Academic Excellence; Community of Mutual Respect)*

The position of Textbook Buyer was filled in Fall 2002. Over 99% of all textbooks have been available for students by the beginning of classes for Spring 2003 and Summer 2003.

- OBJ-12. *To review the process used for the approval of requisitions and budget accountability with the intention of streamlining the process and minimizing the number of steps. (Community of Mutual Respect)*

This process was reviewed during the 2002-2003 fiscal year. It was determined that the budget approval process should remain as it was until the PeopleSoft implementation in fiscal year 2003-2004.

- OBJ-13. *To review all budgets with department heads on a monthly basis to ensure that problems are identified and corrected. (Community of Mutual Respect)*

Department heads and their vice presidents received highlighted expenditure reports on a monthly basis, indicating problems in their cost centers. If cost center managers could not resolve problems with simple budget or expenditure transfers, meetings with the Fiscal Services staff resolved the problems.

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- OBJ-23. *To develop a project schedule and begin implementation of the facility renewal plan developed with the assistance of 3D-International.*
(Supportive Physical Environment)

Projects have been presented to the Board of Trustees for submission to the Chancellor's Office as part of the five-year facilities plan so that the 3D-International evaluation of facilities is addressed as the College plans for the replacement of existing buildings. The acquisition of the new Emeritus College building on 2nd Street exemplifies meeting a long-term goal by moving this program from a leased facility under a parking structure to a permanent home. The renovation of the Main Stage is another example of a long desired project supported by 3D-International's evaluation of the building.

- OBJ-24. *To deal with budget constraints by prioritizing the allocation of staff and funding for Maintenance and Operations, with particular emphasis on the Custodial and Operations areas.* (Supportive Physical Environment; Community of Mutual Respect)

Limited staffing in the Maintenance Department impacts its ability to address all the requests submitted by college employees. Those requests that are necessary for safety or preserving the facilities are given the highest priority. The Custodial and Operations Departments have created schedules that provide for the basic cleaning needs of the College. The needs of the College are greater than basic, but mid-year budget cuts have forced the discontinuance of some cleaning and landscaping programs.

HUMAN RESOURCES

- OBJ-8. *To collaborate with the Academic Senate to enhance the orientation process for new faculty.* (Student Success; Academic Excellence; Community of Mutual Respect)

The District has not hired full-time faculty for the 2003-04 academic year. This objective will be carried forward.

- OBJ-9. *To work with the Academic Senate Joint Professional Development Committee in encouraging employees to utilize existing training programs on campus and in developing a matrix of training opportunities in pedagogy and leadership to promote faculty development.* (Academic Excellence; Student Success; Effective Use of Technology)

The Professional Development Committee has incorporated pedagogy and leadership as part of the institutional flex day. The Academic Senate Joint Professional Development Committee continues to serve as an excellent resource for on-campus training opportunities.

- OBJ-14. *To work with the Academic Senate to improve the training for faculty hiring committee members and equal employment representatives, as well as that for evaluators of faculty.* (Community of Mutual Respect; Student Success; Academic Excellence)

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The Court of Appeal recently held that the applicable education code provisions on affirmative action for community colleges were unconstitutional. In response to this Court decision, Human Resources, in conjunction with the Academic Senate Joint Equal Opportunity Committee, drafted new equal employment administrative regulations. The administrative regulation on the hiring process for full-time faculty was also modified to include updated equal employment language as well as a training component for members of hiring committees.

OBJ-15. *To work with the Personnel Commission to complete the classification study of all classified positions.* (Community of Mutual Respect)

Human Resources has worked extensively with the Personnel Commission on the classification study. The classification study should be completed by the Spring 2004 semester.

OBJ-16. *To review the current training offered by the Human Resources Office on sexual harassment and discrimination to develop additional programs to further train staff and faculty.* (Community of Mutual Respect)

Human Resources, in conjunction with the Academic Senate Joint Personnel Policies Committee, prepared and finalized a revised Sexual Harassment Administrative Regulation. The revised administrative regulation is applicable to both employees and students. Throughout the course of the year, Human Resources continued to provide training to employees on sexual harassment. In addition, this training was extended to students.

INFORMATION TECHNOLOGY

OBJ-18. *To implement the plan to reorganize Information Technology into three major teams—Management Information Systems, Technical Support, and User Support—to the extent that current budget constraints and employee hiring and classification limitations allow.* (Effective Use of Technology; Community of Mutual Respect; Student Success)

Information Technology's organizational restructuring has been delayed by the uncertainty of Personnel Commission classification study efforts of the past year and reduced funds. The following immediate steps were implemented as a staging method to facilitate the transition while the full implementation is pending:

- Formalized merging of the responsibilities of the Director of Technology Training and Director of Academic Computing into one position.
- Created extra-duty assignments to ensure appropriate leadership for critical Management Information Systems and Network Services functions while management positions remain vacant.
- Restructured the functions and responsibilities of the computer lab supervisors to reduce redundancy and improve consistency and efficiency in departmental operations.

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OBJ-19. *To streamline workflow through automation and to meet the needs of students and employees by integrating current technology into all learning and working areas. (Effective Use of Technology; Student Success; Academic Excellence; Community of Mutual Respect)*

In response to drastic changes within the information technology industry, Management Information Systems has embraced a mission to make many student, faculty, and staff self-service functions available online, allowing these individuals to conduct business “at anytime, from anywhere.” Academic Computing has continued its ongoing initiative to provide effective tools for student-faculty communication and sharing of learning resources online.

In both cases, the development process itself has generated the additional benefit of strengthening integration and communication among various student services, administrative services, and academic departments. Throughout the development process, Management Information Services strives to identify and clarify links between the processes of the different departments in order to automate workflow and thereby eliminate manual paper processes and address the challenges created by the College’s many physical locations.

The following projects have been developed during 2002-2003 to streamline workflow:

- Online student application process
- Electronic Human Resources employment request process
- Document image system to facilitate record keeping and to enable electronic retrieval of student documents and transcripts from high schools and other colleges via the Intranet
- Coordination of data and system integration among the student administrative system, the online learning management software package, and eCollege
- Campus-wide student workstation usage tracking system
- Electronic curriculum approval system integrated with WebISIS for final recording of curriculum information updates and data modification
- eCompanion implementation—including both the development of the data interface and facilitation of the conversion of instructional materials to the new platform—for web supplements to traditional classes, thereby allowing faculty and students to use a single, common platform for both online courses and web supplements
- Online “Tech Knowledge Center” to serve as a centralized resource for information on all Information Technology policies, help documents, schedules, and plans. The intent is to provide users with a single location where they can find information about SMC computing and telecommunications without needing to know anything about the internal Information Technology structure.

The recent implementation of the Title III project enables electronic student educational plans and automation of student degree, certificate, and transfer-readiness checks. The Enrollment Services Office is exploring the use of the student degree checking system to facilitate the official final recording of degrees and certificates. There are plans to incorporate student educational plans and basic student information into an online student “early alert” system. Ultimately, communication and collaboration among students, faculty, counselors, and all the referral support services will be integrated and streamlined into one workflow process.

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- OBJ-20. *To improve and enhance technology planning efforts, including the organization of the College's web site and the development of best practices for departmental, program, and individual web pages. (Effective Use of Technology; Community of Mutual Respect)*

The *Master Plan for Technology* for 2000-2005 has been updated and includes both overall goals for technology and specific objectives to be accomplished each year in the areas of instructional technology, student services and administrative systems, and the network and telecommunications infrastructure.

Reorganization of the college web site content has been placed "on hold" while Management Information Systems develops a new technical foundation for the site. The plan is to organize the wealth of content available by limiting the topics each user views according to the user's role. For example, enrolled students will see a different sampling of the overall content than faculty will, and prospective students will see yet another selection of content. The most transparent and maintainable method to employ this approach is through the use of a web "portal."

The immediate plan is to deploy a portal framework that Management Information Systems is currently researching and developing. The goal for the next phase of this ongoing portal project is the deployment of WebISIS in the portal framework. After administrative functions are proven in the new technology, the remaining SMC web content can be reorganized to fit within the portal structure. In the long run, the College can benefit from the cost effectiveness and process efficiency produced by this centralized Internet framework. Hence, the open architecture will enable much more integrated functionality to achieve the goal of "anywhere, anytime" access for the college community.

PLANNING AND DEVELOPMENT

- OBJ-22. *To work with local, state, and federal agencies to identify new funding/grant opportunities to support the development of projects such as the Madison Performing Arts Center, parking facilities, and the Center for Environmental and Urban Studies, as well as identification of new internship opportunities for students and faculty. (Community Partnerships, Academic Excellence, Student Success)*

On the federal side, the Office of Planning and Development worked with Senator Barbara Boxer to successfully insert language into the 2003 VA-HUD Bill, directing FEMA to settle its conflicts in regards to reimbursements of nearly \$7 million owed to Santa Monica College after the 1994 Northridge earthquake. College staff continues to work with Cassidy & Associates to mitigate the conflicts. In addition, appropriation requests were made by Senator Henry Waxman for \$3 million to support the Madison Performing Arts Center project, and Senator Boxer submitted an appropriation request of \$15 million to the Transportation Committee for development of college parking facilities.

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The College continues to push for expansion of student internship opportunities, and this year marked the largest contingency ever of student internship placements. Four Dale Ride interns are serving with Cassidy & Associates, in Senator Barbara Boxer's office, in the House of Representatives Committee on Workforce, and with Senator John Kerry. Also, sixteen students served as interns with other federal agencies, such as the Lawrence Livermore Laboratories, the Department of Defense, and the National Institute of Standards and Technology. All costs, including housing, transportation, and stipends, are covered by the respective agencies, which provide \$5,000 per student.

OBJ-25. *To work with all college constituencies to plan and develop the new Centinela/BAE site and to identify the instructional and non-instructional programs to be located there. (Supportive Physical Environment, Student Success, Academic Excellence, Community of Mutual Respect)*

The BAE Task Force was established with the primary task of identifying instructional and non-instructional programs to be relocated from the main campus to the new BAE site and making recommendations to the Superintendent/President. The task force included faculty, classified staff, students, and administrators. The group met for a total of six times to discuss all aspects that could impact the move of programs from the main campus to the BAE site and reported its findings to the Collegewide Coordinating Council in Fall 2002.

OBJ-26. *To work with all college constituencies in developing a new Comprehensive Facility Master Plan that will serve as a guide in facility planning for all college sites. (Supportive Physical Environment, Community of Mutual Respect)*

In preparation for a major update of the *Comprehensive Facility Master Plan*, the Fall 2002 Opening Day convocation was devoted to a preliminary presentation by Gensler & Associates, the architectural design firm that assisted the College in developing the 1998 plan. As work on this update progresses, the Collegewide Coordinating Council will resume the steering committee role it played in the development of the original plan.

STUDENT AFFAIRS

OBJ-5. *To review the recommendations of the Presidential Retention Task Force and begin their implementation. (Student Success)*

At the conclusion of Fall 2002, the Presidential Retention Task Force submitted the following recommendations to the Superintendent/President:

- Conduct a comprehensive review of our institutional financial aid to streamline the process for delays in student awards;
- Create thematic learning communities;
- Provide a greater selection of short-term classes;
- Enforce existing prerequisites;
- Implement mandatory assessment;

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- Transform faculty professional development in an effort to create a student-centered learning environment;
- Establish a teaching/learning center where instructors can gain knowledge about teaching styles and elect to have feedback based on classroom observation from a non-evaluative, constructive standpoint;
- Administer an “academic preparedness” assessment during new student orientation;
- Review class size;
- Continue to expand the SCORE project in order to support our first year students more fully;
- Assessment of learning styles and majors selection; and
- Make retention an institutional priority with continued research and evaluation, including an analysis of first-year students.

Efforts are currently underway on several of these recommendations, including the implementation of mandatory assessment, the expansion of the SCORE project, and the review of the financial aid award process.

OBJ-6. *To enhance the services offered by the Career Services Center. (Student Success; Academic Excellence)*

During 2002-2003, the services offered through the Career Services Center continued to grow. Program highlights include the Fall 2002 Job Fair, individual career counseling, over twenty-five workshops offered to SMC students and staff on a variety of topics related to career exploration and preparation for the job market, and the student internship program, which grew from 493 participants in 2001-2002 to 739 in 2002-2003. Additionally, in August 2002, the Center moved to a new location on campus. The space is larger and has allowed more services to be offered.

OBJ-7. *To develop a pilot program for online counseling services for the general student population that will involve orientation, counseling sessions, and appropriate follow-up activities. (Student Success)*

In anticipation of launching online counseling services, the Counseling Department formed a subcommittee that was given the charge of planning and implementing a pilot program for online counseling for the general student population. The subcommittee conducted extensive research and ultimately presented the department with a comprehensive proposal that was unanimously endorsed at the end of Fall 2002. The proposal included both the development of online counseling services to be offered as an enhancement and redesigning the orientation for new students to include an online counseling component.

OBJ-17. *To implement strategies for a campus climate that promotes a learning environment characterized by mutual respect and safety. (Community of Mutual Respect; Supportive Physical Environment)*

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If students do not feel safe in their learning environment, the ability to learn and develop is considerably reduced. To address this objective, the College Police Department implemented the Community-Based Policing philosophy. The key to positive Community-Based Policing is sensitivity to the needs of and effective communication with the entire college community to provide a safe and secure learning and work environment. This is accomplished by being proactive, professional, visible, and accessible. Future plans include:

- Increasing and improving classroom "Safety Talk" presentations;
- Completing the Police Officers Policy and Procedural Manual;
- Improving the functional capability of the Dispatcher/Communication Center;
- Enhancing the Records Section to better track police reports, crime statistics, and parking adjudication; and
- Increasing parking enforcement for habitual parking offenders and handicap placard violators.

The Office of Student Judicial Affairs has been successfully established, combining the services of Discipline and Ombudsperson. Mediation services are offered to resolve student/student and student/faculty conflicts. Two courses in Human Development are offered: Conflict Resolution and Behavior Management. Workshops and staff development opportunities are provided to staff and faculty who want to learn more about the areas of classroom management, the student conduct code, academic dishonesty, and dealing with difficult students. Student presentations are provided on a regular basis throughout the entire school year. Collaborative efforts between the Office of Student Judicial Affairs, the College Police, and Psychological Services provide support and guidance to the campus community.

OBJ-21. *To continue the modernization of Enrollment Services through use of technology and to explore the feasibility of developing an automated process, similar to the degree audit system, for facilitating student completion of occupational certificate requirements. (Effective Use of Technology; Student Success)*

During its annual self-analysis, the Enrollment Services Department developed a technology plan. This plan, developed cooperatively with the Management Information Systems and Counseling departments, established priorities which have guided efforts to automate admissions and enrollment processes. Such efforts to enhance services for all college constituencies include:

- 1) Enrollment Services has vigorously promoted and mandated web or telephone enrollment, limiting in-person enrollment to late enrollment and schedule adjustments occurring after the term begins. This has improved accessibility and reduced lines at the admission counter.
- 2) The use of a year-round application has facilitated the admissions process on paper and via the web. Beginning in Winter 2003, Enrollment Services mandated that all applications be submitted online. Today, the percentage of applications submitted online is estimated to be 80% or higher.

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- 3) Enrollment Services worked with MIS and Counseling to implement a degree audit system, which will allow for the partial automated analysis of student progress toward educational goal. The system provides a place to store and retrieve student progress toward the completion of educational plans outlined by counselors.
- 4) The faculty add-and-drop process and the enrollment process for online courses through e-mail communication have been streamlined. Faculty can now request online adding and dropping of online classes.
- 5) All student files have been centralized into one system through the Viatron Imaging system. The project includes the outsourcing of student files and archived documents currently housed in the vault. Staff members are concurrently imaging incoming documents and those not included in the contract with Viatron.
- 6) Imaged documents are now available through the web for all Admissions and Counseling professionals, as well as selected International Students Center and Financial Aid staff members. Access will be expanded in the future and will be linked to the ISIS system for better student data tracking.
- 7) The Admissions and Records web site has been enhanced to include features such as dates and deadlines, downloadable forms, viewing of open classes, online transcript and verification ordering, and the linkage of these sites to the student admission notification letters.
- 8) Students may now request and pay for a transcript online. Approximately 100,000 transcripts and enrollment/degree verifications are processed annually.

Efficient and effective degree audit and graduation information and petitions contribute to the overall college mission of transfer and degree completion. Consistent and clear communication to the campus community regarding deadlines, schedules, and information is a top priority of the Enrollment Services Department. Toward the goal of achieving a nearly paperless operation, work with Management Information Systems continues on the project to enhance the degree audit system to produce IGETC and CSU General Education certifications, as well as Associate in Arts degree and occupational certificate evaluations. Also in development is a comprehensive Enrollment Services web site, which will link the areas of Admissions, Outreach, Financial Aid, Assessment, and Matriculation.

The newly implemented degree audit system assists with the evaluation of transcripts for students who have attended SMC only. This is valuable, as the number of Associate in Arts degree candidates has increased by 87% since 1996. The biggest growth in occupational certificates awarded has occurred in the fields of Early Childhood Education, Computer Science, Computer Information Systems, and Interactive Media.

Technological innovations have required the development and implementation of a staff development schedule. In an effort to better serve students and eliminate duplication of services, responsibilities have been reorganized according to a case management approach. Cross-training sessions in the area of transcript evaluation have enabled a more even distribution of work. Technology training has been provided on an *ad hoc* basis.