

ACADEMIC SENATE

AGENDA

Tuesday, April 5, 2005

The Santa Monica College Academic Senate will meet in **B144** at **11:15 a.m.**

❖ ❖ Senate agendas are available at www.academicssenate.com

AGENDA

Information Items:

1. President's Report -- Lesley Kawaguchi
 - a. Academic Senate Joint Committee on New Faculty Position Ranking
 - b. April 26th meeting -- Plenary session of the Academic Senate for all faculty
 - c. Rose Garden in memory of Dot Gelvin
 - d. Bundy Campus
 - e. "Collapse Exhibit" -- probably Wed., May 25th
 - f. Other
2. Academic Senate Elections -- Elections and Rules Committee, Peter Geltner

Action Items:

1. Approval of the minutes of the March 22, 2005, Academic Senate meeting
2. Approval to renew Academic Senate domains -- Executive Committee
3. Revision of the Program Review Process -- Program Review Committee, Janet Harclerode

Old Business:

New Business:

Public Comments:

Adjournment

NEXT SCHEDULED MEETING: April 26, 2005

Action Items: April 5, 2005

SUBJECT 1: APPROVAL OF THE MINUTES OF MARCH 22, 2005

It is recommended that the minutes from the following meeting of the Santa Monica College Academic Senate be approved as distributed:

Minutes of March 22, 2005, Academic Senate Meeting

Present: Espy Bolivar-Owen, Suzanne Borghei, Greg Brookins, Nate Brown, Elizabeth Chavéz, Mary Colavito, Guido Davis Del Piccolo, Georgia Farber, Gilda Feldman, Makiko

Fujiwara-Skrobak, Ethan Gallogly, Peter Geltner, Carl Gettleman (*Classified Senate*), Janet Harclerode, Dayle Hartnett, Steve Hunt, Lesley Kawaguchi, Marcella Kelly, John Kennedy, Lucy Kluckhohn Jones, Helen LeDonne, Fran Manion, Ricky Manoff, Laura Manson, Moya Mazorow, April Mizuki, Pete Morris, Peter Morse, Jim Pacchioli, Sue Ann Pinner, Toni Randall, Elaine Roque, Vicki Rothman, Saul Rubin, Lantz Simpson, Linda Sinclair, Eleanor Singleton, Steve Soucy, Susan Sterr, Michael Strathearn, Richard Tahvildaran-Jesswin, Gary Todd, Esau Tovar, Robert Ware, Albert J. Wong, David Zehr.

Excused: Brenda Antrim, Alan Buckley, Katarina Cerovic, Diane Gross, Marc Trujillo.

Absent: Kathy Flynn, Lynn Goodin, Christian Hart, John Henderson, Christine Holmgren, Janie Jones, Paris Poirier, Judith Remmes, Marci Spiegler.

Guests: Ken Mason, Michael Soldatenko, Tamorah Thomas, Chunghi Yu.

Chair Kawaguchi declared a quorum at 11:24 a.m.

Information Items:

1. President's Report, Lesley Kawaguchi, President.
 - Budget Committee Meeting -- SMC still waiting for corrections from Chancellor's office on SMC's apportionment.
 - March 21, Board of Trustees meeting was a workshop format focusing on the presidential search. Faculty came to speak and there was a good academic presence.
 - The Welcome Center retreat centered on the Center's functions including intervention counseling at the onset of students' enrollment and the Center's future role.
 - Kawaguchi visited Glendale Community College and hopes for a reciprocal visit from Glendale College's president in the near future.
 - Ad Hoc Faculty ranking committee will meet March 23 to make recommendations.
 - Suggested date for SMC faculty to visit the Natural History Museum's "Collapse Exhibit" is for May 26 from 4:00-6:00 p.m. or 5:00-7:00 p.m.
 - Discussion on proposed revisions to DPAC for a College Services Subcommittee.
2. Peter Morse thanked all of those who participated and contributed to the success of Institutional Flex Day.
3. Survey on Academic Integrity – Esau Tovar reported that he will be sending out 1000 surveys, which will include informing students of the processes of maintaining academic integrity and honor code council and the participation of students in that process.

Action Items:

1. Motion to approve minutes of the March 8, 2005, Academic Senate meeting. M/S (Geltner/Tovar). **Approved unanimously.**
2. New and Distance Education Courses, David Zehr, Curriculum Committee Chair.
 - Motion to move Graphic Design 18 off the table –M/S (Ware/ Kluckhohn Jones). **Approved unanimously.**
 - Graphic Design 18. **Approved unanimously.**

- Motion to move Cosmetology 64 off the table –M/S (Kluckhohn Jones/Borghei). **Approved unanimously**
 - Cosmetology 64. **Approved unanimously.**
 - Motion to move New and Distance Education Courses – M/S (Geltner/Tovar). **Approved unanimously.**
 - New Courses:
 - CS 23: Expert Systems and Chatbots
 - CS 41: Linux Workstation Administration
 - ET 20: Visual Development
 - ET 24B: 3D Character Animation
 - ET 31A: Digital Video Fundamentals
 - ET 32: Digital Compositing
 - ET 39: Web Design Project
 - ET 47: Digital Audio for Games
 - ET 59: Motion Graphics II
 - ET 60: Post Production Project
 - ET 63: Digital Tracking and Integration
 - ET 65: Digital Effects II
 - ET 80: Digital Effects Project
 - Distance Education Courses:
 - Art 1: Western Art History 1
 - CIS 40: InDesign
 - ECE 11: Child, Family and the Community
 - ECE 41: Supervision and Administration of Early Childhood
3. Academic Senate Elections and the By-Laws – Elections and Rules Committee, Peter Geltner, Chair
- Motion to suspend current By-Laws regarding elections with ERC in charge of running the election under past practices. M/S (Tahvildaran-Jesswin/Gallogly). **Approved unanimously.**

Old Business: None

New Business: None

Public Comments: None

M/S **approved.** (Geltner/Tovar) adjourning at 12:36pm.

**SUBJECT 2: APPROVAL TO RENEW ACADEMIC SENATE DOMAINS
-- EXECUTIVE COMMITTEE**

Santa Monica College's Academic Senate currently uses the domains ACADEMICSENATE.COM, ACADEMICSENATE.NET, and ACADEMICSENATE.ORG . The Executive recommends that the Academic Senate renew these domains for five years at a cost of \$19.99 per domain per year for a total cost of \$299.85.

SUBJECT 3: REVISION TO PROGRAM REVIEW PROCESS -- Program Review Committee, Janet Harclerode, Chair

All revisions are underlined and in bold. At this time, the revisions only cover the Self-evaluation Process for Instructional Programs to include Student Learning Outcomes. Revisions for the other program processes are forthcoming.

SANTA MONICA COLLEGE

Program Review Process
(updated 2005)

Purpose

All instructional and support programs participate in the program review process. The goals of the process include:

- Maintaining and enhancing program quality, vitality, and responsiveness to college-wide needs in support of student learning.
- Insuring that all programs regularly go through a self-evaluation process in order to plan for the future.
- Providing documents to the appropriate college bodies in accordance with external requirements and for planning purposes.

Principles

The principles for program review are:

1. All institutional programs are included in the review process.
2. Self-study is an ongoing process, culminating in each campus component presenting a self-study report and meeting with the Program Review Committee at least once every six years. **Occupational programs must present a report every two years.**
3. The SMC self-evaluation process correlates with directives from the Board of Governors of the California Community Colleges.
4. Qualitative and quantitative measures are included in the self-evaluation.
5. The participation and cooperation of all program staff members insures the success of the self-evaluation process.

Structure

- The Program Review Committee is an Academic Senate joint committee.
- The Academic Senate President appoints the chair.
- The Superintendent/President appoints the secretary.
- The committee includes representatives from faculty, administration, classified personnel, and students.
- Copies of the self-studies and executive summaries are sent to the library.
- Executive summaries are sent to the Academic Senate, Coordinating Council and the office of the Superintendent/President or designee.

Definitions of programs:

For the purpose of program review, college programs are divided into the following **four** **five** groups. Programs whose functions overlap these divisions will respond to relevant items from each of the appropriate program areas.

1. Instructional Program

A group of courses within one discipline, usually serving a common purpose.

2. Interdisciplinary Instructional Program

A group of courses from more than one academic discipline, that may also include a counseling component.

3. Occupational Program

A group of courses within one discipline, usually leading to an occupation.

~~3.4~~ Student Support Services

A service or group of services that provides direct, non-classroom support to students.

4.5. Administrative Services

A service or group of related services under a single manager in the administrative structure of the College.

Process

1. At the beginning of every academic year, the six-year program review schedule is sent to department chairs, program leaders and other relevant parties.
2. Programs scheduled to conduct a self-evaluation will be notified in the year prior to their scheduled self-evaluation year. At that time, the chair of the Program Review Committee will schedule a meeting to discuss the program review process and provide a copy of the previous executive summary for review.
3. Curricular review is a significant part of the self-evaluation process for academic and vocational programs **and should be informed by linking student learning outcomes to program improvement.** Programs must meet the curriculum update requirements. Before meeting with the Program Review Committee, programs must review course outlines and prerequisites and submit the revisions to the Curriculum Committee using the current format standards for course outlines. **Vocational Occupational** programs must also address updates of program objectives and career competencies. Include the updated curriculum materials with the report submitted to the Program Review Committee.
4. A self-evaluation is carried out under the direction of the program leader by appropriate program constituencies (e.g.: faculty, staff and students) directly involved in the program. If the program contains fewer than three staff members, reviewers from outside the program may be added. Special accommodation may be made for programs with no full-time staff. Normally, all programs within a department will be evaluated simultaneously. However, areas/departments with multiple programs may petition the Program Review Committee to schedule individual programs in subsequent years within the six-year cycle to balance the impact on the area/department.

5. Each program submits self-study documents to the Program Review Committee two weeks prior to their meeting with the Program Review Committee. The Program Review Committee reviews the self-evaluation report for completeness, association between analysis and data collected, and consideration of recommendations made by the self-evaluation committee.
6. One or more members of the Program meet with the Committee to discuss the findings and receive feedback.
7. The Program Review Committee compiles a list of commendations and recommendations (the executive summary) and sends the findings to the Academic Senate, **Coordinating Council District Planning and Advisory Committee** and the Superintendent/President or designee. These findings are used to improve educational and budget planning in order to improve the quality of programs.
8. Programs will engage in a continuous reflective process to monitor and study the results of implementing committee recommendations in preparation for future program review.

Appendix A

The Self-evaluation Process for Instructional Programs

The suggested topics are meant to serve as guidelines for the self-evaluation process and the preparation of the report. The report may expand upon or exclude some of the topics below, at the discretion of the program staff.

1. Description & Program Goals

- a. Describe the program or service under review, emphasizing the program goals and any services this program provides, the program's impact on student success, if appropriate, and how the program interacts with other college programs.
Goals might include transfer, occupational certificates, developmental skills, general education, prerequisites for a major, personal interest, or skills development.
- b. Discuss how the goals and objectives of the College (see Vision, Mission, and Goals) are integrated into the program. These may include but are not limited to individual student performance, students success, faculty teaching styles (innovation), involvement in tutoring labs, certificates, AA degrees, transfer, job placement, retention, outreach, service learning, distance education.

2. Course and Program Content

Review program course outlines, prerequisites, co-requisites and advisories for all active courses. A copy of each revised/updated outline must be submitted to the Curriculum Committee and included in the documents submitted to the Program Review Committee. (Course outlines must follow the current Curriculum Committee formatting requirements.)

Discuss the appropriateness of course designs as they relate to program goals, and identify important issues or problems. For example:

- a. How the number, type, depth and breadth of the courses **relate to support** program **student learning outcomes and** goals.
- b. How courses in the program articulate with or complement each other.

- c. The appropriateness of the prerequisites, co-requisites, and advisories in terms of course content and program **student learning outcomes and goals**.
 - d. If appropriate, how transfer and articulation agreements serve the needs of students usually enrolled in the courses.
 - e. How the major(s) or occupational certificates are designed to meet the needs and goals of the students enrolled as well as employer needs, if applicable.
 - f. How courses in the program interact with other programs on campus; (for example: cross-listing, overlapping content or shared resources).
3. Characteristics of the students
Compare data on student characteristics with program goals. Comment on whether or not the match is appropriate.
4. Scheduling patterns
Describe the size of classes, the quantity and distribution of course sections (day/evening, distance ed) and other features of the program. Discuss whether these appropriately meet student demands as well as the goals of the program.
5. Instructional Climate
Discuss the instructional climate, including the program's relationship and involvement with adjunct faculty and their access to instructional and administrative support services.

6. Effectiveness of Instruction

Please discuss how teaching effectiveness is evaluated.

Please provide a chronology or timeline to document the following:

a. What activities has your department engaged in to improve student learning?

b. How does your department assess student learning outcomes, and what rubrics are used?

c. How does the department ensure that student learning outcomes are assessed consistently across instructors teaching the same course?

d. What program or course changes have been made based on the result of the assessed outcomes?

e. How closely aligned are syllabi to course outlines of record?

- 6.7.** Support for the program.
Describe the number and type of staff and faculty with regard to training, currency, workload, equipment, and facilities assigned to or used by the program. Discuss whether or not these are appropriate for serving the stated goals.
- 7.8.** Advisory Boards
A vocational program is required to have an active advisory board. Describe the advisory board membership, how often it meets and its role and involvement with the program.
- 8.9.** Course grading and retention patterns
Explain any unusual patterns in grading or retention in terms of the student characteristics and program goals
- 9.10.** Program completion – if appropriate
Describe why these courses are grouped together into a program and how students are expected to use them. For instance, what constitutes completion of the program? Discuss the student characteristics. Describe any method that shows student proficiency for a portion of the program.
- 10. 11.** Final outcome of the program

Describe what happens after students complete the program and discuss **how program student learning outcomes relate to the program goals, whether or not the outcomes are appropriate for the goals of the program.** Use any data available, including informal reports, to evaluate the student transfer or job placement rates. Address whether or not the completers are successful in subsequent courses in the major, other college-level courses or getting a job and meeting employer expectations?

11.12. Logistical Problems

Discuss any logistical problems (facilities, staff, equipment) that impact on the ability of the program to meet program goals or serve students.

12.13. Conclusions & Recommendations

Present any conclusions and recommendations resulting from the self-evaluation process, referencing the specific topics above.

Additional Topics for Instructional Programs Experiencing their Second and Subsequent Reviews

In addition to the topics above, instructional programs experiencing their second and subsequent review must address the following topics:

1. If the program goals have changed since the last review, explain how and why they have changed.
2. Summarize program and/or course modifications made since the program's last self-evaluation. Show how the changes responded to changing demographics, technologies, requirements at transfer institutions or other relevant factors.
3. Respond to the commendations and recommendations from the Executive Summary of the previous program review.
4. Describe notable achievements since your last self-evaluation.
5. Summarize your areas of strength and areas that need improvement.
6. Identify strategies for the future. Discuss any projected changes and anticipate how the changes may affect staffing, facilities, equipment, and other operational areas.

Sources of Information

Instructional programs may refer to the following sources of information in the self-evaluation process:

1. Program goals statements.
2. The Executive Summary from the program's previous Program Review.
3. Reports from Institutional Research such as enrollment, retention and evaluation reports. Please note, SMC's Department of Institutional Research has compiled data from recent semesters and sessions and posted it online. To access this source, search the following web address: <http://www.smc.edu/research/research1.htm>
4. Results of any research projects undertaken by the program to examine any relevant area of interest.