

Program Review 2016 Planning Summary

Introduction

Program Review is the process through which Santa Monica College ensures that every program, department, administrative and support unit engages in ongoing self-evaluation. These individual reports serve as one measure of institutional effectiveness viewed through the lens of each program. The review process is structured with specific prompts to which programs must respond, including demonstrating how program goals and functions support and align with the institutional mission.

Comprehensive program review reports are submitted to the Academic Senate Joint Program Review Committee and thoroughly reviewed every six years; abbreviated reports are submitted annually. Annual reports are reviewed in their entirety by the appropriate area vice president, while the Program Review Committee reviews an aggregated report of identified needs. Collectively all these reports form the basis of the annual Program Review Summary submitted to the District Planning and Advisory Committee (DPAC), which uses the report to inform institutional planning.

Programs are expected to analyze data (provided by Institutional Research or other sources) to support assertions of program effectiveness, identify areas of improvement, report on outcomes assessments and describe program response to the results. The program review process, and the documentation it provides, is a major resource for institutional planning, decision-making, and resource allocation.

The Program Review Annual Planning Summary, unlike more targeted reports such as the Technology or Facilities plans generated by other institutional planning bodies, presents an institutional overview identifying overarching trends and needs, contributing to an integrated planning process. This report includes reviews submitted during Spring and Fall of 2015 as well as specific aggregated information from annual reports compiled during Spring 2016.

In an attempt to further strengthen the institutional overview afforded through the program review process, two years ago the committee decided to pair the six-year reviews of certain programs under broader headings with the thought that this would provide a more encompassing view of related areas to strengthen and better inform institutional planning. Some pairings worked well as intended and others proved not so synergistic as anticipated. This year the committee revisited some pairings and headings that have proved problematic and separated them for the next cycle.

Based on feedback from programs across the college, the Program Review Committee modified the annual program review format to eliminate perceived redundancies and streamline the reporting process. The committee also updated the online tools and revised the Committee's

website to make it easier for end users to find training materials, executive summaries and the six-year cycle of programs scheduled for the six-year program review. Users have available a variety of self-guided training and frequently asked questions documents available on the Program Review website, as well as content-based explanations and useful tips accessible by clicking on the help button in each prompt field in CurricUNET. The committee chair and co-chair and other committee representatives have also offered multiple on-ground training sessions and regularly meet individually with programs upon request.

The Program Review Committee has been fortunate to have members who have served multiple consecutive terms providing history and continuity that gives the committee a broader baseline over time for identifying issues and concerns shared by more than one program. The committee spends many hours in thoughtful review, giving feedback to programs via the executive summary and discussing how this information can contribute to institutional planning. For example, six 2014-15 and three 2015-16 *Master Plan for Education* objectives incorporated observations from the respective annual Program Review Summaries. Additionally, it is important to note that even when observations made in the Program Review Summary report do not reach the level of institutional objectives they are often referred to an appropriate committee or operational unit to be addressed.

It is worthy of note that the Program Review Committee membership and resource structure includes representatives from the Office of Institutional Research and the Curriculum and the Institutional Effectiveness Committees. This ensures strong communication, exchange of information, review between the various bodies and contributes to integrated institutional planning and alignment of efforts between these groups.

Committee Membership

Chair: Jamey Anderson, Faculty, Physical Sciences (Spring 2015)
Vicki Drake, Faculty, Earth Sciences (Fall 2015)

Vice Chair: Katharine Muller, Administrator, Academic Affairs (Spring 2015)
Erica LeBlanc, Administrator, Academic Affairs*(Fall 2015)

Faculty

Sandra Burnett, DSPS
Jinan Darwiche, CSIS (Spring 2015)
Nathan Donahue, Art
Sharon Jaffe, ESL
Willaim Lancaster, Design technology (Spring 2015)
Sandra Rowe, Psychological Services
Carol Womack, Library (Fall 2015)

Administrators

Hannah Lawler, Institutional Research *
Katharine Muller, Administrator, President's Office

Resources and Interested Parties

Daniel Berumen, Staff, Institutional Research

Fran Chandler, Faculty, Business***

Guido Del Piccolo, Faculty, Philosophy & Social Science **

*Also serves on Institutional Effectiveness Committee

**Curriculum Committee Chair

*** Academic Senate President

Programs Reviewed and Reports Accepted Spring & Fall 2015

The following programs submitted a full program review report Spring or Fall 2015 and all were accepted by the committee:

Spring 2015

- Communications & Media Studies
- Computer Science and Information Systems (CSIS)
- Dance
- Kinesiology
- Legal Services
- Risk Management
- Theatre Arts

Fall 2015

- Auxiliary Services
- KCRW
- Library
- Personnel Commission
- Public Programs

2015 Recommendations for Institutional Support for Specific Programs

Executive summaries for all programs reviewed in Spring and Fall 2015 are included in this report. In addition to a narrative, the executive summaries include commendations, recommendations for program strengthening, and, if applicable, recommendations for institutional support. Recommendations for institutional support are listed here as documentation for consideration in institutional planning processes and do not reflect any items that have already been or are currently in the process of being addressed since the committee's review of the individual program:

1. Develop a plan to provide all day support for maintaining the cleanliness of the Dance studios to address the health and safety of the students. (Dance)

2. Develop a plan to provide consistent support for maintaining the cleanliness of the Fitness Center and the equipment in constant use to address the health and safety of users. (Kinesiology)
3. Review staffing of Risk Management in light of increased institutional risks and responsibilities of the office. (Risk Management)
4. Evaluate the impact not having a Chemical Hygiene Officer has on the level of risk the College bears. (Risk Management)
5. Develop a plan to increase student access to online (website) library materials via mobile devices. (Library)
6. Consider Library recommendations to rethink the space configuration and usage of the library to address the way students are and wish to access the space. (Ex: a Maker Space and a Library Café) (Library)
7. Explore strategies for providing security coverage for the Library during operational hours. (Library)
8. Develop a plan to address student technical support needs in the Library. (Library)
9. Pursue implementation of a student “smart ID/debit card” to enable students to pay for goods and services provided through the college’s various functions including, but not limited to the Bookstore, Food and Vending, Library, and reprographic devices. (Enterprise Services)
10. Ensure the web and social media manager is actively involved in any reformatting of the current SharePoint system or selection of a new web content management system. (Public Programs and Marketing)

Observations of the Committee Based on Overarching Trends/Needs

Every year issues of concern to more than one program emerge through reports submitted (six year and annual) and committee discussion. Issues that appear to have a broader or more overarching impact for planning purposes are included in the overarching trends. Many issues identified in previous Program Review Planning Summary reports have been addressed through incorporation into *Master Plan for Education* objectives or referred to planning bodies or administrative/operational areas. Needs identified in the annual reports are shared with appropriate committees and bodies engaged in institutional planning to provide another source of information. Observations are grouped under broad headings; those with an asterisk have been listed in a previous Program Review Summary and continue to be raised by programs, indicating a perception that a pressing issue/concern has not been addressed or fully implemented.

Outcomes, Assessment, Evaluation

All programs have identified and are assessing student learning outcomes (SLOs) or unit outcomes (UOs), and, where applicable, program learning outcomes (PLOs) have been developed. However, the committee has noted that not all programs have clearly aligned SLO assessments of core courses with the PLOs for the related degrees and certificates. This disconnect points to a need for further training and support in articulating clear assessment paths between SLOs and PLOs.

The Office of Institutional Research produces regular reports and standardized data sets for programs undergoing review. Additional staffing has increased the ability of the IR office to provide both institutional and program data and reports, thereby supporting institutional planning and accreditation expectations that the institution demonstrate that planning and decision-making are data driven. At the same time, it has whetted the appetite of programs for additional, more targeted data to inform program planning. In response IR is developing a web based data mart which will give programs direct to access more data. Once implemented, additional training in data interpretation will be offered.

Overall, the committee notes that programs are demonstrating stronger use of data and outcomes assessment to inform planning and program evaluation.

1. Ensure core course SLOs align with the related PLOs.

Technology & Equipment

Across all programs, concern about the College's ability to keep pace with the demand for technology & equipment – new, upgrades, maintenance/repair – continues to be consistently expressed. Expectations for technology to support instruction and operational functions, as well as to streamline processes, are growing exponentially. From data collection and record keeping, to systems that facilitate processes, to hardware and software used in instruction and operations, to classroom technology, to infrastructure support, the dependence on technology and the expectation that the College will provide and support these needs far exceeds staffing ability and budget allocations. While grants and other sources may provide one-time funds for acquisition, on-going maintenance and replacement of those acquisitions then becomes an urgent concern.

Information Technology has done a remarkable job of addressing needs (infrastructure, programming, security, networking) within budget and staffing constraints. However, the demand for increased support to maintain, replace and upgrade technology and especially to develop new applications and systems to respond to state and federal mandates and streamline internal processes is growing exponentially.

The committee applauds the completion of the first elements of a comprehensive total cost of ownership plan which created a life cycle replacement plan for instructional computers and understands a plan to address non-computer instructional equipment replacement is in the works. Fiscal Services staff has been working with appropriate areas and planning bodies and is commended for these efforts.

These are major improvements in the planning and allocating of resources, however, that the majority of both six year and annual reports identify technology and equipment maintenance and replacement, along with technology support for programming new systems to improve efficiency and streamline processes, as a continuing concern points to the need for expanding TCO plans to better inform budget planning based on more detailed lifecycle information in multiple areas.

A corresponding issue is related to training and ongoing support for technology users, especially for instructional programs. Support staff job descriptions in areas where the use of technology is increasing are often obsolete. New job descriptions need to be created and training/re-training for staff to upgrade skills included in planning.

2. *Expand Total Cost of Ownership plans to cover a broader spectrum of funding for technology, infrastructure, equipment, and the staff needed to maintain and support them.
3. *Ensure job descriptions are updated and staff training is supported where needed.

Facilities

The College is fortunate to have received voter support for multiple bond measures in recent years, the results of which are visible on the main campus and at satellite sites in the many completed and ongoing construction projects. Nevertheless, many programs have identified facilities maintenance and upgrade/replacement concerns along with pleas for additional or specialized space. A new bond proposal focused on replacement and upgrading existing facilities will be put to the voters in November 2016. If passed, over time the listed projects will address the concerns of many programs.

Many programs identified facilities issues in their annual program review report ranging from small items that should be handled through the work order process to projects of a much larger scope. A Total Cost of Ownership plan to address a baseline maintenance and replacement cycle for buildings and furnishings is in planning. Three new building projects scheduled for completion in the first half of the next fiscal year, will require additional staffing to cover maintenance of the increased square footage as well as staff with the knowledge and skill levels required to support the more complex infrastructure. This will trigger the need for training/retraining of existing staff and the development of new job descriptions reflective of the advanced systems incorporated into these buildings.

Many programs voice a desire for additional space to accommodate increased service and/or staffing. Space is a resource that is in high demand. Currently there is very little unused or underused space at the College and while every program is valuable and the desire for expansion understandable, not all expressed needs can be fulfilled.

4. *Develop a baseline maintenance and replacement total cost of ownership cycle for buildings and furnishings.
5. *Ensure job descriptions are updated and staff training is supported where needed.

Health & Safety

Two health and safety issues continue to be raised so are included again. The first is the critical need to assign someone with training in chemistry and chemical safety as the college Chemical Hygiene Officer. Science faculty have worked with Risk Management to complete an institutional Chemical Hygiene Plan, however there is no identified point person to provide

ongoing training in the handling of chemicals, serve as the on-site point person when incidents occur in the laboratories, and create and implement Standard Operating Procedures for special chemical hazards. In addition to the inherent concerns for safety and the management of risk, ensuring compliance with OSHA requirements is ever present. The need for someone on-site in the Science building to serve in the role of Chemical Hygiene Officer has been identified as a top priority by both the Life and Physical Sciences departments.

Another area of concern raised regarding health and safety is the need for custodial support throughout the day to clean active instructional spaces such as the Dance studios, Fitness Center, and spaces where other energetic activities occur. If not cleaned throughout long days of constant use these spaces become a breeding ground for easily transmitted bacteria growth and contamination. Instructors, with the limited help of student assistants, do their best but with a new building coming on line with additional space for these programs and activities a more consistent plan should be developed.

6. *Develop a plan to assign the role of Chemical Hygiene Officer to a professional trained in chemical safety.
7. *Cleanliness of Dance Studios and Fitness Center are hygiene and safety issues. Faculty and student assistants do this throughout the day but a plan to consistently address this need should be included in maintenance planning.

Equity, Student Success, and Student Support

Student Equity and improving the success and retention rates of African-American and Hispanic students is an institutional concern that is also expressed by many programs during the program review process. While not all strategies have proven to have a significant impact there is clearly a desire for support and campus-wide dialogue. Through increased state funding for 2015-16 designated specifically for student success and equity efforts the College funded a number of proposals ranging from those allowing specific programs to connect directly with students in various ways to building systems and infrastructure capacity aimed at the broader student population. Evaluation is built into each proposal with the intent to scale those strategies and programs that prove most effective. No data is available yet on the outcomes of the different piloted strategies but there is a broadly expressed desire for access to the results.

8. *Develop a process for determining priorities for maintaining the most successful support efforts should state funding decrease or end.
9. Ensure results of the equity pilot programs are widely shared to inform program and institutional dialogue around improving success, retention, and outcomes performance of African-American and Hispanic students.

Budget

Programs are asked to identify current and future needs on an annual basis. A recurring theme noted by the committee, and included in this annual report each year, is the concern expressed

by many programs that some level of consistent support for maintaining equipment, technology, infrastructure, and facilities be included in the budget so that even in bad budget years a minimum level of replacement and maintenance occurs.

Fiscal Services has been working with appropriate areas to develop an institutional Total Cost of Ownership plan. The committee is aware that one element of the plan – a lifecycle replacement plan for instructional computers has been recommended by the DPAC Budget Committee and incorporated into the District budget. Additional pieces of the plan such as facilities maintenance, instructional equipment, and others are still in development. The committee commends the staff and planning bodies for their efforts. However, to acknowledge the level of concern expressed by multiple programs, this item is listed again this year.

10. *Develop and budget for a comprehensive total cost of ownership plan to ensure a more stable and consistent baseline of funding is identified for ongoing replacement and maintenance of technology, equipment, infrastructure, and facilities.

Recruitment

Multiple programs expressed a desire for more targeted recruitment efforts. With such a depth of programs offered by the College it is sometimes hard for potential students to understand the variety of choices open to them. Thus programs are seeking ways to better recruit and showcase to both students and those, such as high school counselors, who are in a position to provide impactful information.

11. *Consider creating an Open House day for performing arts programs to showcase and recruit students. Could potentially do this for other focused groups of programs such as the Center for Media and Design.
12. Engage in more targeted outreach with local high schools and middle schools to promote SMC as a viable and respected higher education option.