

CONTENTS

CONTRIBUTORS.....	1
COMMITTEE MISSION AND GOALS.....	2
THEMATIC SUMMARY.....	2
INTRODUCTION.....	2
PROGRAM STRENGTHS.....	3
PROGRAM CHALLENGES AND INSTITUTIONAL SUPPORT NEEDS.....	4
STUDENT LEARNING OUTCOMES.....	5
ELIMINATING THE EQUITY GAP.....	6
SAMPLING OF PROGRAM REVIEW HIGHLIGHTS.....	8
CONCLUSION.....	14

CONTRIBUTORS

Student Learning and Program Effectiveness Committee (SLAPEC):

- Betsy Sandford, Co-Chair (Library)
- Alyson Butcher, Co-Chair (Mathematics)
- Faraneh Javanmardian, Health and Human Development Division
- Silvia Castellini-Patel, Language Arts Division
- Rachel Anderson, Science and Math Division
- Jennifer Ho, Social Sciences Division
- Tiina Keller, School of Art and Design
- Diane Hurd, School of Art and Design
- Laurie Dotson, School of Professional Studies

SLAPEC has shared its feedback on each submitted Program Review with the appropriate Program Lead and Dean/Administrator that supports the given program.

PROGRAM STRENGTHS

Introduction

Programs identified and summarized their strengths at the time of completing the program review progress report, as well as unexpected successes of the COVID-19 interruption. Themes within these responses were noted by SLAPEC members, and then discussed and compiled into overall themes of Program Strengths.

Curriculum

Across the college, programs are updating curriculum and providing students with high quality and diverse course offerings. Both the Interior Design and Paralegal programs have designed comprehensive and professional-level curriculum leading to consistent and successful employment by their graduates. The Honors program has fostered an environment of academic excellence and advanced critical thinking, and the Non-Credit program has offered more and more courses that increase student and faculty interest due to the opportunity to focus on skills attainment rather than just grades.

Faculty and Staff

Faculty and staff at thest

Hiring

Programs report a continued need to hire more full-time faculty, and more lab and instructional support aides. Programs also report that they are losing FTEF and staff, without the chance to have those positions

WpVd)eb (lnra3 (l) (-5-47(y).27 (fa3)(a)9 (a2-(1a(n)293(e))4.53(d)-8.6 (H))7.(a9)(a)2r(e)4.5/(a) 355a1((a)17.9 (l)355 (a)E)-212 (l)435(d);

outcomes of specific academic skills needed in the program. The Office of Student Services used student focus groups to better understand their service area outcomes and identify gaps in student learning outcomes. They are now working to better communicate with students on how Student Services programs are there to support their academic journey as well.

SLO reflection motivated programs to update their curriculum by either adding or removing SLOs based on changes in their respective fields. Programs are also considering a redesign of current SLOs to better meet course expectations. It was also reported that programs learned they need to tailor their courses to better support students' professional objectives as well.

Successes

Across multiple programs, most students are meeting or exceeding SLO expectations. Programs report a high success rate on SLO results especially after reflecting on previous results from prior program reviews. SLO reflections have aided programs in understanding what is successful and effective in the classroom and have also motivated programs to develop a variety of methods to assess student knowledge. It is a privilege to report that programs shared how rewarding it was to discuss as a department what SLOs should be and how SLOs are assessed. These discussions led to increased instructors' awareness of outcomes, of how to measure SLOs, and of students' achievements.

Challenges

As part of the SLO assessment process, programs are learning there are challenges that must be addressed. For both faculty and program leads, there is an ongoing need for regular SLO training. This includes time to learn and troubleshoot the eLumen software system. Programs also need to sync course offerings and the SLO assessment schedule to meet or adjust the established assessment deadlines. For programs in the areas of student service, not knowing how to measure and record SLOs – or why some areas are missing them in the first place – has also proven to be a challenge.

The SLO assessment process and discussions have revealed that for some students, the lack of basic skills in reading, writing, and math – in addition to conflicts with work and other obligations – have created barriers to success. In addition, a lack of tutoring support or a lack of access to tutoring support has proven

increase support for working students; and explore OER teaching materials and low-cost textbook options. From a marketing perspective, the college must recognize we have a changing student population and focus our marketing and recruitment there. Programs recommend the college include in graphics, photos, and so

In coordination with the CDC, students of the Park Management Department worked to construct the garden portion of the outdoor classroom's STEM Lab. Park Management students removed old garden planters; trimmed and manicured the outdoor classroom's plants and soil; and designed and constructed new garden beds. It was a hugely successful collaboration.

College Webmaster

Much of the work contributed by the Web Team this past year was focused on student success. Course description and degree requirement pages were created for all academic departments to be consistent with the catalog, and all Associate Degree for Transfer (ADTs) were transferred from static non-ADA compliant PDFs to individual web pages for each ADT. In addition, webpages for the Office of Student Needs and the Office of Student Equity and Success were created. With the launch of the new college website design in January of 2019, the Web Team continued the development of a robust component library that allows for web editors to create complex content using a simple editor. This work was done to empower faculty and staff to tailor and enhance their web presence based on the feedback they receive from students.

Contract Education

The revitalization of the Foster and Kinship Care Education curricula for all new foster parents was a remarkable achievement ^{taTh34.32} _{sh55.3}

taTh34.32

transferred to 4-year colleges and universities last year. The program is expecting approximately 27 students to transfer to four-year colleges and universities this year.

Student Needs

The Student Needs program was able to secure a contract with Second Harvest Food Bank to provide free food for students and community members to continue until 2021. The program also successfully participated in Undocumented Student Action Week in October 2019 where many activities, workshops, and off-campus partners participated to support and advocate for the students.

Student Services

The opening of the Student Services Center helped connect all programs while providing easier and more convenient access to students. The creation of the Welcome Center helped students obtain information about the college, apply to the college, apply for financial aid, and register for classes, truly creating a one-stop-shop experience for students.

The program's implementation of Signal Vine allowed the college to connect to students via a modality they were more likely to use. This allowed for pushing out vital information such as drop dates and registration dates. Implementation of QLess alleviated the problem of long queues in the Student Services Center which enhanced the student experience. Cranium Café allowed all the student services programs as well as other programs on campus to have an online presence during the pandemic.

Theater Arts

The pandemic hit just before the program was scheduled to open their main stage show in April 2020.

The program and its students, however, all voted to move the show online for one Zoom performance.

Students rehearsed for weeks, faculty dropped off props, costumes, and anything else students needed, .ω if.9 (a)-3..4 (a)-3.2 7t r r 7.2i((e)66.s (t)-3. t (2.3 w (f)-3.a((e)66.s (t)-3. 1 ro)-6ig(o)-3.h 2(d)-ly) p-3. s (t)-3.u 2(d)-(h)1)-6 (l

CONCLUSION

This 2019-2020 Program Review Progress Report thematic summary highlighted commonalities across the college in the following areas: (1) Program Strengths, (2) Program Challenges, (3) Student Learning Outcomes, and (4) Eliminating the Equity Gap. If an overarching theme in Program Strengths is to be noted, it is that programs are **listening** to what their students need and are working tirelessly to deliver upon those needs. With respect to Program Challenges, a predominant