



Minutes

Committee Name: Program Review Committee

Date: August 30, 2019

Time: 10:00 AM

Location: MB 350B

Present:

Suzie Ama, Michael Erskine, Lisa Fuller, Jaclyn Kessler, Steve Rogers, Sylvia Sotomayor

Absent:

Karee Hamilton, Ryan Khamkongsay, Maura Murabito, Heather Ostash, Shelly Tannehill

1. Call to Order

- 10:07 AM

2. Approval of Agenda

- Agenda Approved

3. Approval of Minutes and Action Items

- March 8, 2019 - Approved
- April 4, 2019 - Approved
- April 26, 2019 - Approved

4. Human Services Program Review – First Review

Approved for a First Review. Good first draft. The following revisions are requested for the Second Review.

Spelling/Grammar/Style/Formatting

- Spelling, grammar and style will be looked at more closely in the Second Review because substantial content revision will be needed for the Second Review. But keep the following in mind:
 - Spell out abbreviations with abbreviation in parentheses at first usage.
 - Program name is capitalized
 - "Career Technical Education" is capitalized.
 - "Associate of Science" is capitalized.
 - Courses should be specified by the official course abbreviation and the course number preceded by "C"
 - Check consistency of font family and size.
 - Check consistency of tabular formatting.

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- 1.3 and 4.6 - Remove outcome verbiage and just use Xs to show alignment. The tables should be concise and compact.
- Use tables for MIS data provided in template, rather than images of District data tables so as to make the content more accessible for people with disabilities. The tables in the template are already formatted correctly for accessibility. Just enter the data, and add new rows, if needed.

Content

Overall Impressions

- Keep in mind that the Program Review may be read by members of the general public. Assume that the reader knows nothing about your program, nor about any internal functions of the college. Describe your program and issues surrounding your program with conciseness, but with necessary thoroughness to give the uninformed reader a complete picture of your program and student achievement. Our Chancellor reads our Program Reviews, too.
- The Program Review is an opportunity to inform other departments (e.g. Marketing, Information Technology) of needs that your program has or perceived gaps they have in delivery of services. If you articulate this, such needs or recommendations may find their way into their program review—which is exactly what we like to see. Program Reviews should inform college decisions at multiple levels and serve as robust communication across the college.
- When conducting analysis for each section, consider the issue from as many angles as possible. Be thorough. Where appropriate, weave analysis of site needs throughout the document. Reflect on changes that are occurring in our communities that are affecting enrollments, demand for majors, employment, etc?
- Weave history of institutional dialog into your document. Mention examples of meaningful dialog about your students' outcomes and program needs in your department, in committees, and in your advisory committee.
- Where most appropriate, fully explain the decision to migrate to an online program. Talk about benefits of online, such as eliminating bias, invoking more honesty in discussion. Talk about challenges (reduced retention/success, tech divide). Then also tie this in within other sections, where appropriate, referring the reader back to the original full description.
- There are a few places where the template prompting verbiage was retained (Part 5). Delete that text.

Executive Summary

- Executive summaries are usually about 1 page in length. This should summarize the key findings of the document that are based in evidence. This will come naturally, as the document itself is more robustly developed.

Part 1 – Definition

- 1.1 Discuss why the program descriptions differ between the AS and Cert. Discuss the background and rationale behind the proposed program name change. Discuss C-ID

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- alignment. Discuss plans for AS-T and how that differs from current AS. 1.1 Discuss that when an AS-T is adopted, the local AS is discontinued. Clarify and be consistent about whether program is currently transferable to the CSUs. Content missing: “and the class requirements for both the certificate and _____ are clearly outlined”
- 1.2 PLOs cannot be changed without CIC approval, so the official PLOs need to be retained in the Program Review. But discuss plans to revisit the PLOs with the Outcome Assessment Committee. Some PR committee members offered that some of the PLOs may be too granular and course-activity specific and that making them more global and reflective of professional outcomes would be ideal.
 - 1.3 The unit values for the certificate differ between the Program Description and the course list. Correct one or the other. Remove ENGL C070, as it an advisory to the program, and not part of the certificate or degree.
 - 1.4 Include your electives in the recommended pathway. Recommended Pathway – Certificate of Achievement is mislabeled as long term schedule.
 - 1.5 Clarify which courses are advisory requisites for the program and courses and which are prerequisites. Explain the evolution of remedial English courses, and what the plans are for the discontinuance of ENGL C070. Provide analysis of how requisites were established and what impacts (positive or negative) they have. Has retention improved? Cite data, if possible.

Part 2 – Demand

- 2.1 Put the college mission statement in quotation marks so it is clear which is the mission and which are your analysis statements. You state that the program has been approved for transfer, but the catalog description states it is not specifically designed for transfer. Does Human Services have a mission statement? Include that and discuss how the two align. How does the department ensure its program is of high quality and appropriate to an institution of higher learning? How does the program specifically addresses how it develops ethical and effective citizenry to the rural communities because that seems to be the program’s purpose, maybe even more so than other programs.
- 2.2 Are there similar programs at nearby colleges? Can you clarify whether this is a transfer program? Talk about BC’s impacted HMSV program. Introduce the OEI program and how your program’s participation will benefit students.
- 2.3 What articulation agreements are in place with high schools and 4-year colleges? Discuss the transfer model curriculum and your plans for adopting it.
- 2.4 Provide in-depth analysis for all data provided, especially where there are significant trend changes. For example, there was a recent sudden drop in matriculation. At least one robust paragraph is needed to explain this and discuss strategies for closing this gap. There should be analysis for every data set.
- 2.5 Provide in-depth analysis for all data provided.
- 2.6 Discuss preparation of students and their backgrounds, if data is present, and how it is informing program decisions. You are making significant changes to scheduling and delivery. This is the section where this should be robustly developed. Including

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discussion about demand in the prisons, too. Tie plans to participate in the OEI with this section, too.

- 2.7 Data should come from cost of attendance information from <https://www.cerrocoso.edu/programs/human-services-degree>
Discuss adoption of OERs. Analysis: Is the cost proportionate to the eventual wages?
- 2.8 Discuss agency requirements/costs. (Discuss advantage of online, easing burden of coming to campus when they also have to do site practicums.)
- 2.10 You bring up interesting issues. Expand the one-sentence introductions with a well-developed paragraph for each. Has it been considered to host an event where industry partners or potential partners come to the college (or another location that might be more suitable)? Are the industry partners representative of the goals of the program? Are there any areas where a new partner or potential employer would be helpful for the goals of the students?

Part 3 – Support Needs

- 3.1 Remember the reader knows nothing. Describe the current staffing status and discuss future adjunct/fulltime faculty needs. Convert images to real data tables, using accessible tables provided. Provide description and analysis for each data table.
- 3.3 Discuss if your program's facilities and physical resource needs are being met or if there are any additional resources you require. What is the future of iTV? Elaborate on this, especially since the classes are offered at multi-sites. There needs to be an analysis of the facilities and physical resources used and needed by the program. – same with 3.4 – what is meant by provide a disconnect? Need to be more specific about needs.
- 3.4 Mentions disconnect between students at various sites when using iTV. Elaborate on that? How does online alleviate this? Or does it?
- 3.5 Marketing analysis should be more than the brochure. Discuss what you want from the PR dept. Discuss need to target specific students (cert completers). Suggest including how you participate in campus outreach events such as Career Exploration Day, Open Houses, etc.

Part 4 – Achievement of Outcomes

- Note: After the Outcomes Assessment Committee reviews Part 4 this Tuesday, Sept. 3, more recommendations may be added.
- 4.1, 4.2, 4.3 – There is currently limited description and analysis. Numerous ideas are introduced in one sentence, but they each need to be expanded in their own paragraph. The Perkins data needs its own robustly developed paragraph. Potential strategies for tracking students needs its own robustly developed paragraph, and so on. Discuss that there is turnover and by the time the employment survey goes out, they have changed jobs. Inclusion of Perkins data is great, but convert it to a table to make accessible for people with disabilities. Additional ideas:
Any analysis or discussion of strategies for retention and success? Evaluation any gaps? Support or strategies for completion? Room for more detailed analysis here about the

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number of students who start the program and discussion about where students may be “lost”. How many students that take HMSV C101 end up getting a degree or certificate in HMSV? These should be beefy sections for analysis.

Referencing HMSV C104, the full name of the course should be included and capitalized.

- 4.4, 4.5 – Outcomes appear to have been met quite easily. The target should represent the threshold of student performance that instructors and the college no longer has control over. In other words, a target of 100% would be impossible to attain because of external factors. But if a target is too low, we will miss opportunities to see gaps and to improve the delivery of instruction to students. Discuss this and what your process is for evaluating and updating PLO and SLO targets.

Analysis of gaps seems limited. For example, elaborate on why developmental theory is difficult for students and what the specific plan is for remediating this. Simply saying the course will be revised is not sufficient. There should be deep analysis and a specific plan for every gap noted.

If outcomes will be revised, discuss how industry standards and advisory committee input inform this.

- 4.6 – Remove outcome verbiage. Just indicate PLO or SLO letter/number. The table should be compact.

Part 5 – Actions Plans

- 5.1, 5.2 – Every issue of significance (positive or negative) that has been address robustly early in the document should be summarized and recapped here. And don’t introduce an issue that has not been previously discussed.

5. Updates

- Conveyed status of past-due Program Reviews. They are in various stages of writing this Fall. There are no firm commitments for scheduling yet this Fall. Likely many of these will not be presented until the Spring.
- Update on Tableau is being tabled until the next meeting when Ryan can join us.
- Program Review Training – we didn’t discuss it because the meeting ended at noon. But this is being organized individually with authors for this year.

6. Future Meeting Dates

- September 13
- September 27
- October 11



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- October 25
- November 8
- January 31
- February 14
- February 28
- March 13
- March 27
- April 3
- April 24

7. Adjournment

- 12:00 PM

Meeting Chair: Suzie Ama

Recorder: Suzie Ama