INSTITUTIONAL PROGRAM REVIEW 2010-2011
Program Efficacy Phase, Spring, 2011

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs, and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:
- ☐ Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- ☐ Aid in short-range planning and decision-making
- ☐ Improve performance, services, and programs
- ☐ Contribute to long-range planning
- ☐ Contribute information and recommendations to other college processes, as appropriate
- ☐ Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An efficacy team of two disinterested committee members will meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Forms are due back to the Committee Chairs, Reviews and Division Dean by <mark>March 17, 2011.</mark>
It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will interviews and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy, Spring 2011

Please complete and attach this cover sheet as the first page of your report.

Name of Program:

Switchboard

Name of Division

Administrative Services

Name of Person Preparing this Report	**Extension**
James Hansen	8958

Name of Department Members Consulted

Janet Johnson Gwen Blizard Daryl Dolan

Name of Efficacy Team

Caleab Losee, Andee Alsip Edward Jones

Program Review Committee Representatives

Dena Murillo-Peters, Caleab Losee, Rose King, Rocio Delgado

| Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean		4/4/2011
Report submitted to Program Review Team		
Meeting with Review Team		

Staffing

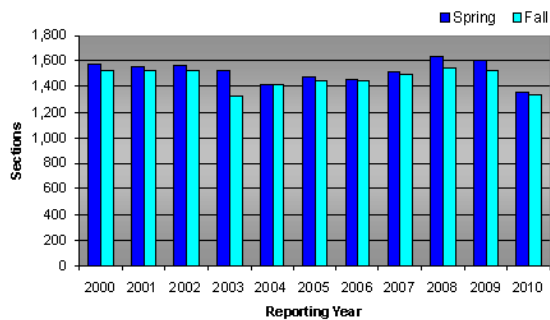Please list the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers			
Classified Staff	1	1	
Total	1	1	

Switchboard Operator

San Bernardino Valley College FTES
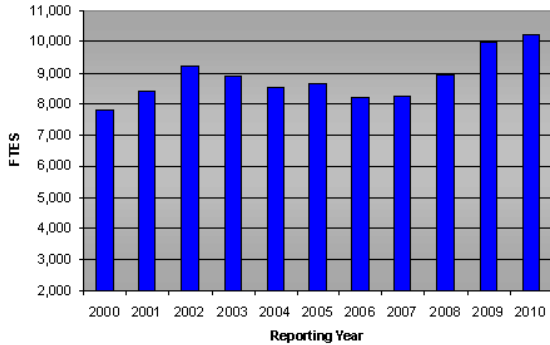
Campus Section Count

Switchboard
- 0910
- 0809
- 0708

40 Hrs Weekly

22 Hrs Weekly

Employee A

Employee B
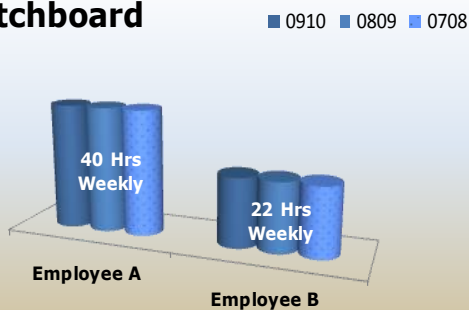
Description:
SBVC Switchboard Operator is dedicated to providing the College with excellent customer service for a diverse student body. The department currently answers calls from 7:30am-10pm MTWTh and 7:30am- 4:30pm on Friday. We have 1 full-time and 1 part-time operator within the Administrative Services Department.

Assessment:
Assessment of the operator is based on direct customer feedback, campus surveys and the Comment Box located in the Campus Business Office.

Program Goals:
- Customer service workshop
- Assist callers in locating the proper individual or department to address needs
- Serve as a central point of contact for the community and campus
- Distribution of pertinent Facilities Use information

Challenges and Opportunities:
- Assisting frustrated callers when they are unable to connect with departments during high volume times
- Receiving updated information about events or major activities
- Keeping current on campus information i.e. departments, names and extensions

Action Plan:
To ensure outstanding customer service Administrative Services will continue to assess the quality of the Switchboard; Continuing to remember the importance of service to our students, staff, faculty and community.

Part I. Questions Related to Strategic Initiative: Access

Access

How does the department provide access to the college for students, staff, and the community?

Through the SBVC CISCO phone system the department connects prospective students, existing students, past students, faculty, staff and community to the departments on campus that will assist with the specific need of the caller.

The department directs students to the department that will assist the student with acquiring educational and support services. This includes the following:
- *Students needing help to register are forward to A&R.*
- *Students needing access to assessment test are forward to Assessment.*
- *Students needing access to counseling service are forward to Counseling.*
- *Etc – Financial Aid, EOPs, Bookstore, calls to Faculty, parking, etc…..*

Pattern of Service

Describe the pattern of service and/or instruction provided by your department, and how it serves the needs of the community.

This department serves the needs of the community by processing the caller requests and forwarding the caller to the department that best serves their need. Most of the time, the caller does not know the specific name of the department that can help them. The operator can connect the caller with the department name/person that can best help. <u>The service is provided during the hours most calls for service are directed to the campus</u>. The operator must understand the broad range of services that are available on campus and the broad range of personnel that can support and respond to the services they need. This type of understanding of services helps students reach the services they need to have instructional success in the classroom.

Hours of operation/pattern of scheduling

M-Th   7:30 a.m. – 10:00 p.m.
Friday 7:30 a.m. – 4:30 p.m.

Alternate Delivery Methods

A menu option that allows the caller to select the direction the call will proceed. This method also allows the caller to talk with switchboard operator during the hours listed above under operation/pattern of scheduling.

Weekend and evening services

There is no weekend service.
There is evening service Monday – Thursday till 10 p.m.
The menu option does allow the caller to contact offices/departments 24/7 including evening and weekends.

Part II. Questions Related to Strategic Initiative: Student Success

Describe the services and/or instruction provided by your program and how the services in your program support student learning.

> *The services provide by the department are the first step in helping students access the service areas that will ultimately help them achieve their educational and career goals. The service helps students connect with the departments that can help them take assessments, connect with financial aid, enroll in classes and contact necessary faculty to ensure success in the educational environment.*
>
> *If the operator is not there to help the student, then the students/perspective students would have to search the automated menu, and may never reach the point of contact that they need to communicate with. The caller may give up and contact a college that has a service that directs them in the correct direction.*
>
> *The outcome that is achieved is students gain access to the classes and services that will help them complete their registration, class, certificate or degree.*

Part III. Questions Related to Strategic Initiative: Institutional Effectiveness
Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the purpose of the program?

> To connect the caller with the appropriate department, employee or service which results in student success and/or great customer service for student, caller, staff and faculty.

How does this purpose relate to the college mission?

> The Switchboard Operator provides quality customer service that supports our community of learners, staff and faculty. We connect our diverse community of learners with the services and departments they need to obtain educational success.

Productivity
How does you department measure productivity and customer satisfaction? Provide a chart or table with three-years of data. What does the data reveal about the productivity of your program over a three year period? Relevant data to your program might include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
    i. staffing levels
    ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

Comparison Workload:
- ➤ *SBVC – 1 FTE and 1 PTE – 1 campus and direct calls to other district campuses*
- ➤ *CHC – 2 FTE*
- ➤ *RCC – 2 FTE and 4 PTE (Student Workers) – 3 campuses and 3 satellite locations*
- ➤ *VV (Victor Valley) – 2 FTE and 2 PTE(students)-*
- ➤ *Chaffey College – 1 FTE and 2 PTE – 4 campuses (That have their own direct line).*
- ➤ *Average time to respond to request is 15 seconds to one minute. Based on visual observations.*
- ➤ *Average time to respond to complaints is one minute. Based on actual responses.*

Bench Marks – No complaints have been received in Administrative Services for the Fall semester.

Part IV. Planning

What are the trends, external to the institution, impacting your student enrollment/service utilization? How will these trends impact program planning?

1. Increase in the number of students needing services (increase in calls). Increased enrollment trends support this trend.
New communication devices placed in campus parking lots (Talk-A-Phone) and paging towers located in the internal campus grounds, allowing campus community to get emergency services (creating a safe campus environment) and/or allowing students/community to contact operators for information assistance.

Accomplishments and Strengths
Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

By making sure calls are processed in a quick and effective manner, students and community get a feeling of "welcome".

With the CBO staff also providing backup coverage we show a strong customer service identity, they get to talk to a real person and this often can help with the stresses that the callers are dealing with. We also show the commitment in providing a safe campus environment.

Weaknesses
Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

When calls are routed to high volume departments, callers get frustrated from being placed on hold and hang-up and call the operator to find another person that they can talk with. This causes duplicate workload. When callers leave a message and expect a return call, they contact the operator to find the person/supervisor that can address the lack of response (no return phone call). We will communicate with departments on ways to support frustrated callers that are unable to get through to department during peak call times.
Lack of information provided to operators, about events or major activities on campus, and the contact person for that activity. To continue with excellent customer service we will offer an in-house customer service refresher workshop.

Currency

Follow the link below and review the last college catalog data. Is the information about your program correct? If not, how does the program plan to remedy the discrepancy? *[In lieu of College Catalog entry, please verify that information on Research and Development website is correct]*

http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC_Catalog_1011_Complete.pdf

or call (909) 384-4404 and press zero ("0") Yes this information is still correct.

Part V. Questions Related to Strategic Initiatives: Technology, Campus Climate and Partnerships.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

We are continuing to work with DCS to increase and improve system operations. OS operating levels are within the industry standard for system. We work with Cisco as needed in improving the features of the system; Cisco is a paid consultant.