SOLANO COLLEGE ACADEMIC PROGRAM REVIEW

NAME of PROGRAM

2020

SECTION 1: PROGRAM OVERVIEW

1.1 Introduction.

> [Data provided for Section 1.4:
> o Program-specific population data charts, with age, ethnicity, gender for past two years (aggregated), compared with college; as available, additional data on special populations (may include non-traditional, displaced homemaker, economically disadvantaged, limited English proficiency, single parent, students with disabilities, first generation, LGBT, Veteran)]

- Specify what degrees and certificates are offered in the program. Copy and paste the program description(s) and list of classes for each program (degree/certificate) from the online catalog.

- If the program description is inaccurate, please describe the inaccuracies, and provide a corrected version here. Be sure also to add "modification to program description" as a goal in the Program Goals table at the end of Section 1.

- List the names of full-time and adjunct faculty in the program, along with any staff members and their titles/roles. Note major changes in personnel since the last program review.

- Briefly summarize any large, substantive changes made to the degrees/certificates since the last program review, and what prompted those changes. Note also any organizational changes (for example, if the program is now in a different School/Division than before).

- CTE Programs: Describe the membership of the program's advisory board. Describe how the program requirements are influenced by the advisory board, accrediting institutions, and other external organizations. Note how the membership might be expanded to get more helpful, diverse voices in the field.

- CTE Programs: Attach advisory board minutes from the past two years. If minutes are unavailable, please describe what meetings have taken place, noting dates if possible, along with attendees' names and professional positions.

1.2 Program Changes Leading to Improvement

- Note how program changes (degree/certificate changes, additions, or deletions) since the last program review have led to an improved experience for the student and greater student success.
- CTE programs: Now how changes recommended by the advisory board, and/or changes made in advisory board membership, have led to an improved experience for the student and greater student success.

1.3 Relationship to College Mission

- In a paragraph or two, please succinctly explain how the program supports aspects of the college's mission: *"Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals. Solano transforms students' lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities."*

1.4 Population

- Using the provided data, analyze the population of your program, compared with the college as a whole. Note if certain populations are more represented, or less represented, in courses in your department and/or courses in the degree/certificate. If there's a difference in demographic representation between your program and the college as a whole, note why this may be so.
- Summarize student survey data noting why students are taking Program courses, addressing expected or unexpected results.

1.5 Future Outlook

- Describe internal conditions expected to affect the future of the program in the coming years. Note what factors within the college (at the departmental, divisional, or college-wide level) may put a strain on the program or give it a boost in the next five years.

- Describe external conditions expected to affect the future of the program in the coming years. Note any signs that may point to an expanding need for employees in the field, or whether the field is narrowing, becoming more specialized, or changing in some other way.

- CTE programs: Attach labor market data, including employment and wage projections for employees in fields related to the program. Comment on any areas that appear especially relevant to the program and its graduates.

Program Goals

[Instructions: Note new or ongoing program-related goals (goals to delete, add, or significantly modify degrees/certificates); for each, note actions to be taken, person(s) responsible, priority, and time frame. For priority, note that "urgent" means that a program cannot properly function without changes made. For time frame, note that "short term" means within an academic year, and "long term" means within five years.]

Program Goals	Actions to be taken	Person(s) responsible	Priority (select one)		Time Frame	
			Urgent	Im-portant	Short-term	Long-term
			☐	☐	☐	☐

SECTION 2: COURSES

[Provided: Course list by title/number]

2.1 Course offerings

- Specify which courses in the department and/or degree/certificate have been deleted, added, or significantly modified since the last program review, and what prompted those changes.

- Note which courses in the department/degree/certificate are currently offered as hybrid and/or fully online.

2.2 Scheduling, Sequencing, and Fill

[Data provided:

- number of sections offered in Fall, Spring, and Summer for all classes in the program by location per semester;
- headcount and FTES data chart(s) for Spring, Summer, Fall semesters (past 5 years, by semester), compared with college-wide]
- current sequencing –which courses students tend to take first, second, etc., over the past 5 years; fill rates for all courses in the program, by CRN, by location and modality, and by semester, over the past 5 years]

- Review the provided scheduling data. Note whether all required courses in a degree/certificate are offered regularly. If a required course is offered infrequently, so that a student's progress might be delayed, explain current obstacles to offering the course more frequently.

- For online courses, note whether the same course, or a course which fulfills the same degree/certificate requirement, is also offered face-to-face in the same semester.

- Describe the student survey feedback related to course scheduling. What barriers to enrollment do students report? In terms of timing, location, and instructional format of course offerings, what changes are suggested by the survey responses? Be sure to add any goals which address these survey responses to the Course Goals table at the end of Section 2.

- Using the provided data, analyze enrollment trends in the program, compared with the college as a whole. Note what factors may have influenced upward trends, including internal influences within the college (such as the addition of a full-time faculty position), and external influences beyond the college (such as increased demand for workers in a related profession). Also note what factors may have influenced downward trends, including internal influences (such as the loss of a full-time faculty position) and external influences (such as decreased demand for workers). For courses with low enrollment numbers, note possible causes (such as the type of class, scheduling, etc).

- Identify and discuss any courses that currently have an inappropriate class maximum.

- If some courses are more difficult to schedule and are consistently under-enrolled, note whether they are in a degree/certificate, and/or if they are general education courses. Describe plans to make these courses more available in the future (such as scheduling changes or offering the course in a different location), or plans to delete these courses from the degree and/or catalog. As appropriate, add goals to the Course Goals table at the end of Section 2, and to the Outreach Goals table at the end of Section 5.

- Review the sequencing data, which shows which courses students typically take first, second, etc. If there is a preferred sequence of classes that students should take in the department/degree/certificate, note if the students are taking the classes in the correct order. If there is no preferred sequence, please explain why a sequence is not relevant for student success in the department/degree/certificate.

2.3 Prerequisites, Course Advisories, and Placement.

- Review the program's use of prerequisites, co-requisites, or advisory courses. Note how these courses generally prepare students for higher-level work. If there are designated basic skills courses in your discipline, discuss how they prepare students for success in higher level courses.

- Review and summarize student survey feedback regarding prerequisites. Note how advisories and pre- and co-requisites might be changed to get students better prepared for classes in the program. Be sure to add any goals which address these survey responses to Section 2.6.

- If an assessment/placement process is used to place students in discipline courses, discuss the effectiveness of the process.

2.4 Articulation

[Instructions: *Please note: Articulation means a course taken at one institution counts towards a degree/certificate at another institution. For example, a student taking an articulated course in high school gets credit for the same course at SCC. A student who takes an articulated course at SCC gets credit for the same course at a university. Courses that transfer to a UC/CSU do not necessarily articulate; an articulated course at SCC counts towards the student's major at a CSU or UC—it's not counted as just an elective.*
If articulation agreements appear incomplete, contact the Articulation Officer for assistance in getting those courses articulated.)]

- Identify any courses in the department/degree/certificate that are articulated at local high schools. Describe any preparatory agreements with area schools. Note any plans to articulate courses with high schools in the future.

- For programs leading to four-year degrees, use ASSIST.org to investigate articulation agreements with at least two target UC/CSU campuses (where students tend to transfer most). Note whether the articulation agreements are up-to-date.

- For Associate Degrees for Transfer (AA-T or AS-T), use c-id.net/courses to verify that courses in the degree are properly articulated. Note whether the articulation agreements are up-to-date.

2.5 Course Changes Leading to Improvement

- Using specific examples, describe how any changes to courses (additions, modifications, deletions, adding hybrid or online options) have led to an improved experience for students and greater student success. Include changes in courses to support student equity, such as diversifying course content or adopting more inclusive textbooks.

- Using specific examples, describe how any changes to scheduling, course sequencing, and/or course advisories/requisites have led to an improved experience for students and greater student equity.

Course Goals

[Instructions: Note new or ongoing course-related goals (goals to delete, add, or significantly modify courses; goals to offer courses in a different modality or location; goals to change course sequencing or schedule; goals to change course advisories, co-requisites, or pre-requisites); for each, note actions to be taken, person(s) responsible, priority, and time frame. For priority, note that "urgent" means that a program cannot properly function without changes made. For time frame, note that "short term" means within an academic year, and "long term" means within five years.]

Course Goals	Actions to be taken	Person(s) responsible	Priority (select one)		Time Frame	
			Urgent	Im-portant	Short-term	Long-term
			☐	☐	☐	☐

SECTION 3: ASSESSMENT

[Provided: ILO, GELO, PLO, and SLO table for department]

3.1 Program Learning Outcomes (PLOs)

- Summarize the student survey feedback related to PLOs. To what extent do majors understand the PLOs, find the classes effective in preparing them to succeed in the PLOs, and feel they are able to achieve the PLOs?

- Discuss which PLO presents the greatest challenge for students, and why.

3.2 *Student Learning Outcomes (SLOs)*

- Review the current status of SLOs in your program. Note if all course SLOs are written (at least two per course). Identify which courses have not been assessed in over two years, and note which of these courses have not been offered in over two years.
- Describe collaborative efforts among faculty to assess SLOs. For example, note how rubrics have been used in different sections of the same course, or across courses, to aid SLO assessment.

3.3 *General Education Learning Outcomes (GELOs)*

- For general education courses, give examples of how SLOs relate to the College's General Education Learning Outcomes.

3.4 *Assessments Leading to Improvement*

- Using specific examples, describe how PLO and/or SLO assessments have led to an improved experience for students and greater student equity.

Assessment Goals

[Instructions: Note new or ongoing assessment-related goals (goals to delete, add, or significantly modify SLOs or PLOs; or, goals to catch up on missing/delayed assessments); for each, note actions to be taken, person(s) responsible, priority, and time frame. For priority, note that "urgent" means that a program cannot properly function without changes made. For time frame, note that "short term" means within an academic year, and "long term" means within five years.]

Assessment Goals	Actions to be taken	Person(s) responsible	Priority (select one)		Time Frame	
			Urgent	Important	Short-term	Long-term
			☐	☐	☐	☐

SECTION 4: STUDENT SUCCESS

4.1 Student Success and Support

- Describe how students in the program are directed to support services at the college, such as the library, counseling, DSP, etc. Describe how students are supported within the department/program.
- Describe the student survey feedback related to success. What barriers did students identify, and what did they find helpful? How did students address the question of equity and emotional safety?

4.2 Success by Course and Modality

[Provided data includes success rates for face-to-face, online, and hybrid classes in program courses, by course number (e.g., PSCH 001), for the past 5 years (year to year), compared to college as a whole]

- Review the student success rates in the program/department compared to the college as a whole, including success rates in various modalities (online, hybrid, face-to-face). Note if student success rates seem consistent with the college as a whole, or if students overall perform much better, or struggle more, in program/department courses. Provide possible reasons for higher or lower success rates.

4.3 Success by Population

[Provided data includes success rates for particular populations compared with college as a whole (e.g., gender, age, ethnicity, disabled, economically disadvantaged, first generation, foster youth, and veteran students]

- Review the student success rates in the program compared to the college as a whole, focusing on specific populations (gender, age, ethnicity, etc.). Note how the success rates of these specific student populations compare with the success rates of their peers college-wide. If relevant, compare student success in general education classes (across specific populations) with student success in degree-specific courses. Note if certain groups are significantly more or less successful than their peers, and if there have been any clear trends upward or downward since the last program review.

4.4 Success Across Sections (if applicable).
[Provided data includes success rates for the same course with more than 5 sections, across all CRNs in the program, for the past two years)]

- In courses with many sections (5 or more per semester), compare success rates by CRN. If there is large range of success rates, describe how the department/program might make student success rates more consistent and equitable (for example, using the same rubric for grading).

4.5 Cross-Discipline Success and Collaboration (if applicable).

- For certificates or degree programs with required courses outside the discipline/department, look at the success rates of students in those classes. Note if there are courses outside the discipline that students seem to struggle with, and describe any past or current collaborations with those discipline faculty to strategize.

4.6 Degrees/Certificates Awarded (if applicable).

[Provided data includes graduation rates in the program, by degree/certificate and by year, for the past 5 years; may include graduation rate by population)]

- Review the number of degrees and certificates awarded over the past five years, and address any clear upward or downward trends. If students are leaving the program before earning the degree/certificate, note whether certain courses are a stumbling block, or if students don't need all the courses in the program to achieve their goals. Note if certain populations of students are having greater difficulty completing the program.

4.7 Preparation for the Future
- Describe how students are informed about future options, such as the kinds of schools they might transfer to, the kinds of employment available in their field, and what further degrees might be useful to get into a particular profession. CTE programs should specifically note if any agreement or MOU exists with employers to place graduates.
- CTE programs: Note if there are any statewide, local or national tests that students should take, after leaving your program, in order to get employed or be more competitive in the job market. Note also if students need additional study or coursework (not provided by the college) before they are ready to take those tests. Explain how students are informed about these requirements.

Success Goals

[Instructions: Note new or ongoing success-related goals (goals for tutoring and support); for each, note actions to be taken, person(s) responsible, priority, time frame, funding type, and anticipated cost.
Since success-related goals may involve changes to degrees/certificates, courses, outreach strategies, etc., please add such goals to the relevant sections above.

For priority, note that "urgent" means that a program cannot properly function without changes made. For time frame, note that "short term" means within an academic year, and "long term" means within five years.]

Success Goals	Actions to be taken	Person(s) responsible	Priority (select one)		Time Frame		Funding			Cost
			Urgent	Im-portant	Short-term	Long-term	N/A	One-time	On-going	
			☐	☐	☐	☐	☐	☐	☐	

SECTION 5: OUTREACH

5.1 Outreach for Equity

- Describe outreach efforts since the last program review to attract and retain under-represented populations (such as diversified curriculum or guest lecturers).

5.2 Outreach on Campus
- Describe how the program has connected with the campus community. Include any cross-discipline collaborations, student clubs, or other activities that connect students in the program to the college as a whole.
- Describe how information about the program has been shared with counselors. Note if counselors have been regularly contacted regarding program changes, and whether there is currently need for more coordination with Counseling.

5.3 Outreach to the Community
- Describe how the program has connected with the larger community. Provide examples of activities, field trips, and community/classroom partnerships since the last program review. Note who has been brought into the classroom, and where students have been brought, beyond the classroom.
- Describe outreach efforts to advertise the program to prospective students outside campus.
- Describe outreach efforts to connect faculty with professional organizations, prospective employers, etc.

5.4 Outreach Leading to Improvement

- Using specific examples, describe how outreach efforts have led to an improved experience for students and greater student success.

Outreach Goals

[Instructions: Note new or ongoing outreach-related goals (goals to attract/retain students, expand campus or community outreach, connect with counselors, schools, employers, etc.); for each, note actions to be taken, person(s) responsible, priority, time frame, funding type, and anticipated cost.

For priority, note that "urgent" means that a program cannot properly function without changes made. For time frame, note that "short term" means within an academic year, and "long term" means within five years.]

Outreach Goals	Actions to be taken	Person(s) responsible	Priority (select one)		Time Frame		Funding			Cost
			Urgent	Im-portant	Short-term	Long-term	N/A	One-time	On-going	
			☐	☐	☐	☐	☐	☐	☐	

SECTION 6: RESOURCES

6.1 Human Resources

[Provided data includes FTEF rates in the program by year for the past 5 years)]

- Describe the current staffing levels in the program, and whether they are currently adequate to meet students' needs. If the program has been functioning for a while without needed faculty/staff, note how long has this position been needed, and how this gap has affected the program's health.

- Note what gaps will need filling within the next year, and within the next five years, and why new or replacement faculty/staff will be needed.

6.2 Technology & Equipment
- Note what types of technology and equipment the program typically needs to operate. Describe how the existing technology/equipment works to serve the program's needs, and in what ways the existing technology/equipment is inadequate. If the program has been functioning for a while without needed technology/equipment, note how long the technology/equipment has been needed, and how this gap has affected the program's health.
- Describe survey feedback describing students' experiences with technology in the classroom.

- Note what technology and equipment will be needed in the next year, and the next five years, and why it will be needed.

6.3 Facilities
- Describe the facilities typically used by your program. Note what classrooms, buildings, and other facilities the program currently uses/occupies. Describe how the existing facilities serve the program's needs, and in what ways the existing facilities are inadequate to meet students' needs. If the program has been functioning for a while with inadequate facilities, note how this has affected the program's health.

- Describe survey feedback describing students' experiences with the Program's facilities.

- Note what new facilities will be needed in the next year, and the next five years, and why they will be needed.

6.4 Library Resources
- Review the college's discipline-specific library resources with a librarian. Summarize the current status of the library resources and plans to supplement the collection. [Upload the librarian's collection evaluation form to the blue folder.]

6.5 Funding
- Note the program's routine costs, including the types of goods replenished on a regular basis, and the types of services regularly contracted. Note whether any of the funds for these goods/services come from a special source; if so, note if the funding will run out or will continue for the foreseeable future.
- Note if the existing funding is adequate, or inadequate, to support the program. If the program has been functioning for a while with inadequate funding, note how this has affected the program's health.

6.6 Resources Leading to Improvement
- Using specific examples, describe how changes to staffing, faculty, technology, equipment, facilities, library collection, and/or funding have led to an improved experience for students and greater student equity. CTE programs: Address specifically any improvements funded by Perkins money.

Resource Goals

[Instructions: Note new or ongoing resource-related goals (hiring, technology and equipment, facilities, library, or funding); for each, note actions to be taken, person(s) responsible, priority, time frame, funding type, and anticipated cost.

For priority, note that "urgent" means that a program cannot properly function without changes made. For time frame, note that "short term" means within an academic year, and "long term" means within five years.]

Resource Goals (ex: hiring, technology, facilities, etc.)	Actions to be taken	Person(s) responsible	Priority (select one)		Time Frame		Funding			Cost
			Urgent	Im-portant	Short-term	Long-term	N/A	One-time	On-going	
			☐	☐	☐	☐	☐	☐	☐	

SECTION 7: CONCLUSION

7.1 Need for Improvement and Support
- Summarize the program's top two or three areas most in need of improvement and support.

7.2 Improvement, Success, and Strength

- Summarize the program's top two or three areas of improvement, success, and strength.