PROGRAM REVIEW HANDBOOK &
SELF-STUDY TEMPLATE

Pilot Spring 2013-Fall 2013

SOLANO
COMMUNITY COLLEGE

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INTRODUCTION

At Solano Community College (SCC) program review has three goals:

1. To maintain academic integrity and rigor
2. To facilitate integrated, long-range planning
3. To provide continual program improvement

Both the California Education Code and the 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. 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, and in particular with the Program Review Facilitator, to provide current data to the faculty of programs under review, to create and analyze student surveys, and to support a manageable system for data entry and retrieval.

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.

Program review follows a five-year cycle, wherein all of a school's programs are reviewed over the course of one year. It consists of two components: formal reporting and administrative review. Faculty complete a comprehensive self-study every five years as well as an annual status report, which addresses progress made on recommendations identified in the previous program review cycle. These reports are then reviewed, first by the Academic Program Review Committee and then by the Executive Vice President of Academic and Student Affairs.

PROGRAM REVIEW PROCESS

Preparation

The Program Review Facilitator from the Office of Institutional Research and Planning will notify the dean of the school the year prior to the review. Each program will designate a lead writer and a committee from their faculty to produce a self-study report. Lead writers will be awarded reassigned time commensurate with the size of the program (still in under negotiation) and can opt for their reassigned time to be awarded the Spring semester prior to the review, during the summer prior to the review year, or during the Fall semester of the review year.

During flex week of the Spring semester prior to the review year, representatives from the Academic Program Review Committee attend the school meeting to discuss the purpose and scope of the self-study report. Each program will be asked to develop a student survey, with support from Institutional Research and Planning, the results of which will become part of the self-study.

Trainings

Early in the semester prior to the review year, a self-study training will be held for lead writers. This meeting will be facilitated by the Program Review Facilitator from the Office of Research and Planning and the Chair of the Academic Program Review Committee. A data packet will be provided to each program under review, 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 five years and addresses the program's performance as it relates to the college's mission and strategic goals, curriculum development, student success, program resources, and long-range planning. The report draws on qualitative and quantitative data relevant to the program. To assist the Academic Program Review Committee in making sound recommendations regarding allocation of resources, 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 (discussed below). The lead writer will be responsible for compiling the work of the committee into one, integrated written document (and in subsequent years into a database) and adhering to all deadlines.

Self-study reports are due to the school's dean early in the first semester of the review year. The dean will review the report with the lead writer and self-study committee, recommend any additions or changes, and submit the final report to the Academic Program Review Committee.

Administrative Review

The Academic Program Review Committee will review the self-study report. When clarification about aspects of the report is necessary, the Committee will prepare written questions for the self-study committee. The Committee will forward the questions to the lead writer, dean, and faculty coordinator (if applicable). The self-study committee will, in consultation with the dean, provide written responses to the Committee.

Next, the lead writer will present their self-study report to the Academic Program Review Committee. Following the meeting, the Committee will formulate its commendations as well as recommendations to either expand, maintain, or revamp the program. The recommendations will be forwarded to the Executive Vice President of Academic and Student Affairs (EVP), Superintendent/President and Governing Board.

The EVP will review the findings of the Academic Program Review Committee and issue a reject, revise, or accept decision regarding the self-study report and the recommendations of the Academic Program Review Committee. If a revise or reject is issued regarding the self-study, the EVP will meet with the Academic Program Review Committee to discuss the basis of the decision. A meeting will be set up with the dean of the school and the program faculty to address the findings and make an action plan (if applicable). Lead writers and deans can submit a written rebuttal to the EVP's findings. Once changes have been completed, the program will come before the Academic Program Review Committee to report the changes.

When the review process has been completed, the Academic Program Review Committee will submit a written report to the Faculty Coordinator (if applicable), the school dean, Academic Senate, the EVP, and the Superintendent/President. The Superintendent/President will sign the report. The chair of the Academic Program Review Committee will present the final report to the Governing Board.

Follow-up Report

Every year programs will be required to submit a follow-up report to the dean and the EVP. The report shall address the status of progress in addressing the program's goals and the recommendations made by Academic Program Review Committee's in the previous review cycle and any updates to the program's plans to address these. In addition, the EVP will meet with the faculty representative(s) of the program and the school dean each year after the review to follow-up on progress made. Finally, the follow-up report will be inputted into the Program Review Database and forwarded to the Academic Senate.

SELF-STUDY TEMPLATE

1.1 Introduction. Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered, and a brief history of the program. Include recent changes to the program or degrees and whether a transfer degree has been established in accordance with SB 1440.

1.2 Relationship to College Mission and Strategic Goals. Describe the program's relationship to the overall mission of the college: "Solano Community College educates an ethnically and academically diverse student population drawn from our local communities and beyond. We are committed to help our students to achieve their educational, professional and personal goals centered on thoughtful curricula in basic skills education, workforce development and training, and transfer level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students."

Using the matrix provided in Table 1, describe which of SCC's Strategic Directions and Goals the program supports. Address only the Goals relevant to the program. *Limit evidence to one paragraph per objective.*

Table 1. SCC's Strategic Directions and Goals

Goal 1: Foster Excellence in Learning	Program Evidence
Obj. 1.1 Create an environment that is conducive to student learning.	
Obj. 1.2 Create an environment that supports quality teaching.	
Obj. 1.3 Optimize student performance on Institutional Core Competencies	
Goal 2: Maximize Student Access & Success	Program Evidence
Obj. 2.1 Identify and provide appropriate support for underprepared students	
Obj. 2.2 Update and strengthen career/technical curricula	
Obj. 2.3 Identify and provide appropriate support for transfer students	
Obj. 2.4 Improve student access to college facilities and services to students	

Obj. 2.5 Develop and implement an effective Enrollment Management Plan	
Goal 3: Strengthen Community Connections	*Program Evidence*
Obj. 3.1 Respond to community needs	
Obj. 3.2 Expand ties to the community	
Goal 4: Optimize Resources	*Program Evidence*
Obj. 4.1 Develop and manage resources to support institutional effectiveness	
Obj. 4.2 Maximize organization efficiency and effectiveness	
Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.	

1.3 Enrollment. Utilizing data from Institutional Research and Planning, analyze enrollment data. Include the number of sections offered, the full-time equivalent enrollment (FTE) for each semester since the last program review cycle, and the number of declared degree seekers in the program. Compare the enrollment pattern to that of the college as a whole, and explain some of the possible causal reasons for any identified trends.

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.

1.5 Status of Progress toward Goals and Recommendations. Report on the status of goals or recommendations identified in the previous educational master plan and program review.

Table 2. Educational Master Plan

Educational Master Plan	*Status*
1.	
2.	
3.	
4.	
5.	

Table 3. Program Review Recommendations

Program Review Recommendations (Previous Cycle)	Status
1.	
2.	
3.	
4.	
5.	

1.6 Future Outlook. Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs.

CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

Program Level Outcomes

2.1 Using the chart provided, list the Program Level Student Learning Outcomes (PLSO) and which of the "core four" institutional learning outcomes (ILO) they address. In the same chart, specifically state (in measurable terms) how your department assesses each PLSO. For example, is there a capstone course (which one), is it completion of a series of courses (list), is it a passing grade on certain assignments that are universally given (list), passing a licensing exam, completing a portfolio, etc.

Table 4. Program Level Outcomes

Program Level Outcomes	ILO (Core 4)	How PLO is assessed
1.		
2.		
3.		

2.2 Report on how courses support the Program Level Outcomes at which level (introduced (I), developing (D), or mastered (M))

Table 5. Program Courses and Program Level Outcomes

Course	PL01	PL02	PL03	PL04

2.3 Describe the results of the program level assessments and any changes/planned actions made based on the outcomes of program level student learning assessments.

Table 6. Program Level Assessments

Program Level Outcomes	Dates Assessed	Results	Action Plan
1.			
2.			
3.			

Student Learning Outcomes

2.4 Describe your program's process of updating course level SLO's, assessments, and planned actions for change. Address how courses with multiple sections have been aligned so that a common tool is utilized to assess student learning outcomes; describe any steps taken to standardize measures.

2.5 Fill out the chart that records your department's timeline/cycle for completing SLO's during the next Program Review Cycle.

Table 7. SLOs

Course #	Course Name	*F2013*	*S2014*	*F2014*	*S2015*	*F2015*	*S2016*	*F2016*	*S2017*

2.6 Based on data received from the office of Institutional Research and Planning, report the percent completion of course level student learning outcomes, assessments, and results of actions completed. Review the course level SLOs at all levels to ensure accuracy of information provided (core four, level of mastery, assessment tool, etc.).

2.7 Provide a gap analysis, and your program's planned strategy for achieving/maintaining currency.

2.8 Describe any changes made to the program or courses that were a direct result of student learning outcomes.

Curricular offerings

2.9 Course offerings. Attach a copy of the course descriptions from the most current catalogue. Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. Include a discussion of courses offered at Centers (Vacaville, Vallejo, Travis) and any plans for expansions/contraction of offerings at the Centers.

2.10 Instructional Quality. Describe how the faculty ensures high quality instruction and appropriate breadth, depth, and rigor in courses. Include the student to faculty ratio.

2.11 Teaching Methodologies. Provide examples of how instructors vary their delivery modes and teaching methodologies to reflect the diverse needs and learning styles of its students. Include examples of efforts to extend learning beyond the classroom into the community.

2.12 Fill rates/Class size. Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment.

2.13 Course sequencing. Report on whether courses have been sequenced for student progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame.

2.14 Basic Skills (if applicable). Describe the basic skills component of the program, including how the basic skills offerings prepare students for success in transfer-level courses. Analyze courses with prerequisites and co-requisites, and whether this level of preparation supports student success.

2.15 Student Survey. Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses?

2.16 Four-year articulation (if applicable). Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation.

2.17 High school articulation (if applicable). Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students?

2.18 Distance Education (if applicable). Describe the distance education courses offered in your program, and any particular successes or challenges with these courses. Include the percentage of courses offered by modality and the rationale for this ratio. Discuss your program's plans to expand or contract distance education offerings. State how you ensure your online courses are comparable to in-class offerings.

2.19 Advisory Boards/Licensing (CTE) (if applicable). Describe how program curriculum has been influenced by advisory board/licensing feedback. How often are advisory board meetings

held, provide membership information and what specific actions have been taken. Attach minutes from the past two years.

STUDENT EQUITY & SUCCESS

3.1 Course Completion and Retention. Anecdotally describe how the program works to promote student success. Include teaching innovations, use of student support services (library, counseling, DSP, etc), community partnerships, etc. Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze by gender, age, ethnicity, and on-line (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate). Provide possible reasons for these trends and planned action to equalize student success.

3.2 Degrees/Certificates Awarded **(if applicable).** Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

3.3 Transfer **(if applicable).** Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities.

3.5 Career Technical Programs **(if applicable)**. For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/ licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data.

PROGRAM RESOURCES

4.1 Human Resources. Include the number and names of full-time faculty, adjunct faculty, classified staff, and the full to part time teaching ratio (compare this ratio to the college average). Describe how the members of the department have contributed to the college and the community to improve student success. List relevant professional development activities, college leadership positions, community affiliations/leadership positions, grant writing, etc. Include any sabbatical activities and their relevance to program goals.

4.2 Describe any changes to classified or academic faculty since the last program review cycle and how those changes have impacted the program. Address current or future staffing needs.

4.3 Equipment. Address the currency of equipment utilized by the program and how it affects student services/success. Make recommendation (if relevant) for technology, equipment, and materials that would improve quality of education for students.

4.4 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives.

4.5 Budget/Fiscal Profile. Provide a five year historical budget outlook including general fund, categorical funding, VTEA, grants, etc. Discuss the adequacy of allocations for programmatic needs.

PROGRAMMATIC GOALS & PLANNING

5.1 Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement.

5.2 Based on the self-study analysis, prioritize the program's short (1-2 years) and long term goals (3+ years). Check whether the goal requires fiscal resources to achieve.

Table 8. Short-Term and Long-Term Goals

Short-Term Goals	Planned Action	Target Date	Person Responsible	Source
1.				
2.				
3.				
Long-Term Goals	Planned Action	Target Date	Person Responsible	Source
1.				
2.				
3.				

In the source column denote "SP" for Strategic Proposals, "DP" for Department Budget, "P" for Perkins or "NR" for No Additional Resources Needed. Can add more than 3 short and long-term goals.