SOLANO COLLEGE ACADEMIC PROGRAM REVIEW
HANDBOOK

2017-2018

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At Solano Community College (SCC), program review has three essential goals: 1) to maintain academic integrity and rigor; 2) to facilitate integrated, long-range planning; 3) to provide continual program improvement to ensure student success. It is a process that is designed to collaboratively assess the state of the program, highlighting strengths and areas of needed improvement. While faculty driven, the goal is to bring faculty and administration together to work toward program improvement, setting goals and prioritizing initiatives based on internal and external factors related to student, college, and community needs.

Both the California Education Code and Accrediting Commission for Community and Junior Colleges (ACCJC) describe the purpose and essential features of program review. The California Education Code states: "*The segments of higher education are encouraged to improve the quality of undergraduate education as a central priority of California's public colleges and universities*" (Ed Code #66050). Standard I of the code recommends that an institution use "*analysis of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission [of the institution] is accomplished*." In addition, Standard II states that instructional programs be "*systematically assessed in order to assure currency, improve teaching strategies, and achieve stated student learning outcomes*."

In 2012 and 2013, the process of program review was revised to align more closely with ACCJC accreditation standards, increase accountability, and integrate with the budget and planning process. In May 2012, the Academic Senate established the Academic Program Review Committee (APRC). This committee is responsible for reviewing all programs and providing support to faculty tasked with completing program review. The Academic Program Review Committee works closely with the Office of Institutional Research and Planning to provide current data to the faculty of programs under review, to create and analyze student surveys, and in the future to support a manageable system for data entry and retrieval. In 2016, the APRC underwent a process of evaluation to review the program review process and template to ascertain which facets were achieving our set goals, and where changes were needed. Based on input from APRC committee members, faculty, stakeholders, and administration, the current document is streamlined and more focused on integrated planning.

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 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 five years, annual status reports on program review goals, and

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for Career Technical Education programs, the submission of an abridged program review every two years to meet Perkins funding requirements. The review portion of the six-year program review report is comprised of feedback from the dean, APRC, and the Vice President of Academic Affairs (VPAA). 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.

Program review is intended to be the starting place of data collection and analysis 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. Everyone's commitment (from faculty's, to dean's to administration's) to the creation of a thorough, data-driven, timely, and quality program review process will ultimately benefit the success of students and the college as whole.

Assessment Schedule

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
*If it is the first time a course is taught, the SLO must be assessed that semester.

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

School of Health Sciences & Counseling
2016-2017 – SLO Assessments
2017-2018 – PLO Assessments
2018-2019 – Program Review
2019-2020 – SLO Assessments
2020-2021 – Curriculum Review + Abridged Program Review (CTE)
2021-2022 – PLO Assessments

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

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

Program Review Process

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 and the Office of Research and Planning. Instructions for accessing data will be provided and writers will be walked through the self-study process. The Academic Program Review Committee members and school deans will be available subsequently to answer questions and provide support to self-study committees.

Self-Study Report

A self-study report is completed every six years (subject to changes based on internal/external directives) and 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.

The self-study committee 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 questions from the self-study

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 the semester prior to the review year:

- Train programs about the self-study process
- Programs form self-study committees
- Create and administer a student survey
- Decide how to divide tasks and calendar meetings for spring and fall
- Gather evidence that will aid in report writing (advisory meeting minutes, labor market data, etc.)
- Meet with 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*
- Collect and begin to analyze data, complete sections 1.1-1.9

Fall semester year of review:

- Middle of September – completion of sections 2.1-2.7
- Middle of October – completion of sections 3.1-3.7
- Middle of November – completion of sections 4.1-4.3, 5.1-5.6
- End of semester – completion of sections 6.1-6.5

Spring semester year of review:

- End of January – 7.1-7.2
- Month of February – report draft disseminated to program faculty for review and feedback
- Create a signature sheet where faculty can state that they have read and concur with the self-study report.

Self-study reports should be completed by the 1st Monday in March, with some flexibility depending on programmatic need. 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. The self-study should be submitted with the signature sheet from faculty (all full-time faculty and as many adjunct faculty as is feasible). Relevant evidence should also be attached (not raw data but items like a copy of the student survey, advisory meeting minutes, etc.). The dean will review the report within 15 days and write a narrative that provides his or her feedback of the self-study 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

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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 with the dean's narrative should be submitted to the APR faculty coordinator within 15 days of receiving dean's feedback.

A team of faculty members from the APRC will review self-studies utilizing two rubrics (attached). The first "Document" rubric assesses the completeness of the report. If the self-study 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" rubric tracks progress toward "Sustainable Continuous Program Improvement " in such 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 and submit a report and the two rubrics to the program faculty and dean. It is then up to the program faculty to decide if they want to integrate this feedback into their self-study and potentially adjust their goals. Once on the Academic Program Review meeting calendar, the committee has 15 days to complete the feedback. Faculty should take no more than 15 days to decide which of the feedback they wish to integrate, and then return it to Academic Program Review Coordinator, who will in-turn pass it on to the Vice President of Academic Affairs for review.

The Vice President of Academic Affairs (VPAA) will review the self-study within 30 days, the findings of the APRC, and the Dean's narrative. The VPAA will comment on the thoroughness of the document, including any remaining fact-based errors or issues with 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 self-study 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 days and then return the self-study to the APR Faculty Coordinator. If faculty do not choose to make changes, they should notify the APR Faculty Coordinator that they are ready to move the self-study forward to the Academic Senate President, Superintendent/President, and the Governing Board as information items. 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 of the file stored in Institutional Research and Planning. Faculty may submit a written rebuttal to the outstanding issues outlined by the APR committee, which will also be included in the hard copy of the file. Philosophical information or arguments made in the self-study will remain under the faculty's purview and will not be altered by those outside the discipline. The self-study will be published on the Solano College website, and a hard copy will be retained in the Office of Institutional Research and Planning with all the supporting documentation.

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The VPAA will also create a Program Review Executive Summary for Academic Affairs to submit to the College Governance Council. The summary report will provide information regarding Academic Affairs as a whole in such areas as: attainment of strategic goals and directions; curriculum development; program learning outcomes assessment data and action plans, student equity and success, program resources (human, equipment, facilities, and budget/fiscal). *In order for a program's progress and needs to be included in the Program Review Executive Summary by Academic Affairs, the program review must be submitted to the dean by the agreed upon due date.*

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.

In sum:

Program reviews are due to dean March 1st (or near that date based on dean's schedule)
Dean has 15 days to complete a review
Faculty have 15 days to respond/make changes
APRC calendars the faculty peer review
APRC committee have 15 days to complete the review once calendared
Faculty have 15 days to respond/make changes based on APRC feedback
APRC forward report to the VPAA
VPAA has 30 days to provide feedback
Faculty have 15 days to respond to VPAA feedback
APRC calendars vote that program review has gone through the process and is considered complete
After APRC vote of approval, APRC has 15 days to post the program review on the College website and provide faculty and Institutional Research and Planning Office a copy of the report
APRC has 30 days from the vote to provide the Superintendent-President a copy of *Sections 7: Goals and Planning*.

Program Review Updates

Every year programs will be required during fall flex to report on the status of program review goals and make updates in CurriCUNET. Having up-to-date goals will not only clarify program priorities, but will put faculty in the best position to lobby for needed resources. Various committees that oversee budget planning processes will use the program review goals database to ascertain program level needs. It is important to note that many goals will not be resource driven, but will be initiatives faculty undertake to improve classroom practice, curriculum, outcomes assessment, etc.

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Samples

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 can also access the template and the APRC agendas and minutes.

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PROGRAM REVIEW FLOW CHART

A brief summary of how your program review self-study will make its way to publication

Faculty create PR self-study → Discipline faculty provide feedback; sign-off → Dean reviews & provides narrative feedback → Faculty integrate dean's feedback & sends to APR

APR Committee reviews & sends feedback to faculty → Faculty integrate feedback & sends back to APR → APR sends to VP; VP provides narrative → Faculty integrates VP feedback; publication
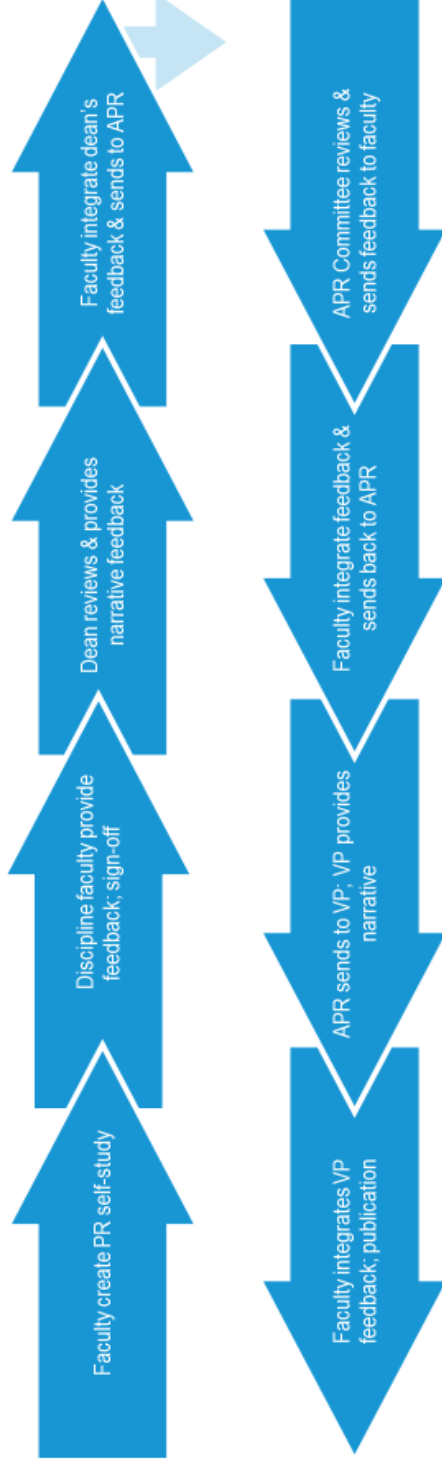
The goal is to publish the most accurate, complete discipline specific program review self-study. A data driven analysis should reflect that state of the program over the last five years and the goals for the next five. Unless factual/data errors are made or the self-study isn't complete, it is up to the discretion of discipline faculty to integrate the feedback of the dean, APR committee and the VP of Academic Affairs. Faculty have 15 days to integrate dean's feedback & the feedback of the APRC & 30 days to integrate the VPAA's feedback. All supporting documentation will be housed in Institutional Research & Planning including a record of outstanding issues if they exist. Self-studies will be forwarded to the AS president, Superintendent-President & Governing Board as information.

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Document 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:

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Self-Study 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	PLOs, 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	PLOs 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 PLOs 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 PLOs 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 PLOs 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.

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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. These abridged reviews 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.

The abridged review should include:

Program Introduction – One or two paragraph introduction to the program including any significant programmatic changes that took place in the last two years

Enrollment – Number of sections offered and headcounts over the last two years. Explanation for any trends

Curriculum Analysis – Any changes to courses offerings (deletions, additions, prerequisite changes) and/or degrees or certificates over the last two years. Include any significant changes to course times, locations, and/or course modality.

Demonstrated Effectiveness – Report on the number of certificates and degrees awarded in the last two years. Assess whether students are gaining employment upon completion of coursework.

Labor Market Data – Report on labor market projections for occupations in discipline area

Advisory Meetings – Describe membership on the advisory committee and summarize recommendations from committee members. Attach minutes (2 meetings per year)

PLO/SLO Analysis (Optional) – Review status of program and student learning outcomes. Have there been any changes over the last two years, are assessments being completed, and have any of the findings led to programmatic and/or course level actions changes.

Duplication of Services – State if the program provides any unnecessary duplication of other state funded manpower training programs in the college's service area. Faculty can utilize Cal Pass for data https://www.calpassplus.org/

Core Indicator Report – Review the Perkins core indicator report for your TOP Code at Solano from the last two years. What are your areas of strength and which areas need improvement?

Perkins Funding – Provide a summary of how your program utilized Perkins funding over the last two years

Planned Actions – List and/or describe your program goals based on current analysis of data (enrollment, labor market, core-indicators, industry changes, advisory recommendations, etc.).

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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 it tables)
- Use 1 inch margins all around
- The questions should remain in the document in blue font
- Use black font for your responses
- Indent your paragraphs
- Use page numbers on the bottom right corner
- Avoid leaving titles "hanging" at the bottom of pages
- Be mindful of spacing (too much or too little between paragraphs or tables)
- Keep the title page intact, but add the name of your program
- 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 4 PLOs)
- If adding tables, make sure 1 inch margins remain and there is a narrative to accompany the table(s).
- Any lengthy additions should be added as appendices (for example, advisory minutes, event flyers, extensive labor market data/charts)

On the next page is an example of a well-formatted (stylized) section of a program review.

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Example of a well-stylized section. (Note this is just a portion of the response to 1.4 and is serving as an example of formatting, not a complete answer to question 1.4).

1.4 Population Served. Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

The Art Department is proud of the diversity of its student body. We strive to provide a supportive, fair, and academically-challenging environment for all our students—and are deeply sensitive to the role of art in the pursuit of social justice.

The following two bar charts (at the top of the next page) show, on the left, the ethnic diversity of the college as a whole (using Fall semester data) since 2008, and on the right, the diversity of students taking art classes during the same period:
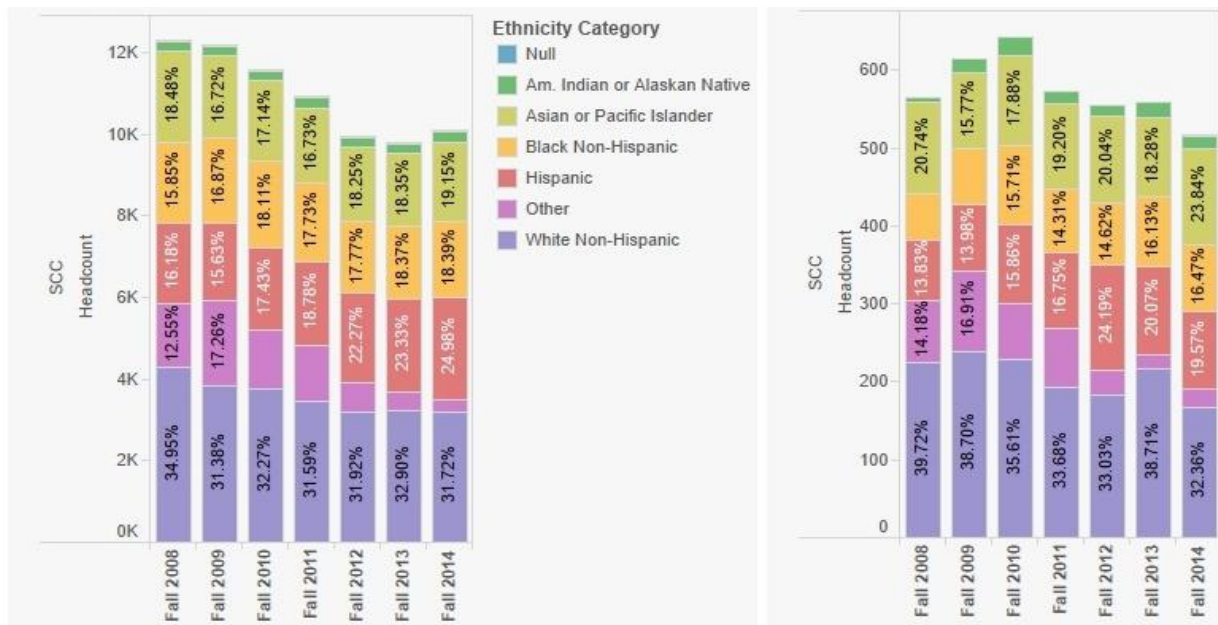
The data shows that the ethnic diversity of students taking art classes reflects the diversity of the college as a whole. The growing percentage of Hispanic students since 2008 demands particular attention. The course Art 3B, Arts of Africa, Oceania, and the Americas, was created in part to allow deeper study of the arts of the Americas. However, more attention is needed to ensure substantive discussion of Latino artists in other art and art history classes (see Table 2: Educational Master Plan, Project 1).

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Academic Program Review Foundational Guidelines

Program review is a lengthy endeavor completed every six years to thoroughly analyze the interworking of the department. The ultimate goal is to increase student access, success, and for overall program improvement.

Here are some key points to help guide your program review report writing.

- Program review self-studies are completed collaboratively among faculty
- If there are multiple degrees within a discipline, consider whether it might be beneficial and easier to analyze in separate program reviews. For example, Sports Medicine chose to create a separate review from Kinesiology to analyze the specific nuances of that program.
- Analysis is data-driven, primarily based on reports generated by the Office of Institutional Research and Planning (ITRP). The data can be added as an appendix at the end of the report.
- Student feedback generated through a survey is integrated into the report. For CTE programs, advisory committee feedback is also incorporated
- Sections are summarized concisely with adequate analysis in areas that relate to programmatic or institutional planning (distance education, basic skills, etc.)
- Analysis of student success and equity include goals and planned actions for supporting underrepresented or less successful groups
- Data such as FTES, FTEF and PLO/SLO assessments are used as rationale for resource planning (faculty hiring, equipment/facility requests, etc.)
- Goals are developed that will help steer planning in multiple facets of the program (curriculum, assessment, student success, community integration, resources, etc.)
- Both full-time and part-time faculty have the opportunity to review the self-study and provide feedback
- Both full-time and part-time faculty have the opportunity to sign the self-study stating they have read and concur with the report
- When feedback is provided (dean, APR, VPAA), faculty gather collectively to decide where they may want to integrate feedback into the self-study. If there are data/factual errors, these must be changed. If there are incomplete sections, they must be completed before it can move forward to the Academic Program Review Committee
- Faculty may consider adding some of the feedback into their goals
- Before submitting the program review report to the dean, look over the document rubric and ensure the template is complete in its entirety

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Appendix (Related to question 2.5):
Calendar of Assessments

Use this chart to check when, in the next five years, each course's SLOs will be assessed. Please be sure to assess each twice during this time period. Put the course id in the column on the left, and an "x" under the semester when faculty plan to assess the course. Then in the chart below, state which year the PLOs will be assessed. PLOs should be assessed once in the next five years.

Discipline:

SLO Assessment Calendar

	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22

PLO Assessment Calendar
Faculty typically choose to assess all the PLOs during the same academic year. Please mark the year they will take place (refer to the assessment calendar).

	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22
PLO1										
PLO2										
PLO3										
PLO4										

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Program Review Data

There are two main sources for accessing discipline specific program review data: drop box and interactive data.

Dropbox

The first source of data is the Solano College Drop Box. This can be accessed from anywhere with the link: http://dropbox.solano.edu

The username and password are both: coursedata

In the drop box you will see a file that says "**Program Review Reports**." Find your discipline and right-click to download your data. In this report you will find enrollment data, FTES, population served, success data disaggregated by age, ethnicity, and gender, etc.

The "**Course Data Reports**" can help faculty mine through specific courses to determine success trends when there are multiple sections of a course, as requested in question 5.2.

In the dropbox, you will also see a folder for "**Awards Data**" where you will find the number of certificate and degrees awarded to your program.

There is also a link to "**Program Financial Data**" which can be used for question 6.5

Interactive Data

When updated, a second source of 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.

If faculty wish to personalize data collection beyond what these two resources permit, please contact Peter Cammish and/or Pei-Lin Van't Hul in the Department of Research and Planning.

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.

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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.abbott@solano.edu

For CTE Programs:

Labor Market Data

Career Technical Education programs need to review labor market data for question 1.7. 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 Indictor 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/

Approved by Academic Senate 12/05/16

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.

Approved by Academic Senate 12/05/16

Vice President of Academic Affair'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

Student Surveys

Student surveys should be completed during the spring semester the year prior to your program review writing year. If you wish to create an online survey contact 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 would they take particular courses if they were offered online). However all surveys should ask questions that promote student access and success, such as preferred timing of course offerings, why students chose the course, and their career and/or transfer goals. The survey and detailed survey results should be put in an appendix. Here are a few examples of student 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
   b. Child Development /Family Studies
   c. Criminal Justice
   d. Human Services
   e. Humanities
   f. Nursing
   g. Social sciences
   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

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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)
    a. Fits my schedule
    b. Instructor reputation
    c. Friend's advice
    d. Rate my Professor
    e. By location

8. Where do you get your textbooks for courses?
    a. Solano Bookstore
    b. Order online
    c. eBook
    d. Library
    e. Other _____
    f. I don't use a book

9. What is your preferred class schedule? (mark top 3 choices)
    a. MW
    b. TR
    c. MWF
    d. MTWRF
    e. 3 hours on Friday
    f. Night classes
    g. Friday and Saturday
    h. Saturday and Sunday
    i. Early start (8 week)
    j. Late start (8 week)
    k. On-line

10. What is your preferred time for class?
    a. Early morning (start at 7, 8 or 9)
    b. Morning (start at 10 or 11)
    c. Early afternoon (start 12 or 1)
    d. Late afternoon (start 2 or later)
    e. Evening (start 5 or later)

11. What is your preferred location for classes?
    a. Fairfield Campus
    b. Travis Air Force Base
    c. Vacaville Campus
    d. 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

    a. Fairfield
    b. Travis Air Force Base
    c. Vacaville
    d. Vallejo

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

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

13. I access material on MyCourses on MySolano.
14. I access course material on other websites.
15. I buy the textbook for the course.
16. I use the textbook.
17. I read the reading assigned for the course before class.
18. I read the reading assigned for the course only before exams or quizzes.
19. I don't read the textbook.
20. I conduct self-assessments (quiz myself).
21. I participate in study groups.
22. I schedule study time during the week.
23. I review my class notes.
24. I attend class.
25. I seek out my professor.
26. I use the internet to seek additional information regarding class topics.
27. I complete assigned homework.
28. I review my work before submitting it.
29. I complete class requirements on time.

30. How many different psychology professors have you had courses with?
    a. 1
    b. 2
    c. 3
    d. 4
    e. 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?

Solano College 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?
   o One
   o Two
   o Three
   o Four or more

2. Is your major in this department?
   o Yes
   o No
   o Undecided

3. What is your reason(s) for taking this class? (mark all that apply)
   o General education requirement
   o Required for major
   o Transfer
   o Improve job skills
   o Prerequisite
   o General interest
   o Fits my schedule
   o Other:_____

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

5. How satisfied are you with the availability of courses in this department?
   o Very Satisfied
   o Satisfied
   o Neutral
   o Dissatisfied
   o Very Dissatisfied

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

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

b. Weekends
   o Saturday mornings
   o Saturday afternoons
   o Would not attend on Saturdays

7. Would you take an online course in this department?
   o Yes
   o 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?
   o Yes
   o No

10. Have you utilized the Solano College Children's Program for an observation or assignment?
   o Yes
   o No

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

12. How satisfied are you with the quality of instruction in the CDFS department?
   o Very Satisfied
   o Satisfied
   o Neutral
   o Dissatisfied
   o Very Dissatisfied

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

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

14. How satisfied are you with the quality of the classrooms CDFS courses are taught in?
- o Very Satisfied
- o Satisfied
- o Neutral
- o Dissatisfied
- o 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?

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 below. 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.

LIBRARY COLLECTION EVALUATION FORM FOR PROGRAM REVIEW

PROGRAM: **DATE:**
REVIEWED BY (PROGRAM FACULTY):   **REVIEWED BY (LIBRARY FACULTY):**

Please answer YES or NO to the questions in the table below for each collection listed. Please follow-up any "NO" answers with written explanation. Answer N/A when applicable.

Collection Types:	Are core subject materials represented?	Currency (are items up to date? Outdated?)	Appropriateness for student needs and learning levels?	Gaps in subject coverage?	Adequacy for faculty professional development?	Adequate for meeting the needs of DE and Center students?
Books (online/print)						
Databases						
Reference Materials (online/print)						
Periodicals (print)						
Media (online/physical)						
Textbooks						
Other (bones/rocks/misc)						

I/we have reviewed the library's holdings for the program and do:
        _____ recommend additional resources in the subject areas on the attached list.
        _____ recommend the withdrawal of items on the attached list.

Summary of Evaluation Findings (use back if necessary):