

ACADEMIC PROGRAM REVIEW MATERIALS

2016

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PROGRAM REVIEW TEMPLATE

Please consult the Program Review Template Guide and Instructions (Appendix B) for further information to help you answer the template questions.

1. Overview of the Program

- a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.
- 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.
- e) Describe highlights of the program's previous success and future vision.

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

Provide and analyze the following statistics/data.

- a) Head count of students in the program
- b) Course grade distribution
- c) Success rates (Discuss your program's rates, demographic success characteristics and set a success standard for your program.)
- d) Retention rates (if applicable, include retention based on placement method)
- e) A comparison of success and retention rates in face-to-face classes with distance education classes
- f) Enrollment statistics with section and seat counts and fill rates
- 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.**

3. Curriculum

Review and discuss the curriculum work done in the program during the past four years, including the following:

- 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 for future degrees, certificates, and/or licensure pass rates.
- f) **List any related recommendations.**

4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)

- 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) Describe how you have improved your SLO process and engaged in dialogue about assessment results.
- f) Discuss any findings from SLO/PLO assessments that help to justify recommendations.
- g) **List any related recommendations.**

5. Analysis of Student Feedback

Provide a copy of any feedback reports generated by Institutional Research and Planning. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

- a) Describe the results of the student survey in each of the following areas:
 - i. Student Support
 - ii. Curriculum
 - iii. Facilities, Equipment, and Technology
 - iv. Program Objectives
- b) Discuss the implications of the survey results for the program.
- c) Discuss the results of other relevant surveys.
- d) **List any related recommendations.**

6. **Facilities and Equipment**

- a) Describe and assess the existing program facilities and equipment.
- b) 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.
- c) 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.
- d) **List any related recommendations.**

7. **Technology and Software**

- 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.**

8. **Staffing**

- 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**

- 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**

- 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.

Recommendations	Cost Estimate	Strategic Initiatives
1.		
2.		
3.		

NOTE: *Dissenting opinions should be included when consensus is not reached among program faculty and/or between program faculty and the division dean. A report should be added to the program review as an appendix. This report should clearly state the areas of dissension and reason for dissenting opinion.*

CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS

CTE programs must conduct a full program review every 4 years. The full review includes answering these supplemental questions. Every two years (once between full reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input, institutional data, and the provided CTE 2-year Program Review data to respond to the following questions:

1. How strong is the occupational demand for the program? As you analyze demand over the past 5 years and projected demand for next 5 years, address state and local needs for the program.
2. How does the program address needs that are not met by similar programs in the region?
3. What are the completion, success, and employment rates for the students? Discuss any factors that may impact completion, success, and employment rates. If applicable, what is the program doing to improve these rates?
4. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all. Discuss any factors that may impact licensure exam pass rates. If applicable, what is the program doing to improve these rates?
5. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input been used in the past two years to ensure employer needs are met by the program? Describe any advisory committee recommendations that the program is either unable to implement or is in the process of implementing.

California Education Code 78016 requires that the review process for CTE programs includes the review and comments of a program's advisory committee.

Provide the following information:

- a. Advisory committee membership list and credentials
- b. Meeting minutes or other documentation to demonstrate that the CTE program review process has met the above Education Code requirement.

APPENDIX A

COLLEGE MISSION AND STRATEGIC INITIATIVES

ECC MISSION STATEMENT:

El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

STRATEGIC INITIATIVES for 2015-2020

A. STUDENT LEARNING

Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

B. STUDENT SUCCESS & SUPPORT

Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

C. COLLABORATION

Advance an effective process of collaboration and collegial consultation conducted with integrity and respect.

D. COMMUNITY RESPONSIVENESS

Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.

E. INSTITUTIONAL EFFECTIVENESS

Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.

F. MODERNIZATION

Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

APPENDIX B: PROGRAM REVIEW TEMPLATE GUIDE AND INSTRUCTIONS

General Advice: Don't assume that your audience knows what you do. This document is for your own reflection but it's also an overview for many people who have no idea about all the things your program does. Try to write the document for that audience.

1. Use your program review to brag about your program and let the wider community know about the things you are doing.
2. Use your program review to discuss issues that prevent you from doing even more. Thoughtfully consider the challenges facing your program.
3. Use your program review to reflect for yourself on the direction of your program.

Template	Guide and Instructions
<p>1. <u>Overview of the Program</u></p> <p>a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.</p> <p>b) Describe the degrees and/or certificates offered by the program.</p> <p>c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A)</p> <p>d) Discuss the status of recommendations from your previous program review.</p> <p>e) Describe highlights of the program's previous success and future vision.</p>	<p><u>Overview of the Program</u></p> <p><i>If someone asked you about your program, what would you quickly tell them? Use this opportunity to do some bragging about things you do and for whom. You may also want to discuss the students (how many served, majors or general education, etc.).</i></p> <p><i>Include the number of units or courses required to complete the program.</i></p> <p><i>What happened with the requests you had before? Are they completed, active, on hold, abandoned? How did any action or inaction on the past recommendations impact your program?</i></p>
<p>2. <u>Analysis of Institutional Research and Planning Data</u> (include data provided by Institutional Research & Planning)</p>	<p><u>Analysis of Institutional Research and Planning Data</u> (include data provided by Institutional Research & Planning)</p> <p><i>Instructions for accessing your program data:</i></p> <ol style="list-style-type: none"> 1. Enter into the ECC Portal 2. From the tabs on the top right, select "Areas". 3. From the drop-down menu select

<p>Provide and <u>analyze</u> the following statistics/data.</p> <p>a) Head count of students in the program</p> <p>b) Course grade distribution</p> <p>c) Success rates (Discuss your program's rates, demographic success characteristics and set a success standard for your program.)</p> <p>d) Retention rates (if applicable, include retention based on placement method)</p>	<p><i>"Institutional Effectiveness" and then "Program Review."</i></p> <ol style="list-style-type: none"> 4. <i>From the list on the left, under "Documents," select "Academic Affairs."</i> 5. <i>Select "Program Review Datafile-ECC"</i> 6. <i>An Excel spreadsheet will open up. It may take a while for this to open; it's a big document. This spreadsheet contains all the information for all the programs at ECC.</i> 7. <i>Please read the first page carefully. It explains that the information is on separate pages accessible through the tabs at the bottom of the page titled Academics, Demographics, and Enrollment Trends.</i> 8. <i>To reach the information for your program, select the Academics tab at the bottom of the Excel spreadsheet.</i> 9. <i>In the drop-down menu at the top left of the page next to "Program," select your program. The information for your program will automatically fill all three pages – Academics, Demographics, and Enrollment Trends.</i> 10. <i>You can print out the information for your program or you can cut-and-paste the information into a separate document so you don't have the huge, full document saved on your computer. (To copy & paste from the Excel file into a Word document, use the 'Paste-as-Image' option when pasting.)</i> <p><i>If your program has a data set distinct from that given by IRP that must be interpreted for outside accreditation, please address any discrepancies between data sets.</i></p> <p><i>Are there some courses that stand out in one way or another in terms of grades?</i></p> <p><i>Success is defined as a student completing the course with an A, B or C.</i></p> <p><i>Institutional Research and Planning will provide programs with a proposed percentage for their success standards and a rationale for that number. In addition, faculty will be given topics for discussion and consideration as they finalize the standards for their program. Please explain changes to the proposed percentage.</i></p> <p><i>Retention is defined as the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date. In essence, it is the percentage of students who did not withdraw or drop</i></p>
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<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> <p>g) Scheduling of courses (day vs. night, days offered, and sequence)</p> <p>h) Improvement rates (if applicable)</p> <p>i) Additional data compiled by faculty</p> <p>j) List any related recommendations.</p>	<p><i>In discussing success and retention rates, consider using SLO assessment data as a complement, especially in cases where success is low due to large numbers of drops. SLO data can show that students who stay in courses do learn.</i></p> <p><i>Are sections over/under filled?</i></p> <p><i>Are the times and frequencies that courses are scheduled fulfilling the need or demand for the courses? Daytime classes begin weekdays before 4:30 pm. Night classes begin after 4:30 pm. Classes are weekend if they include a Saturday or Sunday meeting time and unknown if there is no set time as in Distance Ed or Work Experience.</i></p> <p><i>Improvement rates, sometimes called persistence, measure the progress of students through a sequence of courses. Do students move through the sequence well?</i></p> <p><i>The following websites contain rich data resources about your program and the college:</i></p> <ol style="list-style-type: none"> <i>ECC Institutional Research and Planning http://www.elcamino.edu/administration/ir/</i> <i>Chancellor's Office Data Mart http://datamart.cccco.edu</i> <p><i>Additional data may include survey data, test scores, career placement, etc. Requests for specific data collection can be made at the Institutional Research and Planning website, or by speaking with IRP staff. If you have any questions about data or its collection, please contact IRP.</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>
<p><u>3. Curriculum</u></p> <p>Review and discuss the curriculum work done in the program during the past four years, including the following:</p> <p>a) Provide the curriculum course review timeline to</p>	<p><u>Curriculum</u></p> <p><i>CurricUNET is the ECC database for curriculum: http://www.curricunet.com/elcamino/ Your login is the first portion of your ECC email address before the @, for instance "jdoe". If you have not used CurricUNET or changed the password, your password is "changeme".</i></p> <p><i>For curriculum questions and timelines, consult</i></p>

<p>ensure all courses are reviewed at least once every 6 years.</p>	<p>your department's representative to the Division Curriculum Committee or your division representative to the College Curriculum Committee: http://www.elcamino.edu/academics/ccs/s5ccccommitee.asp</p>
<p>b) Explain any course additions to current course offerings.</p>	
<p>c) Explain any course deletions and inactivations from current course offerings.</p>	<p><i>Course deletions permanently eliminate a course, whereas inactivations put a course "on hold." An inactivated course does not appear in the college catalogue but can be relatively easily reactivated through the curriculum process. It is much easier to reactivate a course than to create a new one. Some courses are currently being inactivated because they have not been offered in the past several years</i></p>
<p>d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)</p>	
<p>f) Discuss how well the courses, degrees, or certificates meeting students' transfer or career training needs.</p> <ol style="list-style-type: none"> 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? 	<p><i>Articulation refers to an official agreement between ECC and other institutions. If a course has been "articulated" it means that the institution acknowledges that the course is equivalent to the course offered on their campus and agrees to accept it in lieu of their course. Information about articulation agreements can be found at assist.org. To discuss articulation issues or to develop an articulation agreement with another campus, contact our Articulation Officer, Lori Suekawa lsuekawa@elcamino.edu or ext. 3517. Transferable means that an institution will accept a course as elective credit but does not guarantee course-to-course credit.</i></p>
<ol style="list-style-type: none"> 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 	<p><i>Set a specific, realistic goal based on your data. Discuss any related factors that may impact student attainment.</i></p>

<p>attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.</p> <p>g) List any related recommendations.</p>	<p><i>If the recommendation requires funding, provide a cost estimate.</i></p>
<p>4. <u>Assessment and Student Learning Outcomes (SLOs)</u></p> <p>a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.</p> <p>b) Provide a timeline for your course and program level SLO assessments.</p> <p>c) State the percent of course and program SLO statements that have been assessed.</p> <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> <p>e) Describe how you have improved your SLO process and engaged in dialogue about assessment results.</p> <p>f) Discuss any findings from SLO/PLO assessments that help to justify recommendations.</p> <p>g) List any related recommendations.</p>	<p><u>Assessment and Student Learning Outcome (SLOs)</u></p> <p><i>In this section, you will discuss the SLO process as well as assessment results. SLO results can be a good measure of learning, especially for those programs where success is low due to a large number of Ws.</i></p> <p><i>The college is at the “sustainable” level according to the ACCJC rubric, which means that student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement; there is dialogue about student learning that is ongoing, pervasive, and robust; and student learning improvement is a visible priority in the program.</i></p> <p><i>The SLO statements, alignment grids, and timelines are available on your division SLO page and from your SLO facilitator.</i></p> <p><i>Consult your division SLO facilitator or division representative to the college-wide Assessment of Learning Committee to find out the percentage of courses assessed in your program:</i> http://www.elcamino.edu/academics/slo/alc.asp</p> <p><i>Discuss what you have learned by assessing your SLOs and PLOs. Describe changes you have made after considering assessment results and describe the impact of those changes. Assessment results can be found in the binders in your division office.</i></p> <p><i>Is the program making improvements to the SLO process and raising SLO awareness with faculty and students? Have SLO assessment results been shared and discussed in meeting, at brown-bag lunches, etc.? Is information about SLOs distributed via email, bulletin boards, or some form of update?</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>

<p>5. <u>Analysis of Student Feedback</u></p> <p>Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.</p> <p>a) Describe the results of the student survey in each of the following areas:</p> <ul style="list-style-type: none"> i. Student support ii. Curriculum iii. Facilities, Equipment, and technology iv. Program objectives <p>b) Discuss the implications of the survey results for the program.</p> <p>c) List any related recommendations.</p>	<p><i>How were the surveys distributed and what was the response rate? Are there any noteworthy patterns of student feedback? Analyze areas where student perceive the program is performing well and areas where students perceive the program could use improvement. Attach survey report from IRP as an appendix</i></p> <p><i>Does the student feedback correlate with any of your findings in other program review areas (Curriculum, Facilities, etc.)? Are students asking for courses, services, or other items which require additional resources?</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>
<p>6. <u>Facilities and Equipment</u></p> <p>a) Describe and assess the existing program facilities and equipment.</p> <p>b) 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.</p> <p>c) 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.</p> <p>d) List any related recommendations.</p>	<p><u>Facilities and Equipment</u></p> <p><i>Fully justify facilities and equipment needs and explain the impact that not receiving them will have on your program. Also think about how equipment and facilities can be consolidated or shared to satisfy needs.</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>

<p>7. <u>Technology and Software</u></p> <p>a) Describe and assess the adequacy and currency of the technology and software used by the program.</p> <p>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.</p> <p>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.</p> <p>d) List any related recommendations.</p>	<p><u>Technology and Software</u> <i>Justify technology and software needs by explaining the impact not receiving them will have on your program.</i></p> <p><i>When developing a list of technology and software needs, be sure to include the cost of maintenance and upgrades. Provide cost estimates.</i></p>
<p>8. <u>Staffing</u></p> <p>a) Describe the program's current staffing, including faculty, administration, and classified staff.</p> <p>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.</p> <p>c) List any related recommendations.</p>	<p><u>Staffing</u> <i>Justify staffing needs by explaining the impact not receiving them will have on your program.</i></p> <p><i>Include the cost estimates for classified staff and faculty.</i></p>
<p>9. <u>Direction and Vision</u></p> <p>a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?</p> <p>b) Explain the direction and vision of the program and how you plan to achieve it.</p> <p>c) List any related recommendations.</p>	<p><u>Direction and Vision</u></p> <p><i>What do you envision as in ideal future direction for your program? What is the future of your program and how do you hope to get there?</i></p>
<p>10. <u>Prioritized Recommendations</u></p>	<p><u>Prioritized Recommendations</u></p>

- 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.

Recommendation	Cost	S.I.
1.		
2.		
3.		

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

All the prioritized recommendations appearing in this list should be discussed and justified earlier in the review.

Be sure to include the cost estimates for pertinent recommendations. The recommendations that carry a cost will be entered into Plan Builder, ECC's planning and budgeting software, and must have a cost and a link to a strategic initiative to be considered.

NOTE: *Dissenting opinions should be included when consensus is not reached among program faculty and/or between program faculty and the division dean. A report should be added to the program review as an appendix. This report should clearly state the areas of dissension and reason for dissenting opinion.*

APPENDIX C: RUBRIC FOR PROGRAM REVIEW FEEDBACK

This rubric is used by the Academic Program Review Committee to provide feedback on program review drafts.

Section 1 – Overview of the Program

Does the overview succinctly describe the program and status of past recommendations? Yes No

Is the program aligned with the college mission and strategic initiatives? Yes No

General comments for section 1:

Section 2 – Analysis of Institutional Research Data

	How thoroughly are issues discussed in the data analysis?	Is data used to effectively and accurately support recommendations?
Head Count		
Course Grade Distribution		
Success Rates		
Retention Rates		

	How thoroughly are issues discussed in the data analysis?	Is data used to effectively and accurately support recommendations?
Distance Education (success and retention)		
Enrollment Statistics		
Scheduling		
Improvement Rates (if applicable)		
Additional Data		

Does the review set a standard for success and provide an explanation? Yes No

General comments for section 2:

Section 3 – Curriculum

Does the program have a timeline to review all courses on a 6-year cycle? Yes No

Does the review discuss degrees, certificates, and licensure exams? Does it set and discuss goals for these? Yes No

General comments for section 3:

Section 4 – Assessment and Student Learning Outcomes

Does the review provide the alignment of course SLOs, PLOs, and ILOs? Yes No

Does the program have a timeline for course and program SLO assessment? Yes No

Does the review state the % of course and program SLOs assessed? Yes No

Does the review explain how assessment results have led to changes in instruction, curriculum, and/or programs? Explain.

Does the review analyze the changes that were implemented as a result of assessment? Explain.

Does the review explain how the program has refined and improved its SLOs and assessment process? Does the review explain how the program dialogues about SLO assessments?

General comments for section 4:

Section 5: Analysis of Student Feedback

Does the review provide feedback results from IRP and accurately describe the results of student feedback? Yes No

Does the review connect student feedback to possible actions and/or resources needed by the program? Yes No

General comments for section 5:

Section 6: Facilities and Equipment

Are the costs of the recommendation/s listed? Yes No

Is sufficient evidence provided to explain the need for the recommendation/s? Yes No

General comments for section 6:

Section 7: Technology and Software

Are the costs of the recommendation/s listed? Yes No

Is sufficient evidence provided to explain the need for the recommendation/s? Yes No

General comments for section 7:

Section 8: Staffing

Are the costs of the recommendation/s listed? Yes No

Is sufficient evidence provided to explain the need for the recommendation/s? Yes No

General comments for section 8:

Section 9: Direction and Vision

Does the review explain relevant changes in the academic field/industry using evidence? Yes No

Does the review explain how those changes will impact the program? Yes No

General comments for section 9:

Section 10: Prioritized Recommendations

Is the list of recommendations prioritized? Yes No

Is the prioritization explained? Yes No

Are costs included for each recommendation, when necessary? Yes No

Is each recommendation linked to a strategic initiative? Yes No

Is each recommendation discussed and justified in a previous section of the review? Yes No.

General comments for section 10:

CTE Supplemental Questions (if applicable)

General Comments:

APPENDIX D: STUDENT SURVEY

These are the common questions for all Program student surveys. Additional questions can be requested by contacting Institutional Research and Planning.

Student Support					
Instructors in this program have helped me achieve my academic goals.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Instructors in this program have helped me stay on track.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Instructors in this program provide opportunities to actively participate in my classes.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I have felt a sense of community within this program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Student contributions have been valued by instructors in this program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Curriculum					
There is an appropriate range of courses offered in this program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Courses were scheduled on days and times that were convenient to me.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I've been able to register for the classes I need within this program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The courses in this program have helped me meet my academic goals.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
There is a variety of extracurricular activities related to this program on campus.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The library has the resources to help me succeed in this program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Facilities, Equipment, & Technology					
The buildings and classrooms used by this program are satisfactory.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I am satisfied with the equipment (projectors, machinery, models, etc.) used in this program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I am satisfied with the computers and software used in this program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Program Objectives					
I am aware of the course outcomes - what I should be able to learn and what skills I should possess after completing courses in the program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

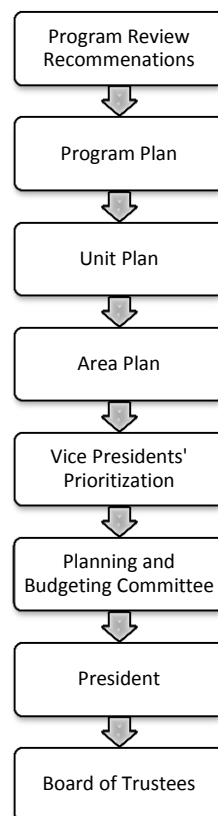
APPENDIX E: WHY YOUR PROGRAM REVIEW MATTERS.

Academic program review is an opportunity for faculty to reflect on the successes and challenges of their academic program; to develop a future direction for the program; and to consider how they can improve their program to enhance student learning and success. In addition, program review provides a vital link between student learning in our classroom and the operation of the college through planning and budgeting. The funding requests in the recommendation of program review enter into the campus planning and budgeting process.

After considering a variety of quantitative and qualitative data, including SLO assessment results, program review identifies changes to improve student learning and success in the program and its courses. These changes are sometimes instructional and can be directly implemented by faculty in the classroom without additional cost. Other times, faculty recommends changes to curriculum or degrees and certificates, which are proposed to the Division and College Curriculum Committees.

<u>Inputs</u>		<u>Outputs</u>
Institutional Research Data (success, retention, grade distribution, fill rates, etc.)	Your Program Review	Future Vision for your program.
Curriculum (review, distance education, degrees, certificates, etc.)		Instructional Changes
SLO and PLO Assessments (data and recommendations from assessment)		Curriculum or Program Changes
Operational Issues (facilities, equipment, technology, staffing)		Operational Funding Requests (facilities, equipment, technology, staffing)
Conditions in the Academic Field or Industry		Prioritized List of Recommendations

In program review, recommendations that incur a cost are carefully prioritized and connected to one or more of the College's strategic initiatives. Program review recommendations are entered into the program Annual Plan. Deans and Division Councils consider the recommendations from each program and create a prioritized list for their division. This is included in a Unit Plan. The Vice President of Academic Affairs reviews the priorities in each of Unit Plans and determines the top priorities in the area, creating an Area Plan for academic affairs. All five Vice Presidents work together to consider and prioritize all the requests in the area plans to determine the College's top priorities. These prioritized funding requests are then presented to the Planning and Budgeting Committee, which reviews them to ensure they align with the college mission and strategic initiatives. The funding requests are incorporated into the college budget and are forwarded to the President and the Board for their approval.



APPENDIX F: CONTACTS AND HELP

WHO CAN HELP?

1. The Academic Program Review Committee (APRC) and Its Co-Chairs.

- Linda Clowers, Co-Chair of APRC, Academic Affairs: x3928 – lclowers@elcamino.edu
- Russell Serr, Co-Chair of APRC, Health Science and Athletics: x3811 – rserr@elcamino.edu
- Claudia Striepe, APRC member, Schauerman Library: x6006 – cstriepe@elcamino.edu
- Chris Jeffries, APRC member, Counseling: x3531 – cjeffries@elcamino.edu
- Judy Kasabian, APRC member, Mathematics: x3310 – jkasabian@elcamino.edu
- Wanda Morris, APRC member, Compton Center: x2702 or x3282 - wmorris@elcamino.edu
- Carolyn Pineda, APRC member, Institutional Research and Planning: x6402 - cpineda@elcamino.edu
- Ambika Silva, APRC member, Mathematics: x3212 - asilva@elcamino.edu
- Chris Wells, APRC member, Fine Arts: x3723 – rwells@elcamino.edu
- Kevin Huben, APRC member, Fire and Emergency Technology, x3619 – khuben@elcamino.edu

2. Your Dean.

- Your Dean is a very helpful resource in providing additional information and guidance. Please share all drafts with your Dean.

3. Institutional Research and Planning (IRP)

- IRP program review contact and APRC member – Carolyn Pineda – cpineda@elcamino.edu
- The IRP website contains a variety of useful reports and a link to a research request form if you would like to request more specific data for your program.
<http://www.elcamino.edu/administration/ir/>

4. Colleagues in Your Program

- Please work together with colleagues in your program. Some programs decide to assign portions of the template to different faculty members; other programs have one author who consults with their colleagues and receives feedback on drafts.

5. Your Division SLO Facilitator

- Your division SLO facilitator can help you with section 4 of the template, “Assessments and Student Learning Outcomes.”
- Please consult your division office or the SLO website to find out who is your division SLO facilitator: <http://www.elcamino.edu/academics/slo/contact.asp>.

6. Curriculum Representatives on the Division and College Curriculum Committees (DCC and CCC)

- For help with section 3 of the template, “Curriculum,” please consult representatives on your DCC (consult your division office for DCC membership) or your division’s representative on the CCC.
<http://www.elcamino.edu/academics/ccc/s5cccccommittee.asp>

WANT TO LEARN MORE ABOUT PROGRAM REVIEW?

- “Program Review: Setting a Standard.” The Academic Senate of California Community Colleges. <http://asccc.org/sites/default/files/Program-review-spring09.pdf>

APPENDIX G: PROGRAM REVIEW TIMELINE AND CHECKLIST

February - March 2016

- Attend program review orientation and receive program data.
- Submit request to Institutional Research & Planning (IRP) for any additional survey items by *Friday, March 11, 2016*.

March - June 2016

- Write a rough draft, seeking input from program and division colleagues, including:
 - the program faculty
 - the division curriculum committee representative
 - the division SLO facilitator
 - the division Dean and, if applicable, Associate Dean
- Submit all data requests to IRP by *May 27, 2016*. IRP may not be able to fulfill data requests submitted after this date.
- Administer student survey.

June – September 2016

- Revise the first draft according to feedback received from division colleagues.
- Present revised draft to program and division colleagues. Collect verification of review from colleagues.

September 1, 2016

- Responsible Faculty Member submits completed program review to the Academic Program Review Committee (APRC) co-chairs (lclowers@elcamino.edu & rserr@elcamino.edu) and division Dean.
- Responsible Faculty Member submits completed CTE 2-year reviews to the APRC co-chairs (lclowers@elcamino.edu & rserr@elcamino.edu) and division Dean.

September 8, 2016 – December 8, 2016

- If needed, meet with APRC Co-Chairs to discuss your program review prior to Academic Program Review Committee session.
- Meet with the Academic Program Review Committee to discuss your program review.
- Following the review meeting with Academic Program Review Committee, attend TracDat training session regarding input of program review.

December 21, 2016

- Final drafts of program review submitted, entered into TracDat, and posted on website.

APPENDIX H: PROGRAM AND DIVISION COLLEAGUE REVIEW SHEET

- 1. Use this sheet to demonstrate that your program review has been reviewed by the appropriate program and division colleagues. Review does not necessitate full agreement with the program review findings, but does indicate that input has been sought from appropriate program and division colleagues.**

Program: _____

Division Curriculum Committee Representative

Date Review Completed

SLO Facilitator

Date Review Completed

Division Associate Dean (if applicable)

Date Review Completed

Division Dean

Date Review Completed

- 2. Indicate below when the program review was presented at a program/division meeting.**

Type of Meeting (Program/Division)

Date of Meeting