



## **PROGRAM REVIEW PACKET**



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# 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**

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#### **March**

- 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**

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

### **COMPREHENSIVE PROGRAM REVIEW SELF STUDY TIMELINE (20 PAGE MAXIMUM)**

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#### **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 the Office of Instruction will provide the most current standardized data at this time.
- Department/Program faculty will appoint a review team and select 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 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 SMCCCD 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:**

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- ❑ 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:**

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- ❑ 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:**

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- ❑ 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:**

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- ❑ 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:**

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- ❑ 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:**

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- ❑ 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:**

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



## 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:

### 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
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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
READ 826	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### 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
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### III. Enrollment data:

#### A. Weekly Student Contact Hours – WSCH /FTES

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

Year	2003	2004
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	2003	2004
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	2003	2004
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



## **COMPREHENSIVE PROGRAM REVIEW CHECKLIST**

- Comprehensive Program Review Self-Study Document
- All Bi-Annual State of the Department Documents since last Program Review
- Executive Summary
- Completed Evaluation of the Comprehensive Program Review Process Form
- Additional data as necessary

Date: 4/22/05

Program Name: Reading Department

Review Committee Chair: Yolanda Valenzuela

Review Committee Members: Elizabeth Terzakise and Yolanda Valenzuela



## 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.

The last time a program review was written for the reading classes at Cañada College was in 1994-1995. The following information discusses the 1994-95 goals that are still particularly pertinent to the reading classes and the progress made to achieve them.

1. 1994-95 Goal: To bring the English/Reading Department full-time faculty up to the 1986 level (8 FTE).

Status: For the fall semester of 2004, our department hired a full-time reading/English instructor who is now teaching reading and English classes (46% English, 54% reading). However, due to budget cuts, we are still understaffed at a total of five full-time reading and English instructors.

Explanation: This goal is in process. We need to increase the ratio of full-time to part-time instructors to improve cohesiveness of programs and curriculum. This is especially important for the reading classes which have been staffed by only one full-time reading instructor for the past 20 years.

Context of college goal: This goal encourages transfer, supports exploration of grants, and encourages institutional research.

2. 1994-1995 Goal: Computerized writing lab

Status: This lab has had its outdated computers replaced with new ones for reading and writing instructors to reserve for classroom use. However, there are not enough computers for each student and the computer space is no longer dedicated space for English classes. The writing lab was located in room 5-105D in the Learning Center until the fall semester of 2003.

Explanation: It is necessary to be competitive with other schools; many students in our classes need access to computers.

Context of college goal: This goal supports technology in the classroom, international/intercultural discussion, and access to the internet. It allows us to assist our students in acquiring the computer literacy they need to succeed in a variety of jobs and careers. We expect this goal to be sufficiently addressed with the construction of the new Learning Center.

### 3. 1994-1995 Goal: Division membership in professional organizations

Status: No division membership

Explanation: No budget

### 4. 1994-95 Goal: Refinement and clarification of proficiency levels

Status: During the fall semester of 2004, the faculty and campus researcher evaluated and began the validation process for the reading and writing placement test and its cut-off scores.

Context of college goal: This goal increases retention and success because of correct placement.

5. 1994-95 Goal: Reaffirm that English 826 taken together with Reading 826 is an effective combination to prepare developmental students for English 836 and for transfer level courses in other disciplines.

Status: At the moment, this co-requisite is being re-evaluated by faculty and the dean of the Humanities Division. A reading and writing combination course at the 826 level is also being explored.

Explanation: The natural pairing of reading and writing instruction reinforces learning of basic skills; however, the nine-hour-a-week co-requisite may be causing a strain in students' scheduling, causing them to drop out.

Context of college goal: This goal can support successful completion of transfer and vocational programs.

### 6. 1994-95 Goal: College Newspaper

Status: During the spring semester of 2004 a student group with a faculty advisor from the Political Science Department began working toward a student college newspaper. The newspaper project did not continue on to the fall semester of 2004 due to faculty understaffing.

Explanation: A newspaper would unify the campus, provide an outreach tool, and communicate essential information, especially if used as authentic reading material in reading classes.

Context of college goal: This goal promotes community outreach and education about occupational programs and international and intercultural issues.

### 7. Student/Faculty literary magazine

Status: Two English faculty members are currently gathering submissions for the first edition of Student Voices at Cañada College.

Explanation: One full-time and one part-time instructor have dedicated their to making this project a reality during the Spring Semester of 2005.

Context of college goal: This goal promotes outreach and education about international and intercultural issues through showcasing student-authored essays, poems, photographs, and short stories on themes of identity and diversity.

#### 8. Develop a Flex Day activity regarding the writing lab

Status: Not in progress

Explanation: The writing lab requirement is no longer a requisite for the English courses. It was recently taken out of the course outlines for the English classes. The revised English 836 curriculum, which incorporated the writing lab component into its design, changed from a three-unit course to a four-unit course in the school year of 02-03.

#### 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.

An important goal of the reading program is to help underprepared students complete their academic and/or vocational programs successfully. Students develop reading skills for college-level study, which include becoming an active reader, improving comprehension, bulding vocabulary, increasing reading rate and using study skills, which all build a foundation for critical thinking work that follows.

#### 1. 2005-06 Goal: Implement computer pre-requisite checking for Reading 836

Status: The Reading/English Department is waiting for the ESL prerequisite used in lieu of the placement test to be made consistent throughout the district through a coordinated effort by San Mateo Community College District faculty and administration before implementing this checking mechanism. Skyline College is also in the process of creating computer blocking for Reading 836.

Explanation: Reading instructors spend at least the first week of class trying to figure out who has and has not placed in Reading 836; this is not the best way to spend class time

Context of college goal: Greater student success will be achieved if student placement is accurate

#### 2. Determine what best qualify as multiple measures for placement so students can challenge placement results if they think they are inappropriate.

Status: The English department, in cooperation with the counseling staff and the college researcher, has evaluated the placement tests (cut scores) and multiple measures and found that they are leading to successful placement.

Explanation: The faculty has examined this question to the best of its ability, given available resources.

Context of college goal: This goal will improve student success by making placement more accurate

3. 2005-06 Goal: Write grants

Status: Not in progress

Explanation: Grants need to be written in order to fund the design of a new reading and writing combination course at the developmental level and to buy reading materials for the Learning Center.

Context of college goal: We need an additional full-time reading instructor so two other full-time reading instructors can get release time (three units each) to do the necessary research and designing of this course and funds to purchase supplemental reading materials.

4. 2005-06 Goal: Design a new reading and writing combination course at the 836 developmental level

Status: The department is waiting for a first-year full-time reading/English instructor (she teaches both disciplines) to finish her third year at Canada College in order to qualify for release time

Context of college goal: Pre-liminary research from San Francisco State University and Skyline College has shown higher student success rates in this kind of combination class than in separate reading and writing classes at the 836 developmental level.

5. 2005-06 Goal: Install updated technology in reading classrooms (New television, VCR/DVD player, CD player, a multimedia workstation that includes internet access)

Status: Not in progress

Explanation: The primary reading classroom (3-104) is not wired to become a smart classroom and there not enough funds for this upgrade.

Context of college goal: Computer-assisted instruction is one way to provide individualized learning plans and to demonstrate them in class. This goal also allows reading instructors and students to critically read television broadcasts and internet sources together in class.

6. 2005-06 Goal: Train reading faculty to take advantage of computer-assisted instruction.

Status: Not in progress

Explanation: No budget

Context of college goal: Once updated technology is installed in the primary reading classroom and perhaps other classrooms, reading instructors can access authentic materials to read and write about from television broadcasts and on-line educational websites/software.

7. 2005-06 Goal: Have access to a classroom where every student can be equipped with a computer

Status: The Reading/English Department has requested funds to create a computerized classroom for reading and English classes.

Explanation: The Humanities Division is reviewing the department's request, which included projected costs, to determine whether the division can afford this goal.

Context of college goal: Reading 836 students need computers to complete introductory research projects. Reading 826 students are also introduced to our campus electronic data bases as they complete short research exercises.

8. 2005-06: Reduce the class size of reading classes

Status: The current class size is 35 students in all reading classes.

Explanation: During the spring semester of 2001, the class size of reading classes was 30 students. Soon after that semester, the class size was increased to 35 students. Full-time and adjunct reading faculty are trying to understand why and how this increase was instituted without consultation with the faculty.

Context of college goal: The underprepared students in reading classes need more teacher assistance and intervention during class to quickly "catch up" in academics and resist dropping out. A smaller class would give each student more contact with the instructor. More teacher and student dialogue would lower the attrition rate in reading classes. The reading faculty is interested in reducing reading class size to 25-30 students. Reading experts at San Francisco State University's graduate program, "The Teaching of Post-Secondary Reading Certificate Program," say that 18 students per class is recommended in developmental education on a college campus.

9. 2005-006: Explore the possibility of helping to design a new workplace literacy course

Status: Not in progress

Explanation: The one full-time reading instructor (who teaches only reading classes) needs to work with at least one other full-time instructor who teaches reading and writing to apply for grant funding and release time and to coordinate relevant community partners.

Context of Goal: Students who are not necessarily interested in or committed to obtaining an AA/AS or higher degree might find it useful to first take a workplace literacy class that focuses on pragmatic skills needed in certain worksites. Currently, some of these students might be taking Reading 826 at the Canada College campus because it is the lowest literacy course for native speakers that offers a classroom setting. The only workplace literacy classes offered at the moment are either off-campus in Menlo Park or at the Learning Center as self-paced variable-unit classes. Although the Learning Center is offering workplace literacy through books and software, the center might not be attracting students who prefer or need to learn in a classroom where an instructor and classmates can offer support or assistance. To design a relevant curriculum for the workplace literacy class, reading and English faculty would need to create partnerships with the Canada College Menlo Park Campus Vocational Programs, Learning Center, Business Division, University Center literacy faculty, English-as-a-Second-Language Department, Skyline College and a literacy program in Redwood City named Project Read.

10. 2005-2006: Investigate the relevance of the gap between the success rates of caucasian and underserved students of color found in K-12

Status: The district is sending 20 faculty, administrators and staff to the Museum of Tolerance tour and workshops in Los Angeles every semester (has been for five years), where the success rate gap between certain ethnic groups in K-12 is examined.



Context Goal: Research done in the K-12 system shows a learning and achievement gap which puts the majority of whites on the top of the learning and achievement educational ladder, while placing students of color at the bottom of the same ladder. By analyzing learning and achievement data on the ethnicities of our own student population, we would learn if we have inherited this gap, how we are reducing or increasing the gap, and what we can do to create more equity between the different ethnic groups on campus. We also hope to collaborate with programs such as Upward Bound to be able to analyze this gap in a practical manner.

3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

Faculty is waiting for information from the college researcher in order to be able to answer this question and better serve the specific needs of our student population. The following questions have been designed and sent to our administration to obtain the necessary data to answer this question effectively:

1. Who are our students in the day and evening classes in each section of Reading 826 and Reading 836? (as groups in society by percentage)

- by ethnicity
- by class (income?)
- by age
- by gender
- are they the first to go to college?
- do they have a physical or learning disability?
- single parent
- first language is not English and they are not using a foreign visa to study in the USA temporarily

2. What are the retention rates of the day and evening classes in each section of Reading 826 and Reading 836?

- (as groups in society)
- same groups as above

3. What are the success rates of the day and evening classes in each section of Reading 826 and Reading 836?

- (as groups in society)
- same groups as above

4. How far along in the English and Reading Departments within our district do our students who start in Reading 826 go?

- (as groups in society)
- same groups as above

5. How far along in the English and Reading Departments within our district do our students who start in Reading 836 go?

- (as groups in society)
- same groups as above

6. How many students earn an A, B, C, D, F grade in each Reading 826 section in the day and evening?

(as groups in society)  
- same groups as above

7. How many students earn an A, B, C, D, F grade in each Reading 836 section in the day and evening?  
(as groups in society)  
- same groups as above

8. Where do our students placement tests scores fall? (low, middle, high)  
(as groups in society)  
- same groups as above

9. What grade did the students who started in Reading 826 earn in English 100?  
(as groups in society)  
- same groups as above

10. What grade did the students who started in Reading 836 earn in English 100?  
(as groups in society)  
- same groups as above

11. How many students who started in Reading 826 transferred to a four-year university?  
(as groups in society)  
- same groups as above

12. How many students who started in Reading 836 transferred to a four-year university  
(as groups in society)  
- same groups as above

#### Cañada College Question

13. Overall, how many students on campus transfer to a four-year university?  
(as groups in society)  
-same groups as above

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

The reading program does not use an official advisory board; however, the English faculty does work closely with the two reading instructors, offering them recommendations. This document was reviewed by the English Department and some English Institute faculty.

## **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).

Under our institution student need is defined by the placement test. Currently the placement test is placing underprepared students in either Reading 826 or Reading 836. The necessary progression of these courses is available for students every semester, which is making it possible for students to efficiently transfer to a four year college.

Reading 826: Developmental Reading:

Reading 826 meets the needs of students by preparing them to move on to Reading 836 through the development of their vocabulary, reading comprehension and study skills at the 7-9th grade level, at the very least. Students learn to use context clues, word structure clues, paraphrasing strategies and read every day to improve their vocabulary. Students learn strategies for identifying main ideas, paragraph organizational patterns, existing connections between reading materials and their background knowledge and they learn to read in an organized, efficient and effective way to ultimately improve reading comprehension. To increase the variety of study-reading strategies, students work on short-term and long-term goals; techniques to make their concentration and memory longer and more accurate; previewing and reviewing strategies; note-taking methods, mapping, outlining and summarizing texts; test-taking strategies and learning styles assessments. In addition, the Learning Center staff and librarian take an important role in the Reading 826 curriculum when students are taken to the writing lab at the Learning Center to experience introductory electronic research activities. The Learning Center staff and librarian research topics with the instructor days before students are asked to research the same topics to ensure that there is sufficient and appropriate reading material on the subject on-line. In addition, the Learning Center staff prepares the computer and screen so that the librarian may visually guide students in these introductory research assignments that require students to use some campus databases and Newsweek's articles on-line. Given that this is the lowest level in a sequence, any student can enroll in this class and as a result students who should be taking adult-level education classes or DSKL courses for students with learning disabilities take this course and are very likely substantially affecting the overall retention and success rates for Reading 826. During the school year of 05-06, one section of Reading 826 will be linked to Career 401 to create a learning community, whose goal is to increase retention and success rates of students.

Reading 836: Academic Reading Strategies:

Reading 836 meets the needs of students by developing their vocabulary, reading comprehension and study skills at the 9-11th grade level at the very least. Students use context clues, word structure clues and vocabulary journals to develop their vocabulary. To improve their reading comprehension students improve their reading rate and increase their skill in analytical reading and thinking by identifying and supporting their view of an author's purpose and thesis; recognizing the underlying structure of an essay, article textbook and piece of fictional literature; determining the author's assumption; and evaluating the validity of the writer's argument or reasoning. Students develop their study skills by learning to become active and independent learners as they set their own purposes for reading; adopt the appropriate reading strategy; interpret material without assuming a "right" answer; read for both literal and inferential understanding; make internal connections among ideas learned from reading texts; and build connections between their existing knowledge and ideas acquired in reading. Students also learn a

variety of strategies to help them become aware of their cognitive processes and self-regulation (metacognition). Students are also expected to complete college level reading material, writing assignments and tests so they can become prepared for English 100. Reading 836 is a prerequisite for English 100. The prerequisite was implemented in Fall 2000 because English faculty felt that many students had reading difficulties. In addition, the Learning Center staff and librarian research topics with the instructor days before students are asked to research the same topics to ensure that there is sufficient and appropriate reading material on the subject on-line. The Learning Center staff and librarian support the curriculum by setting up one of the Learning Center labs in such a way that the librarian can visually guide the students in completing two research assignments about current events by way of scholarly electronic articles available in databases. For two semesters one section of Reading 836 was linked to Career 401 to create a learning community, whose goal was to increase retention and success rates of students.

In both Reading 826 and Reading 836 reading materials that present different perspectives concerning socio-economic, cultural and ethnic diversity issues are being used to engage a diverse student body and encourage them to make relevant, meaningful connections with the material.

#### Reading 420: Critical and Effective Reading:

Reading 420 is a course intended to help students develop their critical thinking and reading skills across curriculum. Challenging and diverse reading materials have been used in an on-line setting for students to analyze and from which to build their own ideas. Due to low student enrollment and a shortage of reading instructors, Reading 420 has not been taught during the last five semesters.

#### One Hour by Arrangement:

Sixteen required hours by arrangement per semester have been added to the Reading 826 and Reading 836 course outlines to encourage students to use the resources at the Learning Center, which include supplemental reading materials. Computerized reading programs like Plato and reading exercises at the on-line website for the reading textbook "Effective Reading" give students an opportunity to practice reading skills and strategies. The requirement may be met in several other ways: students can learn about reading by attending relevant workshops at the Learning Center, students can participate in tutorial sessions or study groups, students can make the natural reading writing connection by working on writing exercises in books or on-line. With this supplemental work we hope to retain and increase support to Cañada College students.

#### 2. State how the program has remained current in the discipline(s).

Both full-time reading instructors have kept the reading program current by incorporating into their curriculum reading material relevant to current events in the world, attending conferences and workshops designed to improve methodology, reading newly published essays about students in reading classes, staying in regular communication with the reading faculty at San Francisco State University, DeAnza College, and Skyline College and by recruiting reading tutors for her students from the graduate classes of the program "Certificate in the Teaching of Post-Secondary Reading," which is housed at the University Center at Cañada College. They are also working on preliminary research to support the design of a new reading and writing combination course at the 836 developmental level.

#### 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.

The course outline for Reading 826 was reviewed and modified in the spring semester of 2004.

The course outline for Reading 836 was reviewed and modified in the fall semester of 2004.

The course outline for Reading 420 was last reviewed and modified in February 1999. The reading program might consider offering this course in an interactive classroom setting instead of offering it as an on-line course. Reading faculty would also need to be trained, through professional development, to teach an on-line reading course. However, due to the understaffing of full-time reading instructors, the department is considering banking this course until more full-time reading faculty is hired. The department is already experiencing difficulty finding enough full-time and adjunct faculty to teach the Reading 826 and Reading 836 courses. More discussion needs to take place concerning the future of this course.

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

We are waiting for information from the Dean of Counseling in order to correctly answer this question.

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.)

We are waiting for information from the Dean of Counseling in order to correctly answer this question.

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

**The reading faculty (currently two English and Reading full-time instructors) is exploring preliminary research on combination reading and writing classes at the 826 and 836 developmental level. Once this faculty qualifies for grant funding and release time, it will thoroughly research the combination models at San Francisco State University, Skyline College and De Anza College.**

**Further discussion is needed to determine whether Reading 420 outline and curriculum should be updated or if the course should be immediately banked due to the shortage of reading faculty.**

**Preliminary discussions about workplace literacy at Cañada College and its relation to Reading 826 students and instructors have taken place between one reading instructor, DSPS staff and Business Division staff. The reading faculty would like to invite Project Read to future discussions to explore the possibility of using some of the curriculum Project Read has already designed for workplace literacy. Project Read's workplace literacy curriculum and expertise may help Cañada College faculty create a workplace literacy course in an interactive classroom setting on the main campus of Cañada College.**

**The reading faculty is interested in reducing reading class size to 25-30 students; the class size at the moment is 35 students. Reading experts at San Francisco State University's The Teaching of Post-Secondary Reading Program say that 18 students per class is recommended in developmental education on a college campus.**

**The reading faculty also plans to utilize the new Learning Center for class instruction and supplemental learning. This new building will offer more space to conduct electronic research**

**activities and create a type of reading area/lab where supplemental reading materials, such as reading-across disciplines modules and media resources, are put on reserve for students to use.**

## **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.

Yolanda Valenzuela has a master's degree in English with a concentration in the teaching of English as a second language, a certificate in the teaching of post-secondary reading and a certificate in the teaching of composition. Yolanda's knowledge of ESL, reading and composition instruction enables her to use methodology that is accessible to students with multilingual backgrounds and strengthen the natural reading and writing connection for students. As the only full-time reading instructors for three years at Cañada College, Yolanda has had to make a special effort to coordinate with reading faculty at San Francisco State University and Skyline College in order to update curriculum and departmental functions.

Elizabeth Terzakis has a master's degree in English, a master's degree in creative writing, and a certificate in the teaching of post-secondary reading, and is in the process of completing the certificate in the teaching of composition. Her knowledge of the fields of both reading and writing, and the fact that she teaches both reading and composition classes, allow her to provide coordinated instruction and strengthen the reading/writing connection for students. While an adjunct instructor at De Anza College, she team taught a reading/writing course and has brought her commitment to collaborative education to Cañada by developing curriculum, with the research librarian and the career counseling center. Her background as a social justice activist enables her to help students bring speakers to campus to present on current issues of interest.

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.

Yolanda Valenzuela: College Reading and Learning Association conference, Fall 2001; summer seminar "Teacher as Grader, Teacher as Assessor: Changing Roles?" by Janice Denton, 2003; workshop "Generation 1.5" by Sugie Goen, Spring 2004; Title V workshop on diversity at Cañada College, Spring 2004; mentor for the Puente Program at Skyline College, Fall 2003 and Spring 2004; student club advisor for "Latin American Friendship Club," Fall 2004 and Spring 2005; "Women on Writing" conference at Skyline College, Spring 2005; Museum of Tolerance Faculty Event, Spring 2005; panelist at a Career Night event organized by CRAFT, an association of Reading and Composition graduate students at San Francisco State University, Spring 2005.

Elizabeth Terzakis: During her first year as a full-time instructor, she helped to coordinate and contributed to press and outreach materials for a Title V event that drew over 400 people from the campus and community to listen to journalist Barbara Becnel, Spring 2005; is faculty advisor for the Gay Straight Alliance, Spring 2005; panelist at a Career Night event organized by CRAFT, an association of Reading and Composition graduate students at San Francisco State University, Spring 2005; Participant in Freshman Success, Fall 2005.

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

This program's goal is to assign all new reading faculty, both full and part-time, a mentor who is a full-time instructor. We need to increase the number of full-time instructors who are experts in the discipline of reading to do this. The mentor would help new faculty understand the Reading Department's philosophy and curricular requirements, as well as the district's general policies and procedure.

Currently the two full-time instructors who teach reading orient new faculty by sharing their syllabi and curriculum and updating them with the minutes from the reading/English departmental monthly meetings. Full-time reading and English instructors are also performing classroom observations and peer evaluations of new reading faculty to give the new faculty constructive feedback on instruction. New reading faculty also had the opportunity to review this program review, which gave way to helpful discussions about course outlines and the evaluation of texts.

The reading faculty also plans to construct a handbook for new faculty. Skyline College's handbook will most likely be used as a model, which includes reading course outlines, a sample syllabus, and a list of suggested texts for each course.

One of the full-time reading instructors also intends to continue mentoring graduate students from San Francisco State University's MATESOL and reading certificate program by having them observe and assist in her classes, tutor and advise students outside the classroom, grade student work with clear guidelines and close supervision and practice teaching in the class.

## **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.

One reading classroom (3-104) has recently been renovated and now has better acoustics and new furniture. Thirty-five dictionaries and thesauruses, two maps of the world and The United States of America and several containers for the storage of the dictionaries and thesauruses have been purchased most recently for primary reading (3-104). However, we need an apparatus to hold up these two large maps for student viewing.

Not all classrooms are appropriately equipped to hold reading classes. Some classrooms do not have enough board space and others have bolted down chairs, making group work impossible. The television in the primary reading room (3-104) is old and set up very high with no adaptable remote control.

Reading students would also benefit from the design and implementation of reading-across disciplines modules for use in the Learning Center. The department needs more faculty and funding to design and sustain this type of curriculum. Funding will also be needed for duplicating costs, software, texts and other media resources acting as support materials in the Learning Center.

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

Currently, reading instructors take their classes to the Learning Center or library to receive introductory instruction on electronic research techniques. Every student has access to a computer during this instruction when it takes place at the Learning Center. The librarian projects the campus electronic data bases and guides students through the necessary steps for electronic searches.

Reading classes need a classroom in which each student would be equipped with a computer so more librarian or teacher-guided reading activities can take place during class. Such a classroom can be a permanent reading classroom or a separate classroom that reading instructors can reserve on specific dates. Currently, when reading instructors reserve the computers at the Learning Center for these electronic reading activities, they take away computer accessibility for drop-in students who are using the same computers for all types of class assignments. Perhaps if the writing lab at the Learning Center was equipped with more computers, it could serve as the reservable computerized classroom for reading classes.

No reading classrooms have a fully media-equipped station, nor have reading instructors been technologically trained to use this type of station. A fully media-equipped station is one that would have access to the internet, the ability to project material saved on disks, zip drives or CDs, and the flexibility to be connected to overhead projectors. This station would support reading instructors who have websites and post much of their materials online. Fully media-equipped reading classrooms would also allow instructors to demonstrate software programs that the campus has purchased for students, for example Plato and academic.com.

Reading students would benefit from a classroom that has at least 35 computers that would be networked in such a way that students could communicate with each other through online discussion boards and computer-mediated communication programs like Daedalus. Funding is also needed to ensure that the reading classroom computer system can be connected to the Learning Center network so that all relevant and appropriate programs can be demonstrated in the classroom.

Reading students would also benefit from having a television connection to critical reading/thinking skills as they listen to the news or commercials. For example, they can practice listening for illogical thinking or propaganda.



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

**Not applicable**

## **PART F: Budget Request**

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

At least one more full-time reading instructor will be needed to maintain and build the department. An alternative would be another two full-time instructors who can teach both reading and English courses and whose time is divided evenly between reading and writing classes. The department hopes to reduce the class size of the reading classes to 25-30 students, which will require more reading sections and reading 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?

A full-time reading instructor who can act partially as the coordinator of the reading program will be needed to create cohesiveness among the reading faculty and relevant programs on and off campus.

A qualified reading instructional aid at the Learning Center will also be needed to tutor students and help them complete the one-hour-by arrangement assignment successfully.

3. What equipment will be needed in the next six years in order to maintain or build the department? The necessary equipment includes a multimedia station, a computerized classroom that would equip each student with a computer, a new television with connection to broadcasts and a VCR/DVD player and wall mechanisms to hold up larger maps.

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

Another primary reading classroom that is a smart classroom with movable tables and chairs and shelf and storage area (for classroom dictionaries, thesauruses, novels, magazines) would give reading students the supplies and space to work independently and in groups.

## **PART G: Additional Information**

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

More full-time reading faculty is needed in the classroom to give students more accessibility to their expertise during office hours and during relevant campus events. Adjunct faculty normally cannot afford to hold office hours or remain on campus after teaching their classes. With more full-time

reading faculty, the department will hopefully be able to afford investing in some coordination time (1 to 3 units). As a reading program coordinator and instructor, the full-time instructor will stay in touch with the needs of reading students and create vital partnerships with programs at the Learning Center, Disability Center, Business Division, University Center, Off-Campus Menlo Park Vocational Programs, English-as-a-Second-Language Department, English Department, Project Read, San Francisco State University, Skyline College, College of San Mateo, and, if possible, De Anza College.



**(INSERT PROGRAM NAME HERE)**  
**COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY**  
(2 page maximum)

### **Short Summary of Findings**

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Click on box and type in your summary The Reading Department has made significant progress since the last review by dedicating time to coordinating and advising an ever-changing stream of part-time faculty and developing a dynamic and student-centered curriculum. The two full-time instructors who teach reading classes have extensive and highly productive collaborative relationships with faculty from various disciplines and staff in various student service positions. Additional reading faculty would make it possible to sustain and augment our curriculum, maintain and expand our collaborative relationships with other departments, build cohesiveness between full and part-time faculty, and further develop supplemental educational projects on and off campus.

### **Three Strengths of the Program**

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- Click on box and type in the first item Two full-time instructors who teach reading and English classes who are committed to researching pedagogical theory and methodology and using them to finetune our curriculum. We are also committed to keeping our curriculum student-centered and relevant to students' lives by bringing speakers and materials into the classroom or onto the campus that increase social awareness and create a connection between their curricular and extracurricular lives.
- Click on box and type in the second item The Cañada College reading faculty is already collaborating with the staffs at the Learning Center, Disability Center, Business Division, English Department, English Institute, University Center, the College Library, the Off-Campus Menlo Park Vocation Program, San Francisco State University, Skyline College, and De Anza College and is interested in continuing these endeavors.

- Click on box and type in the third item The staff at the Humanities Division and the President of Canada College continue to support the reading program by improving the condition of the primary reading room (3-104) and supplying the room with new teaching supplies.

### **Three Suggestions for Improvement**

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- Click on box and type in the first item We need more full-time faculty that is qualified to teach reading classes at the post-secondary level to instruct, develop curriculum and coordinate the efforts of the reading program.
- Click on box and type in the second item The class size of the reading classes must be reduced to offer more opportunities to succeed to an underprepared student population.
- Click on box and type in the third item The reading curriculum must be further developed so that we can offer a combined reading/writing course and contribute to workplace literacy programs.



## **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: Yolanda Valenzuela spent at least 40 hours gathering pertinent information and documenting it for this program review. Ms Valenzuela spent many hours visiting Skyline College and San Francisco State University to review their reading programs since she did not have another full-time reading instructor to consult at Cañada College for three years. In consultation with Prof. Valenzuela, Elizabeth Terzakis has spent at least 20 hours gathering pertinent information and documenting it for this program review.

1. Was the time frame for completion of Program Review adequate? If not, explain.  
No. We are still waiting for data from the research and counseling offices.
  
2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.  
Please allow for more modification of formatting. Please unlink paragraphs in each section.
  
3. Were the questions relevant? If not, please explain and offer specific suggestions.  
Yes.
  
4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.  
It did help us identify and clarify our goals and progress, but research data on the demographic and achievement patterns of our students would have made this program review more relevant and helpful to our curriculum development.
  
5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?  
The information that we did receive was clear, but we are still waiting for some essential data.
  
6. Please offer any comments that could improve and/or streamline Program Review!  
If deadlines could be published campus-wide, so that contributing offices can budget their time in order to be able to support our efforts, that would be helpful.



## **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.

<b>#1. Division Dean</b>
_____ Signature
Comments:

<b>#2. Curriculum Committee Chair</b>
_____ Signature
Comments:

<b>#3. College Vice President</b>
_____ 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

$WSCH = \text{contact hours per week} \times \text{enrollment in the class}$

**FTE** – One full-time faculty assignment

$FTE \text{ for one class} = \% \text{ of a full assignment}$

**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)

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

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