Cañada College

Comprehensive Program Review and Analysis
(6 year review)

University Center, now part of the Center for International and University Studies*

April 24, 2013

Lucy Salcido Carter

*Please note: The University Center is now part of the Center for International and University Studies (CIUS) and under the President's Office, so part of the Administrative Planning Council's program planning process. The 2012/13 administrative unit program plan for CIUS was reviewed and approved by former Interim Cañada College President, Jim Keller.

Cañada College

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes of the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Locke and Bill Scroggins (Academic Senate for California Community Colleges):

> *The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement, ...*

> *The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved, ...*

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their 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, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

Cañada College Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

Cañada College

Program Title University Center   **Date Submitted** April 24, 2013

1. Planning Group Participants The University Center has had leadership and program staffing gaps for significant time periods prior to the appointment of a new director in March 2011. In July 2011 the University Center become part of the Center for International and University Studies (CIUS), and in July 2012 CIUS came under the President's Office. For those reasons, the University Center has not been included in the college's formal program planning and review process in recent years. In Fall 2012, as part of the Administrative Planning Council program planning process, CIUS director Lucy Salcido Carter developed an annual program plan that was approved by Interim College President, Jim Keller.

2. Contact Person Lucy Salcido Carter, Director, CIUS

3. Program Information

A. Program Personnel

Lucy Salcido Carter is the director of CIUS. The University Center programs are now part of CIUS. In January 2013, three full-time classified employees came on board to staff the University Center under a new USDOE HSI-funded project called the Associate's to Bachelor's Degree Program or A2B. Those staff members are Lizette Bricker, Project Director; Jeffrey Rhoades, Assistant Project Director; and Sunny Choi, Retention Specialist. From March 2011 to November 2012, two part-time classified staff provided temporary assistant project director services to the University Center: Jeri Eznekier and Minoo Aram.

B. Program mission and vision

The University Center supports the mission of Cañada College of "ensuring that students from diverse backgrounds have the opportunity to achieve their education goals" through its efforts to:
- Increase access to higher degrees
- Create seamless transfer opportunities, and
- Increase degree completion for community college students.

Through partnerships with four-year universities, the University Center offers bachelor's degree programs on the Cañada College campus to students who cannot commute or move to a new locale to attend university.

C. Program Outcomes

There is no record of the development of student learning outcomes for the University Center. Program outcomes were developed as part of the congressionally mandated FIPSE grant awarded in Fall 2010. Those grant-related outcomes are as follows:
- Increase the number of degree programs offered
- Increase the number of students pursuing a degree through University Center programs
- Further develop the University Center programs.

Increase the number of degree programs offered: According to a 2008 presentation on the University Center, there were 3 degree programs offered at that time: B.A. in Child Development, a B.S.

in Nursing, and an executive master's degree in Business Administration. There are currently 5 degree programs being offered, with a sixth to begin in Fall 2013. These six degree programs are as follows:

- B.S. in Allied Health
- B.S. in Business Administration
- B.A. in Child Development (beginning Fall 2013)
- B.S. in Human Services
- B.S. in Nursing
- B.A. in Psychology

Through new University Center partnerships, National University now offers its Allied Health B.S. program, and in Fall 2013, National Hispanic University will begin offering its Child Development B.A. program. Discussions are underway with San Jose State University, San Francisco State University, CSU-East Bay, and Arizona State University to bring new degree programs to Cañada College in the near future.

Increase the number of students pursuing a degree: Unfortunately, no formal data collection system was in place in recent years to track the number of students pursuing a higher degree through the University Center. So it is next to impossible to provide 5-year data on the number of students pursuing a degree through University Center programs. However, a data collection system was developed in 2011 and piloted in 2012. The following form was sent to partner university program liaisons to ask program faculty to collect data for each course being offered:

Term & Year	
University Name	
Degree/Certificate Program Name	
Course Name	
Instructor Name	
Information Requested	**Number of Students**
Total students enrolled in course	
Total former Cañada, College of San Mateo, or Skyline students enrolled in this course (specify college)	
Total former Cañada, College of San Mateo, or Skyline students who successfully completed course	
Total Cañada, College of San Mateo, or Skyline students who will complete the degree or certificate program this term	
If you collect demographic data (gender, ethnicity, age, disability) on your students, please provide.	

This data collection system resulted in partial data because not all University Center partner faculty completed the form. However, estimates based on data available indicate that in Fall 2010 roughly 100 students were enrolled in University Center degree programs. By Fall 2012, this number had increased to roughly 130 students. The new USDOE HSI grant provides funds to build on the current data collection system to develop a system that will provide complete data on student participation in University Center programs.

Further develop the University Center programs: For much of this comprehensive review period, the University Center suffered from inadequate program infrastructure, including sporadic funding and leadership, limited program staff, and no physical home on campus. In the past two years, significant improvements have been made to the University Center infrastructure.

The University Center now has substantial grant support and other funding mechanisms in place to support long-term financial stability going forward.
- FIPSE funding received in Fall 2010 allowed for the hiring in Spring 2011 of a new director and for part-time administrative support. One of the first things the new director did was request and receive a no-cost extension to continue FIPSE funding through June 2012.
- In Spring 2012, Cañada College received a five-year USDOE HSI grant to expand University Center programs, including further increasing the number of degree programs offered and providing support services for students moving into and through its degree programs.
- The USDOE HSI grant includes matching funding to create an endowment for the University Center, which will increase the long-term financial stability of the program. A total of $25K in funds has already been raised to receive a matching $25K from the grant in Year One. The remaining four years of the grant also include $25K in matching funds each year for the University Center endowment.
- The Sequoia Healthcare District Foundation recently agreed to extend its funding of the University Center nursing program through Spring 2017.
- All new partnership agreements now include a facilities use clause, which allows the University Center to collect classroom and office use fees from University Center partners.

The University Center now has consistent leadership and program staff.
- Three full-time employees have been hired as a result of the USDOE HSI grant.
- The USDOE HSI grant also includes partial funding for the CIUS director, a librarian, researcher, articulation officer, counselor, and distance education advisor, as well as for faculty time, peer mentors, and an external evaluator.

The University Center now has a physical home on campus. The University Center became part of CIUS in Summer 2012, when it became housed, in conjunction with international programs, in the newly renovated Building 5. This space includes University Center staff offices and a shared office for university partner faculty. Seminar rooms in Building 5 provide space for meetings.

Other recent infrastructural improvements include:
- Data collection system
- Updated CIUS website with streamlined University Center program information
- Inside Cañada website for university partners
- Ongoing marketing through online college and district screen spots
- SARS for tracking student support services
- Draft process for bringing in new University Center programs
- Process for scheduling courses and assigning classrooms
- Process for invoicing for facilities use fees

4. Action Plan

A. Next Steps

The USDOE HSI grant defines the University Center objectives for the next comprehensive review period. These objectives include the following:
- Support completion from the associate's to the bachelor's degree by providing case management support to all students who have completed 15 units towards the associate's degree and have the goal of completing a University Center bachelor's degree.
- Articulate clear pathways from the associate's to the bachelor's degree by creating articulation agreements for each University Center program
- Strengthen University Center offerings by bringing in new bachelor's degree programs and increasing the cohorts for existing programs
- Provide academic support services for University Center students by offering on-campus library services, tutoring, and peer mentoring
- Track student success after transfer to University Center programs by implementing a multi-institution data collection system
- Use data analysis to improve services and select new degree programs
- Strengthen infrastructure by improving program communications and procedures
- Enhance resources by developing an endowment and seeking additional funding.

These activities are already underway and ongoing through September 2017.

B. Questions for Inquiry
- How many University Center students are receiving case management services?
- Are clearly articulated pathways in place for each University Center program?
- How many new University Center programs are in place each year?
- How many former SMCCCD students are in each program?
- How many University Center students are receiving academic support services?
- What are course and degree program completion rates for each University Center program?
- Are program communications and procedures updated annually?
- Has the $25K matching endowment fund amount been reached annually?
- What additional funding resources have been brought to the University Center annually?

An internal evaluation plan is in development to answer these questions. In addition, an external evaluator will develop and implement a plan to answer the above questions and to monitor the accomplishment of the program objectives over the next five years.

5. Resource Identification

A. Faculty and Staff hiring requests

No additional staff members are needed at this time. However, the A2B Program will require faculty participation to work with staff to develop program activities, identify and support new degree programs, and conduct program outreach. The USDOE HSI grant provides funding for 2 faculty members to engage in program development for 5 hours a week for 35 weeks.

B. Professional Development needs

No record exists for professional development activities prior to Spring 2011. Since Spring 2011, the CIUS director has participated in the following professional development activities related to the University Center, for the purpose of improving programs:

- Trained with staff at the University Center program at College of the Canyons
- Participated in a supervisor training through Fred Pryor
- Attended a USDOE-sponsored conference for program directors of USDOE-funded programs.

The increase in the number of staff creates new professional development needs in the following areas:

- Program budget development and monitoring
- Grants management and monitoring
- Program evaluation
- Staff supervision
- Strategic planning
- Fundraising and grantwriting
- Teambuilding
- Case management

C. Instructional Equipment requests

The USDOE HSI grant provides funding for electronic equipment including tablets for University Center staff and laptops for University Center students. The tablets provide staff with the ability to access online documents while in meetings. The laptops provide students with online access for University Center classroom and A2B activities. Because equipment needs are covered by grant funding, there are no requests for college funding for equipment purchases at this time.

D. Facilities requests

The University Center requests a room in Building 5 or 6 for A2B activities with students and university partners. The room would be used for program-related activities such as workshops, information forums, academic tutoring, guest speaker presentations, and peer mentoring. The student laptops and other A2B equipment would be stored in this room.

E. Office of Planning, Research & Student Success requests

The University Center requests the following data each semester:

- Associate's degree completion numbers for each college degree program
- Number of students in each major, based on declaration of major
- Contact information for students who have completed 15 units towards an associate's degree
- Contact information for students with the following declared majors: psychology, business, accounting, early childhood education, and human services.

These data will help link students to A2B services and will support the development of new University Center degree programs. In addition, it is requested that the Office of Planning, Research, and Student Success respond in a timely way to data requests that support evaluation efforts associated with the University Center and A2B.

Cañada College

Program Title: University Center

Program Vision and Mission

The University Center supports the mission of Cañada College of "ensuring that students from diverse backgrounds have the opportunity to achieve their education goals" through its efforts to:

- Increase access to higher degrees
- Create seamless transfer opportunities, and
- Increase degree completion for community college students.

Through partnerships with four-year universities, the University Center offers bachelor's degree programs on the Cañada College campus to students who cannot commute or move to a new locale to attend university.

Program Strengths

The University Center brings unique education opportunities to the doorstep of Cañada College students who might not otherwise consider completing a higher degree because of limited access to university programs in San Mateo County. Partnerships with four-year universities expand the academic resources on campus and add rigor to an already academically strong campus. Recent funding brings new staff resource to the University Center to strengthen infrastructure, develop additional university partnerships, and provide academic support services to prospective and current University Center students so that they can successfully transition to and complete their higher degree.

Program Challenges

Until recently, the University Center suffered from sporadic funding and leadership, limited staff resources, and inadequate program infrastructure. Data collection has been a challenge, since once students transfer to the partner university, course participation and program completion are no longer tracked by Cañada College systems. Therefore, it has been difficult to determine the precise number of students participating in and completing each University Center program. The impact of budget reductions on state universities has made it difficult to maintain and bring in CSU degree programs, although new partnerships with National University and National Hispanic University bring renewed momentum to the University Center.

Action Plan Summary

The USDOE HSI grant defines the University Center objectives for the next comprehensive review period. To meet those objectives, the following activities are underway and ongoing through September 2017:

- Support completion from the associate's to the bachelor's degree by providing case management support to all students who have completed 15 units towards the associate's degree and have the goal of completing a University Center bachelor's degree
- Articulate clear pathways from the associate's to the bachelor's degree by creating articulation agreements for each University Center program

- Strengthen University Center offerings by bringing in new bachelor's degree programs and increasing the cohorts for existing programs
- Provide academic support services for University Center students by offering on-campus library services, tutoring, and peer mentoring
- Track student success after transfer to University Center programs by implementing a multi-institution data collection system
- Use data analysis to improve services and select new degree programs
- Strengthen infrastructure by improving program communications and procedures
- Enhance resources by developing an endowment and seeking additional funding.

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
EVALUATION OF THE PROCESS

To improve the Comprehensive Program Review and Analysis process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of this process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Program Title: University Center

1. Was the time frame for completion of the Comprehensive Program Review and Analysis adequate? If not, explain.
   Notification that the University Center was up for comprehensive program review was received two weeks before the March 2013 deadline.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.
   The instrument is clear and understandable.

3. Were the questions relevant? If not, please explain and offer specific suggestions.
   Many of the questions are not relevant, since the University Center is a special program.

4. Did you find the Comprehensive Program Review and Analysis process to have value? If not, please explain and offer suggestions.
   The process has great value, but the full value of the process was not realized since notification of the comprehensive program review was received so late.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?
   Not applicable since no data received.

6. Please offer any comments that could improve and/or streamline Comprehensive Program Review and Analysis process.

ASGC approved 8/23/12

Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
CHECKLIST

☐ All Annual Program Plans since the last Comprehensive Program Review process

☐ Completed Executive Summary page

☐ Completed Evaluation of the Process page

☐ Additional data

Program Title: University Center   **Date Submitted:** April 24, 2013

Review Committee Chair [Click here and type]

Review Committee Members [Click here and type]
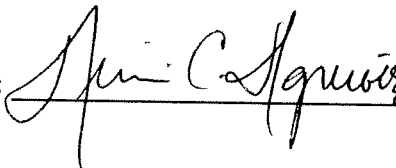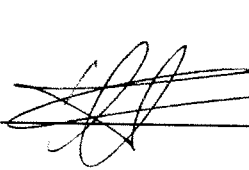
Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
INSTITUTIONAL RESPONSE SHEET

Program Title: University Center

Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

1. Division Dean Signature: _____ **Date:** _4·26-2013_

Comments:

2. Curriculum Committee Chair: _____ **Date:** _5/30/13_

Comments:

3. College Vice President: _____ **Date:** _1/38/13_

Comments:

Comprehensive Program Review Feedback Form – Curriculum Committee

Program	University Center/Center for International and U. Studies	Division	Bus

Curriculum Committee Member(s) Reviewers	Paul Roscelli	Date Reviewed	5/10/13

The purpose of this form is to provide feedback to the Department/Program.

I. Program Learning Outcomes Assessment Cycle (PLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data and identified changes that occurred in the program as a result of PLO assessment cycle.	Click here to enter text.	First PLO yes, the others nothing	Click here to enter text.	Click here to enter text.
2. Explained how the assessment plan for PLOs measured quality and success of each program.	Click here to enter text.	Not much	Click here to enter text.	Click here to enter text.
3. Summarized assessment results of PLOs.	Click here to enter text.	Some information about the growth of funding and partners, not much else	Click here to enter text.	Click here to enter text.
4. Described and summarized other data that reveals program performance.	Click here to enter text.	Not much	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

II. Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan

Cañada College

Comprehensive Program Review Feedback Form – Curriculum Committee

1. Provided TracDAT and CurricUNET data in the appendix.	none	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Identified patterns of curriculum offerings.	none	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Reviewed the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.	none	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Identified strengths of the curriculum.	none	Click here to enter text.	Click here to enter text.	Click here to enter text.
5. Identified issues and possible solutions.	Click here to enter text.	Some discussion of next steps, most seems to be contingent on additional resources that may or may not be forthcoming	Click here to enter text.	Click here to enter text.
6. Identified plans for future curricular development and/or program modification.	Click here to enter text.	some	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

III. Program Level Data	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data to describe trends in student success, retention, demographics.	none	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Analyzed trends and discussed plans to address significant findings.	Click here to enter text.	Some information about the	Click here to enter text.	Click here to enter text.

		growth of funding and partners		
3. Identified changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.	none	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

IV. Action Plan	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified reflections on Department/ Program needs and goals.	Click here to enter text.	Click here to enter text.	Lots of reflection what has not worked and some next steps, often contingent on new/additional funding	Click here to enter text.
2. Identified an action plan as a focus of inquiry for the next year.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

Va. Faculty and Staff hiring needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with accurate data and fits Department/Division/College needs.	Click here to enter text.	Yes but cannot say that its data supported	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Cañada College

Vb. Professional Development needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified professional development activities that faculty and staff participated in the past 6 years and	none	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Identified how professional development improved student learning outcomes (SLOs).	none	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Identified professional development plans for next years.	Click here to enter text.	Click here to enter text.	some	Click here to enter text.
4. Justification is consistent with Department/Program needs.	Click here to enter text.	Not enough data to say	Click here to enter text.	Click here to enter text.

Comments/Questions:
Click here to enter text.

Vc. Classroom and Instructional Equipment needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Completed source/cost information (item description, suggested vendor, number of items, total cost).	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
2. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes

Comments/Questions:
Click here to enter text.

Vd. Office of Planning, Research & Student Success data needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes

Comments/Questions:
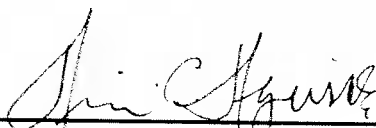
Click here to enter text.

Ve. Facility needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

VI. Executive Summary	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified program vision and mission	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
2. Identified program strengths.	Click here to enter text.	Not really	Click here to enter text.	Click here to enter text.
3. Identified program challenges.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
4. Identified action plan summary	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

Other/General Comments:
Click here to enter text.

Curriculum Committee Chair Signature _____ **Date** 5/17/13

VPI Signature _____ **Date** 5/20/13