SKYLINE COLLEGE INSTRUCTIONAL AND STUDENT SERVICES ANNUAL PROGRAM/UNIT PLANNING DOCUMENT

INTRODUCTION

The Skyline College faculty, staff and administration support the evaluation of programs and services through the Annual Program planning process as the College continually strives to demonstrate and improve institutional effectiveness and student outcomes. The Skyline College Community embraces the concept that only through authentic, deep and on-going evaluation and assessment can institutions improve their programs and services to meet the evolving needs of students. Annual Program Planning and Comprehensive Program Review are intended to provide every program and service area with the opportunity to review and assess itself in relation to its mission, its goals and objectives, and its relationship to the mission of the College and the District, as well as fulfillment of needs presented by students and the local community.

The Skyline College Annual Program Plan is an integral piece of the planning and budget processes. The Skyline College model is an integrated one, used by instructional programs and student services. The integrated model is one that allows each Program and Service Area to maintain its identity and uniqueness, while creating a standardized approach to annual planning.

The purpose of the Annual Program Plan is to collect information to be used by the college planning bodies IPC (Institutional Planning Committee), ILT (Instructional Leadership Team), SSLT (Student Services Leadership Team), CBC (College Budget Committee), Full-Time Faculty Allocation Committee (FTEFAC) and may be used for Program Improvement and Viability (PIV). Through this process, faculty/staff have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. Annual program plans are completed by each program/department/unit yearly. The Annual Program Planning document can serve as the basis for completing the six-year Comprehensive Program Review.

PURPOSES

❑ To develop, maintain, improve and promote quality instruction and support services in order to optimize student learning outcomes and access

❑ To promote dialogue and collaboration among faculty, administrative and classified staff, and students

❑ To enhance interaction among programs, instruction, and student support services

❑ To ensure the effective and efficient utilization of the College's human, financial physical, and technology resources

❑ To ensure a process in accordance with Accreditation Standards consistent with the District and College vision, mission and goals

SUGGESTED TIMELINES FOR ANNUAL PROGRAM PLANNING

PLANNING AND REVIEW OF DATA NEEDS:
NOVEMBER DEPARTMENT OR DIVISION MEETING

- ❑ Program/Unit teams are identified and organized. Departments or programs are urged to include part-time faculty and appropriate classified staff in the review process.

- ❑ Planning team reviews the instrument.

- ❑ Basic enrollment, retention data, and other pertinent data will be provided by the Office of Planning, Research and Institutional Effectiveness (PRIE). (Change to the active tense to stay consistent with the other statements) The Office of Planning, Research and Institutional Effectiveness (PRIE) provides basic enrollment, retention data, and other pertinent data.

- ❑ Planning team collects data including course and program student learning outcomes from Tracdat.

- ❑ Initial findings are discussed with the entire department and Division Dean/Administrator. The entire department and Division Dean/Administrator discuss initial findings.

- ❑ Additional data requested from PRIE as needed. Teams request additional data as needed from PRIE.

PROGRAM/UNIT ANALYSIS DATA:
JANUARY/FEBRUARY DEPARTMENT OR DIVISION MEETINGS

- ❑ Planning team analyzes data, including course and program student learning outcomes, student success and retention data, and other data as needed.

- ❑ Planning team reviews all courses for currency and assures course outlines are correctly formatted to the most current course outline of record template, and ensures they are accurately input into CurricUNET.

- ❑ Planning team completes program/unit data analysis/assessment and summarizes findings.
- ❑ Programs/units start to update annual planning report.

PROGRAM/UNIT DEVELOPMENT OF ACTION PLAN AND RESOURCE NEEDS:
MARCH DEPARTMENT OR DIVISION MEETING

- ❑ Program/unit faculty/staff develop action plan and resource needs in response to assessment of program data.

- ❑ Program/unit faculty/staff finalize the Annual Program Planning self-study and in the first week of April submit one electronic and one paper copy of the planning self-study to the Office of Planning, Research and Institutional Effectiveness for distribution to the Institutional Planning Committee (IPC).

- ❑ The Institutional Planning Committee reviews all submitted annual program plans and distributes requests for allocations through the approved college processes.

- ❑ Program/Unit planning resource recommendations are placed into existing college resource recommendations for the subsequent academic year. (This sentence also is written in the passive, but I wasn't clear on who "places" these recommendations.)

SKYLINE COLLEGE ANNUAL PROGRAM PLANNING

INSTRUCTIONS FOR COMPLETION OF SELF STUDY

The forms to complete the self-study can be obtained on the Program Review website at
http://www.skylinecollege.edu/programreview/directionsandforms.php. The site provides links to the
Annual Program/Unit Planning document. You can complete the self-study form on your computer. You will
need Adobe Acrobat Professional or the newest version of Reader in order to complete your form.
Computers configured since 2011 should have Adobe Pro – for those with an older version of Adobe
Acrobat Reader, please submit a work request with IT to be upgraded to Pro or the newest version of Reader.
This upgrade can only be placed on SMCCCD issued computers. Save your form as a PDF format. Save and
name your file as "Program Name_AP_Year" (e.g., Mathematics_AP_2013).

Self-Study
Submit the report including both questions and responses.

Tracdat reports
Attach your summary of assessment, analysis and action plans for the courses and/or program completed
during this academic year.
Tool: https://sanmateo.tracdat.com/tracdat/

Needs Summary Form
Briefly list your resource needs in the space provided and submit as part of your completed annual
planning document.

SKYLINE COLLEGE
ANNUAL PROGRAM PLANNING SELF-STUDY

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*Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT on an e-mail message.***

Program Title: Wellness Program/Cosmetology and Wellness Dept   **Date Submitted:** 4-15-13

Key Findings: Current course assessments indicate high degrees of SLO and goal achievement; additional assessments will need to be designed as new courses are added. More planning is necessary as program is new. Planning proposals include course, certificate, and degree development. Promotion and publicity for program offerings are key factors for growth. Additional faculty admin time is also essential.

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List of names and positions: Linda Aldridge (Adj Fac), Rich Brown (Adj Fac), Mark Frederick (Adj Fac), Mary Anne Leary (Adj Fac)

2. Contact Person (include e-mail and telephone): Linda Aldridge aldridgel@smccd.edu 510.847.3598

Linda Aldridge

3. Program Information

A. Program Personnel
Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

4 Adjunct Faculty and 2 PT Temporary Instructional Aides (one permanent aide position has been formally requested)

FT Faculty:	0	**PT/OL Faculty (FTE):**	4 (FTE variable)
FT Classified:	0	**PT Classified (FTE):**	2 (16 to 20 hrs/wk)
Volunteers:	0	**Student Workers:**	0

B. Program Mission and Goals
State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Address how the program meets the current year's strategic priorities. (200 word limit)

To provide high-quality education and training in the Wellness field to members of the Skyline and greater Bay Area community: specifically, to provide basic and advanced career training and degree programs in the areas of massage therapy and wellness; to serve those desiring to enter the wellness professions who have no prior health education and who are transitioning into the wellness area from other health professions

The Wellness program aims, as it develops, to support the College Values of Academic Excellence and Community Connection by offering preparation for transfer to a baccalaureate institution and workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning.

4. Program/Service Area: Student Learning Outcomes and Program Data

A. Summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement. Please attach summary Tracdat reports with assessment and analysis for SLOs evaluated during the year (prior to submission deadline of April 1st)
Tool: https://sanmateo.tracdat.com/tracdat/

So far, SLO assessment has been extremely positive, with very high levels of SLO achievement indicated by our assessments. That said, the program is quite new, and more and more targeted assessments will be conducted in the future.

SLOs scheduled for assessment include those relating to hands-on skills (so far, assessments have been made on academic progress relating to theoretical material and to achievement relating to professional and business preparedness).

TracDat reports for the assessments conducted have been submitted via email with this document. Unable to attach.

B. Analyze evidence of Program performance. Review and analyze productivity, student characteristics and outcomes.
Tool: http://www.skylinecollege.edu/prie/programdata.php

No data have been collected by the Office of Planning, Research, and Institutional Effectiveness to facilitate this discussion; that is, no data have been collected since the establishment of the WELL course designation.

We are requesting that data be collected in subsequent sections of this report.

Our informal analysis of enrollments and completion rates for semester-length WELL courses indicates robust demand and course completion. As mentioned previously, assessments of SLO achievement are also, so far, very good.

Earlier this year, WELL faculty created a graduate employment survey. The Office of Planning, Research, and Institutional Effectiveness will be mounting and analyzing that survey in present and subsequent years. Again, no data are available at this early juncture.

C. Explain how other information may impact the Program (examples are business and employment needs, new technology, new transfer requirements etc.)

We expect the program to expand along with national trends that show increasing interest and consumer demands for alternative health and wellness information and practitioners in the field. This interest has steadily increased since 1993 when the New England Journal of Medicine published a documented study reporting 34 percent of Americans were choosing some form of alternative medicine over traditional medical care. In a 2002 survey, that number had grown to 74%, as reported by the Centers for Disease Control. In addition, according to recent data by the US Department of Labor, Bureau for Labor Statistics, employment of massage therapists is expected to grow by 20 percent in the next decade, faster than the average for all occupations. Not only did they predict continued growth in the demand for massage services that will lead to new openings for massage therapists, but massage therapy is one of the few fields that has experienced increased profits during the current economic downturn and remains in high demand while the economy is on the upswing.

While successful in its infancy, the Wellness Program has not been guided by an overall vision to direct its future growth. Specific proposals for strategic planning were submitted earlier this year (PIF process). We are awaiting word on funding.

5. Curricular Offerings

Tools: CurricUNET http://www.curricunet.com/smcccd; https://sanmateo.tracdat.com/tracdat/

A. Program Curriculum and Courses. If your program does not offer curriculum please state "N/A".

Respond to the following:

- What new courses (excluding individual Selected Topics [665] topics and Experimental [680/880] courses) have you added to your program curriculum in the past academic year? List by Department, Course Number and Course Title.

- If you have not done so already, please email the TracDat Coordinator to request that these courses to be added to TracDat.

- Have you uploaded SLO's for your new courses in TracDat?

- Have you mapped course-level SLOs to PSLOs and ISLOs?

- Have you uploaded an assessment method (need not be specific) for each course?

New Courses?
WELL 701 Massage Therapy I and WELL 702 Massage Therapy II were not added in the last year (they were introduced in Fall 2011), but they are "new" to the planning process. WELL 760 Introduction to "Wholistic" Health has been running for some time, but will be divided into two courses as of Fall 2014. At that time, new SLOs will be developed and assessed. Any new offerings have been added at 680/880 courses until such time as a thorough and strategic planning process can be undertaken.

Courses in TracDat?
Yes, all permanent, WELL, semester-length courses are listed in TracDat.

SLO's in TracDat?
Yes, SLOs have been entered for all permanent, WELL, semester-length courses.

Course-level SLOs mapped to PSLOs and ISLOs?
Course-level SLOs have been mapped to PSLOs. When WELL760 is divided into two courses and SLOs are firm, mapping to ISLOs can reliably be done.

Assessment method for each course entered in TracDat?
Yes, at least one assessment method for each course has been entered in TracDat.

B. Identify Patterns of Curriculum Offerings

> Respond to the following:
>
> - What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees?
>
> - What is the ideal curriculum cycle?
>
> - Discuss any issues.

Coursework for the existing Massage Therapy Certificate runs on an annual cycle beginning in the Fall and ending in the Spring. Applications are taken beginning in January for the following Fall.

With the split of existing WELL760 into two courses in the Fall of 2014, coursework for the proposed 18-unit Wellness Modalities Certificate (all online) will run on an annual cycle of any three consecutive terms (including Summer session).

Timing of an Advanced Massage Therapy Certificate and AS degree(s) has yet to be determined.

Continuing Education offerings are being developed to run primarily during Summer session (though Fall and Spring offerings are possible).

The proposed strategic planning process would include assessing frequency and selection of one-day, introductory courses that create interest in certificate and degree programs. Some introductory/feeder courses need to be offered in each of Fall, Spring, and Summer.

Program development needs to include making more extensive use of campus facilities.

6. Response to Previous Annual Program Plan & Review

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

This is the first Annual Program Plan for this Program.

7. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections. Note – resource requests should be connected to action plans.

Respond to the following:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.

- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.

- Identify questions that will serve as a focus of inquiry for next year.

The few PSLO assessments yield no need for action at this time. As previously stated, the program is so new that we have very few assessments to analyze.

The information we've gathered to date reflects achievement of SLOs, supporting our curriculum design and delivery. The need for the courses, certificates, and degrees we propose is also supported by the data cited earlier as well as by consensus of the Wellness Advisory Committee that met earlier this year.

Questions for continued inquiry in the next year include:
What is an expanded/refined vision and mission statement for the Wellness Program?
What courses, certificates, and degrees do we want to propose?
Can we expand the current MT Certificate offerings to include a daytime program as well as evening?
What community based organizations and business can we connect and collaborate with?
Can we develop collaborations with programs abroad?
How can we provide experience to bridge the gap between school and work and, at the same time, make more extensive use of campus facilities for providing massage therapy to the public?

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8. Resource Identification

A. Professional Development needs

*Learning more about Administrative Systems and Procedures at Skyline College.
*Additional training -- and training for all faculty -- on creating and delivering online courses.
*Support in developing community-based connections and collaborations.
*Funding for faculty time to complete Kognito "At-Risk Students" certificates (offered online for faculty for the next year).

B. Office of Planning, Research & Institutional Effectiveness requests

Actions:

- List data requests for the Office of Planning, Research & Institutional Effectiveness.

- Explain how the requests will serve the Student/Program/Division/College needs.

Please track all enrollment/productivity statistics separately for WELL-designated courses.

Please continue to post and analyze graduate activity and employment surveys for WELL grads.

As possible, please alert faculty to opportunities to learn about understanding and analyzing productivity reports, etc.

Separation of data pertaining to WELL courses and programs will help form the foundation for sound program development and support of Student/Program/Division/College needs and missions. As we make decisions about new courses, certificates, and degrees, we need sound data on which to build -- and we need to understand how to interpret the data that is collected.

C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests
Complete the following table:

Annual Program Planning Resource Needs
Program <u>Wellness</u> Date <u>4-15-13</u>

	What are the needs?	How does this request align with your assessment of student outcomes?	How does this request align with your action plan?	What is the estimated cost for facilities and equipment?
Personnel	1. Two permanent PT Instructional Aide positions (one has been formally requested). 2. Additional funding for lead instructors' admin hours (per 3. Dean of Bus Div, 10 hours/week divided between co-leads)	Permanent positions will serve to anchor the program. Additional co-lead admin time is crucial for program administration, planning, and development.	Planning and development are central to our action plan. Current unpaid time expenditures for admin and program development are unsustainable.	
Equipment	1. Color printer and paper cutter. 2. IPad and apps, cables, screen, media cart for lab 3. Instructional equipment (various, see list submitted to Dean) 4. Camtasia for online course production.	Time-sensitive, effective classroom materials that contribute to SLO achievement are currently created on faculty's personal equipment. Certain excellent apps to bolster A&P comprehension are only available for iPad.	To expand and enhance offerings as we propose, additional classroom equipment and means to create higher quality online instruction are needed.	$400-$900 $900-$2500 ~ $35,000 for mats, chairs, models, DVDs, practice test software, camcorder: varies w quality, quantity $100
Facilities	1. Short-term: additional secure storage for instructional equipment (massage tables 2. and chairs, anatomical models, etc). 3. Long-term: Additional classroom space for Asian 4. modalities instruction and faculty office area.	Additional equipment is needed for instructional purposes to bolster hands-on learning. Continuing Ed content will require additional classroom space or additional equipment (mats and chairs, for example).	Tentative planning includes program expansion and need to keep up with industry education standards re: instructional equipment and modalities taught.	Need more specificity (with respect to particular needs) to assess and estimate accurately.

APPENDIX A

VISION, MISSION, VALUES AND GOALS OF SKYLINE COLLEGE
Please check current catalog for most recent goal statements.

Vision Statement
Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Mission Statement
To empower and transform a global community of learners.

Values Statement
Education is the foundation of our civilized democratic society.
Thus:
Campus Climate: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.
Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.
Student Success: We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.
Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.
Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.
Shared Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.
Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability "To meet present needs without compromising the ability of future generations to meet their needs."

Definition of Terms

WSCH: Weekly Student Contact Hours are based on the first census week of a Fall term. They do not include second census week data, but they do include all positive attendance data for the term (converted to WSCH) including classes which start after the first census

FTE: The full-time equivalent faculty count is determined by the set of rules provided to each college at the time the data is requested. Generally, the figures are the decimal fraction of the teaching hours or units ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certified-personnel is not included.

LOAD: Teaching Load is taken as the ratio of WSCH to FTE

N GRADES: The total number of grades awarded (A+B+C+D+F+CR+NCR+I+W)

RETENTION: The sum of all non-W grades divided by N grades times 100, expressed as %

SUCCESS: A+B+C+CR grades divided by N grades times 100, expressed as %