

Santiago Canyon College

Academic Program Review

Template

Fall 2011

Program Review Guidelines and Checklist

Attached is the Santiago Canyon College Academic Program Review Template. Each department will complete its program review during the Fall 2011 semester. Based on the results and experiences from the 2008-2009 program review cycle, the EMPC has compiled a list of guidelines designed to make your experience as straightforward and as productive as possible.

- The purpose of program review is to facilitate, formalize, and provide a record of inter-department dialog and self-evaluation about the program's strengths, areas that need improvement, and plans for the future. The program review is the central link between the short-term planning and assessment activities and the achievement of long term planning objectives. The program review occurs every three years and is informed by the previous three years' annual DPP planning, the ongoing SLO assessment, and the previous accreditation cycle. In turn, the program review informs the subsequent three years' annual DPP planning, the SCC Educational Master Plan, the ongoing SLO assessment, and the next accreditation cycle (see "Long Term Planning Highlights" diagram).
- The primary end users of your completed document will be your department and the administrators that relate to your department's operations. However, as you complete your department's program review, keep in mind that your document will also be read by, and must be intelligible to, individuals outside of your department and division and even outside of SCC (accreditation team members are examples of the latter).
- An effective program review will contain honest, carefully contemplated, and fully explained analyses in response to the various prompts. Complete sentences are optional and bullet points may be used, but a reader from outside of SCC should be able to understand how your responses address the questions.
- Parts II through IX conclude with the question: "Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?" Part X concludes with "Upon consideration of the information you have presented in the previous eight sections, what areas or issues will need attention from the program in the next six years?" and "List any goals that will be added to your program's DPP". Well thought out answers to these prompts are crucial to closing the planning and assessment loop and ensuring that the connections illustrated in the "Long Term Planning Highlights" diagram are meaningful.
- The completed program review should be evaluated based on the honesty, objectivity, and thoroughness of the analysis and the extent to which the document demonstrates that meaningful dialog, introspection, and self-evaluation took place. No reader of a department's program review should evaluate the document or department using an abundance of strengths and a lack of areas for improvement as the primary criteria.
- Attached is a checklist of recommended supporting documents you may wish to compile and have on hand before tackling the program review. The checklist is not exhaustive and you may want to add additional documents. Some suggested documents might not apply to your program. The program review should cite these documents where applicable but the narratives should explain, analyze and discuss their relevance to goals and objectives.
- Members of the EMPC are available to help you get started or answer any questions you may have.

- Finally, this process may appear somewhat overwhelming initially and it is advisable to tackle it in small chunks. The EMPC is proposing that program review follow a three-year cycle. Once the process is initially completed, future program reviews will be easier since the responses to some of the questions will not have changed significantly. Further, sections of the Educational Master Plan and self-study documents for accreditation relating to your department will also be easier to prepare and update.

Checklist of recommended supporting documents to compile prior to beginning program review.

Some documents might not apply to your program and you may want to add additional documents if relevant.

The RSCCD Research department is available to help departments construct student surveys and graduate surveys. The RSCCD Research department can also furnish other data specific to your program such as a recent history of certificates and degrees awarded, grade distributions by course, and FTES by course and LOAD per full time faculty. Please contact Nga Pham at (714) 480-7467 or email Pham_Nga@rsccd.edu .

In addition, it may be helpful to gather data from the following links and documents beforehand:

[RSCCD Website](#)

- ❑ [RSCCD Vision and Goals](#)
- ❑ [RSCCD Reports Directory](#) Community and student demographics, student satisfaction, transfers and graduates, etc.
- ❑ [RSCCD Demographic Data](#)

[RSCCD Intranet](#) (login required) and [RSCCD Research>Documents Page](#) (login required)

- ❑ [RSCCD Research>Documents>SCC FTES Generated](#)
- ❑ [RSCCD Research>Documents>SCC AA and AS Degrees and Certificates Awarded](#)
- ❑ [RSCCD Research>Documents>SCC Portfolio Data](#)
- ❑ [RSCCD Research>Documents>SCC Grade Distribution](#)

[SCC Website](#)

- ❑ [SCC Catalog and Schedule of Classes](#), catalog course & degree info, other affected programs (required, electives)
- ❑ [SCC Mission](#)
- ❑ [SCC College Student Learning Outcomes \(L.C.A.T.\)](#)
- ❑ SCC Goals found on pages 17-26 of [2007-20012 EMP Book](#)
- ❑ Community and student demographics and trends on pages 27-60 of [2007-20012 EMP Book](#)
- ❑ DPP narrative from last published [2007-20012 EMP Book](#)
- ❑ [Department Web Pages](#) , Department and instructors' websites
- ❑ [SCC Curriculum and Instruction Council](#)

[Department Planning Portfolio \(DPP\)](#) (login required)

- ❑ Departmental vision and mission statement
- ❑ Department Goals

[Assist.org](#)

- ❑ Articulation agreements with colleges

Department Documents

- ❑ Course syllabi
- ❑ Curriculum course outlines
- ❑ Program SLOs
- ❑ Course SLOs
- ❑ Assessment results
- ❑ Mapping from course SLOs to General Education SLOs from course outlines
- ❑ Minutes from department meetings
- ❑ Previous program review documents
- ❑ Department and instructors' websites
- ❑ Course sequence chart
- ❑ Scheduling matrix
- ❑ Equipment request forms
- ❑ Graduate surveys
- ❑ Student surveys
- ❑ Department accomplishment List
- ❑ Coordinator and committee List
- ❑ Department Flex schedule
- ❑ Articulation agreements with high schools
- ❑ Data on enrollment, excess demand, retention, cancelled classes

SCC Academic Program Review For The _____ Department

Date: _____

List the full-time and part-time faculty that worked on this academic program review document:

_____	_____
_____	_____
_____	_____
_____	_____

Part I: Overview of Academic Program Information

The following information is based on the: _____, 201__ semester.
(fall/spring)

1. FTES generated: _____
2. LHE taught: _____
 - a. LHE taught by full-time faculty: _____ (____ %)
 - b. LHE taught by part-time faculty: _____ (____ %)
3. Number of full-time faculty: _____
4. Number of part-time faculty: _____
5. Number of FTE classified staff: _____
6. Number of student instructional assistants: _____
7. Number of office spaces used exclusively by program faculty and staff: _____
8. Number of office spaces shared with other programs' faculty and staff: _____
9. Number of conference rooms and collaborative spaces used exclusively by program faculty and staff: _____
10. Number of conference rooms and collaborative spaces shared with other programs' faculty and staff: _____
11. Number of classrooms used exclusively by the program: _____
12. Number of classrooms shared with other programs: _____
13. Number of labs or other learning spaces used exclusively by the program: _____
14. Number of labs or other learning spaces shared with other programs: _____
15. List and describe any specialized equipment or resources that are used exclusively by the program:
16. List the degrees and certificates offered by this program:

Part II: Goals and Objectives

1. Your department should consider the RSCCD Board Goals, SCC’s Mission, Goals, and Objectives, and SCC’s Educational Vision when it sets goals. Briefly explain how this occurs in your department. A list of the RSCCD Board goals is included as an appendix to this document. Using the table below, indicate which Board goals your department’s goals support. Explain briefly.

RSCCD Goal	Supporting Department Goals From DPP
1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.	
2. Provide access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.	
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate “green” efforts into facilities development and other efforts when cost-effective.	
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.	
5. Pursue alternative public and private funding sources to increase the district’s fiscal sustainability and to implement the district’s vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development.	
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.	
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district’s resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.	
8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.	

2. How does the department evaluate progress toward the program’s goals and objectives? How does this evaluation inform the creation and updating of goals and objectives?

3. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

Part III: Program Data Analysis

1. For each type of quantitative data below, please provide a summary of the data and indicate any significant patterns, trends, or anomalies that the department has identified. Describe how the data were used and what changes to the program were made or will be made based on analysis of the data.

Required [All programs]

- a. Successful course completion rates (grades of A, B, or C)
- b. Number of students earning degrees and certificates
- c. Faculty load information (FTES per FTEF = FTES/FTEF)

Optional [Discuss if your department has access to any of the following data]

- d. Rates of progress through course sequences
- e. Student surveys
- f. Program exit exams or other assessments of graduating students
- g. Number of students who take and pass external license examinations
- h. Data on former students' post-SCC experiences (e.g. transfer success, career advances, external license examination pass rates, post graduation surveys)
- i. Labor market trends and needs
- j. Other data pertaining to the program's instructional effectiveness

2. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

Part IV: Program Student Learning Outcomes Assessment

1. How does the program systematically assess its program student learning outcomes using specific and measurable performance criteria? How is this assessment carried out and who is involved in the assessment process?
2. Upon its review of program student learning outcomes assessment data, what patterns, trends, or anomalies did the department identify?
3. What changes has the department made based on its assessment of program student learning outcomes?
4. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

Part V: Course Student Learning Outcomes Assessment

1. What is the total number of courses that the program offers and how many of these courses have clearly defined student learning outcomes?
2. How does the program systematically assess its course student learning outcomes using specific and measurable performance criteria? How is this assessment carried out and who is involved in the assessment process?
3. Upon its review of course student learning outcomes assessment data, what patterns, trends, or anomalies did the department identify?
4. What changes has the department made based on its assessment of course student learning outcomes?
5. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

Part VI: Curriculum and Program Management

1. How does your program meet the academic, developmental, and vocational needs of SCC's diverse student population? Does your program offer learning opportunities that extend beyond the traditional classroom experience?
2. Does your program offer sufficient courses with sufficient frequency and at appropriate times and through appropriate delivery modes to meet the major requirements, transfer goals, and general education and elective needs of the student body?
3. How does the faculty review the processes it uses to manage the curriculum and program, including the process of introducing new courses, the process of conducting quadrennial reviews, and the process of creating new programs?
4. How does the faculty coordinate the program with other academic programs, including the Library, and with student services? How does the faculty maintain currency in their knowledge of other programs and services offered at SCC? If applicable, what contact does the program have with outside advisory groups?
5. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

Part VII: Resources

1. How well do the facilities (classrooms, labs, offices, meeting rooms, storage) used by the program meet its needs? Do facilities and equipment meet appropriate safety criteria?
2. How sufficient are the program's equipment, supplies, and materials? Does the program have a budget and timeline for the purchase of needed equipment and supplies?
3. How well do technology resources (i.e., computers, software, media and presentation equipment) meet the instructional (classroom and laboratory) needs of the program?
4. How well do technology resources (i.e., faculty computers and software), training, and technical support meet the administrative (i.e., faculty office work) needs of the program?
5. How adequate is staff support (provided by secretaries, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and administrative needs of the program?
6. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

Part VIII: Faculty

1. What are faculty members doing to remain current in knowledge of learning theory, instructional strategies, and content? In which professional organizations and conferences do faculty members participate?
2. How do faculty members participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty and staff serve as resources for the community?
3. Are adequate numbers of qualified faculty available to teach all sections in a program's offerings?
4. Are adequate and appropriate mentoring and faculty development opportunities available and do department faculty regularly utilize these opportunities?
5. To what extent are part-time faculty members knowledgeable about the program's practices and standards? What opportunities are provided for part time faculty members to become engaged in department activities and communication?
6. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

Part IX: Internal and External Communication

1. When were the program's Departmental Planning Portfolio (DPP), catalog, and Educational Master Plan (EMP) entries last updated to ensure currency and accuracy?
2. How does the program keep its website comprehensive and current? Does the website contain the department's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program faculty and staff? Are program and course Student Learning Outcomes (SLOs) posted? Are outcomes assessment results posted?
3. How does the program keep counselors, advisors, and student service personnel informed about the program's courses, their sequencing, and the criteria for placement?
4. How well do faculty communicate about and coordinate the work of the program?
5. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

Part X: Planning Agenda

1. Upon consideration of the information you have presented in the previous eight sections, what areas or issues will need attention from the program in the next six years?
2. List any measurable goals that will be added to your program's DPP.

Program Review Summary Report – DRAFT

This “executive summary” report is intended to be shared with College Council and other areas of the college that may not see your department’s entire program review document. This report allows you to provide an update of your department’s plans, needs, accomplishments, and concerns to a collegial governance body consisting of representatives from all areas of the college.

Department: _____

Date: _____

Briefly describe and explain what is working well in your department.

Briefly describe and explain what is not working well or needs attention in your department.

List and briefly explain the plans your department has in the areas of facilities, technology, and personnel in the next 3 years. Please provide an expected date for each item.

Facilities:

Technology:

Personnel:

Summarize any other findings from your program review and planning process that you would like to share with the college community.

RSCCD Vision and Goals

Vision

Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.

We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

We will be a leader in the state in student learning outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

Goals

1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.
2. Provide access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate “green” efforts into facilities development and other efforts when cost-effective.
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.
5. Pursue alternative public and private funding sources to increase the district’s fiscal sustainability and to implement the district’s vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development.
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district’s resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.
8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.

Approved February 7, 2011

Alternate Table For Part II, Question 1

RSCCD Goals 1-8 from the last The
page of this document

Check any and all RSCCD goals that
each of your DPP goals supports

List your DPP goals in this column

1 2 3 4 5 6 7 8

	1	2	3	4	5	6	7	8