PROGRAM

Self-Study

☒ **PROFESSIONAL-TECHNICAL** ☐ **GENERAL EDUCATION** ☐ **BASIC STUDIES** ☐ **ADMINISTRATIVE UNIT**

Purpose

Program review is an opportunity for self-study, recognition of the excellence of educational and support programs, and an opportunity to identify areas where results can be improved. Program review involves multiple departments across the campus to determine how well each program and support unit is achieving objectives and advancing the mission, core themes, and learning outcomes of the college.

, Faculty
, Dean
00/00/2018

YEAR ONE – Program Review Self-Study

SECTION 1: STUDENT AND PROGRAM DATA

#1: STUDENT PARTICIPATION MEASURES

Below is data regarding a) student demographics, b) student enrollment, and c) student retention trends over the last 3 years. Review the data and provide comments and feedback, using the following questions as starting points (If you have questions about this data, please meet with IR staff during their program review office hours). This information will be reviewed and discussed during the Program Review Team Meeting, and action items will be determined at that time.

- What trends do you notice?
- Do you see any areas that you would like to improve or change? Explain here.

SECTION 1 COMMENTS (to be completed by faculty):

A. Student Demographics by Gender, Race/Ethnicity, and Age (3 yr cumulative)

Hispanic /Latino	Asian*					Native Hawaiian/ Pacific Islander	Black/African/ African-American*			Alaska Native/ American Indian	White	Other
	Asian	East Asian	Filipino	South Asian	Southeast Asian		Black	African	African-American			

Race/Ethnicity of Asian and African-American are sub-categorized as follows for the better understanding of achievement gap among them: 1. (A)Asian, 2.(EA)East Asian,3.(F)Filipino, 4.(SA)South Asian, 5.(SEA)Southeast Asian, 6.(B)Black, 7.(A)African, 8.(AA)African-American

Female	Male	< 20 yrs of age	20-29 yrs of age	30-39 yrs of age	40+ yrs of age

B. Student Enrollment (over last three years)

Annual Program FTEs	3 Years Ago		2 Years Ago		Last Year	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
Avg Qtrly Headcount						
Avg % of Capacity / RTC Avg	/ 81.6%		/ 80.4%		/ 86.3%	

C. Student Retention (includes all cohorts)

	3 Years Ago	2 Years Ago	Last Year
1st to 2nd quarter retention rate for all programs over one quarter in length			

#2: STUDENT SUCCESS MEASURES

Below is data regarding a) completion rates and b) labor market data. <u>Review the data and provide comments and feedback, using the following questions as starting points</u> (If you have questions about this data, please meet with IR staff during their program review office hours). This information will be reviewed and discussed during the Program Review Team Meeting, and action items will be determined at that time. **Faculty may also attach documentation and comment on additional internally tracked placement and wage data they have collected from students over the last three years.**

- What trends do you notice?
- Do you see any areas that you would like to improve or change? Explain here.

<u>SECTION 2 COMMENTS (to be completed by faculty):</u>

A.   Completion (includes all cohorts)

	3 Years Ago	2 Years Ago	Last Year
Completion Rates – Certificate Only*			
Completion Rates – Degrees*			
Professional Exams/Licenses – Pass Rates**			

These categories are mutually exclusive. The TOTAL completion rate equals the certificate rate plus the degree rate.
**Faculty to provide pass rates for professional/license exams.

B.   Completion by Race/Ethnicity and Gender (3 yr cumulative)

	Hispanic /Latino	Asian*					Native Hawaiian/ Pacific Islander	Black/African/ African-American*			Alaska Native/ American Indian	White	Other
		A	EA	F	SA	SEA		B	A	AA			
Completion Rates – Certificate Only**													
Completion Rates – Degrees**													

*Race/Ethnicity of Asian and African-American are sub-categorized as follows for the better understanding of achievement gap among them: 1. (A)Asian, 2.(EA)East Asian,3.(F)Filipino, 4.(SA)South Asian, 5.(SEA)Southeast Asian, 6.(B)Black, 7.(A)African, 8.(AA)African-American
**These categories are mutually exclusive. The TOTAL completion rate equals the certificate rate plus the degree rate.

	Males	Females
Completion Rates – Certificate Only*		
Completion Rates – Degrees*		

These categories are mutually exclusive. The TOTAL completion rate equals the certificate rate plus the degree rate.

C.   Employment (for all completers)

Placement Rates* (3-Yr Average)	
Wages* (3-Yr Average)	$ median annual wages (hourly wage x 2080) $ median annual earnings (quarterly earnings x 4)
Current Demand Status **	:
Projected Growth Rate**	

#3: STUDENT SATISFACTION (based on end of quarter student evaluations)

The following data is derived from the quarterly student evaluations of each program. The first area reported below represents an average of ten questions related to program policies, practices, and resources. Review the data and provide comments and feedback, using the following questions as starting points (If you have questions about this data, please meet with IR staff during their program review office hours). This information will be reviewed and discussed during the Program Review Team Meeting, and action items will be determined at that time.

- What trends do you notice?
- How is the program rating comparing to the rating for all programs?

SECTION 3 COMMENTS (to be completed by faculty):

	3 Years Ago	2 Years Ago	Last Year
Are this program's policies, practices, resources adequate?* *SCALE: Strongly Disagree(1), Disagree(2), Neutral(3), Agree(4), Strongly Agree(5)*			
1st Qtr students only – Is this program meeting your expectations?* *SCALE: Strongly Disagree(1), Disagree(2), Neutral(3), Agree(4), Strongly Agree(5)*			
Overall Rating of the program (# of responses) *SCALE: Poor (1), Fair (2), Good (3), Excellent (4)*			
Overall Rating of all RTC prof-tech programs (averaged)	3.4	3.3	3.4

*These questions changed from a 4-pt to a 5-pt scale in the 2015-16 year, resulting in higher average scores last year.

#4: PROGRAM DESIGN

A. **Program Description:** List the program description, which appears in the college publications, along with the occupations for which you are preparing your students.

B. **Curriculum Development**

Faculty: attach a copy of the syllabus for each current course in Addendum D

Activity	List of Courses / Activities	Explanation
Courses Added over last 3 yrs		
Courses Deleted over last 3 yrs		
Courses Modified over last 3 yrs		
Other Curr Dev Activities		
Technology-Mediated Delivery *(list all courses offered through the use of technology)*	**Online**:	
	Hybrid:	
	Web-Enhanced:	
Information Resources *(detail the ways in which the library and information resources are integrated into the learning process – Standard 2.C.6)*		

C: **Program Enhancements (over last three years)**

Enhancement	Explanation
Innovation (use of equipment, technology, use of Open Educational Resources, capstone activities, etc.)	
Partnerships (certifying bodies, business/ industry, educational, governmental, articulation agreements, internships/co-ops, etc.)	
National Program Accreditation (list accrediting agency, current accreditation status, future plans related to accreditation)	
Involvement with Community Events (events in which students participate)	
Other	

#5: PROGRAM ADVISORY COMMITTEE (see source document in Addendum C: Advisory Committee Membership and Feedback Summary)

Below is a summary of the feedback received from your Advisory Committee members. Review the data and provide comments and feedback, using the following questions as starting points (If you have questions about this data, please meet with IR staff during their program review office hours). This information will be reviewed and discussed during the Program Review Team Meeting, and action items will be determined at that time.

- How many committee members responded to the survey out of the total?
- If response rates were low, how can we increase participation?
- Is the committee representative of those working in the industry? **Please complete the section in the top right corner based on your assessment of the representation of your committee.**
- What are the program's areas of strength and areas for improvement (i.e., where are the highest and the lowest scores?)
- How can we use this data to improve our program (e.g., consider curriculum changes to address their feedback and/or determine action items).

SECTION 5 COMMENTS (to be completed by faculty):

Advisory Committee Feedback Summary	3 Year Average		Does the Advisory Committee membership have <u>appropriate</u> representation by:		
• **Program Outcomes**	Rating:	N/A	Gender	Yes	No
• **Curriculum**	Rating:	N/A	Race	Yes	No
• **Program Length**	Rating:	N/A	**Employer vs Employee**	Yes	No
• **Employability Soft Skills**	Rating:	N/A	**Labor Representation**	Yes	No
• **Technology/Equipment**	Rating:	N/A	**Alumni vs Non-Alumni**	Yes	No
• **Program Resources**	Rating:	N/A	**Avg # of Respondents**	0	
• **Real-World Learning Opportunities**	Rating:	N/A			
• **Business/Industry Collaboration**	Rating:	N/A	**How many have been on the committee for >6 years?**	N/A	
• **Innovation**	Rating:	N/A			
• **Overall Program Quality**	Rating:	N/A			

#6: PROGRAM PERSONNEL

A. Number of Program Personnel

	3 Years Ago	2 Years Ago	Last Year
Program Faculty FTE-F			
Student to Faculty Ratio (student FTE-S divided by faculty FTE-F)			
Other FTE, dedicated solely to program support (faculty to provide)*			

*This does not apply to most programs.

B. Qualifications of Program Personnel (list the academic and industry credentials for each program member – *NWCCU, Standard 2.B.4*)

C. Professional Development Activities (list ALL professional development activities in which each program member engaged over the last three years)

#7:   PROGRAM RESOURCES

     A. Facilities and Equipment - Summarize the facilities improvements and equipment acquisitions that have occurred over the last three years; **and student learning outcomes that have changed as a result**.

     B. Budget Resources – is the program budget appropriate for offering quality instruction for all students? If not, what needs to be changed? Please be specific.

PROGRAM SUMMARY (complete the following three parts)

PART ONE: **Update of Previous Program Planning Objectives**
Evaluate progress that has occurred in achieving each of the Program Planning Objectives from the previous three-year Program Review.

Program Planning Objective (from previous 3-year cycle)	Year 1 - Progress in Meeting the Objective
1.	
2.	
3.	

PART TWO: **Conduct Informal SWOT Analysis**
Summarize the program's current strengths, weaknesses, opportunities for program enhancement, and any threats/barriers to success.

PART THREE: Identification of Student Learning Outcomes to be assessed for this cycle.

• Using Addendum B: Student Learning Outcomes Alignment Worksheet as a guide, work with your dean to identify at least one **PROGRAM LEARNING OUTCOME**. *NOTE: If there are two or more full-time faculty, each instructor will select one Program Outcomes to assess.*
• List all **COURSE OUTCOMES** which are linked to the Program Learning Outcome(s). For each Course Outcome, list the associated assessment measures.

Selected Program Learning Outcome

Program Learning Outcome #	Description	Associated College Learning Outcome

Supporting Course Outcomes

CO#	Description	Assessment Measure(s)

• Throughout the next year collect the assessment measure data you have identified above. <u>You will be required to summarize, analyze and evaluate this data as part of **Year Two** of this Program Review cycle.</u>

YEAR ONE COMMENTS BY THE DEAN:

Include but do not limit your comments to answering the following questions:

- Is there a cohesive and coherent program design? Is it clearly delineated such that potential students and others can understand the educational pathways leading toward certification and degree attainment?
- Is the enrollment adequate?
- Does the program meet industry standards?
- Are there sufficient employment opportunities for graduates, are they obtaining employment in the field, and are there career advancement opportunities?
- Do entry-level wages exceed minimum wage?
- Is the program advisory committee actively involved and supportive?
- Are there student learning outcomes identified for the program and for each course? Do they align with the College Learning Outcomes and the College's mission and goals?
- Other comments?

PROGRAM REVIEW TEAM MEETING DATE:

NUMBER OF ATTENDEES:

PROGRAM REVIEW TEAM RECOMMENDATION:

□   Move Forward   □   Enhance   □   Intensive Review

*See the Program Review Rubric Report Summary for detailed scoring information.

SECTION 2: ASSESSMENT OF STUDENT LEARNING

#8:   Student Learning Outcomes – <u>Assessment Measures Data</u>

For each assessment measure identified in Year 1, **summarize** the data collected throughout Year 2.

#9   Student Learning Outcomes – <u>Analysis and Evaluation</u>

Analyze and evaluate the data that was collected and summarized in Step 8. Are students demonstrating acquisition of the learning outcome(s) as you expected? If not, why do you think you are seeing this result? What can you do to increase student competency, and demonstrate that level of competency?

#10: Student Learning Outcomes – <u>Implementation of Changes</u>

Identify any changes that need to be done as a result of the analysis and evaluation conducted in Step 9.

NOTE: *If you are proposing changes to the original student learning outcome or measurement tools, collect new assessment data during Year Three.*

YEAR TWO STATUS UPDATE (Complete the following two parts)

PART ONE: ACTION PLAN
Using the Action Plan at the end of this report summarize the status of the items identified in the Year One Report, noting those items which have been completed.

PART TWO: PROGRAM PLANNING OBJECTIVES
Evaluate progress that has occurred in Year Two in achieving each of the Program Planning Objectives from the previous three-year Program Review.

Program Planning Objective (from previous 3-year cycle)	Yr 2 - Progress in Meeting the Objective
1.	
2.	
3.	

YEAR TWO COMMENTS BY THE DEAN:

SECTION 3: PLANNING FOR THE FUTURE

#11: Closing the Loop

A. Student Learning Outcomes

If no changes were necessary as a result of the previous year's analysis of assessment data, go to #11.B.

If changes were made as a result of the previous year's analysis of assessment data, review the results from the new data which was collected to assess the effectiveness of those changes. Discuss the impact you believe the changes will have on student learning in the future.

B. Program Planning Objectives

List all program objectives from the previous 3 year program review cycle and indicate if the objective was met. If not, reflect on why not, if the objective is still relevant, and what can be done in the future to accomplish it.

1.	**Was this objective met, and if not why not?**
2.	**Was this objective met, and if not why not?**
3.	**Was this objective met, and if not why not?**

#12: Future Program Planning Objectives

Develop several Program Planning Objectives for the next three years based on the following:

1) The analysis/evaluation of program data in Year 1,
2) The review of student learning outcomes data in Year 2,
3) The overall accomplishment of program planning objectives from the previous three-year cycle, and/or
4) The status of the current Action Plan items,

For each Program Planning Objective identified, list the specific college planning objective it addresses.

Program Planning Objective	College Planning Objectives Addressed
1.	
2.	
3.	

YEAR THREE COMMENTS BY THE DEAN:

ADDENDUMS

ADDENDUM A: ACTION PLAN

ADDENDUM B: STUDENT LEARNING OUTCOMES ALIGNMENT WORKSHEET

ADDENDUM C: ADVISORY COMMITTEE MEMBERSHIP AND FEEDBACK SUMMARY

ADDENDUM D: CURRENT COURSE SYLLABI

ADDENDUM A: ACTION PLAN

YEAR ONE: At the conclusion of the Year One Program Review Team meeting, list any identified action items, including which people and/or departments should be involved in the resolution of the item.

YEAR TWO: At the end of the Year Two Program Review update meeting, discuss and summarize the status of all Action Plan items, noting which have been completed and which remain to be completed.

YEAR THREE: At the conclusion of the Year Three Program Review update meeting provide a final update on all Action Plan items and provide rationale for any items that have not been completed. *(Space for six items has been included – you may have less or you may need to add more)*

Item #1	
People/Depts Involved	
End of Year 2 Status:	
End of Year 3 Status:	
Rationale for non-completion	

Item #2	
People/Depts Involved	
End of Year 2 Status:	
End of Year 3 Status:	
Rationale for non-completion	

Item #3	
People/Depts Involved	
End of Year 2 Status:	
End of Year 3 Status:	
Rationale for non-completion	

Item #4	
People/Depts Involved	
End of Year 2 Status:	
End of Year 3 Status:	
Rationale for non-completion	

Item #5	
People/Depts Involved	
End of Year 2 Status:	
End of Year 3 Status:	
Rationale for non-completion	

Item #6	
People/Depts Involved	
End of Year 2 Status:	
End of Year 3 Status:	
Rationale for non-completion	

ADDENDUM B: STUDENT LEARNING OUTCOMES ALIGNMENT WORKSHEET

COLLEGE LEARNING OUTCOMES (CLO)	
CLO #	**CLO Description**
1	**RESPONSIBILITY** - Honest/ethical behavior; accountability for performance; appropriate work habits/attitudes; plan for career pathway
2	**COLLABORATION -** Participate effectively within groups; articulate value of diversity/equity; encouragement of all team members; work productively with diverse populations
3	**PERFORMANCE -** Utilize content-specific skills; perform competencies to program-specific or certification-specific standards; employ knowledge, skills, abilities for matriculation or employment
4	**PROBLEM-SOLVING -** Use multiple resources to find pertinent info; organize info into a usable format; apply decision-making strategies to come to a reasonable solution
5	**COMMUNICATION -** Demonstrate clearly understood purpose; analyze audience appropriately and recognize diverse needs; deliver information accurately; interpret feedback constructively

PROGRAM LEARNING OUTCOMES (PLO)		
PLO #	**PLO Description**	**Assoc CLO's**
1	*Example: Convert weights and measurements correctly to calculate formulas*	*CLO4*
2		
3		
4		
5		

COURSE OUTCOMES			
CO#	**Outcome Description**	**Assessment Measure(s)**	**Assoc PLOs**
Example: BAK104.1	*Demonstrate knowledge of balance scales, liquid and dry measurements to 100% accuracy*		*PLO1*

Advisory Committee Membership and Feedback Summary
(Represents compilation of the individual annual responses from committee members)

ADDENDUM D: Current Course Syllabi

To be provided by the Faculty