Summary of Program Review 2003-2004

T his document is a summary of the Program Review findings presented October 2004. Program review results are summarized and provided as they relate to each four main standards adopted by the Accrediting Commission for Schools and Junior Colleges. The following programs are included in this summary.

- CalWORK's
- Counseling
- Earth Science
- Extended Opportunities Programs & Services/CARE
- History
- Humanities
- International Students
- Physics
- Political Science
- Respiratory Therapy
- Sociology

The executive summary pages are attached for each of the program review documents listing the short summary of findings, the strengths of the program and three suggestions for improvement.

Institutional Mission and Effectiveness

> *Standard I - Institutional Mission and Effectiveness: The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.*

Programs Serve the Mission
The mission of Skyline College emphasizes that it is a comprehensive community college that has programs that are learner-centered in a culturally rich and socially responsible environment. The college takes pride in its traditions of open access, innovation and technology that support students achieving their educational goals. The program review reports confirmed programs that are focused on student learning, changes in student outcome indicators, reasons for such changes, and implications for improvement. The reports confirmed each of the programs' use of technology and maintenance of internal and external partnerships.

The intended population of students for Skyline College includes students interested in transfer, Associate of Arts/Associate of Science Degrees, workforce preparation, economic development, basic skills development and life long learning as indicated by the commitment to being a comprehensive community college. The programs included in the 2003-2004 cycle represent programs aimed at serving the targeted populations.

All of the programs except Political Science and Sociology report the use of partnerships and/or advisory committees as an integral part of the program. Some such as EOP&S/CARE and Respiratory have mandated partnerships and advisory boards. Others, have such partnerships as a means of providing advise on the constant improvement of the programs.

Improving Institutional Effectiveness
All of the instructional programs focused on student success, the changes of the student outcome indicators and how they compare to the college indicators overall. Results of the instructional programs are summarized below.

- The Respiratory Therapy Program indicated a drop in retention and success from the usual 100% to 87%. This change can be in relationship to the change in numbers of students in the program. Hence, while 100% of the students were successful, the actual number of successful students was lower than 87% of the larger class.
- The Physics department experienced a dramatic increase in success and retention of students going from 66.7% to 81.2% student success rates. They are not sure whether increased student involvement in MESA or the integration of the technology homework resource (Assist) played a major role in the change in the student indicators. Further analysis would be beneficial.
- While Political Science has seen a gradual decrease in student success rates, the rates remain higher than the overall college rates. The program encourages students to use the Learning Center resources and other college resources designed to support student success.
- The Sociology program reported slight decreases in student success though the rates remain comparable to similar programs such as Anthropology. Possible factors included in the report are changes in the gender make-up of the classes.
- The History program reported a slight decrease in overall student success and retention. The department found a decline in student GPA in history classes from Fall 2000 through Spring 2003. Of particular note and concern was the findings related to overall GPAs for students who classified themselves as African American, Filipino or "other".
- The Humanities program showed decreasing retention and success rates with a 17% and 4% drop respectively.

The Student Services programs did not include student success data analysis. Instead student satisfaction surveys were used to ascertain the effectiveness of the service to the students.

Student Learning Programs and Services

> *Standard II - Student Learning Programs and Services: The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student's understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.*

Demonstrated Achievement through Research

Through the program review process, the institution engages in an ongoing dialogue regarding student success and program improvement. Programs completing program review first complete a self-study. The results are provided to the curriculum committee. The curriculum committee engages in a discussion and makes recommendations to the programs through a committee approved response. The appropriate Vice President contributes to the discussion by providing a response. The president then contributes to the discussion by providing a response. The Curriculum Committee Co-chairs, the appropriate Vice President, the Division Dean and Program faculty then meet to discuss the program review, recommendations are discussed and an action plan written for implementation.

The results of the dialogue and responses are forwarded to the Budget Committee, The Institutional Planning Committee, The Full Time Equivalent Faculty Allocation Committee, The Instructional Leadership Team, and the Office of Planning, Research and Institutional Effectiveness. Not only does the campus community engage in a dialogue regarding student success and the effectiveness of the programs under review, the results are incorporated in and inform the regular college processes including the processes that prioritize the college resources for staff, equipment, facilities and materials.

Instructional Programs

The submitted reports and responses demonstrate the existence of and a dialogue about the high quality instructional programs in recognized and emerging fields of study. Fields including Earth Science and Humanities elicited responses related to emerging fields of study within the two disciplines, GIS and Humanities Computing respectively.

Earth Science, History, Humanities, Physics, Political Science all indicated goals and program purposes to serve students interested in acquiring an Associate of Arts Degree or interested in transferring to baccalaureate granting institutions. The programs provide a range of classes that provide a breadth of educational opportunities and experiences. They enable students to be more fully prepared to succeed in upper division courses at the transfer institution. All of the general education programs have articulation agreements for specific courses to articulate into the major at transfer institutions.

Respiratory Therapy is a vocational program that educates students interested in entering the health care workforce as a Respiratory Therapist. The program serves a high demand

occupation and has strong industry ties, excellent curriculum and 100% student pass rates on the Certified Respiratory Therapist Credentialing/licensing examination administered by the state

Student Support Services
Student Services program are integrated in the program review process. The programs have begun to develop student learning outcomes along with the instructional programs. The student support services program review reports address the needs of students to enhance a supportive learning environment in a variety of ways.

The Counseling Program reported a consistent focus on the needs of students leading to the development of a comprehensive curriculum and an array of innovative programs that supports all students. The program also responds to the specialized needs of disadvantaged students. The Counseling Program identifies a "critical need for additional staff to ensure reasonable access to counseling services." Because of inadequate Counseling staff, students had to wait two and a half weeks to see a counselor. Ninety-five percent of the appointments occurred after the student's date to register. Additionally, during the Fall 2003 semester no counseling appointments remained available by the end of the first week of December, the precise time of registration for the upcoming semester.

The EOP&S Program reports that they developed an integrated case management approach to help meet students' needs by working across programs to avoid duplication of services and to decrease the demands placed on students for program compliance. This coordination includes working with TRIO/STAARS, Disabled Students Programs and Services, General Counseling, CalWORK's, Financial Aide and instructional programs. The EOP&S Program reports two outstanding recommendations from previous reviews that need attention: a) …ensure the EOP&S tutor Coordinator perform over and above services to EOP&S students commensurate with the level of EOP&S funding for his position or adjust the funding accordingly and b)…work with district ITS to develop a tracking system…to provide necessary data on EOP&S students….)

The CalWORK's Program serves students who are recipients of the support from the California Work Opportunity and Responsibility for Kids legislation, commonly know as state assistance or welfare. A case management model combined with the matriculation process and support for childcare is used to serve some of the most disenfranchised and economically or educationally disadvantaged students. The program is attempting to improve the relationship with the County CalWORK's program in light of the County's "work first" emphasis. This encourages recipients to get a job first as a priority over accessing education and training that may put them on a path to self-sufficiency.

The International Student Program reports that the program offers "…an American Educational experience to students from all over the globe." The addition of international students on the college campus enriches the environment by adding a global perspective to the educational experiences of the students at Skyline College. The program reports an

effective program with experienced Counselors that enable the program to adhere to all of the new federal and immigration regulations. Though the report cites the small size of the program as a strength of the program, a request for a Counselor and staff assistant was made to serve the current student population.

Meeting Changing Needs of Community
The programs under review meet the changing needs of the community in a variety of ways ranging from increasing the availability of classes to collaborating with organizations and agencies to meet student needs.

The Earth Science Program noted the varied cultural and socioeconomic backgrounds of their students and the propensity for such students to thrive in Earth Sciences. Some of the strategies the faculty use to meet the varied needs are to incorporate the use of audio-visual media in the classroom and to make the language connections of the technical vocabulary used in geology. Additionally, Earth Science uses locally developed, innovative video programs, field lectures that include illustrative graphics to reach the media-oriented students beyond the lecture format.

The Physics Program addresses the educational needs of a diverse student population by working with the Math Engineering Science Achievement Program (MESA), a statewide program that works with educationally disadvantaged students so they excel in math and science and graduate with math-based degrees (Source: the Statewide MESA website http://mesa.ucop.edu/home.html.)

Both the Political Science Program and the Physics Program meet the varied educational needs by offering more sections and a variety of classes based on student feedback and previous program review recommendations. The Sociology Program assesses the racial and ethnic composition of sociology students and selects textbooks that consider and analyze cross-cultural perspectives and global issues. The International Student Program works with international education al agencies and uses extensive websites to provide service and information to the community. The EOP&S program has bilingual faculty and staff to serve Spanish-speaking and Cantonese-speaking students. The Counseling Program has courses and activities targeting diverse populations of students. Finally, the Respiratory Therapy Program is considering the development of an accelerated program that allows students to complete the core RT courses in less than two years in order to serve students that need to integrate work and personal affairs into their academic schedules.

Student Learning Outcomes
Each of the reporting programs provided information on the goals of the programs that are directly tied to the Mission and Goals of the College. The programs have not begun writing the goals in the form of student learning outcomes. A number of activities to enhance the dialogue regarding student learning outcomes are being implemented at the college. A steering committee is being trained to be trainers, a philosophy statement has been adopted by the college and the curriculum committee has adopted a course outline

that now requires the inclusion of student learning outcomes with the development of new curriculum.

Evaluation of Programs
Each of the programs participating in the Program Review Process were approved by the Curriculum committee. A set of questions are posed to support the department self study. Data regarding student outcomes, demographics, and program productivity was provided to each of the programs at the beginning of the review process. A workshop sponsored by the curriculum committee provided information on the proper way to conduct a review, resources available and guidelines for presentation of the findings.

The curriculum committee is engaged in a "program review" of Program Review. Issues to be addressed include:
- The program review form/questions
- Data needed
- Use of Data
- Additional training workshops
- Timelines
- Disposition of Program Review results

That review should be complete by the end of the academic year with recommendations to the curriculum committee for modifications.

Clear and Accurate Information
The programs under review are included in the college catalogue and the college website. The catalogue is reviewed and updated annually to ensure accurate program information regarding the goal and course requirements of the programs. The catalog includes precise, accurate, and current information concerning the following:
   a. General Information
      - Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
      - Educational Mission
      - Course, Program, and Degree Offerings
      - Academic Calendar and Program Length
      - Academic Freedom Statement
      - Available Student Financial Aid
      - Available Learning Resources
      - Names and Degrees of Administrators and Faculty
      - Names of Governing Board Members
   b. Requirements
      - Admissions
      - Student Fees and Other Financial Obligations
      - Degree, Certificates, Graduation and Transfer
      - Academic Regulations, including Academic Honesty
      - Nondiscrimination
      - Acceptance of Transfer Credits

- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees Courses are also listed in the class schedule. Both the catalogue and the schedule are available on-line.

Resources

Standard III - Resources: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Human Resources

The reporting programs identified the following faculty and staff needs.
- CalWORK's (1 job developer)
- Counseling (4 full time faculty members made up of 2 full time general counselors, 1 ASTEP Counselor/coordinator, 1 psychological services counselor)
- EOP&S (1 counselor and 1 office assistant)
- History (1 full time faculty member)
- International Student Program (1 full time Counselor and 1 full time staff assistant)
- Physics (1 lab technician)
- Political Science (1 full time faculty member)

Professional Development

All of the programs reviewed have faculty that meet or exceed the minimum qualifications. Faculty and staff engage in a wide range of professional development activities, both internal to the institution and external.

The Counseling program assigns new faculty members a mentor to assist them in becoming acquainted with the college procedures, documents, computer screens, etc. In addition, training sessions are required. Staff in the program are required, not only to meet with their supervisor to review duties of their positions and receive ongoing training, but they are required to lead training sessions on their particular department or unit. The EOP&S and CalWORK's programs utilize professional conferences to maintain their currency in the field. In the International Students program, training and development on the implementation of the SEVIS (Student and Exchange Visitor Information System) has been a major focus.

The full-time faculty member in the Sociology program retired in 2002. Since then, the program has been staffed with a .60 position. Though not contractually required to do so, that faculty member has participated in division meetings, advised students on other sociology programs, engaged in the curriculum processes, developed curriculum, and completed the program review. The faculty member attended a work shop on web-site development and conducted various studies analyzing student performance in specific programs. Finally the program review indicates that the faculty "….wrote and published two articles in peer reviewed publications. While not directly applicable to teaching at

community college, both articles focused on subject matter which are used in lectures to illustrate points of sociological research and analysis.

The faculty of the various programs are active in both professional and academic organizations. Additionally, the faculty of the History program provide leadership for many of the college-wide presentations, exhibits and forums. Additional development activities include:

- Development of a video series by the Earth Science faculty. The series has been made available to the educational collection of the U.S. Geological Survey library, the Pacifica Public Library and the Skyline College Media Center.
- Sponsorship of college-wide exhibits, presentations and forums such as "The Legacy Project" by the History faculty.
- Acquisition of a Professional Development grant and a Trustees Grant to learn the necessary skills to implement computer acquisition of data and to write the new laboratory exercises to use the new equipment by the Physics faculty.

Human Resource Planning
The program review responses are incorporated in the Full-time Equivalent Faculty Allocation process. The results of the program reviews along with additional proposal information resulted in the hiring of a full-time Sociology faculty member and a full-time History faculty member. New classified positions will be incorporated through the unit planning process and the college budget process.

Resources
Physical, technological and financial resource needs were indicated in almost all of the program reviews. An attached spread sheet summarizes the needs by program. These needs will be made known to the College Budget Committee, the Capital Improvement Program committees, the Institutional Planning Council and the Instructional Leadership Team

Leadership and Governance

Standard IV: Leadership and Governance: The Institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness while acknowledging the designated responsibilities of the governing board and the chief administrator.

The Program Review Process was developed through collegial consultation with the Academic Senate. Decisions regarding the process are passed through the Curriculum Committee which consists of faculty, staff and student representatives. The Curriculum Committee, Vice President of Instruction, Division Deans, department faculty and staff, all take leadership roles in the implementation of the Program Review process. The process includes key elements as follows:

- Programs are listed on a 1998-2016 color coded program review schedule.

- Programs receive in initial data packet from the Office of Research Planning and Institutional Effectiveness
- The Deans and faculty of the various programs receive memo notices to commence with the self-evaluation
- Workshops are offered to train faculty and staff on the implementation of program review, the preparation of the report and the presentation of their findings.
- Programs present their findings to the internal and external college community. Faculty and staff, students, program partners, advisory committee members, high school personnel, board of trustee members, President's Council members, sister college administrators are invited to view the presentations.
- The submitted reports are posted on the Program Review website.
- The Curriculum Committee, appropriate Vice President and the President provide written responses to the report. Copies of the responses are provided to the participating faculty and staff, as well as to the Institutional Planning Council and the College Budget Committee.
- Program faculty, staff and the appropriate Dean are invited to engage in a discussion of the report with the Curriculum Committee Chair(s) and the appropriate Vice President.
- Follow-up improvement plans are prepared if so indicated in the post report discussion.
- The summary sheets a list of needs are provided to the following committees/councils:
  - FTEF Allocation
  - College Budget Committee
  - Institutional Planning Council
  - Instructional Leadership Team
- The executive summary pages attached to each of the program review documents listing the short summary of findings, the strengths of the program and three suggestions for improvement are forwarded to the following committees/councils:
  - FTEF Allocation
  - College Budget Committee
  - Institutional Planning Council
  - Instructional Leadership Team

Summary of Program Needs Identified in the Review

Department	Personnel	Equipment	Facilities	Additional Notes
CalWORK's	Developer/Counselor	- Upgrade to the computer systems more elaborate tracking system	Faculty office for developer/counselor	
Counseling	increase staffing levels (need to specify) - General counseling - Psych Services Counselor - Learning Communities Counselors	- Replace computers (8 in lobby area; 14 in Career/Transfer Center; 1 computer workstation in each area is accessible). - Financial Aid funds will be used to upgrade 8 computer workstations in the One Stop. - Computer "kiosk" in the Student Services One Stop to allow students to obtain general information by touch screen.	- Faculty Office Space - Testing/Assessment Space - Classroom Space	- Additional funds are needed to produce admissions, registration and counseling materials in other languages and to make them more accessible for students with disabilities.
EOPS/CARE	Increased staffing levels (need to specify)		- Office Space for counselor	
History	- 1 full time faculty member	- Equip all classrooms to be made computer ready including use of multi-media technology. (Four of the six rooms used by this dept. recently have become electronically retrofitted with multi-media technology, while 2 have not.) - Video and/or sound recording equipment		- The division copy machine expenditures have been reduced. - Need cataloging of slides, maps and videos - Need new paper maps and cd roms

Department	Personnel	Equipment	Facilities	Additional Notes
		- Equipment that could convert slides to CD-ROM. - CD-Rom interactive maps. - Mechanical maps. - Overhead projectors purchased or maintained. - Lighting systems with dimmer capabilities are needed to enable students to take notes while viewing information projected on a screen.		
Humanities		- Upgrade the computers - Equipment to convert 1105 to multimedia classroom - New computers in room 1111 & 1107. - Instructional videos .	- Conversion of room 1105 to multimedia classroom & soundproofing the wall. - New cinema-type chairs for room 1111.	Need increased budget for the repayment of guest speakers.
International Student Program	1 full time Counselor 1 full time staff assistant	Regular equipment replacement (need to specify)	- Two office space for to house program coordinator and staff assistant - Additional counselor faculty office	- Budget to revamp program brochure - Budget to update student application to include SEVIS info. - Need increased budget for outreach and update of materials

Department	Personnel	Equipment	Facilities	Additional Notes
Earth Sciences		▪ Upgraded computers for the faculty ▪ Video camera, slide scanner, etc	▪ Improve design of classrooms to mitigate sound bleeding from one section to another ▪ Increase multimedia options in classrooms to include slide projectors ▪ Modify building 7A design to include storage space near classrooms. ▪ Prep rooms for instructional materials directly adjacent to lecture rooms and lab areas	
Political Science	1 fulltime faculty member	Computers in the classrooms	Multimedia classrooms	
Physics	▪ 1 full time faculty to replace retiring faculty member ▪ Part-time technician - -Laboratory support personnel for set-ups and take-downs	▪ Equipment to accommodate an honors section in modern physics ▪ Computer upgrades & replacements as necessary ▪ Purchase new and upgrade existing physical sensors used for computer acquisition of data ▪	▪ Storage & preparation area to allow a physics instructor to easily bring demonstration equipment into a lecture. The room would ideally be adjacent to the lecture room. ▪ Wireless network in the Lab ▪ Enlarge the Physics lab to comfortably hold 24 students	▪ Replenish lab supplies

Department	Personnel	Equipment	Facilities	Additional Notes
Respiratory Therapy		- Equipment in providing respiratory therapy is constantly being modified and improved. Ventilators available for student practice in laboratory are essential. Optimally, to keep up with current equipment, the program should invest in one piece of major equipment each academic year. The funding needed would range from $10,000 - $40,000 per item - Replace pressurized gas outlets. - Install whiteboards to facilitate more effective instruction	- Dedicate facilities specifically for the Respiratory Therapy Program with a laboratory which is available any day for the work for scheduled classes as well as open laboratory time. - Obtain approval to have the layout for simultaneous multimedia resource redesigned to create more effective flow of instruction and install wireless capability for internet access - Effectively repair the hole in the ceiling above the sink. The area becomes very dusty as the plaster deteriorates and the wall becomes colonized with mold during wet periods. - Have the ventilation system maintained to see if there is any way the noise level can be reduced	

Department	Personnel	Equipment	Facilities	Additional Notes
Sociology	1 full-time Faculty		▪ It would be very helpful if all classrooms were made computer-ready, including multi-media (DVD technology). ▪ Sound proofing & ventilating the rooms would make compelling teaching & learning atmosphere.	