

# PROGRAM REVIEW 2008-2011

**Division:** ACADEMIC SERVICES

**Department or Program:** CURRICULUM, SCHEDULING, ACADEMIC SERVICES  
SUPPORT STAFF, ASSOCIATE VICE PRESIDENT OF INSTRUCTION

**Name and Title of Preparer(s):** LYDIA HEARN

In providing responses in the following areas, **please utilize the quantitative data available in the Program Review Enrollment Data Document and the Budget Document.** For the purposes of the Program Review, both departments and programs will be referred to as “program.”

*Most of the information below is addressed specifically towards the Curriculum and Scheduling Offices since the other programs in Academic Services have submitted individual program reviews. Where appropriate, I have included more specific information about the Associate Vice President of Instruction's office and the Academic Services Division Administrative Assistant. When these latter two positions are not mentioned, it is because they provide overarching support to all the programs and details would not be germane to the narrative.*

## I. **Description and Mission of the Program**

Which area(s) does this program considerably address (check all that apply):

Basic Skills       Transfer       Career/Technical       Other (describe)

- A. Provide a brief description of the program including any services provided and the program's mission.

The Curriculum and Scheduling offices provide support to all instructional divisions at De Anza College while the Associate Vice President of Instruction and the Academic Services Division administrative assistant provide support to both offices as well as to all programs in the Division (including Tenure Review, liaisons to Academic and Classified Senates, Institute for Community and Civic Engagement, Office of Diversity, Honors Program, LinC Program, Staff Development, and the Learning Resources Division).

The Curriculum Office maintains all curricula for the college, which includes approximately 2300 active courses per academic year and over 5000 archived courses dating back ten years. Courses are revised on a 5 year cycle and are reviewed and approved by the college Curriculum/GE Review Committee on a weekly basis during the fall, winter, and spring quarters. The Curriculum/GE Review Committee consists of at least one faculty member from each instructional division, the matriculation coordinator, the articulation coordinator, and two co-chairs (one administrative and one faculty).

The Curriculum Office is responsible for ensuring that all course information in the annual College Catalog is updated and the course language meets Title V policies and incorporates the college's goals to meet its mission statement and policies set forth by such constituent groups as the Academic Senate and campus leadership groups. The curriculum office is

also responsible for closely communicating curriculum-related information with various offices which include, but are not limited to, the counseling and matriculation division, the distance learning office, and the student learning outcomes coordinating group.

Lastly, the Curriculum Office also provides over 35 ECMS (Electronic Course Management System) trainings per year and offers assistance to over 210 ECMS faculty and staff users, while also working with the systems' creator to ensure that the system remains user-friendly and a vital part of the curriculum process.

The Scheduling Office maintains the academic schedule for the college for all four quarters. During the academic year (Fall, Winter, and Spring quarters) the office processes over 2600 sections per quarter and over 1000 sections during the Summer quarter. In addition, the Scheduling Office processes approximately 615 MSIs (Master Schedule Input forms) a quarter, which could include several changes on the same form. The Office works on special scheduling needs for POST (Police Officer Safety Training Program), Campus Abroad, Honors, Contract Education, LifeLong Learning, First Year Experience, Sankofa Scholars, LinC, and Job Corp classes.

Not only is the office responsible for scheduling courses, but it also maintains the scheduling of classroom facilities. It monitors 210 classrooms (including a room inventory of seat count and multimedia equipment) and it reserves a total of 1,000 events for staff, faculty, and division offices throughout the year. The office also monitors class WSCH, faculty loads, and concurrent class enrollment as well. Training of 50 schedulers (deans, faculty, classified professionals) is also a part of the office's work.

The mission of the Curriculum and Scheduling Offices is to provide assistance to the entire college, especially instructional programs, so that all technical aspects of offering courses (course outlines, classrooms, etc.) is as fluid as possible. The mission of the Academic Services Division is to provide campus-wide instructional support so that staff and students can meet their objectives. The uniqueness of the Academic Services Division is in its relationship with basically every other program on campus. The Division sees itself as campus-wide instructional support, and we work with not only instructional divisions but with Student Services and Finance and College Services.

B. Provide a summary of the program's main strengths.

The program's main strengths are the skill level and commitment of its staff. Amidst ongoing changes, most of which are often last-second, the staff are able to process the requests rapidly and efficiently. Without such an accomplished staff, the offices would not be able to maintain such a large quantity of curriculum and facilities as they do. For example, a recent decision was made to delay construction projects because of the need to grow enrollment; the Scheduling Office was able to process the changes immediately and provide the data necessary to inform other areas on campus of the changes. Likewise, the Scheduling and Curriculum staff has been able to work swiftly on the State-mandated TBA changes (over 250 courses and 800 sections by Winter Quarter with more to come) and make the necessary revisions effectively.

C. Provide a summary of the program's main areas for improvement.

One main area for improvement was the technology required to mainstream all the processes in both offices. With the creation of the ECMS, the Curriculum Office has

become much smoother; however, further revisions to the software are necessary to work at maximum efficiency. Both offices have been intensely involved with the EIS/Banner conversion. The hope is that the new system will also improve efficiency; however, the conversion will require significant labor and time away from the daily responsibilities of both offices. While this is not necessarily an “area for improvement,” it is a major concern in the upcoming years since staff will be asked to dedicate time to participate in training, check any automatically converted data for errors, manually enter data into the new system that can’t be automated, help write the training manuals, and train other staff to use the new system. All of this work will need to be done with very little backfill monies to help with staffing needs.

Another area for improvement which, however, is beyond the control of the Scheduling Office, is the need for more classrooms. Often the Scheduling Office receives classroom requests that cannot be accommodated because of limited classroom space and limited smart classroom facilities.

- D. What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?

The Curriculum Office will be heavily involved with the Student Learning Outcomes efforts on campus. A major objective of the Curriculum Office is to provide a process by which faculty can revise their course outlines to include SLOs while keeping concerns to a minimum. Through its scheduling of courses and classrooms, the Scheduling Office’s desired outcome is to make the process of course and classroom scheduling so fluid as to provide a comfortable environment in which students can learn and ultimately succeed.

The outcomes for the other programs in the Academic Services Division are discussed in the respective individual program reviews.

## II. **Retention and Growth**

- A. How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)

Although there are many factors outside the Curriculum and Scheduling Offices that also affect retention and growth, these offices do play a role in the access, retention, and growth of our students. The College-wide statistics show an approximate 4% growth in enrollment and a 1% point increase in retention. Part of that reason is because of the Curriculum and Scheduling Offices’ efforts to schedule more efficiently and effectively to allow for more course offerings and facilities that are more appropriate to certain types of pedagogical styles in classrooms.

- B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students? (Include the number and percentage of the program’s enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)

In the past few years, several new programs have emerged or have increased their offerings. For example, in the past two years, the First Year Experience Program (FYE)

and the Sankofa Scholars Program were created. FYE targets students from African Ancestry, Latino/a, and Filipino/a populations while Sankofa targets students from African Ancestry backgrounds. In both cases, the Scheduling Office has made accommodations for the programs to meet the programs' needs (e.g. classrooms near each other with blocks of times reserved). The Scheduling Office has also worked with LinC's increasing offering of LART courses, all of which consist of high participation from targeted populations. The Associate Vice President has also provided leadership in conjunction with the Dean of Counseling and Counseling Division in curricular and scheduling choices for the programs.

The Curriculum Office has worked over the past several years to infuse the curricula with multiculturalism. With the curriculum facilitator, the Curriculum Office has engaged the faculty to revise their curricula to be more sensitive to and to address the needs of targeted populations.

The Associate Vice President of Instruction has provided an arena for various grants to coordinate and utilize resources more efficiently. Together the grant workgroups have identified various efforts that overlap and have engaged in a more united effort of inreach and outreach.

- C. The Statewide Basic Skills Initiative defines "basic skills" as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs of students? For programs that do not directly address basic skills, how does the lack of basic skills impact student success rates for your program?

The Curriculum Office worked with both the PSME and the LA divisions to properly code their courses that are defined by the State as "Basic Skills." In this respect, the school may be eligible for more Basic Skills monies from the State in future years, which would assist students with Basic Skills needs to succeed.

The Scheduling Office ensures that a balanced offering of classrooms is available to courses that directly address Basic Skills (usually with a smaller class size) and to courses that indirectly rely on Basic Skills for their students (usually with a larger class size).

As mentioned earlier, the AVP's office is helping coordinate various grant efforts (Title III, Basic Skills, Impact/API), all of which focus on Basic Skills.

### III. **Student Equity**

- A. What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)

The success rate of targeted populations in 2005-06 was 74% and of non-targeted populations was 81%, which produced a 7% gap between the highest and lowest performing groups. However, in 2007-08 the percentages were 75% and 80% respectively, which narrowed the gap to 5%. The contributions as mentioned above of the Curriculum and Scheduling Offices (as well as all other Academic Services programs) helped achieve this decrease in gap as did other efforts on campus.

- B. In what ways will the program continue working toward achieving these goals?

With Student Learning Outcomes beginning and moving rapidly, the Curriculum Office will continue to help formulate a process by which SLOs could be implemented and measured. The hope will be that in the creation and application of SLOs, students from targeted populations will experience a variety of pedagogical methods that will help them learn more affectively. The Curriculum Office will also continue to ensure that curriculum is culturally sensitive and involves a multicultural perspective.

The Scheduling Office will continue to work with programs, particularly those that address the needs of targeted populations, as mentioned above. With classroom space that meets the programs' needs, students can continue to attain their goals.

C. What challenges exist in the program in reaching such goals?

We have reached or are rapidly approaching maximum capacity for classroom space. With this in mind, it will become more difficult to accommodate all requests from special programs. Much of the effort for decreasing the equity gap also occurs in the classroom and in the relationship between instructor and student. While the Academic Services Division attempts to help decrease the equity gap in whatever ways possible, some of the factors are beyond the purview of the division.

IV. **Budget Limitations** (Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program?

As mentioned earlier, the limits of classroom space and funding for improved classroom facilities (e.g. smart classrooms) is of major concern. The other major concern at this time is that the EIS/Banner conversion will take up considerable time. The backfill allotted district-wide for Instructional Support is only \$105,735. If we utilize a 60%/40% split (not yet determined) with Foothill, De Anza's portion will be only \$63,441. Considering that we will have to migrate a minimum of 10 years worth of catalog and scheduling data (more likely it will be data since 1983, which is 26 years worth of data), this backfill will be insufficient. We have asked most data to be converted automatically, but the Banner consultants advise against this since their experience has been that too much of the data will have errors in it and will have to be proofread anyway. The backfill will be needed to cover the cost of manual data entry of 26 years worth of data, overtime for work not done while staff are participating in training, Curriculum and Scheduling staff training others on campus in these areas, and so forth. Obviously, the backfill is not sufficient, and any reduction to funding in the division will severely limit our ability to continue on with our daily operations especially in the midst of the conversion.

B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific.

If the Curriculum Office were eliminated or significantly reduced, then much of the work would go back to the Divisions. Divisions would be responsible to meet their own curriculum revision deadlines, and failure to do so would result in classes not being eligible for articulation with other four-year institutions. The Divisions would have to input all their data with no assistance from the Curriculum Office. This would lead to De Anza's being in serious jeopardy of accreditation.

If the Scheduling Office were eliminated or significantly reduced, then the Divisions would have to do all of their course and room scheduling even beyond the current scheduling deadline dates. After such dates, no changes would be accepted except in emergency situations, in which case the Division would have to make the changes directly rather than through the assistance of the Scheduling Office. Other areas of campus and instructional divisions would not be able to schedule the classrooms for other activities such as PT faculty office hours, staff meetings, and so forth.

If the Division Administrative Assistant position or Associate Vice President positions were eliminated or significantly reduced, then there would be no support for Tenure Review or to the other programs. The coordination between programs that has been ongoing and headed in the right direction would stop, and all coordinators would be without any assistance. Furthermore, there could be serious audit consequences in areas such as additional pay, released time, and faculty load.

V. **Additional Comments (optional)**: What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **State and Federal Mandates**: Describe any State or Federal mandates that directly impact the program.
  - \* State-mandated TBA changes
  - \* Distance Learning/Hybrid curricular mandates
  - \* SLOs
  - \* Title V regulations as applicable to faculty pay, reassigned time, and load