

SOLANO COLLEGE ACADEMIC PROGRAM REVIEW
HANDBOOK

2018-19

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INTRODUCTION

Program review at SCC is intended to provide faculty members an opportunity for self-reflection, review, and assessment. Program review is also intended to be central to the college's overall planning, becoming the basis for goal setting, resource allocation, and needs assessment. Finally, program review will make visible and accessible to all interested parties the evidence that demonstrates fulfillment of accreditation standards. While a faculty-driven process, at the core of program review is a commitment to collaboration with other faculty, deans, and vice-presidents to identify program needs, and make meaningful changes to promote student access and success.

Program review follows a six-year cycle (subject to change based on external/internal directives) wherein all of a school's programs are reviewed over the course of one academic year, and then the program review process itself is assessed in year six. The process consists of two components: formal reporting and review. Formal reporting includes faculty's completion of a comprehensive self-study every six years, annual updates to the program review goals, and for Career Technical Education programs, the submission of an abridged program review every two years to meet Perkins funding requirements. Faculty have the opportunity to revise their report to integrate feedback at all steps. Each step is governed by a timeline to ensure timely completion of the process. The review of the six-year self-study report is comprised of feedback from the dean, Academic Program Review Committee, and the Vice President of Academic Affairs (VPAA).

A self-study report addresses the program's status as it relates to the college and program mission, assessment, curriculum, campus and community integration, student equity and success, resources, and planning. The report draws on qualitative and quantitative data relevant to the program. To assist the Academic Program Review Committee in providing sound feedback to the program, careful attention should be given to the quality of writing and the adequacy of documentation, so that the self-study accurately reflects the areas of strength and struggle for the program.

ASSESSMENT SCHEDULE

Program review is intended to be the starting place of data collection and analysis in order to plan for the future. Curriculum review follows program review, and subsequent years are dedicated to outcomes assessment, SLOs and PLOs. Goals established in the program review year, and in subsequent annual updates, inform discipline planning decisions and resource allocation across the school and college. The following assessment schedule outlines in which year program reviews, curriculum reviews, and student & program learning assessments take place.

- Year 1: Program Review
- Year 2: SLO Assessment
- Year 3: Curriculum Review
- Year 4: PLO Assessment
- Year 5: SLO Assessment
- Year 6: Preparation for Program Review

School of Applied Technology and Business

2016-2017 – SLO and PLO Assessments
2017-2018 – Program Review
2018-2019 – SLO Assessments
2019-2020 – PLO Assessments+ Abridged Program Review (CTE)
2020-2021 – Curriculum Review
2021-2022 – SLO Assessment + Abridged Program Review (CTE)

School of Health Sciences & Counseling

2016-2017 – SLO Assessments
2017-2018 – SLO Assessments + Abridged Program Reviews (CTE)
2018-2019 – SLO and PLO Assessments
2019-2020 – Program Review
2020-2021 – SLO Assessments
2021-2022 –Curriculum Review + Abridged Program Review

School of Social & Behavioral Sciences

2015-2016 – Curriculum Review
2016-2017 – SLO Assessments
2017-2018 –SLO Assessments + Abridged Program Review
2018-2019 – SLO and PLO Assessments
2019-2020 – Program Review
2020-2021 – SLO Assessments
2021-2022 – Curriculum Review+ Abridged Program Review (CTE)

School of Math & Sciences

2015-2016 – Curriculum Review (1st half), Program Review (2nd half)
2016-2017 –SLO Assessments (1st half), Curriculum Review (2nd half)
2017-2018 – SLO Assessments 2018-2019 – SLO and PLO Assessments + Abridged Program Reviews (CTE)
2019-2020 – Any outstanding PLO/SLO assessments
2020-2021 – Program Review (all)
2021-2022 – SLO Assessments

School of Liberal Arts and Library

2015-2016 – Program Review
2016-2017 – SLO Assessment
2017-2018 – Curriculum Review + Abridged Program Reviews (CTE)
2018-2019 – SLO Assessments
2019-2020 – PLO Assessments + Abridged Program Reviews (CTE)
2020-2021 – Any outstanding SLO/PLO Assessments
2021-2022 – Program Review

Program Review Process: Six-Year Report

Preparation

The Academic Program Review Committee Chair will notify the dean of the school the year prior to the review. Each program will designate a committee from their faculty to produce a self-study report. Time spent on program review writing can be utilized as optional flex-cal credit. Adjunct faculty will be paid for time spent writing program reviews when there are no full-time faculty members in the department (see Office of Academic Affairs for exact hours allotted and time sheets). When full-time faculty members are present in the program, adjunct faculty can be paid for up to three hours for their contributions to the self-study.

Trainings

Early in the semester prior to the review year, a self-study training will be held. This meeting will be facilitated by the Academic Program Review Coordinator. Instructions for utilizing data will be provided and writers will be walked through the self-study process and template. The Academic Program Review Committee members and school deans will be available subsequently to answer questions and provide support to self-study committees.

Writing the Self-Study Report

Faculty will collect and analyze data for the self-study, dividing work as appropriate. The self-study will include an examination of data from the Office of Institutional Research and Planning, a student survey, and responses to prompts from the self-study report template. The project should be a collaborative effort, so that the work doesn't fall solely on one faculty member, and so that the report reflects the collective assessment of the program.

The suggested timeline for the self-study is as follows. The dean may work with faculty to calendar benchmark reminders and ask for status reports based on these benchmarks.

Spring semester prior to the review year, faculty...

- Receive **training** about the self-study process and report template
- Decide how to **divide tasks** and calendar meetings for the Fall semester
- Create and administer a **student survey**
- **Gather evidence** that will aid in report writing (advisory meeting minutes, labor market data, etc.)
- **Meet with an SCC librarian** to review the collection related to the discipline. The librarian in consultation with faculty will complete the *Library Collection Evaluation Form for Program Review*
- **Start writing the Introduction**, section 1.1, and section 1.2, **Relationship to College Mission**.

Fall semester, year of review:

- Middle of September – faculty complete **section 1 (Program Overview & Mission)**
- Middle of October – completion of **section 2 (Assessment)**
- Middle of November – completion of **sections 3 and 4 (Curriculum and Campus & Community Integration)**
- End of semester – completion of **sections 5 and 6 (Student Equity & Success and Resources)**

Spring semester, year of review:

- End of January – completion of **section 7, Goals & Planning**
- Month of February – report **draft disseminated to program faculty** for review and feedback; **signature sheet** completed by faculty, stating that they have read and concur with the self-study report. All full-time faculty, and as many adjunct faculty as feasible, should sign the report.
- **First Monday in March**—report **submitted to the dean**. Note that deans may determine a school calendar of due dates, where some programs may finish earlier in the semester (if program faculty see this as feasible), and others will meet scattered due dates in March and early April. This will allow deans adequate time for feedback.
- **March--Dean and Faculty Review**
 - The **dean will review the report within 15 calendar days and write a narrative** that provides his or her feedback of the self-study report, including the principle strengths and needs of the program. He or she may also schedule a meeting to review the report and provide feedback. If the self-study is incomplete according to the *Program Review Document Rubric* the dean will return the self-study and ask the faculty members to complete the template in its entirety, offering support to faculty as needed.
 - Faculty are encouraged to **review the dean’s feedback** and consider whether they want to **integrate any of the feedback** into the report. Particular attention should be paid to factual or data errors. The self-study should be **submitted to the Academic Program Review coordinator within 15 calendar days of receiving dean’s feedback**.
- **April--Committee Review**
 - A team of faculty members from the APRC will **review self-studies utilizing two rubrics** (pages 10-11). The first **“Document Completeness” rubric** assesses the completeness of the report. If the self-study report arrives to the committee and is deemed unsatisfactory according to this rubric, it will be returned to the faculty to be revised before it is formally reviewed. The second **“Self-Study Report” rubric** tracks progress toward “Sustainable Continuous Program Improvement” in the areas as program overview and mission, assessment, curriculum, campus and community integration, student equity and success, and resources. It is not the

expectation that all programs are immediately at the highest level, but that through goal planning, programs are working toward continuous program improvement.

- The Academic Program Review Coordinator will **compile the feedback from the committee team and submit a letter with the two rubrics to the program faculty**. Once on the Academic Program Review meeting calendar, the committee has 15 calendar days to complete the feedback. It is then up to the program faculty to decide if they want to integrate this feedback into their self-study report.
- Faculty should take no more than **15 calendar days to** decide to on any changes to the report in response to the committee's feedback, and **return the report to Academic Program Review Coordinator**.
- **May—Vice President Review**
 - The coordinator will send the latest version of the program's self-study report to the Vice President of Academic Affairs (VPAA).
 - The VPAA will **review the self-study, the feedback of the committee, and the Dean's narrative within 30 calendar days**.
 - The VPAA will comment on the thoroughness of the document, including any remaining fact-based errors in content not voluntarily changed by the department and make recommendations for further department consideration. The VPAA will also comment on the program's strengths and areas of needed support.
 - The VPAA's feedback will then be **returned to the program faculty via the Academic Program Review Faculty Coordinator**.
 - If the program faculty wish to make **changes** suggested by the VP, they may do so **within 15 calendar days** and then **return the self-study to the APR Faculty Coordinator**.

Fall semester following review—Report Finalization

- If faculty **do not choose to make changes**, they should **notify the Coordinator** that they are ready to move the self-study report forward for **online publication by August**. A hard copy will be printed filed in the VPAA's office, along with all relevant correspondence and feedback.

However, if there are fact-based (data) errors in the report which faculty do not voluntarily change, an addendum may be added with the accurate data, with a citation of who added the data (ex. Dean of Research and Planning or Program Review Coordinator). Further, if the Academic Program Review Committee feels there are significant unresolved issues in the self-study, a written record of those outstanding

issues will be added to the hard copy filed in the VPAA office. Faculty may submit a written rebuttal to the outstanding issues outlined by the committee, which will also be included in the hard copy of the file. Philosophical information or arguments made in the self-study report will remain under the faculty's purview and will not be altered by those outside the discipline.

Adherence to timelines is important so that program reviews are completed quickly while data is still relevant and needs are current. Appropriate administrators/supervisors may be contacted if the timeline is exceeded.

Program Review Updates

Every year programs will be required to update goals indicated in Table 4, at the end of the self-study report. Having up-to-date goals will not only clarify program priorities, but will put faculty in the best position to lobby for needed resources. Completed update forms should be **submitted** to the **school dean and Academic Program Review Coordinator** by the **end of January**.

Abridged Program Review Process for CTE Programs

In addition to the regular six-year cycle of comprehensive self-studies, Career Technical Education Programs including baccalaureate programs will be required to complete an abridged program review every two years to meet Ed Code and Perkins requirements. A separate template is available for these abridged program review self-study reports.

Abridged reports should be submitted directly to the school **dean**, the **Perkins coordinator** (if not the same), and the **Academic Program Review Faculty Coordinator** by **March 1st**.



Document Completeness Rubric

This rubric will be used by the dean and the APRC to ensure the program review report is complete, organized according to the template, and that the evidence and assessments are data-driven.

Program:

Rank	Structure & Organization	Content	Evidence	Assessment	Vision
Absent	Template not followed	Missing sections	No evidence	No assessment	No next steps
Needs Improvement	Information not organized clearly or succinctly	All sections reported, but information is minimal	Evidence lacking in relevance	Assessments do not follow from evidence	Initiatives are unrealistic or unfounded
Good	Information follows the template	Sections reported completely	Evidence used appropriately	Assessment follows from the evidence	Initiatives are realistic
Exceptional	Information well organized	Complete, thoughtful	Evidence shows variety of types and from several sources	Assessment complete including gap analysis	Initiatives connect with entire campus vision and mission

Comments:

Self-Study Report Rubric

This rubric is used by the APRC to evaluate where the program stands according to the overarching program review themes. A “lower” ranking is not a critique of faculty, but provides feedback to drive resource allocation and program planning.

Attributes Levels of Implementation ↓	Program Overview and Mission	Assessment	Curriculum	Campus and Community Integration	Student Success	Resources: Human, Equipment & Facilities
Undeveloped	No program mission or long range plans established	POs, SLOs and/or curriculum map not published	Curricular offerings are not adequate to meet programmatic needs; efforts have not been taken to update offerings	Program has not made efforts to link with student services or community	Data has not been gathered about student success	Inadequate resources to meet programmatic needs. Plans do not identify or address needs.
Awareness	Working toward a clear program mission and considering future plans for program development	POs and SLOs are written and published. Curriculum map has been developed	Program aware of curricular needs; steps have not been taken to rectify problem areas	Advertises campus and/or community events related to the program. Maintains some links to the community	Data about student success exists but has not been sufficiently analyzed.	Programmatic needs are identified, but are insufficiently met. Plans made to bridge some gaps in resources.
Development	Clearly defined program mission that is in line with the college’s mission. CTE programs hold some advisory meetings and feedback is utilized by program	Most POs and SLOs have been assessed, with some linking to program plans/goals. Plans do not identify or sufficiently address some gaps	Program curriculum is analyzed for effectiveness and steps are being taken to strengthen offerings	Program is involved in some co-curricular and community activities, and is actively planning further endeavors	Data is analyzed to determine trends in student success, leading to some recommendations to address those trends	Programmatic needs are mostly met by resources; plans have been put in motion to bridge gaps
Proficiency	Most Educational Master and past program review recommendations are being addressed. Program has goals for future linked to mission; CTE programs hold twice yearly advisory meetings	All POs and SLOs have been assessed, mostly linked with programmatic planning. Understanding of gaps and action planned to address gaps	Curriculum is satisfactory and current for programmatic needs. Faculty analyze the efficiency of offerings and make adjustments when necessary	Program actively supports co-curricular and community partnerships. Regularly-scheduled activities foster community ties and address needs.	Data used to make changes in programs to improve student success; planned actions lead to documented results.	Resources are sufficient for current programmatic needs; ongoing planning to address future needs
Sustainable Continuous Quality Improvement	Educational Master Plan and past program review recommendations are continually analyzed and acted upon. Program’s mission is integrated in planning and there is a clear vision for the future. Community feedback from advisory meetings is an integral part of planning.	Data from SLOs and POs are regularly analyzed by all faculty to collaboratively make programmatic changes	Curriculum is routinely analyzed to assess content, rigor, prerequisites, sequencing, and efficiency in scheduling (time, location, modality, etc.). Faculty keep current on articulation agreements and state mandates for curriculum	Co-curricular activities are an integral part of the program. The program maintains links to the community and adjusts activities and efforts based on student and community needs.	Success rates for students in the program are regularly analyzed and action is taken to equalize student success; results are analyzed for continuous assessment. CTE programs routinely assess adequacy of workforce preparation.	Resources are sought and allocated based on regular assessment of needs, student learning, and expected benefits.

Dean's Feedback

When the dean provides feedback it will include the following narrative. The dean is an important partner in programmatic improvement from scheduling to marketing that has a direct line of communication with the administrative leadership group. We encourage faculty to consider their feedback and work collaboratively to strengthen the program.

Name of Program/Discipline:

Dean Conducting Review:

Date:

Feedback on Current Self-Study:
Programmatic Strengths:
Programmatic Challenges:
Suggestions for Future Programmatic Improvements: These suggestions are feedback for the future direction of the program looking forward to the next program review cycle.

Vice President of Academic Affairs's Feedback

The VPAA is another important partner in program improvement. The VPAA's knowledge of program's strengths and areas of needed support can help facilitate the planning process both at the discipline and college level.

Program / Discipline:

VPAA Conducting Review:

Date:

Comments on the Self-Study
Thoroughness of Document:
Summary of Dean and Academic Program Review Feedback:
Remaining Issues:
Comments on the Program
Programmatic Strengths:
Programmatic Areas of Needed Support:
Overall Comments

Library Collection Assessment for Program Review (PR)

PURPOSE:

- to aid the librarians in ensuring we are adequately meeting the needs of the curriculum and the college community;
- to provide insight into the strengths and weakness of the Library's collections;
- to support budget allocations and funding requests;
- to strengthen faculty participation in the vitality of the Library and its collections;
- and to provide faculty an opportunity to familiarize themselves with Library resources available to them and their students.

STEPS:

1. Program under review alerts a Librarian that they have started the process and have appointed faculty to the *Library Collection Evaluation* section of the PR document.
2. Librarian and appointed program faculty meet to tour and review the collection.
3. Librarian will write a report on the status of the collection using meeting notes and evaluation form (included as an appendix in the self-study report template). Report will be disseminated to program faculty.
4. Librarians will allocate collection funding towards areas identified as weak or needing updates.
5. Assessment of the Library collection will continue through the Program Review process.

DISCLAIMER:

The Solano Community College Library is not equipped, suited, or used as a repository of archival materials. We all love old books, however we don't have the supplies or space to adequately store them. The SCC Library is linked to national and international Interlibrary Loan services to help students and faculty locate materials outside the scope of our collection.

The acquisition budget for the Solano College Library is small for an institution of SCC's size. We cannot buy everything, and we need to spread money out across the curriculum. We promise to do our best for departments, programs, and students. The inclusion of a library review in a department's Program Review will allow for data-driven decision making in the allocation of the library's limited funds.

Ultimately, it is the responsibility of the college librarians to maintain the collections. Final decisions on acquisitions and discards reside with the librarians and their professional expertise in such matters.

Guidelines, Data Sources, and Survey Samples

The following pages will be updated periodically, in order to ensure that the most useful and up-to-date information is made available to guide the writing of the self- study.

Samples and templates

Samples of previous program reviews (note: they will be utilizing the previous iteration of the program review template) can be found on the college website:

http://www.solano.edu/research_planning/program_review.php

You can access the website, though the link above, but also by searching on the A-Z menu, under “P” for program review. From the program review page, faculty access blank templates and the APRC agendas and minutes. However, faculty will be provided a “pre-loaded” template with relevant data to facilitate analysis and writing.

Style Sheet

In an effort to make our program reviews stylistically uniform, please follow the guidelines below:

- Use Times New Roman, 12 point font throughout the document (even in tables).
- Use 1-inch margins all around.
- **The prompts should remain in the document in blue font.**
- Use black font for your responses.
- Indent your paragraphs
- Keep page numbers in the bottom corner.
- Avoid leaving titles “hanging” at the bottom of pages.
- Add or delete cells of tables to match the content your review (for example, add a cell to the PLO table if your program has 5 PLOs). To do this, “right-click” on the table and select “insert...” or “delete...” as appropriate.
- Any lengthy additions should be added as appendices (for example, event flyers, extensive labor market data/charts, etc.)

DON'T forget!

- Make sure the name of your program is correct on the first page and signature page of the document.
- Make sure faculty have signed the report (all full-time, and as many part-time as possible).

Program Review Data

Templates should be “pre-loaded” with relevant data from the Office of Institutional Research and Planning and other sources. However, faculty are welcome to add data where appropriate and relevant. To access data, faculty can meet with the Dean of Research and Planning, and/or the Program Review Coordinator.

The following resources are also available for direct data access:

Interactive Data

Up-to-date, interactive data can be found on the Research and Planning website under the tab “**Interactive Data**” The link is also visible when you are at the program review website http://www.solano.edu/research_planning/interactive_data.php

At this site, faculty can personalize their searches with specific semesters, courses, etc. There are instructions for use on the page. The “Online Factbook” may be particularly useful.

Assessment Data

SLO and PLO assessments will be found in the assessment module of CurriCUNET. Please utilize resources from the Assessment Committee and the SLO website <http://www.solano.edu/slo/> to help you respond to assessment related questions. School coordinators and the Assessment Coordinator (amy.obegi@solano.edu) can also be resources for assistance.

Articulation Data

Go to www.assist.org or contact the college’s articulation officer to get information about course articulation

Course Catalogue

Reviewing the course catalogue for your discipline (<http://www.solano.edu/degrees/>)

will help ensure that the information is up-to-date and accurate. Review the catalogue description, the program learning outcomes, course offerings, etc. to make sure everything is current. If there are needed changes, please add these to your curriculum goals and make changes in CurriCUNET where appropriate, or contact a curriculum analyst such as Lisa Abbot (lisa.abbott@solano.edu).

Data for CTE Programs

Labor Market Data

Career Technical Education programs need to review labor market data. The California Labor Market website allows employment projections by occupation at the state and county level:

<http://www.labormarketinfo.edd.ca.gov/>

Perkins TOP Code Core Indicator Analysis

Career Technical Education programs need to review the Solano College Core Indicator report for their top code. This will allow planning that is tied directly to Perkins reporting/requirements

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Cal Pass Plus

“Cal-PASS Plus’ mission is to provide actionable data to help improve student success along the education-to-workforce pipeline. Collaboration using this data will inform better instruction, help close achievement gaps, identify scalable best practices, and improve transitions. Cal-PASS Plus offers longitudinal data charts, detailed analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools”

<https://www.calpassplus.org/>

Student Surveys

Student surveys should be completed during the spring semester the year prior to your program review report writing year. If you wish to create an online survey, please contact Research and Planning Dean Peter Cammish to assist in the creation.

If you choose to create a scantron or pen and paper survey, that is also appropriate. Faculty can personalize the surveys to ask specific questions relevant to their program (such as whether they would take particular courses if they were offered online). However, all surveys should ask questions that address student access and success, such as preferred timing of course offerings, reasons for students choosing a course, and their career and/or transfer goals. Don't forget to survey your online students and students taking classes at the Centers.

Note that surveys should focus on areas that are not sufficiently addressed by Research and Planning data. Shorter surveys that offer areas for comments are often the most effective.

The survey and detailed survey results should be put in an appendix.

Here are a few examples of student surveys:

Sample Surveys

Psychology Program Survey

Please complete the following survey. If you have already completed this survey in another class or online, please do not complete it again.

1. Age
 - a. 15 – 18
 - b. 19 – 25
 - c. 25 – 30
 - d. Over 30

2. Gender
 - a. Female
 - b. Male
 - c. Transgender
 - d. other
 - e. decline

3. Ethnicity
 - a. African American
 - b. Asian
 - c. Caucasian
 - d. Filipino
 - e. Latino
 - f. Native American
 - g. Pacific Islander
 - h. Multiple Ethnicities
 - i. Other
 - j. Decline

4. Are you a declared psychology major?
 - a. Yes
 - b. No

5. What is your major? (mark all that apply)
- | | |
|--------------------------------------|--------------------|
| a. Biology | e. Humanities |
| b. Child Development /Family Studies | f. Nursing |
| c. Criminal Justice | g. Social sciences |
| d. Human Services | h. Sociology |
| | i. Other |
6. For psychology courses you have completed, mark A, for courses you are currently enrolled in, mark B, and for those you plan to take in the future, mark C
- | | | | |
|--|---|---|---|
| a. PSYC 1 – Introduction to Psychology | A | B | C |
| b. PSYC 2 – Biological Psychology | A | B | C |
| c. PSYC 4 – Research Methods | A | B | C |
| d. PSYC 5 – Abnormal Psychology | A | B | C |
| e. PSYC 6 – Developmental Psychology | A | B | C |
| f. PSYC 7 – Cross Cultural Psychology | A | B | C |
| g. PSYC 10 – Psychology of Women | A | B | C |
| h. PSYC 20 – Personal Social Behavior | A | B | C |
| i. PSYC 30 – Social Psychology | A | B | C |
| j. PSYC 34 – Human Sexual Behavior | A | B | C |
| k. PSYC 40 – Drugs, Society and Behavior | A | B | C |
| L. PSYC 49 – Honors/Independent Study | A | B | C |
7. How do you choose your psychology courses? (mark all that apply)
- Fits my schedule
 - Instructor reputation
 - Friend’s advice
 - Rate my Professor
 - By location
8. Where do you get your textbooks for courses?
- Solano Bookstore
 - Order online
 - eBook
 - Library
 - Other _____
 - I don’t use a book
9. What is your preferred class schedule? (mark top 3 choices)
- | | |
|----------------------|-------------------------|
| a. MW | g. Friday and Saturday |
| b. TR | h. Saturday and Sunday |
| c. MWF | i. Early start (8 week) |
| d. MTWRF | j. Late start (8 week) |
| e. 3 hours on Friday | k. On-line |
| f. Night classes | |

10. What is your preferred time for class?
- Early morning (start at 7, 8 or 9)
 - Morning (start at 10 or 11)
 - Early afternoon (start 12 or 1)
 - Late afternoon (start 2 or later)
 - Evening (start 5 or later)
11. What is your preferred location for classes?
- Fairfield Campus
 - Travis Air Force Base
 - Vacaville Campus
 - Vallejo Campus
12. Use the following scale to rate how satisfied you are with the quality of the classrooms in which Psychology courses are taught.
- 0 – dissatisfied 1 – somewhat dissatisfied 2- neutral 3 – somewhat satisfied
4 – satisfied
- Fairfield
 - Travis Air Force Base
 - Vacaville
 - Vallejo

For questions 13 – 29 below, please use the following scale.

0 – never 1 –rarely 2- sometimes 3 – regularly 4 – frequently

- I access material on MyCourses on MySolano.
- I access course material on other websites.
- I buy the textbook for the course.
- I use the textbook.
- I read the reading assigned for the course before class.
- I read the reading assigned for the course only before exams or quizzes.
- I don't read the textbook.
- I conduct self-assessments (quiz myself).
- I participate in study groups.
- I schedule study time during the week.
- I review my class notes.
- I attend class.
- I seek out my professor.
- I use the internet to seek additional information regarding class topics.
- I complete assigned homework.
- I review my work before submitting it.
- I complete class requirements on time.

30. How many different psychology professors have you had courses with?
- 1
 - 2
 - 3
 - 4
 - 5 or more

Please rate your psychology professors using the following scale.

0 – strongly disagree 1- disagree 2- neutral 3 – agree 4 – strongly agree

31. Professors are knowledgeable regarding subject matter.
32. Professors show enthusiasm for the subject matter.
33. Professors are generally available to students outside of class (e.g. after class, office hours).
34. Professors treat student fairly regardless of sex, age, ethnic background or physical condition.

Please rate questions 35 - 43 on how much you agree that they have contributed to your success as a student. Use the following scale.

0 – strongly disagree 1- disagree 2- neutral 3 – agree 4 – strongly agree

35. Disability Services Program
36. Equal Opportunity Program Services
37. Family support
38. Financial aid
39. Scholarships
40. Peer support/other students
41. Previous educational experiences
42. Previous educational success
43. Supportive relationship with my professors

Please rate questions 44 through 51 on how much you agree that they are challenges to your success as a student. Using the following scale.

0 – strongly disagree 1- disagree 2- neutral 3 – agree 4 – strongly agree

44. Family obligations
45. Financial difficulties
46. Health problems
47. Lack of educational goals
48. Lack of motivation
49. Lack of seeing how college relates to my long term goals
50. Transportation issues
51. Work demands

52. What are the Psychology Program's greatest strengths?

53. What are some improvements that you would like to see implemented in the Psychology Program?

Survey for Psychology majors

If you are a psychology major please continue. Otherwise, thank you for completing the survey.

1. How do you get information about the psychology major (mark all that apply)
 - a. Online
 - b. Past students
 - c. Academic Counselors
 - d. External sources
 - e. Psychology professors
 - f. Catalog
 - g. other

2. Would you like access to Academic counselors with an emphasis in psychology?
 - a. Yes
 - b. No

3. Would you be interested in completing certification at SCC in areas such as drug counselor, geriatric counselor, etc.?
 - a. Yes
 - i. Indicate type(s) of certificate(s) you are interested in

 - b. no

4. Would you like to see internships as part of the psychology program?
 - a. yes
 - b. no

5. Would you like to work with psychology faculty as a reader or teacher's assistant?
 - a. yes
 - b. no

6. Would you like to see a psychology lab available as part of the psychology program?
 - a. Yes
 - b. No

7. Would you be interested in participating in Psychology Club field trips, networking and other community activities?
 - a. Yes
 - b. No

8. How can the psychology department better serve psychology majors?

Child Development and Family Studies Student Survey

The CDFS department is undergoing program review this semester. The following questions are designed to help the department evaluate the overall program and its offerings. **If this current class is the only course you have taken in CDFS, please respond to the questions based on this course. If you have taken more than one course, consider the questions in light of *all* the courses you have taken in the department.**

If you have recently completed and submitted this survey in another class within these departments, please do **not** complete a second survey. The information provided will remain strictly confidential.

1. How many courses have you taken in the CDFS department at Solano College?

- One
- Two
- Three
- Four or more

2. Is your major in this department?

- Yes
- No
- Undecided

3. What is your reason(s) for taking this class? (mark all that apply)

- General education requirement
- Required for major
- Transfer
- Improve job skills
- Prerequisite
- General interest
- Fits my schedule
- Other: _____

4. At which campus do you prefer to take your CDFS classes? (mark as many as apply)

- Fairfield (Main)
- Vacaville
- Vallejo

5. How satisfied are you with the availability of courses in this department?

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied

- Very Dissatisfied

6. What would be your preferred start time(s) for courses to be offered? (mark all that apply)

a. Weekdays

- Early Morning (8am)
- Morning (9am-noon)
- Afternoon (1-4pm)
- Evenings (6-9pm)
- No preference

b. Weekends

- Saturday mornings
- Saturday afternoons
- Would not attend on Saturdays

7. Would you take an online course in this department?

- Yes
- No

8. Please list the courses you would take if they were offered online:

9. Would you utilize a CDFS study room/computer lab if it were available?

- Yes
- No

10. Have you utilized the Solano College Children's Program for an observation or assignment?

- Yes
- No

11. If yes, how satisfied were you with your experience(s) at the Solano College Children's Program?

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

12. How satisfied are you with the quality of instruction in the CDFS department?

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

13. How satisfied are you with the quality of textbooks and instructional materials utilized in the CDFS department?

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

14. How satisfied are you with the quality of the classrooms CDFS courses are taught in?

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

If you wish, comment on your responses to 11-14:

15. What are the CDFS departments' greatest strengths?

16. Do you have any suggestions for program improvement?