

DRAFT

Comprehensive Program Review—Instructional Program

Overview

The primary purposes of program review are to:

- A. Document discussions and plans for improving student success within a program;
- B. Link these plans to decisions about resource allocation;
- C. Share program information with the College community.

There are four primary sections within the program review:

1. Basic Program Information
2. Student Success Trends
3. Program Planning
4. Feedback & Assessment

Each of these sections has pre-populated data for both the program (as defined by the department) and the institution. The questions posed within each section are designed to spur discussion and aid in the development of plans for program improvement. The program review process is most useful and meaningful when faculty across the department engage in these discussions on a regular basis. These sections are designed as a base from which to work. Each program review cycle, departments will have the opportunity to identify additional data points, questions, and other relevant information for inclusion.

For the purposes of program review, key terms are defined as follows:

Enrollment refers to the number of students registered at the semester census date (typically three weeks into the semester).

Course Completion Rate refers to the percentage of students enrolled at census who stay enrolled through the end of the term.

Course Success Rate refers to the percentage of students who complete a course with a “C” grade or better.

Persistence refers to

Program is typically used to describe an academic department. It is up to individual departments to determine how they want to separate any disciplines or programs within the department (e.g. Chemistry and Physics within the Physical Sciences department).

Program Objective/Activity

Seat Availability relates to the amount of room for growth a program has without adding sections. Seat availability is determined by subtracting the total students enrolled from the maximum course enrollment number.

Student Learning Outcomes—From the Academic Senate Instructional SLO web page: The purpose of student learning assessment is to document and improve the College's programs. When we assess our students' learning, we are able to identify which of our teaching practices have been successful and which have not, thus enabling us to modify our teaching practices in order to increase success. When we identify student learning outcomes for our courses and share them with our students, we encourage students to become more actively involved in their own learning.

Section I: Basic Program Information

This section will include the following information (* denotes data to be populated for departments):

Department/Program

Person submitting the program review

Names/roles of those who participated in the completion of the review

Number of faculty (full- and part-time)

Number of staff (full- and part-time)

Description of any grant, partnership, and/or outreach the program is engaged in

*Three-year trend line data (program and institution) including:

Units offered

Enrollment

Persistence

Seat Availability

#/% of courses with wait lists

#/% of courses low-enrolled

#/% of courses with no material cost

#/% of courses with experiential/service learning opportunities

Discussion Section:

- What is the enrollment trend over the past three years? How does this compare to the institutional trend?
- How does this trend influence the scheduling of courses?
- If there are particular courses that routinely have wait lists and/or are not getting sufficient enrollment (15 student minimum), how is this being addressed?
- What factors may be influencing the program's trends?
- What discussions is the department having about affordability and zero-cost course materials?
- What discussions is the department having about integrating experiential/service learning into the curriculum?
- What objectives/activities related to these trends might the program consider?

Section II: Student Success Trends

Completion/Success Rates. This section will include the following information (* denotes data to be populated for departments):

*Three-year trend line data (program and institution) including:

Course completion rates (program and institution), including by DE vs. in-person, and by student group (ethnicity, gender, age)—These rates relate to the course completion standards set with ACCJC.

Course success rates (program and institution), including by DE vs. in-person, and by student group (ethnicity, gender, age)

Discussion Section:

- If course *completion* rates are above the institutional standards, discuss to what this success can be attributed and summarize any particularly effective activities.
- If course *completion* rates are below the institutional standards, discuss objectives aimed at addressing this.

- If the course *success* rates for any group of students is above that of the institution, discuss to what this success can be attributed and summarize any particularly effective activities.
- If the course *success* rates for any group of students is below that of the institution, discuss objectives aimed at addressing this.
- Summarize program efforts to continually improve course completion and course success rates.
- What objectives/activities will the program engage in related to improving student completion and success?

Student Learning Outcomes Assessment. This section will include the following information (* denotes data to be populated for departments):

*Courses offered since previous program review that have been assessed (all courses offered should be assessed a minimum of once every three years).

Discussion Section:

- If courses have been offered without being assessed, why has this occurred?
- How do you assess Student Learning Outcomes at the course level? (check boxes that apply: project; paper/writing assignment; course test/quiz; portfolio; standardized exam; self-assessment/survey; group activity; presentation/performance; department-wide assessment; use of college-wide rubrics (if so, list which ones); other
- Does meaningful dialogue take place on shaping, evaluating, and assessing program SLOs? Please summarize this activity.
- What obstacles, if any, are there to ensuring meaningful dialogue takes place?
- How has the assessment of and reflection on course-level SLOs data led to course-level changes?
- How has assessment of and reflection on SLOs contributed to achieving overall goals at the department/program level? What connections can be drawn between course-level SLO assessment and degree and/or institutional SLOs?
- What SLO assessment-related work within the program has been most useful? What work should be highlighted for other areas to learn from?
- What objectives/activities will the program engage in related to improving/expanding SLO assessment?

CTE/Workforce Programs Only:

Discussion Section:

- What is the regional three-year projected occupational growth for your program?
- What are the top four occupations and the median salaries?
- What is being done at the program-level to assist students with job placement and workforce preparedness?
- If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

- Please show evidence that the program Advisory Committee met and reviewed curriculum, certificates, SLOs, labor market and other programmatic areas to help contribute to the relevance of your program.
- Please provide annual certificate completion rates including all industry relevant third party certificates.
- Please show evidence of student job attainment or salary increase by students who have left the program. For assistance refer to the CTE Outcomes Survey and the Workforce Specialist to engage CTEOS data and data from Launch board.
- What objectives/activities will the program engage in related to meeting labor market need, improving student job attainment, or other workforce-related trends?

Section III: Program Planning

Please list program objectives discussed in Sections I & II and the activities designed to achieve the objectives.

Program Objective	Activities	Implementation Timeline	Progress Measures
<i>Example: Increase course success rates for Latino students</i>	<i>Expand Tutoring; Discuss Pedagogy Changes; Implement Learning Community</i>	<i>Spring 2019 Term</i>	<i>Increase of 3% in course success rate by Fall 2020</i>

NOTE: For future program reviews, departments will be asked to assess their work on these objectives, including any particular successes, challenges, and/or lessons learned. If resources were allocated to support the objectives, an assessment of the impact of those resources will also be provided.

Section IV: Feedback & Assessment

Once completed, the program review will route to the dean/supervising administrator. Feedback will include identification of strengths/successes of the program, any areas of concern, and possible recommendations for edits/changes. Any feedback will be provided for further discussion by the department.

At the conclusion of this feedback loop the dean/supervising administrator will submit the program review to the Planning & Resource Allocation Committee (PRAC) and incorporate the objectives/activities into the annual divisional presentation to PRAC.

A separate but linked budget request process connects objectives and actions to resource needs and requests.