

Academic Program Review Committee (APRC) Meeting

January 28, 2016 (1-2pm) - Admin 127



Attendees:

Russell Serr - Committee Co-chair
 Linda Clowers - Committee Co-chair
 Kevin Huben
 Carolyn Piñeda
 Claudia Striepe
 Chris Wells

Excused:

Chris Jeffries
 Judy Kasabian
 Wanda Morris
 Ambika Silva

Agenda Item	Summary of Discussion	Action Item(s)
<p>I. Review of revised Program Review materials - <i>refer to packet</i></p>	<p>R. Serr provided an overview of the proposed Program Review documents included with the meeting packet.</p> <p>The committee reviewed and approved the <i>Academic Program Review Materials</i> document (including Program Review template and CTE Supplemental Questions) with minor modifications, including reference to placement and developmental coursework in the discussion of retention rates in the “Analysis of Research Data” section, as recommended by C. Wells.</p> <p>The committee reviewed and approved the <i>Academic Program Review Committee (APRC) Handbook</i> with minor modifications to the “Committee Composition” and “Committee Governance” sections.</p> <p>The committee agreed to further review and revise the <i>CTE Advisory Committee Survey</i> document. C. Wells recommended reviewing the Department of Labor survey as a point of reference.</p>	<p>R. Serr and L. Clowers will collaborate to modify the Program Review materials to reflect the recommendations of the committee.</p> <p>R. Serr will incorporate verbiage provided by C. Piñeda for the section referencing Institutional Research and Planning (IRP) and will follow up with Compton Educational Center regarding its Institutional Effectiveness Committee</p>
<p>II. Schedule for Spring 2016 Program Review workshops/training</p>	<p>Following brief discussion about the role of the APRC, the committee agreed that the purpose and outcome of the Program Review process should be clarified during Spring 2016 trainings, emphasizing the relationship between Program Review and program funding/budget consideration.</p> <p>R. Serr noted that the Spring 2016 training sessions will focus on reviewing required components of Program Review (rather than on data entry) and that C. Piñeda will discuss student surveys.</p> <p>L. Clowers reported that she had received from the division Chairs the names of the faculty responsible for 2016 Program Review</p> <p>The committee agreed to schedule Spring 2016 Program Review training sessions for</p>	<p>Upon confirmation of all faculty assignments, R. Serr and L. Clowers will coordinate to inform divisions regarding Spring 2016 Program Review training dates</p>

	2/11/16 and 2/18/16 (Thursdays, 1-2 pm), with additional sessions to be added, as requested	L. Clowers will reserve Library West Basement.
III. Schedule for Fall 2016 Program Review meetings	<p>The committee engaged in brief discussion regarding the status of 2015 Program Reviews.</p> <p>The committee agreed to schedule the Program Review meetings in alphabetical order based on program name.</p> <p>K. Huben recommended starting the Fall 2016 Program Review meetings on 9/8/16 given the number of programs undergoing review; the committee agreed.</p> <p>C. Piñeda requested later deadline for submitting request to IRP for additional survey items based on the Spring 2016 training dates</p>	<p>R. Serr will follow up with the Philosophy program and the Auto Collision Repair/Painting program regarding 2015 Program Reviews</p> <p>L. Clowers will consult with J. Shankweiler regarding Real Estate Program Review</p> <p>L. Clowers will update the 2016 Program Review Process document to reflect the date changes</p>
IV. TracDat	The committee engaged in a brief discussion about TracDat functionality.	
V. Other	<p>The committee engaged in discussion regarding SLO data collection and the ACCJC standards regarding disaggregation of data related to student learning and student achievement. The committee discussed institutional expectations regarding SLO assessment reports and considered the benefits of further clarifying these expectations for faculty.</p> <p>C. Piñeda noted that ECC disaggregates data for state reporting at the institution level (e.g., Student Equity Plan). R. Serr and C. Piñeda also noted that several programs at ECC are already working with disaggregated data to explore demographic difference in student learning as a function of reporting requirements of other external regulating agencies (e.g., Nursing, Dental)</p>	L. Clowers and R. Serr will consult further to clarify expectations and will follow up accordingly.