

Program Review Update Dean's Summary Fall 2015

Dean/Administrator	Program Review Committee Reader(s)	SLO Committee Reader(s)
Don Miller	Christina Lee Mark Tarte Nadiyah Taylor Michal Schuldman	Katie Eagan Marty Nash Kimberly Tomlinson

Division/Area	Programs
ALSS	Anthropology English English as a Second Language Geography History Humanities/Philosophy/Religious Studies Interior Design Library Mass Communications Music Photography Political Science Sociology Speech Theater Visual Communications Women's Studies <b>Missing:</b> Art History/Studio Art Dance FLNG -American Sign Language/French/Italian/Spanish RAW Center

**Executive Summary:** Please describe the most important themes, trends, and developments in your division or area. Your summary should identify accomplishments, objectives and barriers to success. Your summary should be approximately 250-500 words in length.

**Curriculum –**

Accomplishments –ADTs and AA-Ts completed in many area, innovation in offering new course sequences, more sections of highly impacted classes, new pathways, certificates, collaboration between faculty in different programs Photography/Mass Communications, English/Engineering, Mass Communications/English, learning communities.

Barriers to success – Full-time staffing is an issue in completing curriculum updates especially when a program has only one or no full-time faculty members. Several issues were mentioned working on ADTs (AA-T) in regards to C-ID descriptors, issues with state paperwork (turnaround, changes in state requirements one year to the next, etc).

**SLO/SAO**

**Pedagogy/Teaching Methods**

Accomplishments – Several departments mention changing assignments to increase success, uniformity, updating textbooks, using common rubrics and point systems, gathering data, looking to offer new topics, workshops, addressing student access issues, refining, updating pedagogy, adding multiple measures assessment

Barriers to Success – Some programs mention success rates have gone down, but see that as due to increased rigor. Other programs mention not having enough faculty as a stressor in updating pedagogy. Some programs highlight need for strengthening work with Latino & African-American and other at-risk student populations through application of new models of education and curricular updates.

**Learning Support (e.g. library, tutoring)**

Accomplishments – The library now has live chat, expanded hours, a remodeled facility, workshops on research skills development, etc. The RAW Center may consider hiring instructors in a wider variety of disciplines to tutor students with specific needs.

Barriers to success –The library and several other programs, mention limited library hours, including summer hours, and expressed a need for weekend and evening hours for many students. Programs discussed building services into the general funding of the college for learning support services (especially as bond and grant-funding are going away). Currently the library budget can only handle approximately 3-4 hours per day for the ten weeks of summer, whereas a minimum of 5-6 hours is needed in order to cross over multiple on-campus class periods and allow students the access they need.. A great need was expressed for institutionalizing these services for the long term. Suggestions also made for increased interlibrary loan, Link+, etc.

**Services to Students (Not limited to Student Service programs/areas)**

Accomplishments – Student outreach programs were mentioned in several disciplines (forensics, performing arts). Increased outreach in ESL and other programs mentioned.

Barriers to success – There was a generally expressed need for better communication coordination with Student Services and their programs. Suggestions included specialized counselors for one area (a subject matter expert that can focus), imbedded library services in programs.

RAW – need more support for Learning Communities, student assistants and tutoring, Library student assistants (pay tutors in GEOG, WMST and Library).

**Enrollment Management**

Accomplishments- Marketing and outreach in programs that engage in those practices seem to be yielding results.

Barrier to success – Time and funding for marketing are insufficient for effectively reaching target audiences. Suggestions included a **full-time outreach coordinator**.

Many requests were included for FTEF, needed (ENG, ANTR, VCOM, MUS, HUMN, etc.).

**Human Resources**

Accomplishments, - The division hired new full-time faculty in ENG, MUS, SOC, new instructional assistants in English, and a new full-time stage tech.

Barriers to success – No visual communications faculty member has been hired yet. There have been several request for more reassigned time for program coordination work, more administrative support, more classified, new staff. Programs are also affected by pre-retirement workload reduction, no sabbatical leave replacements. Requests also included suggestions for another dean/admin for a fourth division. It was noticed that the college went from four deans and eight administrative assistants to three deans and three administrative assistants, effectively cutting the division administrative services in half, but now doubling the workload for the remaining administrators/staff.

**Financial/Budgetary**

Accomplishments – ANTR mentions donations of multiple artefacts by Jayne Smithson,

Barriers to success – Need for more institutionalized funding. Issues were mentioned related to

Administrative Services and the seemingly ever-changing types of paperwork, slowed processes, etc.

Mention was made of the lack of funding for developing learning communities, lack of general fund budget for databases, DVDs, CDs, ebooks, close-captioning for library DVDs, etc. ESL mentions lack of pay for student assessment. Multiple programs suggest need for supplies many departments. Need for increased staff development funding was included.

**Technology**

Accomplishments, - New library technology (live chat)

Barriers to success – Software and hardware updates are needed (tied to courses specifically), website

updates desperately needed. Suggestions for IT also included archives of opening day waitlists to see where programs need to add.

### **Facilities, Equipment and Supplies**

Accomplishments - ESL has 900 as a dedicated classroom, remodels are in planning stages for VCOM/PHTO, MUS has more instruments from the instructional equipment requests, etc.

Barriers to success - ANTR expressed the need for dedicated lab space, ENG for ENG Center, more whiteboards were requested, lack of classrooms at prime-times was discussed, scheduling issues need to be addressed.

**Recommendations:** Please list your most important recommendations for planning in your division or area. Note any recommendations that are connected to our College's Planning Priorities or Educational Master Plan.

In terms of the college planning priorities, the division feels that the need for **systematic release time** fits into priorities 2, 3, 4 priorities in terms of program coordination and curriculum. Through a systematic structure of how reassigned is given, adequate support can be given to all programs. This issue has appeared in multiple years of program review. There are multiple requests in the division for instructional development assistance and an increase in staffing to be able to maintain up-to-date curriculum.

Budget – Multiple programs highlighted the need for an **operational budget for the library** that is institutionalized to meet ACCJC standards.

Supplies – more regularized budgets for teaching materials suggested for Educational Excellence in the master plan (Supportive Organizational Resources).

More FTEF and **administrative and classified support** requested in order to work on curriculum development and to meet ACCJC standards.

Budget needs to be allocated beyond normal faculty development dollars to focus on training for SLO development and connection of assessment results to conclusions and thus to program planning and college planning priorities.

Programs also connected to the area of academic excellence in master plan and highlighted the value of learning communities in meeting needs of underserved students targeting those that are at greatest risk through College Foundation Semester, First Year Experience and a variety of other cohort programs.

Program Review Update Dean's Summary Fall 2015

Please describe the most important themes, accomplishments and challenges for your division/area in each of the following categories. If a category does not apply to your division/area, or if that category was not discussed in your division/area's Program Review Updates, please write "Not Applicable."

Category	Themes, Accomplishments and Challenges
<p><b>Curriculum</b></p>	<p>ANTR- AA-T in Anthropology, C-ID compliance.            ENG – New 104W accelerated pathway for ENG100A placed students, ENG 1A for LLNL engineering tech students, approved AAT courses 35, 41 and leveling of 12 and 19.            MSCM – new course have been proposed            MUS – State mandated ADT needs completion. Outlines have to come into line with the mandated C-ID. While some course outlines match the state requirements, others need updating. Once these are complete, a music technology course proposal will be finished. Piano pedagogy certificate under review. Programs in Music Business and Music Recording and Technology are suggested as well as Piano Technician Certificate.            PHIL – Adding an additional course makes the AS-T complete. Clearer pathways for transfer needed.            POLI – lack of time to write ADT mentioned, need for additional full-time faculty, .            PHTO – Suggest creating a Business of Photography, Digital Color management and possibly Contemporary Issues in Photography. Work completed on a combined Photojournalism Course with MSCM.            SOC- ADT-Sociology, completed state mandated 5 year review of AA-T in Soc.            SPCH – ADT work underway.            THEA - ADT- Theater. Approval of CTE for Stage Technician certificate (curriculum in process).            VCOM – Lack of full-time faculty/coordinator for 4 years and need to review curriculum and update courses</p> <p>Anthropology, English, ESL, Geography, History, Humanities, Mass Communications            New certificates and pathways for workforce preparation (Anthropology, English); new course offerings and looking into changes in course sequencing: offering more DE sections: cross listed courses, adding a final course means the Philosophy AS-T is now available to students; new AS-T degrees – clearer pathways for transfer and updating of courses to meet state and industry standards.</p>

**SLOs/SAO**

In ALSS Program Review Updates, these themes are emerging: Difficulty in making meaning out of the data is fairly consistent. Reasons include the following: Difficulty in making fair assessment of data because of the different number of courses, and range of courses, being assessed each year; outdated SLOs; lack of assessments and insufficient data from previous years; SLOs are too broad or overly simplistic (student either did it or didn't--could meet it by doing very minimal amount of work; not a true measure of academic rigor); difficulty in collecting data or aligning data collection process due to lack of full-time instructor (non-existent position or sabbatical leave) or part-time instructor participation; unclear relationship between assessment results and conclusions.

In some ALSS programs there is confusion regarding the difference between final course grades and assessment outcomes as indicators for program planning priorities. There is perhaps not clear understanding of the difference between the final course grade as an indicator for improvement versus a specific measurable SLO.

Some program planning based upon SLO information doesn't not specifically relate to identified SLO's.

There seems to be a need to help programs/disciplines/faculty understand when an SLO assessment indicates completion or mastery of an SLO and consequently no further need for assessment. Faculty seem unclear as to when to close the loop and/or when the SLO requires additional refinement, changes and reassessment. Additional training or support around this topic may help faculty understand more clearly how to determine when an SLO is complete.

Also, there were a few program plans where a few of the SLO questions were not addressed or skipped over entirely.

Difficulty connecting to planning priorities for some departments.

Some accomplishments: Future planning based on SLO assessment includes the following: increasing staffing and funding; possibly hiring tutors; requesting new faculty position; offering new honors section; changing number of units, curriculum, and assessments; greater alignment of previous assignments with culminating assignment. A note: specific data wasn't commonly referenced in sections discussing SLOs and continuous improvement process. The results were very generic and often did not seem connected to an actual SLO assessment.

Program Review Update Dean's Summary Fall 2015

<p><b>Pedagogy/ Teaching Methods (Not limited to Academic programs/areas)</b></p>	<p>ANTR- New excellent faculty expanding curriculum to field anthropology.  ENG - Several projects exist or are being created to address the needs of underserved students (acceleration, multiple measures assessment project, etc.). Difficulties highlighted of overenrolled/bottleneck classes.  ESL – changing assignments and assessments to increase rigor and improve student success and ensure equity across sections.  HIST- Changing assignments to improve students success on assessments  HUMN - Changing assignments to improve students success on assessments  MUS: restructure Music 38 to align with C-ID descriptors. Challenges to improve success of students.  PHIL - Changing assignments to improve students success on assessments  LIBR - Changing assignments to improve students success on assessments  POLI: POLI 25 has “modified” class assignments since last PPU.  SOC: Focus on refining SLOs and effectiveness of curriculum. Revisit the issue of hybrid formatted courses to explore more effective teaching methods.  GEOG, HIST, HUMN, LIBR, MSCM  Strengthening work with Latino &amp; African-American students through application of new models of education; updating assignments, texts and point systems based on data to support student success; looking into multiple measures assessment; increasing units for courses; utilization of standardized exams across sections of same course: better preparing students to take the Philosophy 4 final exam: offering courses in the summer, summer workshops</p>
<p><b>Learning Support (e.g. library, tutoring)</b></p>	<p>ENG – Overturn of classified support staff in the English Center has had a negative effect on the overall workings of the center for at least three years. RAW Center, CFS, Puente, etc. participation highlighted and need for further administrative support indicated. Library collections implications highlighted. See program review for all details.  MUS - Need to pay tutors for Music.  WMST - Increase tutoring for Women’s Studies.  ANTR, ENG, ESL, GEOG, HIST, HUMN, LIBR, MSCM  Needs include</p> <ul style="list-style-type: none"> <li>• Increase library databases and options for interlibrary loan and LINK+ (Alameda County library system);</li> <li>• Longer library hours are needed</li> </ul> <p>The library is considering offering library workshops on specific information competency and research skills.  Greater support needed for Distance Education courses.</p>

Program Review Update Dean's Summary Fall 2015

<p><b>Services to Students (Not limited to Student Service programs/areas)</b></p>	<p>ANTR- donations made by Jayne Smithson have increased the collection of artefacts tremendously and directly impact courses/students/faculty.</p> <p>ENG – Highlighted all services to students that fall outside of teaching and learning support. Increase RAW center support</p> <p>ESL - Better communication with Student Services desired to assist students in program towards completion. Not being able to offer late-start ESL courses is a concern Increased outreach for ESL and clarifying English vs. ESL assessments</p> <p>MSCM – Award winning student newspaper/magazine/anthology.</p> <p>MUS- Regional recruiting tours needed. Outreach to community and local schools. Better communication with Student Services desired to assist students in program towards completion.</p> <p>SPCH – Award-winning Forensics Program.</p> <p>GEOG - Need for Geography tutors in the Tutorial Center</p> <p>HIST, HUMN, LIBR,</p> <p>Needs include:</p> <ul style="list-style-type: none"><li>• Increase support for special programs and learning communities</li><li>• Some extended library hours but need to be open until at least 9 M-Th</li></ul> <p>Working well:</p> <ul style="list-style-type: none"><li>• Extending the embedded librarian program</li><li>• Remodeled library</li><li>• Librarians providing resources to course instructors to support student learning and engagement</li><li>• Courses to support the college radio program</li></ul>
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Program Review Update Dean's Summary Fall 2015

<p><b>Enrollment Management</b></p>	<p>ANTR- Enrollments have grown as new sections have been added  ENG – English sections are consistently enrolled/overenrolled in almost every section of every course. Fill rate is high but more sections are needed which implies more full-time and more part-time faculty.  MUS- Student data has been very constant in the areas of Gender &amp; Age, race, ethnicity and positive growth in Enrollment Status, Unit Load, and Student Success Rates, Need FTEF--looking forward to add new classes.  Pol Sci: New courses (created in Spring 15) will be introduced.  Theater Arts: Need for FTEF to rebuild struggling technical theater program.  Visual Comm: Need for FTEF to keep classes with low enrollment (for certificate/degree).  Common themes: GEOG, HIST, HUMN, MSCM  Needs:</p> <ul style="list-style-type: none"> <li>• More sections of courses or returning to previous levels of course offerings (ANTR, HUMN, ENG)</li> </ul> <p><b><u>More reassigned time</u></b></p>
<p><b>Human Resources</b></p>	<p>ANTR – A request for a full-time faculty member has been sent forward this fall.  ENG – Two full-time faculty requests sent forward for Fall 2016. Two hired for Fall 2015.  MUS- Two full-time faculty hired for Fall 2015. . Request for additional FTEF to regularly hold more high enrolled classes. Full explanation in PRU.  PHTO- Highlighted urgent need for lab tech.  POLI – request for additional FTEF to target high-enrolled classes. Request for new FT Faculty for Fall 2016.  SPCH- highlighted need for classified staff restoration.  THEA – New stage technician hired and request set forward Fall 2015 to hire second theater FT faculty.  Need for increased FTEF for:  VCOM – Currently searching for FT faculty member.  ENG, ESL, GEOG, HIST, HUMN, LIBR, MSCM  Programs asking for more:</p> <ul style="list-style-type: none"> <li>• FT faculty (Anth, Engl, History, ESL, Humanities)</li> <li>• Instructional assistants</li> <li>• Staff in the Office of Institutional Research</li> <li>• Learning Community/Special Programs Coordinator</li> <li>• Hire part-time librarian, student assistants and computer lab tutors</li> <li>• Reclassifying certain positions: adding more hours for certain positions</li> </ul>

Program Review Update Dean's Summary Fall 2015

	<p>Programs impacted by retirements, pre-retirement load reductions and sabbaticals</p>
<p><b>Financial/ Budgetary</b></p>	<p>ANTR – Budget requested for disposable classroom and laboratory supplies  MUS – Budget from FY2013-14 was \$15,120 then reduced to \$8,000 due to communication errors, restoration of full funding in that area requested.  ANTR, ENG, ESL, GEOG, HIST, HUMN, LIBR, MSCM</p> <ul style="list-style-type: none"> <li>• Funding for professional development and staff collaboration time &amp; retreats</li> <li>• More reassign time</li> <li>• Budget for disposable lab supplies</li> <li>• Remuneration for grading incoming student assessments (ESL)</li> <li>• Establishing a budget for the library is needed that includes increased operating supplies and office supplies budget</li> </ul> <p><b>Themes</b>  - lack of budget for items such as equipment repair and supplies.</p> <p><b>Accomplishments</b></p> <ul style="list-style-type: none"> <li>• Departmental use of library</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Lack of funding for development of Learning community courses</li> <li>• Need a budget for supplies (Anthro, Geography, Library, Music)</li> </ul> <p>Library resources are critical to most courses and need better databases (e.g. JSTOR), regular supply budget (e.g. CDs, ebooks, video streaming)</p>
<p><b>Technology</b></p>	<p>Need for up-to-date technology resources/updated websites for:</p> <ul style="list-style-type: none"> <li>• MUS, SOC, VCOM</li> </ul> <p>ANTR, ENG, ESL, GEOG, HIST, HUMN, LIBR, MSCM</p> <p>Needs:</p> <ul style="list-style-type: none"> <li>• Create an archive of opening day waitlists; more library databases</li> <li>• Test generation software to support standardization of ESL exams across the program</li> <li>• Maintenance of the library database systems and streaming videos</li> </ul>

Program Review Update Dean's Summary Fall 2015

	<p>Working well:</p> <ul style="list-style-type: none"> <li>• New library technologies supporting student option to “chat” with librarians and online scheduling of study rooms</li> </ul> <p>Updated library website planned for Spring 16</p>
<p><b>Facilities, Equipment and Supplies</b></p>	<p>ANTR- Request for disposable classroom and laboratory supplies. Discussions underway for new classroom/lab in the new classroom building currently in the planning stages.</p> <p>ENG – Highlighted needs in new classroom building 100 for transfer level courses, but expansion of basic skills English Center space highlighted (no physical space to add more sections/grow program).</p> <p>Need for continuous updated equipment and supplies for:</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Visual Communications (Design Lab)</li> <li>• Theater Arts</li> <li>• Forensic Program (Speech)</li> </ul> <p>Issue with lack of availability of classrooms: Women’s Studies 2 (scheduling issues?)</p> <p>PHTO/VCOM – discussed upcoming remodel of 700, new technology needs, etc.</p> <p>ANTR, ENG, ESL, GEOG, HIST, HUMN, LIBR, MSCM</p> <p>Full wet lab; fully stocked labs (Anth)</p> <p>Dedicated basic skills classroom spaces</p> <p>Several specific materials for the library (furniture, portable whiteboards)</p> <p>Fixing the place to plug in while using the study carrels in the library</p>