<table>
<thead>
<tr>
<th>Project Title</th>
<th>AQIP Category</th>
<th>Results of Project</th>
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<tr>
<td><strong>2006 – 2007</strong></td>
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| Establishing Foundations for College Success                                 | 1: Helping Students Learn             | • The project piloted the use of educational assistants in two pre-college courses who tutored students, assisted students with success initiatives and provided “case management” help  
• The project identified challenges related to transitioning into programs from pre-college  
• A student handbook was created for pre-college                                                                                    |
| Enhance the college’s program evaluation processes                           | 1: Helping Students Learn             | • New program evaluation process was developed to include qualitative items  
• College indicators were revised with broad-based input  
• The process was streamlined  
• Project led to implementing a software system that documents and tracks progress                                                                                                                             |
| Develop student-centered training for Student Services in the Enrollment Process| 3: Understanding Students’ and Other Stakeholders’ Needs | • Baseline customer service data was collected on-line among staff and students in March 2006, based on created guide  
• Customer service training modules were created and delivered to student service staff  
• A Ready Reference manual was created for staff to more efficiently assist students with information  
• An “Issues Bin” was developed to seek student input                                                                                                                                       |
| Leading and Communicating for Performance Excellence                          | 5: Leading and Communicating          | • Extensive training sessions were held in quality tools and processes  
• Service measures and on-line report tools were created for selected service areas and are being used by managers  
• The Student Services Welcome Center was a result of process-mapping activities  
• Specific processes are monitored on the Enrollment Funnel & through team meetings                                                                                                               |
| **2007 – 2008**                                                              |                                      |                                                                                                                                                                                                                                                                                                                                                         |
| Developing a Quality Review Process for the Student Services Division         | 7: Measuring Effectiveness            | • Creation of scorecard with populated measures from SSI and other data sources for Student Services Division                                                                                                                                                                                                                                                                 |
| Assess, review and create an improvement plan for student advising            | 1: Helping Students Learn             | • Advising Marketplace was established to help students with course registration  
• Divisional liaisons worked with faculty to assist with advising tools, processes and databases                                                                                                                                           |
| Evaluate and enhance shared decision making to create a collaborative community.| 4: Valuing People                      | • This 2-year project led to the development of recommendations for a set of values and the use of charters for shared decision making  
• A number of recommendations were forwarded to upper management to address areas of culture, trust, and communication to foster a collaborative community                                                                 |
<p>| <strong>2008 – 2009</strong>                                                              |                                      |                                                                                                                                                                                                                                                                                                                                                         |</p>
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| Establishing the Foundations of Excellence (FOE) for student success at MATC (two-year project) | 1: Helping Students Learn | • Positive movement with data shared on first year student academic success in gateway classes  
• Formation of planning groups around key categories based on student and faculty/staff feedback  
• Created report for submission to FOE Center |
| Process Mapping of Retention Systems | 7: Measuring Effectiveness | • Twenty student success activities were evaluated to determine their foci, strategies employed, services provided, types of interventions, students served, personnel, funding sources and data on results  
• Process maps of the three largest services were created (case management; student success course and supplemental instruction)  
• Best practices for student success initiatives were identified |
| Develop an internal communication process to enhance innovation, creativity, and strategic development of the college | 5: Leading and Communicating | • Data analysis showed six issues with the current communication flow (pipeline, process, people, platform, planning and performance)  
• A communication Toolkit was developed to assist employees  
• A communication implementation plan was developed |
| 2009 - 2010 | Results of project |
| Culture of Continuous Improvement Project | 8: Planning Continuous Improvement | • The past AQIP projects were assessed to determine their current state (institutionalized and what level, etc)  
• Identified a list of future opportunities for projects  
• Created and evaluated templates to use for continuous improvement processes and data tracking  
• Identified strategies to align planning processes |
| Improving Campus Cleanliness | 6: Supporting Institutional Operations | • At each of the four campuses, analyses were done on the following: the tasks required to ensure cleanliness; time on task; equipment needed; material needed; effectiveness of practices current being done  
• Through an analysis of processes, the task of stripping wax from floors was reduced from 2 to 3 days to 2 hours, thus dramatically increasing the efficiency of staff members  
• An analysis determined that the custodial team of the college was understaffed by 14 positions  
• A plan to utilize “green” products for cleaning and sanitizing was developed  
• Faucets in rest rooms were re-fitted with motion detectors to save water  
• Light bulbs were replaced with more efficient ones |
| Incorporate the Library into the Fabric of the Institution | 3: Understanding Students’ and Other Stakeholders’ Needs | • A survey was developed and disseminated to faculty, students and staff members  
• Results of the survey showed clear use/non-use patterns of the college’s electronic resources  
• Survey comments provided information indicating little knowledge or misunderstanding of library resources  
• Strategies to market the Library’s resources were identified  
• The need for focus groups for further input was identified |
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<tr>
<th>Assess Academic Support Centers (ASC) services</th>
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<tr>
<td>• A room-use inventory of ASC areas was compiled</td>
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<td>• Benchmarking with five other colleges was done</td>
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<td>• Process maps showing the integration of academic support services with tutoring were developed</td>
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<tr>
<td>• Data were collected from surveys to faculty, staff and students</td>
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<tr>
<td>• Student focus groups were held to determine needs</td>
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<tr>
<td>• A plan was developed, recommending that services be clarified, integrated as appropriate and communicated. Space for services must be allocated</td>
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| Integrate processes for Student Outcomes Assessment and the assessment of   | 1: Helping Students | • Evaluated current process to identify areas that were problematic to faculty  
| General Education/Core Ability Outcomes                                        | Learn               | • Analyzed timelines  
|                                                                               |                     | • Revised SOA Template to simplify the process and focus on key learning outcomes  
|                                                                               |                     | • Process for electronic filing of templates was identified  
|                                                                               |                     | • Staff development of new process was done  
| Evaluate the effectiveness of the Prepared Learner Initiative (PLI)            | 1: Helping Students | • Success classes changed to 10-week courses to improve completion rates  
|                                                                               | Learn               | • Revised faculty development course for Success instructors offered  
|                                                                               |                     | • Next spring a pilot will run that places students by a combination of Accuplacer scores  
|                                                                               |                     | • An exit exam for PLI Reading courses will start in August  
|                                                                               |                     | • The Math Department will conduct an AQIP Action project that will aim to increase the success rate of PLI students. This will involve the expansion of the current PLI Math Lab, online retesting, and using counselors, advisors and tutors in the PLI math classes to assist with retention.  
| Improve College Safety                                                        | 4: Valuing People   | • Increased participation by staff and college members in emergency planning exercises.  
|                                                                               |                     | • Enhanced security coverage for regional campuses through community integration  
|                                                                               |                     | • Increased in-service trainings for Public Safety Officers from yearly to quarterly.  
|                                                                               |                     | • Worked with county and local officials to improve district-wide communications  
|                                                                               |                     | • Upgraded telephone software to improve 9-1-1 communications.  
|                                                                               |                     | • Updated and reviewed evacuation plans.  
|                                                                               |                     | • Identified group members for Emergency Operations Centers.  
|                                                                               |                     | • Improved communication with the college’s special needs population.  