



The Program Review Handbook for Instructional Programs

TABLE OF CONTENTS

Santa Ana College Mission Statement and Vision Themes.....	3
Planning and Program Review for Faculty: Introduction.....	4
The Quick Program Review Q&A for Faculty.....	5
Definition of Terms.....	6
Cyclical Academic Program Review Planning Calendar.....	7
How to Answer the 19-Question Template (19QT).....	9
Guidelines for Use of Data.....	13
Checklist for PA/PR.....	16
APPENDIX A: Useful Documents for the 19QT	
A.1 SAC Mission Statement.....	17
A.2 SAC Vision Themes and Strategic Plan.....	18
A.3 RSCCD Vision & Goals for Strategic Plan 2011-2013.....	32
APPENDIX B: Direct Student Learning Outcomes Assessment	
B.1 Guidelines for Bi-Annual Direct-SLO Assessment.....	34
Direct-SLO Assessment: Core Competency Review.....	35
B.2 SAC Core Competencies (i.e., Institutional SLOs).....	39
B.3 PA/PR Form B.....	41
B.4 PA/PR Form C.....	43
B.5 Course Audit Worksheet.....	47
Core Competencies Mapping.....	47
B.6 Suggested Terms for SLOs.....	48
B.7 SLOs on the Course Syllabus/Course Overview.....	51
APPENDIX C: Planning Processes Reference Document	
C.1 Four-Year Capstone Cycle by Division.....	56
C.2 Institutional Planning Alignment Forms.....	59
C.3 ACCJC Rubrics.....	62
C.4 Template for Annual Division Planning.....	66



MISSION

The mission of the Rancho Santiago Community College District and its colleges is to provide quality educational programs and services that address the needs of our diverse students and communities.

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.

VISION THEMES

**I. Student Achievement; II. Use of Technology; III. Innovation;
IV. Community; V. Workforce Development; VI. Emerging American
Community**

Recommended for revision by IE&A on 05-09-12; mission statement approved by College Council 06-13-12. Board of Trustees approval 09-24-12.

Planning and Program Review for Faculty Introduction

Since program review is for the purpose of **continuous assessment** with the goal of increasing **student success**, it is an **ongoing** process of planning so budget may be linked to planning. To accomplish this, departments must have **continuous dialogue**...and **seek help** when needed from the division dean and the chair of the Teaching Learning Committee.

Departmental program review is important because...

It informs the **planning** activities at the **division** level. Therefore, the department's program review also informs the larger **budget of the division**, and ultimately, contributes to the **budget planning for the institution**.

Additionally, an **administrative review** is conducted for **Institutional Effectiveness**. The Institutional Effectiveness and Assessment Committee (IE&A) conducts review of all program and administrative documents.

The **planning calendar** for program and administrative reviews must be **aligned** with the **budget planning cycle** of the college and the district. The alignment will help us allocate our resources effectively.



The Quick Program Review “Q & A” for Faculty

First...

Who conducts Program Review? The faculty of the department—**EVERY full-time faculty** member of every department. Get adjunct faculty involved as much as possible.

When is Program Review conducted? **Program Review is conducted annually** and placed in the Department Planning Portfolio (DPP). It is a self-assessment and is updated annually to demonstrate student success. Sections I, II and VI of the 19-Question Template (19QT) are utilized. **Every four years a capstone** review of the program review in the annual DPP is sent to the Teaching Learning Committee (TLC) for interdisciplinary review. All sections of the 19QT are utilized for the capstone review.

What are the elements of program review? **Parts or all of the 19QT is used annually**, (Sections I, II and VI for three years; all sections the fourth year). In addition, **Direct-SLO Assessment of the SLOs** related to the college-wide Core Competencies is conducted every semester. The data from this assessment is incorporated into Section II of the 19QT. Call the chair of the TLC for help with this if you need it. Contact your TLC “point person” as well. This person is your division representative to the Teaching Learning Committee and serves on the Division Curriculum Committee.

Is it useful to teaching and learning? YES, YES, YES!

Is it just another phase and more paperwork? NO! It is good practice. The paperwork is done together in the whole department and is a result of dialogue. Also, the chair of the TLC and your TLC representative will come to your department **during a department meeting to help you with every piece of the process if you need it.**

Is this the same as the Department Planning Portfolio? Your program review documents are housed in the Department Planning Portfolio online. The process is called portfolio assessment/program review (PA/PR). Use Sections I, II and VI of the 19QT annually and just keep updating it! Use all sections of the 19QT for your quadrennial review. The goals and activities of the department’s DPP is tied to all requests you make for facilities, equipment, full-time faculty—in other words, anything with budgetary implications is in your DPP. Your student success data (i.e., SLO analysis) and student achievement data (e.g., persistence rates, success rates) are the basis of all your goals.

Who receives the completed Program Review? Your dean, who will utilize it for the Division Plan. If you are on the quadrennial capstone calendar for TLC review, the department chair will send your complete 19QT report to the Division Curriculum Committee for review. Then it is sent to the chair of the TLC, who will send it to the TLC for committee review. The TLC is a group of interdisciplinary colleagues who aggregate all reports by theme. It takes three meetings to review all the reports. A representative of your department must attend when your report is being reviewed—anyone is welcome to attend any time! Also... your capstone report will be posted for you on InsideSAC.net under your department in Department Index. All Program Review documents you will need are also posted on InsideSAC.net on the cover page at the bottom: Web Resources: [Program Assessment / Program Review Forms](#) .

When are program review documents due? All program review documents are due to your dean by October 30th. After Division Curriculum Committee review, capstone quadrennial PA/PR reports are due to the chair of the TLC by November 15th. In addition, the Form C reports of SLO assessment are due in the spring by April 15th. The college planning cycle ends at the end of February; the new cycle commences in March to synchronize with the college and then the district annual budget cycles.

DEFINITION OF TERMS

DPP—Department Planning Portfolio—Where all program review documents are housed

BSI—Basic Skills Initiative

Core Competencies—The seven Institutional SLOs

COR—Course Outline of Record (the one on CurricUNET)

Course Overview/Syllabus—The document you give your students describing the course and the requirements. This is a legal document kept in the division office.

IE&A—The Institutional Effectiveness and Assessment Committee, a committee serving as the gatekeeper of institutional planning and all program review

PA/PR—Portfolio Assessment/Program Review—This is the annual self-assessment of the department, including the quadrennial capstone review. Every year the department updates goals based on student success and achievement data; it is then placed in the DPP.

19QT—19-Question Template—The 19 questions that guide the program review annually and quadrennially.

Direct-SLO Assessment—Program and course-level Student Learning Outcomes assessment based on the college-wide core competencies

Form B—The SLO assessment form for individual faculty

Form C—The departmental SLO assessment form to aggregate information from all department faculty as a result of dialogue.

TLC—The Teaching Learning Committee, made up of representatives from each division with the main goal of conducting interdisciplinary dialogue for the purpose of increasing student success college-wide.

Vision Themes—The Strategic Plan of Santa Ana College is informed by six Vision Themes. The Strategic Plan contains goals for achieving each of the Vision Themes. The Strategic Plan is updated annually by the IE&A Committee.

So, what do we do now?

Follow the timelines of the Cyclical Academic Program Review Planning Calendar and the recommendations for how to answer the 19QT on pages 7-15.

Cyclical Academic Program Review Planning Calendar

August	<p>PHASE II OF PLANNING CYCLE FROM PRECEDING ACADEMIC YEAR CONTINUES</p> <ul style="list-style-type: none"> I. Dean apprises faculty of management review of planning work and budget adjustments conducted in July-August. II. Faculty analyze data for Section I, Section II and Section VI of the 19QT from preceding spring (e.g., S12 for the F12/S13 academic year) <ul style="list-style-type: none"> A. Analyze goals and objectives from preceding year (e.g., F11/S12) B. Analyze SLO assessments from previous spring (e.g., S12) III. Chair of TLC sends reminder to departments scheduled for capstone PA/PR cycle for October 30th of upcoming academic year (e.g., 10-30-12)
September to end October	<ul style="list-style-type: none"> I. Analyze and update Goals and Objectives (Section I, Section II and Section VI of 19QT) II. Departments discuss outcomes of SLO assessments and need for curriculum revision or other goals to be placed in the annual DPP based on student success data. All program review documents due to dean 10/30; capstone review due to Division Curriculum Committee. III. Replacement and new faculty requests (September) Faculty Priorities Committee meets (October)
November	<ul style="list-style-type: none"> I. Determine Core Competency/SLO assessments for upcoming spring (e.g., S13). II. Determine data elements for analysis of student success for Section II of 19QT. III. Division Curriculum Committees review PA/PR reports of division departments due for capstone review; Division Curriculum Committees discuss results of direct-SLO assessments (documented in minutes) IV. Department chairs of departments on the quadrennial capstone PA/PR review list submit complete 19QT and Form Cs from previous academic year to chair of TLC by November 15th.
December	<ul style="list-style-type: none"> I. Deans prepare draft of Division Planning Portfolio, due to Vice President Academic Affairs 12/15.
Mid-January to Mid-February	<p>PHASE I OF PLANNING CYCLE FOR NEXT ACADEMIC YEAR COMMENCES</p> <ul style="list-style-type: none"> I. Cycle continues: Department meeting—Continue Core Competency review process from prior fall semester (F12) as detailed in August (Use Section II 19QT). Departments discuss outcomes of SLO assessments and need for curriculum revision or other goals to be placed in the annual PA/PR report placed in the DPP based on student success data. II. Faculty and deans continue discussion on budget implications resulting from Phase II of planning cycle. III. TLC reviews 19QT capstone reports; chair TLC sends summary report to IE&A Committee.

March	<ul style="list-style-type: none"> I. Conduct Core Competency/SLO assessment—Individual faculty fill out Form B for Phase II of planning cycle. II. Chair of TLC sends announcement to departments scheduled for capstone PA/PR for the following October 30th deadline of the next academic year.
April	<ul style="list-style-type: none"> I. Departments conduct dialogue regarding Direct-SLO Assessment; department chair completes Form C. II. SLO assessments discussed at Division Curriculum Committee (documented in minutes). III. Department chair sends an electronic copy to the dean and chair of the TLC by 4/15 (This SLO assessment will be analyzed for the fall semester submission).
May	<ul style="list-style-type: none"> I. TLC reviews SLO reports. II. Chair TLC forwards <i>End-of-Year Report</i> to IE&A Committee. IE&A Committee sends <i>End-of-Year Report</i> to participatory governance committees and Academic Senate.
June to Mid-August	<ul style="list-style-type: none"> I. Management review of planning work; budget adjustments conducted.

Note: This calendar visually follows the academic calendar, which begins in August. However, to align planning with budget, the planning cycle must be a semester ahead of budget planning, e.g., the planning for the 2013 budget must be completed by the end of 2012. Academic program review must be incorporated into other program review documents at an institutional-level, and the budget must succeed planning. That is the reason this calendar indicates “Phase II” in August.

Portfolio Assessment/Program Review How to Answer the 19-Question Template (19QT)

The PA/PR (designated sections of the 19QT) is placed in the Department Planning Portfolio (DPP), the receptacle for the instructional program review process. Program Review with updated goals will be sent to the division dean using **Sections I, II and VI** of the **19QT annually**. The dean will utilize the reports to create a Division Plan. Every department will also conduct a **quadrennial** summary report, using **all sections of the 19QT**, as a **capstone Portfolio Assessment/Program Review (PA/PR)**, also placed in the DPP. This capstone report will be validated by the Division Curriculum Committees, which will document discussion and report to the Teaching Learning Committee (TLC). After departments complete the “19QT” report analyzing and summarizing program review (PR) conclusions, the departments inform the division dean that PR has been completed and placed in the Department Planning Portfolio. The chair will forward reports to the Division Curriculum Committee for review. After review is completed, the committee chair will send the minutes to the chair of the TLC. The department chairs will forward the completed reports to the chair of the TLC and the Vice President of Academic Affairs. The purpose of the capstone review is for the TLC to engage in interdisciplinary dialogue and to formulate theme-based recommendations to the participatory governance committees. These recommendations are linked to the Vision Themes of the *Strategic Plan* of the college. The Teaching Learning Committee will also receive a summary of concerns from the Division Curriculum Committees regarding direct assessment of SLOs and engage in dialogue. At the end of each academic year, the TLC will also send an aggregate *End-of-Year Report* to the Institutional Effectiveness and Assessment (IE&A) Committee.

Prior to completing the 19QT each year, please review your Department’s Mission (Please utilize the Mission Statement Alignment Form-p56.)

A good mission statement should be a brief core statement that:

- A. Describes the purpose of your Department
- B. Defines the kinds of activities and/or services the Department provides
- C. Describes the audiences or populations the Department serves
- D. Describes show the Department fits into SAC
- E. Describes how the Department’s mission supports the college’s mission

The 19-Question Template: Utilize Section I, Section II and Section VI of this 19QT to conduct continuous annual program evaluation. Place the completed program review in the Department Planning Portfolio. If your department is scheduled for quadrennial capstone review, please utilize all sections of the 19QT. Answer questions that are applicable to your department/program; at least one question from each section must be selected. Remember

the quadrennial program review document will also be placed in the DPP but must be reviewed by the Division Curriculum Committee and then the Teaching Learning Committee. Send an electronic copy of all program review documents (Form Cs and 19QT) to your division dean following the timelines outlined on the Planning Calendar for Academic Program Review.

Department Mission:

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 over the last year? What causes can be identified? e.g., population/demographics trends; industry; technology; lack of resources If this is a quadrennial capstone review, please summarize the last four years and then focus on the update of goals from the last year.
3. What research has the department conducted?
4. Do goals need to be restructured, eliminated or pursued with different activities?
5. What are the proposed goals for next year? (Include fiscal implications)

Useful documents for Section I:

Santa Ana College Mission Statement (Please see p17)

Santa Ana College Vision Themes and Strategic Plan (Please see p18)

RSCCD Strategic Plan (Please see p32)

Surveys conducted by the department

Specialized research developed by the department (Please consult with the Director of Institutional Research and/or the chair of the TLC if you would like to "talk through" a project)

Department meeting minutes

BSI projects

Department data may be found at [http://intranet.rccd.edu/apps/pub.asp?Q=1151&T=Program Review Data&B=1](http://intranet.rccd.edu/apps/pub.asp?Q=1151&T=Program%20Review%20Data&B=1)

(Please see p35 for how to access this data)

II. Core Competencies/ Student Learning Outcomes Assessment

6. Please summarize findings of direct-SLO assessment from the previous academic year. How has this informed future plans for the program? (See Direct-SLO Assessment Forms B and C, discuss outcomes and interventions.) What is the plan of action for addressing outcomes of SLO assessments? Be specific about the measures, the baseline outcomes, the interventions and the expected improvements.)

Useful documents for Section II:

Form B and Form C for direct-SLO Assessment (Please see p40 and p43)
Sample assignments
Department meeting minutes
BSI projects
Course Overviews

III. Student and Program Success (Please use data for this section.)

7. What are the strengths of the program? Based on the data, what improvements does it need?
8. What are faculty's perceptions of the success of the program?
9. What are opinions of students regarding the program's quality? Upon what variables is this based?
10. What, if appropriate, are employer attitudes towards the program?
11. What successes may be identified?

Useful documents for Section III:

Student/alumni and faculty Surveys
Job placement data for CTE
Specialized research projects (please list)
Curriculum summary
Demographic data
Student Achievement data
Minutes from department meetings or regional CTE meetings

Department data may be found at [http://intranet.rscdd.edu/apps/pub.asp?Q=1151&T=Program Review Data&B=1](http://intranet.rscdd.edu/apps/pub.asp?Q=1151&T=Program%20Review%20Data&B=1) (Please see p15 for how to access this data)

IV. Curriculum, Pedagogy and Innovation

12. Describe the curriculum offerings, their relationship to the discipline, and substantive curriculum changes, e.g., new courses, deletions, distance education additions. How has the program kept up with changing needs of the students and community? (Be mindful if your operational department has distinct programs. These need to be described individually.)
13. Describe the program's relationship to student services and its offerings to the students served. (Be specific, e.g., DSPS, Financial Aid, Counseling)
14. Describe the use of technology, e.g., computer labs, increased use of *Blackboard*, hybrid or online courses, etc. How does the use of these tools enhance learning?
15. What changes have been made in pedagogy? (Consider use of technology but within the context of the curriculum. Think about pedagogical changes and the effects on increased success in the program; consider the core competencies and SLO assessment)

Useful documents for Section IV:

Sample course outlines
Summary of strands of the program if there is more than one/ summary of course offerings
Course Syllabi with SLOs indicated (Please see example p49)
Description of pedagogical interventions
Student achievement data (Please see Guidelines for the Use of Data p13)
Demographic data
SLO Form Cs (Please see Guidelines for Bi-Annual Direct-SLO Assessment p43)
Faculty development attendance/presentations
BSI involvement in Strands or special projects
Conferences
Department website or technological documents
Department and/or CTE regional meeting minutes

V. Resource Development (Not Only Fiscal)

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 other SAC departments, discipline experts in feeder or transfer institutions.
17. What grants has the program been involved with? How has this changed the program?

Useful documents for Section V:

Explanation of grants
Donations received
Student achievement data (If the department has a grant, demonstrate how the goals of the grant have contributed)
Committee membership (e.g., C&I, TLC, BSI)
Discuss resources other than grants and outside funds, e.g., interdisciplinary collaboration, facilities, intersegmental collaboration
Results of professional memberships, community involvement

VI. Assessment of Conclusions and Recommendations

18. Based on the analysis, what changes are recommended for the program?
19. What issues have emerged that require interdisciplinary dialogue and possible inclusion in overall college planning?

The responses to these two questions are narrative in nature. A chart or other visual may be used for clarification but is not necessary. The responses are an update of the prior year's statements and based on the data elicited within the other questions. Deductively state plans for continuous and systematic enhancement of student success. Remember the report which will follow this one, whether an annual program review report or the capstone quadrennial report, will be an update of these statements.

This report was created and approved by Department _____
on _____

Meetings were held on the following dates: _____

Members of the department who contributed to the Direct-SLO Assessment spring and fall and the 19QT: _____

Please see Quadrennial Capstone PA/PR reports for excellent examples. Go to InsideSAC.net, then to Department Index: Communication Studies, Nursing, Mathematics, School of Continuing Education ESL, Speech Language Pathology Assistant, American Sign Language, Human Development. This sampling demonstrates General Education, CTE and non-credit programs.

Guidelines for the Use of Data

PA/PR Process Guidelines for Use of Data

I. For the 19QT

1. To chart the college goal of increasing persistence rates, retention and success, infuse more data into **19QT** questions **3, 7, 8, 9, 10, 11, 18**. (#7, #11, #18 are overarching questions and need more than one measure.) Work is **ongoing**. The 19QT is utilized for the annual Portfolio Assessment/Program Review of the Department Planning Portfolio with a **capstone** report submitted to the TLC every four years. Data must be analyzed for the **annual** PA/PR reports for all departments.
2. Utilize **direct data** for student success analysis where possible (e.g., Direct SLO-Assessment every semester—See *Direct-SLO Assessment* forms). Utilize **indirect data** each year for student achievement.
3. A contact point person, a member of the TLC, will serve as a resource for all departments within a division. Training will take place at a TLC meeting early every fall for TLC members and the department chairs whose departments are completing the PA/PR process in that academic year.
4. **Use Direct and Indirect Measures (Multiple measures are needed):**

Surveys may be used for **Question 7** of the 19QT: What are the strengths of the program? What improvements does it need? **Question 8**: What are the faculty's perceptions of the success of the program? **Question 9**: What are the opinions of students regarding the program's quality? Upon what variables is this based? **Question 10**: What, if appropriate, are employer attitudes towards the program? **Question 11**: What successes may be identified? **Question 18**: What changes are recommended for the program?

Research Projects (i.e., in-depth conversations and investigation with more department-level conversations)

Question 7: What are the strengths of the program? What improvements does it need?

Question 11: What successes may be identified?

Question 18: Based on analysis, what changes are recommended for the program?

***Question 3:** What research has the department conducted? To answer this question address the following:

1. State your research question (Why did you do this research?)
2. Describe your basic methodology (research design, subjects, assessment)
3. Share key findings (What did you learn? Did you get an answer to your research question?)
4. Identify implications for action (How will you use the results? What action will you take?)
5. How will you evaluate your new actions? “Closing the loop”

II. Direct and Indirect data

Indirect Data —Assess whether learning has been meaningful by gathering and discussing information related to perceptions, opinions, experiences and achievements.

Examples—surveys, journals, graduation rates and other statistics offered by the Institutional Research Department and state reports.

Institutional Research Office

Indirect Achievement Data

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. Student Characteristics
4. Persistence rates as appropriate for sequential courses within programs
5. FTE program generates
6. FTES per FTEF (See enrollment data)
7. CORE measures for Career Technical Education (CTE)
8. Number of degrees by major & certificates granted
9. Ratio of full-time to adjunct faculty

Department-Generated Data Based on IR Office

1. Surveys
2. Course/program-level Research Project (investigate an intervention)
3. Other Data
4. Portfolios

Department-level data may be found at: <http://intranet.rsccd.edu/apps/pub.asp?Q=1151&T=Program Review Data&B=1>

Or call the Institutional Research Office for further information at 714-480-7467.

Note: The purpose of this is to make connections from data to analysis to planning to budget...to actualizing the *Strategic Plan* of Santa Ana College.

There are 2 ways to locate the page to get **indirect data**.

1. Log in to RSCCD intranet web site. Type “Program Review Data” in the Search box.
2. Use this url: <https://intranet.rsccd.edu/apps/pub.asp?Q=1151&T=Program Review Data&B=1>

The screenshot displays a web browser window with the URL <https://intranet.rsccd.edu/apps/pub.asp?Q=1151&T=Program Review Data&B=1>. The page title is "RSCCD INTRANET" and the current page is "Program Review Data". The navigation menu includes "Research", "Documents", and "Program Review Data". The main content area is titled "Program Review Data" and includes a "Table of contents" with links to "SAC Program Review Data" and "SCC Program Review Data". A search box is located on the left side. The main text describes the data provided by the Research Department and includes instructions for extracting pages. Below the instructions, three reports are listed: "AA/AS Degrees and Certificates Awarded at SAC", "SAC FTES Generated", and "SAC Grade Distribution". The page also includes a "Go back" link and a "Mail this page | Print" option at the bottom.

Direct—Provide evidence of cognitive (knowledge) or behavioral (skills) learning that directly corresponds to specific intended learning outcomes.

Examples—exams, papers, grades, portfolios. The *Direct-SLO Assessment* of each department should utilize these.

Use Classroom-based research in your SLO discussions at the department level. All data must be within a context. What do the numbers mean? e.g., Why is retention better in some parts of the program? Is there a difference in evening v. day students? Why is there inequity in completion rates?

Direct-SLO Assessment (See Form B, Form C)

- 1.Exams
- 2.Papers
- 3.Grades
- 4.Portfolios
- 5.Classroom-based Research
- 6.Other in-class assessments

III. From “Data 101: Guiding Principles for Faculty”—A White Paper by the Academic Senate Executive Committee February 2010 (for complete paper see <http://www.asccc.org/papers/data-101-guiding-principles-faculty>)

General Data Quality Principles:

1. Use longitudinal data when possible
2. Use data in context
3. Look for both direct and indirect data
4. Do not oversimplify cause and effect of data
5. Use appropriate levels of data for appropriate levels of decisions
6. Perception is the reality within which people operate
7. Use of data should be transparent
8. Consider carefully when to aggregate or disaggregate data
9. Focus on data that is actionable
10. Consider implications and the “What if?”

Please Note: The dean of your division will work with the faculty chairs to acquire the data elements needed for your program review documents. If you would like to investigate something specific with your department, contact the Institutional Research Office.

Checklist for PA/PR

Each department should use this checklist prior to submitting program review documents. This checklist will also be used by the TLC for quadrennial capstone reports.

1. Has the department developed a mission or vision statement which guides:

The development of department-level SLOs within the Core Competencies?

Yes ___ No ___

The 19QT analysis of student success and student achievement? Yes ___ No ___

2. Is the department mission linked to the college mission and the vision themes?

Mission ___

Vision Themes (which ones) _____

3. Within the analysis of student success and student achievement, have multiple measures been used?, e.g., continuous direct-SLO assessment for student success (i.e., outcomes); indirect measures for student achievement (e.g., persistence rates, grade distribution, attitude surveys, employment rates) Yes ___ No ___
4. Have the data been analyzed with plans for improvement? (this would be addressed in the department's next annual program review) Has improvement been demonstrated? Yes ___ No ___ If not, have further interventions been planned? Yes ___ No ___
5. If appropriate, has the department separated segments of the program within the PA/PR analysis? e.g., performance, history, theory in the Music Department; majors, general education in appropriate departments Yes ___ No ___
6. Have improvement areas been addressed from previous DPP/ PA-PR/direct-SLO assessment reports? Yes ___ No ___

APPENDIX A

USEFUL DOCUMENTS FOR PROGRAM REVIEW

Document A.1: Santa Ana College Mission Statement

Santa Ana College Mission Statement Revision

As a result of a recommendation received from the *Mid-Cycle Planning Retreat* of March 2, 2012 and feedback received from all the participatory governance committees, the IE&A Committee and College Council have recommended the following **Santa Ana College Mission Statement** revision to the RSCCD Board of Trustees for approval:

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.

In a follow-up meeting on March 15, 2012, the **School of Continuing Education** also developed a Mission Statement as a result of the work conducted at the *Mid-Cycle Planning Retreat* as follows:

Mission Statement School of Continuing Education

The Santa Ana College School of Continuing Education is a responsive community leader dedicated to adult student success through innovative educational programs and services. The School of Continuing Education prepares students to transition to college, improve language and workforce skills, increase civic involvement, and promote lifelong learning.

Vision Themes

I. Student Achievement; II. Use of Technology; III. Innovation; IV. Community; V. Workforce Development; VI. Emerging American Community

Vision Theme VI Revision: Emerging American Community

Approved by IE&A 05-09-12; College Council approval June 13, 2012; Board of Trustees approval 09-24-12.

Document A.2: Santa Ana College Vision Themes and Strategic Plan

Santa Ana College Vision Themes with Updated Goals Spring 2012 Aligned to RSCCD Board of Trustees Goals 2012

I. Student Achievement [1, 2]

- A. Transfer/Program Completion: Increase transfer, progress/course completion, and attainment of certificates
- B. Excellence in Teaching/Learning: Promote and sustain excellence in teaching and learning
- C. Literacy across Disciplines: Increase student academic literacy and learning
- D. Credit/Non-credit Articulation: Enhance cooperative efforts between credit and non-credit to encourage success in workforce preparation, transfer and basic skills
- E. Eliminate Economic Barriers for Students: Eliminate economic barriers to enhance access and achievement of all learning goals for students

II. Use of Technology [4, 6]

- A. Students: SAC students will graduate with skills necessary to access technology in their education and professional lives
- B. College Environment: SAC will provide a technology-rich environment for faculty, staff and students

- C. Classroom: SAC will provide innovative classroom technologies that will enable faculty to enhance and facilitate student learning

III. Innovation [1, 2, 4, 7, 8]

- A. Academic/ Student Services/Operational Support Efforts: Cultivate a culture of innovation to enhance student success throughout the entire college environment, including course, program, certificate/degree-level; student services and operational support
- B. Embrace Scholarship and Inquiry: Promote high standards of scholarship/intellectual inquiry and provide tools for ongoing learning
- C. Access/Outreach: Enhance opportunities for student access to non-traditional delivery modes

IV. Community [1, 2, 5, 7, 8]

- A. Access/Motivation: Promote an “achievement attitude” among our prospective student population and supporting networks
- B. Community/Family Involvement: Extend an awareness of the college as part of the community
- C. Lifelong Learning: Increase interest in lifelong learning/healthful living across the college
- D. Healthful Living/Environment: Increase awareness and practice of healthful living across the college and community, including personal and environmental choices

V. Workforce Development [5, 7, 8]

- A. Partnerships: Expand and identify partners and collaborate with industry and communities to identify workforce needs
- B. Skills across the Curriculum: Integrate basic and technical skills, as well as workplace competencies, to address workforce education needs
- C. Skilled Employees for High Demand Occupations: Support regional development by becoming the primary local source of skilled employees for high demand occupations
- D. Practical Work experience: Provide practical work experience for career and technical education students
- E. Career and Educational Pathway Planning: Career and educational pathways leading to degree and certificate completion

VI. Emerging American Community [1, 3, 5, 7, 8]

- A. Local and Global responsibility: Promote individual and collective awareness at the local and global level
- B. Cross-cultural Education: Educate the faculty, staff, students and community regarding Emerging American Culture, the cultural polyglot that has transformed us and our community, promoting greater awareness and global enrichment
- C. Cross-disciplinary collaboration: Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues.
- D. Increase “Green” efforts throughout the college
- E. Transparency and Accountability: Define roles, responsibilities and processes within the community and make them easily accessible

SAC Strategic Plan 2012-2015



Theme I: Student Achievement

- A. Transfer/Program Completion B. Excellence in Teaching/Learning C. Literacy across Disciplines**
- D. Credit/Non-Credit Articulation E. Eliminate Economic Barriers for Students**

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/ groups responsible)
A. Transfer/Program Completion: Increase transfer, progress/course completion, and attainment of certificates.	<p>A.1 Increase completion of certificates, degrees and transfer.</p> <p>A.2 Design the most efficient pathways to completion that are possible for students (engaging the elements of course design, assessment, condensed classes, educational planning, scheduling, and support services necessary for success).</p> <p>A.3 Provide opportunities for student engagement and leadership that enhance their personal and professional development, sense of belonging to SAC, and persistence.</p>	Possible measures for S13 update: student achievement data from non-credit to credit; from credit to four-year institutions
A. Excellence in Teaching/Learning: Promote and sustain excellence in teaching and learning.	B.1 Identify innovators and expert practitioners in teaching and learning across disciplines and develop a set of initiatives to adopt promising practices college-wide.	Possible measures for S13 update: faculty development; student achievement data
A. Literacy across Disciplines: Increase student academic literacy and learning across disciplines.	<p>C.1 Coordinate efforts between instruction and student services to maximize literacy across disciplines.</p> <p>C.2 Provide a comprehensive learning assistance center to support discipline literacy across the curriculum for all students.</p> <p>C.3 Strengthen partnerships with K-12 to offer literacy-enhancement programs.</p>	

<p>A. Credit/Non-Credit Articulation: Enhance cooperative efforts between credit and non-credit to encourage success in workforce preparation, transfer and basic skills.</p>	<p>D.1 Redesign pathways for students in non-credit programs.</p>	<p>Possible measures for S13 update: analyze the academic assessment process for accuracy of placement; check alignment of support services across the credit-non-credit bridge; add GE SLOs to non-credit courses; provide students in the SCE with the same level of facilities as the credit program.</p>
<p>A. Eliminate Economic Barriers for Students: Eliminate barriers to enhance access and achievement of all learning goals for students.</p>	<p>E.1 Expand economic supports that help students to enroll and progress to completion. E.2 Review and improve academic and support services to maximize student access and success. E.3 Expand low-cost textbook options for students.</p>	

Link to college-wide participatory governance and other groups: Student Success Committee; Basic Skills Taskforce; Curriculum and Instruction Council; Teaching Learning Committee; Academic Senate; all academic departments; ASG

Link to other documents: All program review documents (Academic Affairs: Department planning portfolio, direct-SLO For C, PA/PR reports; Student Services program review; Administrative Services Unit Goals Report), BSI Report, participatory governance Year-End reports



Theme II: Use of Technology

- A. Students B. College Environment C. Classrooms**

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
<p>A. Students: SAC students will graduate with skills necessary to access technology in their education and professional lives.</p>	<p>A.1 Determine skill sets required by discipline; revise to reflect current trends and needs. A.2 Determine skills necessary to access technology by department/discipline. A.3 Maintain currency in hardware and software within the curriculum to reflect the workplace.</p>	<p>Possible measures for S13 update: Core Competency 3: Information Management review by department; curriculum revision and development</p>

<p>A. College Environment: SAC will provide a technology-rich environment for faculty, staff and students.</p>	<p>B.1 Determine campus locations where students can access technology to improve their skills sets.</p> <p>B.2 Enhance existing facilities to promote technology proficiency.</p> <p>B.3 Maintain currency in hardware and software.</p> <p>B.4 Provide equal access to current hardware, software and databases to offices, student labs, the library and all classrooms.</p> <p>B.5 Formalize the technology staff development program.</p> <p>B.6 Enhance and ensure timely, efficient and complete technology support in all offices.</p> <p>B.7 Provide communication software that allows for collaboration such as blogs and wikis.</p> <p>B.8 Include technology in facilities planning by coordinating college and district efforts.</p> <p>B.9 Provide access to information to students, staff and faculty with disabilities</p> <p>B.10 Develop alternative strategies for funding technology including endowments.</p> <p>B.11 Maintain Technology Plan to be in concert with District Technology Plan</p>	<p>Possible measures for S13 update: analyze: registration; wireless access on campuses; portal status; check web pages; staff development program; check software; updates of Datatel/Colleague; status of state-of-the-art specialty technology for students with disabilities; technology in the Nealley Library and at SCE; student printing solution</p>
---	---	--

<p>A. Classrooms: SAC will provide innovative instructional technologies that will enable faculty to enhance and facilitate student learning.</p>	<p>C.1 Mediate remaining classrooms C.2 Update, replace and standardize technology in existing classrooms and offices every four years. C.3 Enhance and ensure timely, efficient and complete support in all classrooms and offices. C.4 Fully develop an instruction design team and training program to support faculty which includes facilities, personnel and a responsive organization. C.5 Continue to maintain and increase quality of distance education (defined by a set of rubrics and included in program review) and the quantity of hybrid and online courses.</p>	
--	--	--

Link to college-wide participatory governance and other groups: Planning and Budget Committee; Facilities Committee; SACTAC; TAG; Academic Senate, all departments

Link to other documents: Technology Plan, all program review reports, Facilities Master Plan, Budget plans



Theme III: Innovation

- A. Academic/Student Services/Operational Support Efforts; B. Embrace Scholarship and Inquiry; C. Access/Outreach**

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures— direct and indirect/ qualitative & quantitative as appropriate; persons/ groups responsible)
--------------	---------------------------	--

<p>A. Course, Program, Degree-Level; Student Services; Administrative Services: Cultivate a culture of innovation to enhance student success throughout the entire college environment, including course, program, certificate/degree-level; student services and operational support.</p>	<p>A.1 Academic:</p> <ul style="list-style-type: none"> • Investigate redesign of course content delivery to enhance student pathways to completion, e.g., distance mode, accelerated models. • Bridge achievement gaps of students by creating a variety of interdisciplinary learning communities, e.g., credit/non-credit • Develop a Teaching Learning Commons • Maintain professional development activities to support student achievement for all constituency groups <p>A.2 Student Services:</p> <ul style="list-style-type: none"> • Create college-wide, interdisciplinary learning centers • Expand and innovate in the provision of Academic Educational Plans for all students <p>A.3 Operational Support:</p> <ul style="list-style-type: none"> • Investigate managed enrollment options • Seek ongoing input from classified staff regarding potential means of innovation in their respective work areas • Investigate options for obtaining and maximizing fiscal resources 	
---	--	--

<p>A. Embrace Scholarship and Inquiry: Promote high standards of scholarship/intellectual inquiry and provide the tools for ongoing learning.</p>	<p>B.1 Create an environment in which students are encouraged to excel</p> <p>B.2 Through dialogues within program review, establish strategies to increase student success and achievement rates</p> <p>B.3 Maintain a research-based approach to teaching and learning</p> <p>B.4 Utilize the institutional core competencies as a base for planning efforts in all areas, i.e., academic affairs, student services, administrative services</p> <p>B.5 Provide students with opportunities to develop both hard and soft skills in an academic environment which they may bring into the workforce and their personal endeavors</p>	
--	---	--

<p>A. Access/Outreach: Enhance opportunities for student access to non-traditional delivery modes</p>	<p>C.1 Offer traditional and non-traditional classes 24/7 C.2 Reach traditional and non-traditional students C.3 Offer access to innovative student support services for non-traditional modes of delivery C.4 Enhance the Distance education program to be consistent with the standards of instructional quality and effectiveness of the traditional model C.5 Assess SLOs to glean accurate student success data, and create appropriate interventions C.6 Narrow the achievement gap between distance education and traditional classroom instruction C.7 Maintain a faculty development program for teaching in distance education mode</p>	
--	--	--

Link to college-wide participatory governance and other groups: Academic Senate, Curriculum and Instruction Council, Teaching Learning Committee; Student Success Committee; BSI; SACTAC

Link to other documents: Program review reports; BSI Report, Technology Plan, Course Outlines of Record; SLO-Assessment Form C.



Theme IV: Community

A. Access/Motivation; B. Community/Family Involvement; C. Lifelong learning; D. Healthful Living/Environment

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures— direct and indirect/ qualitative & quantitative as appropriate; persons/ groups responsible)
A. Access/Motivation: Promote an “achievement attitude” among our prospective student population and supporting networks	A.1 Determine prospective students, including SCE, K-12, international students and community members A.2 Instill belief in students’ ability to success in college	
A. Community/Family Involvement: Extend awareness of the college as a part of the community	B.1 Evaluate the value the community places on the college B.2 Develop programs and services to meet community needs	
A. Lifelong Learning: Increase interest in learning across the college and community	C.1 Pursue all avenues in which the college can provide opportunities for lifelong learning in all delivery modes, e.g., credit, non-credit, community services, distance education	

<p>A. Healthful Living/ Environment: Increase awareness and practice of healthful living across the college and community, including personal and environmental choices</p>	<p>D.1 Create partnerships with the community to promote healthful living within the community D.2 Seek other models other than the traditional credit model at the college D.3 Incorporate healthful living into curricular activities and institutional practices D.4 Develop environmentally-friendly practices to apply at the college and in the community environment</p>	
--	--	--

Link to college-wide participatory governance and other groups: Academic Senate, Facilities Committee, Teaching Learning Committee; Planning and Budget Committee; Environmental Workgroup; SACTAC; Administrative Services

Link to other documents: Program review documents; Facilities Master Plan, Budget plans

NOTE: The Institutional Effectiveness and Assessment Committee is the oversight committee of all college planning documents and the Strategic Plan, which is the college-wide planning document based on the goals of the six institutional Vision Themes. The strategies linked to the goals are meant to encompass all aspects of the college. Details of how each segment of the college addresses these goals are contained within the area’s program review documentation. IE&A conducts analysis of all program review documents received from the Teaching Learning Committee (Academic PA/PR); Student Services and Administrative Services. An IE&A End-of-Year report is then written. This report is sent to all governance chairs, as it contains vital information to be used in the planning efforts of those groups (e.g., Technology Plan, Facilities Master Plan, Budget plans). IE&A recommendations to make changes to the mission statement or to revise the Strategic Plan are referred to College Council for approval and then incorporated into the Educational Master Plan.



Theme V: Workforce Development

- A. Partnerships & Relationships; B. Skills Across the Curriculum; C. Skilled Employees; D. Practical Work Experience; E. Career and Educational Pathway Planning**

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
<p>A. Partnerships & Relationships: Develop industry partnerships & alumni relationships</p>	<p>A.1 Coordinate Advisory Committee meetings with business partners and secondary schools (e.g. Vital Link, CTE Partnerships) A.2 Maintain relations with industry partners to attract monetary and other donations (e.g. current technology) for CTE programs. A.3 Create an Alumni Network A.4 Increase visibility of CTE programs to employers, universities and the community at large.</p>	
<p>B. Skills Across the Curriculum: Integrate basic and technical skills with employability and workplace competencies, to address workforce needs.</p>	<p>B.1 Work with math and English (reading & writing) to develop contextualized instruction/ curriculum for CTE students. B.2 Infuse soft/employability skills and training into CTE classes. B.3 Support faculty professional development to maintain current industry knowledge and best practices across the CTE curriculum.</p>	
<p>C. Skilled Employees: Support regional workforce development by becoming the primary local source of skilled employees</p>	<p>C.1 Launch new CTE programs to meet regional employer needs. C.2 Maintain and enhance CTE programs to meet industry requirements and accreditation/ licensing body standards. C.3 Promote CTE programs to regional employers to increase student employment opportunities.</p>	

<p>D. Practical Work Experience: Provide practical work experience SAC students</p>	<p>D.1 Enhance internships and work-based learning through utilization of the Career Center and Service Learning Center. D.2 Prepare students for Practical Work Experience placement by utilizing Work Experience coordinator(s).</p>	
<p>D. Career and Educational Pathway Planning: Develop and teach educational pathways leading to degree and certificate completion.</p>	<p>E.1 Expand strategic alignment with local high schools, universities and other colleges, and CTE Partnerships. E.2 Enhance counseling involvement in CTE student Career & Education planning. E.3 Utilize technology to provide CTE students with Education Planning.</p>	

Link to college-wide participatory governance and other groups: Academic Senate, Teaching Learning Committee; Planning and Budget Committee; SACTAC; CTE regional committees

Link to other documents: Program review documents; Budget plans



Theme VI: Emerging American Community

A. Local and Global Responsibility; B. Cross-cultural Education; C. Cross-disciplinary Education; D. Increase “Green” Efforts; E. Accountability and Transparency

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)

<p>A. Local and Global responsibility: Promote individual and collective awareness at the local and global level</p>	<p>A.1 Continue existing efforts, including Voter Registration, Service learning, Citizenship Day, Constitution Day; reinforce as appropriate in courses across the discipline. A.2 Promote collective awareness of local and global issues. A.3 Support our role in the community as a place of welcome for special populations.</p>	
<p>B. Cross-cultural Education: Educate the faculty, staff, students and community regarding <i>Emerging American Culture</i>, the cultural polyglot that has transformed us and our community, promoting greater awareness and global enrichment</p>	<p>B.1 Foster a culture of conservation and recycling. B.2 Increased awareness of individual accountability for the environment. B. 3 Continue to advocate for mass transit solutions/options in conjunction with community leaders. B.4 Promote increased use of electronic copy for classroom use in lieu of hard copy handouts.</p>	
<p>C. Cross-disciplinary collaboration: Create an environment among faculty, staff and students that encourages cross- disciplinary collaboration, activities and dialogues.</p>	<p>C.1 Create discussions on the new and emerging attitudes regarding ethnicity and self-identification. C.2 Provide opportunities for faculty, staff and students to share how the cross-cultural nature of SAC has transformed our lives, our learning and our practices (example: classroom conversations or college wide blog).</p>	

<p>D. Increase “Green” efforts</p>	<p>D.1 Create Cross disciplinary learning communities and events. D.2 Encourage interdisciplinary best practices sessions to identify examples of the application of cross-disciplinary SLO’s (example: Freshmen experience).</p>	
<p>E. Transparency and Accountability: Define roles, responsibilities and processes within the college community and make them easily accessible</p>	<p>E.1 Define processes, roles and responsibilities in the community college environment. E.2 Ensure Information on college processes will be easily available to the college community. E.3 Maximize electronic communications that are user friendly and easily accessible in support of goal</p>	

Link to college-wide participatory governance and other groups: Academic Senate, Facilities Committee, Teaching Learning Committee; Planning and Budget Committee; Environmental Workgroup; SACTAC; Administrative Services
Link to other documents: Program review documents; Facilities Master Plan, Budget plans

Approved IE&A 05-09-12
Approved College Council June 2012
Annual updates will be found on InsideSAC.net
Document A.3: RSCCD Strategic Plan

**RSCCD Board of Trustees Vision and Goals 2012
RSCCD Strategic Plan 2011-2013**

Vision Statement

The colleges and centers of the Rancho Santiago Community College District (RSCCD) are learning communities. The RSCCD Board of Trustees is committed to ensuring access, equity, and success for students by providing comprehensive educational opportunities throughout our communities. The RSCCD will be a global leader in many fields, delivering cost-effective, innovative and sustainable programs and services that are responsive to the diverse needs and interests of all students. The RSCCD will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment of the RSCCD will be collegial and supportive for students, staff, and the communities we serve.

The RSCCD will promote and extensively participate in partnerships with other educational providers, including business, industry, and community groups, to further the goal of enhancing our communities' cultural, educational, and economic well-being.

The RSCCD will be a leader in the state in student learning. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

Goals

1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.
2. Prepare students for success in their academic, career, and personal life endeavors by providing access to education and services that foster student retention and program completion.
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate “green” efforts into facilities development and other efforts when cost-effective.
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.
5. Pursue alternative public and private funding sources to increase the district’s fiscal sustainability and to implement the district’s vision and goals, and encourage the foundations and district to create plans for capital and program campaigns, alumni association development, and other resource development activities.
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district’s resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high-demand career fields.
8. Assess and address the educational needs of the communities we serve, and enhance awareness of the district and its colleges through outreach and advocacy to community constituencies, including local, state, and national leaders.

Approved by the Board of Trustees on February 6, 2012

RSCCD Comprehensive Master Plan 2013 – 2023

RSCCD Goals

RSCCD Goal 1

RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will

allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources.

RSCCD Goal 2

RSCCD will assess the educational needs of the communities served by RSCCD and then pursue partnerships with educational institutions, public agencies, non-profit organizations, and business/industry to collaboratively meet those needs.

RSCCD Goal 3

RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

RSCCD Goal 4

RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

RSCCD Goal 5

RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.

Approved Board of Trustees 04-01-13

Updates will be found on RSCCD.edu under "Trustees"

APPENDIX B DIRECT STUDENT LEARNING OUTCOMES ASSESSMENT

B.1 Guidelines for Bi-Annual Direct-SLO Assessment

Remember to establish a recursive rotational schedule for Core Competency review department-wide. This part only has to be done once!

1. Address the Core Competencies that apply to your department on the rotational schedule. Utilize Form B for individual analysis of your respective courses.
2. Your SLOs for the section you are teaching should indicate the SLOs for your course. All the SLOs of your respective courses are assessed by you throughout your course. Nothing special has to be done in this regard. You are assigning some type of assessment tool to

analyze student success in your course. If you are NOT assessing it, it is not an SLO! An SLO is some change in knowledge, attitude or skills that the student will take with them beyond the scope of your course.

3. All courses in the department must be analyzed every semester; a representative sampling of sections must be analyzed.
4. The department discussion, however, will focus on one core competency. This does not mean that you are not assessing all the SLOs of your course every semester in some way.
5. The SLOs on the COR are department-level SLOs. You can aggregate redundancy, or give the focus of your respective section on your Syllabus/Course Overview/Study Guide.
6. The reason for core competency discussion at the department level is to establish the course-embedded approach to program review institution wide.
7. These analyses then go to the division curriculum committee, the TLC and then the IE&A Committee, where all program reviews (i.e., Student services, Administrative Services and President's Cabinet Portfolio) are coordinated for an institution-wide analysis.



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

Direct–SLO Assessment: Institutional SLO/Core Competency Review

Guiding Principles:

- ◆ The **General Education Program** is considered as one complete program. Any *transfer courses*, and the *basic skills courses* that build the skills leading to transfer, are part of

that program. Therefore, a “program” like English, is not considered a separate program; rather, the courses in the English Department: pre-collegiate level, transfer level and courses “for the major” are all part of the **General Education Program**. At the same time, the analysis of these segments may need to be conducted separately. For example, interventions for improving student success may vary from literature to composition to linguistics courses, all in the English department.

- ◆ Departments that are “operationally aligned” may need to be disaggregated for purposes of program review. For example in the English department, English courses and courses developed for second language learners will not have the same outcomes or interventions. This must be considered.
- ◆ The Student Learning Outcomes for the **General Education Program** are expressions of the seven college core competencies: *Communication Skills, Thinking and Reasoning, Information Management, Diversity, Civic Responsibility, Life Skills, and Careers*. The seven core competencies are also the basis for the SLOs for the AA and AS degrees.
- ◆ The course-embedded approach is being utilized for program analysis.
- ◆ It is understood that not all programs address all core competencies to the same degree. This is indicated on the *Course Outline of Record*.
- ◆ Every Course Overview/Syllabus/Study Guide must contain a sub-set of the SLOs on the COR. All of the course-level SLOs must be assessed every semester even though the department is concentrating on the aggregate analysis of one Core Competency.
- ◆ The **Department Planning Portfolio Assessment/Program Review** is used as the vehicle for this assessment process. Approximately twenty-five percent transfer, basic skills and Career Technical Education programs conduct capstone **Portfolio Assessment/Program Review** each year, while all departments conduct an annual Department Planning Portfolio analysis of goals and semesterly SLO analysis.
- ◆ Departments link their plans for improvement and budget, and faculty requests to assessment results. Analysis is ongoing even if a department is not in a capstone quadrennial PA/PR reporting year. An ongoing goals-analysis section is kept in the Department Planning Portfolio. Baselines are used, and review is cyclical so improvement may be tracked.
- ◆ Transfer and Basic Skills course-level SLOs are assessed every semester.
- ◆ Career Technical Education Programs define SLOs for each certificate and degree offered, and faculty design a process to assess it. The transfer and basic skills model may be used, but outside agencies and regional committees may also require additional processes.

The Assessment Method:

This is a course-embedded approach to assess the institutional-level core competencies of the college and the SLOs for individual programs and courses. All direct SLO data is included in the Department Planning Portfolio with all indirect data, such as persistence rates, grades, etc.

- ◆ Departments will develop a cyclical four-year calendar of assessment of the institutional core competencies. As a department, one core competency will be selected for each semester so that department-level dialogue may occur and appropriate interventions may be developed. All full-time faculty and as many adjunct faculty as possible will contribute data and discuss outcomes of this core competency.
- ◆ Individual instructors in departments select one major assignment/performance they are already planning on assigning OR a set of test questions they feel measures student achievement of the outcome in one class OR a performance or demonstration, as deemed appropriate by the discipline.
- ◆ Individual instructors create a rubric to assess student performance of the assignment OR the department develops a standardized rubric for a common assignment. (See <http://irubric.com> for rubric creation. Assess the efficacy of your rubric on “Rubric on Rubrics at the same site.) Please remember the assessment is of the SLOs of a specified core competency. The rubric should reflect that element.
- ◆ Instructors give the assignment (or test questions) at the normal time in the semester and analyze student performance, looking specifically for what student needs and issues are revealed.
- ◆ Individual instructors plan on how to improve teaching and learning as a result of the analysis. Individual instructors also create a plan for evaluation of new interventions/ techniques. This analysis is recorded on an optional form (See APPENDIX B: Sample Form), which is for the instructor’s record keeping only, and is not posted publicly.
- ◆ During the first department meeting of the next semester, instructors share assignments (or test questions etc.), the rubric and the results and analysis for how they plan to improve teaching and learning.
- ◆ After individual instructors have shared results, the department discusses them as a whole, identifying the key issues and needs revealed by the assessments, and the department makes a plan and a timeline for how the faculty will address them to improve teaching and learning.
- ◆ Program/Department chairs or designee record the issues and suggestions that arise during the discussion on an Assessment Analysis Form (See APPENDIX C), which is attached to the department’s *Department Planning Portfolio*. A copy is sent to the Division Curriculum Committee for discussion, and then certification is sent to the TLC Committee. If the department is scheduled for PA/PR reporting, all SLO assessments are taken into consideration for question #17 of the 19QT. Form Cs are attached in an appendix.
- ◆ The Division Curriculum Committee sends an aggregate report to the Teaching Learning Committee so broad-based interdisciplinary dialogue and problem-solving may occur. The Teaching Learning Committee creates an aggregate report, thematically based, at the end of the academic year and forwards to the Institutional Effectiveness and Assessment Committee, which will consider changes to the *Strategic Plan* and send a final report to the Academic Senate, College Council and all participatory governance committees. (See APPENDIX D and APPENDIX E)

Implementation:

The PA/PR method was implemented gradually. Historically, the explicit process from section to course to program to seamless, systematic analysis with an eye to continuous improvement college-wide was gradually implemented. It is now ongoing and cyclical.

- ◆ The four-year rotational schedule commenced spring 2008. It was understood that until a full cycle had been conducted, the PA/PR may not have included a completed analysis of all the core competencies; however, a complete report was required utilizing the four-year rotational cycle. In spring 08 all departments commenced a course-embedded core competency review of one or more core competencies and continued until the year designated for the respective departments.
- ◆ Spring 2008-2012, twenty-five percent of departments were scheduled each academic year for PA/PR (See APPENDIX F). All departments continued collecting data about course SLOs in the context of core competencies until all were completed. This process is cyclical. Spring 2012 the cycle commenced a second cycle; the cycle continues every four years thereafter.
- ◆ Discussion occurs about competencies analyzed the prior semester to determine department goals and objectives, including need for curriculum revision, faculty development, requests with fiscal/human resources implications. Changes should be made as needed annually on the COR even if the department is not in a quadrennial revision year for C&I. Improvement in course retention, persistence and course success rates is tracked.
- ◆ In a PA/PR capstone year, all course-level SLOs are reviewed and rewritten as needed.
- ◆ Quadrennial review of the *Course Outline of Record* will continue as per the C&I quadrennial cycle. Courses will be revised utilizing the data gleaned from direct Core Competency/SLO review. (Remember the Core Competency/SLO pages should be updated annually to streamline the department's work when the COR is submitted to C&I in the quadrennial revision cycle.)
- ◆ The TLC will review the PA/PR and Direct-SLO Assessment process at the end of each year and make recommendations for changes.
- ◆ Professional development, sponsored by the TLC, will be conducted every fall for all departments scheduled for capstone PA/PR that academic year. TLC division representatives will serve as PA/PR coaches throughout the academic year on an as-needed basis. The chair of the TLC will also be available for department meetings and continued professional development activities as the departments prepare their respective reports.

All departments follow the set capstone quadrennial PA/PR schedule to ensure that all SLOs and the core competencies are assessed during the four-year *Portfolio Assessment/Program Review* cycle on an ongoing basis.

- ◆ Year One: Begin implementation of results from prior year's PA/PR. Assess the course SLOs in the context of one to two core competencies (one to two per year). Create interventions as needed. Link to budget requests.

- ◆ Year Two: Analyze assessment results. Implement changes. Assess course SLOs in the context of the one to two more core competencies (one or more per semester).
- ◆ Year Three: Analyze assessment results. Implement changes. Assess the remaining core competencies in the same manner.
- ◆ Year Four:. Analyze results of changes; revise as needed. Rewrite SLOs as needed (first semester) and include in quadrennial review. Write *Portfolio Assessment/Program Review* (due prior to October 30th to division curriculum committees; due to TLC November 15th). Use 19-Question Template for Department Planning Portfolio Assessment/Program Review (questions 1-19: **19QT**) to inform program review.

Completing the Assessment Cycle:

The assessment cycle requires individual departments to complete the assessment cycle by analyzing direct assessment of core competencies/SLOs results and then implementing changes to improve student learning and teaching annually. Every four years, this process will be amplified by completing the template for Department Planning Portfolio/ Program Assessment questions in the areas of : I. Goals and Objectives; II. Student and Program Success; III. Curriculum, Pedagogy and Innovation; IV. Resource Development; and V. Assessment of Conclusions and Recommendations.

The **Teaching Learning Committee (TLC)**, a sub-committee of IE&A with a reporting relationship to the IE&A, is composed of faculty representatives from all divisions, the Faculty Development Coordinator and the Basic Skills Coordinator. Academic deans are always welcome, and most attend regularly. This group discusses teaching and learning, assessment methods, rubric creation, faculty development issues, basic skills and many other academic issues pertaining to core competencies/SLOs. The TLC is the body that receives Direct Assessment of SLOs reports from the Division Curriculum Committees, which will aggregate the issues sent to them by the departments. One member of the TLC will serve on the Division Curriculum Committee to oversee the PA/PR process. After all reports are reviewed by the TLC, the TLC will create an end-of-the-year report, which will be sent to the Institutional Effectiveness and Assessment Committee (IE&A) , which is made up of faculty, administrators and classified staff. In addition to this summary of quadrennial capstone Portfolio Assessment/ Program Review Reports, the IE&A Committee receives Program Review Reports from Student Services and Administrative Services as well as the President’s Cabinet Portfolio. IE&A will aggregate all Program Review reports each spring and create an end-of-year report which will be sent to all participatory governance chairs, College Council, the Academic Senate, and the participatory governance committees. The president of the college will present annual updates to the RSCCD Board of Trustees. IE&A is also the gatekeeper of the College *Strategic Plan*. The *Strategic Plan* is reviewed by the IE&A Committee every year. Complete review is done every four-five years.

Record Keeping and Data Collection:

Assessment results from individual faculty are not recorded publicly. Department chairs are charged to write a general description of the overall department results, utilizing Form C, and incorporate them into the *Department Planning Portfolio*. Core Competencies/SLOs are on the *Course Outline of Record*, which is on CurricUNET. SLOs are also included on the course syllabus/course overview/study guide to inform students of the learning outcomes for the course.

B.2 INSTITUTIONAL SLOs/CORE COMPETENCIES

(The basis of General Education Student Learning Outcomes)

Each department determines which core competencies pertain to its program and the level at which each competency is met (i.e., 1-5). Course-level SLOs are aligned to the core competencies and are assessed every fall and spring semester.

<p>1. Communication Skills</p>	<p>a. Listening and Speaking Students will listen actively and respectfully to analyze the substance of others’ comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.</p> <p>b. Reading and Writing Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.</p>
---------------------------------------	---

<p>2. Thinking and Reasoning Students will identify and analyze real or potential “problems” and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.</p>	<p>a. Creative Thinking Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.</p> <p>b. Critical Thinking Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.</p> <p>c. Ethical Reasoning Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.</p> <p>d. Quantitative Reasoning Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.</p>
<p>3. Information Management</p>	<p>a. Information Competency Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.</p> <p>b. Technology Competency Students will use technology learning tools and technology applications at a level appropriate to achieve discipline-specific course requirements and standards. Demonstrated skills might include, but are not limited to: word processing and file management; use or development of simulations, web pages, databases; graphic calculators; etc.</p>

<p>4. Diversity Students will develop individual responsibility, personal integrity, and respect for diverse peoples and cultures of the world.</p>	<p>a. Cultural Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p>b. Social Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.</p> <p>c. Environmental Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
<p>5. Civic Responsibility Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.</p>	
<p>6. Life Skills</p>	<p>a. Creative Expression Students will produce artistic and creative expression.</p> <p>b. Aesthetic Appreciation Students will respond to artistic and creative expressions.</p> <p>c. Personal Growth Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.</p> <p>d. Interpersonal Skills Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.</p>
<p>7. Careers Students will develop the knowledge and skills necessary to select and develop careers.</p>	

Revision of *Core Competency 3: Information Management* approved by the Curriculum and Instruction Council October 26, 2009; November 30, 2009.

B.3 PA/PR FORM B: (Sample Form—Data required for Appendix C)
Transfer/Basic Skills SLO Assessment Analysis Form For Individual Faculty

Transfer/Basic Skills

**Career Technical Education
SLO Assessment Analysis Form for Individual Faculty**

This form is not required. It is only for record keeping. However, please retain it or some written document for department discussion which will occur at a later date.

Department	
Course	
Core Competency and Course SLOs	
Assessment Tool/Assignment (Describe briefly)	
Assessment results In general, how did students do on the assignment? What student needs and issues were revealed? Were there any areas where student performance was outstanding? Any areas that can be improved? How did this assignment relate to the core competency?	

<p>How did the students perform on the core competency indicated?</p> <p>Were there any areas where student performance was outstanding?</p> <p>What areas can be improved?</p> <p>Next steps in the classroom to improve student learning</p>	
<p>How will you address the needs and issues that were revealed by your assignment? How might student performance be improved?</p> <p>Check all that apply</p>	<ul style="list-style-type: none"> ○ State goals or objectives of assignment/activity more explicitly ○ Revise content of assignment/activities ○ Revise activities leading up to and/or supporting assignments/activities ○ Increase in-class discussions and activities ○ Increase student collaboration and/or peer review ○ Provide more frequent or fuller feedback on student progress ○ Use more CATs (Classroom Assessment Techniques-Cross/ Angelo) ○ Increase guidance for students as they work on assignments ○ Use methods and questions that encourage competency ○ State criteria for grading more explicitly ○ Increase interaction with students outside of class ○ Ask a colleague to critique assignments/ activities ○ Collect more data ○ Nothing: assessment indicates no improvement necessary ○ Other (please describe)
<p>Next Step in the Department to Improve Student learning</p>	

<p>What steps can the department take to address the needs and issues revealed by your assignment? Check all that apply</p>	<ul style="list-style-type: none"> ○ Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods ○ Consult teaching and learning experts about teaching methods ○ Encourage faculty to share activities that foster competency ○ Write collaborative grants to fund departmental projects to improve teaching ○ Procure articles/books on teaching about competency ○ Visit classrooms to provide feedback (mentoring) ○ Create bibliography of resource material ○ Have binder available for rubrics and results (Put in Department Planning Portfolio) ○ Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses ○ Nothing: Assessments indicate no improvements necessary ○ Other (please describe)
--	---

B.4 PA/PR FORM C: Department Assessment Analysis Form

**Transfer and Basic Skills
Career Technical Education
Department SLO Assessment Analysis Form**

This is the required form that Program/Department Chairs must use to record the department assessment results and plans to improve teaching and learning. It is included in the *Department Planning Portfolio* and attached to the *Portfolio Assessment/Program Review* when the department is in a PA/PR quadrennial cycle year.
in the *Department Planning Portfolio* and attached to the *Portfolio Assessment/Program Review* when the department is in a PA/PR quadrennial capstone cycle year.

Department	
Meeting Date	

Number of faculty/staff in attendance (indicate full-time and adjunct)	
Course SLOs measured	
What core competency do the SLOs relate to?	
Assessment Tools (Give examples of major assignments used to measure SLO/core competency)	
Assessment Results (Summarize overall results of the department) What student needs and issues were revealed? Were there any areas where student performance was outstanding? Any areas where it can be improved? How might student performance be improved	
<i>What specifically will you do next semester to improve student learning?</i>	

<p><i>How will you measure whether student learning was improved?</i></p> <p><i>What is the timeline for review?</i></p> <p><i>How will this inform future plans for the program?</i></p> <p><i>(Please address responses to the questions in italics within your annual DPP and give a summary analysis in your capstone PA/PR review.)</i></p>	
--	--

Route to Division Curriculum Committee:

Department Chair or designee _____ Date: _____

COURSE SLO ASSESSMENT REPORT, SAC

Department:

Course:

Semester: Year:

Faculty Member:

Institutional SLO	Course SLO	Method of Assessment	Outcomes	Plan for Implementation	Reassessment	Outcome	Plan for Implementation

--	--	--	--	--	--	--	--

Program/Degree/Certificate SLO ASSESSMENT REPORT, SAC

Division: _____ **Department:** _____

Program/Degree/Certificate _____

Courses: _____

Semester: _____ **Year:** _____

Faculty Members: _____

Institutional SLO	Program SLO	Method of Assessment	Outcomes	Plan for Implementation	Reassessment	Outcome	Plan for Implementation

B.5 Assessment of Institutional SLOs/Core Competencies Course Audit Worksheet/Mapping

Assessment of Institutional SLOs/Core Competencies

Course Audit Worksheet

Institutional SLO/Core Competency: _____

List of Courses that Address Core Competency

List SLOs for Core Competency				
--------------------------------------	--	--	--	--



INSTITUTIONAL SLOs/ CORE COMPETENCIES MAPPING								
		I. Communication Skills	II. Thinking & Reasoning	III. Information Management	IV. Diversity	V. Civic Responsibility	V. Life Skills	V. Careers
Department								
Courses								

B.6 Suggested Terms for SLOs

Instructional Objectives Verbs
Cognitive Domain
Verbs in Bold are also appropriate for Critical Thinking Verbs

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
------------------	----------------------	--------------------	-----------------	------------------	-------------------

Cite	Arrange	Apply	Analyze	Arrange	Appraise
Define	Classify	Change	Appraise	Assemble	Assess
Describe	Convert	Compute	Break Down	Categorize	Choose
Identify	Describe	Construct	Calculate	Collect	Compare
Indicate	Defend	Demonstrate	Categorize	Combine	Conclude
Know	Diagram	Discover	Compare	Compile	Contrast
Label	Discuss	Dramatize	Contrast	Compose	Criticize
List	Distinguish	Employ	Criticize	Construct	Decides
Match	Estimate	Illustrate	Debate	Create	Discriminate
Memorize	Explain	Interpret	Determine	Design	Estimate
Name	Extend	Investigate	Diagram	Devise	Evaluate
Outline	Generalize	Manipulate	Differentiate	Explain	Explain
Recall	Give examples	Modify	Discriminate	Formulate	Grade
Recognize	Infer	Operate	Distinguish	Generate	Judge
Record	Locate	Organize	Examine	Manage	Justify
Relate	Outline	Practice	Experiment	Modify	Interpret
Repeat	Paraphrase	Predict	Identify	Organize	Measure
Reproduce	Predict	Prepare	Illustrate	Perform	Rate
Select	Report	Produce	Infer	Plan	Relate
State	Restate	Schedule	Inspect	Prepare	Revise
Underline	Review	Shop	Inventory	Produce	Score
	Suggest	Sketch	Outline	Propose	Select
	Summarize	Solve	Question	Rearrange	Summarize
	Translate	Translate	Relate	Reconstruct	Support
		Use	Select	Relate	Value
			Solve	Reorganize	
			Test	Revise	

Definitions:

Knowledge: Remembering previously learned material. The skill may involve recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information.

Comprehension: The ability to grasp meaning of material. This skill may be shown by translating material from one form to another, by interpreting material, and by estimating future trends.

Application: The ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories.

Analysis - The ability to break down material into its component parts so that its organizational structure may be understood. This skill may include the identification of the parts, analysis of the relationship between parts, and recognition of the organizational principles involved.

Synthesis - The ability to put parts together to form a new whole. This may involve the production of a unique communication, a plan of operations, or a set of abstract relations.

Evaluation - The ability to judge the value of material for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria or external criteria and the student may determine the criteria or be given them.

**Instructional Objective Verbs
Affective Domain**

Reception	Response	Value	Organization	Characterization by Value or Value Complex
------------------	-----------------	--------------	---------------------	---

Acknowledge	Agree to	Accept	Adapt	Act
Ask	Answer	Adopt	Adhere	Advocate
Attend	Ask	Approve	Alter	Behave
Be aware	Assist	Complete	Arrange	Characterize
Choose	Communicate	Choose	Categorize	Conform
Describe	Comply	Commit	Classify	Continue
Follow	Consent	Describe	Combine	Defend
Give	Conform	Desire	Compare	Devote
Hold	Contribute	Differentiate	Complete	Disclose
Identify	Cooperate	Display	Defend	Discriminate
Listen	Discuss	Endorse	Explain	Display
Locate	Follow-up	Exhibit	Establish	Encourage
Name	Greet	Explain	Formulate	Endure
Receive	Help	Express	Generalize	Exemplify
Reply	Indicate	Form	Group	Function
Select	Inquire	Initiate	Identify	Incorporate
Show alertness	Label	Invite	Integrate	Influence
Tolerate	Obey	Join	Modify	Justify
Use	Participate	Justify	Order	Listen
View	Pursue	Prefer	Organize	Maintain
Watch	Question	Propose	Prepare	Modify
	React	Read	Rank	Pattern
	Read	Report	Rate	Practice
	Reply	Sanction	Relate	Preserve
	Report	Select	Synthesize	Perform
	Request	Share	Systemize	Question
	Respond	Study		Revise
	Seek	Work		Retain
	Select			Support
	Visit			Uphold
	Volunteer			Use
	Write			

Definitions:

Reception: Willingness to receive or to attend to particular phenomena or stimuli: awareness, willingness to receive, and controlled or selected attention

Response: Willing to attend, but actively; student is sufficiently involved or committed to subject to seek it out and gain satisfaction from working or engaging with it.

Value: Student sees worth or value in subject; committed to the underlying value guiding the behavior

Organization: Bringing together a complex of values, possibly disparate, resolving conflicts between them, and building a consistent value system

Characterization by a Value or Value Complex: Internalization of values; values have controlled one's behavior long enough to have developed into a pervasive, consistent, and predictable one.

Instructional Objective Verbs Psychomotor Domain

Imitation	Manipulation	Precision	Articulation	Naturalization
-----------	--------------	-----------	--------------	----------------

Begin	Acquire	Achieve	Adapt	Arrange
Assemble	Assemble	Accomplish	Alter	Combine
Attempt	Complete	Advance	Change	Compose
Carry out	Conduct	Automatize	Excel	Construct
Copy	Do	Exceed	Rearrange	Create
Calibrate	Execute	Excel	Reorganize	Design
Construct	Improve	Master	Revise	Refine
Dissect	Maintain	Reach	Surpass	Originate
Duplicate	Make	Refine	Transcend	Transcend
Follow	Manipulate	Succeed		
Mimic	Operate	Surpass		
Move	Pace	Transcend		
Practice	Perform			
Proceed	Produce			
Repeat	Progress			
Reproduce	Use			
Respond				
Organize				
Sketch				
Start				
Try				
Volunteer				

Definitions:

Imitation: Repeating an act that has been demonstrated or explained, including trial and error

Manipulation: Continuing practice of a skill or sequence until it becomes habitual and can be performed with some confidence and proficiency

Precision: Skill has been attained, indicated by a quick, smooth, accurate performance

Articulation: Skill is so well-developed that the individual can modify movement patterns to fit special requirements or to meet a problem situation

Naturalization: Individual begins to experiment, creating new motor acts or ways of manipulating materials

B.7 SLOs on the Course Overview/Syllabus/Study Guide

Student learning outcomes listed on the Course Outline of Record are based on the institution-wide SLOs, i.e., the core competencies. At the program/degree level, the SLOs may be repeated in more than one category, as they have application to more than one core competency. In

addition, the elements listed under each core competency are interconnected and are continually assessed throughout the semester. Then one to four broad student learning outcomes should be listed on the Course Overview/Syllabus.

Example:

**SANTA ANA COLLEGE
ENGLISH 206
INTRODUCTION TO LANGUAGE STRUCTURE AND USE
SPRING 2012**

Professor: Bonita Nahoum Jaros, PhD

Office: SAC A-101 (Chavez Building)

Office Hours: T—9:30-11:30 am

W—9:30-11:30 am (or by appointment)

Phone: (714) 564-6989

Ticket #: 54450

email: jaros_bonita@sac.edu

COURSE DESCRIPTION: 3 Units. Prerequisite: English 101 or English 101H. English 206 is an introductory-level linguistics course that explores the nature and structure of human language, first and second language acquisition, development of literacy, and language use. English 206 will investigate the rule system which governs sound patterns (phonology), structure of words (morphology), word order (syntax), pragmatics, as well as historical and cultural origins of words. Although special emphasis will be on the English language, contrastive analysis of languages in the local area will be utilized. This course is designed to meet the CSU requirement (C2—Humanities) and the IGETC requirement (Area 3-Group B—Humanities). It is also aligned to meet requirements for future teachers.

LEARNING OUTCOMES:

- ◆ To master the vocabulary necessary for labeling the basic structure of English phonology, morphology and syntax
- ◆ To recognize grammatical errors, to explain them and to correct them
- ◆ To compare and contrast the phonology, morphology and syntax of English with at least one other language of the local area
- ◆ To prepare and present a lesson utilizing the concepts of the course, including presentation of the information and an assessment tool

From the Course Outline of Record:

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

◆ **STUDENT LEARNING OUTCOMES**

Student learning outcomes listed under the institution-wide core competencies may be repeated in more than one category, as they have application to more than one core competency. In addition, the elements listed under each core competency are interconnected and are continually assessed throughout the semester culminating in a capstone project. The **four broad student learning outcomes** listed on the **Course Overview/Syllabus** are as follows:

1. To master the vocabulary necessary for labeling the basic structure of English phonology, morphology and syntax
2. To recognize grammatical errors, to explain them and to correct them
3. To compare and contrast the phonology, morphology and syntax of English with at least one other language of the local area
5. To prepare and present a lesson utilizing the concepts of the course, including presentation of the information and an assessment tool

List subcategories and activities as needed for Category

◆ **Communication Skills**

5- Essential-always try to achieve

Reading and Writing

The student will do small projects and a capstone project including:

1. Participate effectively in small groups and present information orally after small group activities
2. Give a clearly organized oral presentation of research in the form of a lesson
3. Write essays with proper organization, command of concepts and controlled mechanics as well as proper documentation style
4. Write clear peer and self evaluations.

◆ **Thinking and Reasoning**

5 - Essential-always try to achieve

Critical Thinking The student will do a capstone project and a final exam including:

1. Comprehend concepts and first recognize, then apply terminology of this discipline to develop the ability to apply principles and generalizations already learned to a classroom environment
2. Synthesize and integrate information and ideas to formulate a lesson
3. Think holistically and see the whole as well as the parts

Creative Thinking

1. Work creatively in small groups and individually on presentation format of information for the purpose of teaching the information to a group
2. Develop the ability to do a contrastive analysis between English and other languages for the purpose of predicting linguistic problems of speakers of other languages and utilizing strategies to solve linguistic challenges
3. Analyze one's own work as well as the work of others.

◆ **Information Management**

5 - Essential-always try to achieve

Information Competency

The student will write essays and do a capstone project including:

1. Use materials and/or technology central to this subject as well as the profession of teaching
2. Evaluate information gleaned on the Internet proper to utilizing it for small projects and the research paper/presentation

3. Develop a sincere commitment to honesty in the presentation of written or oral information, i.e., citing the work of others in proper documentation style (MLA).

◆ **Diversity**

5 - Essential-always try to achieve

Cultural The student will write essays, do small group activities, and a capstone project including:

1. Develop an informed appreciation of other languages and cultures;
2. Neutralize biases which might be present regarding dialects
3. Understand the NVC variations among various cultures;
4. Understand the importance of descriptive analysis rather than prescriptive analysis
5. Understand the learning styles of different cultures
6. Develop a communication style that will be inclusive of the parents of the diverse student body s/he will be in contact with.

◆ **Civic Responsibility**

2- Unimportant-rarely try to achieve

Civic Responsibility The student will work in small group activities and do a capstone project including:

1. Develop the capacity to make informed ethical choices with regard to professional application of the material of the discipline;

◆ **Life Skills**

1-Not applicable-never try to achieve

◆ **Careers**

2-Unimportant-rarely try to achieve

Knowledge The student will recognize the importance of this field of study within the professional spectrum of teaching and other fields. The student will apply the knowledge gleaned to developing lessons for students of various ages and language groups.

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions

Electronic Delivery

Group Study & Exercises

Handouts

Lecture

Other

Reading Assignments

Visual Aids

Writing Projects & Reports

Other (Specify):

1. Lecture
2. Class discussion
3. Small group activities
4. Student-instructor conferences
5. Media presentations
6. Supplemental use of Internet
7. Writing exercise (phonology and morphology exercises and essay writing)
8. Group presentations
9. Quizzes and exams
10. Research work
11. Capstone project

“Blackboard” will be utilized to post assignments, articles and video clips; the discussion board will be utilized for the capstone project.

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

A. Outside reading of textbook and articles - 36 hours

B. Library/research assignments - 10 hours

C. Short exercises; phonology and morphology - 14 hours

D. Writing: essays, portfolio, research paper - 36 hours

Total: 96 hours

STANDARDS OF ACHIEVEMENT

List graded activities.

1. Exercises (phonology and morphology “puzzles”)
2. Three essays (250-500 words each using MLA format)
3. Oral presentation of outside reading
4. Research project/lesson with demonstration using a minimum of five sources documented in MLA format
5. Journal
6. Quizzes on vocabulary and other concepts
7. Written final exam
8. Participation in discussions

How will student learning be assessed? (Multiple measures must be used.)

Grades will be based on a percentage of total points of similar criteria (fixed point spread):

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = below 60%

Essays will be graded as follows:

An "A" paper demonstrates clarity and usage of concepts; a clear and coherent organizational pattern; and correct grammar and mechanics, including documentation style.

A "B" paper demonstrates comprehension of concepts and terminology but may have some organizational or mechanical problems. The reader is still able to discern that the student understands the concepts, however.

A "C" paper demonstrates understanding of all the concepts, but there is possible misuse of the application of terminology. Mechanical or organizational problems may impede some of the clarity of ideas.

A "D" paper lacks organization and/or grammatical control to the degree that it obscures the ideas. It may also lack understanding of key concepts and application of terminology.

(Instructor will specify the weighting of exams and other graded activities on the course overview.)

Formative and summative assessment will be used to show what the student learned, to what degree the student learned and what the student did not learn.

Formative Assessment:

For capstone project, portfolio of writings with instructor and self-assessment according to clear criteria.

Students will update goals for improvement with each assessment. The portfolio will also include pieces of the research project as it is completed. Each piece will be assessed by the instructor narratively. A grade will be given at the end.

Grades on rewrites with scoring rubrics.

CAT (Classroom Assessment Techniques) for quick assessment to see what the student did not understand.

Quizzes and tests.

Small group problem solving exercises.

Summative Assessment:

In-class writing (after each major unit).

Graded capstone research project with oral group presentation with clearly defined criteria.
 Final grade for the course with weighting of each graded piece clearly specified in the course overview.
 All of the above are direct methods. The instructor may use indirect methods, which would be useful for department data survey at the beginning of the semester and one at the end to compare students' perceptions. This can be compared to the final grade, and some personal information with a correlation study or even a multiple regression study done by the Institutional Research Department.

APPENDIX C: PLANNING PROCESSES REFERENCE DOCUMENTS

C.1 Portfolio Assessment/Program Review Four-Year Capstone Cycle by Division

The following departments will submit a capstone PA/PR report (i.e., all sections of the 19QT) to the dean of the division by October 15th. These will be reviewed by the division curriculum committee and then sent to the chair of the Teaching Learning Committee by October 30th. **Please Note:** All departments will submit an annual updated Department Planning Portfolio to their respective deans by October 30th so the Division Plan may be submitted to the Vice President of Academic Affairs by December 15th.

- ◆ The TLC reviews all capstone PA/PR reports annually and assesses them, making recommendations for immediate or future revision.
- ◆ The IE&A Committee assesses the effectiveness of the PA/PR and makes adjustments as needed. Every year the IE&A Committee assesses the progress of the *Strategic Plan*; every three years the *Strategic Plan* will undergo college-wide review and be rewritten accordingly by the IE&A Committee.

Business Division	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Business Administration				X				X				X
Business Applications				X				X				X

Computer Science		X				X								
Engineering			X				X						X	
Global Business/Entrepreneurship	X					X					X			
Paralegal	X					X					X			
Counseling Division	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19		
Counseling		X				X				X				
Center for Teacher Education			X				X				X			
Continuing Education	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19		
Adult Basic Education			X				X					X		
Citizenship		X				X								
Disabled Student Programs & Services (Incorporated into credit, 2012)			X				X					X		
English as a Second Language	X				X									
Health & Safety				X				X					X	
High School Subjects		X				X								
Inmate Education				X				X					X	
Older Adults (Deleted, 2012)			X				X					X		
Parent Education			X				X					X		
Vocational Training				X				X					X	
Fine & Performing Arts	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19		
Art		X				X				X				
Dance			X				X					X		
Communications & Media Studies (Journalism)			X				X					X		
Music		X				X				X				
Communication Studies (Formerly Speech)	X				X				X					
TV/Video			X				X					X		
Theatre				X				X					X	
Humanities/Social Sciences	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19		
Anthropology/Sociology/Women's Studies (3 programs)		X				X				X				
Economics/Geography (2 programs)				X				X					X	
English/ESL (2 programs)	X				X				X					
Ethnic Studies			X				X					X		
History			X				X					X		
Modern Languages				X				X					X	
Philosophy	X				X				X					

Political Science		X				X				X			
Psychology			X				X				X		
Reading				X				X					X
Kinesiology (Formerly Exercise Science)	07/ 08	08/ 09	09/ 10	10/ 11	11/ 12	12/ 13	13/ 14	14/ 15	15/ 16	16/ 17	17/ 18	18/ 19	
Activity and Aerobic Fitness		X				X							
Adapted Education			X				X						
Analysis, Circuit, and Strength Center Lab				X				X					
Kinesiology: General Education *						X					X		
Kinesiology: Intercollegiate Athletics*							X					X	
Kinesiology: Professional Studies; Theory of Sports Medicine*								X					
Sports Medicine		X				X							
Theory/Lecture			X				X						
Health Education				X				X					
Intercollegiate Sports	X				X								
Human Services/Technology	07/ 08	08/ 09	09/ 10	10/ 11	11/ 12	12/ 13	13/ 14	14/ 15	15/ 16	16/ 17	17/ 18	18/ 19	
Auto/Diesel/Welding (3 programs)	X				X				X				
Criminal Justice/Academies				X				X					X
Distance Education			X				X				X		
Family & Consumer Studies				X				X					X
Fire Technology	X				X				X				
Human Development	X				X				X				
Manufacturing Technology		X				X				X			
Nutrition				X				X					X
Occupational Therapy Assistant		X				X				X			
Pharmacy Technology			X				X				X		
SLPA	X				X				X				
Library	07/ 08	08/ 09	09/ 10	10/ 11	11/ 12	12/ 13	13/ 14	14/ 15	15/ 16	16/ 17	17/ 18	18/ 19	
Nealley Library			X				X				X		
Library and Information Studies			X				X				X		
Library Technology			X				X				X		
Science, Math, & Health Sciences	07/ 08	08/ 09	09/ 10	10/ 11	11/ 12	12/ 13	13/ 14	14/ 15	15/ 16	16/ 17	17/ 18	18/ 19	
Astronomy			X				X				X		
Biology				X				X					X
Chemistry	X					X				X			
EMT			X				X				X		
Geology/Earth Science (2 programs)		X				X					X		
Mathematics	X				X				X				
Medical Assisting				X				X					X

Nursing	X				X				X			
Physics			X				X				X	
Student Services	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Special Services				X				X				X
Study Skills			X				X				X	
Sign Language		X			X				X			

C.2 Institutional Planning Alignment Forms

Please see the following so you can see how the department level flows to the Institutional Effectiveness level. Utilize appropriate matrix.



INSTITUTIONAL EFFECTIVENESS and ASSESSMENT COMMITTEE Mission Statement Alignment

Division/Department/Unit Mission Statement Alignment				
Division/Department/Unit:	Mission/Vision:			
	RSCCD Mission	SAC Mission	SAC Vision Themes	SAC Core Competencies

Brief narrative of elements				
------------------------------------	--	--	--	--



**INSTITUTIONAL EFFECTIVENESS and ASSESSMENT COMMITTEE
Institutional Planning Alignment Form Based on Program Review Reports**

INSTITUTIONAL PLANNING ALIGNMENT FORM : Department Level (Annual DPP and Capstone PA/PR Report)			
<i>DATE: REPORT:</i>	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	INSTITUTIONAL SLOs/ CORE COMPETENCIES
<i>Goal 1</i>			
<i>Goal 2</i>			
<i>Goal 3</i>			
<i>Goal 4</i>			
<i>Goal 5</i>			

**INSTITUTIONAL PLANNING ALIGNMENT FORM :
Division Level**

	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	INSTITUTIONAL SLOs/ CORE COMPETENCIES
Goal 1			
Goal 2			
Goal 3			
Goal 4			
Goal 5			

**INSTITUTIONAL PLANNING ALIGNMENT FORM :
Academic Affairs Level**

	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	INSTITUTIONAL SLOs/ CORE COMPETENCIES
Goal 1			
Goal 2			
Goal 3			
Goal 4			
Goal 5			

**INSTITUTIONAL PLANNING ALIGNMENT FORM :
Student Services Level**

	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	INSTITUTIONAL SLOs/ CORE COMPETENCIES
Goal 1			
Goal 2			
Goal 3			
Goal 4			
Goal 5			

**INSTITUTIONAL PLANNING ALIGNMENT FORM :
Administrative Services Level**

	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	INSTITUTIONAL SLOs/ CORE COMPETENCIES

Goal 1			
Goal 2			
Goal 3			
Goal 4			
Goal 5			

INSTITUTIONAL PLANNING ALIGNMENT FORM :			
President's Cabinet Portfolio Level			
	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	INSTITUTIONAL SLOs/ CORE COMPETENCIES
Goal 1			
Goal 2			
Goal 3			
Goal 4			
Goal 5			

NOTE: Please indicate the date and report type, e.g. Annual Department Planning Portfolio; Quadrennial Capstone PA/PR Report; Annual Administrative Unit Outcomes Report; etc. Summarize the goals in a few words for identification purposes. These will be obtained from the annual DPP or the capstone PA/PR reports as well as the annual Student Services (SSUOs) and Administrative Services (AUOs) Unit Outcomes. Then please utilize the numbers from the respective documents indicated above, e.g., District Strategic Plan Goal 1: Learning Community Environment; Vision Theme IA: Student Achievement—Academic Literacy; Core Competency IA: Communication Skills—Listening and Speaking. Please add cells if there are more goals.
bnj/03-12-12

C.3 Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review
(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i>
---------------------------------	--

Awareness	<ul style="list-style-type: none"> • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	<ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	<ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part II: Planning
(See cover letter for how to use this rubric.)

Levels of Implementation	<p align="center">Characteristics of Institutional Effectiveness in Planning <i>(Sample institutional behaviors)</i></p>
Awareness	<ul style="list-style-type: none"> • The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	<ul style="list-style-type: none"> • The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	<ul style="list-style-type: none"> • The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.

Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.
---	--

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

**Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning
Outcomes**

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes Updated May 2011 <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	<ul style="list-style-type: none"> • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.

<p>Proficiency</p> <p>*Text in black is from Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges</p> <p>Explanations in red are interpretations, not from ACCJC.</p>	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs, support services, certificates and degrees. This means by discipline. The college-wide core competencies are institutional SLOs; The COR contains the program-level SLOs; the Syllabus/Course Overview/Study Guide contains the course-level SLOs. • There is widespread institutional dialogue about the results of assessment and identification of gaps. This means at the department level, the division level, the committee/constituency group level. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. This is ongoing and not episodic. That is the purpose of the bi-annual SLO assessment, the DPP and finally the capstone PA/PR review. • Appropriate resources continue to be allocated and fine-tuned. Resources are allocated as a result of clearly defined goals based on data and the analysis of those data. All goals align with the institutional mission. Resources are allocated in priority order as a result. • Comprehensive assessment reports exist and are completed and updated on a regular basis. This is by discipline and is done annually. The PA/PR is a capstone review of annual analysis. • Course student learning outcomes are aligned with degree student learning outcomes. Core competencies=Institutional; COR=degree/program; Syllabus=course level. All are assessed. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. It is explicitly placed on the Syllabus/Course Overview/Study Guide.
<p>Sustainable Continuous Quality Improvement</p>	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation of student learning outcomes processes. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

sc: 5/25/2011



C.4 Santa Ana College Template for Annual Division Planning

1. Division Mission Statement

The purpose of the mission statement is to understand how the division supports the college mission, and in what way. The prompt questions are suggested to help frame the mission statement. (*Select appropriate questions*)

1. What is the purpose of the Division?
2. How does the Division support the college mission?
3. What instruction/services does your Division provide?
4. How is your Division serving students, staff, faculty and/or the community?
5. What opportunities or needs does your Division address?
6. If your Division ceased to exist today, what effect would this have on the college?
7. How do the instruction/services the Division provides meet your Division's purpose?
8. What does your Division plan to do to provide, produce, reduce, improve, or change to further its mission?

2. Division Characteristics and Trends

Describe the Division, the course offerings, and what data was reviewed to show trends that describe where the Division is going. For example, characteristics. Additionally, describe the Division's course/department and program offerings:

1. How current are course outlines in your Division?
2. What determinants are used by each department in your Division to create and improve curriculum?
3. What, if any, courses/curriculum have not been approved by CIC?
4. How do courses, in each department, articulate with or complement each other?
5. How appropriate are course pre-requisites, co-requisites, and if appropriate, advisories in terms of course content, SLO's and goals?
6. If appropriate, how do transfer and articulation agreements serve the needs of students enrolled in courses taught by faculty in the Division?
7. How are majors or career/technical certificates designed to meet the needs and goals of students enrolled in the courses and programs housed in the Division?
8. If appropriate, how are majors or career technical certificates designed to meet the needs and goals of employers? If appropriate, what are the core indicators for your program? (*for example, surveys, advisory committee recommendations*)
9. How do courses and programs in the Division relate to or interact with other courses and programs, on campus? (*cross listing, overlapping content, or shared resources*)
10. What institutional data exists to assist the Division in analyzing student demographics? (*for example, what are the student demographics for your Division?*)
11. How is this information used to improve the courses and programs?

12. What patterns, if any, exist in grading and retention?
13. What patterns, if any, exist in course and program completion?
14. What data has been gathered from students to determine their perceptions of the Divisions courses or programs?
15. What, if any, specific requirements in your Division affect student learning?

3. Trends

- In what direction is the Division moving

1. How has the enrollment increased/decreased in the last six years?
2. To what can the increase/decrease be attributed?
3. What new or different services may be needed by students enrolled in your Divisions programs and courses?
4. What new or different curriculum content may be needed for courses and programs to keep them relevant?
5. How is technology affecting the delivery of services and course content in the Division?

4. Possible data elements (See Research Website)

- Enrollment (headcount, enrollment, WSCH, FTES, etc.)
- Course offering
- Demographics
- Fill Rate
- Success and Retention

5. Student Learning Outcomes (Appendix for core competencies)

What is the plan for continuous assessment of *course* student learning outcomes related to the core competencies?

1. What measures are used?
2. How consistent are the measures across different sections of the same course?
 - What is the plan for continuous assessment of *program* student learning outcomes?
3. What measures are used?
 - 2. How consistent are the measures across different sections of the same course?
4. What course or program changes have occurred as a result of assessed SLO outcomes?
5. If appropriate, how do the number, type, depth and breadth of the courses in the Division support program SLO's?
6. How do course size and scheduling patterns affect the assessment of SLO's?

6. Strengths and Challenges (Weaknesses)

Strengths

1. What strengths in course and program offerings have been identified?
2. What strengths in student demographics have been identified?
3. What strengths in classroom instruction have been identified?

Challenges

1. What challenges to course and program offerings have been identified?
2. What challenges in student demographics have been identified?
3. What challenges in classroom instruction have been identified?
4. If appropriate, what challenges in developing external relationships with the community have been identified?
5. What challenges in grading and retention have been identified?
6. What challenges in program and course learning outcomes have been identified?
7. What strategies have been developed to deal effectively with possible challenges faced by the Division?
8. What challenges in the use of technology have been identified?

7. Opportunities

1. What opportunities have been identified that may affect the growth or expansion of course and program offerings?
2. How does the Division plan to support the strategic directions of the college and the district?

**Final page *Program Review Handbook for Instruction*
bnj/rev 11-27-12**