

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

~Academic Senate for California Community Colleges

INSTRUCTIONS

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

Resources for Supporting Documentation (Sections 1 and 2):

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

(You may delete these resource listings, when you submit your final program review.)

Note for Student Services:

The Office of Planning, Research, and Institutional Effectiveness is developing a pilot template for quantitative data related to student success designed for student services programs. This data will be available in March 2010.

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:

I. DESCRIPTION OF PROGRAM

The Career Development Center (CDC) provides career services to students, CSM staff/faculty, community members and employer organizations. Career service units provide assistance to students individually and in groups, through classroom presentations about career services, in collaboration with faculty about career services, and through assistance with career resources and tools.

- **Career Services** consist of career assessment classes (CRER 126) and workshops, counseling, assistance with the use of career tools and resources (Eureka, EDD LMI info), career information days, and career coaching.
- **Student Employment** provides job search strategy classes (CRER 127) and workshops, counseling, general and targeted career fairs, career search presentations, internship and job development, and collaboration with community businesses and agencies on employment programs.

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?

Both department and course SLOs (CRER 126 and CRER 127) were developed and assessed. Below are the findings for 2006-07, 2007-08, and 2008-09.

2006-07

Career Program:

SLO #1: Students defined their work values, transferable and technical skills, personality type, and interest areas. Measured by use of pre and post-tests. **Results:** Post-tests showed evidence that students learned about these. We will continue to use this tool, but will review questions that were misunderstood or vague and replace them with clearer questions.

Student Employment:

SLO #1: Students in job search classes/workshops learned about and understood techniques/strategies for finding work as measured by administration and scoring of pre and post-tests.

Results: Comparison of scores showed that there was an improvement of 15% on post-test scores. We will continue to use this measurement tool, but will increase the frequency of its administration. We will also review questions that may be vague or confusing and replace them with clearer questions.

2007-08

CRER 126

SLO#1: Students in career assessment classes/workshops learned and understood

general career assessment information (e.g., informational interviews, labor market trends, assessment tests, career planning model, etc.). Pre- and post-tests were administered during CRER 126 classes.

Results: Pre and post-tests were administered to 29 CRER 126 students. (Only pre and post- test scores for students who took both tests were compared.) Scores were tallied, compared and analyzed. Pre-test scores averaged 11.39 of 16 correct while post-test scores averaged 14.1 of 16 correct or an average pre-test score of 71.1% vs. a post-test score of 88.2% showing an average improvement of 17.85%. An analysis between pre and post-test scores indicated that learning and understanding about the career assessment process took place since there was an improvement in pre to post-test scores. **Based upon the evaluation of the results of the assessment (post-test scores were higher than pre-test scores), students have successfully learned about the career assessment process. As a result, a new SLO will be sought for 2008-09 academic year.**

CRER 127

SLO #1: Students demonstrated increased knowledge of various job search strategies (resume writing, finding job leads, interviewing capabilities). Measured by use of pre and post-tests.

Results: Pre and post-tests were administered to 25 CRER 127 participants. Only pre and post test scores for students who took both tests were compared and analyzed. Pre-test scores averaged 73% correct while post-test scores averaged 92% correct. Post-tests showed an increase in knowledge by a 21% improvement over the pre-test scores. A different career SLO will be selected for 2008-09 such as evaluating student resumes against a rubric.

2008-09

Career Program:

Students learned about the types of services offered by the CDC. Staff reviewed with student(s) CDC brochure/ flier detailing services offered. Students completed a three question (multiple choice and true/false) assessment. The questionnaire was administered to 42 students during both semesters. When results were tallied, students earned an aggregate score of 68%. It appears that of the questions asked, question 3 regarding the content of the CRER 127 (job search skills) course was most often missed.

Although students earned an overall score of 68% on the assessment, the score could be better. Looking at question 3 which was most frequently missed, it appears that students don't understand the difference between job search and career assessment.

In the future, to improve student understanding, during a review of our services, more explanation will be paid to a description of career assessment and job search services. Also, to assess our other services, two additional questions will be added to the questionnaire for 2009-2010.

CRER 126

Students learned about a variety of career research tools and resources. Students demonstrated their knowledge of career research resources by completing a pre- and post-test in fall 2008 and spring 2009. For learning to be in evidence, students' post test scores must be higher than pre test scores.

Results: Twenty-one students were given the pre and post test. **Post test results show an improvement of 16.6% over the pre-test scores.** It appears that when instruction is provided, students learn about career resources. Based upon the improvement of post test scores over pre test scores, it appears that students succeeded in learning about career research resources. **But looking at the overall class post-test score of 42% (only receiving an average score of 4.2 out of 10 questions), there is much room for improvement. As a result, we will spend more time reviewing career resources.**

CRER 127

SLO consisted of comparing a student's resume against a rubric detailing characteristics of a successful resume. To be considered effective, student must score 75%. A 4-point scale was used to evaluate 11 criteria for an effective resume.

Results: Fifty-six student resumes were evaluated. Based upon the results of the rubric, students earned an aggregate score of 83%, which indicates that resume instruction succeeded in teaching students effective resume writing. Looking at the each of the 11 criteria, we identified those that were missed most often. These were the top 5 offenders. Lack of:

- Strong action verbs.
- Correct spelling and grammar.
- Brief stories to demonstrate relevant skills.
- Good use of exacting details & numbers.
- Qualifications clearly related to job goal.

In 2009-10 we will focus more attention on these particular issues.

- 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.)

Changes to future assessment cycles:

Program SLO(s):

In the future, to improve student understanding, during a review of our services, more explanation will be paid to a description of career assessment and job search services. Also, to assess our other services, two additional questions were added to the questionnaire for 2009-2010.

CRER 126 SLO:

The same SLO was used during 2006-07 and 2007-08. Based upon the positive assessment results, the SLO was changed in 2008-09. The results for this new assessment were mixed in that student post-test scores improved over pre-test scores, but the overall post- test score was low. Therefore, it was decided that during 2009-10 more in depth information would be provided about career resources/services so that students gain a better understanding.

CRER 127 SLO:

The same SLO was used during 2006-07 and 2007-08. Based upon the positive results of the assessment results during 2007-08, the SLO was changed for 2008-09. The results of the new assessment showed that students developed a more effective resume as evidenced by the rubric results. However, the five areas most frequently missed on the rubric will be tackled during the 2009-10 year.

- c. Below please update the program’s SLO Alignment Grid. 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) or the student services program; add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

GE-SLOs→ Programs’ and/or Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
CRER 126	X		X		
CRER 127	X		X		X
Program	X		X		

III. DATA EVALUATION

For Student Services Programs Offering Courses:

- 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?

A review of the Enrollment and WSCH data for academic years 2006-07, 2007-08, and 2008-09 indicate that enrollment in career courses (not necessarily CRER 126 and 127) has declined by 70%, while the WSCH has declined by 68% during this same time period. Although the causes of these declines are not known, it would be important as a department to survey students to determine possible reasons for decline. On the other hand, the projections based upon linear projections for 2009-10, 2010 – 11, and 2011-12 indicate an increase in enrollment of 34% between 2008-09 and 2009-10. WSCH projections show an increase of 39% between 2008-09 and 2009-10.

- 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?

Reviewing the Classroom Teaching FTEF data, full-time FTEF has decreased from 2.19 to 1.21 between 2006-07 and 2008-09, while part-time FTEF has declined from .97 to .71 during this same period. No projection data were available to indicate trends in classroom teaching FTEF. In terms of program action steps and outcomes based

upon this data, there is little impact upon the two CRER courses that the Career Center offers. These will continue to be taught by Eileen O'Brien and her interns.

- 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.

A review of the LOAD data indicate that load has increased from 519 in 2006-07 to 637 in 2008-09. Projections show a steady increase to 808 in 2011-12. No changes are anticipated.

For Student Services Programs Not Offering Courses:

- d. Analyze data regarding staffing, the numbers of students receiving services, and the types of services provided; indicate whether headcount is duplicated or unduplicated.

CDC Student Contact Info 06-07 (duplicated)

- Drop-in students: 1,081
- Staff totals = 1 FT career counselor, 1 -2 adjunct career counselors, 3 interns, 2 program service coordinators, 1 receptionist and student assistants
- Total Counseling Appointments from CDC Counselors and Staff: 807
- Classroom Presentations: 33

CDC Student Contact Info 07-08 (duplicated)

- Total Counseling Appointments with CDC Counselors: 700
- Total visits: 989
- Staff totals = 1 FT career counselor, 1 adjunct career counselor, 3 interns, 2 program service coordinators, 1 receptionist and student assistants
- Primary reasons as listed on SARS for meeting with counselor (in order of frequency): CRER 126 class, establishing career goal, job search activities, and CRER 127 class
- Classroom Presentations made in Spring 2008: 34
- Number of students seen during presentations: 1,060
- CRER 126: 196 enrollment (an increase of 46.5% over 2006-07)
- CRER 127: 77 enrollment (an increase of 20% over 2006-07)
- Autumn Job Fair: Uninvolved in fair (Will organize and manage fair in 2008)
- Accounting Career Fair: Employers: 15 Students: 51
- Get Linked Career: Uninvolved in fair (Will organize and manage fair in 2009)
- May Career Information Day: 100 students/community attended

CDC Student Contact Info 08-09 (duplicated) (due to relocation to smaller facility and limited staff coverage not able to collect much data)

- Total student appointments – 389
- Staff totals = 1 FT career counselor, no adjunct career counselors, 2 interns, 1 program service coordinator, no receptionist and 1 student assistant
- CRER 126: 93 enrollment (a decrease of 47% over 2007-08)
- CRER 127: 103 enrollment (an increase of 35% over 2007-08)

- Autumn Job Fair: 40 employers attended
- Accounting Career Fair: Employers: 8 Students: 70

Looking at the numbers and kinds of services provided between 2006-2009, there have been fluctuations in student appointments. Some of this can be explained by the fact that fewer career counselors and interns were working in the Career Center than from 2006-2008. In addition, the Career Center is not as visible as it was between 2006-2008 and therefore, less awareness and foot traffic existed.

Regarding the two CRER classes, there has been a steady increase in enrollment in both courses, except between 2007-08 and 2008-09 for CRER 126 which saw a decrease of 47% in enrollment. Given the steady growth in enrollment in all years including the present academic year, the decrease in enrollment between 2007-08 and 2008-09 appears to be an anomaly.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data (for your program and/or for the College as a whole), 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.)

Success and retention data shows steady progress with little change in the past or projections for the future. As a result of satisfaction surveys conducted between 2006-09, these are the most commonly stated needs expressed by students:

Summary:

- Provide more internship and job development assistance
- Help students find informational interviews
- Offer workshop on how to select a major
- Send out quarterly student/faculty emails about career services/events via CSM JobLinks and campus email.

- c. 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.

It appears that in terms of demographic information, the biggest group of students participating in career and counseling services were in order of greatest participation: white, Hispanic, and Asian.

In terms of successful completion of services by ethnicity, the groups with the greatest success include Asian, Native American, and white. In terms of withdrawals, Native American and Blacks had the highest levels.

In terms of participation by gender, more women than men participated in services, although their success rate was almost identical.

In terms of participation by age, the largest group of participants were 19 yr olds and younger, with the second largest group being 20-24 year olds followed by those aged 25-29.

As for changes to our program based upon this data, we might want to survey those who have dropped out of our courses or consistently failed to attend appointments for possible reasons. Since this data reflects all counseling services and programs, this is something that the entire counseling dept. might want to investigate.

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 campuses and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	<p>Same faculty member provides consistent direction to program. Through analysis and trial and error, many program components (courses, counseling, strategies, etc.) have been effectively defined.</p> <p>Able to offer one week night for career counseling appointments and classes as requested by students.</p>	<p>Able to team up with SM County Workforce Development staff in the utilization of federal stimulus funds to provide additional services to students in various training programs.</p> <p>Program has been able to accommodate greater number of student and community members who are participating in CRER 126 and 127.</p>
Weaknesses	<p>Due to lack of career counseling faculty and support staff, not able to provide many of the services offered in the past (job fairs, career events, etc.).</p> <p>When staff size is compared with staff size at similarly sized community colleges, our program staff is about half the size of others.</p>	<p>Due to high unemployment rate, more demand for our services with only 1 FT faculty and no classified support.</p>
Opportunities	<p>See opportunity to team up with tech division to provide more career info events or targeted job fairs for</p>	<p>Given the current local economic environment, it would be beneficial to team up with County workforce</p>

	specific programs.	development and other staff to provide more comprehensive job search services to job seekers.
Threats	Limited staffing. Career counselor retirement has not been replaced. Program service coordinator position eliminated and has not been replaced.	Limited budget.

- 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 in this section on data from *Core Program and Student Success Indicators* ((if applicable)) or other data you have collected about the students served by your program.)

The Perfect Interview was purchased in fall 2009 and will be requirement in CRER 127 class starting in fall 2010. It is being used with individuals seeking mock interview assistance. Due to the use of this program, students who have used it, have commented upon how user friendly it is and how helpful it has been in assisting them with interview preparation. I would like to purchase more webcams to use in a computer lab with the program, especially with a class of students who need interview assistance.

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.
1. Upgrade Career website with relevant career resources.
 2. Prepare an employer marketing brochure to draw employers' attention to the benefits forming partnerships with CSM. (EMP page 21)
 3. Provide two targeted job fairs or career info days –one for accounting assistant students and for a second group, preferably in an emerging technology area. (From EMP page 12)
 4. Provide at least 5-8 employer contact lists by industry for use in development of internships, jobs and invitations to career info events. (EMP page 21.)
 5. Require use of Perfect Interview for students in CRER 127.
- b. Identify the action steps your program will undertake to meet the goals you have identified.

Goal	Action Steps	Measurable Mileposts	Completion Date	Reference to EMP
Upgrade Career website with relevant career resources	<ul style="list-style-type: none"> • Meet with Val Tyler for refresher on use of Omni to make changes • Research other career centers to identify various resources and categories 	Review of Career website will show several pages of additional information on interviewing,	End of Summer 2010	Page 12 – greater demand from community for career info and tools

	to include	resumes, cover letters, and list of website resources		
Prepare an employer marketing brochure	<ul style="list-style-type: none"> • Submit work order to PR for assistance with brochure • Prepare content for brochure • Submit content and work with PR to produce 	Will have a marketing brochure for use with employers	End of spring 2011	Page 21
Provide two targeted job fairs or career info days	<ul style="list-style-type: none"> • Provide accounting job fair in fall 2010 • Provide spring 2011 career event 	Will organize and present two events	End of spring 2011	Page 12 – greater demand for info about emerging markets (green and health care) by community
Provide at least 5-8 employer contact lists by industry	<ul style="list-style-type: none"> • Identify 5-8 industry segments of greatest interest to CSM students/depts. • Organize lists of employer contacts into industry segments • Create spreadsheet for each industry, detailing employer contact info 	Will prepare 5-8 employer contact lists	End of spring 2011	Page 21 – Create additional partnerships between college and business/industry to strengthen programs to better prepare students for work
Require use of Perfect Interview by CRER 127 students. Will need additional webcams.	<ul style="list-style-type: none"> • Research less expensive webcams for purchase for use by greater number of students • Purchase 2-3 webcams. 	Purchase 2-3 webcams	End of fall 2010	

- c. Briefly explain, specifically, how the program’s goals and their actions steps relate to the *Educational Master Plan, 2008*. (See above.)
- d. Identify and explain the program’s outcomes, the measurable “mileposts” which will allow you to determine when the goals are reached. (See above.)

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 (if applicable)	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.
Input text here.	Input text here.	Input text here.

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.
OAll or Program Services Coordinator	Better able to manage key dept. services, especially job fairs and events, communication with employers, maintenance of CSM JobLinks, etc. If not granted, Eileen O'Brien will need to devote more time to the preparation and implementation of these activities and less time to counseling services.	With assistance of classified staff person, will be able to offer two broad-based job fairs (Autumn and Get Linked job fairs) in addition to the two targeted career events. These events will create more awareness of career services.

- c. For instructional resources or program 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 (such as computers and furniture) and all materials designed for use by students and staff as resources (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your 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: 6' Economy Table Top Trade Show Display Panel Number: C6200XBLUX Vendor: Siegel Display Products Unit price: \$140 Total Cost: \$180.10 Status*: New item.	If granted, this display will allow our program to receive more visibility and awareness by students and the community at job fairs, career events and other events. If not granted, our program materials will continue to be less visible as	This display will provide more visibility for our program during career events that are planned each year as well as the two targeted events planned for next year.

(See attached copy.)	they are now when they lie on a table top.	
Item: 2-3 Webcams Number: Input text here. Vendor: Input text here. Unit price: Input text here. Total Cost: Input text here. Status*: New item.	If granted, more than one student will be able to video tape themselves being interviewed on Perfect Interview. If not granted, will be limited to taping only one student at a time.	Webcams will improve students interview skills resulting in more job placement.

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

VIII. Course Outlines (Applicable only for Programs Offering Courses)

- 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
CRER 126	August 2007	2013
CRER 127	August 2007	2013

IX. Advisory and Consultation Team (ACT) (Applicable only for Programs with Advisory Groups)

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

List ACT names here. NOT APPLICABLE.

Attach or paste ACT report here.

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

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

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

Primary program contact person: Eileen O'Brien
Phone and email address: (650) 574-6619; Obrien@smccd.edu
Full-time faculty: Eileen O'Brien
Part-time faculty:
Administrators: Marsha Ramezane
Classified staff:
Students:

Primary Program Contact Person's Signature *Date*

Full-time Faculty's Signature *Date*

Part-time Faculty's Signature *Date*

Administrator's Signature *Date*

Classified Staff Person's Signature *Date*

Student's Signature *Date*

Dean's Signature *Date*

Student Services
Comprehensive Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION

Section 1: Student Services

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
I.

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)

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Core Program and Student Success Indicators (see links for PRIE's Program Review "Quantitative Data for Instructional Programs")

Distance Education Program Review Data (see links for PRIE's Program Review "Quantitative Data for Instructional Programs" and for "Research")

Glossary of Terms for Program Review (see Instructional or Student Services' Program Review pages)

Listing of Programs Receiving Program Review Data from PRIE

http://collegeofsanmateo.edu/prie/program_review/programReview_instructionalv2.php

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Rotation Schedule for Student Services Program Review, 2008-2011

http://collegeofsanmateo.edu/prie/program_review/programReview_student_servicesv2.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: Student Services

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 *Program Review Rotation Schedule for Student Services, 2008-2011* at PRIE website at page for Student Services Program Review.

I. DESCRIPTION OF PROGRAM

Applicable for programs offering courses:

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

Other data:

- Student headcount or numbers of students provided with services

II. STUDENT LEARNING OUTCOMES

Student Services' programs should address GE-SLOs as appropriate; not all SLOs are applicable.

- SLO records maintained by the department or program
- CSM SLO Coordinator
- SLO Website
- The definitions for the General Education (GE) SLOs can be found on the CSM SLOAC website.

III. DATA EVALUATION

Applicable for student services programs offering courses:

- 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.

For student services programs which do not offer courses:

- FTE data regarding staffing
- Data regarding types of services offered
- Headcount or numbers of students served (indicated whether duplicate or unduplicated)
- As applicable, other data provided by PRIE

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" for your program (if applicable) and for the College as a whole;*
- *Student satisfaction surveys or other student feedback*
- *Other reports published by PRIE regarding student success*

- Previous Program Review and Planning reports
- Other department or program records regarding the numbers and types of students served collected by the program
- Other evidence

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" for your program (if applicable) and for the College as a whole;
- Student satisfaction surveys or other student feedback
- Other reports published by PRIE regarding student success
- Previous Program Review and Planning reports
- Other department or program records regarding the numbers and types of students served collected by the program
- Other evidence

a. About SWOT Analysis:

SWOT Analysis is a strategic planning tool used to evaluate the Strengths, Weaknesses, Opportunities, and Threats 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 and program records
- Core Program and Student Success Indicators (if applicable)
- previous Program Review and Planning reports

VIII. Course Outlines (if applicable)

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