Division Themes and Trends Process and Summary

The Academic Senate of College of San Mateo recommends that program reviews inform college planning and decision-making. The college process for review must be organized and transparent, and faculty (and others) completing program reviews also require timely feedback to ensure that they are reporting adequately.

> Proposed:
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> *To better inform college planning processes and decision making, specifically with regard to student learning and program planning, the Academic Senate of the College of San Mateo recommends that faculty and others involved in completing program review identify program review themes and trends to be incorporated into institutional planning processes. (Specifically in sections II.A., II.B.1 and 2, II.F.1 and 2, IV, V.A., VB, V.B.1, 2, 3, and V.C.)*

Themes represent commonalities among departments. **Trends** refer to patterns over time.

For example, departments in a particular division, no matter how diverse or heterogeneous, might notice that with regard to *II.A. Student Learning Outcomes Assessment*, students in the division need improvement in, for example, reading ability or computation skills. This division theme may represent a division trend, an ongoing deficiency, given past assessments over time.

The Academic Senate and Institutional Planning Committee have developed a program review process to address the Academic Senate's recommendation.

Timeline for Reporting, Spring 2013

March 25: Program Review is due

April 30: Division Deans submit *Division Themes and Trends Summary* (See attached Summary sheet) to the Co-Chairs of the Institutional Planning Committee, Jennifer Hughes, VPSS, and James Carranza (AS President) and the appropriate Vice President—VPSS or VPI.

Saturday, May 4: IPC Program Review Session (IPC members read program reviews, provide departments feedback, and look for institutional themes and trends.)

Friday, May 17: IPC discusses institutional Themes and Trends to report to the college community.

Key Points About the Process

- The *Division Themes and Trends Summary* lists only those sections of the program review form that the Academic Senate and Institutional Planning Committee deem most essential to college planning and decision-making.

- The process is intended to facilitate communication across departments and from the division to college planning committees.

- Even the most diverse divisions might find themes and/or trends related to student learning, completion, demographics, or planning.

- The summaries are to be brief, concise statements—perhaps, even simple, bullet-pointed items. A single statement might suffice depending on the division and program review section.

- The Academic Senate Governing Council recommends that departments identify division themes and trends in a regularly scheduled division meeting or at one or more "special" meetings in order for departments to share their program review information.

- There are no right or wrong answers.

- Admittedly, the process is not perfect. There will be stops and starts along the way. But as we pilot it this year, we will make plans for improvement next year.

See below *Division Themes and Trends Summary* reporting form.

Division Themes and Trends Summary

*Please submit the completed form to IPC co-chairs, Jennifer Hughes, VPSS, and James Carranza, Academic Senate President by **April 30, 2013**. Also submit it to the appropriate VP. The Summary will serve as a cover letter to your division's program reviews, which will be distributed to members of the Institutional Planning Committee for review.*

Division: **Creative Arts & Social Science**   **Date: 4/18/13**

Departments Reporting: **Academic Year: 2012-13**
Anthropology**, Art History, Art 2D, Art 3D, Art Photo, Digital Media, Economics, Ethnic Studies,** Geography**, History, Music, Philosophy, Political Science, Psychology, Sociology, Social Science (Alcohol and Other Drug Studies)**

Student Learning, Section II, Summary of Student and Program Data

II.A.   Student Learning Outcomes Assessment

- Students in general have achieved the desired learning outcomes. However, there is room for improved student achievement--additional student time on task either in class or through external learning support services is desired for many programs (e.g., increased tutoring, increased time in learning labs, new learning labs).
- As we have learned more about the SLO assessment cycle, many faculty wish to revise Student Learning Outcomes (e.g., combining multiple SLOs into a smaller more comprehensive set, rewriting for clarity, rewriting for ease of assessment, etc.).
- As we continue the assessment cycle for course and program SLOs, faculty would like greater clarity on best approaches to the timing/cycle of expected assessment.

II.B.1.   Student success and demographic variables

- African-American, Pacific Islander, and Filipino students are achieving at lower rates than other students. However, within particular programs there has been improvement in closing the gap. (Some programs note lower rates of achievement among Hispanic and Native American students as well).
- Slight dip in achievement rates for Asian and White students. May be an artifact of economic improvement (more eligible students in these groups going straight into 4 year universities?)
- Women and older students succeed at higher rates.
- Faculty perceive that poorer than expected student preparation--especially in reading, writing, and mathematics but also in attention, focus, and study skills—continues to create student learning challenges for students and teaching challenges for faculty in all college-level Division classes.

II.B.2   Course delivery mode

- In general, success rates in distance education have improved over time. While retention is generally higher in traditional courses, in some programs success is actually higher in the *online* sections. Note: Some programs, however, are reporting both higher retention and success rates in their online sections. Perhaps online courses are enrolling a different socio-economic (computer ownership?) or other type of student.

II.F.   Additional Career Technical Education Data

- DGME Specific: California EDD data indicate moderate job growth in graphic design, broadcast, and web/multimedia industries. Faculty have participated in industry focus groups organized by Barbara Christensen at the District Office.

II.F.1.   Degrees, certificates, and employment: Identify areas of accomplishment and areas of concern.

- **DGME Specific: In August 2012, the State Chancellor's Office approved CSM's 8 Digital Media AA degrees, 6 Certificates of Achievement, and 9 Certificates of Specialization. It remains unclear how many of our students are completing or intend to complete the new DGME degrees and certificates.**
- **The current State-wide focus on Transfer Major Curriculum degrees (e.g., AA-Ts and AS-Ts), is changing the number and content of degrees offered through the Digital Media program. We are pursuing the TMC in "Film, TV, and Electronic Media" and considering banking some of the duplicative "Broadcast" AAs and Certificates. We are anticipating pursuing the TMC in Graphic Design, which is being vetted/discussed at the state level now. Similarly, we are interested in pursuing the TMC around web/multimedia as that becomes available.**

General Comments:

Sections IV and V: Additional Factors and Institutional Planning

I.V.   Additional Factors

- TMCs. Creative Arts & Social Science Division programs are adopting or considering adopting AA-T degrees as they become finalized and available. The influence on students and offerings is reshaping the schedule in ways both anticipated and unforeseen (e.g., smaller courses at the end of the sequences). Sociology, Psychology, History, and Studio Art already have TMCs approved and in the current or forthcoming

catalog. Anthropology, Economics, Geography, Music, and Philosophy are working to adopt TMCs for their areas. As mentioned before, Radio/TV/Film and Graphic Design TMCs are being monitored pursued by the Digital Media program.

V.A.   Results of Previous Plans and Initiatives

- Faculty retirements without replacements have strained some programs and departments (e.g., Psychology has lost two FT faculty to retirements; History has lost one; Anthropology lost a partial full-timer). We are in the process of hiring one additional full-time Psychology/AOD position, but the net effect has been a decrease in the number of full-time faculty in the Creative Arts & Social Science.
- The CASS Division has only 20 tenured full-time faculty (with two additional full-timers on tenure track). The drop in FT faculty across the Creative Arts & Social Science Division has increased the work load for remaining faculty members (Department, Division and College-Wide commitments). This is fewer Full-Time faculty members than other Divisions our approximate size (Math/Science, for example, has approximately 33 Full-Time faculty). Due to its many service GE programs (20 and counting), the CASS Division faculty carries a disproportionate number of program reviews and other program maintenance work for the college.

V.B.   Program Vision

- Continued interest in curriculum development (e.g., TMCs).
- Continued interest in student learning support services (tutoring, reading apprenticeship, supplemental instruction, Puente, Umoja, API grants, etc.).

V.B.1   Future faculty and staff development initiatives and professional enrichment

- Continued interest in *fully-funded* (e.g., room, board, travel) professional development opportunities for discipline faculty. While we may not be a research university, faculty desire connection with the newest ideas, scholarship, and teaching pedagogies from their home disciplines.

V.B.2   Future collaboration across student services, learning support centers, and instructional programs

- Continued interest in student learning support services (tutoring, reading apprenticeship, writing support, supplemental instruction, Puente, Umoja, API grants, etc.).

V.B.3   Long-range planning, categorized by resources (i.e. faculty, equipment and technology, instructional materials, etc.)

- The CASS Division has only 20 tenured full-time faculty (with two additional full-timers on tenure track). The drop in FT faculty across the Creative Arts & Social Science Division has increased the work load for remaining faculty members (Department, Division and College-Wide commitments). This is fewer Full-Time faculty members than other Divisions our approximate size (Math/Science, for example, has approximately 33 Full-Time faculty). Due to its many service GE programs (20 and counting), the CASS Division faculty carries a disproportionate number of program reviews and other program maintenance work for the college.
- Faculty retirements over the past 6 years (as well as expected faculty retirements over the next 3 to 5 years—I informally or formally know of 3 to 4 in the next two years) are dramatically changing the Division. Currently, the Creative Arts &Social Science Division has only 20 tenured full-time faculty (with two additional full-timers on tenure track). The drop in FT faculty across the Creative Arts & Social Science Division has increased the work load for remaining faculty members (Department, Division and College-Wide commitments). This is fewer Full-Time faculty members than other Divisions our approximate size (Math/Science, for example, has approximately 33 Full-Time faculty). Due to its many service GE programs (20 and counting), the CASS Division faculty carries a disproportionate number of program reviews and other program maintenance work for the college. This means we have trouble staffing the various college-wide committees (e.g., Academic Senate, COI, etc.) with representatives and that more non-teaching/service work [particularly around accreditation requirements] is spread over fewer remaining full-timers)
  - Additional infrastructure/support staff—directors, instructional aides, and/or student assistants—are needed to allow remaining faculty to focus on their core teaching activities with students. (Math/Science, for example, has a robust infrastructure that preceded the State budget crisis of the past few years—for example, a store-room keeper/assistant on every floor for every major science program. Meanwhile Art and Music, similarly equipment and materials-heavy programs, have not had support staff in the programs. In the past, the full-time faculty members in these areas simply shared these extra duties or managed with some student assistant hours. This is becoming increasingly difficult as the full-time faculty ranks have thinned).
  - Increased/Improved release time for faculty providing institutional service above and beyond expectations to avoid burn-out.

- The Fine Arts Complex has lived in its renovated facilities for nearly six years. As is to be expected, we are experiencing an increased failure of computers and other equipment which supports the programs in these areas.
- The Digital Media program is approaching three years in the new facilities. We anticipate an increased need for computer and other equipment replacements.
  - CTE specific Dean to support career and technical programs (Perhaps a dedicated workforce development director).
  - Digital Media Director (on-site), similar to Nursing and Dental Assisting, to facilitate program needs.
- The Social Science programs are also approaching three years in the new facilities. We anticipate an increased need for computer replacements in particular.

V.C. Plans and Actions to Improve Student Success

- Engage and support all students, especially African-American and Pacific Islander students, with the rest of the college to improve their success rates.
- Solve the problem of laptop access for adjunct faculty members (increase supply at Division Office level, rentals through the bookstore, computers attached to the classroom, improved media center support for loaners). The current supply of "loaners" is stretched too thin. IT won't support privately owned machines. Teaching time is being lost in our SMART classrooms because of this issue.

General Comments: