

**Program Review Requests for Faculty and Staff
(Extended Detail from Planning Section)
Spring 2015**

Instruction

Accounting

Faculty Requests:

The accounting program could be expanded to offer additional courses and more sections in a variety of formats. However, the accounting program cannot be expanded without an increase in the number of full-time faculty from four to five faculty members. Accounting classes have high enrollments, and full-time accounting faculty members have an additional heavy workload due to committee assignments and compliance reporting requirements (i.e. program review, SLO creation and assessment, peer evaluations). Furthermore, the full-time faculty members must support the large number of part-time accounting faculty members. With these large demands it is not possible to complete all the required work within our contract time.

Expected retirements: The accounting program has four full-time faculty members: Rick Ambrose, Vincent Li, Bruce Maule, and Rosemary Nurre. Over the next ten years three of the four full-time faculty members will retire. In fact, Rick Ambrose is retiring at the end of this year (June 2015). It is reasonable to project that one retirement will occur about every five years after Rick retires.

Request to hire three full-time accounting faculty: To ensure the long-term viability of CSM's successful accounting program, a plan to hire three new full-time accounting faculty members over the next five to eight years must be implemented. Specifically, we recommend hiring two additional faculty members with expertise in financial and managerial accounting. Two are needed immediately. One to replace Rick Ambrose who is retiring the other to help with new course offerings. The third is needed within five years to support future retirements.

Art 2-D

Faculty Requests:

Ideally, the 2D Art program would increase the number of full-time faculty over time. We anticipate that a larger number of students will be pursuing the basic courses in pursuit of the TMC in Studio Arts, especially since we are one of only a few Bay Area community colleges who offer it. Also, two of our longtime adjuncts retired this year. Instead of filling their spots with new hires, we've been able to offer two classes a semester to all but one of the adjuncts. Still, within the next few years we anticipate at least two more retirements and we will either have to hire more adjuncts or propose a second full-time position. We currently have three studios in the 2D Art program that are now being continuously used

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throughout the day, Monday through Thursday. We offer two evening classes, but one never fills. We do not offer Friday art classes, because they only attract life learners, since transfer students cannot take a six-hour class. Therefore, we are using our facilities to maximum efficiency. At this point, we don't anticipate that our enrollment numbers will increase significantly enough to warrant more space allocation. However, one of our studios, 4-137/139 continues to be sub-par in terms of equipment obsolescence. Please note the comments below in Equipment and Technology that addresses this serious concern.

Cosmetology

Classified Staff Requests:

Since the last program review our instructional aide staff has been updated to be 12 month employees.

Promote the storekeeper position to department coordinator (50% of time) and supervisory storekeeper (50% of time). Currently the Office Assistant II (front desk clerk) operates without any supervision due to the physical layout of the Cosmetology faculty.

The front desk which interacts with the public all day, every day, does not have line-of-sight to anyone else working in the college. Since this position not only handles upset clients but is the repository for cash payments, it is a safety issue to provide periodic supervisory interaction during the day. Currently, faculty are charged with that responsibility but student needs and classroom schedules have made this arrangement untenable. In addition, the front desk position needs to be relieved for breaks, vacation, illness, etc. and no one is charged with that responsibility at this time.

Therefore, we recommend this upgrade in position which would require hiring a part time bookkeeper for the department. This is at a much lower cost than the solutions being utilized by other community colleges with cosmetology programs. A supervisory position would enable the storekeeper to assist with new student orientation process and manage the duties done by office assistant. A new part time storekeeper would be require because of anticipated student growth rate.

English and Literature

Faculty Requests:

The English department currently includes 13 full-time faculty and 23 adjunct faculty (up from 19 in Fall 2014). One full-time faculty left last year to take a new position as Dean of Language Arts, one is scheduled to retire at the end of the current semester and another has been out on medical leave (it is not clear when/if she will return). It is almost certain that at least two additional full-time faculty will retire within the next three years. Because our department must rely so heavily on adjunct faculty to

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staff our classes, the rigorous and extraordinarily time-consuming processes of application screening, interviewing, and evaluating never end. We hired six new adjunct faculty for this Spring 2015 semester, and at the moment we have ten unstaffed sections for the Fall 2015 semester (of course this number may increase), which will require hiring five or more additional faculty.

In addition to evaluating all newly hired adjunct faculty in their first semester and all other adjunct faculty every two-three years, and in addition to conducting peer evaluation (now "tenured" evaluation), most tenured full-time English faculty, along with our division colleagues, are currently serving on two tenure committees. None of us is complaining about having been able to hire new faculty, but our time is a finite resource.

As earlier portions of the Program Review make clear, English faculty, both full and part-time, contribute extensively to the department, to the Language Arts Division, and the to college as a whole. English faculty play critical roles in most of the college's learning communities and the Honors Project; have been instrumental in bringing speakers to campus (Adam Johnson, Judy Budnitz, and others); serve as representatives on nearly every standing Senate committee, as advisors to student clubs (including Alpha Gamma Sigma, the largest and most active club on campus), and as leaders in our faculty union (AFT 1493); and have been and continue to be enthusiastic participants in numerous initiatives: Reading Apprenticeship, First-Year Experience, Basic Skills Initiative. We could go on, but we won't.

We are committed to supporting and mentoring our new faculty, and to the above mentioned projects, programs, and initiatives, all of which are aimed at supporting students success, the college's mission, and institutional priorities, but they all take time - and lots of it.

Fire Technology

Faculty Requests:

The adjunct faculty that are currently in place seem to be highly effective. As stated in earlier portions of this document many are current employees within the agencies of the fire service in the bay area.

One improvement that could benefit the department would be the hours of coordination. As in the past several PRs I am requesting serious consideration to that increase. Realizing that a full time position has not been considered I am requesting consideration of an additional part-time coordinator position. The reason for this increase is the change and increase in the need for re-development of our

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Fire Academy and EMT program. An additional coordinator would allow for the separation of the daily classes from the Fire Academy and EMT sections. The Fire Academy has two separate classes that are presented. One each semester for the "pre-service" academy and in the fall the recruit academy for the San Mateo County Fire Service. The effectiveness of the position would improve greatly with an additional person. Several meetings occur each month within the jurisdiction for both the Fire and EMT that could be attended. More effective evaluation of adjuncts as well as student evaluations could be conducted. The success of the program certainly seems to justify the increase. By having two part-time coordinators the workload could be divided into "workforce coordinator" for Fire Academy and EMT, and program coordinator for the remainder of courses. Both of these programs are successful but demand a great deal of attention. It is difficult and frankly impossible to attend the necessary meetings and still maintain the needs of the rest of the program. Two part-time positions would allow that segregation so that a more effective use of the resources could be accomplished. I have spoken to Dean Kathy Ross regarding this and she seemed to be in support of such a request.

Music

Classified Staff Requests:

1. Half-Time Instructional Assistant – General Music

The Need: The music department has three full-time faculty and offers an average of 80-90 sections per year. The music department's core mission is ambitious: to provide a vibrant and challenging blend of classes, offer diverse and frequent performance opportunities, and prepare students for a career in music through rigorous training in academic and practical musical skills.

To run a program as large and diverse in scope and activities as music requires a tremendous amount of out-of-class organization and time. Among the vast array of responsibilities and duties outside the classroom are preparing for concerts (publicizing, producing, and running concerts); tutoring individuals regularly to help establish skill sets needed for student success and transfer; maintaining our music library; scheduling/conducting rehearsals; organizing outreach activities; maintaining equipment (scheduling and overseeing piano technicians, maintaining practice room security and lock code programming, routine grand piano maintenance); and so on. Maintaining a high quality level in all these areas is straining current faculty and staff and is limiting the efficacy of the department and jeopardizing the continued growth in student success.

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The Request: An addition of a half-time Instructional Aid would ease the strain and provide continued top quality services to our students. Duties would include:

Instructional assistance (TA type work – see need under Section II A, Item 2)

Scheduling piano tunings/keyboard maintenance

Piano practice room supervision and keypad code programming maintenance

Assisting with scheduling concerts/events/logistics (on and off campus)

Assisting with creating concert programs and publicity

Preparing independent contracts for guest musicians (e.g. Jazz Fest)

Assisting with library work

Assisting with entering SLO data

2. Half-Time Instructional Assistant – Electronic Music

The Need: The electronic music department is in need of an Instructional Assistant to assist in individual instruction on studio equipment and to address the technical needs of the music department as a whole. Duties would include:

Provide instructional assistance in the electronic music labs

Record and run sound for music department concerts – piano, jazz, etc.

Organize and direct recording sessions in Studio A for CSM music students and faculty

Assist with the Studio Checkout process (approx. 15 min per student with 60+ students every semester)

Monitor studio logs/calendars for usage and problems with equipment

Nursing

Faculty Requests:

Historically, the program had 6 full time faculty until the director, Ruth McCracken, retired in 2003. At that point Jane McAteer became the Interim Director, stepped away from faculty and that faculty position was not replaced. This reduced the number of full time faculty to 5. At the end of Spring 2011, two temporary full time faculty members were no longer funded by a grant from the Peninsula Health Care District, which was not renewed. As a result, the total number of full time faculty members was reduced to three. Simultaneously, a new full time faculty member, Tracy DeVille, was hired, resulting in an increase of the number of full time faculty to four. In May of 2012, full time faculty member, Tanya Isaeff, unexpectedly retired. The result was a reduction of full time faculty members to three. In reality, Tanya Isaeff's load was 2.74 FTE. She also served as the content expert for medical-surgical nursing and

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gerontological nursing, required by the Board of Registered Nursing. In June of 2013, a full time faculty member, Esther Kim, was hired. In July of 2013 she resigned, citing personal issues. If she had stayed on, the number of full time faculty would have been four, but remained at three. The position was re-opened in the beginning of the Fall of 2013 and by the end of the Fall of 2013 another full time faculty member, Tara Graupera was hired. On March 12, 2014, she informed the Nursing Department and Human Resources that she is declining the position. The position has now been re-opened. The number of full time faculty remains at three.

In the Fall of 2014, a new full time faculty member, Kaushiki Kapoor, was hired. She began teaching in the Spring of 2015.

Last week, Tracy DeVille, gave her resignation, effective at the end of this semester. The faculty have discussed replacing her with a full time simulation/skills lab faculty member who would be dedicated to all simulation exercises and a number of skills labs with medical-surgical focus. The faculty feel that this type of position would be easier to recruit for than someone who is split between simulation and theory and clinical teaching responsibilities. The constant struggle has been trying to find a substitute for Tracy to free her up for simulation when she is assigned to clinical.

Over the next two years, the director plans to retire. Another senior full time faculty member is planning to begin a phased in retirement in the next academic year. This faculty is currently serves as the pediatric content expert.

Most likely the next director will emerge from the full time faculty, leaving that space open as well.

The program needs a minimum of 2 new full time faculty members in addition to a replacement for Tracy DeVille. The program is critically understaffed, especially compared to other similar sized programs. The program needs a faculty member who specializes in medical-surgical and another faculty member who specializes in maternity/pediatrics. The full time faculty do not currently have the capacity to participate in the campus at large, including committee work and other initiatives. Due to the great difficulty in finding full time faculty, the program needs to be proactive and start early. Qualified faculty are extremely difficult to find, especially given the salary disparity from industry to academia.

Finally, after the next two years the program will need a new director.

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**Learning Support
Centers**

**Communication Studies
Resource Center**

Classified Staff Requests:

The Communication Studies Center (SPEECH LAB) had a full-time Instructional Aide in 2008. The position was cut in an executive action (2008-2009). The position has not been restored, even after the budget improved and hiring of faculty and administrators commenced.

1. In our last year's center PR we submitted a request to restore our full-time IA position. We are submitting the request again.

2. Historically the Speech Lab/Communication Studies Center has been understaffed compared with the other centers in Language Arts Division. For example, in 2009, the ESL/Reading Center had 1.5 IAs, English had 4 half -time IAs, and the Speech Lab had zero. We had requested that the former Language Arts Dean provide an updated list of resource allocation to our labs and centers; however no update has been provided so that we might make a stronger case for our needs in the Communication studies Center. For example, In 2013 spring ESL/Reading Center served 442 (PRIE) students with 1.5 IAs, while Communication Studies Center served 625 students with 0.5 IA. The inequity in staffing for these three centers remains the same today.

The following from our 2013 PR provides further background information for our request:

Learning Center and Communication Studies will jointly request a full time Instructional Aide II. SARS data showed heavy use of the Learning Center and Communication Studies Center. With only 1.5 Instructional Aides between the two centers, Communication Studies faculty and staff often need to go beyond their duties to help students from other disciplines that use the LC. Moreover, once more Communication Studies faculty members have video equipment, students from more sections will be able to use the center fully, which will lead to increased demand on center faculty and staff. A full time, full service Instructional Aide II will be needed to carry out the duties such as: maintaining the center website, holding orientations to all sections, working with technology personnel, and assisting lab faculty, Communication Studies students and non-Communication Studies students. The current .48 IAll position, funded through Measure G, needs to be maintained beyond 2014 (the half-time position remains after Measure G funding ended). Finally, while this is addressed in the department's current

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Program Review, 3 FLC for faculty lab staffing are required to maintain parity with faculty staffing found in other division labs and centers.

A recent update on classified positions was provided by IPC in its Jan. 2015 meeting notes. This update reflected on the history of classified position hiring from 2008 to 2014 relating to CSM's operating budget. The meeting notes also included a suggestion that "IPC be provided with the positions that were approved based on the new classified hiring process that was established. It is important that we close the loop and report back to IPC about any new positions that are approved for hiring via our process. This will help transparency of the process". We believe that following the process will benefit Communication Studies Center in restoring its full-time IA II.

Student Services

Admissions & Records

Classified Staff Requests:

For the past now seven years, Admissions and Records has been operating with skeletal staffing. While A&R operations have functioned relatively smoothly it is not without ongoing issues. During peak periods, A&R is understaffed and is not capable of answering all telephone calls to the office. In addition, emails to the CSMAdmission mailbox go unanswered and a weeks-long backlog develops. Further, an unexpected staff member's absence causes significant disruption to the day's operations. Being understaffed places stress on staff and for some individual staff members may be the cause of illness.

Concerns about telephone calls to A&R going unanswered are significant as confirmed from responses to the A&R Student Satisfaction Survey. From July 2014 to March 2015 more than 24,000 calls were received by A&R. Unfortunately, due to limited staffing and other tasks assigned to staff, not all calls to A&R can be answered. Unanswered calls leave many callers frustrated as they do not receive the immediate attention and answers to questions they are seeking.

Responses to the Admissions and Records Student Satisfaction Survey 2012-13 confirm the frustration that callers experience when not being able to speak directly to an A&R staff person. Below are some of the survey questions and an array of the corresponding responses.

What A&R services did you find most useful?

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"None, you guys NEVER pick up the phone."

"None were available via the phone."

"None. No one is ever available to help over the phone."

What A&R services do you wish we could provide?

"Service through the phone, quicker service."

"None of the A&R departments pick up the phone."

"Either improve online registration or have someone available via phone."

"When I called, someone will actually pick up."

How would you improve WebSMART?

"Answer the phone more often."

"Answer the phone or allow messages to be left."

"WebSMART is fine. The office is the issue. NO ONE ANSWERS THE PHONES!"

Given A&Rs limited staffing, it is unlikely that there will be any significant improvement in caller satisfaction when trying to reach Admissions and Records by telephone. It should be noted that current A&R staffing is approximately half of what it was about seven years ago. While technological developments have streamlined operations and enhanced efficiency, the cyclical nature of A&R operations is such that there are six peak times per year that coincide with the start and end of a term (fall, spring and summer). During peak times, staff are stretched to the limit in addressing students at the A&R Counter, assisting with registration, responding to numerous email inquiries, answering telephone calls (many calls go unanswered), and contending with other time sensitive tasks. Short term hourly staff have provided assistance but most recently these staff do not have the necessary

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experience and knowledge to contribute and fully support immediate needs. In addition, limited A&R staffing provides challenges when a staff member is unexpectedly absent due to illness or need to contend with an emergency. Other staff must take on added assignments in the staff member's absence. Similarly, when staff go on vacation, other staff's workload is increased. In this latter situation, vacations are planned in advance thus allowing other staff to plan accordingly during the vacationing staff member's absence.

Career Center

Classified Staff Requests:

Career Center is currently comprised of one counselor who performs both counseling/faculty services as well as classified duties. Skyline College, by contrast, with the same size student population, has 5 counseling/staff personnel in their center:

- a career counselor/coordinator,
- program services coordinator
- counseling tech/aide
- two adjunct career counselors

Because we have only one counselor and no other staff (except for an office ass't who provides 10 hrs a week) we are unable to provide the level and breadth of services to CSM students that Skyline students receive.

As the only person who provides career services at CSM, Eileen O'Brien provides these services:

- individual counseling
- teaching 2-3 career courses per week
- arranging and coordinating two career fairs a year
- arranging for employer tabling on campus
- making classroom/club presentations
- making fliers and signage about services and events
- participating in campus-wide events like Connect to College
- providing tech support to employers and students with CSM JobLinks problems/issues
- addressing employer, community and student email requests and issues (about 5 per day)
- developing internships and mentorship programs between students and employers (i.e., L3 Communications with electronics division, and McKinsey and Co. mentorship program)

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updating the career website

training and supervising two new career interns per year who provide 16 hours of counseling support per week

other clerical duties

Since most students attend college with the ultimate goal of finding a career and going to work, CSM students are not receiving the depth and breadth of services that will assist them in exploring/finding a satisfactory career direction and major. With the addition of a program services coordinator and career assistant, the career program would be able to provide these additional services:

Make more classroom presentations about career services and events (see a greater cross-section of students)

Arrange for employer tabling -- greet employer on day of recruitment and follow up later about their results (not done now).

Arrange and prepare all details of job fair (registration, collection of fees, prepare signage and advertising, prepare employer packets, prepare list of participating employers for students on day of event, arrange for parking, secure Ambassadors for assistance on day of event, arrange for food and drink with Pacific Dining for employers and students, help with arrangement tables night before, prepare all employer table signs, make copies of other materials for registration table, etc.).

Provide targeted job fairs for various academic disciplines e.g., for electric power or cosmetology programs to provide job placement. Coordinate employer invitations, secure fair location, prepare and send invitations, and attend to all logistical details with academic department.

Collect data from employers who table on campus and those who attend job fairs to find out how many students were interviewed and hired and for which jobs. This information would provide necessary data to see the effectiveness of our services and where we might improve.

Coordinate and organize 1-2 career information days per year. These events might cover several disciplines within a division and would bring together both employers and faculty in the sharing of career information -- types of work performed, duties and qualifications along with presentation of academic requirements. This could have the advantage of not only informing students about career fields, but would also put faculty and employers in touch with each other for possible future partnering.

Developing internships and jobs with local employers for CTE students and those planning to transfer.

Coordinate and manage CSM JobLinks and all tech support issues from employers and students.

Work with Community Relations and Val Tyler to update career website on regular basis,

Prepare more professional looking career "how to" materials and employer brochure which is lacking now.

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Develop employer mentors through frequent communication with 5,000 employers registered on CSM JobLinks. Mentors would be able to make campus presentations and serve as resources for student informational interviews and job shadowing with the eventual development of internships. Frequent email communication with 7,000 students registered on CSM JobLinks by offering resume and interviewing assistance and special workshops (that are tagged with current courses). Prepare brown-bag events of employer panels which discuss careers in STEM, liberal arts, and careers in other campus disciplines. Invite faculty to bring classes to career center for presentation of services and resources. Meet individually or in small groups with students to guide them through use of online career and other resources such as Eureka, Perfect Interview, OnetOnline, taking online assessment tests (MBTI and Strong), completing online job applications, and helping students with career assignments from various classes to find the needed info. Provide range of Career Services during summer months when there is no career presence on campus. Students' career needs do not disappear during the summer. Provide collaborative services with the Learning Center and other Student Services departments by pairing career services with another student service (e.g., financial aid).

Financial Aid & Scholarships

Classified Staff Requests:

We anticipate an increase in staff members here at The Financial Aid and Scholarship Office. As Federal and state changes, increase in financial aid applicants, new positions will become necessary.

Need of a Financial Aid Counselor for the Financial Aid Department:

Despite previous requests for a full-time financial aid counselor, it has not been granted. Financial aid students who failed to meet our satisfactory academic progress policy are required to schedule an appointment with an academic counselor. Unfortunately, these students are challenged when they schedule appointments with a counselor because they don't always meet with the same counselor who previously assisted them and which can then lead to repeating the same personal information, educational goal, and or personal challenges to the new counselor. As well, meeting with a different counselor often results with a different educational plan which can be confusing and overwhelming to the student. Having a financial aid counselor dedicated to financial aid students will eliminate these

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challenges. Student should be able to connect with one person in order to increase the chance of being academically successful.

Need of Financial Aid Scholarship Staff Position:

This is another position that has been requested several times but which has not been granted. Currently a financial aid technician manages her financial aid workload which includes packaging awards, in-and out-reach events, answering telephones, front counter coverage, and also coordinating the scholarship program. If granted a position for coordination of the Scholarship Program, the financial aid technician can dedicate the necessary time to awarding financial aid to more students with a more expedient turnaround time. In short, the Scholarship Program can operate more efficiently with a staff member dedicated to the program.

Veterans Services

Classified Staff Requests:

Full-Time Program Services Coordinator, Veterans' Services

- Manage the daily operations of the VROC
- Supervise student staff; direct and coordinate the work of student assistants
- Manage the VROC budget
- Conduct college orientation for veteran students
- Liaison between program students and the Veteran's Administration
- Certify with the Veterans Administration GI Bill eligible students
- Monitor veteran student's academic progress
- Ensure veteran students about financial aid and scholarship opportunities
- Exchange information with other educational institutions, community and business representatives, vendors, and governmental agencies and the general public regarding programs, services, eligibility requirements, policies, timelines and required forms
- Travel to various off-site locations to confer with veteran and community organizations, governmental agencies, businesses and other entities to recruit veteran students to College of San Mateo
- Conduct outreach activities to promote CSM and the VROC

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- Plans, conducts and participates in job fairs, and program services in conjunction with management, faculty and other staff
- Network with community service organizations that can support veteran students and their families
- Coordinate and promote awareness of veteran student needs to college faculty and staff
- Serves as liaison between the VROC and various instructional and student services departments
- Identify and secure needed services for veteran students
- Coordinate workshops and other training for faculty and staff relating to veteran students' needs
- Participates in planning and implementation meetings with college and outside groups and representatives
- Plans joint events with other college departments and programs such as counseling, financial aid, transfer center, and with outside business and community representatives such as the VA, American Legion, etc.
- Serve as a liaison to the District's Foundation by helping to coordinate financial donations to the VROC
- Interprets language on student forms and printed information; refers students to community, business, governmental and other resources
- Assists students in determining existing job skills and the skill requirements of various career opportunities
- Refers students to career and other counselors, instructional programs and to other college offices as appropriate
- Enters, modifies and retrieves online data
- Uses a variety of software to compose, format and prepare correspondence, memoranda, publicity materials, surveys, brochures, flyers, bulletins, reports, presentations, and other materials
- Sets up and maintains confidential and other files

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- Plans and coordinates lay-out, graphics, photography and other artwork, editing, printing, multimedia enhancements, web page information, distribution and other services in conjunction with other staff, students and/or vendors as appropriate.