

College of San Mateo

COMPREHENSIVE PROGRAM REVIEW GUIDELINES: Office of Instruction

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 six divisions: the Business and Technology Division; the Creative Arts and Social Science Division; the Kinesiology, Athletics, and Dance Division; the Language Arts Division; the Math and Science Division; and the Academic Support and Learning Technologies Division. Each of these divisions is administered by an instructional dean, who reports directly to the Vice President of Instruction. The Director of Library Services also 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

Mathematics and Science Division

Architecture
Astronomy
Biology
Chemistry
Dental Assisting
Engineering
Geology
Health Science
Mathematics
Nursing
Oceanography
Paleontology
Physical Science
Physics

Academic Support and Learning Technologies

Basic Skills Initiative
College Initiatives
Distance Education
Honors Project
Learning Center
 Pathway to College
 S.M.A.R.T.
Learning Community Programs
 Puente
 Umoja
 Writing in the End Zone
Learning Support Centers
Middle College
Professional Development & SoTL
 Reading Apprenticeship
 CCTLP
Student Learning Outcomes
Technology (Pedagogy)

Library

Student Services (instruction offerings)

Career and Life Planning
Developmental Skills

A program review is completed annually for instructional programs and learning support centers, 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 personnel 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 all instructional related budgets including general and categorical funds
- Oversee the hiring and the evaluation of all instructional administrators, faculty, and staff following District policy and procedures
- Oversee the evaluation of all instructional programs through the Academic Senate-approved program review process
- Oversee the allocation of, and budget for, instructional equipment and instructional materials, to ensure proper apportionment of resources to instructional programs, faculty, and staff
- Support the Dean of Academic Support and Learning Technologies and SLO committee 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
- Provide support and guidance for instructional administrators and instructional programs
- Oversee critical institutional publications including the Catalog, the Schedule of Classes, General Education Handbook, and the Faculty Handbook, as well as assist in the development of a Curriculum Handbook
- Coordinate the use of instructional facilities, especially classrooms, laboratories, and learning support centers
- In conjunction with the Dean of Academic Support and Learning Technologies, oversee distance education and professional development for faculty and staff
- Collaborate with Student Services to ensure effective, productive integration between Instruction and Student Services
- Facilitate collaboration with area high schools and with San Mateo Adult Education
- Encourage involvement, initiative, and leadership in instructional activities

- 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 programs, 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
- Assist with college's accreditation in addressing team recommendations and college plans for improvement.

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 *Hyperion Enrollment Static Reports – Official Census Day*, prepared by the SMCCCD Vice Chancellor, Educational Services and Planning Office and from the Instructional Program Review: Spring 2014 Cycle - Quantitative Data: Core Program & Student Success Indicators, prepared by the Office of Planning, Research, and Institutional Effectiveness [PRIE])

Fall 2012

Number of students: 9,946

Curriculum mix:

Basic skills courses: 8.1%

Pre-collegiate courses/AA/AS degree applicable: 7.1%

Transfer courses (both UC and CSU): 61%

CTE courses: 23.8%

Spring 2013

Number of students: 9,214

Curriculum mix:

Basic skills courses: 7.9%

Pre-collegiate courses/AA/AS degree applicable: 5.7%

Transfer courses (both UC and CSU): 62%
CTE courses: 24.4%

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 general education (institutional) 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 *Student Campus Climate & Satisfaction Survey, General Education Student Learning Outcomes*, conducted June 2013, provides an assessment of the general education (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 cover all the GE SLO’s thematic areas: Effective Communication, Quantitative Skills, Critical Thinking, Social Awareness and Diversity, and Ethical Responsibility.

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

Students (n = 888) reported very high levels of agreement, ranging from 96.8% to 98.8%. All items had increases in satisfaction since 2010, ranging from +2.6% to +5.1%.

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 2013-2014 academic year (with some information from previous years included) and the link to the college’s Institutional Priorities.

College Priority 1: Improve Student Success

The Office of Instruction contributes to improving student success as follows:

- Supporting and providing input into the development of a restructured Honors Project, which began in fall 2012
- Supporting the Reading Apprenticeship initiative at CSM
- Supporting the Supplemental Instruction initiative at CSM
- Supporting the creation of Umoja Project at CSM
- Supporting the creation of a new dean position, the Dean of Academic Support and Learning Technologies, and the subsequent restructuring of duties
- Supporting an English Department initiative to address grading and student success
- Supporting the SLO coordinator in the identification, implementation, tracking, and assessment of student learning outcomes. With dedicated commitment from the SLO coordinator, 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.
- The Curriculum & Instructional Systems Specialist enters and maintains course prerequisites in Banner to facilitate computer prerequisite checking; enters and maintains articulation and degree-related attributes in Banner to facilitate reporting of student progress from DegreeWorks; enters and maintains course equivalencies, descriptions, “families”, and other course particulars in Banner to facilitate WebSMART registration.

College Priority 2: Promote Academic Excellence

- Providing administrative support for the Committee on Instruction.
 - The Curriculum & Instructional Systems Specialist 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
 - Preparing the Committee on Instruction meeting calendar
 - Assisting faculty and division deans with the preparation of program proposals and course outlines
 - Serving as a technical review member for the preparation of new courses, course modifications, new programs and program modifications as well as course and program banking
 - The Curriculum & Instructional Systems Specialist, 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 Curriculum & Instructional Systems Specialist works directly with CurricUNET programmers to resolve issues and request modifications to the District's version of the program; acts as point of contact for internal and external CurricUNET inquiries; provides one-on-one or small group training sessions; creates and updates procedural documentation, and serves as the campus CurricUNET resource to faculty and deans; coordinates the curriculum approval process according to legal guidelines and established timelines.
 - The Curriculum & Instructional Systems Specialist enters and maintains curriculum and program information in three databases: Banner, CurricUNET, and the State's Curriculum Inventory; works quickly and efficiently to submit curriculum and programs for state approval in time to publish courses/programs in campus publications and in time for MIS term submissions.
 - The Curriculum & Instructional Systems Specialist enters and maintains the course descriptions in the web schedule.
- The Office of Instruction oversees the evaluation process for contract I-IV faculty, tenured faculty, and adjunct faculty:
 - The Executive Assistant is responsible for processing all tenure review, peer review, and adjunct faculty evaluations from the academic divisions and maintains detailed databases for each category.

College Priority 3: Promote Relevant, High-Quality Program and Services

- Providing administrative support through the Office of Instruction to the instructional divisions to develop a strong curriculum that meets students' needs:
 - In the past four years, 12 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; Art, Studio; Business Administration; Communication Studies; English; Geology; History; Kinesiology; Mathematics; Physics; Psychology; and Sociology.
 - ADT Associate Degrees for Transfer in progress at this time include Economics; Film, Television, and Electronics Media; Philosophy; Music; Computer Science; and Elementary Education.
 - Fifty-eight courses have received C-ID approval from the State. Another 6 have received conditional approval, all of which will be resubmitted within the next few months. And another 50 have already been submitted for approval.
 - During the 2013-2014 academic year, Committee on Instruction and the Office of Instruction have continued to work 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.

- Last year, Committee on Instruction approved 94 new courses and 153 course modifications, and to date this year, COI has approved 87 new courses and 146 modifications (not including experimental courses).

College Priority 4: Promote Integrated Planning, Fiscal Stability, and Efficient Use of Resources

- The Office of Instruction is working closely with the deans in monitoring TBA regulations and positive attendance reporting:
 - The Curriculum and Instructional Systems Specialist coordinates or gathers the required documentation for instructional related audits for compliance on items, such as TBA hours, open enrollment, positive attendance, course scheduling. Also, the specialist monitors and disseminates relevant curricular findings to college and district personnel.
- The Office of Instruction supervises and administers the various budgets:
 - The Executive Assistant manages detailed records of instruction related budgets to ensure fiscal accountability for budgets under the Office of Instruction.
 - The Executive Assistant provides exceptional support to the Vice President of Instruction with overseeing the allocation of, and budget for, instructional equipment and instructional materials to the academic divisions, to ensure proper apportionment of resources to instructional programs, faculty, and staff. The Executive Assistant works with the VPI to forecast budget allocation for the replacement of equipment in instructional labs and centers, and works with Instructional Technology Services (ITS) staff on the funding portion with regards to instructional equipment and software licensing for faculty and staff, as well as ensuring purchases and charges are accurate and timely.
- The Office of Instruction is assisting in the hiring of full-time faculty in the following positions (2013-14, to begin Fall 2014):
 - Hiring instructors in Anatomy, Counseling, Dance, English, ESL, Library, Math (2), Nursing, Psychology, Spanish
 - Providing an orientation for new, full-time faculty that includes a first-year faculty experience
- The Office of Instruction coordinates the use of instructional facilities, especially classrooms and lab facilities:
 - In collaboration with the Division Assistants, the Administrative Assistant keeps a master schedule of classrooms and lab facilities, thus ensuring that facilities assignments are accurate.
 - The Administrative Assistant coordinates and reserves instructional classrooms and labs for various district departments and programs including Office of Student Life and Leadership, Facilities Rental, Community Education, Pacific

Dining, and the San Mateo Athletic Club, thus ensuring that facilities assignments are accurate.

- The Office of Instruction oversees critical institutional publications including the Catalog, the Schedule of Classes, and the Faculty Handbook:
 - The Administrative Assistant provides exceptional oversight of the content of the Catalog and Schedule of Classes.
 - The Executive Assistant edits and formats the Faculty Handbook with content oversight from the Vice President of Instruction.
- The Curriculum & Instructional Systems Specialist develops the Academic Calendar in accordance with State guidelines for District leadership/bargaining unit review and approval.
- The Curriculum & Instructional Systems Specialist compiles and/or coordinates District-wide curriculum, student malpractice insurance, materials fee, and other reports for Board approval.

College Priority 5: Enhance Institutional Dialog

- 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.

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 professional development-sponsored activities in order to ensure that SLOs and their assessment lead to effective improvement of instructional courses, degrees, and certificates
 - 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 creating, developing, and/or modifying curricula that are relevant to students' needs, community needs, and the 21st Century workforce
- Continue to work with academic divisions to develop additional AA-T and AS-T degrees that will help students transfer

- Support the Academic Senate, the Professional Development Coordinator, and the Dean of Academic Support and Learning Technologies finalize the location of a center devoted to professional development activities for faculty and staff
- Increase the support for faculty teaching distance education courses through the increased presence of professional development activities:
 - Support the Dean of Academic Support and Learning Technologies and the instructional designer's recommendations for increasing the effectiveness of distance education
 - Request that the instructional designer position be evaluated for maximum effectiveness
- 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.

The Vice President of Instruction assists in submitting all necessary reports to ACCJC including the Annual Report, Substantive Change Reports, the college's Midterm Report, and any required Follow-up Reports. Currently, the Vice President of Instruction is supporting the Follow-up October 2014 Report addressing a recommendation from the 2013 Institutional Self Evaluation. The Vice President of Instruction is a member of the Accreditation Oversight Committee.

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?

Each instructional program submits, through its own program review, requests for personnel, equipment, instructional materials, and facilities. The personnel resources for the Office of Instruction are minimally adequate to meet the needs and responsibilities of the unit; currently, there is some assistance provided by a temporary part-time Staff Assistant. Up until 2009, the Office of Instruction had four permanent full-time staff, but one position was eliminated during the budget crisis. The fourth position needs to become permanent so that the office is sufficiently staffed. The current permanent staff members frequently work longer hours to complete their work and sometimes are unable to finish all assigned projects that are placed on them in a timely manner; some projects have been postponed indefinitely and others are only partially maintained. Over the last few years, the requirements and demands placed on the unit have increased and evolved. As the requirements and documentation required by the California State Chancellor's Office become more demanding and institutional requirements and responsibilities increase, the administrative staff needs to be restored to its former level. A higher-level position, such as a Division Assistant, would be a more appropriate fit to take on some of the responsibilities.

IV. GOALS, ACTION STEPS, AND OUTCOMES

4.1 What are the Goals and Objectives for the unit?

GOALS FOR 2014-2015

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. Work closely with the deans on implementing an enrollment management system based on data, thus developing a schedule of college-wide course offerings that reflects the needs of students for 2014-2015 (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 Dean of Academic Support and Learning Technologies in creating a cohesive division with the following areas: Professional Development, Learning Communities (WEZ, Puente, Umoja, Mana (planning to begin in 2014-15)), Middle College, Distance Education, Learning Support Centers, Learning Center, BSI, Honors, SLOs, College

Initiatives (Institutional Priority 1: Student Success, Institutional Priority 2: Academic Excellence, Institutional Priority 3: Relevant, High-Quality Programs and Services)

4. Support college initiatives and library projects (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, Institutional Priority 4: Integrated Planning, Fiscal Stability, and the Efficient Use of Resources)
5. Work with the deans to achieve a LOAD of 525 for instructional programs (Institutional Priority 4: Integrated Planning, Fiscal Stability, and the Efficient Use of Resources)
6. 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 innovative programs and professional development and enrichment
2. Provide opportunities for deans, faculty, and staff to share innovative classroom teaching and learning strategies (through Professional Development activities)
3. Work closely with the Academic Senate, the Professional Development Coordinator and the Dean of Academic Support and Learning Technologies to develop a vibrant program and identify a center

Goal 2

1. Devote Instructional Administrators Council meetings to developing Spring 2015 and academic year 2015-16 course offerings based on data obtained from PRIE and other sources
2. The Office of Instruction will provide periodic reports to division deans to assist them in implementing enrollment management

Goal 3

1. Frequent meetings with the Dean of Academic Support and Learning Technologies

Goal 4

1. Advocate for the resources needed to implement recommended college initiatives and library projects, designed to meet the needs of today’s students

Goal 5

1. Oversee the development of a schedule of course offerings that reaches the college’s target LOAD of 525

Goal 6

1. Remain informed about accreditation standards and expectations

2. Continue to inform academic divisions about accreditation standards and expectations
3. Assist the ALO in addressing required report to ACCJC

ASSESSMENT OF GOALS (from 2012-13)

Goal 1

1. Funding made available for innovation and professional development and enrichment
2. Number of presentations and discussions supported through Professional Development
3. Identify a Professional Development center which will house vibrant, relevant professional development activities

Goal 2

1. A schedule of course offerings addressing enrollment management strategies clearly tied to data in
2. Enrollment increases
3. Retention rates increase
4. Success rates increase

Goal 3

1. Implementation of any modifications to the Honors Project and 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 535 achieved

Goal 7:

1. Accreditation standards are met

4.2 Results of Previous Program Reviews

The following reports on progress toward achieving goals reported in the 2012-2013 Office of Instruction program review:

Goals for 2013-2014	Results
Goal 1 – Support innovation	A number of innovative initiatives have begun (Puente, Summer Bridge, Honors Project)

Goal 2 – Develop a schedule of courses based on student need	Offerings have begun to be designed with a focus on student needs. This goal will continue as deans use more data to design a schedule addressing student needs.
Goal 3 – Support the Honors Project	The Honors Project continues to be refined and will continue to see appropriate modifications in the following year.
Goal 4 – Increase the Instructional Designer position	This goal is being re-evaluated based on college resources.
Goal 5 – Support Library personnel plans	The Library has been awarded new instructional equipment. Other improvements, such as carpet replacement, have also been identified and should be completed within a few months.
Goal 6 – Achieve a LOAD of 540	This goal was not achieved. The LOAD for Spring 2014 is a bit below 500. This goal will continue to be addressed in the following academic year. The new goal is 525.
Goal 7 – Maintain accreditation standards	This goal is achieved and will remain a goal in 2014-15.

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, permanent Division Assistant	To assist with all the operational duties in the Office of Instruction and support the existing Office of Instruction staff, the re-instatement of this 4th position is necessary. This position will return the Office of Instruction to its former level of support, ensuring it adequately meets the requisite workload and, thereby, reducing the chances of “burnout” by current administrative staff.	The Office of Instruction will not be able to address all the requirements from the California State Chancellor’s Office nor will the office be able to serve faculty and deans with curriculum updates and new programs, the documentation necessary for TBAs, the schedule of classes, the detailed preparation of the college catalog, the budget necessary for instructional materials and equipment as

		well as computer lab replacements and numerous other necessary purchases.
--	--	---

For Non-personnel Requests:

Resources Requested	Expected Outcomes if Granted	Expected Impact if Not Granted
5 desktop computers and printers for the Office of Instruction staff (as needed when warranties for current desktop computers and printers expire in 2014 and equipment fails)	Uninterrupted workflow	The work produced in the Office of Instruction is vital and impacts directly or indirectly the college as a whole—faculty, staff, students and all departments. There cannot be a period of disruption to the workflow in the Instruction Office; therefore, these requested resources will need immediate attention when needed.

VI. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation: spring 2014

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

Primary program contact person: Sandra Stefani Comerford, Vice President of Instruction

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

Administrators: Sandra Stefani Comerford

Faculty: N/A

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

Students: N/A

Sandra Stefani Comerford

3/25/14

Primary Program Contact Person's Signature

Date

Ada Delaplaine

3/25/14

Other Participant's Signature

Date

Deb Laulusa *3/25/14*

Other Participant's Signature *Date*

Robin Lee *3/25/14*

Other Participant's Signature *Date*
