



PROGRAM REVIEW

RESOURCE GUIDE

Six-Year Review
Academic and Vocational Programs

CONTENTS

		PAGE NUMBER
SECTION 1	<u>DEFINITION OF PROGRAMS</u>	2
	<u>PURPOSES AND GOALS</u>	3
	<u>TIME LINE</u>	4
	<u>ASSIGNMENT OF RESPONSIBILITIES</u>	5
	<u>CHECKLIST</u>	6
SECTION 2	<u>SELF STUDY QUESTIONS AND FORMAT</u>	7
	Table of Contents (Sample)	8
	Status Summary - Plan of Action – Post-Validation	9
	Self-Study Questions	10
	Student Data Summary	13
	<u>To be included in Packet</u>	
	Student Data	14
	Statistics	14
	Articulation of Courses	14
	Approved Course Outlines	14
	Review of PCAs – Summary	14
	Degree and Certificate Requirements	14
	Advisory Committee	14
Course Review Verification Form	15	
SECTION 3	<u>ASSESSMENT PLAN</u>	16
SECTION 4	<u>STUDENT DATA COLLECTION</u>	18
	Student Survey	20
SECTION 5	<u>INSTITUTIONAL THEMES, OBJECTIVES, STRATEGIES</u>	22
SECTION 6	<u>PLAN OF ACTION PRE-VALIDATION</u>	23
	Directions (Pre-Validation and Post-Validation)	24
	Form (Pre-Validation)	25
SECTION 7	<u>VALIDATION PROCEDURES</u>	28
	Validation Team Nomination Form	29
	Validation Team Duties/Role of the Validation Team	30
SECTION 8	<u>EXECUTIVE SUMMARY AND PLAN OF ACTION POST-VALIDATION</u>	31
	Executive Summary (Form)	32
	Plan of Action - Post Validation	34
SECTION 9	<u>EVALUATION OF PROCESS</u>	37
	Suggestions for Improving the Process	38
SECTION 10	<u>ANNUAL UPDATE</u>	39

SECTION 1

DEFINITION OF PROGRAMS,
PURPOSE AND GOALS, TIMELINES,
ASSIGNMENT OF RESPONSIBILITIES,
CHECKLIST

Definitions of Program

INSTRUCTIONAL: a grouping of courses leading to defined objectives such as, but not limited to, a degree, certificate, diploma, license, or transfer. (From LOAC committee modified by Academic Senate in *Program Vitality Policy*.)

STUDENT SERVICES: a teaching and learning center or department that facilitates student success by providing instructional strategies, services and resources for academic success. Student support programs assist students in overcoming the varied factors in life that may disrupt their education and negatively impact their overall success.

ADMINISTRATIVE SERVICES: Administrative programs are identified as

- Public Affairs and Publications
- Information Technology Services
- PCPA-Auxiliaries
- Office of Vice President, Academic Affairs
- Office of Vice President, Student Services
- Office of Vice President, Administrative Services
- Office of Vice President, Facilities and Operations
- Allan Hancock College Foundation
- Business Services
- Human Resources
- Institutional Research and Planning
- Plant Services Campus
- Police Institutional
- Grants
- The Extended Campus
- Auxiliary Accounting Services
- Campus Graphics
- Bookstore (according to Board Policy 3255)

PROGRAM REVIEW PURPOSE AND GOALS

Program review is the process through which constituencies (not only faculty) on a campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices. Program review should model a miniature accreditation self-study process within a designated area of the college. This work should guide the larger work of the institution, providing the basis for the educational master plan and the accreditation self-study as well as guiding planning and budgeting decisions. The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program. A well developed program review process will be both descriptive and evaluative, directed toward improving teaching and learning, producing a foundation for action, and based upon well-considered academic values. A major function of program review should be to monitor and pursue the effective alignment between the mission and priorities of the college and the actual practices in the program or service under review.

When it is linked to budgeting, planning, and other processes to carry out its recommendations, program review can contribute to fair and transparent institutional processes. The program review self-study allows for the people with the greatest level of expertise in a particular program to examine and scrutinize the program for effectiveness in serving students and achieving educational excellence.

GOALS:

- x Recognize excellence in educational and support programs.
- x Advance the mission, vision, goals and objectives, and learning outcomes of the institution.
- x Integrate program review with the planning, assessment, and budget/resource allocation processes of the college.
- x Strengthen programs through self-study and self-improvement.
- x Foster cooperation and communication between programs and services.

PROGRAM REVIEW TIME LINE

FALL SEMESTER - Self-Study Process

2 nd week of September	<ol style="list-style-type: none"> 1. Department chairs/self-study team members meet with vice president, academic affairs -distribution of support information, discussion of review procedure. (Department Chairs meeting) 2. Self-study procedure begins. Self-study team members begin work on study and discussion of student data collection.
1 st week of October	<ol style="list-style-type: none"> 1. Type of student data collection to be used sent to dean for approval (if not completed during the preceding semester).
2 nd week of October	<ol style="list-style-type: none"> 1. Names of validation team members submitted to dean for approval. 2. Department chairs/deans, self-study team members, director of Institutional Research and Planning, and vice president/academic affairs meet to discuss questions/problems
1 st week of November	<ol style="list-style-type: none"> 1. Student data collected (if not done the previous semester). 2. Academic deans meet with self-study teams (or designee of each team) to determine progress being made and assist as necessary.
1 st week of December	<ol style="list-style-type: none"> 1. Draft of self study, complete with Plan of Action - Pre-Validation, exhibits and appendices forwarded to dean for review/suggestions. 2. If the draft is not complete as of this date, the academic dean will meet with self-study teams (or designee of each team) to determine progress being made and assist as necessary to ensure completion date is met.
2 nd week of December	<ol style="list-style-type: none"> 1. Final self-study packet completed. Validation team meetings have been scheduled. 2. One copy should be forwarded from dean to vice president, academic affairs (working copy).

SPRING SEMESTER Validation Team Process

3 rd week of January through end of March	<ol style="list-style-type: none"> 1. All validation team meetings held - final summary meeting held and executive summary report written (self-study members, validation team, and vice president/academic affairs).
By beginning of April	<ol style="list-style-type: none"> 1. Plan of Action-Post Validation report approved by all self-study team members and shared with department.
By end of 2 nd week of April.**	<ol style="list-style-type: none"> 1. Review complete; copies submitted to department and dean for institutional prioritization process to occur at each level the following fall.

These are final dates for the specified activity.

SPRING SEMESTER Annual Update Process

By Feb. 1	<ol style="list-style-type: none"> 1. Review the last Final Plan of Action-Post-Validation with program faculty and academic administrator, noting progress. Review annual update process and procedures.
Feb. 1 through end of March	<ol style="list-style-type: none"> 2. Collect and analyze data since the last comprehensive program review and/or annual update, including SLOs/assessment data. Review changes in the program and note significant new funding needs. Complete draft.
End of March through 2 nd week of April	<ol style="list-style-type: none"> 3. All program faculty review the update; forward copy to dean for feedback.
By end of 2 nd week of April.**	<ol style="list-style-type: none"> 4. Update completed; copies submitted to department and dean for institutional prioritization process to occur at each level the following fall.

PROGRAM REVIEW/ASSIGNMENT OF RESPONSIBILITIES

<u>Responsibility of:</u>	<u>Task:</u>
Department/Dean	Notify discipline(s) to be evaluated (in accordance with schedule). Select validation team members based on team's recommendations.
Self-Study Team	Prepare self-study and assessment plan, student data collection, review of statistical data and course outlines, plan of action - pre-validation, and any other materials included that are not otherwise provided as appropriate to the discipline/program. Participate in the preparation of the executive summary report. Prepare final plan of action – post-validation
Department	Review completed self-study, assessment plan, plan of action – post-validation, and other ancillary material. Attach any dissenting opinions. Produce final packets (4) of review, including executive summary and plan of action – post-validation. Keep a copy and forward to dean, institutional research, and vice-president, academic affairs.
Dean	Send letter of confirmation of appointment to validation team members. Assist in the self-study process as needed to ensure timely completion. Coordinate initial meeting of self-study team members and all meetings of validation team members. Distribute executive summary to validation team members and self-study team members for review. Distribute plan of action – post-validation to department for final compilation of packets. Follow up with department annually to review final plan of action-post validation to facilitate annual update process.
Articulation Coordinator	Prepare articulation information and post to appropriate web site or the coordinator will furnish paper copies to self-study team.
Institutional Research & Planning	Prepare statistical data and information to provide to self-study team or post on the appropriate web site. Assist faculty with the development and production of student survey. Compile the results of student survey. Provide assessment data and assistance with interpretation of data if needed. Post self-study and post-validation final plan of action on the AHC website.
Vice President, Academic Affairs	Prepare and distribute list of programs to undergo review. Maintain three-year calendar of all program review dates (completed, pending, and upcoming) . Maintain online manual and materials (in consultation with academic senate). Provide orientation to process for self-study team members. Present reviews to superintendent/president and disseminate to other institutional bodies.

Check off each item as completed.

Course Review completed (during the preceding semester)

Student data collection completed (if not done during the preceding semester)

Have you developed focus groups, questionnaires or SGIDs that will provide you with data that can be used for validation in the self study?

Validation team selection completed

Is your team consistent with the requirements of board policy? Is the team membership comprised in such a fashion as to provide you with objective input and are members qualified to analyze your self study?

Self-study responses completed and packets completed

Have you addressed each of the questions as fully as possible? Have you used statistical data provided by the college and obtained through student input to support statements in your self study?

Is there sufficient narrative and data contained in the self study to support each of the items on your plan of action? Have you included all components of the review packet as may be appropriate to your program (see Sample Table of Contents). Have you included your updated *Assessment Plan*?

First validation team meeting set

Second validation team meeting set

Post-validation plan of action written

Plan approved, final packets completed

Stipend form signed

Self-study questions and post-validation final plan of action posted at IR website

SECTION 2

SELF-STUDY QUESTIONS

AND

FORMAT

SAMPLE

PROGRAM REVIEW

(name of disc.)

TABLE OF CONTENTS

PROGRAM REVIEW

Status Summary - Final Plan of Action....(Dept Provides)..... 1
Program Review Self Study....(Self-Study Team Provides)..... 2
Assessment Plan (Self-Study Team Provides).....3
Review of Prerequisites, Corequisites, and Advisories – Summary (Self-Study Team Provides). 4
Plan of Action – Pre-Validation..(Self-Study Team Provides)..... 5

EXHIBITS

Student Data Summary.....(Self-Study Team Provides) E1
Student Data.....(Institutional Research Provides) E2
Statistics.....(Institutional Research/Department Provides)..... E3
Articulation Status of Courses.....(Articulation Coordinator Provides) E4
Course Review Verification Sheet (Self-Study Team Provides)..... E5

APPENDICES

Approved Course Outlines(Self-Study Team Provides).....A1
Degree and Certificate Requirements...(Self-Study Team Provides)A2
Advisory Committee ..(Self-Study Team Provides, if appropriate).....A3

VALIDATION

Executive Summary V1
Plan of Action – Post Validation V2

PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

During the academic year, _____, _____ completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)

PLAN OF ACTION

ACTION TAKEN ,RESULTAND STATUS



Allan Hancock College Program Review

20XX-20XX Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. (Place your responses in the expandable text boxes below each question.)

I. Program Mission (*must align with college mission statement*)

- x For all programs, describe the need that is met by the program or the purpose of the program, and explain how it aligns with the college mission and strategic plan.
- x For CTEA programs only, show that “the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area.”

(Sample: The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.)

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

- x Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

- x Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).
- x Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology-related developments and actions taken or needed to address these.

VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five- year period and include target dates and resources needed.)

Revised March 2015

STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self study team. What planning implications will result from this information?

SELF-STUDY TEAM MEMBERS SHOULD INSERT THE FOLLOWING DOCUMENTATION INTO THE PROGRAM REVIEW PACKET

STUDENT DATA

STATISTICS

ARTICULATION STATUS OF COURSES

COURSE REVIEW VERIFICATION SHEET

COURSE OUTLINES

REVIEW OF PREREQUISITES, COREQUISITES, ADVISORIES
(Summary – completed the year subsequent to the self study)

DEGREE AND CERTIFICATE REQUIREMENTS

ADVISORY COMMITTEE MEMBERSHIP

The Executive Summary and Plan of Action-Post Validation should be included in the packet upon completion in the spring semester.

COURSE REVIEW VERIFICATION

Discipline: _____ Year: _____

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):

2. The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 20____ SPRING 20____:

3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20____ SPRING 20____:

GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on: _____

The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on:

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: _____

Course Review Team Members:

Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
AP&P Chair	Signature	Date
Academic Dean	Signature	Date

SECTION 3

ASSESSMENT PLAN (*SAMPLE PROVIDED*)

includes: Program Learning Outcomes,
Assessment Methods, Alignment of Course SLOs, Assessment
Calendar,
Plan for Dissemination of Results



Assessment Plan

This part of the program review demonstrates alignment of courses with coverage of program student learning outcomes and lays out the program's plans for conducting assessments over the forthcoming five years.

Mission

The mission of the Department of Physics is to provide students with an education in the fundamental processes of the physical world with thorough study in both the classroom and laboratory.

Program Outcomes

Program SLO 1: Students will demonstrate knowledge in the fundamentals of physics (waves, mechanics, electricity, and magnetism) so that they are prepared for graduate study or professional work in physics, engineering, education and related fields.

Program SLO 2: Students will demonstrate the ability to analyze a variety of physics problems.

Program SLO 3: Students will be able to investigate an area of physics and explain that research to other students at a similar level.

Program SLO 4: Students will demonstrate technical skills needed for lab work in physics.

Program SLO 5: Students will demonstrate the ability to independently collect, analyze, evaluate and/or explain data concerning a question of current research interest.

Course/Program Alignment

Outcomes will be introduced, developed and practiced with feedback, and demonstrated at their highest levels as shown below. Outcomes 1 and 2 are assessed with an exam. This exam is given in P390/391. Outcome 2 is also assessed with alumni feedback obtained via survey. Outcome 3 is assessed in P390/391 using a rubric. Outcome 4 is assessed using a practicum exam at the end of the lab associated with P240. Outcome 5 is assessed for participating students by successful completion of research programs, and any resulting conference presentations, honors theses, and published paper. (Key: I= Introduced, D=Developed and practiced with feedback; M=Demonstrated at a specified mastery level)

	Outcomes				
	1	2	3	4	5
P106	I,D				
P110		I,D			
P120	D		I,D		
P240	D			I,D	
P250					I,D
P310	D	D	D	D	
P320		D			
P330	D		D		
P340	D			D	
P390	M	M	M	M	M
P391	M	M	M	M	M

Implementation of Assessment

Responsibility for implementing the assessment lies with the entire department. Confident that outcomes are reflected in actual coursework of your major/program, describe the mechanisms for assessment. Think of assessing your outcomes on a 4 or 5 year cycle. (If you have 10 outcomes assessing 2 a year is ideal.)

AssessmentCycle

Use one row for each Program outcome. *Your 6-Year assessment schedule can be inserted here, if you've already completed it.*

.Program Outcome	To be assessed in semester:	Assessment method (s)	Team to review assessment results	Resources needed to conduct assessment	Individual responsible for assessment report	Date we expect to complete review

Data for all outcomes will be collected every year, except for the alumni survey associated with Outcome 2. This will be collected every other year when we collect information for our alumni newsletter. Analysis of the data will follow the schedule given above.

The department chair is responsible for gathering the assessment data and insuring that discussion takes place.

Dissemination of Information

Results will be shared in a special department meeting once a year. This will occur near the end of the academic year as soon as exam data for the year are available. In addition, written summaries will be shared with the Learning Outcomes and Assessment Committee, the dean, and the Vice President, Academic Affairs.

SECTION 4
STUDENT DATA COLLECTION

STUDENT DATA COLLECTION

Student input regarding the discipline/program can be obtained in many different ways. If you choose to use a written survey, the following survey **must** be used. The survey questions were developed by faculty, deans, and institutional research. You may add or delete any of the **optional** or **background** questions or add other questions relevant to your program. Once you have completed your edits, you may send the survey to Institutional Research and Planning for development of the actual survey form and production of the copies. You may, if you prefer, contact personnel in Institutional Research and Planning to assist you with the development of the survey.

Institutional Research & Planning will provide a link to an online version and a PDF file for a hard copy version of the final survey. Programs are responsible for administering the survey. If the survey is conducted in paper form, please check with IRP about the type of paper that must be requested when having the survey printed. If the survey is conducted in paper form, the responses need to be scanned into the Class Climate system; the dean's secretaries have received training for doing this task. IRP does not have a scanner nor clerical support to assist with data entry. After the responses are entered into the survey system, IRP will analyze the results and generate a report with the findings

In addition to or in place of the survey, faculty may choose to use an SGID approach or meet with students in focus groups. When developing the structure for an SGID or focus groups, the emphasis needs to be on the program/discipline. Additionally, remember you are seeking information that will be meaningful to you in terms of the self study.

Whatever tool you choose to use, keep in mind that the appropriate academic dean must approve the methodology no later than the first week in October.

OPTION: You may choose to gather the student data during the academic year preceding the program review. This would be done in conjunction with the course review process. (See Program Review – Course Review Resource Guide.)

PROGRAM REVIEW
Student Survey

Please answer the following questions as they pertain to your experience in thiscourse and all other courses in ****PROGRAM****.

Please indicate how satisfied you are, in general, with the following aspects of your ****PROGRAM****

Please fill in the bubbles completely with a pen or pencil.

Highly Satisfied Moderately Satisfied Not at all Satisfied No Opinion

Like this: ● Not like this: (✓) (X) (○)

1. Quality of instruction within the program	1	2	3	4	5	0
2. The way textbooks and other materials used in courses within the program help me learn	1	2	3	4	5	0
3. Advice about the program from counselors	1	2	3	4	5	0
4. The way this program meets your educational goals	1	2	3	4	5	0
5. Contribution towards your intellectual growth	1	2	3	4	5	0
6. Clarity of course goals and learning objectives	1	2	3	4	5	0
7. Feedback and assessment of progress towards learning objectives	1	2	3	4	5	0
8. The availability of courses offered in the program	1	2	3	4	5	0
9. The content of courses offered in <u>**PROGRAM**</u>	1	2	3	4	5	0
10. The coordination of courses offered in <u>**PROGRAM**</u> and courses offered in other departments that may be required for your major	1	2	3	4	5	0
11. The physical facilities and space (e.g., classrooms, labs)	1	2	3	4	5	0
12. Instructional equipment (e.g., computers, lab equipment)	1	2	3	4	5	0
13. Presentation of classes via the college's Blackboard course management system	1	2	3	4	5	0
14. Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	1	2	3	4	5	0
15. Availability of appropriate resources in the libraries	1	2	3	4	5	0

OPTIONAL QUESTIONS:

1. Which of the following best describes your reason for taking this and other courses in ****PROGRAM****?

<input type="radio"/> Recommended by a counselor	<input type="radio"/> To meet general education requirements
<input type="radio"/> Recommended by a friend	<input type="radio"/> Offered at a convenient time
<input type="radio"/> Other	

2. Compared to the beginning of the semester, your attitude about **PROGRAM** has
- Improved Remained the same Decreased
3. I would recommend taking courses in **PROGRAM**
- Strongly agree
 Agree
 Uncertain
 Disagree
 Strongly Disagree
4. I plan on taking additional courses in **PROGRAM**
- Strongly agree Uncertain Strongly Disagree
 Agree Disagree
5. Which of the following courses have you taken in ****PROGRAM**?
- A
B
C
D
E
6. In which of the following courses are you currently enrolled?
- A
B
C
D
E

Background Questions

1. How many units have you completed prior to this semester?
- 0-15 31-45 61 or more
 16-30 46-60
2. In how many units are you currently enrolled?
- less than 5 5 to 8.5 9 to 11.5 12 or more
3. What is your final academic goal?
- Certificate Bachelors Not certain
 AA/AS Masters or higher

You may wish to ask about gender, ethnicity and other student characteristics although these data are available through our MIS data.

SECTION 5

INSTITUTIONAL DIRECTIONS

GOALS

OBJECTIVES

Strategic Plan is available on the Allan Hancock College myHancock portal:

<http://myhancockcollege.edu>

SECTION 6

PLAN OF ACTION

PRE-VALIDATION

DIRECTIONS FOR PLAN OF ACTION – PRE- AND POST-VALIDATION

Directions: Based on interpretations of the data that take into account different program faculty perspective within the program and constraints on available resources, what changes do you propose?

Use these questions as prompts to help develop the Final Plans of Action (Pre- and Post-Validation)

Student Learning Outcomes and Achievement Data

Improve Student Performance

- x What changes are needed to better accommodate new information about the learning process and student characteristics?
- x What changes facilitate communication among interested faculty/departments?
- x What changes reflect changing employment and enrollment trends?

Student Characteristics

Enrollment and Demographic Changes

- x Can the program accommodate current and anticipated changes in demand or enrollment?
- x How can the program accommodate significant current and anticipated changes in student demographics?

Educational Environment

Curricular/Co-Curricular Changes, Neighboring College and University Plans, and Community Plans

- x What specific changes in the curriculum are likely to improve student achievement and learning outcomes?
- x What changes are needed on classroom assessment and other important data gathering efforts?
- x What increasing or improving space and/or equipment are recommended for a changing student population and improving learning outcomes?

Resources

Facilities, Equipment, and Staffing

- x What personnel, space, equipment, supplies, and other resources will these changes require?
- x If any of these changes require funding beyond that already expected to be budgeted, how might the changes be funded?
- x Given constrained resources, what are your priorities for funding proposed changes? Provide in priority order.
- x How could the college support services (maintenance, LRC, bookstore, business services, computer services, etc.) better support learning opportunities for students in this program?

**PLAN OF ACTION - PRE-VALIDATION
Six Year**

DEPARTMENT: _____ PROGRAM: _____

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVEMENT

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

--	--	--

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

Enrollment Changes		
Demographic Changes		

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

Curricular Changes		
Co-Curricular Changes		
Neighboring College and University Plans		
Related Community Plans		

RECOMMENDATIONS THAT REQUIRE ADDITIONAL
RESOURCES

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

TARGET
DATE

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Facilities		
Equipment		
Staffing		

SECTION 7

VALIDATION PROCEDURES

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Academic Dean

Date: _____

From: _____

We recommend the following persons for consideration for the validation team:

DEPARTMENT _____ PROGRAM _____

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

(Name) (Related Discipline/Program)

(Name) (Unrelated Discipline/Program)

(Name) (Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

_____ (Name)	_____ (Title)	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
(Mailing)	City/State/Zip	email address

_____ (Name)	_____ (Title)	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
(Mailing)	City/State/Zip	email address

_____ (Name)	_____ (Title)	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
(Mailing)	City/State/Zip	email address

APPROVED: _____
Academic Dean

Date

VALIDATION TEAM DUTIES

A program review involves the visitation, observation and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

Duties of a Team Member

Previsit Responsibilities

1. Study the self-study report prepared by the faculty.

Visit Responsibilities

1. Meet with program/discipline faculty.
2. Examine teaching materials, supplies and equipment presently being used in the program.

Postvisit Responsibilities

1. Develop an executive summary of team findings and recommendations.

The Role of the Validation Team

The validation team has been selected to include professionals who can assist the program by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program, talk with instructors and students in the program, and request any further information or materials which would be helpful in preparing the executive summary.

SECTION 8

EXECUTIVE SUMMARY

AND

PLAN OF ACTION

POST-VALIDATION

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

Strengths of the program/discipline:

Concerns regarding the program/discipline:

2. RECOMMENDATIONS

VALIDATION TEAM SIGNATURE PAGE

PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

DEPARTMENT _____ PROGRAM _____

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED STUDENT OUTCOMES AND IMPROVE STUDENT PERFORMANCE	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
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--	--	--

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
--	---	------------------------

Enrollment Changes		
Demographic Changes		

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
---	---	------------------------

Curricular Changes		
Co-Curricular Changes		
Neighboring College and University Plans		
Related Community Plans		

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

**Theme/Objective/
Strategy Number
AHC from
Strategic
Plan** **TARGET
DATE**

Facilities		
Equipment		
Staffing		

**VALIDATION TEAM RECOMMENDATIONS
Disregarded or modified (if appropriate)**

REASON ACTION/CHANGE

Recommendation		
Recommendation		
Recommendation		

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

Reviewed:

Department Chair*

_____ Date: _____

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

_____ Date: _____

Vice President, Academic Affairs

_____ Date: _____

SECTION 9

EVALUATION OF PROCESS

PROGRAM REVIEW

SUGGESTIONS FOR IMPROVING THE PROCESS

Complete at the end of the process and return to the Academic Senate president.

I participated in the Program Review Process as:

1. a writer of a self-study _____
2. a member of a validation team _____
3. other (specify) _____

Suggestions for Improvement:

SECTION 10

ANNUAL UPDATE

**Allan Hancock College Program Review
2015-16 Annual Update**

Program and Department:	
Date submitted:	
Submitted by:	

SLOS report update

Revised Plan of Action

The Annual Update is conducted by all programs at the college and consists of an analysis of changes affecting the program as well as significant new funding needs for staff, resources, facilities, and equipment. It should be submitted or renewed every year by the end of the second week in April in anticipation of budget planning for the following year, which begins at the planning retreat in November. *Note that if there is no change from the previous year, you may simply resubmit the information in that report (or any portion that remains unchanged) from the prior year.

Programs and units should support their planning efforts with quantifiable data, conduct appropriate analyses, and make supportable conclusions. For your use, standardized IT data reports will be provided and sent to departments under separate cover. You may also report on your own internally-generated data. Labor market data is required for all vocational programs at least every two years.

Place your responses in the expandable text boxes below each question.

I. Program Mission (must align with college mission)

Describe the need that is met by the program or the purpose of the program. (Sample: *The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.*) In addition, for vocational programs only, data must show need and that the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area."

II. Progress on Comprehensive Program Review Final Plan of Action

Review the final plan of action (post validation) from the last comprehensive program review and any previous annual updates. Summarize the progress the program has made on recommendations targeted for this last year as well as any outstanding or incomplete items from previous years. What is the status of these recommendations? Include the original target date, action taken and results, and reasons for any changes.

III. Program SLOs/Assessment

- Check here if any SLO's have changed since the last comprehensive program review and/or update.
What are your program student learning outcomes? Which of these have been assessed since the last comprehensive program review and/or update? How are they measured? What did the assessment data indicate about the strengths and weaknesses of your program? What changes have you made/do you plan based on these data? (You should report assessment information on page 4.)

IV. Course SLOs/Assessment

- Check here if any SLO's have changed since the last comprehensive program review and/or update.
What are your course student learning outcomes? Which of these has been assessed since the last comprehensive program review and/or update? How are they measured? What did the assessment data indicated about the strengths and weaknesses of your program? What changes have you made/do you plan based on these data? (You should report assessment information on page 4.)

V. Internal/External Conditions

What external conditions have influenced the program in the past year? Have there been disciplinary or regulatory changes, changes in technology, advisory board recommendations, employer, or accreditation recommendations, demographics, labor market analyses, articulation changes, etc.? Summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review and /or annual update.

What internal conditions that have influenced the program in the past year? What are the program success and retention rates? (Include certification exam rates, if appropriate.) Degrees and certificates awarded? Have there been trends in SLOs/assessment or IT data; changes in technology, budget, staffing or resources; enrollment management or facilities issues; etc.?

VI.a. Update to Final Action Plan

If you change or modify a previous recommendation, provide an explanation for the change and a new target date. For new recommendations, provide target dates and data for support. For all items, show how they are related to assessment results where possible and provide approximate costs for resources requested. Resources may include budget, facilities, staffing, research support, professional development, marketing, etc. Not all recommendations will require resources. (Plan may cover period up to the next scheduled comprehensive program review.)

**2013-14 PROGRAM REVIEW
VI.b. Revised - Plan of Action (Annual Update)**

During the academic year, _____, _____ completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item. If action was delayed or postponed, provide an explanation and a new target date.)

CHANGES AND MODIFICATIONS

<u>PLAN OF ACTION</u>	<u>ACTION TAKEN, RESULT AND STATUS</u>

ADDITIONS

<u>PLAN OF ACTION</u>	<u>TARGET DATE</u>

RESOURCES NEEDED (Be sure there is sufficient justification and data contained in the narrative to support each of the items on your list.)

<u>TYPE OF RESOURCE</u>	<u>LINE NO./SPECIFIC RESOURCE</u>	<u>APPROXIMATE COST</u>
<u>Facility Needs</u>		
<u>Technology Needs</u>		
<u>Staffing Needs</u>		
<u>Equipment (non-technology)</u>		
<u>Other Resources</u>		

