

Southwestern College Achieving Institutional Mission: Program Review

Review of Academic Programs/Disciplines

The review of academic programs/disciplines is intended to improve the overall quality of existing instructional programs at Southwestern College. Its purpose is to assist the faculty in conducting a self-study of their programs/disciplines to ensure that the educational programs/disciplines are responsive to the needs of our students, as stated in the college's mission statement, and the district's diverse community.

Most of the academic unit reviews will be conducted at the discipline level. For the purposes of this review process, the definitions of discipline and program are as follows:

A discipline is a group of courses that are related by some common characteristics or goals. The disciplines for each school are defined by the school dean and the discipline faculty in order to most effectively review the entire curriculum. A discipline may consist of more than one program.

A program is an organized sequence of courses leading to a defined objective, a degree or certificate, and includes both career/technical and/or transfer objectives.

Timeline for Program/Discipline Review

The following steps layout the timeline for the production of the program/discipline review.

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|--|------------|
| Step 1 Dean/Chair/Program or Discipline Faculty notified
by C&I Sub Committee "C" of timeline/schedule/process. | MAY |
| Step 2 Faculty Lead Person and/or Faculty Committee selected by
Dean/Chair for development of program/discipline review. | MAY |
| Step 3 Institutional Research (IR) will contact faculty lead person
to ascertain if additional survey research (quantitative or
qualitative) is required by the program/discipline. | MAY |

- | | |
|--|------------------|
| Step 4 Notification made to C&I Sub "C" if external review is also being required by outside agency, i.e., Board of Registered Nursing, Matriculation, etc. Program/Discipline review staff examine the content of the external review vis-à-vis the SWC Program Review process; Sub "C" will notify unit whether the external review will meet any portion of the SWC Program/Discipline requirements. | SEPTEMBER |
| Step 5 IR provides standard statistical information and survey results to programs/disciplines. | SEPTEMBER |
| Step 6 Units complete program/discipline review (including the executive summary), secure signatures of committee members (Sub "C") and submit to Dean/Chair for signatures. | OCTOBER |
| Step 7 Cognizant Dean/Chair reviews program/discipline review, makes comments in comments section and signs off on review. Maintains an extra copy of Executive Summary to be used in campus-wide budgetary Decision-making. | NOVEMBER |
| Step 8 Sub "C" submits full report to full C&I, forwards Executive Summary to AIM along with completed review form. | JANUARY |

In early February, Deans will incorporate review results (Executive Summary findings) into the college-wide budget process. AIM, upon reviewing the Executive Summaries for the program/discipline, forwards budgetary recommendations on to CLC. CLC forwards non-CLC budgetary recommendations to EMT. CLC then utilizes the Executive Summaries from all programs/disciplines and units under going review in that year, to aid in determining allocation of CLC block grant monies.

Components of Academic Program Review

Course Review

Every course taught in the program/discipline should be listed on the Program/Discipline Course Review Form, indicating the last date the course was reviewed. Those courses for which prerequisites, corequisites, or recommended preparation have been established should indicate the last date that these were reviewed for validity and appropriateness.

Course Review Form

Use this form to enter all of the courses in this discipline together with the last date of review for the course outlines and any recommended course preparation and/or prerequisites. The column headings have the following meaning:

Course number: Enter the catalog course number.

Outline: Enter the date of the last approval or revision of the course outline.

Pre/Co/Rec. Prep: Enter the date of the last review of the prerequisites, corequisites, or recommended preparations.

[illegible]

Program of Studies/Major Review Form

Every program or major that is the direct responsibility of the discipline should be listed on the Discipline Program of Studies/Major Review form below.

The column headings have the following meaning:

Title:	Enter the Southwestern College name of the program/major.
Number:	Enter the Southwestern College code number for the major.
External Review:	Enter the name of the external review; N/A if no external review required.
Last Review:	Enter the date of the last external review completed.
Next Review:	Enter the date the next external review is due.

Title	Number	External Review	Last Review	Next Review

Response to Previous Review

If the discipline conducted an assessment during the last review period, a review of that assessment should be done. Factors that hindered the program and recommendations made for program improvements should be addressed in a brief narrative that shows where the discipline has been and what it has accomplished.

Review of Statistical Data

The Institutional Research office will supply the following student and course statistics for the four fall semesters preceding the year of the review, both for the discipline and for the college.

- **Student Data:**

Enrollment

Demographics (age, ethnicity, gender)

Major

Successful completion rates

Retention rates

Employment patterns

Transfer patterns

- **Course Data:**

Load

Weekly Student Contact Hours (WSCH)

Full-Time Instructor Equivalent (FTIE)

WSCH/FTIE

Percent WSCH taught by full-time faculty

Grade distribution

Operational Definitions Of Data Elements Used For Student Characteristics

The following data elements were compiled by the College's Institutional Research Office for the Course and Program Review Committee, Subcommittee "C" of the Curriculum and Instruction Committee. The accuracy and completeness of the data for each element is, in part, dependent upon the qualities in the College computer records used to compile this report. In addition, the data elements involving Major, Sex, Age Group, and Ethnic Group were self-reported by the students.

The existing course status codes stored in Colleague and downloaded to the Decision Support System database are as follows:

<u>Code</u>	<u>Definition</u>
A	Student added the course during the Add/Drop period
D	Student dropped the course before the Withdrawal Date (Students who drop after the Withdrawal Date receive a grade of "W")
N	Student registered for the course
WL	Student was placed on the waiting list
X	Student enrollment canceled before the Add/Drop period

Beginning Enrollment is a count of students with course status of "A," "D," or "N." Therefore, students who canceled the course before the Add/Drop period or who were never removed from the Waiting List are not considered to have begun the course.

Ending Enrollment is a count of students who received a grade other than "W." Students are included in this definition if they received a grade of A, B, C, D, F, S (Credit), U (No Credit), X, Z (Report Delayed), or I (Incomplete).

Successful Completion is a count of students who received a final grade of A, B, C, or S.

Success Rate from Beginning of Term is a calculation of the percent of Beginning Enrollment students who received a final grade of A, B, C, or S. Students who received a grade of Z (Report Delayed) are not included.

Success Rate from End of Term is a calculation of the percent of Ending Enrollment students who received a final grade of A, B, C, or S. Students who received a grade of Z (Report Delayed) are not included.

Retention Rate is a calculation of the percent of Beginning Enrollment students who are also included in Ending Enrollment. $[(\text{Ending Enrollment} / \text{Beginning Enrollment}) * 100]$.

Ethnic Group corresponds to the following codes, which were taken from the Southwestern College application:

1-12, 23:	Asian/Pacific Islander	19:	African American
13-16, 24:	Hispanic/Mexican American	20:	Anglo
17:	Filipino	21, 22:	Other
18:	Native American		

Operational Definitions Of Data Elements Used For Course Characteristics

The following data elements were compiled by the College's Institutional Research Office for the Course and Program Review Committee, Subcommittee "C" of the Curriculum and Instruction Committee. The accuracy and completeness of the data for each element is, in part, dependent upon the information contained in the College computer records used to compile this report.

Data for this section of each discipline's report were extracted from the course sections file in Colleague or are calculations based on element are from that file. The accuracy and completeness of the data for each element is dependent upon the information contained in the College computer records used to compile this report. These statistical data are used in conjunction with other information (such as the Student Characteristics data also included in this report) to assess the quality, effectiveness and level of service for each course.

Courses were selected from the Colleague files if they had a term of "99/FA" (Fall 1999) to be replaced each year with the term under study.

Maximum Load is equivalent to "Assigned Class Maximum" and represents the maximum student enrollment assigned to each course based on the physical capacity of the facility or the contract maximum of the instructor.

Enrollment at Census is an actual headcount of students in attendance in each course on census date. When compared to Beginning Enrollment and Ending Enrollment (which are based on course status in a class and final grades, respectively) a picture of the fluctuations in enrollment over time can be drawn. This may provide some assistance with planning and budgeting for future class enrollments.

Percent Load at Census is based on the number of students enrolled in a course at census compared to the assigned class limit (maximum load) for that course. It is derived from the following calculation: Enrollment at Census/Maximum Load.

SCH or Student Contact Hours represents the total number of hours generated by students enrolled in each section of each course included in a specified discipline. This data element can be used to compare course magnitude within each discipline. It should

be noted that in 1990 a change was implemented for calculating Student Contact Hours; therefore, comparisons with academic years prior to 1990 should be viewed with caution. Most lecture courses carry three student contact hours; thus, for these courses, the following calculation was used: Enrollment at Census $\times 3 =$ SCH.

FTIE or Full-time Instructor Equivalent (same as Full-time Equivalent Faculty used by some other California Community Colleges) is computed on the basis of a full-time equivalent academic faculty member (1.0) teaching an average of 15 hours per week for lecture classes or other negotiated or assigned time period for laboratories, shop courses, or other nonlecture instructional courses.

SCH/FTIE is the ratio of Student Contact Hours to Full-time Instructor Equivalent, a measure of faculty load or college efficiency. This data element can be used for comparisons over a time series as well as for comparisons with College averages or similar data from other community colleges. It should be noted that in 1990 a change was implemented for calculating Student Contact Hours; therefore, comparisons with academic years prior to 1990 should be viewed with caution.

FT/PT or Full-time/Part-time, indicates whether a full-time (Full) or part-time (Part) instructor taught a particular section.

Criteria for Academic Program Review

The report must include a response to each of the following criteria that are applicable to the discipline. (Use criteria form below.) Some criteria require a listing or description; others may not be applicable to the discipline, in which case you should mark N/A. Finally, amplify, elaborate, or justify any responses you wish with narrative comments.

1.0 Faculty and administrator(s) work toward mutually identified goals.

<i>Yes</i>	<i>No</i>	<i>N/A</i>	<i>Other</i>		
				1.1	Discipline goals are consistent with college mission.
				1.2	Curriculum is developed and reviewed with full participation of discipline faculty and administrator(s).
				1.3	Program/course changes have occurred during this review period.
				1.4	Discipline meetings are held on a regular basis.
				1.5	Equipment and facility changes have been made.
				1.6	Textbooks have been reviewed and adopted (for currency, sex bias, reading level, and access for students with disabilities).
				1.7	Adjunct faculty are networked with discipline faculty (shared curriculum materials, textbook selection, etc.).

Comments on 1.0:

2.0 Faculty are qualified by academic background, experience and continuing professional staff development.

<i>Yes</i>	<i>No</i>	<i>N/A</i>	<i>Other</i>		
				2.1	Faculty are actively involved in selection, evaluation, and retention of full- and part-time staff.
				2.2	Faculty are sufficient in number and diversity to provide effective instruction.
				2.3	Full- and part-time ratio meets college average.
				2.4	Full-and part-time ratio is in accordance with AB1725 (75%/25%)
				2.5	Faculty are actively involved in professional organizations, publishing of papers/books, artistic production, and other scholarly works.
				2.6	Faculty have received awards, honors, grants.
				2.7	Faculty supports staff development opportunities for their discipline.

Comments on 2.0:

3.0 Discipline is responsive to changing conditions within its field.

<i>Yes</i>	<i>No</i>	<i>N/A</i>	<i>Other</i>		
				3.1	Discipline changes are consistent with technological and scientific advancements and program/discipline course work incorporates new developments in the field.
				3.2	Faculty work with appropriate staff members to ensure adequate resources are available in the college's Learning Resources Center and Library.
				3.3	Courses and programs have been articulated with feeder and transfer institutions.
				3.4	Faculty work with transfer institutions to ensure currency of course content and standards.
				3.5	Faculty work with professionals in the field to ensure appropriateness of course content and standards.
				3.6	Faculty work with professionals in the field to monitor employment trends.
				3.7	SCANS competencies are infused into the curriculum.
				3.8	Content addresses diverse student populations as appropriate.
				3.9	Critical thinking skills are infused into the curriculum.
				3.10	Instructional strategies utilize technology, distance education, service learning, multicultural learning styles, and critical thinking exercises. Strategies have been reviewed for access to students with disabilities.

Comments on 3.0:

4.0 Discipline is responsive to changing enrollment patterns.

<i>Yes</i>	<i>No</i>	<i>N/A</i>	<i>Other</i>		
				4.1	The number of course sections offered each semester is in response to student demand for those courses.
				4.2	The schedule patterns (times, sequencing, backups, etc.) optimize student enrollment and completion.
				4.3	Required courses are scheduled with adequate frequency to ensure timely completion of program requirements.
				4.4	Faculty monitor enrollment patterns and develop strategies for appropriate changes.
				4.5	Faculty review teaching methodologies in light of demographics and learning styles.
				4.6	Discipline is responsive to the need for articulation; integration and sequencing of courses with transfer institutions that require these courses.

Comments on 4.0:

5.0 The community supports the discipline programs and is involved in the development and assessment of the programs. (NOTE: This criterion applies directly to vocational courses)

<i>Yes</i>	<i>No</i>	<i>N/A</i>	<i>Other</i>		
				5.1	Each program advisory committee meets at least once per year.
				5.2	Faculty have reviewed the SWC Career & Technical Program Advisory Committee Guidelines to plan their committee and committee activities.
				5.3	The advisory committee has reviewed the appropriate curriculum and provided input.
				5.4	There is evidence of community support for discipline programs. Please check all that apply: ☐ Donates equipment or supplies to programs. ☐ Attends district functions. ☐ Serves on district advisory committee. ☐ Provides cooperative work experience sites. ☐ Provides scholarships, awards, or cash for student benefit. ☐ Other.
				5.5	The college receives frequent job requests from the community for student workers and graduates. Please check all that apply: ☐ Programs have good placement rates. ☐ Programs provide entry and upgrade level training. ☐ Labor market data show demand for future workers.
				5.6	The employment patterns of students in the discipline are in line with the college totals.

Comments on 5.0:

6.0 The discipline outcomes are congruent with the goals of the discipline.

<i>Yes</i>	<i>No</i>	<i>N/A</i>	<i>Other</i>		
				6.1	Discipline faculty have established student outcome goals, which are reviewed annually with their instructional administrators.
				6.2	The discipline retention rate is in line with the total college retention rate.
				6.3	The success of students in the discipline is in line with total college rate.
				6.4	The success of students on financial aid is in line with the total college rate.
				6.5	The number of students advancing from Basic Skills courses meets discipline expectations. (Basic Skills only)
				6.6	The transfer patterns of students in the discipline are in line with the college totals. (Transfer disciplines)

Comments on 6.0:

7.0 The discipline interacts with other disciplines to further student success.

<i>Yes</i>	<i>No</i>	<i>N/A</i>	<i>Other</i>		
				7.1	Discipline is responsive to the need for articulation, integration, and sequencing of courses with other disciplines that require these courses.
				7.2	There is evidence that the discipline serves students from other disciplines effectively.
				7.3	There is evidence that other disciplines serve students from this discipline effectively.

Comments on 7.0:

8.0 Other comments and concerns not previously addressed (Use narrative format to address these points.)

- 8.1 Describe the aspects of the program/discipline that are particularly successful.
- 8.2 Describe factors, internal or external to the institution, which affect the program/discipline in achieving its goals. (For instance, the number of students completing a major may be negatively impacted by an inadequate number of course sections in an important service or general education course.)
- 8.3 Describe any problems that exist within the program/discipline. Describe possible solutions, addressing curriculum, equipment, staff development, support staff, and instructional material needs.

9.0 Program/Discipline's recommendations

Based on the results of your self-study, describe your program/discipline's recommendations for improvements, along with any comments and concerns. Number your recommendations so that you may refer to them in the Summary Work Plan Sheet.

Recommendations:

Additional Information

On occasion some disciplines may have additional documents that they feel should be included to complete the self-study. Supporting documents may include such things as articulation agreements, consultant reports, study guides, etc.

Academic Program Review Summary Work Plan

[illegible]

Executive Summary

Academic Programs/Disciplines

Discipline/Program Area _____ Date _____
(Year/Term) _____

Faculty Originator _____ Date _____

Department Chair _____ Date _____

School Dean _____ Date _____

Major Findings:

- Curriculum (criteria # 1.0, 3.0, 4.0, 6.0)

- Student Success (criteria # 6.0, 7.0)

- Transfer/Placement (criterion # 6.0)

- Other (criteria # 2.0, 5.0, 8.0)

Priority Recommendations:

- Fiscal (New Construction/Capital outlay)

- Personnel (Faculty, Staff)

- Technology

- Other

Submitting Reports

Upon completion of the self-study, the report for academic programs/disciplines should be submitted to the Department Chair and School Dean for review and signature. The School Dean and cognizant Chair will then incorporate the self-study results into the college-wide budget process. They will then forward the report on to Subcommittee "C." Subcommittee "C" will review the report using the Review Form below. (Note: The process framework is previously described on Table 1, *Timelines and Process*.)

Subcommittee C Review Form

1.0 Faculty and administrator(s) work toward mutually identified goals.

		Adequate	Additional Info Needed	Comments
1.1	Discipline goals			
1.2	Curriculum development and review			
1.3	Program/course changes			
1.4	Discipline meetings			
1.5	Equipment and facility changes			
1.6	Textbook review			
1.7	Adjunct faculty networked with discipline faculty			

Additional comments on 1.0:

2.0 Faculty are qualified by academic background, experience, and continuing professional staff development.

		Adequate	Additional Info Needed	Comments
2.1	Faculty involved in selection, evaluation, and retention of full- and part-time staff			
2.2	Faculty sufficient to provide effective instruction			
2.3	Full and part-time ratio meets college average			
2.4	Full and part-time reflects AB1725 (75%/25%)			
2.5	Faculty involvement in activities			
2.6	Faculty awards, honors, grants			
2.7	Faculty staff development opportunities			

Additional comments on 2.0:

3.0 Discipline is responsive to changing conditions within its field.

		Adequate	Additional Info Needed	Comments
3.1	Discipline changes consistent with advancements			
3.2	Faculty ensure adequate resources available			
3.3	Course and program articulation			
3.4	Currency of course content and standards			
3.5	Appropriateness of course content and standards			
3.6	Monitoring employment trends			
3.7	SCANS competencies infused into the curriculum			
3.8	Content addresses diverse student populations			
3.9	Critical thinking skills infused into the curriculum			
3.10	Instructional strategies			

Additional comments on 3.0:

4.0 Discipline is responsive to changing enrollment patterns.

		Adequate	Additional Info Needed	Comments
4.1	Number of course sections responds to demand			
4.2	Scheduling optimizes enrollment and completion			
4.3	Required courses adequately scheduled			
4.4	Faculty monitor and respond to enrollment patterns			
4.5	Faculty review of teaching methodologies			
4.6	Articulation, integration, and sequencing of courses			

Additional comments on 4.0:

5.0 The community supports the discipline programs and is involved in the development and assessment of the programs.

		Adequate	Additional Info Needed	Comments
5.1	Program advisory committee annual meetings			
5.2	Review of SWC Career & Technical Program Advisory Committee Guidelines			
5.3	Advisory committee review of curriculum			
5.4	Community support for discipline programs			
5.5	Job requests for student workers and graduates			
5.6	Employment patterns of students			

Additional comments on 5.0:

6.0 The discipline outcomes are congruent with the goals of the discipline.

		<i>Adequate</i>	<i>Additional Info Needed</i>	Comments
6.1	Student outcome goals			
6.2	Discipline retention rate			
6.3	Discipline success rate			
6.4	Success of students on financial aid			
6.5	Students advancing from Basic Skills courses			
6.6	Transfer patterns of students			

Additional comments on 6.0:

7.0 The discipline interacts with other disciplines to further student success.

		<i>Adequate</i>	<i>Additional Info Needed</i>	Comments
7.1	Articulation, integration, and sequencing of courses with other disciplines			
7.2	Discipline serves students from other disciplines			
7.3	Other disciplines serve students from this discipline			

Additional comments on 7.0:

8.0 Other concerns and comments:

Signature – Chair, Subcommittee C