

Program Review Planning Summary Spring & Fall 2012

Introduction

Program Review is the process by which every area of the college documents the self-evaluation process. All programs/areas of the college submit a comprehensive report to the Academic Senate Joint Program Review Committee every six years. The review process is designed to help programs identify areas for improvement, document the basis for any changes made to the program, and to inform institutional planning. Programs submit a written report responding to specific prompts. These reports are read by the committee, which then meets with program representatives to engage in dialogue based upon the detail provided in the report. The committee agrees upon commendations for performance of functions and activities deemed noteworthy, recommendations for program strengthening, and, if appropriate, recommendations for institutional support. Committee recommendations are then documented in an executive summary. Reports and executive summaries are accessible on the Program Review committee website.

As all programs at the college engage in self-evaluation through the program review process, committee members 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 to programs, and discussing how this information fits into broader institutional goals to help inform planning at the college.

Many committee members have served for multiple years, providing history and continuity, which aids the committee in identifying issues and concerns shared by multiple programs. These are captured in the annual report the committee submits to the District Planning and Advisory Council (DPAC) as recommendations based on observed overarching trends. Each of these recommendations is discussed by DPAC and many of them have become *Master Plan for Education* annual objectives. For example, in 2011-12, seven overarching recommendations made in the Program Review Planning Summary were incorporated into four objectives in the *Master Plan for Education*; in 2012-13 five recommendations became objectives. Additionally, recommendations from program review which do not reach the level of institutional objectives for the *Master Plan for Education* are often assigned to an appropriate committee or implementation group to be addressed.

Program Review will move to an on-line process in Fall 2013, adding shorter annual reports to the current six-year rotation for comprehensive program review. Moving to an on-line format will help programs maintain easily accessible and continuous documentation, enable the Program Review committee and other planning bodies to

gather consistent information across programs, and establish a subset of annual data and needs that will provide information across programs to assist in annual institutional planning.

To help programs prepare for the review process, the committee offers multiple orientation sessions for programs scheduled for full review the following year. Additionally, Institutional Research provides a common dataset to instructional programs, works with student and instructional support programs to design specialized data collection tools, and assists administrative programs to identify and assess appropriate measurable outcomes. All programs are asked to report on outcomes assessments and the program response to the results.

Program Review Committee membership overlaps with the Curriculum and Institutional Effectiveness Committees to ensure there is sharing of information and to strengthen committee processes and communication.

Committee Membership

Chair: Mary Colavito, Faculty, Life Science

Vice Chair: Katharine Muller, Administrator, Academic Affairs

Jamey Anderson, Faculty, Physical Sciences (Fall 2012)

Sara Brewer, Faculty, Communications (Spring 2012)

Sonali Bridges, Administrator, Outreach (Spring 2012)

Makiko Fujiwara-Skrobak, Faculty, Modern Languages and Cultures

Sharon Jaffe, Faculty, ESL

William Lancaster, Faculty, Design Technology

Hannah Lawler*, Administrator, Institutional Research (Fall 2012)

Randal, Lawson, Administrator, Executive Vice President

Erica LeBlanc*, Administrator, Academic Affairs

Fran Manion, Faculty, Math

Sehat Nauli, Faculty, Physical Science

Mary-Jane Weil, Faculty DSPS

Daniel Berumen, Institutional Research (committee resource)

Guido Davis DelPiccolo, Faculty, Social Sciences (committee resource as Curriculum Committee Chair)

*Also serves on Institutional Effectiveness Committee

Programs Reviewed and Reports Accepted Spring & Fall 2012

The following programs submitted a full program review report, all of which were accepted by the committee:

- Art
- Design Technology
- Facilities and Facilities Planning
- Facilities Programming
- Food Services & Vending
- Health Science
- Latino Center and Adelante

- Madison Project
- Office of Student Judicial Affairs & Ombuds
- Photo/Fashion

CTE Programs 2 Year Review

Career Technical Education (CTE) programs are required to submit abbreviated biennial reviews. The following CTE programs completed reviews in 2012:

- Business & Accounting
- Early Childhood/Education

2012 Recommendations for Institutional Support for Specific Programs

Executive summaries for all programs reviewed in Spring and Fall 2012 are included in this report. In addition to a narrative, the summaries include commendations, recommendations for program strengthening, and recommendations for institutional support, if appropriate. Recommendations for institutional support that, to the knowledge of the committee, have not already been addressed are listed for consideration in institutional planning processes:

1. Ensure new facilities uniting all Art areas in the same location are included in the next bond measure. (Art)
2. Develop methods for effectively implementing tutor tracking and reporting. (Business & Accounting; applicable to other programs). *Note: this is being implemented.*
3. Create databases for long term tracking of the ongoing educational pursuits and employment of students. (Business & Accounting; applicable to other CTE programs)
4. Form a Digital Learning Studio user's group to help faculty exchange best practices and pedagogical information for enhancing the use of the classroom-based technology and to develop research methods for determining the effect of DLS technology on student learning and success. (Business & Accounting; applicable to other programs)
5. Include technology maintenance for CTE programs like Design Technology in the annual Technology Plan. (Design Technology)
6. Consider aggregating similar CTE programs into a single marketing strategy. (Design Technology)
7. Investigate methods for providing students access to mobile technology loaded with program applications for reasonable purchase or lease. (Design Technology)
8. Assist the program in addressing current confusing, non-sequential course numbering and the lack of numbers for new courses. (Design Technology)
9. Provide assistance to Facilities Planning and Facilities Management to coordinate and maximize warranty and training contracts when new buildings come on line. (Facilities Planning & Facilities Management)

10. Include in budget planning the additional staffing, training, and equipment needed to adequately maintain new buildings with more complex systems and increased square footage as they come on line. (Facilities Management)
11. As construction projects are completed and existing space is vacated consider the value of re-allocating some locations for revenue generating functions. (Food & Vending Services)
12. Build sufficient maintenance of equipment, technology and facilities into the district budget. (Health Sciences)
13. Explore options for increasing parking at or close to the Performing Arts Center (PAC). (Facilities Programming, Madison Project)
14. Develop a succession plan for the Ombuds office (Ombuds).
15. Provide professional development support to Student Judicial Affairs, especially in areas that might help reduce the level of reliance on legal counsel. (Student Judicial Affairs)
16. Investigate options for providing sufficient support to ensure referrals to Student Judicial Affairs are addressed in a timely fashion. (Student Judicial Affairs)
17. Review institutional standards for media projection and determine if they can be adjusted to address Photography instructional needs for better image quality. (Photo)

Recommendations of the Committee Based on Overarching Trends Observed

Every year issues of concern to more than one program emerge through reports submitted or committee discussion. 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 been previously identified by the committee as overarching issues and continue to be expressed as significant concerns to at least one program.

Institutional Effectiveness

The College has made assessing institutional effectiveness a priority. Examples of this commitment include creation of the Academic Senate Joint Institutional Effectiveness Committee, development of an Institutional Dashboard, the in-depth process by which *Master Plan for Education* (MPE) annual objectives are developed and assessed, and the integration of various committee reports such as this one into the MPE planning process. From the District Planning and Advisory Council (DPAC) to the Board of Trustees, each body not only contributes to institutional planning, but also annually sets priorities, reviews objectives, assesses outcomes, and makes recommendations. However, the perspective applied and reporting structure employed by various planning and recommending documents can be inconsistent, which on occasion has led to documentation that does not always align. A method for ensuring that reports use consistent documentation templates should be developed. As a start, the committee suggests a collaboration between the Academic Senate Joint Program Review and Institutional Effectiveness Committees to establish a template with respect to documenting outcomes assessment that could then serve as a model for consistency.

The committee notes that all programs are engaged in outcomes assessment, although some programs are further along with fully documenting how assessment results are informing program planning and changes. The efforts of the Institutional Effectiveness Committee to help administrative units write and measure Unit Outcomes, instead of Student Learning Outcomes, made the outcomes assessment more relevant and improved integration of assessment results into program planning. The Office of Institutional Research has offered multiple workshops and training opportunities for programs on such topics as interpreting data, designing surveys, and improving assessment. Reports from programs taking advantage of this support reflect an increased understanding of effective use of data and integration of the results into program planning efforts.

1. Develop a template for consistent reporting of outcomes assessment among processes and reports.
2. Identify a process or body to serve as a resource for ensuring more consistent alignment of data interpretation among institutional and program reports.

Technology

Establishing priorities and funding for technology maintenance and support is an ongoing and increasing concern for programs. Especially in tight budget times such as the college has recently experienced, the ability to maintain both equipment and licensing of software is a challenge, let alone adopting newer technologies to keep current with industry standards. Students adopt new technologies with alacrity and expect the college to keep pace. To some degree, keeping up technologically is critical to maintaining our reputation for innovation and remaining a premier destination for students. Technology is a powerful tool in the arsenal of innovation and possibility, areas in which the college excels.

Technology infrastructure requires greater and greater capacity, upgrading, and support. Almost every process and system at the college is driven by technology – which works as well as it does because of the support staff working behind the scenes. In addition to sufficient staff, training is another facet of concern regarding technology. There is a clear desire for ongoing training for users and technology support staff.

In the past year significant efforts have been made to increase the number of classrooms with access to teaching technology. Eventually, every classroom will have some level of technology, which will all need to be added to ongoing technology maintenance and replacement plans. Thus, it is easy to see why various aspects of technology maintenance and support annually appear on the list of overarching issues.

Web, Facebook, and other social media presence have become the norm. Programs regularly express a desire to maintain such a presence but are able to do so only if someone in the program volunteers to maintain the content and connections. Some programs do not have resident expertise and need support to implement or maintain a presence. Given the impact of web and social media presence, for programs as well

as the institution, strategies for consistently supporting maintenance of program-focused social media should be explored and expanded. The position of Web Content & Digital Marketing Facilitator has recently been created and while this person has done an excellent job with college websites, it is not possible for this role to assume responsibility for updating and maintaining the myriad program social media sites.

3. **Ensure an appropriate level of technology, equipment and facilities maintenance and support is included in the district budgeting process every year.
4. **Include technology maintenance for CTE programs in the annual Technology Plan (CTEA funds cannot be used for maintenance).
5. Investigate methods for providing students access to laptops and mobile technology pre-loaded with program applications for reasonable purchase or lease.
6. **Identify the best strategies for assisting programs to maintain a web and social media presence.

Curriculum

As technology applications become more accessible and relevant to a wider variety of programs the committee notes that multiple instructional programs are teaching the same tools, although often from a different perspective or emphasis. Establishing a common terminology to be used in course descriptions would help students identify the appropriate course to take when similar courses are offered by multiple disciplines. Students need sufficient information to make appropriate choices, so clarifying why a course teaching a specific software application in one discipline may not be appropriate to meet a requirement in another discipline – especially when the appropriate courses are not available – is important. This will become particularly relevant when credit limits are implemented through the recently approved Title 5 enrollment priorities regulations..

Another issue related to curriculum which affects several programs is course numbering. With a two-digit course numbering system some programs are running out of course numbers altogether, while others have course sequences that are illogical. Long term, despite the many system challenges (both SMC and state) inherent in moving to a three- or four-digit numbering system, exploring alternative course numbering taxonomies will be necessary.

7. **Develop a plan for communicating the differences in courses that teach the same software applications.
8. **Explore course numbering options that would allow for a greater and more logical numbering structure.

Support Services

For a long time the College has provided an exceptional level of support services that far exceeds what is provided at other institutions. This is true for both student and instructional support services. Prime examples of instructional support programs and activities include numerous tutoring labs, Supplemental Instruction, and an excellent

library. In terms of student support, the College offers a plethora of programs that range from broadly focused services targeting all students such as the Welcome Center and Transfer Counseling, to programs focusing on specific groups of students such as Black Collegians, Latino Center, Pico Promise and the Veterans Resource Center. Counseling is a primary service of almost all student support programs, with additional support services varying from program to program.

Each of these functions/programs has proven value and was developed for different reasons. Over time, reviews of resource allocation to maximize impact have been hampered by facilities constraints that have dictated scattering programs and services in numerous locations, concern that support for targeted groups would be diminished and influence over service content would be reduced. Long range, facilities planning and resource allocation for all student and instructional support services should be designed to be as flexible as possible to enable the institution to respond easily to changing needs and student demographics, research and institutional experience with best practices, and externally imposed mandates.

There is a clear institutional 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. Some student support programs indicate they are serving greater numbers of students not in the target population. Inconsistencies in operating processes and schedules between programs may also be encouraging students to seek help wherever convenient. Reviewing program guidelines and scheduling, and implementing consistent practices where appropriate, could enhance the ability of programs to better serve targeted populations.

It may be timely to explore what is more important to students: accessing targeted services or expanding the availability of the most popular services. As the college develops strategies to support the GRIT (Growth/Resilience/Integrity/Tenacity) Strategic Initiative and looks more closely at the impact of cohort models on student success, a review of how student and instructional support services can mirror and support these strategies could further strengthen student retention and success.

This is especially pertinent as the committee notes that in addition to student service programs indicating a need for additional counselors, many instructional programs have voiced a desire for dedicated counseling support. Traditionally, the primary means for obtaining such support has been through grants, which sets up expectations for continuing dedicated support when grant funds end. Establishing criteria for how and when dedicated support is allocated, or whether that is even the best approach is an item worthy of discussion in the context of long range institutional planning.

9. **Review the operational and scheduling guidelines for student support services to ensure a level of consistency that encourages students to use the appropriate service.

10. Ensure the annual institutional research plan includes assessment of effective practices for student and instructional support.
11. Ensure facilities planning and resource allocation for student and instructional support services includes built in flexibility to allow for nimble responses to future changes.
12. Encourage discussion of effective practices for delivering student and instructional support that maximizes resource allocation, aligns with emerging research, expands access while addressing new mandates, and encourages flexibility.

Budget

Each year multiple programs raise concerns about ongoing support that is needed to maintain at least some aspect of a program or program responsibilities. The majority of these require funding and budgeting for ongoing costs, all of which have been aggregated in this section for consideration in budget planning processes and the need to identify dedicated funding sources.

A concern that surfaces for some programs and areas relates to issues of total cost and to non-discretionary costs. For example, it is the practice of the College to seek the best possible price for an item or contract. However, if ancillary costs associated with staff time, additional support or infrastructure needed, compatibility with existing systems etc. are not factored into decision-making hidden costs may far exceed the apparent cost. Unintended consequences can disproportionately affect some areas. As an example, while some contracts for services may be discretionary, others such as infrastructure maintenance and licensing are not. Developing methods for assessing total cost of ownership and creating an inventory of basic required contracts are tools that would improve budgeting and expenditure processes.

13. Include in budget planning the additional staffing, training, and equipment needed to adequately maintain new buildings with more complex systems and increased square footage as they come on line.
14. **Ensure an appropriate level of technology, equipment, and facilities maintenance and support is included in the district budgeting process every year.
15. Investigate methods for assessing total cost of ownership.
16. Inventory ongoing contracts for services that are critical to maintain and budget for.

Other

The College does an excellent job of promoting the institution as a whole. However, the committee notes that the desire for targeted marketing is often expressed by programs undergoing review. Recommendation #7 under Curriculum is related to this issue in that targeted marketing could be one venue for clarifying the focus of courses teaching the same software application. The committee recognizes that in tight budget times marketing for seats that aren't available isn't practical. However, as the college begins to grow again the timing may be right to revisit these recommendations.

17. **Develop a plan to promote CTE programs, including helping programs update and enhance their social media presence, especially for purposes of tracking students after they complete their educational goals.
18. **Develop promotional pieces for aggregated types of programs (ex. arts programs) that can serve multiple programs in a variety of ways.

The primary way the institution collects information on student educational goals is through self-reporting. Instructional programs report that based on anecdotal information, student goals do not align with reported data. For example, indications of course taken for professional development and retraining are not captured to the degree that is self-reported by students. Correcting this discrepancy in reporting is especially important for CTE programs.

19. Explore methods for capturing more accurate information on the reasons students enroll.

The College has an excellent history of receiving grants, including many significant awards spanning multiple years. All grants require administrative support, especially, but not exclusively, from Fiscal Services and Institutional Research. Depending upon the amount of the award and/or grant restrictions, it may not be practical to include some level of funding to support of these services. However, wherever feasible applicants should expect a portion of grant funding to be allocated for these administrative support services.

20. Develop parameters for allocating a portion of grant funds to support functions such as fiscal and research support required for full administration of grants.

Through implementation of the Any Line Any Time program, the College has significantly reduced the number of cars on campus and the attendant parking problems. Decreased enrollment since the highs of 2007-08 has also contributed to the reduction. However, it appears that the pendulum is moving slowly back to a moderated growth cycle. Several major construction projects will be starting in the near future and some will have at least temporary impacts on parking. The site experiencing the worst parking problems is the Performing Arts Center (PAC). This site has limited parking, and supports both academic and performance programs. There are often times when both are at or near capacity. Alternative off-site parking is contracted when a paid event is taking place at The Broad, but funds to do so are not available when District programs or events are impacted. Parking is an issue mentioned by every program at the site. Without a consistent parking solution the PAC east wing construction project cannot move forward, as the added space would further impact site parking.

21. Explore all possible options for increasing parking capacity at the Performing Arts Center (PAC) site.

Although the following items did not emerge as specific concerns from any program reviewed in 2012, the committee has included them in the annual report more than once before and lists them again here so they continue to be considered:

22. ** Provide resources to support section 508 compliance; assign someone to serve as the 508 compliance officer to ensure the college meets federal compliance regulations.
23. **Storage, both of documents and of materials and supplies, is an ongoing problem for multiple programs. Many old records are inaccessible and/or inappropriately stored. Units whose functions and responsibilities require records to be kept should have a plan to sort, weed out, digitize and appropriately store records. The institution should explore options for document scanning and storage as well as off-site storage of items which require only intermittent access.
24. **Explore strategies for encouraging and training future leadership at all levels of the institution.
25. **Explore the efficacy of and the efficiencies to be achieved by creating a student account system.
26. **Revisit the idea of college credit cards (for selected staff and functions) to improve efficiency and timeliness as not everything can be effectively accomplished within current processes (ex: on-line purchases).

Activities

In addition to reviewing the self-studies for the listed programs, the committee finalized the on-line program review process, expected to be implemented for Fall 2013. During Spring and Fall 2012 a paper version of the on-line process was used by most programs, providing valuable feedback for final revisions.

The committee also provided orientation for programs scheduled to undergo review in 2012-13, met with the Institutional Effectiveness Committee and Institutional Research, and provided regular reports to DPAC.