College of San Mateo

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

For information about cycles for *Comprehensive Program Review and Planning*, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage: http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:
A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:
Program Review and Planning reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar.*
(See: http://collegeofsanmateo.edu/prie/institutional_documents.php)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

> Diana Bennett, Academic Senate President, bennettd@smccd.edu
> Susan Estes, Vice President of Instruction, estes@smccd.edu
> Jennifer Hughes, Vice Prsident of Student Services, hughesj@smccd.edu
> John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM: Administration of Justice (ADMJ)

DIVISION: Business/Technology

I.   DESCRIPTION OF PROGRAM

The Administration of Justice program is viewed by the department faculty and staff as having two sections. The degree/certificate program and the POST certified training program.

Each semester, the ADMJ program offers 9-11 courses to assist students in their completion of either an Associate Degree or Certificate of Achievement in Administration of Justice. Given the pre-set rotation of course offerings, day students can complete the major in two years, while evening students would need four years.

As a certified presenter for the California Commission on Peace Officer Standards and Training (POST), our typical course offering pattern is one offering of Regular Basic Course Module III every Fall semester, one offering each of RBC Module III and Module II every Spring semester and one offering each of PC832 Arrest & Control and PC832 Firearms Training during the Summer session.

II.   STUDENT LEARNING OUTCOMES (SLOs)

a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

With the exception of ADMJ 710 and ADMJ 185, all of the courses have had their SLOs assessed and evaluated. Instructors assessed course SLOs with written examinations comprised of multiple choice, True/False and essay questions. They identified or created questions to measure proficiency in the SLOs. After the assessment/evaluation of SLOs, the instructional staff did not see a need to make any adjustments to either their curriculum, teaching styles or test questions.

b. Briefly evaluate the department's assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

Most of the SLO assessment and evaluation was conducted while the previous program coordinator was still here. There will be no new assessment/evaluation of SLOs during the 2011-2012 academic year as the program is adjusted to match the Transfer Model Curriculum (TMC) for SB1440.

c. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

If this *Program Review and Planning* report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs→ Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
ADMJ 100	X	X	X	X	X
ADMJ 102	X	X	X	X	X
ADMJ 104	X	X	X	X	X

ADMJ 106	X	X	X	X	X
ADMJ 108	X	X	X	X	X
ADMJ 120	X	X	X	X	X
ADMJ 145	X	X	X	X	X
ADMJ 153	X	X	X	X	X
ADMJ 185	X	X	X	X	X
ADMJ 710	X	X	X	X	X
ADMJ 771	X	X	X	X	X
ADMJ 775	X	X	X	X	X
ADMJ 780	X	X	X	X	X
ADMJ 781	X	X	X	X	x

III. DATA EVALUATION

a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

Enrollment numbers have begun to climb over the last three academic years. Students taking the major courses not only cross over to the POST training courses, but also use their education in areas such as probation, peer counseling, etc. There are no plans to change anything in the department at this time. Courses usually begin with between 30 and 40 students, with little attrition.

It is anticipated that there will be a slight decline in numbers, that should continue for as long as the ADMJ program cannot offer any POST certified training programs. This will be exacerbated by both a decline in available criminal justice related positions and an abundance of out-of-work individuals with current training and experience looking to fill those jobs.

Enrollment numbers and course demand will be monitored and evaluated to determine if changes are necessary. It is possible that bringing the ADMJ degree program in line with SB1440 may produce enough interest and numbers to offset the interruption of the POST program offerings.

b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

The teaching staff for the ADMJ department consists entirely of Adjunct Faculty.   The only full-time faculty member was the department head (Coordinator/Instructor), who retired Fall 2007. Until a replacement has been hired, current numbers should remain the same. However, without a full-time faculty member there will not be many improvements or adjustments to the curriculum, nor will many of the action steps be addressed.

The only exception to this would be curriculum updates to the Peace Officer Standards & Training (POST) certified courses, to maintain compliance and certification. These courses are maintained by the Program Services Coordinator supporting ADMJ.

c. Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

As has been the trend, the Administration of Justice (ADMJ) department's Load is well above the College's, averaging 930 over the last three academic years versus the College's average of 555 for the same time period. The current rotation of course offerings seems to be sufficiently addressing the needs of the students/community, and no changes are planned at this time.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

a. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

The Administration of Justice program continues to experience a high success and retention rate, which has remained steady for the past three academic years. Students in this program do not always enter the POST training courses to become police officer, but instead use the knowledge gained to work in other areas of the Criminal Justice System. Examples include probations, peer and juvenile counseling, pre-law and corrections.

A significant change to the degree program, beginning Fall 2011, will be the alignment of our major requirements with the Transfer Model Curriculum (TMC) as prescribed in SB1440. This will make it much easier for students to transfer from CSM to a CSU Criminal Justice program. This should keep our success and retention rates steady, and could possibly raise them.

At this time, we are unable to meet the needs of students who wish to participate in the POST courses that CSM is certified to presenter by the State. A new regulation, effective January 1, 2011, requires POST certified presenters of the Regular Basic Course curriculum to have a coordinator on-site during instruction to oversee the program. This leaves students with no choice but to travel outside of this county for this training.

b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

Despite other career opportunities in the Criminal Justice System, the program does still tend to attract more males than females. However, the gender gap is closing and there appears to be a 3/2 ratio of males to female.

Additionally, approximately one-third of our student population identifies as Hispanic. This is slightly lower than the current census information for the State of California, but still a good representation. Law enforcement agencies, in particular, appreciate having students who are bilingual and can interact more effectively in the field.

While their success rate is not the lowest, it is 77%, which is probably due to language issues and the complex nature of the curriculum and concepts in our program. Hopefully, by changing the recommended preparation to ENGL 100, students will gain a greater appreciation for the need to prepare themselves adequately for these courses. This preparation would also benefit them in the long run.

While this program attracts individuals from all age ranges, the bulk of our students are in the 18-24 ranges. This is an excellent age to become exposed to the different career paths available in the Criminal Justice System, and work towards a specific goal. This is especially true of students who want to become police officers, because it allows them to complete a degree prior to entering POST certified training. Most law enforcement agencies will not hire anyone under 21 years of age.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	The department has experienced instructors, who are well-versed in course material. Courses are taught by industry professionals who can offer a 'real world' experience and current trends related to the material.	The Program Service Coordinator has a strong connection to the state agency that oversees the regulated curriculum, and has been reaching out to other presenters in collaboration for the shift to SB1440 curriculum.
Weaknesses	Due to the lack of a program coordinator, guidance for the program, its curriculum and SLOs will not be handled as a priority, as the existing staff will be concentrating on keeping the status quo. Due to the P/T status of the instructors it is difficult to meet with them with any regularity. Also because they are working professionals they are subject to "call-back" to their agencies during large scale events.	Students are often underprepared in the English/Reading areas, and their writing skills are often not at a level that makes essays and written research papers a viable grading option.
Opportunities	The change to the degree/certificate requirements will make completion easier and should increase our success rates.	Living in the Bay Area, we have the opportunity to hire faculty who are familiar with leading edge technology.
Threats	The economic downturn is the only foreseeable threat as the funding for CACCs is continuously being taken away. This is both an internal and external issue.	The current dip in the economy has forced the re-thinking of the ways to deliver emergency services. This will pose a threat to the number of students that will be able to get jobs as those numbers stay at lower levels.

b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

N/A

VI. Goals, Action Steps, and Outcomes

a. Identify the program's goals. Goals should be broad issues and concerns that incorporate <u>some sort of measurable action</u> and should connect to CSM's *Institutional Priorities 2008-2011*, *Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.

1. Hire a new full-time faculty/coordinator for ADMJ (9/6 teaching/coordinating)
2. Hire a coordinator to oversee the POST Training Program
3. Maintain curriculum integrity and currency with professional relevance to industry
4. Continue professional communication and partnerships with industrial constituency (POST and San Mateo County law enforcement agencies)
5. Utilize assessment of student learning outcomes for curriculum adjustment and program review reporting
6. Complete evaluations of adjunct professors

b. Identify the action steps your program will undertake to meet the goals you have identified.

For #1 and #2:   Continue to request these positions every year in the program review until approved

For #3 and # 5:   To the extent possible, the current instructors will work with the Program Services Coordinator

For #4:   Program Services Coordinator will continue to sit on the POST committees and attend meetings with the San Mateo County Law Enforcement Training Mangers' Association

For #6:   Will await instructions/schedule for evaluation from the Dean of Business/Technology

c. Briefly explain, specifically, how the program's goals and their actions steps relate to the *Educational Master Plan.*

Hiring a full-time instructor/coordinator will give the program the foundation needed to maintain the integrity and currency of the curriculum and to adjust the degree courses' curriculum based on feedback from SLO assessment and evaluation. Additionally, they would be able to work with the Division Dean to develop a roadmap for the evaluation of the adjunct faculty, thus ensuring the continued excellence of course content and curriculum delivery. This will hopefully act as the catalyst to attracting more students based on word-of-mouth regarding our program. (Goals #1, 3, 5, 6)

Because it is a POST-certified presenter, the Administration of Justice department has been able to attract students from all over the Bay Area to obtain the training required to become a Peace Officer. Hiring the regulated coordinator for the POST program would aloe this department to continue offering those courses, and attracting students who would have otherwise never come to this campus. (Goal #2)

"CSM continues to attract all types of students from outside the County, despite practices which limit the distribution of CSM's primary outreach tool, its class schedule. Qualitative data from extensive focus groups with students suggest that outreach into surrounding areas can and may attract new populations. Many students attend CSM because of family and social connections and because of its reputation as a safe, highly-regarded academic institution."

Educational Master Plan (Oct. 2008 Ver. 2); Observations and Impacts, Location and Enrollment Issues, page 27

The alignment of the Administration of Justice department's major with the TMC of SB1440 will create a streamlined pathway for ADMJ majors. This will facilitate transfer to a CSU Criminal Justice program, and could raise the number of students transferring from CSM, as well as increasing the number of students obtaining a degree or certificate. (Goal #3)

Refer to *Educational Master Plan (Oct. 2008 Ver. 2); Observations and Impacts, Student Outcomes, Transfer, page 33*

d. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.

Approval for, and the hiring of the specific coordinators for the degree and POST programs will facilitate the continued growth and development of courses, as well allowing CSM to offer POST-certified training courses. With the guidance of an ADMJ Coordinator, curriculum, SLOs and course delivery would be constantly monitored and adjusted as needed.

Simply put, the successful attainment of the Administration of Justice's goals is dependent on filling the required leadership roles.

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Instructor/Coordinator (Degree Program)	**If Granted** – The full-time Instructor/Coordinator position provides the necessary full-time continuity of a combined classroom instructor and program director dedicated to the success of the ADMJ department and a commitment to participation in district, campus, and our public constituency affairs. **If Not Granted** – Failure to hire a full-time Instructor/Coordinator will erode the quality and overall continuity of the ADMJ department, while making growth and improvement impossible. It could also bring about another rift between CSM and the local constituency (the community and law enforcement agencies).	Without a full-time coordinator, there will be no one to oversee SLO development, assessment and evaluation. Existing action steps will not be completed and new action steps will not be created.
Coordinator (POST Program)	**If Granted** – CSM will once again be able to offer POST certified courses to meet the needs of those wishing to	

	become a Reserve Police Officer or to complete a Regular Basic Course in a Modular Format.

Additionally, this will allow local law enforcement agencies the assurance that a consistent reserve office program will be running.

If Not Granted – It will mean the loss of our POST certification to present ADMJ 771, 775, 780 and 781. Regulations were changed at the state level requiring POST presenters to have a dedicated coordinator to oversee the POST certified offerings of the Regular Basic Course curriculum, effective January 1, 2011

It could also bring about a rift between CSM and the local constituency (the community and law enforcement agencies).

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None	N/A	N/A

b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Office Copier/Fax **Number:** 1 **Vendor:** Xerox **Unit price:** N/A **Total Cost:** 5000 **Status*:** Maintenance This is a yearly cost needed to pay	**If Granted** – Xerox contract can continue uninterrupted. **If Not Granted** – Xerox contract cannot continue uninterrupted. Loss of fax machine. Possible compromise of Test Security Agreement with POST; may result in program	N/A

for the yearly contract of the Xerox Workcentre Pro shared by ADMJ & FIRE.	decertification.	
Item: Instructional Videos **Number:** Varies **Vendor:** TBD **Unit price:** Unknown **Total Cost:** 1000 **Status*:** New/Replacement	**If Granted** – Would allow the department to update their teaching aids, and present current information in the ever changing environment of the criminal justice system. New videos would also allow the ADMJ instructors another avenue of teaching for visual learners. **If Not Granted** – Continued use of outdated materials would not benefit the students and degraded the program overall.	Law changes sometimes require adjustment of and changes to Student Learning Outcomes. These updates benefit from current information and visual aids.
Item: Chemical Agents **Number:** Varies **Vendor:** South Bay Regional **Unit price:** N/A **Total Cost:** 1500 **Status*:** Maintenance This is a yearly cost needed to procurement chemical agents for the Chemical Agents training portion of Module II training.	**If Granted** – State regulated training can continue uninterrupted, without fear of program decertification. Students from the pre-requisite course will continue with their training, and students from other presenters will come to CSM rather than wait for the next presentation (which starts 3 months later than ours). **If Not Granted** – State regulated training cannot continue uninterrupted. Course containing Chemical Agents training cannot be offered; program can be decertified by the State. This would affect student retention and enrollment numbers.	This equipment will allow the ADMJ department to maintain the integrity and currency of the state regulated curriculum for the POST training courses. Students will receiving the best possible training will be better prepared to become California State Peace Officers. Local agencies will receive well trained candidates.
Item: Defensive Tactics Training Aids **Number:** Varies **Vendor:** TBD **Unit price:** Unknown **Total Cost:** 1000 **Status*:** New and replacement	**If Granted** – State regulated training can continue uninterrupted, without fear of program decertification. Students from the pre-requisite course will continue with their training, and students from other presenters will come to CSM rather than wait for the next presentation (which starts 3 months later than ours). **If Not Granted** – State regulated training cannot continue uninterrupted. Courses containing Defensive Tactics training cannot be offered; program can be decertified by the State. This would affect student retention and enrollment numbers.	This equipment will allow the ADMJ department to maintain the integrity and currency of the state regulated curriculum for the POST training courses. Students will receiving the best possible training will be better prepared to become California State Peace Officers. Local agencies will receive well trained candidates.
Item: CPR/First Aid Training Aids **Number:** Varies **Vendor:** TBD **Unit price:** Unknown **Total Cost:** 1000 **Status*:** New and replacement	**If Granted** – State regulated training can continue uninterrupted, without fear of program decertification. **If Not Granted** – State regulated training cannot continue	This equipment will allow the ADMJ department to maintain the integrity and currency of the state regulated curriculum for the POST training courses.

	uninterrupted. Courses containing Defensive Tactics training cannot be offered; program can be decertified by the State. This would affect student retention and enrollment numbers.	Students will receiving the best possible training will be better prepared to become California State Peace Officers. Local agencies will receive well trained candidates.
Item: Score sheet scanner **Number:** 1 **Vendor:** Scantron **Unit price:** $5000 **Total Cost:** $5000 **Status*:** New	**If Granted** – New scanner would allow the program to continue using the state software for grading tests. **If Not Granted** – Program will continue to utilize the current equipment	Score sheet scanners allow instructors to assess their tests in regards to their course and the program SLOs.

**Status = New, Upgrade, Replacement, Maintenance or Repair.*

VIII. Course Outlines

a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
ADMJ 100	October 2005	October 2011
ADMJ 102	March 2006	March 2012
ADMJ 104	November 2005	November 2011
ADMJ 106	March 2006	March 2012
ADMJ 108	October 2005	October 2011
ADMJ 120	April 2006	April 2012
ADMJ 145	April 1997	Overdue – will be done Fall 2011
ADMJ 153	April 2006	April 2012
ADMJ 185	December 2008	December 2014
ADMJ 710	March 2006	March 2012
ADMJ 771	Spring 2002	Overdue – will be done Fall 2011
ADMJ 775	Spring 2003	Overdue – will be done Fall 2011
ADMJ 780	May 2008	May 2014
ADMJ 781	December 2008	December 2014

IX. Advisory and Consultation Team (ACT)

a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here.

Attach or paste ACT report here.

b.   Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

X.   PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department's *Program Review and Planning* report team:

Primary program contact person: Michelle Schneider, Program Services Coordinator
Phone and email address: x6177   schneider@smccd.edu
Full-time faculty: N/A
Part-time faculty:
Administrators:
Classified staff: Michelle Schneider
Students: N/A

Primary Program Contact Person's Signature	*Date*
Full-time Faculty's Signature	*Date*
Part-time Faculty's Signature	*Date*
Administrator's Signature	*Date*
Classified Staff Person's Signature	*Date*
Student's Signature	*Date*
Dean's Signature	*Date*

Comprehensive Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION

<u>Section 1</u>
This section contains a listing of sources for data and key documents referred to in Section 2 along with other resources. Contact information for relevant people is also included.

Academic Senate
http://www.collegeofsanmateo.edu/academicsenate/
Contact: csmacademicsenate@smccd.edu
Diana Bennett, President, bennettd@smccd.edu, (650) 358-6769

College Catalogs and College Class Schedules are archived online:
http://collegeofsanmateo.edu/schedule/archive.asp

Course Outlines are found at:
http://collegeofsanmateo.edu/articulation/outlines.asp

Committee on Instruction
http://www.smccd.net/accounts/csmcoi
Contact: Laura Demsetz, Chair, demsetz@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)
Core Program and Student Success Indicators (see links for "Quantitative Data for Instructional Programs")
Distance Education Program Review Data
Glossary of Terms for Program Review
Listing of Programs Receiving Program Review Data from PRIE
Rotation Schedule for Instructional Program Review, 2008-2014
http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)
http://collegeofsanmateo.edu/prie/
Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196
Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website:
College Index, 2009-2010, http://collegeofsanmateo.edu/prie/institutional_documents.php
Comprehensive Listing of Indicators and Measures, 2009-
    2010 http://collegeofsanmateo.edu/prie/institutional_documents.php
Division/Department Workplans, Spring 2009 (only)
        http://collegeofsanmateo.edu/prie/institutional_documents.php
Educational Master Plan, 2008, http://collegeofsanmateo.edu/prie/emp.php
Institutional Priorities, 2008-2011
        http://collegeofsanmateo.edu/prie/institutional_documents.php

Student Learning Outcomes (SLOs) website:
http://www.collegeofsanmateo.edu/sloac/
Contact: Frederick Gaines, Interim SLO Coordinator, gainesf@smccd.edu, (650)574-6183

<u>Section 2</u>
This section contains the references that serve as data sources for the individual sections of the Comprehensive Program Review Form. Explanatory notes are included.

DEPARTMENT OR PROGRAM:
To identify programs on the comprehensive program review cycle, see *Rotation Schedule for Instructional Program Review, 2008-2014* at PRIE website at page for Instructional Program Review.

Also see *Listing of Programs Receiving Program Review Data from PRIE.*

I.   **DESCRIPTION OF PROGRAM**
- "Number of Sections" data from *Core Program and Student Success Indicators* (published by PRIE for each program)
- CSM Course Catalog
- Department records

II. **STUDENT LEARNING OUTCOMES**
- SLO records maintained by the department
- CSM SLO Coordinator
- SLO Website
- The definitions for the General Education (GE) SLOs can be found on the CSM SLOAC website.

III. **DATA EVALUATION**
- Enrollment, WSCH, FTEF, and productivity data for each program can be found in *Core Program and Student Success Indicators.* (Published by PRIE.)

- Productivity is also commonly known as "LOAD." See *Glossary of Terms for Program Review* for definitions of key terms.

- Faculty Load: the ratio of the weekly contact hours (WSCH) of enrolled students and a faculty's hours of instruction per week. In other words, WSCH divided by FTE. ?

- The College's general target productivity will be recommended by the Budget Planning Committee.

IV. **STUDENT SUCCESS EVALUATION AND ANALYSIS**
- *Educational Master Plan, 2008*
- *College Index, 2009-2010*
- *Institutional Priorities, 2008-2011*
- *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";*
- *Other reports published by PRIE regarding student success*
- *Previous Program Review and Planning reports*
- *other department records*

V.   **REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND   PROGRAM/STUDENT SUCCESS**
- *Educational Master Plan, 2008*
- *Institutional Priorities, 2008-2011*
- *College Index, 2009-2010*
- *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators;*
- *Other reports published by PRIE regarding student success*

- *Previous Program Review and Planning reports*
- *Other department records*

a. About SWOT Analysis:
SWOT Analysis is a strategic planning tool used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project or initiative. It involves specifying the objective of the venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. SWOT analysis considers both <u>internal</u> and <u>external</u> conditions.
Strengths: attributes of the organization that are helpful to achieving the objective.
Weaknesses: attributes of the organization or that are harmful to achieving the objective.
Opportunities: *external* conditions that are helpful to achieving the objective.
Threats: *external* conditions that are harmful to achieving the objective

b. Reflect on data from *"Core Program and Student Success Indicators"*

VI. Action Steps and Outcomes
- *Educational Master Plan, 2008*
- *Institutional Priorities, 2008-2011*
- *GE- or Certificate SLOs*
- *College Index, 2009-2010*
- *Course SLOs*
- *Department records*
- *Core Program and Student Success Indicators*
- *Previous Program Review and Planning reports*
- *Division work plan*

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS
- *Educational Master Plan, 2008*
- *Institutional Priorities, 2008-2011*
- *College Index, 2009-2010*
- *GE- or Certificate SLOs*
- *Course SLOs*
- *Department records*
- *Core Program and Student Success Indicators*
- *previous Program Review and Planning reports*

VIII. Course Outlines
- *Department records*
- *College Catalog*
- *Committee On Instruction*
- *Course Outlines (online)*
- *Office of the Vice President of Instruction*
- *Division Dean*