

Draft

CAÑADA COLLEGE PROGRAM REVIEW PACKET

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CAÑADA COLLEGE INSTRUCTIONAL PROGRAM REVIEW INTRODUCTION

August 2004

In accordance with Title V regulations and Accrediting Commission mandates, review of instructional and student service programs at Cañada College will be performed under the following procedures. In addition to meeting the Title V mandates, the College affirms the purpose of Program Review is to improve the quality of instruction and student services at Cañada College and to demonstrate institutional effectiveness. In addition, Program Reviews form the basis for College and District long range educational and facilities planning and will be linked to our accreditation self study.

Program Reviews will serve as the basis for planning and budget allocations in instructional and student service areas each year. These reviews are of prime importance in providing program introspection and analysis. Program Review is the beginning point to determine priorities for staffing requests, equipment, software and supplies, and facilities alterations and planning. Since resources are limited, not all projects can be funded; priority will be given to requests with appropriate justifications.

Purposes

- ❑ To develop, maintain, improve and promote quality instruction and support services in order to optimize the potential for student learning, success and access
- ❑ To promote cooperation among faculty, administration, classified staff, and students
- ❑ To enhance interaction among instructional and student support services
- ❑ To ensure the effective and efficient utilization of the College's personnel, financial and physical resources
- ❑ To ensure a process of orderly institutional self-direction consistent with legal requirements and District and College mission and goals

Cycle

Program Review is conducted by each department every six years based on a calendar maintained by the Office of the Vice President of Instruction. Program Review is a comprehensive process with data acquisition and course review done during the Bi-Annual State of the Department process. Current standardized data will be provided to each Department annually for consideration. Departments will be required to submit the Bi-Annual State of the Department report every second year. Each Program Review may be the work of a single Department, or it may be the work of a combination of Departments as determined by the Department faculty and the Curriculum Committee. During the sixth year there should be time set aside for analysis of information, development of proposals and preparation of a final report. Program Review culminates with a special meeting of the Curriculum Committee. The President, the Vice President and Deans will be invited to attend. All members of the campus community are invited and encouraged to attend. Completed Program Reviews are then submitted to the College Council, the Budget and Planning Committee and finally to the SMCCCD Board of Trustees.

SUGGESTED TIMELINES

FOR THE BI-ANNUAL STATE OF THE DEPARTMENT PROCESS AND THE SIX YEAR COMPREHENSIVE PROGRAM REVIEW PROCESS

BI-ANNUAL STATE OF THE DEPARTMENT TIMELINE

March

- Standardized data will be provided by the Office of Instruction to each department. At that time faculty analyze the state of the program with any necessary assistance from the Division Dean. Analysis includes the following; program goals and objectives, curricular offerings, enrollment data, faculty and staffing concerns, and equipment and facilities concerns. Departments may include additional data to aid in analysis. Additional materials for this analysis may be provided to the department representative by the division dean.

August

- Completed Bi-Annual State of the Department Document is submitted to Division Dean by August 31.
- One copy of the Bi-Annual State of the Department document will be kept on file in the division office as longitudinal data for the more comprehensive review in year 6. In addition, if department faculty intends to make requests with budgetary implications (faculty, staff, instructional equipment other than replacement, and technology needs) for the fiscal year, a Bi-Annual State of the Department must be completed, and a copy of the document will be forwarded with program recommendations through the division to the Budget and Planning Committee for consideration.

COMPREHENSIVE PROGRAM REVIEW SELF STUDY TIMELINE (20 PAGE MAXIMUM)

August

- Department is informed of scheduled Program Review. Forms are available on the Academic Senate web page at: <http://canadacollege.edu/about/academicsenate.html>. All previous Bi-Annual State of The Department documents will be provided by the Division Dean at this time. The most current standardized data will be provided by the Office of Instruction at this time.
- Department/Program appoints a review team and selects a review team leader. Small or one-person departments may need to consult with their peers at CSM or Skyline, or meet with Division Dean to acquire assistance. While all full time faculty are expected to participate in the Program Review process, departments are urged to include part-time faculty and appropriate classified staff in the review process

September

- Division Dean will convene a meeting of the review team. At this meeting the team will discuss review instrument and plan review process

October through December

- ❑ Review team collects data, reviews all course and assures course outlines are correctly formatted and up-to-date. Courses that require substantial modifications should be submitted to the Curriculum Committee following the Curriculum Committee's deadlines.

January through February

- ❑ Review team analyzes data and information
- ❑ Review team completes a program review draft
- ❑ Initial findings are discussed with the entire department/program and Division Dean

March

- ❑ Prior to March 30, department faculty finalize the Program Review report and submit the original signed report to the Office of the Vice President Instruction for the Curriculum Committee's review and response. The Vice Presidents office will make copies for all Curriculum Committee members.

April

- ❑ In April the Curriculum Committee (augmented by College President, Vice President of Instruction, and the Academic Deans) read and respond to Program Review reports. At this time department/program members meet with the Committee to present their Program Review in a 10 to 15 minute oral presentation, highlighting its findings and allowing the Committee to ask questions. The campus community is invited to the presentation.
- ❑ The Curriculum Committee will review the document to:
 - ✓ Determine if the Program Review follows the applicable model
 - ✓ Assess the coherence of the program goals with general college goals
 - ✓ Determine the progress on prior goals (if applicable)
 - ✓ Review the program's responses to load and retention (instruction) and outcome data (student services)
 - ✓ Develop responses to the recommendations
 - ✓ Respond to other sections in the Program Review

May

- ❑ The Curriculum Committee, Deans and Vice President will submit a written response to the department within 30 days using the response sheet
- ❑ Program Review recommendations are incorporated into department planning and budget requests for the subsequent academic year.
- ❑ Executive Summary will be forwarded to College Council by the Curriculum Committee for the understanding of departmental needs.
- ❑ Program Review documents will be forwarded to the Budget and Planning Committee by the Curriculum Committee for consideration in the planning process.
- ❑ Executive Summary will be forwarded to the SMCCD Board of Trustees.

RESPONSIBILITIES OF COMMITTEES INVOLVED IN PROGRAM REVIEW



Program Review is the joint responsibility of the Cañada College Curriculum Committee, a standing committee of the Academic Senate and the Office of Instruction with the support from the Division Deans.

Department Faculty Responsibilities:

- Stay abreast of current trends in their discipline.
- Review and revise as necessary each course outline regularly and at least within the six year Program Review cycle.
- Review and analyze annual standardized data

Program Review Committee Responsibilities:

- Meet with Dean to establish schedule of Program Review process
- Meet regularly to research and review all relevant data
- Produce required documentation within the established guidelines
- Make oral presentation to the Curriculum Committee

Curriculum Committee Responsibilities:

- Maintain and update the Program Review process as necessary
- Schedule the oral presentation and invite the campus community
- Read and respond to program reviews with the primary focus for
 - ✓ academic/curriculum standards
 - ✓ impact on educational and support services
 - ✓ ensuring projections are reasonable

Division Deans

- Stay abreast of Program Review calendar and cycle
- Provide support to Program Review Committees
- Read and respond in writing to each Program Review within their division and attend the Program Review presentations with primary focus to:
 - ✓ ensure consistency with District/College mission and goals
 - ✓ review student outcomes
 - ✓ assess impacts on educational and support services
 - ✓ ensure projections are reasonable

Vice President Instruction

- Keep the Program Review calendar, inform programs of scheduled review and keep on file completed Program Reviews
- Provide standardized data and institutional information to the departments
- Read and respond in writing to each Program Review and attend the Program Review presentations with primary focus to:
 - ✓ ensure consistency with District/College mission and goals
 - ✓ review student outcomes
 - ✓ assess impacts on educational and support services
 - ✓ ensure projections are reasonable
- Ensure that Planning/Budget Committee has the executive summary of each Program Review and the required written response from administration and Curriculum Committee

Planning/Budget Committee Responsibilities:

- Maintain a master notebook with Program Review information for all completed Program Reviews
- Ensure that Program Reviews be given to each successive chair with clear statements as to which recommendations have been acted on and which have been carried over.

Bi-Annual State of the Department Data Collection Document

Each year, no later than April 30th, faculty analyze the state of the department, using this form. Each department may include additional data to aid in analysis. The Office of Instruction will provide new standardized data. The division dean will assist in compilation of data for sections II and III.

One copy of the Bi-Annual State of the Department document will be kept on file in the division office as longitudinal data for the more comprehensive review in year 6. In addition, if program faculty intend to make requests with budgetary implications (faculty, instructional equipment, technology needs) for the fiscal year, a Bi-Annual State of the Department document must be completed, and a copy of the document will be forwarded with Department recommendations through the Division to the Budget and Planning Committee for consideration.

I. Program goals and objectives:

II. Curricular offerings:

A. New, deleted, “banked,” and “unbanked” in the past two years (check all that apply)

Name and Number	New	Delete	Bank	Unbank	Gen Ed	IGETC	AA/AS	Basic Skills	Workforce

B. All current offerings except those previously identified in section A (check all that apply; attach a separate table as necessary)

Name and Number	General Ed	IGETC	AS/AA	Basic Skills	Workforce	Date of last revision

C. Recommended areas of curricular need based on current offerings (check all that apply; attach a separate table as necessary)

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce

III. Enrollment data:

A. Weekly Student Contact Hours – WSCH /FTES

Report the 2 previous Fall semesters with the most recent on the right.

Year	20__	20__
WSCH		
FTES		

Comments:

B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD

Report the 2 previous Fall semesters with the most recent on the right.

Year	20__	20__
FTE		
LOAD		

C. Retention and Success (If applicable)

Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.

Year	20__	20__
Retention		
Success		

D. Certificate, degree, and transfer status (If applicable)

Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

Year	20__	20__
Certificates		
Degrees		
Transfer		

E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.

IV. Faculty and staff hiring recommendations:

A. List full-time faculty requests and attach formal justification

Position	Areas of expertise needed

B. List adjunct faculty requests and attach formal justification

Position	Areas of expertise needed

C. List staff requests and attach formal justification

Position	Areas of expertise needed

D. List professional development needs:

V. Equipment and facilities recommendations:

A. List equipment, technology, materials needed in the coming year:

Item	Cost per unit

B. List facilities needs:

New	Maintenance

CAÑADA COLLEGE COMPREHENSIVE PROGRAM REVIEW CHECKLIST

- **Comprehensive Program Review Form**
- **All Bi-Annual State of the Department Reports since last Program Review**
- **Executive Summary**
- **Completed Evaluation of the Comprehensive Program Review Process Form**
- **Additional data as necessary**

Date: _____

Program Name: _____

Review Committee Chair: _____

Review Committee Members:

CAÑADA COLLEGE COMPREHENSIVE PROGRAM REVIEW SELF STUDY DOCUMENT

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Cañada College's Mission: It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

PART A: Overview of Program

1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.
2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.
3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.
4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s). (This may be answered through narrative or quantitative evaluation).
2. State how the program has remained current in the discipline(s).

3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process.

4. If external accreditation or certification is required, please state the certifying agency and status of the program.

5. Describe how your program is articulated with similar departments within SMCCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

6. Discuss plans for future curricular development and/or program modification.

PART C: Student Outcomes

Please attach all Bi-Annual State of the State of the Department reports from the past six years. Update any analysis to include a summary of all years.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

3. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

PART E: Facilities, Equipment, Materials and Maintenance

1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.

2. Describe the use and currency of technology. List projected needs.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

PART F: Budget Request

1. What faculty positions will be needed in the next six years in order to maintain or build the department? WE WILL INCLUDE HERE: The language from AB 1725 that stipulates the 75% of classes should be staffed by full time instructors...

2. What staff positions will be needed in the next six years in order to maintain or build the department? (staff, facilities, equipment and/or supplies) will be needed in the next six years?

3. What equipment will be needed in the next six years in order to maintain or build the department?

4. What facilities will be needed in the next six years in order to maintain or build the department?

PART G: Additional Information

1. Describe any other pertinent information about the program that these questions did not address?

<p>Cañada College (Insert Program Name Here) Comprehensive Program Review Executive Summary (2 page maximum)</p>
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Short Summary of Findings

Highlight this paragraph and type in your summary.

Three Strengths of the Program

- Highlight this text and type in the first item.
- Highlight this text and type in the second item
- Highlight this text and type in the third item

Three Suggestions for Improvement

- Highlight this text and type in the first item.
- Highlight this text and type in the second item
- Highlight this text and type in the third item

**CAÑADA COLLEGE
INSTRUCTIONAL PROGRAM REVIEW**

INSTITUTIONAL RESPONSE SHEET

Program:

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean

Comments:

Signature

#2 Curriculum Committee Chair

Comments:

Signature

#3 College Vice President

Comments:

Signature

Appendix A

MISSION AND GOALS OF THE SAN MATEO COMMUNITY COLLEGE DISTRICT

Please check current catalog for most recent mission and goal statements.

Mission

- ❑ Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement
- ❑ Provide lower division programs to enable students to transfer to baccalaureate institutions
- ❑ Provide occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies
- ❑ Provide developmental and remedial education in language and computational skills required for successful completion of educational goals
- ❑ Provide a range of student services to assist students in attaining their education and career goals
- ❑ Provide self-supporting community education classes, contract education and training, and related services tailored to the human and economic development of the community
- ❑ Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff and maintain a campus climate that supports student success

Goals

- ❑ Provide varied general educational opportunities which acquaint students with the broad outlines of human knowledge and experience
- ❑ Provide lower-division transfer programs which prepare students for continued education in four-year colleges and university
- ❑ Offer occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies
- ❑ Advance the economic growth and global competitiveness of our community through education, training, and services that contribute to continuous work force improvement
- ❑ Offer development/remedial education to enable students to develop those basic skills essential to successful completion of college goals
- ❑ Identify and meet community needs not otherwise served by college credit courses by offering self-supporting Community Service classes and activities
- ❑ Provide a program of student services to assist students in attaining their educational and career goals
- ❑ Actively support a program that promotes diversity in recruitment of students as well as personnel

APPENDIX B

FREQUENTLY ASKED QUESTIONS

1. Why are faculty asked to perform Program Review?

Faculty are the members of the campus community who best understand the intricacies of the courses and the body of work within programs. Faculty work each day with students and staff within these programs and are best suited to understand the strengths and needs of specific programs. Because Program Review is also used for budget and planning, it is imperative that faculty perspective is included in that process.

2. How do I know that all the work I put into this document will have any impact?

Honestly, there is no guarantee. The Curriculum Committee and College Council have developed a process that will allow Program Review to function the way it was meant to. The process will have an impact on planning and future development.

3. I and/or others on campus have done a Program Review and it went nowhere. How will this be different?

With the implementation of this new process we have a clear system in place for reviewing your work. Each program will receive a written response from the President, Vice-President and Curriculum Committee within 30 days of the oral presentation. After submission of each Program Review, a copy of the summary sheet and the Committee's response sheet will be given to the Chair of Budget/Planning committee. The chair will be expected to utilize these summaries during planning and budget. Each Division Dean will also have the Reviews available during the planning and budget process. The chair of Planning/Budget will also keep these in a notebook and pass them to successive chairs.

4. Why the oral presentation to curriculum committee?

The oral presentation of your Program Review serves two purposes. Primarily, it will allow the program exposure to a cross-section of the campus community. Many members of this community are not aware of the accomplishments of programs or their needs. It allows each program to shine! Secondly, it allows the Program Review process to become more personal. Committee members and programs personnel will have the opportunity to interact, question each other, and respond to the Program Review. Finally, it will help the College do systematic planning and coordinate our efforts.

5. I am a one-person department – I don't have the capability or time to perform this review.

All forms are now available on line. This should reduce preparation time. Each Division Dean is also available to assist you in gathering information and preparation of the self-study. Please utilize him or her. Also, keep track of the amount of time spent on the self-study. When submitting your evaluation of the Program Review process, please include the total hours involved in the process. This will help with future planning and modifications to the review process.

6. How will the self-study questions be kept current and useful?

The Curriculum Committee, through the Academic Senate, will have that responsibility.

APPENDIX C

DEFINITION OF TERMS

DEPARTMENT: The organization of faculty and staff offering courses and academic support in a specified discipline.

PROGRAM: A single department or a group of departments offering courses and academic support in related disciplines.

WSCH – weekly student contact hours

WSCH = contact hours per week X enrollment in the class

FTE – One full-time faculty assignment

FTE for one class = % of a full assignment

Load – a measure of efficiency

Load = $WSCH / FTE$

FTES – full time equivalent student

One student taking 15 units per semester for two semesters

FTES = $\frac{WSCH \times 17.5}{525}$

N GRADES: The total number of grades awarded (A+B+C+D+F+CR+NCR+I+W)

RETENTION: The sum of all non-W grades divided by N grades times 100, expressed as %

SUCCESS: A+B+C+CR grades divided by N grades times 100, expressed as %