

## Academic Program Review Committee

**Program:** Air Conditioning and Refrigeration

**Date Reviewed:** September 25, 2014

**Resubmittal Date:** October 17, 2014

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

### General Comments:

- Grammar and spellcheck needed throughout document.
- Recommendations should be made just once throughout text and then compiled into single, prioritized list. Place recommendations in most appropriate section (i.e. most facilities requests should be in Facilities section, even though there may be curricular connections as well).
- Match headings in the document with template terminology.
- Clarify/organize the program's new directions throughout the document, as you are taking the program in many good directions. State the 3-4 or 4-5 new directions early and then refer to these throughout. This may help justify future requests as the reasons for them will be clearer.
- Early on explain 'ACR' and 'HVACR' terms/acronyms for readers who may not immediately understand the distinction.

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>• How many students go through annually? What is the scope of the program? Add in a bit more here for full program description as if this were an executive summary. Perhaps discuss employment possibilities for your students.</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)	

<p>d) Discuss the status of recommendations from your previous program review.</p>	<ul style="list-style-type: none"> <li>Put a simple statement/term for each of the previous recommendations (e.g. Completed, Incomplete, In Progress, Dropped, etc.). Your explanations are good but provide a specific status as well.</li> </ul>
--	--

**2. Analysis of Research Data (include data provided by Institutional Research & Planning)**

<p>Provide and <u>analyze</u> the following statistics/data</p>	<p>Comments</p>
<p>a) Head count of students in the program</p>	
<p>b) Course grade distribution</p>	<ul style="list-style-type: none"> <li>Does your discussion on 2.c analyze course grade distribution among the various courses? That is, are there any patterns of the numbers of As, Bs, Cs, etc. awarded and do these patterns make sense for the type/level of the course?</li> </ul>
<p>c) Success rates (Discuss your program's rates in light of the college's success rate standard. Set a standard for your program.)</p>	<ul style="list-style-type: none"> <li>Do provide some analysis of success rates found in data. Yes, "more than numbers" are important and you discuss that very well, but at least acknowledge and analyze the numbers that are there and what has happened with them over time.</li> <li>Discuss technology changes in relation to possible decrease of fill rates.</li> </ul>
<p>d) Retention rates</p>	
<p>e) A comparison of success and retention rates in face-to-face classes with distance education classes</p>	
<p>f) Enrollment statistics with section and seat counts and fill rates</p>	<ul style="list-style-type: none"> <li>The tables here, except for fill rate table, are the same as those found in 2.A. Eliminate repeated tables.</li> <li>Program fill rates are high. Is this acceptable within industry standards? Are there any space or safety concerns with such high fill rates? This will be interesting to track as your program changes.</li> </ul>

g) Scheduling of courses (day vs. night, days offered, and sequence)	
h) Improvement rates (if applicable)	
i) Additional data compiled by faculty	
j) List any related recommendations.	<ul style="list-style-type: none"> <li>• The recommendation about faculty members includes a perhaps too-low dollar amount. This may relocate, but double-check figures.</li> <li>• Probably include staffing request in staffing section, etc. See previous note regarding placement of recommendations.</li> </ul>

<b>3. Curriculum Review</b>	<b>Comments</b>
a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.	<ul style="list-style-type: none"> <li>• See below.</li> </ul>
b) Explain any course additions to current course offerings.	<ul style="list-style-type: none"> <li>• Include all courses you are adding and/or revising here in an easy to read format (even if not fully approved, you can note them here or in section 3.a). Include those you mention in 3.c as being added to replace inactivated courses.</li> </ul>
c) Explain any course deletions and inactivations from current course offerings.	<ul style="list-style-type: none"> <li>• See above.</li> </ul>
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:	<p><i>These comments apply to 3.e.1, 2, &amp; 3.</i></p> <ul style="list-style-type: none"> <li>• Immediately and clearly give degree and certificate awarded numbers in this section. Are there any trends over time, etc.?</li> <li>• Mention that you are exploring 4-year ACR degree. Since there is not a strong transfer connection for the program, boost commentary about possible need for 4-year degree.</li> <li>• Perhaps include connection to recent legislation</li> </ul>

	<p>when you discuss the program curriculum direction. AB 850, etc.</p> <ul style="list-style-type: none"> <li>• Make clear connections to other programs and/or classes you would like to establish connections with.</li> </ul>
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?	<ul style="list-style-type: none"> <li>• See above</li> </ul>
2. Are there any concerns regarding program courses and their articulation?	<ul style="list-style-type: none"> <li>• See above</li> </ul>
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	<ul style="list-style-type: none"> <li>• See above</li> </ul>
f) List any related recommendations.	<ul style="list-style-type: none"> <li>• Again, make sure recommendations appear just once and in the most relevant location.</li> </ul>

<b>4. Assessment and Student and Program Learning Outcomes (SLOs &amp; PLOs)</b>	<b>Comments</b>
a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.	<ul style="list-style-type: none"> <li>• Use most recent alignment grids. Your division SLO facilitators (SueEllen Warren or Renee Newell) can assist.</li> <li>• No need for two sets of tables in this section.</li> </ul>
b) Provide a timeline for course and program level SLO assessments.	<ul style="list-style-type: none"> <li>• Use new timelines. Contact division SLO facilitators.</li> </ul>
c) State the percent of course and program SLO statements that have been assessed.	<ul style="list-style-type: none"> <li>• How many SLO statements does your program have and how many (percentage-wise) have been assessed so far? Those assessed may be lower number because of added SLO</li> </ul>

	<p>statements, but that is acceptable as long as your assessment timeline is complete.</p> <ul style="list-style-type: none"> <li>• What is the table on page 41 for?</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Add in what actually happened because of assessments. What did the assessments reveal? Were any actions proposed to teaching strategies, curriculum, resources needed, assessment practices, etc.?</li> <li>• Has the program conducted any PLO assessments?</li> </ul>
<p>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)</p>	<ul style="list-style-type: none"> <li>• Emphasize overall picture of how your program's revision of SLO and PLO assessment. How do the SLOs and PLOs connect to what is going on in your program.</li> <li>• Remove headings except for 'Sustainable Continuous Quality improvement' level. Keep paragraphs which describe your program's practices.</li> </ul>
<p>f) Describe how you have improved your SLO process and engaged in dialogue about assessment results</p>	<ul style="list-style-type: none"> <li>• This section is actually missing and the recommendations have been labeled section f) when it should be g)</li> </ul>
<p>g) List any related recommendations.</p>	<ul style="list-style-type: none"> <li>• If you bring in more data form SLO or PLO assessments, there may be a related recommendation.</li> </ul>

5. Analysis of Student Feedback	Comments
<p>a) Describe the results of relevant surveys.</p>	<ul style="list-style-type: none"> <li>• It seems like you received informal feedback and conducted an oral interview, but in this section's last sentence you mention a "survey" – was there a survey? Please clarify.</li> </ul>
<p>b) Discuss the implications of the survey results for the program.</p>	
<p>c) List any related recommendations.</p>	<ul style="list-style-type: none"> <li>• Is there an example of internship possibility and/or business that would sponsor? If appropriate, provide additional information so</li> </ul>

	the need is justified in this document.
--	---

6. Facilities and Equipment	Comments
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.	<ul style="list-style-type: none"> <li>• Discuss how vision for the new building connects with your vision for the ACR program.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Need recommendations here.</li> </ul>

7. Technology and Software	Comments
a) Describe and assess the adequacy and currency of the technology and software used by the program.	
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.	
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.	<ul style="list-style-type: none"> <li>• Need recommendations here.</li> </ul>

8. Staffing	Comments
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.	<ul style="list-style-type: none"> <li>• Is there a need for "lab technicians" or Supplemental Instruction type of personnel? If so, discuss.</li> </ul>
c) List any related recommendations.	<ul style="list-style-type: none"> <li>• Need recommendations here.</li> </ul>

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.	<ul style="list-style-type: none"> <li>• Combine Recommendations 1 and 1B into a single recommendation.</li> </ul>

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.	
b) Explain why the list is prioritized in this way.	

**CTE Questions**

Where have you gauged student satisfaction? (page 66)