Cañada College

PROGRAM REVIEW PACKET

PROGRAM REVIEW PACKET INDEX

CAÑADA COLLEGE INSTRUCTIONAL PROGRAM REVIEW INTRODUCTION

Revised in 2004

In accordance with Title V regulations and Accrediting Commission mandates, review of instructional 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 annual planning and budget allocations in instructional and student service areas each year. These reviews are of prime importance in providing program assessment and analysis. Program Review should be 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 found in Program Review documents.

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

Each department conducts a Comprehensive Program Review every six years based on a calendar maintained by the Office of the Vice President of Instruction. The Office of Instruction will provide current standardized data 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, Division dean, 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 also invited and encouraged to attend. After Curriculum Committee review completed Program Reviews are submitted to the College Council and the Budget and Planning Committee by the Curriculum Committee Chair. Finally The President will submit the Executive Summary 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

- o The Office of Instruction will provide current standardized data 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 as necessary.

August

- o The Department must complete a Bi-Annual State of the Department Document and submit it to Division Dean by August 31.
- o 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 by the Division Dean to the Budget and Planning Committee for consideration.

COMPREHENSIVE PROGRAM REVIEW SELF STUDY TIMELINE (20 PAGE MAXIMUM)

August

- ❑ Department is informed by the Division Dean of scheduled Program Review. Forms are available on the Academic Senate web page at: http://canadacollege.edu/about/academicsenate.html. The Division Dean will provide to the Department all previous Bi-Annual State of The Department documents and he Office of Instruction will provide the most current standardized data at this time.

- ❑ Department/Program faculty will appoint 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 discusses 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 by Department faculty with assistance from their supervising Dean following the Curriculum Committee's deadlines.

January through February

- ❑ Review team analyzes data and information

- ❑ Review team completes a program review draft

- ❑ All Department/Program faculty and Division Dean discuss and analyze the initial findings.

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

- ❑ The Curriculum Committee, Vice President of Instruction and the Academic Deans will read and respond to Program Review reports. The President is also invited to review the document. 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 by the Curriculum Committee 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 of Instruction will submit a written response to the department within 30 days using the response sheet

- ❑ Department faculty will incorporate Program Review recommendation into planning and budget requests for the subsequent academic year.

- ❑ Vice President of Instruction will forward the Executive Summary to College Council for their review.

- ❑ Vice President of Instruction will forward the Program Review documents to the Budget and Planning Committee for consideration in the planning process.

- ❑ President will forward the Executive Summary to the SMCCD Board of Trustees.

RESPONSIBILITIES OF COMMITTEES INVOLVED IN PROGRAM REVIEW

The Cañada College Curriculum Committee, a standing committee of the Academic Senate and the Office of Instruction are jointly responsible for the oversight of Program Review. All full-time faculty and Division Dean's shall participate in the process with additional support from part-time faculty and College staff.

Department Faculty:

- 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:

- Meet with Dean to establish schedule of Program Review process
- Meet regularly to research and review all relevant data
- Complete all required documentation within the established guidelines including but not limited to:
  - ✓ Bi-Annual State of the Department Data Collection Document
  - ✓ Comprehensive Program Review Checklist
  - ✓ Comprehensive Program Review Self Study Document
  - ✓ Comprehensive Program Review Executive Summary
  - ✓ Evaluation of the Comprehensive Program Review Process
- Make oral presentation to the Curriculum Committee

Curriculum Committee:

- 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
  - ✓ ensure that Department faculty have consulted with related programs on campus with respect to comprehensive course offerings
  - ✓ 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 Budget and Planning Committee has the Executive Summary of each Program Review and the required written response from administration and Curriculum Committee

Budget and Planning Committee:

- 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.
- Utilize Program Review recommendations in the budget and planning process

College President:

- Review Program Review documentation as necessary
- Submit completed Executive Summaries to SMCCD Board of Trustees

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BI-ANNUAL STATE OF THE DEPARTMENT DATA COLLECTION DOCUMENT

Each year, no later than April 30th, faculty analyze the state of their 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, The Division Dean will forward the Departments recommendations with a copy of the completed Bi-Annual State of the Department document to the Budget and Planning Committee for consideration.

I. Program goals and objectives:
Highlight and type here:

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		

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.
Highlight and type here:

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:
Highlight and type here:

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

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COMPREHENSIVE PROGRAM REVIEW CHECKLIST

- o Comprehensive Program Review Self-Study Document

- o All Bi-Annual State of the Department Documents since last Program Review

- o Executive Summary

- o Completed Evaluation of the Comprehensive Program Review Process Form

- o Additional data as necessary

Date:

Program Name:

Review Committee Chair:

Review Committee Members:

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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 SMCCD, 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 Department reports from the past six years. Update any analysis to include a summary of all years. Attach sample student learning outcomes here.

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?

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?

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(INSERT PROGRAM NAME HERE)

COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY

(2 page maximum)

Short Summary of Findings

Click on box and type in your summary

Three Strengths of the Program

- Click on box and type in the first item
- Click on box and type in the second item
- Click on box and type in the third item

Three Suggestions for Improvement

- Click on box and type in the first item
- Click on box and type in the second item
- Click on box and type in the third item

EVALUATION OF THE
COMPREHENSIVE PROGRAM REVIEW PROCESS

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review:

1. Was the time frame for completion of Program Review adequate? If not, explain.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

3. Were the questions relevant? If not, please explain and offer specific suggestions.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

6. Please offer any comments that could improve and/or streamline Program Review!

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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
_____ Signature
Comments:

#2. Curriculum Committee Chair
_____ Signature
Comments:

#3. College Vice President
_____ Signature
Comments:

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 Academic Senate Governing Council has developed a process that will allow the conclusions from the Program Review process to have an impact on planning and future development. It will be up to all participants to fulfill their responsibilities and check to see that the process has been effective.

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. This process provides for an increased level of oversight from the Curriculum Committee, the administration and the Budget and Planning Committee. Some examples of that oversight are as follows. Within 30 days of the oral presentation each program will receive a written response from their Dean, the Vice-President and the Curriculum Committee. The Vice President will give a copy of the completed Program Review to the Chair of Budget/Planning committee. The Chair of the Budget and Planning Committee 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.

4. Why the oral presentation to curriculum committee?
The oral presentation of your Program Review to the Curriculum Committee serves two purposes. Primarily, it will educate a cross-section of the campus community about the Departments accomplishments, future goals and needs. It will allow each program to shine! Secondly, it allows the Program Review process to become more personal. The oral presentation provides an open forum at which Curriculum Committee members and programs faculty and staff will have the opportunity to interact, question each other, and discuss 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 for the Comprehensive Self Study; please call upon 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?
Academic Senate Governing Council with the help of your feedback, along with The Curriculum Committee will review the process regularly.

APPENDIX C
DEFINITION OF TERMS

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

PROGRAM: A single department or a group of departments offering an organized sequence of courses and academic support, leading to a defined objective, a degree, a certificate, or transfer to another institution of higher education in the areas of lower-education, and student development. (District Rules & Regulations 6.01).

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 = (A+B+C+D+CR)/(A+B+C+D+F+CR+NC+W)

SUCCESS = (A+B+C+CR)/(A+B+C+D+F+CR+NC+W)