

# **Assessing Campus Programs without Full-Time Faculty Representation**

Dr. Michael Cross (English)  
Institutional Effectiveness Committee

# Agenda

- 1) The nature of the problem (10 mins)
- 2) Non-starters and short-term stopgaps (5 mins)
- 3) Long-term solutions and implementation process (15 mins)

As IEC members know *very well*, all campus programs must be assessed! But why?!

- 1) For our students and their success!
- 2) For ourselves and our programs!
- 3) For the college and accreditation!

# Assessing programs can be SUPER complicated!

- 1) We need a great deal of time!
- 2) We need information about the entire program!
- 3) We need to know *how* to engage students in the process (and why)!
- 4) Program Review Updates and Comprehensive Program Review are especially time consuming and difficult and are best accomplished with a *team of colleagues* bringing different perspectives and skills to the table!

During this year's CPR cycle, we learned that some programs run without coordinators or full-time faculty representation, making assessment *very difficult!*

The current list includes:

- **Health Science (STEM) (CPR 24-25)**
- **Emergency Medical Care (STEM) (CPR 27-28)**
- **Hospitality & Tourism Management (BEPP) (CPR 27-28)**

# Specific issues to consider...

- 1) Part-time faculty often know *their* classes intimately, but they might not know the program holistically (or other classes they don't teach).
- 2) Part-time faculty often lack deep familiarity with campus resources that are imperative for assessment.
- 3) In order to support these programs, full-time faculty members *from other programs* have been drawn into the process to lead CPR, which introduces a number of problems (including lack of mastery in the discipline, incomplete information when it comes to program need and goal development, concerns about workload and burnout, etc.).
- 4) Part-time faculty might feel that their job security depends on accepting the assessment role.
- 5) What *is* fair and equitable pay? Different programs will require more or less time/expertise and varying work styles must also be accounted for when determining compensation.
- 6) Finally, there should be a model in place to help Deans communicate expected duties and compensation **PRIOR** to asking part-time faculty members to serve as program administrators (and if this model doesn't already exist, it should be standardized on campus, as a starting point, and ultimately standardized district-wide as a *telos*).

## Questions so far?

Does the nature of the problem (and some of its consequences) make sense?

## Solutions (non-starters!)

- 1) Drawing in a full-time faculty member from another program.
- 2) Selecting an adjunct from the program with limited experience of other classes or the program *writ large*.
- 3) Depending on one individual *only* rather than a team (which might be unavoidable, though it is *certainly* not preferable).



## Solutions (non-starters) Additions?

Are there any other non-starters that we should preemptively add to this list?

# Solutions (short-term stopgaps...)

## In the short term:

- 1) Deans in STEM and BEPP need to identify program coordinators **NOW** for the 27-28 CPR cycle, as we also need to ensure that classes are regularly being assessed *prior* to CPR. This will be a sensitive ask to avoid part-timers feeling cornered into accomplishing this task.
- 2) It's not enough to hire an "assessment coordinator": we need a **program coordinator** to help survey students, organize other adjuncts, run assessments, develop program goals and resource requests, etc.
- 3) IEC needs to pitch a plan to the College Governance Council about implementing a consistent and long-term strategy to ensure that all programs *sans* full-time representation have a program coordinator in place to avoid exploitation and to ensure fair and equitable pay. Whatever strategy we determine for the college should also be pitched to the district to avoid similar problems at our sister colleges.

## Solutions (short-term stopgaps...) Additions?

Are there any other short-term stopgaps that you can identify that seem necessary to discuss immediately?

## Solutions (what WE need to determine...)

- 1) In order to pitch a solution to the CGC, should we start with Senate?
- 2) Is it feasible to ask the CGC for a **full-time** program coordinator: in other words, do we believe that a part-time program coordinator is *sufficient* for this heavy lift?
- 3) In order to pitch *anything* to the CGC, we'll need a comprehensive list of roles/goals for a program coordinator (to truly convey the workload of regular course assessment, student surveys, PRU, CPR, etc. ...)
- 4) **Are there any other long-term solutions that the IEC team can imagine besides simply hiring a program coordinator?**