

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)

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 President of Student Services, hughesj@smccd.edu

John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM:

DIVISION:

I. DESCRIPTION OF PROGRAM

The registered nursing program is a two-year program leading to an associate of science degree in nursing. A graduate of the program is eligible to take the National Council Licensing Exam (NCLEX). Successful completion of the NCLEX exam results in a registered license for the graduate and ability to practice in the profession.

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?

Required Program Courses	How SLO's Were Assessed	Findings of Assessment
<u>N211</u> Introduction to Nursing	<ul style="list-style-type: none"> Weekly nursing care plans are compared to a rubric Health teaching pamphlet evaluated according to a set of pre-determined criteria Ethical case study discussion monitored by faculty 	<ul style="list-style-type: none"> Inconclusive. Will reassess next semester. To be assessed in Fall 2011. To be assessed in Fall 2011.
<u>N212</u> Concepts of Homeostasis	<ul style="list-style-type: none"> Students complete a geriatric patient teaching presentation according to a set of criteria 	<ul style="list-style-type: none"> Met, continue to assess. Course taught in Fall only.
<u>N215</u> Nursing Skills Lab I	<ul style="list-style-type: none"> Video competency according to a checklist 	<ul style="list-style-type: none"> Met, will continue to assess. Course taught in Fall only.
<u>N221</u> Pediatric Nursing	<ul style="list-style-type: none"> Students complete an I.V. Competency according to a set of criteria 	<ul style="list-style-type: none"> Assessed this semester.
<u>N222</u> Maternity Nursing	<ul style="list-style-type: none"> Nursing care plans graded compared to rubric Designated test items answered successfully 	<ul style="list-style-type: none"> Currently being assessed. Currently being assessed.
<u>N225</u> Nursing Skills Lab II	<ul style="list-style-type: none"> Competency performance compared to a checklist 	<ul style="list-style-type: none"> Met, will continue to evaluate. Spring course only.

N231 Psychiatric Nursing	<ul style="list-style-type: none"> • Process recordings scored based on a set of criteria 	<ul style="list-style-type: none"> • To be assessed formally Fall 2011.
N232 Medical-Surgical Nursing	<ul style="list-style-type: none"> • Nursing care plans compared to a grading rubric • Designated test questions evaluated for results 	<ul style="list-style-type: none"> • Designated % of students did not achieve competency. Modify related theory content and delivery and re-assess Fall 2011.
N235 Skills Lab III	<ul style="list-style-type: none"> • Digital recordings of role playing patient / nurse interactions for various psychiatric diagnoses analyzed according to a set of criteria • Intravenous piggyback competency compared to a set of criteria 	<ul style="list-style-type: none"> • Data not analyzed. • Met. Continue to evaluate fall course only.
N241 Advanced Medical Surgical Nursing	<ul style="list-style-type: none"> • Competency for intravenous push videotaped and compared to a checklist 	<ul style="list-style-type: none"> • Assessed last spring-continue to assess.
N242 Leadership Management	<ul style="list-style-type: none"> • Patient care worksheets assessed accordingly to a grading rubric 	<ul style="list-style-type: none"> • To be assessed Spring 2011.
N245 Skills Lab IV	<ul style="list-style-type: none"> • Fidelity Simulation 	<ul style="list-style-type: none"> • Met. Spring course only. Continue to assess.
N808 Open Skills Lab	<ul style="list-style-type: none"> • Self evaluation of skills competency 	<ul style="list-style-type: none"> • Varies with each student. Continue to assess.

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.)

1. The majority of the course student learning outcomes have been assessed minimally through one cycle. A few courses which are taught only in the spring are being assessed during Spring 2011. The faculty need to evaluate those student learning outcomes that may need to be retired and assess or modify another outcome.

2. The department does not anticipate additional resources at this time other than another faculty member.

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 Communicatio n	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
N211: Introduction to Nursing	Introduced	Introduced	Introduced		Introduced
N212: Concepts of Homeostasis in Nursing		Introduced	Developed/ Practiced		Developed/ Practiced
N215: Nursing Skills Lab I		Introduced			
N221: Pediatric Nursing		Developed/ Practiced	Developed/ Practiced	Developed/ Practiced	Developed/ Practiced
N222: Maternity Nursing	Developed/ Practiced	Developed/ Practiced	Developed/ Practiced		Developed/ Practiced
N225: Nursing Skills Lab II		Developed/ Practiced			
N231: Psychiatric Nursing	Developed/ Practiced		Developed/ Practiced		Developed/ Practiced
N232: Medical & Surgical Nursing		Developed/ Practiced	Developed/ Practiced		
N235: Nursing Skills Lab III	Developed/ Practiced				
N241: Advanced Medical Surgical			Mastery Level	Mastery Level	Mastery Level
N242: Leadership Management Nursing		Mastery Level	Mastery Level	Mastery Level	Mastery Level
N245: Nursing Skills Lab IV	Mastery Level	Mastery Level			

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?
 1. The data remain fairly stable. Due to the loss of the Peninsula Health Care District grant funding the number of students admitted to the program, last fall 2010 was decreased from 60 to 50. In future reports the enrollment data will decrease. We have no immediate plans to increase the number of admissions back to 60.

- 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?
 1. The classroom Teaching FTEF data continue to be misleading. Some system abnormality is provoking the numbers of full time FTEF to be artificially high and the adjunct FTEF to be artificially low. There are currently 5 full time faculty. This places the program in a severe staffing crisis. The full time faculty position currently posted is about to proceed to a second round of initial interviews. During the first round of initial interviews last December no candidates were selected for a final and second round of interviews. Even if one new full time faculty is hired, the program has critical need for one more new full time faculty position for the following critical reasons:
 - Two adjunct faculty are currently teaching 2 different theory courses. The level of involvement with the curriculum, the commitment to the program's initiatives, and the ties to the college mission, vision, and values does not and cannot approach the role of the full time position.
 - Nursing Education in the State of California and across the county is rapidly evolving. A number of new challenges are emerging. QSEN (Quality and Safety Education in Nursing) components will be driving curriculum in nursing education. The College of San Mateo nursing program is committed to evaluating the current curriculum for QSEN components and enhancing those areas needing strengthening and / or modifying.
 - The electronic health care record and its related nursing documentation has dictated that informatics be strengthened in the nursing curricula. Informatics is also a QSEN competency. The program has purchased a new software / online program called *Nurse²*, which assists students to enter electronic data like the electronic health care records they encounter now in the various clinical agencies. The use of *Nurse²* requires additional faculty trainers to train all faculty and students. One faculty needs to take the lead on this project for coordination.
 - The program has required the current first year students to purchase a package of ATI (Assessment Technology Incorporated) tests and related products. Faculty and students have received orientation and support from the vendor. While all faculty are expected to incorporate ATI info into the nursing courses, one faculty is needed to coordinate these efforts.

- The move to Building 5 has precipitated a wealth of new technology: new high fidelity of simulation manikins and related parts, a dedicated AVS system to tape simulation exercises and 2 new flat screen systems to video stand only competencies. The full time faculty position posted includes a portion of the teaching load for simulation. Another new faculty position would provide needed support to this effort.
 - The Board of Registered Nursing has recommended that the assistant director be given more responsibilities and be compensated equitably. These responsibilities are added to her current full time teaching load.
 - The nursing program has been assessing student learning outcomes and the data is being inputted by a full time faculty.
 - Attached is a survey summary indicating the ratio of full time faculty to students in a number of Northern California community colleges. College of San Mateo places very low here in our number of full time faculty versus the students we serve.
 - One of the defunded "temporary" full time faculty has been coordinating the following initiatives: QSEN, SLO's / Tracdat, **Nurse²**. These responsibilities will need to be deferred to the only 3 full time tenure track faculty, one of whom already teaches a significant amount of overload.
 - In terms of adjunct faculty, we continue to be fortunate to have experienced and talented registered nurses teaching in the adjunct role. Our adjunct pool remains stable.
- 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.
1. The productivity numbers remain low. The nature of the program, its regulatory body- the Board of Registered Nursing, and our clinical faculty partners dictate the faculty to student ratio. For safety purposes for student staff and patients, the faculty needs to be able to adequately supervise and evaluate each student. As students advance in the program, they could potentially be providing nursing care for up to 4 patients per student.

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.)
1. Success rates remain high. Nursing students are highly motivated because it sometimes takes several years to be admitted into the program. Retention strategies that we have implemented seem to be effective, such as referring

students to reading courses/labs, to writing labs, and psychological services. For the past 2 years, we have implemented the TEAS (Test of Essential Academic Skills) as an assessment test for students who were admitted. Those students who don't meet the 67% cut score have to remediate and take the test again. The implementation of this test, along with subset GPA of 2.5 in Anatomy, Physiology, and Microbiology, have eliminated a significant number of applicants from the pool.

Other resources to nursing students from the financial point of view include a large number of scholarships available to newly admitted students and students in the second semester of the program. Another resource for nursing students is "Flo's Cookie Jar". This is a fund that nursing students can apply for in case of an emergency.

- 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.
1. The nursing student population is highly diverse by its very nature. Some populations with higher numbers of enrollments also have higher withdrawal and non-success rates.

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	<ul style="list-style-type: none"> • Capable, well qualified full time faculty • Stable adjunct faculty • Building 5 facilities • Excellent support staff 	<ul style="list-style-type: none"> • High demand, popular program • RN shortage looming • Recession proof industry • Health care reform will open up more RN positions, especially in advanced practice roles, like Nurse Practitioner
Weaknesses	<ul style="list-style-type: none"> • Technology challenges for new building 	<ul style="list-style-type: none"> • Competition with other nursing programs for clinical placements
Opportunities	<ul style="list-style-type: none"> • Integration of simulation into the curriculum 	<ul style="list-style-type: none"> • Ongoing approval status with the Board of Registered

	<ul style="list-style-type: none"> • Facility rental for skills lab • Baccalaureate degree on community college campus • Institute of Medicine (IOM) report includes goal of 80% of RN's in California to have BSN degree by 2020 	Nursing reaffirmed
Threats	<ul style="list-style-type: none"> • Budget constraints • Low full time faculty to student ratio 	<ul style="list-style-type: none"> • Loss of Peninsula Health Care Grant • Clinical placements are precarious at times, especially in Pediatrics • Encroachment upon our clinical placements by the SFSU at Cañada College nursing program at Sequoia Hospital

- 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.)
1. Equipment purchased for the Building 5 Nursing Skills Lab has really enhanced the programs dedicated "hospital-like" patient care rooms and simulation labs. All visitors have enthusiastically stated that it is the best nursing skills lab they have ever seen, including faculty from other programs and vendors.

VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Institutional Priorities 2008-2011, Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.
- b. Identify the action steps your program will undertake to meet the goals you have identified.
 1. Continue to add at least one more distance education course.
 2. Need two remaining courses to offer a simulation experience.
 3. Assess the curriculum for Quality and Safety Education in Nursing and modify as needed.
 4. Enhance informatics by fully implementing **Nurse²** for all students, especially in the laboratory setting.
 5. Complete SLO assessment cycle.
 6. Hire one or two new full time qualified faculty.
- c. Briefly explain, specifically, how the program's goals and their actions steps relate to the *Educational Master Plan*.
 1. Action steps #1,2,3,4,5 relate to Strategic Goal #1: CSM will match its programs and services- and the manner in which they are delivered- to the evolving needs and expectations of our students and the community.

2. Action step #6 relates to Strategic Goal #5: CSM will recruit, select, retain, develop, and recognize faculty, staff, and administrators to advance the mission and vision of the college.
- d. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.
 1. Adapt the Pharmacology course N615 to a Distance Education format.
 2. Add a high fidelity simulation experience to Nursing 231 and Nursing 242.
 3. Complete a template for nursing courses indicating how QSEN competencies are being met and plan to add those that are not met.
 4. Utilize components of *Nurse²* throughout the curriculum. As a result, the informatics QSEN competency will be met.
 5. Offer high fidelity simulation exercises, using the simulation rooms, control room, and the AVS system.
 6. Complete the hiring process for one or two new full time faculty.

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.
Requesting one additional full time faculty (one full time faculty position currently posted. See IIIb. and Addendum "Full Time Faculty Survey"	<p><u>If granted:</u> Nursing initiative can be maintained and enhanced as time goes on across the curriculum, such as QSEN, <i>Nurse²</i>, ATI, Assessment of SLO's, and other technologies in the nursing lab. One theory course will have a full-time course manager.</p> <p><u>If not granted:</u> The small number of full time faculty will not be able to provide the current level of quality service and maintain the other initiatives as well. Adjunct faculty will continue to teach theory courses.</p>	Resources would assist other full time faculty to complete action steps by taking the lead on some initiatives.

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.
No classified positions requested.		

- 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 instruction (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: Child's Bed Number: 1 Vendor: Pocket Nurse Unit price: \$1,495.00 Total Cost: \$1,495.00 Status*: New	<u>If granted:</u> Simulation exercise in Nursing 221 (Pediatric Nursing) would be realistic. Currently child manikins are placed in adult beds. <u>If not granted:</u> Simulation exercise is not developmentally appropriate.	How the resources will link to relates directly to Outcome #5 "fully utilize high fidelity simulation with the AVS system".
Item: Infant Warmer for Simulation Number: 1 Vendor: Pocket Nurse Unit price: \$2,995.00 Total Cost: \$2,995.00 Status*: New	<u>If granted:</u> Simulation exercise in Nursing 222 (Maternity Nursing) would be realistic. Currently we don't have an infant warmer. All neonates are placed on such a warmer after birth to be evaluated and also if they require intensive care. <u>If not granted:</u> Neonates would be placed in antique isolettes or cribs.	How the resources will link to relates directly to Outcome #5 "fully utilize high fidelity simulation with the AVS system".
Item: Bretford Power Sync Cart for an iPad Number: 2 Vendor: Apple Unit price: \$2,599.95 Total Cost: \$5,199.90	<u>If granted:</u> Student would have the capability to log onto websites along with the faculty during theory and lab classes, fully utilize the ATI package, directly link to Nurse² , and do	

<p>Status*: New</p>	<p>online testing.</p> <p><u>If not granted:</u> Some students cannot afford a laptop computer and would not be able to fully utilize the technology as described above.</p>	
<p>Item: iPad Wi-Fi 166B 10 pack Number: 5 Vendor: Apple Unit price: \$4,380.00 Total Cost: \$21,900.00 (includes protection plan) Status*: New</p>	<p><u>If granted:</u> Student would have the capability to log onto websites along with the faculty during theory and lab classes, fully utilize the ATI package, directly link to Nurse², and do online testing.</p> <p><u>If not granted:</u> Some students cannot afford a laptop computer and would not be able to fully utilize the technology as described above.</p>	

*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
Nursing 211	October 2007	October 2013
Nursing 212	October 2007	October 2013
Nursing 215	May 2008	May 2014
Nursing 221	May 2008	May 2014
Nursing 222	May 2008	May 2014
Nursing 225	May 2008	May 2014
Nursing 231	January 2007	January 2013
Nursing 232	May 2008	May 2014
Nursing 235	January 2007	January 2013
Nursing 241	May 2008	May 2014
Nursing 242	May 2008	May 2014
Nursing 245	May 2008	May 2014
Nursing 261	Banked Fall 2008	Fall 2014
Nursing 262	Banked Fall 2008	Fall 2014
Nursing 264	November 2006	November 2012
Nursing 265	November 2006	November 2012
Nursing 610	May 2008	May 2014
Nursing 615	May 2008	May 2014
Nursing 620	December 2010	December 2016

Nursing 630	May 2008	May 2014
Nursing 666	May 2008	May 2014
Nursing 800	May 2008	May 2014
Nursing 808	May 2010	May 2016
Nursing 815	May 2009	May 2015
Nursing 845	May 2008	May 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.

Alexander Agbay, UCSF
Susan Boudewyn, Seton Medical Center
Cynthia Medacovik, Sequoia Hospital
Connie Musallam, Mills Peninsula Health Services
Christina Oborn, Health Workforce Initiative
Lee B. Fox, Kaiser Redwood City
Carolyn Seaton, San Mateo Medical Center
Francine Serafin-Dickson, Hospital Consortium Education Network
Toni Villasenor, Kaiser Hayward

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

No comments received.

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: Jane McAteer, Director
Phone and email address: 650-574-6682; mcateer@smccd.edu
Full-time faculty: Francisco Felix, Susan Hantz, Tatiana Isaeff, Janis Ryan, Elizabeth Smith
Part-time faculty: Amanda Anderson, Alicia Ford, Susan Graven, Theresa Harris, Tracy Pennington, Ilene Simon, Patricia Wieser, Julie Withrington
Administrators: Jane McAteer, Director
Classified staff: Alma Marie Gomez
Students:

_____ <i>Primary Program Contact Person's Signature</i>	_____ <i>Date</i>
_____ <i>Full-time Faculty's Signature</i>	_____ <i>Date</i>
_____ <i>Part-time Faculty's Signature</i>	_____ <i>Date</i>
_____ <i>Administrator's Signature</i>	_____ <i>Date</i>
_____ <i>Classified Staff Person's Signature</i>	_____ <i>Date</i>
_____ <i>Student's Signature</i>	_____ <i>Date</i>
_____ <i>Dean's Signature</i>	_____ <i>Date</i>

**Comprehensive Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION**

Section 1

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

Section 2

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 internal and external 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*