

Program Review Committee Report to DPAC for Cycle 2 (2024-2025)

Introduction

The 2024-25 academic year saw the second cohort of programs complete the revamped Comprehensive Program Review (six-year). Reports were all due in Precision Campus on April 1, 2025. Programs' assigned mini-teams provided formative feedback over the course of the year, as well as summative feedback in May.

The committee grouped similar programs together, so this cycle included the following programs:

Instructional: Education/ECE, History and Ethnic Studies, Psychology, and Philosophy and Social Sciences.

Student Support Services: Student Life, Student Equity Center, Student Instructional Support, Student Health and Wellbeing (SHW), and Distance Education.

Administrative: KCRW and Institutional Communications and Government Relations. (Equity, Pathways, and Inclusion was moved to Cycle 3.)

Key Findings of Cycle 2 CPR Reports Meta-Analysis

- 1. Clarify Course Modality Planning and Staffing to Increase On-Ground Options.** Since the Covid-19 pandemic, several instructional departments have significantly shifted to online course modalities, and staffing on-ground courses remains challenging. To ensure that the College can offer on-ground modalities to meet student needs and to respond to enrollment trends and equity data, we recommend Academic Affairs collaborate with departments in creating plans for balancing online, hybrid, and on-ground course offerings and supporting the implementation of them.
- 2. Integrate workplace violence prevention training into the upcoming 2025-2026 DPAC Action Plan as a strategy to foster a districtwide culture of safety and preparedness:** Reports highlighted significant discussion around the need for comprehensive training to help employees recognize early warning signs, de-escalate potentially volatile situations, and respond effectively to incidents of workplace violence. Embedding this initiative into the Action Plan would signal the College's commitment to proactively addressing safety concerns, ensuring all employees feel supported, equipped, and empowered to maintain a secure learning and working environment.
- 3. Invest in Sustainable Staffing and Expertise to Meet Student Needs:** Several programs identified staffing shortages or expertise gaps that hinder their ability to respond to emerging student demands. Even in the context of structural budget constraints, the College should prioritize long-term staffing strategies that include:
 - a. Stabilizing critical roles by converting temporary or grant-funded positions into permanent ones where ongoing need exists;

- b. Streamlining hiring processes to reduce delays in filling vacancies and avoid disruptions to instruction and student support;
 - c. Building succession planning into staffing strategies to ensure continuity as experienced employees retire or transition;
 - d. Explore staffing models that maximize flexibility and efficiency, such as cross-training, shared positions across departments, or cohort-based professional development.
4. **Develop a Cross-College Strategy for Ethical and Equitable Use of AI in Teaching, Learning, and Student Support:** As AI tools become more prevalent in higher education, instructional programs and Distance Education have expressed a need for clear guidance, professional development, and shared strategies for integrating AI into support services, student engagement, and instruction in ethical and discipline-specific ways. We suggest the College develop a campuswide framework that includes:
- a. Professional development for faculty and staff on using AI to enhance instruction and student services without increasing surveillance or exacerbating racial equity gaps.
 - b. Guidelines for faculty and student AI tool usage grounded in equity, inclusive excellence, academic integrity, and student-centered learning practices.

Update on Cycle 1 (2023-2024) Meta-Analysis Findings

Two Findings led to DPAC Annual Action Plans for 2025-2026.

1. **Districtwide Sustainability Culture and Initiatives:** At present, sustainability is the purview of one program. But to support the Board of Trustees' "Resolution for Climate Change and Sustainability," a districtwide culture of sustainability should be fostered. Develop a strategic inter-departmental plan and timeline to "green" existing practices in impactful areas, such as facilities planning, maintenance and operations, events, and human resources.
2. **Districtwide Safety Culture:** At present, safety is the purview of a limited number of programs on campus. A districtwide culture of safety should be developed, where each employee feels supported and accountable for ensuring a safe environment for our shared campus community. Assess current employee perceptions and knowledge related to safety practices to identify priorities in creating a strong safety culture on campus. As noted above, this must prioritize workplace violence issues.

One finding is in the process of being addressed in a future (2026-2027) DPAC Annual Action Plan.

3. **Data-Informed Scheduling:** Instructional programs report challenges meeting their enrollment goals and a decline in overall enrollment. Furthermore, some departments

report that students take classes in other districts because they cannot get into the classes they need at the times they want. Instructional programs need access to robust, dynamic class scheduling tools to optimize efficiency to meet student demand.

- a. **This issue also came up in reports from this cycle.** For example, it is evident that more sections of Ethnic Studies classes need to be scheduled as there are extremely long wait lists. Additionally, instructional departments want to gather input and feedback from students who drop courses so they can better understand and address the challenges students face in enrolling and staying enrolled in the department's classes. A systematic survey process to understand and respond to student scheduling needs is suggested.