A Single Campus Model for Program Review and Integrated Planning:

ACCJC Regional Workshop
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OVERVIEW

- Our “Journey”—2004-2012
- Program Review Process
- Institutional Planning Process
OUR “JOURNEY”—2004-2012

- **2005—Changed Planning Structure**
  - Primarily Governance Motivation—”More About Who Than What”
  - But Still Dictated Rethinking of Planning Process (Paralleled Development of 2010 Accreditation Institutional Self-Study)

- **2006—Strategic Planning Initiative**
  - Assessment of Planning Process
  - Revision of Mission/Vision/Values/Goals Statements—Mapping Goals to Newly Developed Institutional Learning Outcomes
2006—Strategic Planning Initiative (cont.)

- Led by District Planning and Advisory Council
- Development of Four Long-Term Strategic Initiatives
  - Basic Skills
  - Global Citizenship
  - Sustainable Campus
  - Vocational [Career Technical] Education
- Determined That Strategic Planning Effort Would Be Repeated Every Five Years—Long-Term Element of Institutional Planning Process
Planning Elements That We Valued and Retained

- Strong, Respected, and Longstanding (Since 1987) Program Review Process at the Core
- Annual *Master Plan for Education* Update Process
  - Development of Institutional Objectives for the Coming Year
  - Institutional Response to Institutional Objectives of the Previous Year
- Integration of Excellent Academic Senate Mutual Agreement Processes
  - Curriculum Planning
  - Program Review
  - Student and Institutional Learning Outcomes
  - Professional Development Planning
OUR “JOURNEY” — 2004-2012 (CONT.)

Planning Issues to be Addressed

- “Random Acts of Planning” Syndrome—Need for Better Connection Between Elements of the Planning Process and Clarification of Timelines
- Documentation of Planning Actions and Supporting Information
- Explicit Assessment of All Elements of the Institutional Planning Process and Documentation of the Results
- More Explicit Use of Data and Documentation of its Use
- Strengthening Relationship Between Institutional Planning and Resource Allocation
- Major Challenge for This Effort—Inconsistent Institutional Research Staffing
March 2010 Accreditation Visit

- Although Much Accomplished, Revised Planning Process Not Yet Complete
  - Planned Long-Term, Cyclical Nature of Strategic Planning Initiative
  - Insufficient Evidence of Ongoing Assessment of Planning Process and Its Individual Components
  - Ineffective Documentation Mechanisms
  - Not Enough Incorporation of Institutional Effectiveness Measures and Institutional Metrics
  - Links to Program Review and Other Institutional Effectiveness Assessments Not Clear Enough

- Follow-Up Report Required for Two Recommendations
  - Institutional Planning
  - Institutional Research
October 2010 Follow-Up Report

- Used Development of 2010-2011 *Master Plan for Education* Update as Vehicle
- Expanded *Master Plan for Education* to Include All Annual and Long-Term Planning Documents
  - Strategic Planning Initiatives
  - Program Review Annual Report
  - Academic Senate Objectives
  - *Master Plan for Facilities* Summary
  - *Master Plan for Technology* Annual Objectives
  - Institutional Effectiveness Measures/Institutional Metrics
  - Accreditation Recommendations
- Made Existing Planning Assessment Efforts More Explicit—Analysis of Performance on Institutional Objectives
OUR “JOURNEY” — 2004-2012 (CONT.)

➢ October 2010 Follow-Up Report (cont.)
  o Stabilized and Enhanced Institutional Research Staffing and Support
  o Developed Institutional Effectiveness Matrix (Basis for Annual Institutional Effectiveness Report)
  o Began to Address Planning Timeline Issues
    ▪ Finalized Decision to Base Program Review Annual Report on Calendar Year Rather Than Academic Year
  o Simplified and Improved Documentation and Communication Mechanisms for Planning Process
Simplified Institutional Planning Flow

Board of Trustees

Superintendent/President

MASTER PLAN FOR EDUCATION
Driven by Mission, Vision, Goals and Strategic Initiatives and affirmed by District Planning & Advisory Council

ADMINISTRATION

UNIT/PROGRAM PLANS

ORGANIZATIONAL UNITS
Departments, Programs, Administrative Units

DISTRICT PLANNING & ADVISORY COUNCIL (DPAC)

INSTITUTIONAL PLANNING/GOVERNING BODY REPORTS/PLANS
Technology Master Plan, Facilities Master Plan, Board Goals & Priorities, Program Review, etc.

INSTITUTIONAL COMMITTEES
DPAC Subcommittees, Academic Senate Joint Committees, Task Forces, Work Groups

Program Review Process
PROGRAM REVIEW—HISTORY

- Process Developed in Mid-1980s
- First Piloted in Spring 1987
- Always Responsibility of Academic Senate Joint Committee
- Purpose—To Support and Enhance Program Improvement and Institutional Planning
PROGRAM REVIEW — THE PROCESS

- All Programs—Instructional, Student Services, and Administrative—Required to Participate

- Committee—Chaired by Faculty Member, Administrator Vice Chair, 2 to 1 Faculty to Administrator Ratio, (Inconsistent) Classified Staff and Student Participation
Programs Prepare and Submit Self-Study Reports (Over Time More Detailed and Focused) and Meet with Committee

Focus of Meeting with Committee—Shift Over Time from Mere Presentation to Dialogue and In-Depth Discussion of Report

Feedback through Executive Summary
PROGRAM REVIEW — THE PROCESS (CONT.)

➢ Executive Summary
  o Commendations for Outstanding Practices
  o Recommendations to Strengthen the Program
  o Recommendations for Institutional Support of the Program
  o Narrative Component Summarizing Report and Committee Discussion
  o From Beginning, Shared with Primary Institutional Planning Body, Academic Senate, Superintendent/President, and Board of Trustees
PROGRAM REVIEW—THE PROCESS (CONT.)

➤ Guidelines for Program Review Self-Study
  o Developed for Each Program Type (Instructional, Career Technical, Student Services, Administrative Services)
  o Reviewed and Updated Annually

➤ Multiple Orientation Sessions Held Each Year for Programs Undergoing Review the Following Year
Program List Modified to Accommodate New Programs and as Programs Shift, Split, or Combine

- Standard Data Sets Developed by Institutional Research for Instructional and Student Services Programs (Data Sets for Administrative Services Being Finalized)
PROGRAM REVIEW—THE PROCESS (CONT.)

➤ Annual Report

- Summary of Program Review Reports and Recommendations for the Year
- List of Overarching Issues (Ongoing List of Issues and Concerns Shared by More Than One Program)
- Program Review Chair and Vice Chair—DPAC Resource Liaisons
- Program Review Report Now at the Core of the Annual Master Plan for Education Update Process
Program Review—Lessons Learned

- Ongoing Assessment and Process Improvement
  - Added SLO Implementation, Assessment, and Response to Assessment Results to Guidelines
  - Worked with Institutional Effectiveness Committee and Institutional Research to Assist Administrative and Student Services Programs with Unit Outcomes Assessment
  - Providing More and Better Data and Assistance in Effective Use of Data
  - Strong Role in Working to Eliminate “Silo” Effects by Encouraging Collaborations Across Programs
  - Altered Annual Report Timeline to Calendar Year to Better Align with Institutional Planning Calendar
PROGRAM REVIEW—CURRENT ACTIVITIES

 Developing/Implementing Online Annual Update
  o Integrates with College Planning Processes
  o Evaluates Effectiveness and Demonstrates Responses to Assessment Results
  o Allows for Timely Identification of Needs
  o Encourages Setting and Completion of Yearly Objectives
  o Records Initiatives and Achievements of the Past Year
  o Facilitates Completion of the Six-Year Review (Also to be Conducted Online)
Developing/Implementing Online Annual Update (cont.)

- **Examples of Prompts**
  - What have your SLO/SUO/UO assessments revealed or confirmed since your last report?
  - What has available data from TIMS reports and/or the Institutional Research website, revealed or confirmed since the last program review report?
  - Discuss and summarize conclusions drawn from data, assessments (SLO, SUO, UO), or other indicators and indicate any responses or programmatic changes planned for the coming year.
  - Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year.
Institutional Planning Process

- Long-Term—Strategic Plan Development Every Five Years (Last Done in Fall 2011)
  - Review and Revision, If Necessary, of College’s Mission/Vision/Values/Goals Statements
  - Development of New Strategic Initiatives
  - Assessment of Institutional Planning Process and Its Components

- Annual Master Plan for Education Update
  - Development of Institutional Objectives for the Coming Year
  - Response to Previous Year’s Institutional Objectives
  - Assessment of Level of Completion of Previous Year’s Institutional Objectives
Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives (individual transformation).

- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems (community transformation).

- Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events (global transformation).

- Assume responsibility for their impact on the earth by living a sustainable and ethical life style (individual, community, and global transformation).
Innovative and Responsive Academic Environment

- Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community.

Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology.
- Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.

Stable Fiscal Environment

- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.

Sustainable Physical Environment

- Apply sustainable practices to maintain and enhance the College’s facilities and infrastructure including grounds, buildings, and technology.

Supportive Collegial Environment

- Improve and enhance decision making and communication processes in order to respect the diverse needs and goals of the entire college community.
DISTRICT PLANNING AND ADVISORY COUNCIL STRUCTURE

Board of Trustees

Superintendent/President

District Planning and Advisory Council (DPAC)

DPAC Planning Subcommittees

- Budget
- College Services
- Facilities
- Human Resources
- Technology

Academic Senate Joint Committee Resource Liaisons to DPAC:
- Curriculum
- Program Review
- Student Affairs
- Student and Institutional Learning Outcomes
- Chair of Department Chairs
New Institutional Objective Development

- Responsible Area
- Map to Institutional Learning Outcomes Supporting Goal(s)
- Source of Objective (With Explanatory Narrative)
  - Program Review Recommendation
  - Accreditation Recommendation
  - Board of Trustees Priority
  - Strategic Initiative
  - Academic Senate Objective
- Methods to Accomplish and Anticipated Outcome (With Explanatory Narrative)
- Estimated Cost/Funding Source (With Explanatory Narrative)
OBJECTIVE 5

To develop planning criteria for determining the allocation of dedicated resources to specific programs and whether these resources are sustainable.

Responsible Area(s)

DPAC
Senior Staff
Resource Development Group (Grants, Foundation, Workforce Development)

Map to Institutional Learning Outcomes Supporting Goals

- Goal 1: Innovative and Responsive Academic Environment
- Goal 2: Supportive Learning Environment
- Goal 3: Stable Fiscal Environment
- Goal 4: Stable Physical Environment
- Goal 5: Supportive Collegial Environment

Addresses the following College Priorities and Strategic Initiatives

- Basic Skills
- Global Citizenship
- Sustainable Campus
- Vocational
- GRIT
- Institutional Imagination (I³)

Relates to the following recommendations and objectives:

- Board of Trustees Goals and Priorities
- Program Review Recommendations (#14)
- Academic Senate Objectives
- Other (please indicate)

Methods to Accomplish the Objective and Anticipated Outcomes:

The DPAC Chair will meet with senior staff and with the Resource Development Group to develop a list of suggested planning criteria. The resulting list of planning criteria will be placed on a DPAC agenda for discussion, and DPAC will either take action to recommend planning criteria to the Superintendent/President at that time or refer the list to a subcommittee to be refined and/or expanded for subsequent DPAC action.

Estimated Cost: None beyond regular staff time

Funding Source: Existing

Budget Planning Narrative: N/A
Response to Previous Year’s Objectives

- Completed by “Responsible Area” and Reviewed and Approved by DPAC
- Includes Assessment of Level of Completion
  - Completed
  - Substantially Completed
  - Addressed
  - Not Addressed
- For 2011-2012—82% “Completed” or “Substantially Completed”; Remainder “Addressed”
Response to Previous Year’s Objectives (cont.)

- Learned Over Time That Improvement Was Needed In Developing Institutional Objectives
  - Too Ambitious for Accomplishment in One Year—Need to Divide Into Phases
  - No Clear Means of Measuring Accomplishment
  - Tendency Toward Objectives That Are Too Narrow—Not Truly Institutional

- Reduced Number Over Time from All-Time High of 52 to 11 (9 New and 2 Continued) for 2012-2013
**OBJECTIVE 9**

To develop a comprehensive plan that sets annual priorities for institutional resource development in fundraising as well as grants and other types of federal, state, local, and private funding.

<table>
<thead>
<tr>
<th>Responsible Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Senior Director, Institutional Advancement/Foundation Director</td>
</tr>
<tr>
<td>• Institutional Development</td>
</tr>
<tr>
<td>• Grants</td>
</tr>
<tr>
<td>• Workforce and Economic Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Completed</td>
</tr>
<tr>
<td>☐ Substantially Completed</td>
</tr>
<tr>
<td>☐ Addressed</td>
</tr>
<tr>
<td>☐ Not Addressed</td>
</tr>
</tbody>
</table>

**Response**

During the 2011-2012 academic year, the Executive Vice President convened a Resource Development Workgroup that met regularly to identify and pursue resource development opportunities in a coordinated and collaborative manner. This committee included the Dean of Workforce and Economic Development, the Interim Dean of Institutional Development, the Director of Grants, and the Interim Director of the Santa Monica College Foundation. The group shared new and emerging opportunities, leveraged resources, and strengthened the likelihood of success through greater integration with other efforts on campus. The group also identified several 2011-2012 resource development priorities that were the focus of all discussions:

- Ongoing development and implementation of the Medical Laboratory Technician instructional program;
- Operational costs to support the Veterans Resource Center;
- Continued efforts to sustain and institutionalize Global Citizenship across campus;
- Targeted programming to support students who are traditionally underrepresented in postsecondary education and/or who may not be achieving their educational and career goals, including veterans, students from underrepresented populations, and foster youth;
- Support of career technical education programs that prepare students for employment immediately following completion.
### INSTITUTIONAL OBJECTIVES

#### 2011-2012

<table>
<thead>
<tr>
<th>Strategic Initiatives</th>
<th>Completion Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills Initiative</td>
<td>Completed</td>
</tr>
<tr>
<td>Global Citizenship</td>
<td>Substantially Completed</td>
</tr>
<tr>
<td>Sustainable Campus</td>
<td>Not Addressed</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>Addressed</td>
</tr>
</tbody>
</table>

1. To complete the development of the “institutional dashboard” and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data.

2. To develop and implement a plan to avoid an operating deficit.

3. To develop and implement a plan to institutionalize ongoing funding for the maintenance of technology, instructional equipment, and facilities.

4. To develop a comprehensive transportation plan that builds upon the “Any Line, Any Time” public transportation initiative and includes other public transportation initiatives, bicycle support, vanpool and carpool programs, and other alternative modes of transportation.

5. To support the signing of the ‘The Democracy Commitment’ by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students’ civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.

6. To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.
11 Institutional Objectives

5 Completed
4 Substantially Completed
2 Addressed
0 Not Addressed
## Program Review Recommendations

<table>
<thead>
<tr>
<th></th>
<th>Program Review Recommendations</th>
<th>Board of Trustees’ Goals and Priorities</th>
<th>Academic Senate Objectives</th>
<th>College Priorities (Basic Skills, Global Citizenship, Sustainable Campus, Vocational Education)</th>
<th>Strategic Initiatives</th>
<th>GRIT and Institutional Imagination Initiative (I³)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To identify and implement strategies to assist programs in maintaining a web and social media presence.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>To provide training in the assessment of outcomes and in documenting how the assessment results are used in program planning.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>To ensure that there are consistent student lab use tracking systems to document the required student lab hours and to provide data for studying the correlation between student achievement and use of lab resources, both in the lab and through remote access to the online materials.</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>To identify additional strategies, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
LONG-TERM STRATEGIC PLANNING 2011-2012

- Reviewed Vision/Mission/Goals Statements—Minor Revisions
  - 163 Institutional Objectives
    - 119 (73%) Completed or Substantially Completed Within the Year
    - 39 (24%) Addressed Within the Year
    - 5 (3%) Not Addressed Within the Year
  - Four Strategic Initiatives
    - Source of 58 (36%) Institutional Objectives
    - Both Quantitative and Qualitative Evidence of Successful Implementation/Institutionalization
Direct Relationship of Institutional Objectives to Resource Allocation Strengthened

- Two 2011-2012 Institutional Objectives Responsible for Over $1 Million in General Fund Allocations—Supplemental Instruction, Information Technology, Instructional Equipment, Facilities Maintenance
  - Continued (Although Greatly Reduced) in 2012-2013 General Fund Budget
New Strategic Initiatives for 2012-2017

- GRIT (Growth/Resilience/Integrity/Tenacity)
  - Focus on Non-Cognitive Student Attributes (Grit, Perseverance, Integrity, etc.)
- I³ (Institutional Imagination Initiative)
  - Focus on Fostering Creativity and Innovation, Including New Pedagogical and Structural Models
# ISIS Portal Learning Outcomes Project

The ISIS Portal Learning Outcomes Project is designed to enhance learning outcomes in a specific field of study, focusing on various aspects of scientific principles and practical applications.

### SLO Listing

<table>
<thead>
<tr>
<th>Course Name</th>
<th>SLO#</th>
<th>SLO Text</th>
<th>First Semester</th>
<th>Last Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3</td>
<td>1</td>
<td>When given a current event scenario about global warming, students will be able to analyze and discuss the data and potential solutions, using acid-base calculations and appropriate chemical formulas.</td>
<td>2003</td>
<td>99999</td>
</tr>
<tr>
<td>CHEM 3</td>
<td>2</td>
<td>Students will be able to write an analysis about some of the current drugs and poisons readily available in today's marketplace.</td>
<td>2003</td>
<td>99999</td>
</tr>
<tr>
<td>CHEM 10</td>
<td>1</td>
<td>The student will demonstrate the ability to solve chemical problems using logical procedures based on well-established scientific principles.</td>
<td>2003</td>
<td>99999</td>
</tr>
<tr>
<td>CHEM 10</td>
<td>2</td>
<td>The student will be able to use chemical theories to explain and predict observable phenomena, using the principles developed in Chemistry 10.</td>
<td>2003</td>
<td>99999</td>
</tr>
<tr>
<td>CHEM 10</td>
<td>3</td>
<td>When conducting an experiment, the student will follow written procedures accurately and safely, demonstrate competence with lab equipment and measuring devices, and record data clearly and precisely.</td>
<td>2003</td>
<td>99999</td>
</tr>
<tr>
<td>CHEM 11</td>
<td>1</td>
<td>The student will demonstrate the ability to solve scientific problems by following logical procedures based on well-established scientific principles.</td>
<td>2003</td>
<td>99999</td>
</tr>
<tr>
<td>CHEM 11</td>
<td>2</td>
<td>The student will follow written procedures used in the general chemistry laboratory accurately and safely. When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.</td>
<td>2003</td>
<td>99999</td>
</tr>
<tr>
<td>CHEM 11</td>
<td>3</td>
<td>The student will be able to relate microscopic theories to macroscopic observations specifically using the chemical principles developed in Chemistry 11 to explain observable phenomena.</td>
<td>2003</td>
<td>99999</td>
</tr>
<tr>
<td>CHEM 12</td>
<td>1</td>
<td>The student will demonstrate the ability to solve scientific problems by following logical procedures based on well-established scientific principles.</td>
<td>2003</td>
<td>99999</td>
</tr>
<tr>
<td>CHEM 12</td>
<td>2</td>
<td>The student will follow written procedures used in the general chemistry laboratory accurately and safely. When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.</td>
<td>2003</td>
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When given a current event scenario about global warming, students will be able to analyze and discuss the data and potential solutions, using acid/base calculations and appropriate chemical formulas.

1. PERSONAL ATTRIBUTES
Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives

☐ 1. Self-Discipline (Regular Attendance, Timeliness)
☐ 2. Academic Honesty
☐ 3. Team Work and Interpersonal Skills

2. ANALYTIC & COMMUNICATION SKILLS
Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

☐ 1. Content Knowledge (as defined by Course Objectives)
☐ 2. Skills (Laboratory techniques, CTE skills)
☐ 3. Information Literacy (Source Selection)
☐ 4. Technology Literacy
SMC Accreditation 2010 Documents:
http://www.smc.edu/ACG/Accreditation2010/Pages/default.aspx

SMC Master Plan for Education 2012-2013 Update: