Agenda

- General Overview
- Annual Planning Process
- Data Analysis
- Templates
- Resource Requests – Revised
- Program Review Webpage
- SPOL

General Overview

What is involved?

Overview of New Process

- Every program will answer annual prompts and choose one core topic to review each year.

- There are five core topics that need to be completed during the six-year cycle.

- Year six gives the opportunity for programs to catch-up or update previous years' topics.

Annual Questions

- Program mission
- Significant program changes
- Learning outcomes assessment
- 2- year program maps
- Staffing changes
- Program successes
- CTE 2-year labor market review
- Resource Request

Annual Planning Process

Annual Program Planning Steps

Step 1
Choose a Core Topic to analyze for the year.

Step 3
Use the discussion templates to gather program faculty feedback.

Step 5
Input responses into online software.

Step 7
Create new program planning initiatives and resource requests

Step 2
Choose data to use in analysis. (Contact IE if you need help with program data.)

Step 4
Gather feedback from peers and/or advisory board teams.

Step 6
Review and update program planning initiative online.

Choose a topic

5 Core Topics

- Curriculum Design
- Innovative Scheduling
- Education and Industry Partnerships
- Enrollment and Efficiency
- Academic & Support Services
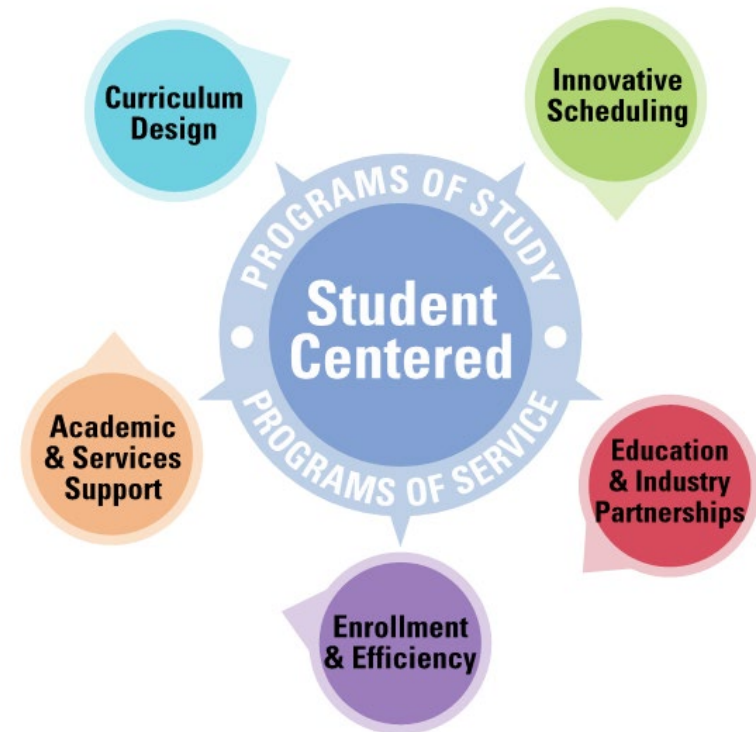
Core topic question prompts:

- What data were analyzed and what were the main conclusions?

- Based on the data analysis and looking through a lens of equity, what do you perceive as challenges with student success or access in your area of focus?

- What are your plans for change or innovation?

- How will you measure the results of your plans to determine if they are successful?

*Curriculum and Teaching Design – additional question

- What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?
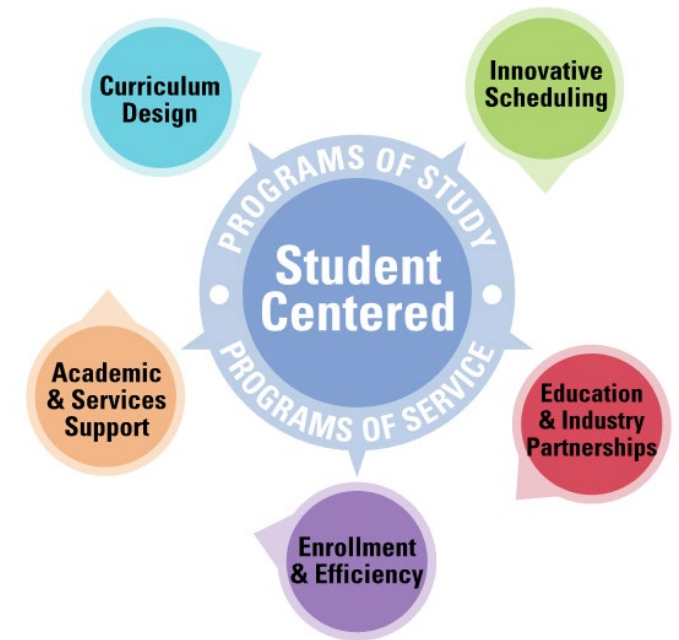
Innovative Scheduling

Embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data.

Possible topics:

Instructional Programs

- Review scheduling practices – program map alignment, successes, and challenges.

- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.

- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.

- Address scheduling conflicts or dependencies across disciplines or general education areas.

Student Services

- Analyze staff and faculty scheduling.

- Assess scheduling of meetings with students or meetings in general.

- Examine scheduling of calendar events.

Curriculum Design

Analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices.

Possible topics:

Instructional Programs

- Review courses and programs through an equity lens to assess access and success.

- (Course review) Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there a disproportionate impact within certain demographic groups? impact within certain demographic groups.

- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)

- Assess and integrate program learning outcomes (PLO).

Student Services

- Assess workshops and events planned throughout the year using data collected from such events.

- Review equipment, supplies, and technology for efficiency.

- Review equitable practices within the department. What does the department do to promote equity and inclusion.

Education and Industry Partnerships

Review relationships with four-year institutions, including preparation for transfer and changes in major requirements. Assess labor market needs and outcomes with a focus on the needs of employers and regional partners.

Possible topics:

Instructional Programs

- Review academic transfers and associate degree for transfer alignments.

- Review articulation agreements.

- Review C-ID (course identification system) modifications.

- Integrate advisory committee recommendations and regional training needs.

- Review career and technical education (CTE) labor market information and trends.

- Explore collaborations, internships and externships, and cooperative work experience opportunities.

Student Services

- Review relationships with partner organizations and institutions.

- Review relationships with inter-departmental areas.

- Assess partnerships with high schools and other institutions.

- Gather feedback on practices from other institutions and professional development opportunities like conferences and summits.

Enrollment and Efficiency

Look for areas of growth or decline, relationship to the college and similar programs, and trends (e.g., head count, enrollment and full-time equivalents for students and full-time equivalents faculty).

Possible topics:

Instructional Programs

- Review FTES, headcount, and enrollment trends disaggregated by population groups.

- Assess trends in productivity.

- Review retention and success rates by modality and disaggregated by population groups.

- Analyze through put of students from entry to completion and assess time to completion and disproportionate impact.

- Collaborate with guided pathways success teams to determine if programmatic barriers exist.

- Establish program goals for success rates.

Student Services

- Analyze any quantitative data collected.

- Assess departmental metrics that are pertinent to the program mission.

- Conduct surveys for customer satisfaction, and accomplishment of goals.

Academic and Support Services

Assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

Possible topics:

Instructional Programs

- Collaborate with guided pathways student success team members to ensure institutional barriers are mitigated.

- Review and summarize student support options.

- Implement student surveys and evaluate results.

- Assess co-curricular support programs and services.

Student Services

- Implement institutional surveys that evaluate attainment of outcomes.

- Analyze and summarize inter-departmental relationships.

- Assess needs for interdepartmental supports.

- Analyze participation in shared governance practices with committees and councils

- Analyze interdepartmental communication

Planning Process – Dialogue is Key!

- Possible subject for department agendas and discussion
- Discussion with discipline instructors
- Coordination of core topics within disciplines

Data Analysis

Data choices will depend on the program and core topic chosen.

Data Analysis

The table below provides possible data sources depending on the core topic.

Core Topic	Possible Data
Curriculum and Design	• Program enrollments • Program equity dashboard • Units to time completion by program
Innovative Scheduling	• Scheduling data • Scheduling heat map • Faculty/staff input
Education and Industry Partnerships	• Program degree data • Advisory committee survey • Market and labor data
Enrollment and Efficiency	• Program data • Guided pathways success team discussions
Academic and Support Services	• Service surveys

Discussion Templates

Use the discussion templates to gather program faculty feedback

Area of Focus Discussion Template
INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:
- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

1. What data were analyzed and what were the main conclusions?

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

3. What are your plans for change or *innovation*?

4. How will you *measure* the results of your plans to determine if they are successful?

Sample Review - Template

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name _Automotive Technology_ **Academic Year** _2021/22_

1. Has your program mission or primary function changed in the last year?

   No.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

   Yes.
   1. We have partnered with Toyota North America to offer the TechsElite program to our students and are working on incorporating that program into our curriculum.
   2. We will be losing our access to building O-300 in the coming year and are working on a plan to minimize the impact to our enrollments.

Learning Outcomes Assessment

   a. Please summarize key results from this year's assessment.
      We are still re-formulating the Program Learning Outcomes. We have pared down the Program Outcomes and identified assessment instruments and rubrics (see "Automotive Technology Program Outcomes 2021"

   b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
      Moving form the Course outcomes to Program outcomes will require input from all faculty. This is a bit cumbersome due to the majority of faculty being part time instructors.

   c. Please summarize recommendations and/or accolades that were made within the program/department.
      NA

   d. Please review and attach any _changes_ to planning documentation, including PLO rubrics, associations, and cycles planning.
      The re-formulation will include assessment schedules and assignment of responsibilities.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

It has been increasingly difficult to maintain the 2 year plans with the availability of our part time instructors. As we move into the NATEF certification process this will become increasingly difficult due to the requirement that all instructors have ASE certifications in the areas they teach. We will be hard-pressed to maintain the 2 year plans with the reduction in offerings and instructional space as a result of the loss of O-300.

4. Were there any staffing changes?
   We have hired 2 new part time instructors (Roberto Hernandez Ferniza and Federico Solorio) both of whom are graduates of our program.

5. What were your program successes in your area of focus last year?
   This is the first year using the new Program Planning and Review model so there was no specific area of focus last year but because of the Auto tech faculty involvement in the Program Planning and Review process we have made some progress in all of the areas of focus.
   We have been active in the Guided Pathways Success Teams and Committees and continue to work towards incorporation of those resources into our students' success.

CTE two-year review of labor market data and pre-requisite review

6. Does the program meet documented labor market demand?

   There were 150 openings in 2020 between SLO and Santa Barbara counties. AHC had 55 completions (SBCC had 11) in the same period. In our region we have more students completing than any other college.
   (https://www.hancockcollege.edu/ie/documents/F22%20Automotive%20Service%20Techs%20and%20Mechanics.pdf)

7. How does the program address needs that are not met by similar programs? We offer a full compliment of courses on a regular basis and have complete wrap-around services to students from financial aide to placement.

8. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain. 71% of our completers are employed within 2 semesters of finishing and 83% are employed in the trade or a closely related trade. Those classified as "Skill Builders" roughly 35% saw a wage gain.

9. Have recommendations from the previous report been addressed?
   a. Change all Course SLOS to reflect passing professional certification tests as an outcome.
   DONE

Planning Initiative (Objectives)

Initiative (Objective) steps:

1. Please reference each object using this naming convention: program prefix (PHTO for Photography) objective number (Obj-1) and then the title of your objective.
2. Next enter the planning year.
3. Select which collegewide plans and initiatives this objective supports.

Yearly Planning Update

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	ER Obj-2 Video Speeches for Student Learning and enhancement
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25

Description:
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)
The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705

☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

Core Topic

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	
Planning years:	*(The academic years this will take to complete)*

Description:
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705

☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

Resource Request

Resource Requests: Please use the Resource Request Excel template (see below) located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Program Review Website

https://www.hancockcollege.edu/ie/programreview.php

Find everything you need for your program review by clicking on the yellow accordion tabs.
- Guides and template
- Data dashboards
- Survey information (Not required this year)
- CTE and labor data
- Resources and trainings

- Posted program reviews (new process)

- Also available are program reviews from prior years (old process)

NEW REVISED AS OF 8/28/2023 Instructional Program Guides and Templates

NEW REVISED AS OF 8/28/2023 Student Services Program Guides and Templates

Data Dashboards

Surveys

CTE Labor Data

Resources & Trainings

Administrative Program Review Templates and Resources

Current Program Reviews - New Process

Academic Affairs

Student Services

Program Reviews from Prior Years - Old Process

Academic Affairs

Student Services

Administrative

PLEASE NOTE – Forms have been revised

In the *Guides and Templates* tab you will find a template for each core topic in pdf and Word format. You will also find the Resource Request template in Excel format.

The Program Review Guide and the SPOL User Guide can also be found here.

Please note that there is a separate tab for Student Services programs.

NEW REVISED AS OF 8/28/2023 Instructional Program Guides and Templates

Innovative Scheduling

📄 **Innovative Scheduling Template**

Embraces mapping, scheduling, and student outcomes. Review modalities, times, days, sequences. Support areas of interest, retention and graduation data.

Word Format

Education & Industry Partnerships

📄 **Education & Industry Template**

Relationship to four-year colleges. Assess employment outcomes, preparation for transfer, changes in major requirements, needs of regional partners and employers.

Word Format

Enrollment & Efficiency

📄 **Enrollment & Efficiency Template**

Look for areas of growth or decline, relationship to college and similar programs. Headcount, enrollment, FTES, FTEF

Word Format

Academic & Services Support

📄 **Academic & Services Support**

Assess and improve relationship with tutorial, library, counseling, LAP, etc... Evaluate co-curricular support courses.

Word Format

Curriculum Design

📄 **Curriculum Design Template**

Analysis of currency, modalities, articulation, and industry needs.

Word Format

Student Centered
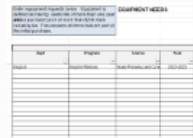
📄 **Yearly Planning Updates Template**

Yearly required questions.

Word Format

GUIDE

📄 **Program ReviewGuide**

SPOL

📄 **SPOL UserGuide**

Resource Request Template

Excel Format

- In the *Data Dashboards* accordion tab you will find the dashboards. The core topics they can be used for are listed below each dashboard.
- The *CTE Labor Data* tab provides external dashboards such as Strong Workforce, U.S. Bureau of Statistics, and Labor market information reports.
- The final accordion tab includes training resources to help in leveraging data to address equity gaps.

Strategic Planning Online (SPOL) Information

- 2023 Pilot and training

Strategic Planning Online (SPOL)

Strategic Planning Online (SPOL)

Sample Review - SPOL

English as a Second Lang (NC)

Program Review

Name of Institution: Allan Hancock College

Date: 12/20/2022

1 Annual Questions

A   Program Mission

a. Has your program mission or primary function changed in the last year?
(Program Mission)

Response

No, it hasn't.

B   Program Changes

b. Were there any noteworthy changes to the program over the past year? (eg. new courses, degrees, certificates, articulation agreements)
(Program Changes)

Response

Yes. We have added two new courses to our mirrored course list; NESL 551 & 552. These are in addition to NESL 550.

We've changed the certificates of completion and competency to better serve the needs of our students by only making the highest core level be required and the other course is an elective of the students' choice. The certificate of completion will be phased out by 2022-2023 since the SP grade will have been in place for a year at that point, and the challenge exams will be in use for students who need to show competency for courses completed before the SP grade was implemented. Lastly, all NESL courses have been approved for Distance Learning/Education.

Teaching innovations:

Submission Process

- The Core Topic along with the Yearly Planning Questions should be submitted as one document to the dean for signature. Please put the Yearly Planning Questions first followed by the Core topic.

- The Excel Resource Request form should be emailed to Christy Lopez in the Academic Affairs Office, please cc. Janet McGee in Institutional Effectiveness. Please include your program in the file name. (File must be in Excel format)

Save the Date!

In-depth data training session
September 29 11-Noon

More information to come!

Thank you for your participation!