

## Academic Program Review Committee

**Program: CM3 Math for prospective teachers**

**Date Reviewed: October 9, 2014**

**Resubmittal Date: TBD**

Please use these notes along with the comments from APRC members and your dean when revising this document.

### General Comments:

1. Overview of the Program	Comments
a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.	<ul style="list-style-type: none"> <li>• Page 1 Question: Math 111: course that was discontinued here but it's at Compton, why is that?</li> <li>• Answer: we don't know, best rationale math 110/111 to three course, Dominguez Hills only have two courses, so now it's no problem for our students. When Compton came aboard, they kept it maybe because of Cal State Dominguez Hills and they have students, but they don't offer it at Compton all the time.</li> </ul>
b) Describe the degrees and/or certificates offered by the program.	
c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A)	
d) Discuss the status of recommendations from your previous program review.	<ul style="list-style-type: none"> <li>• Middle of Page 2: typo: 2003 – 2014, should be <b>2013 to 2014</b></li> <li>• Page 3: Going forward, that Compton should be in communication, but that they should do their separate data for SLOs.</li> <li>• Dean's recommendation: That the recommendation has been met, but that we are not looking at it anymore.</li> </ul>

<b>2. Analysis of Research Data (include data provided by Institutional Research &amp; Planning)</b>	
<b>Provide and <u>analyze</u> the following statistics/data</b>	<b>Comments</b>
a) Head count of students in the program	
b) Course grade distribution	
c) Success rates (Discuss your program's rates in light of the college's success rate standard. Set a standard for your program.)	
d) Retention rates	
e) A comparison of success and retention rates in face-to-face classes with distance education classes	<ul style="list-style-type: none"> <li>• Page 4: What does '% of three years', '% of cohort', etc. mean?</li> <li>• Need to make a better heading for that, so that everyone can understand the numbers. Instead, say "% of those that took" or something similar.</li> <li>• Do these courses need to be taken in sequence? Answer: No, and since not sequential, it's not persistence.</li> <li>• Don't say "cohort"; say "number in cohort" instead. And detail "Fall 08 Cohort" - be specific.</li> <li>• Some confusion in Tables 1, 2, 3: parse it out of who are duplicated students, which is why they asked for table 2.</li> <li>• Address in the wording for the tables: 1.2 students. Need to say something about how the difference between table 1 and table 3 is enrollment versus the number of students (add this explanation at the top of page 5).</li> </ul>
f) Enrollment statistics with section and seat counts and fill rates	<ul style="list-style-type: none"> <li>• We collected the data that can be found in the attachment titled Pass-Retention Rates in order to determine the effect of the curriculum change made from the last program review. (Doesn't match attachment, matches title of the attachment the title of the paper)</li> <li>• Section 2F: page 4-5: Where are fill rates and</li> </ul>

	<p>seat counts? Answer: First census, Tables 4/5 have totals.</p> <ul style="list-style-type: none"> <li>• Section/Seat counts/Fill Rates (ask Carolyn for more info). Find out from Jackie and add to this section.</li> <li>• Find out of many of your classes have full waitlist. Answer: we're not at the need yet for that, but can address that in program review.</li> <li>• Demographics: page 7: Trudy had searched some statewide statistics, for male vs. female for K-6 teachers. There's the concern about having much lower African American than the norm for ECC. Do we talk about that? Then you have to talk about college prepared students, not overall ECC statistics, which is hard to find, so do not worry about it. There's a statement that says we will look at this; make a statement that it is difficult to find the data necessary.</li> </ul>
<p>g) Scheduling of courses (day vs. night, days offered, and sequence)</p>	<ul style="list-style-type: none"> <li>• No distance education classes. Make a declaration in why they're not doing distance education or summer classes.</li> <li>• Go into detail about why no "nights or Saturdays"; say it's not in the best interest of our students to teach at those times because of the nature of the class.</li> <li>• Explain why one class is in morning and one in late afternoon. Nature of the class does not work with a 5 hour block (which is Saturday classes).</li> </ul>
<p>h) Improvement rates (if applicable)</p>	
<p>i) Additional data compiled by faculty</p>	
<p>j) List any related recommendations.</p>	

3. Curriculum Review	Comments
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a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.	
b) Explain any course additions to current course offerings.	
c) Explain any course deletions and inactivations from current course offerings.	
d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)	
e) Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs:	
1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?	
2. Are there any concerns regarding program courses and their articulation?	
3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal	
f) List any related recommendations.	

<b>4. Assessment and Student and Program Learning Outcomes (SLOs &amp; PLOs)</b>	<b>Comments</b>
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a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.	
b) Provide a timeline for course and program level SLO assessments.	
c) State the percent of course and program SLO statements that have been assessed.	
d) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.	
e) Determine and discuss the level your program has attained in the SLO rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)	
f) Describe how you have improved your SLO process and engaged in dialogue about assessment results	
g) List any related recommendations.	<ul style="list-style-type: none"> <li>• Recommendation: gather attendance data</li> </ul>

<b>5. Analysis of Student Feedback</b>	<b>Comments</b>
a) Describe the results of relevant surveys.	
b) Discuss the implications of the survey results for the program.	
c) List any related recommendations.	

<b>6. Facilities and Equipment</b>	<b>Comments</b>
d) Describe and assess the existing program facilities and equipment.	

e) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	
f) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	
g) List any related recommendations.	

<b>7. Technology and Software</b>	<b>Comments</b>
a) Describe and assess the adequacy and currency of the technology and software used by the program.	<ul style="list-style-type: none"> <li>Says MCS building, need to change this statement. Later it says "as with minitab" so they had made changes (CM3 needs to check their version and see if they had a different paragraph for this section.).</li> </ul>
b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	<ul style="list-style-type: none"> <li>Page 30: question of computers in the library, change to Basic Skills Lab BSL computers attached to the LRC.</li> </ul>
c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals	
d) List any related recommendations.	

<b>8. Staffing</b>	<b>Comments</b>
a) Describe the program's current staffing, including faculty, administration, and classified staff.	

b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.	
c) List any related recommendations.	

9. Future Direction and Vision	Comments
a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?	
b) Explain the direction and vision of the program and how you plan to achieve it.	
c) List any related recommendations.	

10. Prioritized Recommendations	Comments
a) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.	<ul style="list-style-type: none"> <li>• <b><i>RECOMMENDATION 2014 #2 (Coordination Among Deans, Instructional Faculty, and Counselors):</i></b> Page 34: scheduling</li> </ul>
b) Explain why the list is prioritized in this way.	