

2022-2023 PROGRAM REVIEW TEMPLATE

Collaboration:

List the full-time and part-time program/service area members that contributed to this program/service area review.

Goals (Fall 2023)

- What are your current goals? These can be taken directly from your latest annual plan (2022-23 for 2023-2024).
- Are the ISLOs (mission) reflected in your departmental goals? If so, please share how.

Overview & Discovery

- Overview
 - [Service Area Function \(Function and description\) *Table](#)
 - Award Programs (List)
 - Courses in Curriculum (Link in eLumen)
 - Number of Courses Scheduled (2018-19, 2019-20, 2020-21, 2021-22) *Table
 - Number of Sections Offered (by modality) (2018-19, 2019-20, 2020-21, 2021-22) *Table
 - Total Enrollment (by modality) (2018-19, 2019-20, 2020-21, 2021-22) *Table
 - Students per Offered Section (by modality) (2018-19, 2019-20, 2020-21, 2021-22) *Table
 - Faculty Headcount by FT, PT, Overload (2018-19, 2019-20, 2020-21, 2021-22) *Table
 - Faculty LHE by FT, PT, Overload (2018-19, 2019-20, 2020-21, 2021-22) *Table
 - LHE per Faculty by FT, PT, Overload (2018-19, 2019-20, 2020-21, 2021-22) *Table
 - FTEF by FT, PT, Overload (2018-19, 2019-20, 2020-21, 2021-22) *Table
 - FTES (2018-19, 2019-20, 2020-21, 2021-22) *Table
 - Efficiency (2018-19, 2019-20, 2020-21, 2021-22) *Table
 - Student demographic information *Table
- Student Achievement
 - What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program?
 - What is the course retention rate (any grade except W) for courses within the program?
 - Disproportionately impacted student groups for program/discipline
 - Number of Awards in the Following Programs (2018-19, 2019-20, 2020-21, 2021-22) *Table
 - Review the labor market data (Emsi).
 - Please provide the number of students who take and pass external license examinations, if relevant to the program.
 - Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.
 - [Please provide data pertaining to the instruction or delivery of service, if any.](#)

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- Outcomes Assessment
 - CSLO/SAO Performance
 - PSLO Performance

- Curriculum & Program Management
 - No data required

- Resources
 - Facilities Exclusive to Program/Service Area (Classroom, Labs, Offices, Storerooms, Conference Rooms) *Table
 - Facilities Shared with Other Programs/Service Areas (Classroom, Labs, Offices, Storerooms, Conference Rooms) *Table
 - Specialized Equipment and Resources *Table
 - Funding Sources *Table
 - Human Resources - Support Staff (Title of Position, Count, FT/PT, Months/Year, Funding Source) *Table

- Internal and External Communication
 - No data required

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Dialog & Analysis

- Student Achievement
 - How does the successful course completion rate compare to the institution-set standard for successful course completion of 63%?
 - Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?
 - Do the faculty demographics in your department reflect the student population we serve? If not, what steps will you need to take in order to diversify faculty in your area?
 - Please provide comment on the number of awards earned by students related to your program, addressing any observable trends over the past four years.
 - What occupations are related to your program?
 - What are the occupational projections for employment?
 - How do these projections affect planning for your program?
 - Please provide comment on program exit exams, external license examinations, and/or other assessments of graduating students, if any.
 - Please provide comment on student survey results administered by the program, if any.
 - How satisfied are you with student achievement within your program or service area?
 - Very satisfied to Very Dissatisfied (Likert) or NA

- Outcomes Assessment
 - 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?
 - Upon review of course student learning outcome assessment data, give at least one specific example of:
 - A course student learning outcome which students have definitely met and why you think students were successful.
 - A course student learning outcome which students have definitely not met and why you think students were unsuccessful. What changes have you considered making?
 - 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?
 - Upon review of program student learning outcome assessment data, what patterns, trends, or anomalies did your program identify?
 - What changes will the service area make based on its assessment of service area outcomes? Give specific examples.
 - What changes will the service area make based on its assessment of student learning outcomes? Give specific examples.
 - How satisfied are you with outcomes assessment within your program or service area?
 - Very satisfied to Very Dissatisfied (Likert) or NA

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- Curriculum & Program Management
 - With SCC's Mission Statement in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?
 - Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.
 - Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?
 - How do program/service area faculty and/or staff review the processes it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quinquennial reviews for instruction, and the process of creating new programs and services?
 - How do program/service area faculty and/or staff coordinate activities with other college programs and services? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?
 - How satisfied are you with curriculum and program management within your program or service area?
 - Very satisfied to Very Dissatisfied (Likert) or NA

- Resources
 - How well do the facilities used by your program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?
 - How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?
 - How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?
 - How well do technology resources (i.e., computers and software), training, and technical support meet the administrative needs of the program/service area?
 - Does your program/service area receive any categorical and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive and negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?
 - Please rate your level of satisfaction with staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other

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classified staff) to meet the instructional and operational needs of the program/service area.

- Very satisfied to Very Dissatisfied (Likert)
- Please explain your response.
- What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?
- How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?
- Please rate your level of satisfaction with the numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services.
 - Very satisfied to Very Dissatisfied (Likert)
 - Please explain your response.
- Please rate your level of satisfaction with mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities.
 - Very satisfied to Very Dissatisfied (Likert)
 - Please explain your response.
- What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?
- How satisfied are you with resources within your program or service area?
 - Very satisfied to Very Dissatisfied (Likert) or NA
- Internal and External Communication
 - When were the program/service area's catalog entries last updated to ensure currency and accuracy?
 - When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?
 - How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?
 - How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?
 - How do faculty and staff communicate about and coordinate the work of the program/service area?

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Planning Agenda

- Upon consideration of the information you have presented in the Student Achievement sections, what areas or issues will need attention from the program/service area in the next four years?
- Upon consideration of the information you have presented in the Outcomes Assessment sections, what areas or issues will need attention from the program/service area in the next four years?
- Upon consideration of the information you have presented in the Curriculum and Program Management sections, what areas or issues will need attention from the program/service area in the next four years?
- Upon consideration of the information you have presented in the Resources sections, what areas or issues will need attention from the program/service area in the next four years?
- Upon consideration of the information you have presented in the Internal and External Communication sections, what areas or issues will need attention from the program/service area in the next four years?
- Planned Objectives (Actions for 2023-2027, Supporting Data, Resources Needed, Estimated Cost) *Table

Summary Report

- Briefly describe and explain what is working well in your program/service area.
- Briefly describe and explain what is not working well or needs attention in your program/service area.
- Resource Needs (Facilities, Technology, Equipment, Personnel) *Table
- What campus-wide initiatives intersect with your program's activities, operations and/or plans?
- Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.