Educational Master Plan
Program Review Part I: Academic
Portfolio Assessment/Program Review

Philosophy Statement

Program Review is an institution-wide, integrated process that works toward the common goal of institutional effectiveness as an organic whole. The *Portfolio Assessment/Program Review* evaluation process should be conducted by professional educators working in the program who participate in continual dialogue. Clearly-defined goals, assessment of those goals, and plans for improvement should by ongoing and cyclical.

Although *Program Review per se* will take place on a quadrennial basis, a detailed portfolio with goals and assessment of those goals must be conducted annually. All budget requests must be a result of planning efforts and must have rationale. Where appropriate, valid and reliable multiple measures (qualitative as well as quantitative data) should be collected and utilized in the preparation of objective and viable planning / goals and in requests for resources.

Concern and attention to continuous improvement, keeping in mind the mission of the institution, will result in identifying program strengths as well as areas that need improvement or that might need to be changed due to changing needs of the community and student body. This could result in program revisions, staff retraining, technology changes, etc.

The *Portfolio Assessment/Program Review* process will be validated by the Division Curriculum Committees, which will report to the IE&A Committee.

Template for Portfolio Assessment/Program Review

These guiding questions are intended as a point of departure for a department's collaborative self-reflection and self-assessment through dialogue, information gathering and analysis. A successful PA/PR results in establishing future directions and refined goals. Each department undergoing the PA/PR process is expected to select or develop a response for each of the four categories: I. Goals and Objectives; II. Student and Program Success; III. Curriculum, Pedagogy and Innovation; IV. Assessment of Conclusions and Recommendations

I. Goals and Objectives
1. What are the department's annual goals? How do they align with the college mission statement and the Santa Ana College *Strategic Plan*?
2. What progress has been made toward the department's goals in the last four years?
3. Do goals need to be restructured, eliminated or pursued with different activities?
4. What are the proposed goals for next year?

II. Student and Program Success
5. What are the strengths and weaknesses of the program?
6. What are faculty's perceptions of the success of the program?
7. What are opinions of students regarding the program's quality? Upon what information sources is this based?
8. What, if appropriate, are employer attitudes towards the program?
9. What successes may be identified?

III. Curriculum, Pedagogy and Innovation
10. Describe the curriculum offerings, their relationship to the discipline, and substantive curriculum changes, e.g., new courses, deletions. How has the program kept up with changing needs of the students and community?
11. Describe the program's relationship to student services and its offerings to the students served.
12. What changes have been made in pedagogy?
13. Describe the use of technology, including computer labs, increased use of *Blackboard*, hybrid or online courses, etc.
14. What grants has the program been involved with? How has this changed the program?

IV. Assessment of Conclusions and Recommendations
15. What research has the department conducted?
16. What resources has the department explored to ascertain the status of the discipline/program in other arenas? E.g., conferences, advisory committees, review of peer programs, collegial dialogues with discipline experts in feeder or transfer institutions.
17. How have the SLOs been assessed? Summarize findings. How has this informed future plans for the program?
18. What changes are recommended for the program?

Possible Data for Department Portfolio

1. Course Enrollments per semester (from the end of the second week in a 16-week semester)
2. Grade distribution (retention, success rate by course)
3. FTE program generates
4. FTES per FTEF
5. Persistence rates as appropriate for sequential courses within programs
6. Ratio of full-time to adjunct faculty
7. CORE measures for Career Tech Ed (CTE)
8. Number of degrees by major & certificates granted

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