



Program Review Training (*New Process*)

January 19, 2023

Survey says.....

“I really enjoyed working on my program in this manner. We’ve made some great improvements, and I see areas for improvement and exploration that I never would’ve thought of before this process! It’s exciting!”

“This new process of program review and planning breaks up the cumbersome, dedicated-time-specific process of program review and annual updates tasks and gives it more meaning and drive for your program. “

“I especially like that the review process is spread over several years instead of one big effort.”

Comments from the program review pilot

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



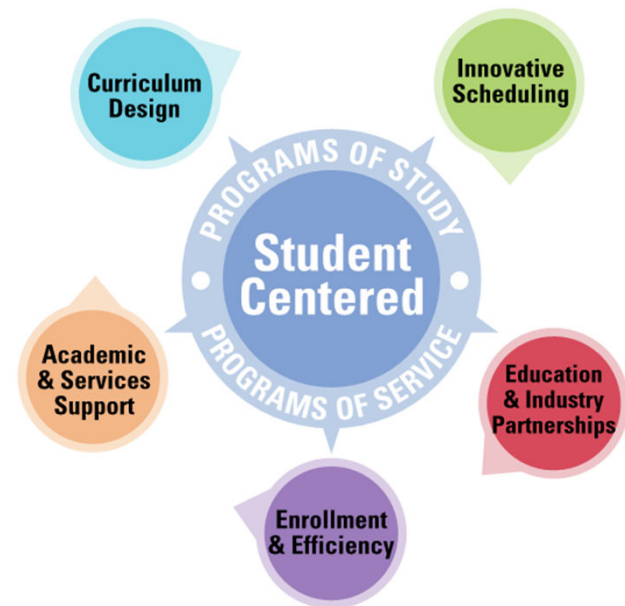
Annual Planning Process



Choose a topic

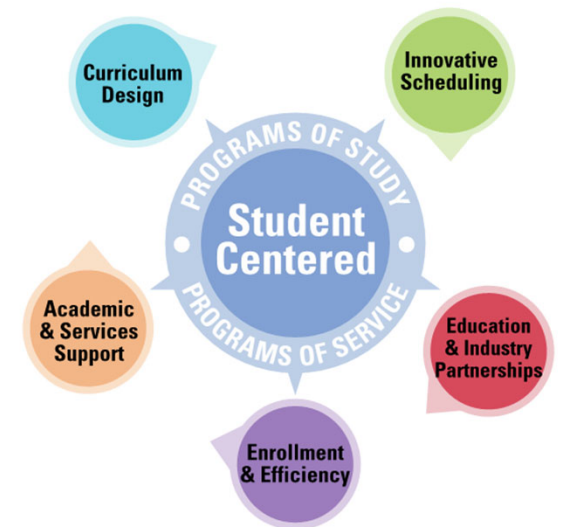
5 Core Topics

- 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 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.



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.



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!

- Subject for department agendas and discussion
- Discussion with discipline instructors

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	<ul style="list-style-type: none">• Program enrollments• Program equity dashboard• Units to time completion by program
Innovative Scheduling	<ul style="list-style-type: none">• Scheduling data• Scheduling heat map• Faculty/staff input
Education and Industry Partnerships	<ul style="list-style-type: none">• Program degree data• Advisory committee survey• Market and labor data
Enrollment and Efficiency	<ul style="list-style-type: none">• Program data• Guided pathways success team discussions
Academic and Support Services	<ul style="list-style-type: none">• 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

- Has your program mission or primary function changed in the last year?
No.
- Were there any noteworthy changes to the program over the past year? (eg. new courses, degrees, certificates, articulation agreements)
Yes.
 - 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.
 - 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

- 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")
- Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
Moving from 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.
- Please summarize recommendations and/or accolades that were made within the program/department.
NA
- 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.

- 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.

- 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.
- 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

- 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/files/documents/F22%20Automotive%20Service%20Tech%20and%20Mechanics.pdf>
- 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.
- 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.
- Have recommendations from the previous report been addressed?
 - Change all Course SLOS to reflect passing professional certification tests as an outcome.
DONE

Sample Planning Initiative – Resource Request

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. **This section is only used if there are new planning initiatives and resources requested.**

Example:

	Definition	Sample
Mission	The values and philosophy of the program, a vision of what the program is supposed to do.	The mission of the English program is to develop students' reading and writing skills by providing opportunities for critical thinking, research, and analysis. Moreover, the program affirms its promotion of equity and diversity among the community by providing opportunities and outreach to eradicate illiteracy.
Goals	The general aims or purposes of the program and its curriculum. Effective goals are broadly stated, meaningful, achievable and can lead to assessable outcomes.	Increase literacy and writing competency within the students and college community.
Program planning initiatives	Program planning initiatives are specific activities that a program would need to complete in order to achieve goals and mission.	Develop community literacy program for historically underrepresented populations.
Actions/ Resource Request	These are the specific actions/resources needed to complete a planning initiative.	Gather volunteers from students and teachers to tutor at community center. Budget: \$500 for supplies.

The tables below are to create objectives/planning initiatives that come from the discussion and narrative above.

Sample:

New Program Planning Initiative	
Title:	<i>(Short description of the planning initiative)</i> Telescope night
Planning years:	<i>(The academic years this will take to complete)</i> 2021-22 to 2024-25
Description:	
<i>(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.)</i>	
The success levels of our courses have indicated that students need to have a hands-on experience with finding and pinpointing important celestial objects. Having a telescope night would allow students to learn how to align and find objects.	
Resources:	
Priority Level: Low Medium High	
Resource Type: Equipment Staff Faculty Supplies and Materials	
Quantity: 1	
Per Item Price: \$69.99	Price with taxes/shipping, etc.: \$76.00
Description:	
Telescopes for students to use during the telescope nights. It is a 70mm telescopes for Adults Astronomy & Kids & Beginners, 300mm Portable Refractor Travel Telescope (15X-150X) with A Smartphone Adapter& A Wireless Remote	
https://www.amazon.com/ToverBee-Telescope-Telescopes-Professional-Smartphone/dp/B095XQVTNM/ref=sr_1_4?crid=256FVSAQ5EU0P&keywords=telescope&qid=1667944660&sprefix=telescop%2Caps%2C160&sr=8-4&ufe=app_do%3Aamzn1.fos.18ed3cb5-28d5-4975-8bc7-93deae8f9840	

Strategic Planning Online (SPOL)

Welcome, Janet McGee

2022-2023 (Current) 🔍 🔔 👤 JM

Today ◀ ▶ 📅 January 2023 Day Week **Month**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	01	02	03	04
05	06	07	08	09	10	11

Due Date
There are no records to display.

Alerts
There are no records to display.

Favorites
There are no records to display.

History
There are no records to display.

Strategic Planning Online (SPOL)

< Program Details

ENGLRHET

2022-2023 (Current) 🔍 🔔 👤 JM

INFO PROGRAM REVIEW OUTCOMES ATTACHMENTS HISTORY

ENGLRHET

Program Manager
West, Elizabeth

Program Description
This is a test program and is not real.

Program Mission Statement
The mission of the ENGLRHET program is to provide high quality education in the area of English rhetoric by providing high quality education in reading, writing, rhetorical analysis, and research.

Program Members
Butler, Steven
McGee, Janet
Murphy, Paul

Courses
1 ENGL112 - Transfer Engl Composition Skill

Planning Units
English Rhetoric- Sample Program

Associated Planning Initiative (Objective)s
There is no record to display

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 Change)

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:

Program Review Website

The screenshot shows the Program Review Website interface. At the top is the Allan Hancock College logo and a navigation menu with links for ABOUT, SERVICES & SUPPORT, ACADEMICS, ADMISSIONS, and PAYING FOR COLLEGE. Below the menu is a breadcrumb trail: Home / Institutional Effectiveness / Program Review. The main heading is "PROGRAM REVIEW". A central diagram features a blue circle labeled "Student Centered" with five surrounding colored circles: Curriculum Design (blue), Innovative Scheduling (green), Education & Industry Partnership (red), Employment & Efficiency (purple), and Academic & Services Support (orange). Below the diagram, text states: "For each of the 5 Core Topics, Faculty engage in:" followed by a bulleted list: Review, Data Analysis and Action Plans; Identify resources needed: Staff, Faculty, Technology, Equipment, or Other; Reflect & Assess. A blue button labeled "SPOL" is positioned above a link for "Strategic Planning Online (SPOL)". At the bottom, a vertical list of yellow buttons with right-pointing arrows includes: Instructional Program Guides and Templates, Student Services Program Guides and Templates, Data Dashboards, Surveys, CTE Labor Data, and Resources & Trainings.

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



- Also available are program reviews from prior years



Instructional Program Guides and Templates



Student Services Program Guides and Templates



Data Dashboards



Surveys



CTE Labor Data



Resources & Trainings



Program Reviews from Prior Years

Academic Affairs



Student Services



Administrative



In the *Guides and Templates* tab you will find a template for each core topic in pdf and Word 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.

Instructional Program Guides and Templates

<p>Innovative Scheduling</p> <p>Innovative Scheduling Template Embraces mapping, scheduling, and student outcomes. Review modalities, times, days, sequences. Support areas of interest, retention and graduation data.</p> <p>Word Format</p>	<p>Education & Industry Partnerships</p> <p>Education & Industry Template Relationship to four-year colleges. Assess employment outcomes, preparation for transfer, changes in major requirements, needs of regional partners and employers.</p> <p>Word Format</p>	<p>Enrollment & Efficiency</p> <p>Enrollment & Efficiency Template Look for areas of growth or decline, relationship to college and similar programs. Headcount, enrollment, FTES, FTEF</p> <p>Word Format</p>
<p>Academic & Services Support</p> <p>Academic & Services Support Assess and improve relationship with tutorial, library, counseling, LAP, etc. Evaluate co-curricular support courses.</p> <p>Word Format</p>	<p>Curriculum Design</p> <p>Curriculum Design Template Analysis of currency, modalities, articulation, and industry needs.</p> <p>Word Format</p>	<p>Student Centered</p> <p>Yearly Planning Updates Template Yearly required questions.</p> <p>Word Format</p>

[Program Review Guide](#)
[SPOL User Guide](#)

- In the *Data Dashboards* accordion tab you will find the dashboards. The core topics they can be used for is 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.

Data Dashboards ✓

Enrollment
Core Topic(s):

- Innovative Scheduling
- Enrollment Trends and Efficiency

Success & Retention
Core Topic(s):

- Curriculum & Teaching Design
- Enrollment Trends & Efficiency

Awards & Trends
Core Topic(s):

- Innovative Scheduling
- Curriculum & Teaching Design
- Education & Industry Partnerships

Course Schedule by Day and Room

Scheduling Heat Map
Core Topic(s):

Student Surveys
 All campus surveys/Custom

CTE Labor Data ✓

COMMUNITY COLLEGE PIPELINE
 Community college offerings, student characteristics, milestones, completion, and employment outcomes to support program review and planning

PERKINS V CORE INDICATORS
 Annual enrollment, fiscal and performance data.

STRONG WORKFORCE PROGRAM
 Completion and employment data for examining long-term outcomes.

U.S. Bureau of Labor Statistics
 The Bureau of Labor Statistics is the principal fact-finding agency

California Employment Development Department
 State labor statistics are provided including wages and occupational projections.

One Net Online
 The O'NET Program is the nation's primary source of

Resources & Trainings

WestEd: Data Informed Practice
 Dec. 3, 2021
 This training will prepare you to facilitate a data-informed practice on our campus, using data from LaunchBoard and other sources.

WestEd: Data-Informed Practice - A Crash Course
 April 22, 2022
 Leveraging data and collaborative problem-solving to address equity gaps on your campus.

Thank you for your participation!