

Program/Service Area Review

Getting Started: Guidelines and Materials

Overview and Planning

Welcome to the Santiago Canyon College (SCC) *Program/Service Area Review Template*. Each program/service area will complete its review during the 2018-2019 academic year. Program/Service Area review is an integral part of institutional success, starting with important evaluations of success and progress and ending with thoughtful projections of where you'd like to go as a program/service area, in large part based on *student achievement data* and *outcomes assessment data*; your careful analysis and honest assessments make positive change possible and likely.

Purpose

Program/Service Area review produces a "bridge document" that serves to connect *local* considerations, like student performance, outcomes assessment, curricula development, department dialogue with *global* considerations, like SCC's Educational Master Plan, budgeting and allocation of resources, facilities utilization, long term planning and Accreditation.

Program Review as Bridge Document Part of the Integrated Planning Process



Support

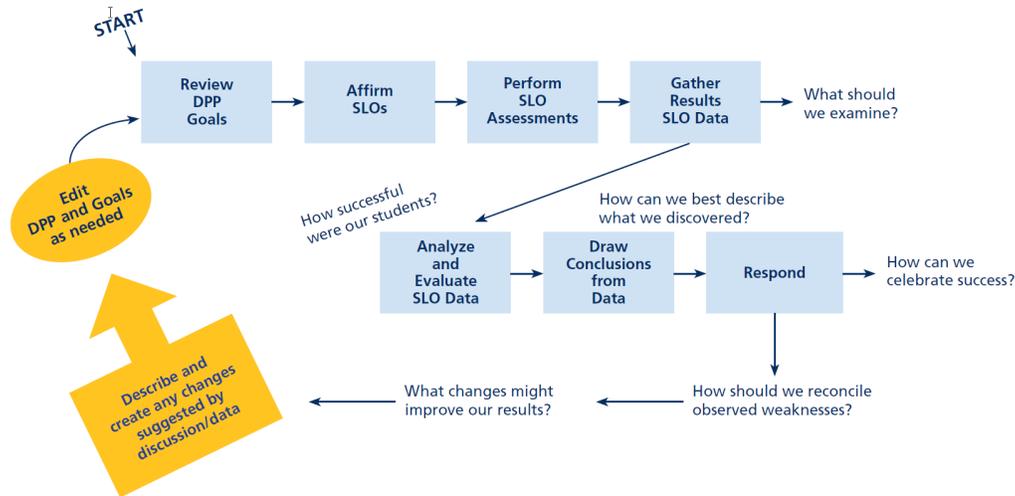
Because most of the program review is done by you in your program/service area, capturing the results of your own processes and conversations is an important element of program review. Some of the questions that follow will help you bring this into light. But you may need some information or assistance in certain areas, such as, data collection/analysis. You might also want help gathering and interpreting student demographic data. Some offices and individuals who are at your service to assist in your program review process are listed below:

- Office of Institutional Effectiveness & Research – Aaron Voelcker, Dean
- Members of the Educational Master Plan Committee (EMPC) – Roberta Tragarz, Chair
- Supporting departments and documents (See [Appendix 1](#))
- Lexicon of essential terms (See [Appendix 2](#))

Process and Expectations

Program/Service Area Review fits into a larger cycle that brings together your annual Department Planning Portfolios (DPPs) and informs Educational Master Planning (See [Appendix 3](#)).

The natural flow of this work is outlined in the following steps:



Departmental Conversation

- Programs/service areas gather to review their DPPs (*Where should we start?*)
- General and outcomes assessment data is gathered on student success and progress (*What should we examine?*)
- Data is analyzed and results described (*How successful were we or students? How can we best describe that?*)
- Conclusions lead to conversations about effectiveness of current outcomes, program initiatives, curricula, and resources (*Where there is success, how might we celebrate and promote that? Where there is weakness, how might we adjust to intervene and improve?*)
- Success is noted, and changes or recommendations considered (*In what ways will we describe our plan going forward?*)

Documentation and Reporting

- Program Review is completed and approved by the program/service area.
- Program Review is submitted to EMPC and distributed to program/service area personnel and the division office.
- Meeting is scheduled in which department/service area shares its results and considerations with EMPC (format is discussion, not presentation – committee members typically ask questions and interact with department representative about items/issues presented in their report)
- EMPC uses that review to inform: resource allocation; the budgeting process; revisions to the Educational Master Plan; and Accreditation processes.

The Optimal Result

A well-conceived Program/Service Area Review describes in **concrete** terms the program/service area's successes, challenges and directions for change and growth based on **evaluation of student achievement and**

PART III

Data Analysis

Part III (all areas)

DRAFT

Part III All areas complete this part: Student Achievement Data Analysis

Please provide a summary of the data and indicate any significant patterns, trends, or anomalies that the program/service area has identified, especially including, but not limited to, disproportionate impact. Describe how the data were used and what changes to the program/service area were made (or will be made) based on analysis of the data.

Respond to each item applicable to your program/service area. Note N/A as appropriate

1. Successful course completion rate (grades of A, B, C, Credit or Pass):
 - a. How does the success rate for your program compare to the institution-set standard for successful course completion of 63%?
2. Successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass):
3. Student course retention rates (any grade except W):
4. Student course retention rates in basic skills courses (any grade except W):
5. Number of degrees and certificates awarded. [Use the list from Part I]
6. Student Demographic Data (See [Appendix 4](#)) (Ethnicity, Age, Gender, Veteran Status)
7. Labor market trends and needs: Review the labor market data on the [California Employment Development Department](#) website for jobs related to your program.
 - a. What occupations are related to your program?
 - b. What are the occupational projections for employment?
 - c. How do these projections affect planning for your program?
8. Rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker](#) (see [Appendix 5](#)).
9. Student surveys
10. Program exit exams or other assessments of graduating students
11. Number of students who take and pass external license examinations
12. Data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys)
13. Other data pertaining to the instruction or delivery of service.

PART IV

OUTCOMES ASSESSMENT

Student Learning Outcomes Overview

	2016-2017	2017-2018	2018-2019
Total Number of Courses			
Total Number of Sections			
Total Number of SLOs			
Number of SLOs Measured			

Program Student Learning Outcomes Overview

	2016-2017	2017-2018	2018-2019
Total Number of Programs			
Total Number of PSLOs			
Number of PSLOs Measured			

Service Area Outcomes Overview

	2016-2017	2017-2018	2018-2019
Total Number of Service Areas			
Total Number of SAOs			
Number of SAOs Measured			

Part IV All areas complete this part:

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria? What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

Part IV AP: [Academic programs only] Course Student Learning Outcomes Assessment

1. Upon review of *course student learning outcome assessment data*, give at least one specific example of:
 - a. A *course student learning outcome* which students have definitely met and why you think students were successful.
 - b. A *course student learning outcome* which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?
2. What changes has the program *already* made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?
3. Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?

Part IV SS: [Student Services/Administrative Services only] Student Learning Outcomes Assessment

Answer the following questions for each Service Area Outcome Data Set

Service Area Outcome Data Set # _____

1. Provide an analysis of the data for this Service Area Outcome. Did the service area successfully meet the outcome? If so, why do you think the service area was successful. If not, why do you think the service area was unsuccessful?
2. What changes will the service area make based on its assessment of this service area outcome? Give specific examples.