

2018/2019 ACADEMIC PROGRAM REVIEW PROMPTS

GENERAL

Mission:

Mission Alignment: How does your department's mission align with the College mission?

Program Goals:

Description of Programs:

Program SLO Description:

OUTCOMES AND ACHIEVEMENT DATA

RESOURCES INVESTED

Number of Full-Time Teaching Faculty:

Number of Adjunct Faculty:

Number of Support Staff:

Supplies Funds:

Equipment Funds:

Grants Obtained:

COC Foundation Donations:

Other Resources:

Please describe important trends in student retention, success, degree completion, enrollment, or other data.

What implications do the results in any of these reports have for your Program Planning?

STUDENT LEARNING OUTCOMES

The questions below are to assist the college's collection of information related to continuous quality improvement as well as ACCJC standards 1B.5. and 1B.6.

Standard 1B.5. - The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard 1B.6. - The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

How have course SLO and/or PSLO assessment results influenced specific changes in your Department?

How have these changes positively impacted student learning, achievement, and institutional effectiveness?

When learning outcomes (see eLumen) and achievement data (see Tableau Visualization) is provided/available for subpopulations of students (sex, ethnicity, or age), reflect on the results, any identified gaps, and plans to address these.

DATA TRENDS

Given the trends in student achievement and outcomes, what are your ideas for improving student completion in your programs?

To what extent is there disproportionate impact for achievement or outcome indicators? If there is disproportionate impact, what can be done to minimize it?

Data Trends: Describe department trends, including growth/decline in:

- a) number of students served (measured by headcount and FTES),
- b) instructional load (measured by instructional load and average class size),
- c) student achievement and success. How do these changes compare to the College as a whole?

Use of Data: How is the department/program using and incorporating results (data) from assessments in decision making / planning? Give examples of how you have used results to improve program quality or to meet other internal or external demands.

ADDENDUM FOR CAREER EDUCATION

Career Education Outlook

How is the program responding with regard to labor market demand?

What sources of information do you have to support your conclusions?

What similar training programs exist in the surrounding area or nearby colleges in the South Central Coast Regional Consortium?

Please provide job placement rates for students completing certificate programs and CTE (career-technical education) degrees for your programs. Include the following:

- 1 - Institution-set standard for job placement rate.
- 2 - Job placement rates for 2015, 2016 and 2017.

[Click Here for Perkins Form](#)

Please comment on how the program's industry advisory committee has been involved in the preparation or review of the program's annual program review.

If your department's programs prepare students to sit for an industry licensure examination, please provide the name(s) of the licensure exams, licensure type (state or national), institution-set standard for pass rate, and pass rates for the most recent three years (2015, 2016 and 2017).

Externally Imposed Regulations: Please describe any mandated externally imposed regulations or external reviews of your program that have implications for the program planning and review.

CURRICULUM, SCHEDULING, AND ENROLLMENT MANAGEMENT

Department/Program Changes: Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.

Processes: Describe the processes and data sources you used for the analysis, including the use of advisory groups. Include the list of names of the people who participated (both internally to the department and externally from the department) in this program planning and review.

CURRICULUM

Identify courses in your area/program and their revision dates (list that is maintained by department).

Identify courses in your area/program that are also: GE requirements, part of other discipline programs, part of any "pathways".

Number of completers in your program. Is this trending up or down? Provide your interpretation of why the direction of trend.

Provide your plan to bring courses into compliances with the 5-year cycle to review.

Provide your plan to either archive or teach each course not taught in the last two years.

Does the college catalog accurately display descriptions and requirements?

Describe discussions regarding future curricular offerings including potential new courses and/or programs.

Are there plans for new course or degree/certificates?

What need or rationale will be submitted to curriculum committee?

How are the course/section fill rates? Are there patterns during the term, time of day, days, or locations that are noteworthy?

Identify courses that have not been successfully offered in two years. Provide explanation for lack of offering, or lack of fill, and identify strategies for addressing these "challenges" going forward. Options could include: deleting the course, hiring qualified staff, modifying delivery method/location/time. Provide timeline for these strategies.

Enrollment Management Analysis: In light of the college's enrollment management plan, the economy, and other factors, how would you evaluate your department's enrollment patterns? Consider data such as: student retention and success, average class size, number of sections offered, number of students declaring a field in your department as a major, number of students completing certificates or degrees, number of students participating in work study, and number of students placed in jobs related to their majors in your departments.

Canyon Country Campus: Please indicate any plans your department has for the Canyon Country Campus.

Technology: How is technology being used for curriculum delivery? What are the technology needs for the department?

STAFFING AND FACILITIES

Connection to [Educational and Facilities Master Plan](#): How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan?

Support Staffing and Faculty: What changes have occurred in the last three years with regard to full-time and part-time faculty and staff positions?

ACADEMIC STAFFING FORM NON-INSTRUCTIONAL FACULTY STAFFING FORM CLASSIFIED STAFFING FORM

Facilities Needs: Please indicate your major facilities needs at the Valencia or Canyon Country Campus, including modernization needs.

Other Departments involved in initiatives in Program Review:

EXTERNAL FACTORS

Economic Trends: What economic factors will impact the development of the program? (e.g. job market, local business needs, new business start-ups in Santa Clarita or the region, etc.) What are emerging trends in related industries?

Similar Programs: How does the program compare to those offered at surrounding public community colleges? (e.g. What are the various instructional delivery modes? How many units are the programs? What classes are required for a degree or certificate?) Is it competitive? Why will students choose this program rather than one at another nearby college?

What are the implications from changes in CID descriptors, Associate Degree for Transfer (ADTs), and articulation with programs at four-year institutions?

External Relationships/Partnerships: Please summarize arrangements/collaboration with industry, government, and other agencies outside the academic community.

COMPLETED OBJECTIVES

Review of Completed Objectives.

- 1.
 - 2.
-

STRENGTHS/ CHALLENGES/ OBJECTIVES

Departmental Strengths: Describe departmental/programmatic strengths or unique features. This should principally include information from the Internal and External Factors sections.

Departmental Challenges: Describe departmental/programmatic challenges. This should principally include information from the Internal and External Factors sections.

Review of Previous Objectives: Summarize progress in achieving goals and objectives identified on the last program planning and review.

- 1.
- 2.
- 3.

Additional Accomplishments.

- 1.
- 2.

New Objectives: While the number of new objectives is to be determined by your department, most departments will want to limit the number of new objectives to between 3 and 7. Also, there is no requirement to include objectives for each strategic goal. Rather, review the College Strategic Goals and reflect on many implications for your department.

New Objectives Related to SLOs as Indicated in Use of Results Section:

Other New Objectives:

BUDGET PLANNING

[Click Here for Budget Planning](#)

PARTICIPANTS/ ADDITIONAL SUPPORTING DOCUMENTS

Please list the faculty who were consulted in this program planning and review.

Upload files evidencing dialogue and any other document helpful for the program review. [Deputy Chancellor's office will upload 2 year offering plans.]

In reflecting on your program's review, is there any additional information that you think would be helpful to provide?