

# **Program Review Committee Report 2009-10/2010-11**

## **Introduction**

In 2010-11 the program review schedule was revised to align with the calendar year instead of the academic calendar. The more timely submission of the annual program review committee report will facilitate consideration of the information and recommendations in the development of the annual *Master Plan for Education* update. This first report aligned with the revised calendar, therefore, covers the 2009-10 academic year and Fall 2010. Recommendations initially presented in the 2009-10 program review annual report that have subsequently been addressed are not included.

Program Review is an ongoing process that every program and area of the college undergoes in a six-year cycle. Career Technical Education programs are also required to submit mini-reviews in years 2 and 4 of the cycle. It should be noted that the committee is in the process of developing an annual report format and structure to further support institutional planning. This process is taking place in collaboration with the S/ILO committee, Institutional Research, and department chairs.

The goal of program improvement drives the process. To help programs prepare for program review, the committee annually reviews and revises the guidelines for the different types of programs. Additionally, the committee offers multiple orientation sessions for programs scheduled for review the following year. In the future, programs will also be submitting shorter annual reports. Information from these reports will be included in the annual report for use in institutional planning.

Generally, programs take the review process very seriously and often comment on the positive aspects and value of the opportunity for self study and reflection. The committee respects the efforts of the programs and strives to provide meaningful feedback. Observations of issues or concerns shared by multiple programs are incorporated into the annual committee report. The connections between the program review, S/ILO, and curriculum committees and processes have strengthened and the findings of the Program Review Committee are incorporated into the institutional planning processes.

## **Observations**

Areas of common concern the committee has noted across many programs are insufficient ability to use data effectively to inform discussion and decision making, incomplete or inadequate assessment (especially, but not limited to, student and program learning outcomes), and insufficient documentation of assessment processes. Development of outcomes has proven challenging for non-instructional programs because the programs were attempting to use the

student learning outcomes framework designed for instructional programs. These operational areas need support and training in understanding and developing more relevant program and operational outcomes in support of the College's Institutional Learning Outcomes. There is also a need for institutional standards and training in the use and evaluation of data, and evaluating the effectiveness of assessment tools and processes.

The specific information and data available to individual programs varies and does have an impact on the results of the conclusions drawn by both programs and the committee in the review process. The commitment of programs to positively affect student success through program improvement is evident. The new SLO portal and commitment of the departments participating in the pilot to measure SLOs are an innovative approach. However, more tools, data, and information are needed to more effectively measure results and draw conclusions. Additional support in the collection of data, and training in its analysis and use, is needed. The committee has been working with the Office of Institutional Research to address this and has finalized a common dataset that will be provided to instructional programs on an annual basis. Datasets more common to other types of programs still need to be developed.

### **Supporting Institutional Planning**

Since all programs at the college undergo the program review process, committee members who often serve multiple years are afforded a broad view of the impact of shifting demographics, best practices, common concerns, research and assessment, connections between programs and services, and opportunities for collaboration and sharing. The committee spends many hours in thoughtful review, providing feedback, and discussing how this information fits into the broader picture to help inform planning at the college.

As the institution faces yet another period of severely restricted budgets, concern about the resulting impact on student success and retention is evident. The college has a reputation for implementing innovative programs and strategies, all of which add value. Identifying exemplary strategies and best practices which have the potential for the greatest impact on student success and retention across the board is critical to maintaining the excellence of the institution. Hard decisions can prove to be the catalyst for opportunity and innovation if the focus is improving student success. The Program Review Committee encourages the different planning bodies to consider the thoughtful work of the committee as discussions take place about the level of support to be maintained for programs, services and strategies.

### **Committee Membership**

The Program Review Committee is fortunate to have members who have served for multiple years, thus providing historical knowledge. Committee member dedication to a very time intensive process is appreciated and acknowledged.

Mary Colavito, Faculty, Life Sciences, Chair (2009-10, 2010-11)  
Katharine Muller, Administrator, Vice Chair (2009-10, 2010-11)  
Janet Harclerode, Faculty, ESL (2009-10, 2010-11)  
Sara Brewer, Faculty, Communications (2009-10, 2010-11)  
Guido Davis DelPiccolo, Faculty, Social Sciences (2009-10, 2010-11)  
Ida Danzey, Administrator, Nursing (2009-10)  
Bill Lancaster, Faculty, Design Technology (2009-10)  
Fran Manion, Faculty, Math (2009-10, 2010-11)  
Trish Burson, Faculty, Library (2009-10, 2010-11)  
Melody Nightingale, Faculty, ESL (2009-10)  
Mary Jane Weil, Faculty, Disabled Student Services (2009-10, 2010-11)  
Matt Hotsinpillar, Faculty, English (2010-11)  
Rebecca Anderson, Faculty, Modern languages (2010-11)  
Dolores Raveling, Faculty, Matriculation (2010-11)  
Randal Lawson, Administrator (2009-10, 2010-11)  
Steve Myrow, Administrator, Financial Aid (2009-10)  
Erica LeBlanc, Administrator, Academic Affairs (2010-11)  
Caroline Sheldon, Institutional Research (2009-10)

## Programs Reviewed and Accepted

The following programs were scheduled for full program review in 2009-10 and Fall 2010:

<u>Program</u>	<u>PR Report</u>	<u>Goals/Outcomes</u>		<u>Curriculum</u>
		<u>Dev</u> <sup>1</sup>	<u>Assess</u> <sup>2</sup>	
Athletics	09-10	N	N	NA
Auxiliary Services	09-10	Y	N	NA
Bookstore	09-10	Y	N	NA
Bursar	10-11	Y	N	NA
Community Relations	09-10	Y	N	NA
Dance	09-10	Y	N	completed
Education/ECE	09-10	Y	Y	completed
Emeritus	09-10	Y	Y	completed
Fiscal Services	10-11	Y	Y	NA
Foundation	10-11	Y	Y	NA
Health Services	10-11	Y	N	NA
KCRW	09-10	Y	Y	NA
Library	09-10	Y	N	completed
Marketing/Graphics	10-11	Y	N	NA
Math	09-10	Y	Y	completed
Modern Languages	09-10	Y	Y	completed
Modern Language & Science LRCs	10-11	Y	N	NA
Personnel Commission	09-10	Y	Y	NA
Psychological Services	10-11	Y	Y	NA
Psychology	09-10	Y	N	completed
Purchasing	10-11	Y	N	NA
Public Information	09-10	Y	N	NA
Student Life	10-11	Y	N	NA

<sup>1</sup> Developed

<sup>2</sup> Assessed

## Programs Reviewed and Not Accepted

The full program review report for the following program was initially submitted in Fall 2009 and was not accepted by the committee. The program was asked to resubmit a full review in Fall 2010; the resubmitted report was not accepted::

<u>Program</u>	<u>PR Report</u>	<u>Goals/Outcomes</u>		<u>Curriculum</u>
		<u>Dev</u>	<u>Assess</u>	
Risk Management	09-10,10-11	N	N	NA

## **CTE Programs 2 Year Review**

The following vocational programs were scheduled for a mini 2 year review:

### Program

Business/Accounting

09-10

## **2009-10, 10-11 Recommendations for Institutional Support for Specific Programs**

Executive summaries for all programs reviewed in 2009-10 and Fall 2010 are included in this report. In addition to a narrative, the summaries include commendations, recommendations for program strengthening, and, recommendations for institutional support. Recommendations for institutional support for the programs reviewed that have not already been addressed, are listed for consideration in institutional planning processes:

1. Investigate ways to separate coaching assignments from academic assignments. (Athletics)
2. Ensure student athletes are included in institutional efforts to provide basic skills and tutoring support. (Athletics)
3. Explore strategies for more transparently communicating the relationship of Auxiliary Services functions to other college areas and functions. (Auxiliary)
4. Review the relationship between Auxiliary Services and the Bookstore in decisions regarding distribution of profits. (Bookstore)
5. Determine the appropriate balance between service and profit for bookstore operations, communicate that to the college community and stand behind the direction set. (Bookstore)
6. Ensure the bookstore is fiscally positioned to support the planned new location in Drescher Hall. (Bookstore)
7. Explore ways to reduce the cycle of constant hiring and training of seasonal workers. (Bursar)
8. Include the needs of the Bursar's Office in an overall assessment of fiscal processes and technology support needed to streamline and interface between units and systems. (Bursar)
9. Improve support and training for administrative units in the development and assessment of program outcomes. (Bursar)
10. Evaluate the level of support services offered at the Bundy site, especially in the evenings, and determine appropriate levels feasible now and in the future. (Education/ECE)
11. Review the organizational structure of Emeritus College staffing in light of institutional expectations, including faculty evaluations and achievement of SLO proficiency, and develop a realistic plan for achieving results. (Emeritus)
12. Review the impact on the unit of new federal requirements for institutions to process and manage student loans. (Fiscal Services)

13. Address the records storage needs of Fiscal Services. (Fiscal Services)
14. Work with Health Services and Psychological Services to establish an institutionally sustainable level of services and the best and most appropriate allocation of the health fee, including the Winter 2011 increase. (Health Services, Psychological Services)
15. Ensure KCRW is equipped to maintain the quality of its operations and broadcasts in the new facility. (KCRW)
16. Review current Library staff classifications and descriptions and ensure they are congruent with the changing roles and skills required given the new technologies and student demands for support. (Library)
17. Review options for supporting the need for an increased security presence in the Library, including the possibility of employing student ambassadors as part of the presence. (Library)
18. Employ the design expertise of Marketing & Graphics to ensure a consistency of look and message throughout various SMC on-line presences. (Marketing/Graphics)
19. Review and evaluate the initial enrollment and assessment process and timetable and consider deferring administration of the math placement test to allow students to avail themselves of review opportunities. The committee recognizes that there is often a significant time lag from the most recent study of math and the taking of the assessment test. (Math)
20. Support the acquisition of web based tutoring and evaluation tools to provide any time access and reduce the demand for tutors. (Math)
21. Look at ways to ensure students understand the impact of building a schedule that includes both full and short term classes i.e. recognizing the impact of the short term load and sequence on study, assignment and exam patterns. (Math)
22. Explore alternate means of digitizing and accessing LRC resource materials. (Modern Language & Science LRCs)
23. Require and provide training for Modern Language LRC staff in uploading and managing student access to digital materials. (Modern Language & Science LRCs)
24. Explore different models for delivering tutoring and lab support including on-line access to resources, optimizing locations and hours of operation, avoiding duplication of services and addressing the evolving skill sets needed by support staff. (Modern Language & Science LRCs)
25. Explore a research study of the correlation of tutoring throughout a student's tenure at SMC and the impact on student success. (Modern Language & Science LRCs)
26. Add Purchasing to the areas the college is reviewing with regard to improving the interface with LACOE systems. (Purchasing)
27. Consider the value of engaging in a community audit to help assess the effectiveness of the various modes of communicating with the public. (Public Information)

28. Review student membership on college committees to ensure they are realistic in terms of maximizing student participation while addressing the time management needs of the students. (Student Life)
29. Support the efforts of Student Life to develop tools for assessing S/ILOs. (Student Life)

## **Recommendations of the Committee Based on Overarching Trends Observed**

Every year certain issues emerge as concerns for more than one program. These are placed on a list of overarching issues the Program Review Committee includes in this report to DPAC and the Superintendent/President for referral to the appropriate body or planning process. Items with an asterisk \*\* have previously been identified by the Program Review Committee as overarching issues and continue to surface as significant concerns.

### **Research and Data**

Most programs are hungry for both snapshot and longitudinal data that can help inform program discussion and dialogue aimed at program improvement. Access to CalPass data has been helpful to the academic programs, but does not address the demand for more specific information, meet the needs of student services or administrative programs, or provide data that links more specifically to S/ILO assessment or other measures of accountability. It is anticipated that both the BRIC TAP project and the S/ILO on-line assessment tool currently being piloted will help to address the desire for better data. The need to improve the tools and resources available to programs was included in the 2010 accreditation self study.

1. \*\*Provide training in the use of research tools including developing and evaluating surveys, interpreting data and applying the findings to decision making, and communicating results clearly.
2. \*\*Provide training and support for programs in the creation and use of on-line survey tools.

### **Technology**

#### **Web Support**

It is recognized that improvements have been made to the SMC website and that the next round of improvements/upgrades will be completed soon. However, as the web has become the primary vehicle for providing information about all areas of the college, the committee will continue to note specific shared concerns until they have been addressed. Almost all programs express a desire for improved presence, functionality, and/or support for the college and departmental websites.

3. \*\*Make additional modifications to the college website and its capabilities:
  - The search engine is not user friendly or broad enough.
  - Keywords need to be carefully identified and broadly embedded.

- Templates need to be developed and adhered to so as to ensure some level of uniformity (look and message) that clearly identifies all links and homepages as being part of SMC.
- Standards and support for updating department and faculty websites need to be implemented to make it easy for the user to navigate and update (the current environment has made it harder for faculty to update). A question that needs to be addressed is how the college/department ensures that information, including that on syllabi, is current.
- A comprehensive, organized approach to presentation, navigation, and message to broaden information and functionality is needed. The site is currently heavily oriented to admissions; now other areas need to be brought into focus.
- Navigation for updating needs to be quick and easy to do.
- There are multiple Facebook pages associated with SMC. A means for distinguishing official pages and ensuring links are logical should be established.
- Review the placement and size of news and events information. It is currently difficult to locate and get information about college-sponsored activities.
- Profile college programs on the website in a rotation similar to the student stories as a marketing tool.
- Improve the look of the SMC student portal and ensure the design is consistent with the look and feel of other on-line messages and functions.
- Consider options for the institution to provide support/assistance for programs to maintain websites.

### **Technology Support & Maintenance**

Technology has both changed and enhanced many operations of the college. From technology support in the classroom, to infrastructure support, to systems that enable data collection, tracking, and communication, the college community has come to expect and depend on ever increasing levels of support. Establishing priorities and funding bases for maintaining technology is a concern identified by most programs.

New technology and systems require specific skill sets and knowledge. Training for support staff who need to use new technology, but whose jobs are not primarily technology positions, and redefining job descriptions to address the ability to use and/or impart technology use information are issues that continue to surface.

4. \*\* Build maintenance of technology and facilities into the district budget. This includes appropriate staffing for maintenance, equipment replacement, and software upgrades.



5. \*\*Address the increasing use of the MAC platform in general and to meet industry standards; ensure there is sufficient college technical support for this platform and the ability to manage usage. In addition to classes taught on MACs, a significant number of online students using MACs have difficulty accessing materials.
6. \*\*Develop global approaches or templates as a more efficient way to address common program needs for technical support or tools such as external web hosting for program-based needs, program-based scheduling for services or general e-mail access to programs.
7. Ensure infrastructure, equipment, and software versions in use within a department are consistent so issues of compatibility do not hinder operations.
8. Address the need for training staff and revising or developing new job descriptions.

### **Budgeting, Funding & Fundraising**

The following recommendations are made to aid the planning and support of budgeting, funding and fundraising and, in and of themselves, do not have a cost attached to them.

9. \*\*Ensure strategic goals, not funding sources, are the driving force behind decision making.
10. \*\*Consider allocating a portion of every grant toward supporting research (often a requirement for grant reporting) and other functions needed to support the administration of the grant.
11. \*\*Develop a plan for supporting and integrating fundraising activities for all programs and areas engaged in fundraising efforts.

### **Curriculum**

The committee acknowledges that the curriculum process is strong and comprehensive. The following recommendations are submitted for consideration to further strengthen the existing structure and process.

12. \*\*Develop a consistent approach to the titling of software based courses. Many programs use the same software for specific discipline applications. Some programs list the software in the course title, others do not. This is often confusing for students who do not know which course will best meet their needs.
13. Plan revisions to the course numbering system, that are compatible with our current system, to address the needs of programs/disciplines which now have limited or not very logical course numbering options.
14. Add to the curriculum process both a description and the projected cost of lab/tutoring resources needed to support the new class or course revision being requested such as the library sign off now in place.

### **SLOs**

Almost all programs have developed SLOs, with most engaging in early rounds of assessment. Academic and student services programs seem to have the best

understanding of the process. The initial structure for writing and assessing SLOs was less compatible with administrative programs.

15. Recognize that Administrative Services areas need different terminology and a different structure for developing program outcomes, as well as tools for assessment.
16. Address the needs of administrative programs for guidelines and training in the development and assessment of program outcomes.

### **Support Services**

The college has an outstanding record of providing support services. There is a clear desire for data that integrates use of support services with specific student information to enable programs and the institution to reach more informed conclusions about which services have the most impact on student success.

17. Ensure there are systems in place to track student lab use across the college that would enable the college to track time spent meeting required lab hours, as well as to correlate the access of on-line materials and general lab use to student success.
18. Explore different models for delivering tutoring and lab support including evolving skill sets needed by support staff, on-line access to resources, centralized locations, maximizing hours of operation, and minimizing duplication of service.
19. Implement a required minimum, standardized training for tutors in all subject areas. Consider multiple formats that would enable each area to add customized elements.
20. \*\*Look at non-credit and not-for-credit programs in basic skills, ESL and short term vocational training that could potentially feed students into credit programs and ensure all avenues for encouraging students to become credit students have been considered and supported.

### **Marketing & Tracking Students**

These recommendations surface every year from the CTE programs. While not unique to these programs, the need for this information is of particular importance for recruiting CTE students, supporting VTEA documentation, and addressing program effectiveness with regard to employment.

21. \*\*Develop a cluster approach to marketing vocational programs aggregating like programs to maximize resources and expand the reach of the materials.
22. \*\*Develop methods and provide support for tracking CTE program completers and non-completers to improve documentation of student success. Collaborating with the alumni task force and employing social networking tools may be an effective initial strategy.

### **Institutional Support**

Recommendations in this category relate either to topics for professional development that do not fit neatly into the Opening and Flex Days thematic approach, or to addressing workplace conflict. In the area of professional

development it may just be a matter of identifying appropriate venues and methods for providing information and training. Addressing workplace conflict is a much more difficult issue, but program dysfunction has a negative impact on student success that should not be ignored. The college as a community has made great strides in improving communication and fostering a climate of mutual respect. However, there remain pockets within programs where it appears that progress in these areas will not be made without some facilitation supported by the institution.

24. Explore support and/or facilitation that can be provided for programs experiencing issues of communication, collaboration, and collegiality.
25. Examples of topics for which there is an expressed desire for workshops include:
  - Ergonomics
  - Presentation by the Bookstore on tips for ordering text books that save students money
  - Use of data to inform program evaluation and decision making
26. Ensure there is institutional awareness and agreement on the levels of service/services that can be sustained and commit to a baseline.

## **Other**

27. \*\* Provide resources for section 508 compliance and officially identify an officer to ensure the college meets federal compliance regulations.
28. Develop strategies and technology support for ensuring records across campus are updated so that, for example, when individuals leave the college, all areas of the college are notified and can take appropriate action to terminate access such as signature authority (including auxiliary accounts), ISIS access etc.
29. Explore the efficacy of and the efficiencies to be achieved by creating a student account system.
30. Storage, both of documents and of materials and supplies, is an ongoing problem for multiple programs. Explore options for document scanning and storage as well as off-site storage of items which require only intermittent access.
31. Review the current electronic interface – or lack thereof – with the LACOE systems. Evaluate options for improving efficiencies and reducing opportunities for error for all District functions either currently dependent on or which should be integrated with LACOE systems.

## **Activities**

In addition to reviewing the self studies for the listed programs, the committee:

- Revised the multiple appendices that provide guidance to programs undergoing review
- Began planning an annual program review process
- Provided orientation for programs scheduled to undergo review in 2010-11
- Met with the S/ILO Committee and DPAC Budget Subcommittee, as well as provided regular reports to DPAC