

College of San Mateo

COMPREHENSIVE PROGRAM REVIEW GUIDELINES: ADMINISTRATIVE SERVICES

I. UNIT DESCRIPTION

1.1 What are the services offered and functions performed?

Mission Statement

The Office of Instruction supports College of San Mateo's mission of serving "the diverse educational, economic, social, and cultural needs of its students and the community" by offering "a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation" that prepares "students to be informed and engaged citizens in an increasingly global community."

Institutional Priorities

In order to fulfill the college's mission, the Office of Instruction is committed to the Institutional Priorities:

- Priority 1: Improve Student Success
- Priority 2: Promote Academic Excellence
- Priority 3: Promote Relevant, High-Quality Programs and Services
- Priority 4: Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources
- Priority 5: Enhance Institutional Dialog

Organizational Structure

The Vice President of Instruction (VPI) is the college's chief instructional officer. Reporting directly to the President of College of San Mateo, the VPI administers a comprehensive (transfer, career and technical education, and basic skills) instructional unit consisting of five divisions: the Business and Technology Division; the Creative Arts and Social Science Division; the Kinesiology, Athletics, and Dance Division; the Language Arts Division; and the Math and Science Division. Each of these divisions is administered by an instructional dean, who reports directly to the Vice President of Instruction. In addition, the VPI oversees distance education, Middle College, and currently the Honors Project. The Library Director reports directly to the VPI. (See next pages for a complete listing of instructional divisions, departments, and areas.)

INSTRUCTIONAL PROGRAMS
Vice President of Instruction

Business and Technology Division

- Accounting
- Administration of Justice
- Apprenticeship
- Building Inspection Technology
- Business
- Business Microcomputer Applications
- Computer and Information Science
- Cosmetology
- Drafting Technology
- Electronics Technology
- Fire Technology
- Management
- Real Estate

Creative Arts and Social Science Division

- Alcohol and Other Drug Studies
- Anthropology
- Art
- Digital Media
 - Broadcasting and Electronic Media
 - Graphic Design
 - Journalism
 - Web Design/Multimedia
- Economics
- Education
- Ethnic Studies
- Geography
- Global Studies (The Certificate of Specialization in Global Studies was banked by Committee on Instruction, April 11, 2013.)
- History
- Library Studies
- Military Science
- Music
- Philosophy
- Political Science
- Psychology
- Social Science
- Sociology

Kinesiology, Athletics, and Dance Division

Athletics

- Intercollegiate Sports (Varsity)
- Theory (P.E.)

Dance

Kinesiology

- Adapted P.E.
- Aquatics
- Fitness
- Individual Sports
- Kinesiology
- Team Sports

Language Arts Division

Communication Studies

English and Literature

English As a Second Language

Film

Foreign Language

- Chinese
- Spanish

Reading

Learning Center

Mathematics and Science Division

Architecture

Astronomy

Biology

Chemistry

Dental Assisting

Engineering

Geology

Health Science

Mathematics

Nursing

Oceanography

Paleontology

Physical Science

Physics

Distance Education, Library, and Middle College (Office of Instruction)

Student Services (instruction offerings)

Career and Life Planning

- Developmental Skills

A program review is completed annually for instructional programs, thus providing detailed analysis and assessment at the program level. These program reviews are posted on the PRIE

website and are integrated into the institutional planning process, especially through SLO assessment, themes and trends, and funding requests.

Listed below are the primary duties and responsibilities of the Vice President of Instruction:

- Promote academic excellence for student success
- Develop and manage the Instruction budget including general and categorical funds
- Manage the Measure G budget
- Oversee the hiring and the evaluation of all instructional faculty and staff following District policy and procedures
- Oversee the evaluation of all instructional programs through the Academic Senate-approved program review process
- Support the SLO coordinator in the identification, implementation, and assessment of student learning outcomes
- Schedule instructional offerings to meet student and community needs by using a culture of evidence including the Educational Master Plan
- Provide administrative support for the Committee on Instruction
- Oversee critical institutional publications including the Catalog, the Schedule of Classes, and the Faculty Handbook
- Coordinate the use of instructional facilities, especially classrooms, laboratories, and learning support centers
- Oversee distance education
- Collaborate with Student Services to ensure effective, productive integration between Instruction and Student Services
- Facilitate collaboration with area high schools
- Address student grievances related to instruction
- Consult with the Director of Community Education to ensure that the community education programs complement and supplement the for-credit instructional program, especially in the area of lifelong learning
- Oversee and ensure adherence to federal, state, and District rules and regulations, including the California Education Code, Title 5, and ACCJC accreditation standards
- Serve as the college's Accreditation Liaison Officer to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, through June 30, 2013

1.2 What is the "philosophy" guiding the unit's operations?

Relevant, high-quality instructional programs are at the core of College of San Mateo's Institutional Priorities of promoting student success and academic excellence. The Office of Instruction is committed to student-centered, learner-focused, forward-looking instructional programs and learning support services that are responsive to the needs of CSM's students and the community. Recognizing that student support services and a dynamic campus life are vital

to helping students achieve their academic goals, the Office of Instruction fosters a strong partnership with Student Services.

1.3 Who are the recipients of the services performed?

STUDENTS SERVED

(Information from the *Educational Master Plan, Information Update, 2012*, prepared by the Office of Planning, Research, and Institutional Effectiveness [PRIE])

Number of students: 9,827 (spring 2012 term)

Curriculum mix (fall 2011)

Basic skills courses: 8%

Pre-collegiate courses/AA/AS degree applicable: 7%

Transfer courses (both UC and CSU): 56%

CTE courses: 20%

Kinesiology courses: 10%

The Office of Instruction staff also work closely with faculty and staff to address the instructional needs of CSM's students.

1.4 Institutional Student Learning Outcomes

The institutional (general education) student learning outcomes serve as the student learning outcomes for the Office of Instruction.

Effective Communication

The ability of students to write, read, speak, and listen in order to communicate effectively. Students should be able to

- Comprehend, interpret, and analyze written and oral information;
- Express ideas and provide supporting evidence effectively in writing and in speaking; and
- Communicate productively in a group or team situation.

Quantitative Skills

The ability of students to perform quantitative analysis, using appropriate resources. Students should be able to

- Solve challenging problems that require quantitative reasoning; and
- Interpret graphical representations of quantitative information.

Critical Thinking

The ability of students to analyze information, reason critically and creatively, and formulate ideas/concepts carefully and logically from multiple perspectives and across disciplines. Students should be able to

- Identify, develop, and evaluate arguments;
- Assess the adequacy of both qualitative and quantitative evidence; and
- Understand diverse disciplinary perspectives and use appropriate modes of inquiry, including the scientific method.

Social Awareness and Diversity

The ability of students to recognize cultural traditions and to understand and appreciate the diversity of the human experience, past and present. Students should be able to

- Understand and respect the range of diversity;
- Acknowledge the value of divergent opinions and perspectives;
- Work effectively with others of diverse backgrounds; and
- Analyze the interconnectedness of global and local concerns, past and present.

Ethical Responsibility

The ability of students to make, with respect to individual conduct, judgments based on systems of values. Students should be able to

- Identify ethical issues and understand the conflicts inherent in them;
- Identify possible courses of action in response to ethical issues and evaluate their consequences; and
- Demonstrate ethical behavior in working with students, instructors, and the campus community.

The following information from the *Educational Master Plan, Information Update, 2012*, provides an assessment of the institutional student learning outcomes.

The 10-item section, "Based on my experience at CSM," measures students' self-assessed gains in mastering CSM's General Education (GE) Student Learning Outcomes (SLO's) [also the College's institutional student learning outcomes]. Questions covered all the GE SLO's thematic areas: Effective Communication, Quantitative Skills, Critical Thinking, Social Awareness and Diversity, and Ethical Responsibility.

Students were asked to rate "agreement" with statements about the skills or knowledge they have acquired using a 6-point agreement scale. The survey instrument did not identify this section as an SLO assessment.

Students reported very high levels of agreement, ranging from 96.7% to 98.9%. All items had increases in satisfaction since 2010, ranging from +2.8% to +5%.

II. EVIDENCE OF UNIT'S EFFECTIVENESS

2.1 Administrative Unit Strengths

The Office of Instruction with oversight by the Vice President of Instruction has attended to all of the primary duties and responsibilities of the Vice President listed above. Listed below are significant accomplishments or highlights of the 2012-2013 academic year (with some information from previous years included).

Promote academic excellence for students

- Providing administrative support through the Office of Instruction to the instructional divisions to develop a strong curriculum that meets students' needs
 - In the past three years, 11 AA-T or AS-T degrees have been approved by Committee on Instruction, the Board of Trustees, and the California Community Colleges Chancellor's Office: Administration of Justice, Business Administration, Communication Studies, Geology, History, Kinesiology, Mathematics, Physics, Psychology, Sociology, and Studio Arts. In 2012-2013 two additional associate degrees for transfer, English and Political Science, were approved by the Committee on Instruction and the Board of Trustees; these degrees have now been sent to the state Chancellor's Office for consideration for approval.
 - During the 2012-2013 academic year, Committee on Instruction and the Instruction Office worked closely with faculty to meet the new repeatability regulations by creating appropriate "families" of courses in Kinesiology, Art, and Music; banking courses that no longer meet the new regulations; and changing the repeatability on other courses to comply with the regulations.
- Supporting and providing input into the development of a newly restructured Honors Project, which began in fall 2012
- Supporting the Reading Apprenticeship initiative at CSM
- Supporting an English Department initiative to address grading and student success

Manage the Measure G budget

- The Administrative Assistant maintains detailed records of all Measure G spending.

Hire full-time faculty to meet critical instructional needs (dates indicate year of full-time appointment)

- Hiring an Assistant Football Coach (2010-2011)
- Hiring instructors in Biology, Cosmetology, Economics, Electronics, English, Mathematics, Nursing (2011-2012)
- Hiring instructors in Administration of Justice, Chemistry, Library (2012-2013)

- Hiring instructors in Accounting, Art 2-D, Cosmetology, Dental Assisting, English, Nursing (2013-2014)

Support the SLO coordinator in the identification, implementation, and assessment of student learning outcomes

- The SLO coordinator is to be commended for the outstanding work he has accomplished. With dedicated commitment from the College Assessment Committee (CAC), the faculty, and the Division Deans, the college has reached the sustainable continuous quality improvement level of institutional effectiveness in student learning outcomes.

Provide administrative support for the Committee on Instruction

- The administrative analyst provides outstanding support to the Committee on Instruction through the following responsibilities, which are performed with attention to detail and in a timely manner:
 - Preparing Committee on Instruction meeting agendas
 - Preparing Committee on Instruction meeting minutes
 - Assisting faculty and Division Deans with the preparation of program documents and course outlines
 - Serving as a technical review member for the preparation of course outlines
- The administrative analyst, for the past several years, has been instrumental in the implementation of CurricUNET by working directly with CurricUNET staff to provide program information, course outlines, and all other necessary information for uploading into CurricUNET; by testing and modifying the system; by auditing and overseeing the auditing of all the programs and courses loaded into CurricUNET; by working directly with CurricUNET staff to address problems; and by serving as a resource to faculty submitters.
- The administrative analyst uploads program and course documentation, in a timely manner, for state approval and serves as a liaison for state-requested program changes.

Oversee critical institutional publications including the Catalog, the Schedule of Classes, and the Faculty Handbook

- The administrative secretary provides exceptional oversight of the content of the Catalog and Schedule of Classes.
- The administrative assistant edits and formats the Faculty Handbook with content oversight from the Vice President of Instruction.

Coordinate the use of instructional facilities, especially classrooms and lab facilities

- In collaboration with the division assistants, the administrative secretary keeps a master schedule of classrooms and lab facilities, thus ensuring that facilities assignments are accurate.

Oversee distance education

- The Distance Education Resource Center has been in operation in College Center for over a year.
- An instructional designer was hired in May 2012.

- A Substantive Change Proposal, with assistance from the Office of Planning, Research, and Institutional Effectiveness (PRIE), was submitted to ACCJC and approved by ACCJC.

Collaborate with Student Services to ensure effective, productive integration between Instruction and Student Services

- The Instructional Administrators Council meets with the Student Services Administrators Council several times a year to discuss issues and topics of joint interest.
- The Vice President of Instruction and the Vice President of Student Services consult regularly on issues of joint interest.

Serve as the college's Accreditation Liaison Officer to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

The Vice President of Instruction served as the Accreditation Liaison Officer from 2007 through June 30, 2013.

- The Vice President of Instruction chaired the Accreditation Oversight Committee.
- The Vice President of Instruction served as the Co-chair of the 2013 Institutional Self Evaluation.
- The Vice President of Instruction filed or oversaw the filing of all required reports to ACCJC.

2.2 Improvement Areas (and Areas for Continued Progress or Innovation)

- Continue to work with the SLO coordinator and the College Assessment Committee (CAC) to ensure that all instructional courses and programs have identified student learning outcomes and that those student learning outcomes are being assessed during an established assessment cycle
 - Support the use of CurricUNET and TracDat to achieve the appropriate tracking of student learning outcomes and their assessment
 - Support workshops and other CAC-sponsored activities in order to ensure that SLOs and their assessment lead to effective improvement of instructional courses and programs
 - Support a classified staff position to assist with entering SLO data and assessment information into TracDat based on reports prepared by faculty
- Support the CTE faculty in developing and/or modifying curricula that are relevant to students' needs, community needs, and the 21st Century workforce
- Support the Library staff in continuing to offer and to develop library services that support students in their academic classes and that help students achieve the information competency they need in a digital environment
- Continue to work with academic divisions to develop additional AA-T and AS-T degrees that will help students transfer
- Support the Academic Senate's management of the Center for the Scholarship of Teaching and Learning (SoTL Center)
- Increase the support for faculty teaching distance education courses

- Support the instructional designer's recommendations for increasing the effectiveness of the Distance Education Resource Center
- Request that the instructional designer position be increased to full time
- Request a distance education coordinator position
- Encourage and support instructional divisions' innovation in the areas of curriculum and student success
- Strengthen ways in which to communicate with the campus community more effectively

III. VARIABLES AFFECTING UNIT

3.1 Operational Mandates

The California Education Code; Title 5; District Rules and Regulations, Chapter 6; accreditation Standards from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges; and federal mandates regulate many of the activities administered by the Vice President of Instruction. The college must adhere to these mandates.

3.2 Accreditation Concerns

The Vice President of Instruction is committed to ensuring that all instructional activities at the college meet accreditation Standards.

As the college's Accreditation Liaison Officer (ALO), the Vice President of Instruction submits all necessary reports to ACCJC including the Annual Report, Substantive Change Reports, the college's Midterm Report, and any required Follow-up Reports. The ALO is also responsible for communicating with ACCJC concerning any other matters relating to accreditation.

Further, as the college's ALO, the Vice President of Instruction chairs the Accreditation Oversight Committee.

Currently, the Vice President of Instruction is serving as Co-chair of the 2013 Institutional Self Evaluation.

3.3 Resources Evaluation

Are the quantity and quality of personnel, equipment, facilities, materials and supplies available to the unit adequate to its meeting its goals? Are resources aligned correctly? Is the unit using financial resources to attain its goals, Institutional Priorities, and SLO's?

Currently, the resources for the Office of Instruction are adequate to meet the needs and responsibilities of the unit. Each instructional program submits, through its own program review, requests for personnel, equipment, instructional materials, and facilities.

3.4 Reflective Assessment of Internal and External Factors

Using the matrix provided, below briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT Analysis). Consider both external and internal factors and how they affect the unit's ability to meet its goals.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	The Office of Instruction has knowledgeable, dedicated staff: the administrative analyst, the administrative secretary, and the administrative assistant. In addition, an instructional designer has been hired, and a new full-time librarian has been hired. Distance education and the Library report directly to the VPI.	
Weaknesses	Although the Office of Instruction has staff to meet its needs and responsibilities, if future budgetary resources allow, the office needs one more classified staff member to relieve the excessive workload that the three current staff members have.	State budget, District's basic aid status
Opportunities	The San Mateo County Community College is now basic aid. Instructional programs should draw on information in the updated <i>Educational Master Plan</i> , the assessment of student learning outcomes, and the Community Needs Assessment to determine ways in which to increase student success.	The District is now basic aid. This provides an opportunity for the District, the College, and the instructional programs to examine ways in which they can increase student success by offering instructional programs in innovative, creative ways. There may also be opportunities to develop new programs that address current student and community needs.
Threats	The continuing uncertain budgetary situation at the State level poses a potential threat to instructional programs. There might be a need for further reductions.	State budget

IV. GOALS, ACTION STEPS, AND OUTCOMES

4.1 What are the Goals and Objectives for the unit?

GOALS FOR 2013-2014

1. Support innovation and best practices in teaching and learning (Institutional Priority 1: Student Success, Institutional Priority 2: Academic Excellence, Institutional Priority 3: Relevant, High-Quality Programs and Services, Institutional Priority 5: Institutional Dialog)
2. Develop a schedule of college-wide course offerings that reflects the needs of students for 2013-2014 (Institutional Priority 1: Student Success, Institutional Priority 3: Relevant, High-Quality Programs and Services, Institutional Priority 4: Integrated Planning, Fiscal Stability, and the Efficient Use of Resources)
3. Support the Honors Project (Institutional Priority 1: Student Success, Institutional Priority 2: Academic Excellence, Institutional Priority 3: Relevant, High-Quality Programs and Services)
4. Increase the instructional designer position to full time and hire a distance education coordinator (Institutional Priority 1: Student Success, Institutional Priority 2: Academic Excellence, Institutional Priority 3: Relevant, High-Quality Programs and Services)
5. Support Library personnel as they plan and implement their plans for a “library of the future” committed to meeting the needs of today’s students (Institutional Priority 1: Student Success, Institutional Priority 2: Academic Excellent, Institutional Priority 3: Relevant, High-Quality Programs and Services)
6. Achieve a LOAD of 540 for instructional programs (Institutional Priority 4: Integrated Planning, Fiscal Stability, and the Efficient Use of Resources; goal set by the Budget Planning Committee)
7. Ensure that all instructional programs and learning support services maintain accreditation standards

ACTIONS STEPS FOR EACH GOAL

Goal 1

1. Work with the instructional deans, faculty, and staff to determine ways to support financially innovation and professional development and enrichment
2. Provide opportunities for deans, faculty, and staff to share innovative classroom teaching and learning strategies
3. Work closely with the Academic Senate to increase the use of the Center for the Scholarship of Teaching and Learning (the SoTL Center)

Goal 2

1. Hold a series of Instructional Administrators Council meetings to develop 2014-2015 course offerings based on data from the *Educational Master Plan* and the Community Needs Assessment

Goal 3

1. In consultation with the Honors coordinator, the Honors faculty, and the administrator of the Honors Project, identify and provide the resources necessary to make the Honors Project viable, robust, and sustainable

Goal 4

1. Request a full-time instructional designer position and a distance education coordinator position

Goal 5

1. Advocate for the resources needed to implement recommended plans for a library designed to meet the needs of today's students

Goal 6

1. Oversee the development of a schedule of course offerings that reaches the college's target LOAD of 540

Goal 7

1. Remain informed about accreditation standards and expectations
2. Inform academic divisions about accreditation standards and expectations

ASSESSMENT OF GOALS

Goal 1

1. Funding made available for innovation and professional development and enrichment
2. Number of presentations and discussions supported through the SoTL Center and other college-wide venues

Goal 2

1. A schedule of course offerings that can be clearly tied to data in the *Educational Master Plan* and information from the Community Needs Assessment
2. Enrollment increases
3. Retention rates increase
4. Success rates increase

Goal 3

1. Indication that Honors seminars are fully enrolled and that faculty and students are involved in Honors-related activities

Goal 4

1. Hiring a full-time instructional designer and a distance education coordinator

Goal 5

1. Library personnel develop a plan for a "library of the future" and at least some funding is identified to implement the plan

Goal 6:

1. Target LOAD of 540 achieved

Goal 7

1. Accreditation standards are met

4.2 Results of Previous Program Reviews

This is the first program review cycle for the Office of Instruction. Therefore, progress toward achieving goals will be reported in the 2013-2014 Office of Instruction program review.

V. SUMMARY OF RESOURCES NEEDED TO REACH GOALS

5. 1 Describe Resources Requested

Positions Requested	Expected Outcomes if Granted	Expected Impact if Not Granted
Full-time instructional designer Distance Education Coordinator	The Distance Education Resource Center will offer increased support to faculty teaching online and hybrid courses.	The distance education program will not be as robust as it should be because faculty will lack institutional support to develop and deliver online and hybrid courses.

For Non-personnel Requests:

Resources Requested	Expected Outcomes if Granted	Expected Impact if Not Granted
The Library and the Honors Project will request resources.	If the Library receives funding to move in the direction of the "library of the future," changes will be made based on the plan developed by Library personnel. The Honors Project will expand and serve more students.	Innovation for the Library will be difficult if sufficient funding is not available. The Honors Project will not be able to expand if funding is limited.

VI. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation: spring 2013

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

Primary program contact person: Susan Estes, Vice President of Instruction

Phone and email address: (650) 574-6404, estes@smccd.edu

Administrators: Susan Estes

Faculty:

Classified staff: Input provided by Ada Delaplaine, Deb Laulusa, and Robin Lee

Students:

Susan Estes

6/21/13

Primary Program Contact Person's Signature

Date

Other Participant's Signature

Date

Other Participant's Signature

Date

Other Participant's Signature

Date

Other Participant's Signature

Date