Revised 8/29/2023

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Overview of 6-year cycle

Every year, a program will answer annual prompts and core topic prompts. There are 5 core topics, leaving one year to catch-up or update previous years. The annual prompts address (see appendix C for prompts):

1. Program mission
2. Significant program changes
3. Learning outcomes assessment
4. 2-year program maps
5. Staffing changes
6. Program successes
7. CTE 2-year labor market review (CTE Programs only)

The core topics that a program would choose from each year are:

1. Innovative Scheduling
2. Curriculum and Teaching Design
3. Education and Industry Partnerships
4. Enrollment Trends and Efficiency
5. Academic Services and Support

All core topics need to be addressed by the end of a 6-year cycle. This would mean one core topic per year, plus one catch-up year.

The core topic prompts address (see appendix C for prompts):

- Data used
- Challenges
- Plans for changes or innovation
- Measures for changes
- Resources needed

Steps overview

The following steps are for completing annual program planning. These steps should be spread throughout the year.

Step 1: Choose a core topic to analyze for the year

Core topics:

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

Instructional programs:

- Review scheduling practices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

Student Services:

- Analyze Staff and faculty scheduling
- Assess scheduling of meetings with students or meetings in general
- Examine scheduling of calendar events

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities and possible topics include the following:

Instructional programs:

- Review courses and programs through an equity lens to assess access and success.
- (Course review) Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there a disproportionate impact within certain demographic groups? impact within certain

demographic groups.
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

Student services:
- Assess workshops and events planned throughout the year using data collected from such events.
- Review equipment, supplies, and technology for efficiency.
- Review equitable practices within the department. What does the department do to promote equity and inclusion.

Education and Industry Partnerships – review relationships with four-year institutions, including preparation for transfer and changes in major requirements. Assess labor market needs and outcomes with a focus on the needs of employers and regional partners. Sample activities and possible topics include the following:

Instructional programs:
- Review academic transfers and associate degree for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.
- CTE unit completion goals in the Student-Centered Funding Formula and CCCCO Vision for Success.

Student services:
- Review relationships with partner organizations and institutions.
- Review relationships with inter-departmental areas.
- Assess partnerships with high schools and other institutions
- Gather feedback on practices from other institutions and professional development opportunities like conferences and summits.

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and trends (e.g., head count, enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities and possible topics include the following:

Instructional programs:

- Review FTES, headcount, and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze through put of students from entry to completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

Student services:

- Analyze any quantitative data collected.
- Assess departmental metrics that are pertinent to the program mission.
- Conduct surveys for customer satisfaction, and accomplishment of goals.

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses. Sample activities and possible topics include the following:

Instructional programs:

- Collaborate with guided pathways student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results
- Assess co-curricular support programs and services.

Student Services:

- Implement institutional surveys that evaluate attainment of outcomes.
- Analyze and summarize inter-departmental relationships.
- Assess needs for interdepartmental supports.
- Analyze participation in shared governance practices with committees and councils
- Analyze interdepartmental communication

Step 2: Choose data to use in analysis

Data choices will depend on the program and core topic chosen. The table below provides possible data sources depending on the core topic. If you need to conduct a survey, contact IE to create a one.

Core Topic	Possible Data
Innovative Scheduling	• Scheduling data • Scheduling heat map • Schedule analysis app • Faculty/staff input • Student survey on class availability
Curriculum and Teaching Design	• Program enrollments • Program equity dashboard • Faculty survey to assess course needs • Units to time completion by program
Education and Industry Partnerships	• Program degree data • Advisory committee survey • Market and labor data
Enrollment Trends and Efficiency	• Program data • Guided pathways success team
Academic Services and Support	• Student surveys

Step 3: Use the discussion templates to gather program faculty feedback

If needed, download the core topic discussion template. Discussion templates can be found on the Program Review website here: https://www.hancockcollege.edu/ie/ The templates have the following prompts on them and can be used as a tool for gathering feedback from program faculty. How feedback is gathered will depend on the program. Ideally, a department meeting could be used for this. This discussion could be done with the Guided Pathways success team. Appendix A is a possible meeting agenda.

Please answer these prompts: (See Appendix E

1. *Yearly Planning Updates*
    a. Has your program mission or primary function changed in the last year?
    b. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)
    c. Learning Outcomes Assessment https://www.hancockcollege.edu/ie/data.php
        i. Please summarize key results from this year's assessment.
        ii. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
        iii. Please summarize recommendations and/or accolades that were made within the program/department.
        iv. Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.
    d. Is your two-year program map in place and were there any challenges maintaining the planned schedule?
    e. Were there any staffing changes?
    f. What were your program successes in the last year?
    g. CTE two-year review of labor market data and pre-requisite review
        i. Does the program meet documented labor market demand?
        ii. How does the program address need that are not met by similar programs?
        iii. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
        iv. Have the recommendations from the previous report been addressed?
2. *Core Topics*
    a. What data were analyzed and what were the main conclusions?
    b. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?
    c. What are your plans for change or *innovation*? (What program planning initiatives will be created? Appendix B gives an example of an objective and how it fits with program planning.)
    d. How will you *measure* the results of your plans to determine if they are successful?
    e. Based on your data analysis and inquiry, what resources are needed for your program?

Step 4: Gather feedback from peers and/or advisory board teams

After gathering feedback from program faculty, you would use the same template to gather feedback from peers and/or advisory team. Again, this could be done in the same department meeting. Refer to Appendix A for sample agenda.

Step 5: Input responses into the online software

Designate one person to input prompt feedback into the online software. The person responsible will vary from program to program. The person does not need to be faculty but will need to familiarize themselves with the software. See SPOL User Guide below on how to use the software:

- SPOL User Guide
- Training videos

Step 6: Review and update program planning initiatives (action plans) online

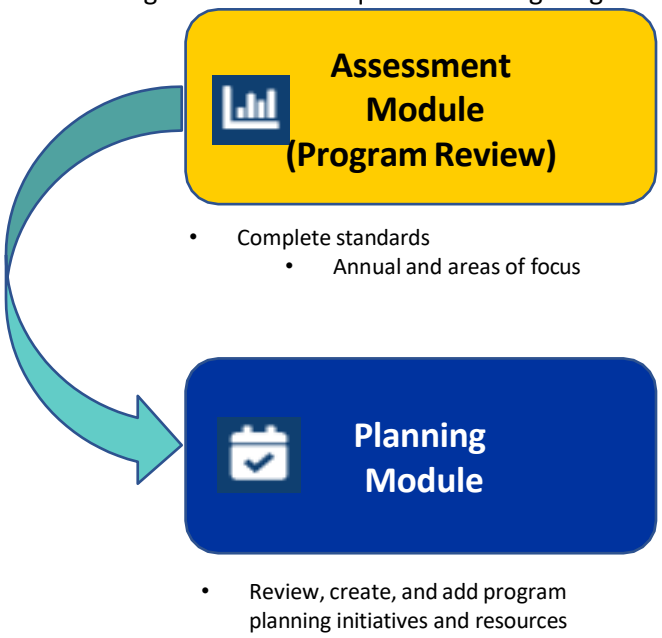
After inputting the narrative for the prompts, past program planning initiatives (if there are any) would need to be updated. See SPOL User Guide and training videos on how to review, edit, and create program planning initiatives for a program.

Program planning is completed in two modules: Assessment, which houses the program review standards, and Planning which is used for goal/objective setting and resource requests and budgeting.

Part 1- Assessment Module: Complete prompts in the *Program Review* section in the Assessment Module.

There are both annual questions and areas of focus. These prompts should be answered with input from key stakeholders. You can use the sample questions in the guided dialog (See below) to answer questions.

Part 2- Planning Module: Strategic planning is centered around the planning module. Program planning initiatives and resource requests reside here. To strategically plan your program review, follow these steps:



Step 7: Create new program planning initiatives and resource requests

After updating program planning initiatives, program planning initiatives created while filling out prompts need to be created. See SPOL User Guide and training video resources.

Initiative (Objective) steps:

1. Please reference each object using this naming convention: program prefix (PHTO for Photography) objective number (Obj-1) and then the title of your objective.
2. Next enter the planning year.
3. Select which collegewide plans and initiatives this objective supports.

Yearly Planning Update

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)
The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705

☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

Core Topic

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
Planning years:	*(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

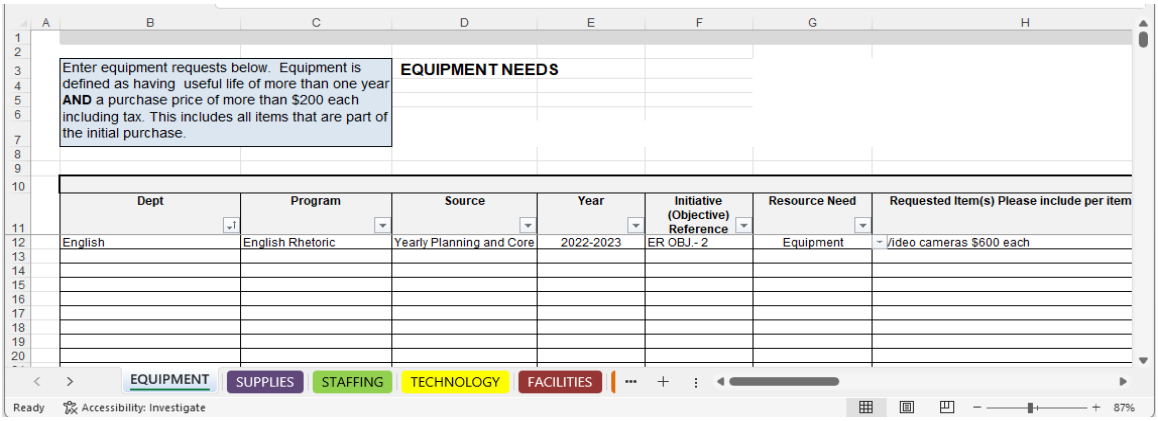
☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705

☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

After you have completed and associated your planning initiatives it's time to enter any resource requests needed for your program.

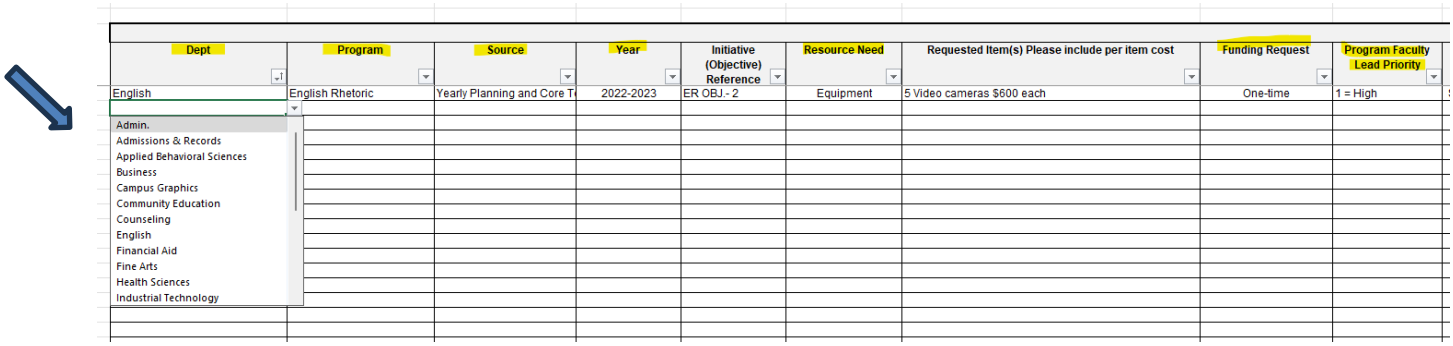
Resource Requests: Please use the Resource Request Excel template (see below) located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Use this template for both new initiatives or general program needs. Send completed excel document along with completed program view core topic for signature.



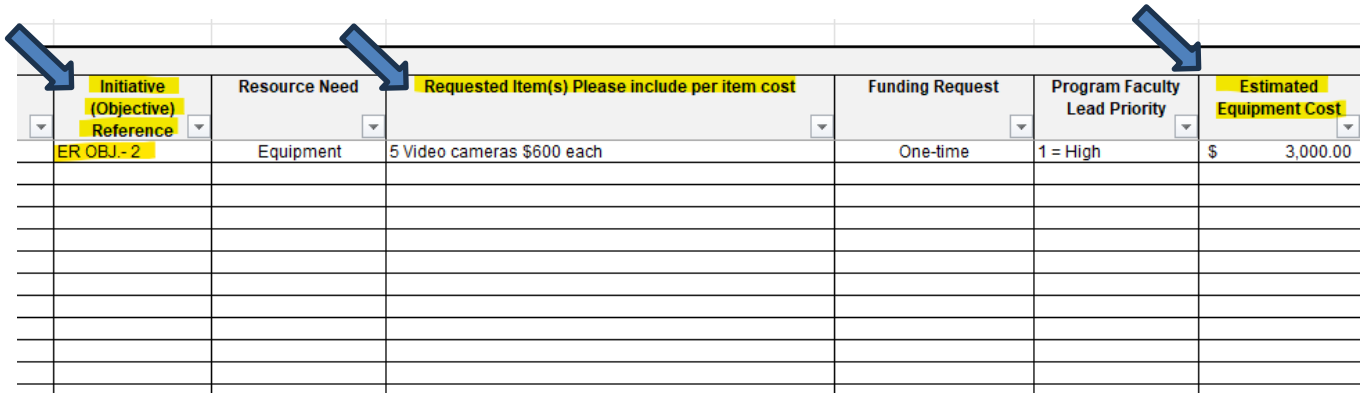
Resource Request Steps:

1. Make sure you are on the correct spreadsheet for the resource you wish to request. You will see colored tabs at the bottom of the spreadsheet for each category of resource.

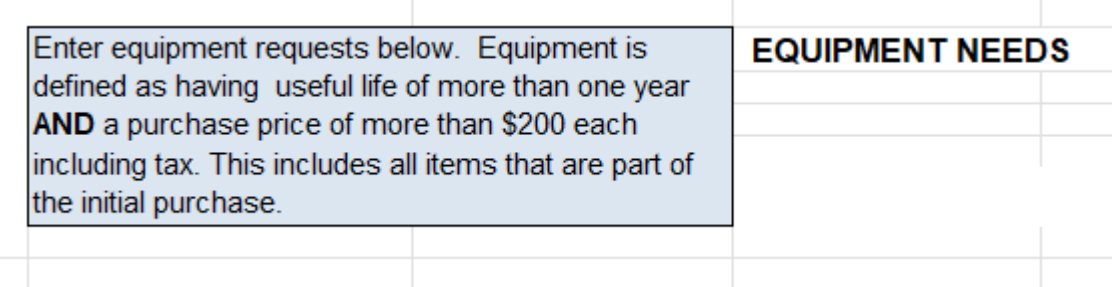
2. The Dept., Program, Source, Year, Resource Need, Funding Request, and Priority columns have dropdown menus for you to choose from.



3. Fill in the Objective reference (in the format discussed earlier), the requested items with per item cost, and the estimated total amount requested.



You will notice at the top of each spreadsheet, a description box defining the parameters of the expense category.



4. Include your completed spreadsheet with your Yearly Planning and Core Topic templates for submission. Note* If you are sending your templates via Adobe Sign, please send Excel Resource Request form to Christy Lopez in the VPAA's office and cc Janet McGee in Institutional Effectiveness. (Please submit Resource Request form in Excel format)

Very Important: Keep your spreadsheet to use for future resource requests. You can remove items when they are purchased or no longer needed and add items for future years core topics. The spreadsheet will serve as a history of what was requested and when and will ensure that unfulfilled requests stay on the priority list from year to year.

Program planning tips:

- Program planning is a fluid process with needs that vary from program to program. Many of the process details, like who is responsible for interacting with the software, will change from program to program.
- Embed the planning process into an already established program/department meetings. Add planning to regular meeting agendas. Discuss progress regularly.
- Write program planning initiatives that are attainable and measurable.
- When choosing what to discuss about a topic, pick items that are salient to program members.
- Do not attempt to address everything in one go. Planning allows you to go back and revise.
- Ask for help early.
- Begin planning discussions at the beginning of the academic year. Gather input from faculty on core topics over the year so that it can be a discussion topic.

Appendix A- Sample meeting agenda

ALLAN HANCOCK COLLEGE

Department Planning Meeting
Student Services
AGENDA

DEAN

PROGRAMS

Invitees

Note Taker

Next Meeting:

Current/Action Items

1. Choose Program Planning Core Topic
    a. Innovative Scheduling
    b. Curriculum and Teaching Design
    c. Education and Industry Partnerships
    d. Enrollment Trends and Efficiency
    e. Academic Services and Support

2. Choose data

Information

3. Breakout faculty into programs with Core Topic Templates (20)
    IE Website: https://www.hancockcollege.edu/ie/data.php
    Here you can find pages for internal and external data, program review guides/training/documents/templates

    a. Assign a notetaker to record discussion on template
    b. Discuss prompts and look at data. Record discussions.
    c.

4. Return to group and share-out responses for peer feedback (20)
    a. Record feedback on template

SAMPLE

Appendix B- Sample mission, goals, and program planning initiatives

Sample Mission, Goals, and Program planning initiatives

	Definition	Sample
Mission	The values and philosophy of the program, a vision of what the program is supposed to do.	The mission of the English program is to develop students' reading and writing skills by providing opportunities for critical thinking, research, and analysis. Moreover, the program affirms its promotion of equity and diversity among the community by providing opportunities and outreach to eradicate illiteracy.
Goals	The general aims or purposes of the program and its curriculum. Effective goals are broadly stated, meaningful, achievable and can lead to assessable outcomes.	Increase literacy and writing competency within the students and college community.
Program planning initiatives	Program planning initiatives are specific activities that a program would need to complete in order to achieve goals and mission.	Develop community literacy program for historically underrepresented populations.
Actions/ Resource Request	These are the specific actions/resources needed in order to complete an objective.	Gather volunteers from students and teachers to tutor at community center. Budget: $500 for supplies.

Appendix C- Prompts

Prompts:

1. *Yearly Planning Updates*
    a. Has your program mission or primary function changed in the last year?
    b. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)
    c. Learning Outcomes Assessment
        i. Please summarize key results from this cycle's assessment.
        ii. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
        iii. Please summarize recommendations and/or accolades that were made within the program/department.
    d. Is your two-year program map in place and were there any challenges maintaining the planned schedule?
    e. Were there any staffing changes?
    f. What were your program successes in the last year?
    g. CTE two-year review of labor market data and pre-requisite review
        i. Does the program meet documented labor market demand?
        ii. How does the program address need that are not met by similar programs?
        iii. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
        iv. Have the recommendations from the previous report been addressed?
2. *Core Topics*
    a. What data were analyzed and what were the main conclusions?
    b. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?
    c. What are your plans for change or *innovation*? (What program planning initiatives will be created? Appendix B gives an example of an objective and how it fits with program planning.)
    d. How will you *measure* the results of your plans to determine if they are successful?
    e. Based on your data analysis and inquiry, what resources are needed for your program?

Appendix D- Terminology

- **Program planning:** This is the planning processes that would reviews and forward plan programs within a 6-year cycle
- **Mission:** The statement/summary of directions and priorities of a program
- **Goals:** Broad statements that specify the directions and priorities of a program
- **Program planning initiatives:** Former "Action Plans" from past program review processes. These are the specific and measurable statements that a program makes to track progress of goals and mission. These are regularly updated every year.
- **Actions/resource requests:** These are the things that must happen in order for a program planning initiative to come to fruition. These can also be resource requests that are needed to complete a program planning initiative.
- **Yearly Planning Updates:** These are the yearly prompts to which a program would respond.
- **Core topics:** These are the main topics that need to be covered in a program planning cycle.

Appendix E- Yearly Planning Updates Sample Responses

1. ***Yearly Planning Updates***
   a) Has your program mission or primary function changed in the last year?

The mission of the English program is to develop students' reading and writing skills by providing opportunities for critical thinking, research, and analysis. Moreover, the program affirms its promotion of equity and diversity among the community by providing opportunities and outreach to eradicate illiteracy.

Our mission has been updated to better promote equity. Analysis of our previous planning indicated that to make equity a priority within the program, we needed to embed equity in every aspect of the program, beginning with the mission.

   b) Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

A planning initiative from the past program review indicated that we needed to diversify the courses in the literature program to include more curriculum that features world cultures. Therefore, the World Cultures Literature course was added a pre-requisite for the transfer degree.

c) Learning Outcomes Assessment

I. Please summarize key results from this cycle's assessment.

- *Met benchmark of 70% by 75%. Went over the benchmark by 5%*
- *More students met rather than exceeded by 25%*
- *For PLO 2, Hispanic students were under the benchmark at only 25%, and Droid at 50%. White*
- *Students are over the benchmark by 15%.*
- *Both Genders exceeded the benchmark for PLO 2.*
- *Engl 214 and Engl 227 are not meeting the standard.*
- *Hispanic students do not meet standards in all but 2 courses.*
- *White students meet standards in more courses than all other ethnicities.*
- *Males perform better in more courses than females.*
- *ENGL 214 and 227 are below standards in all demographics.*
- *Introduced levels are all below standards across demographics.*

II. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

According to faculty input, the curriculum for ENGL 214 and 227 is not at the correct level for new students. There has been an increase in students that write in English as a second language. Also, the material that is used to teach the writing is outdated and not easy to access for students, especially our Spanish speaking students. However, while the courses are difficult, students in the upper-level courses and course associations do meet the benchmark. This is because many of the students in the introduced in the beginning courses fail and do not continue to the later courses.

III. **Please summarize recommendations and/or accolades that were made within the program/department.**

1. Research updated materials for students that speak English as a secondary language. This should be an online resource that can translate difficult passages.
2. Support through tutoring will be offered to students that exhibit signs of failing through the new at-risk student notification system.
3. Curriculum of 214 and 227 will be examined and improved to better fit students that may need more support from bilingual instructors.

IV. Please review and attach planning documentation, including any PLO rubrics, associations, and cycles planning.
(Sample Planning Documents Can be found here: https://www.hancockcollege.edu/ie/learningoutcomes.php)

d) Is your two-year program map in place and were there any challenges maintaining the planned schedule?

e) Were there any staffing changes?

A part-time instructor was added to cover the new World Culture Courses. We now have 5 full-time and 7 part-time instructors.

f) What were your program successes in the last year?

- Cultural book fair
- Poetry Slam nights every Friday with increased attendance
- Book author series started where local authors come to campus and answer questions from students.

g) CTE two-year review of labor market data and pre-requisite review

V. Does the program meet documented labor market demand?
VI. How does the program address need that are not met by similar programs?
VII. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
VIII. Have the recommendations from the previous report been addressed?