

A. Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

6 yr, **annual**

This should be a fairly straightforward description of what your program or service area does: functions performed, instructional areas included, and/or support services provided. Except in cases of reorganization or new programs/functions added, the description can be carried forward unchanged.

Briefly describe how the functions/services of the program support the college's mission:

www.smc.edu/ACG/Pages/Mission-Vision-Goals.aspx

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

6 yr, **annual**

In this prompt you should address the overarching program goals and responsibilities. Some programs have found it easier to combine the response to prompts #1 and #2. If you choose to do that you will still be required to make a response to the prompt in the on-line format so simply write "See response to #1".

If your program/area is responsible for ensuring institutional or program compliance with any federal, state, or other requirements or mandates please include that information.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

6 yr

SMC has identified, and periodically updates, Institutional Learning Outcomes (ILOs), Supporting Goals, and Strategic Initiatives (<http://www.smc.edu/ACG/Pages/Mission-Vision-Goals.aspx> and <http://www.smc.edu/ACG/DistrictPlanningPolicies/Pages/Strategic-Initiatives.aspx>). These have been identified as priorities for the institution with the expectation that each program/service/area will integrate **those that are appropriate** into overall unit planning and functions. Describe how the program/area has done this.

Examples:

Maintaining a Sustainable Physical Environment (<http://www.smc.edu/ACG/Pages/Mission-Vision-Goals.aspx>) is a Supporting Goal of the College. Describe how your program/service/area contributes to this goal.

³ Institutional Imagination Initiative (<http://www.smc.edu/ACG/DistrictPlanningPolicies/Pages/Strategic-Initiatives.aspx>) is a Strategic Initiative. This would be the first prompt where you might reference any new, innovative programs or strategies your program/service/area has implemented as supporting this institutional initiative to foster innovation.

ILO #1: *Santa Monica College students will acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.* (See also http://www.smc.edu/ACG/AcademicSenate/AScommittees/Documents/Institutional%20Effectiveness/2013_11_ILOs_and_Core_Compencies.pdf) If your program has mapped course or program SLOs to an ILO, or the program has implemented services/functions to support students achieving an ILO briefly describe the relationship between the ILO and service/function.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).
6 yr, **annual**

This prompt will not apply to every program. If it does not apply simply write NA in the prompt box in the on-line format.

The purpose of this prompt is to improve institutional planning by identifying programs that are wholly or partially supported by non-District funds. If your program receives non-District funds specify exactly how that funding is allocated (ex: staff positions, instructional materials, supplies etc.) and for how long funding has been awarded.

B. Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

The purpose of this section is to describe the population your program or service area serves. Describing your populations served will help contextualize the discussions in the other sections of the report.

Multi-discipline departments may find it more relevant to answer the following questions for each discipline. Please indicate the number of different disciplines for which information will be provided, and copy, insert and answer one set of questions per discipline.

The Office of Institutional Research has prepared a standard set of data containing student demographic information for instructional programs going through the six year program review process, and for each discipline in your program, including student gender, ethnicity/race, age, enrollment status, stated educational goal, education status, basic skills status, and full-time/part-time status. You can access your report on the Institutional Research website: www.smc.edu/ir. If you would like to request additional data, please use the online research request form: <http://smc.researchrequest.sqizmo.com/s3>. If applicable, use additional data compiled by your program to complete this section.

1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year program review and the possible reasons for the changes. 6 yr, **annual (first time)**

In this section, include the following information about your student population:

- Headcount of students in the program
- Description of your students in terms of key demographic variables,

You may want to summarize and interpret the data as they relate to your program's student population:

- Discuss any changes in your student population over the last six years
 - Note trends (increase or decrease?) in numbers of student served and explanation for pattern
 - Note changes in student characteristics and explanation for change
- Describe anything that stands out, including what makes your student population unique

Tips

- It is not necessary to use all of the data variables provided to you in the Institutional Research data packet; focus on the key points/significant findings
- When comparing data from different periods, use a consistent time metric (for example, compare fall term data to fall term data)
- It is not necessary to include a table/chart for every discussion point in the text of the report. Include table/charts only for key/significant discussion points. When necessary, include the data tables/charts in an appendix for reference

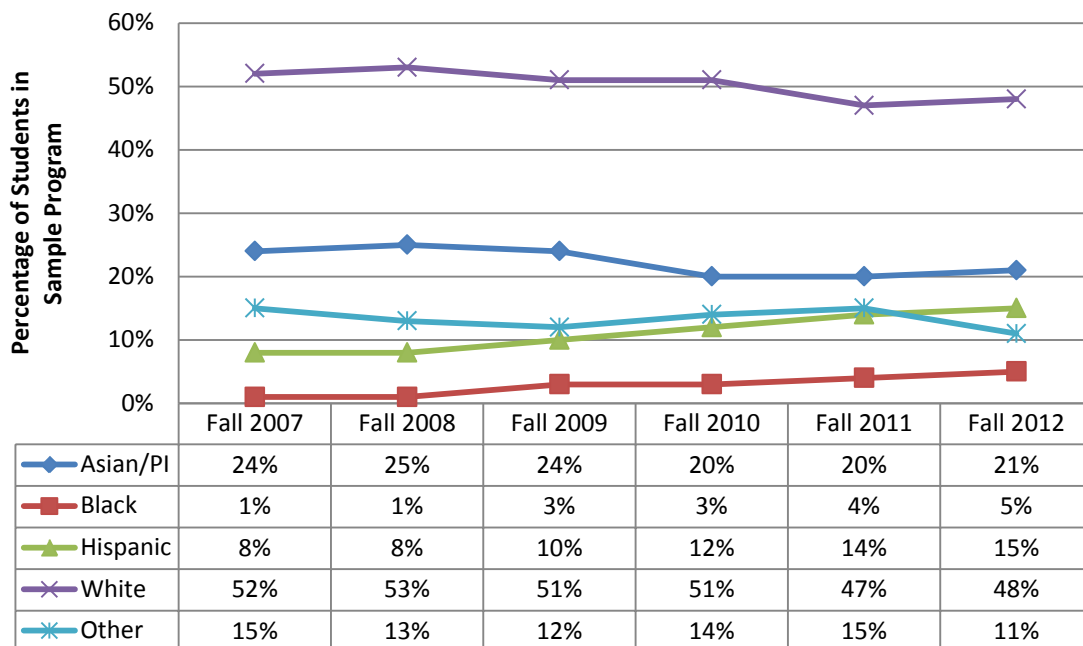
Sample Response to Question (for illustration only):

The Sample Program serves a large and diverse student population. Over the last six fall terms, the numbers of students served by Sample Program (defined as enrolling in at least one course in the program) have steadily increased from 628 in fall 2007 to 843 in fall 2012 (see Table X in Appendix B1). The increase in the program's student population may be attributed to the addition of five new courses to the program since 2008-2009 (see Appendix B2 for a description of the new courses). The addition of

these courses have allowed the Program to increase the number of class offerings every fall and spring term from 21 sections in fall of 2007 to 30 sections in fall 2012 (see Table Y in Appendix B1).

Our student population is largely made up of male (65%), 24 years old and younger (57%), and Asian/Pacific Islander and White students (21% and 48%, respectively) who report a transfer goal (80%). The program has observed an increasing trend of students who are African American/Black or Hispanic/Latino (see Figure A). The increase in these student populations may be attributed to the program's collaboration with two new federal grants aimed to increase the participation of historically underrepresented students in the program beginning in fall 2009. The grant activities have included developing cohorts of minority students to enroll in COURSE 1, COURSE 2, and COURSE 3 together, as well as providing specialized counseling and supplemental instruction and tutoring support for the cohort.

Figure A. Student Ethnicity/Race Fall 2007 to Fall 2012



2. Compare your student population with the college demographic. Are your students different from the college population?
6 yr

In this section, provide a comparison of your student population to the college-wide population in terms of one or more student characteristic variables, including who is under/over served in your program. Provide an explanation for the differences in your student population when compared with the college-wide population as well as a description of what your program is doing to respond to the trend, when applicable.

Tips

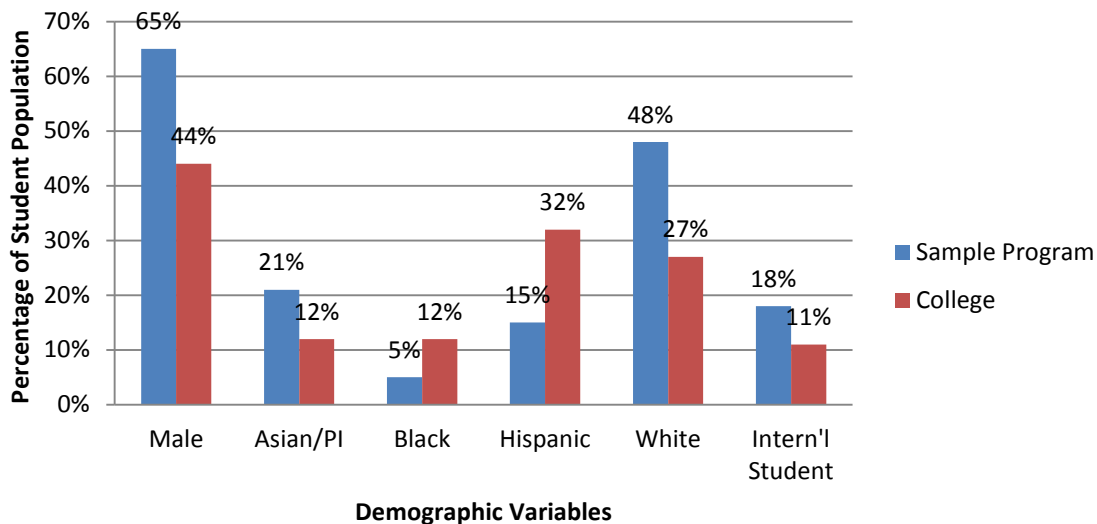
- It is not necessary to use all of the data variables provided to you in the Institutional Research data packet; focus on the key points/significant findings
- When comparing data from different periods, use a consistent time metric (for example, compare fall term data to fall term data)

- It is not necessary to include a table/chart for every discussion point in the text of the report. Include table/charts only for key/significant discussion points. When necessary, include the data tables/charts in an appendix for reference

Sample Response to Question (for illustration only):

When compared with the fall 2012 college-wide population, the data indicate that female, African American/Black, and Hispanic/Latino students are underserved in our program, but international students are overrepresented in the program (see Figure Z below). *[Other student characteristics were not mentioned or described because the trends did not yield any unique or important findings].*

Figure Z. Comparison of Demographics of Sample Program and College-wide Populations, Fall 2012



The under-representation of female students in our program mirrors the gender gap observed in the industry: according to the Journal of Sample Program, approximately 62% of professionals in the industry are male. The ethnicity/race composition of students in our program also mirrors the ethnicity/race composition in the industry. However, as mentioned in the previous question, the program has partnered with two federal grants aimed to increase the participation and success of minority students in the program. As a result of the efforts of the grant, the percentage of African American/Black and Hispanic/Latino students has increased over the last six years from 1% to 5% (for African American/Black students) and 8% to 15% (for Hispanic/Latino students).

The Sample Program has been working with the counseling department to better market the program to all students, including female and minority students. *[In this section, the program can also provide one or two sentences to describe why international students may be overrepresented in the program.]*

3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum?

6 yr

In this section, provide a profile of your students in terms of basic skills status (defined as the percentage of students concurrently enrolled in one or more basic skills English, ESL, and/or math course).

- Disaggregate the data by discipline and basic skills level, when necessary.

- If the profile has changed in the last six fall terms, please note the change (increased? decreased?).
- Include a comparison of your program to the college-wide population in terms of basic skills status, when appropriate.
- If applicable, describe how the basic skills profile of your students impacts your program's goals, activities, and/or curriculum, including any challenges it poses.

Tip

- Focus on the basic skills discipline(s) that are related to your discipline. For example, it is not necessary to report on the basic skills math profile of students if your program courses do not require math or computational skills.

Sample Response to Question (for illustration only):

In fall 2012, approximately 53% of students enrolled in courses in Sample Program were concurrently enrolled in basic skills English or ESL courses. When compared with the fall 2012 college-wide population (67%), fewer students in Sample Program are enrolled in basic skills English or ESL courses which may be attributed to the fact that one third of our courses (8 out of 24) have an "Eligibility for English 1" advisory. The advisories were a result of a content analysis conducted by faculty in a fall 2005 department meeting; the faculty identified the courses requiring the entry level reading and writing skills of students at the English 1 level. The course advisories may limit access to the program courses for basic skills English students.

C. Program Evaluation

In this section programs/units are to identify how, what, and when program evaluation takes place and summarize the results from data collected. Please use Section D to address program responses to the

findings described in this section. Programs/units with multiple disciplines or functions may choose to answer the following questions for each area.

The purpose of this section is to describe the evaluation methods used to assess your program's effectiveness and student learning outcomes. You will be expected to summarize the results of your program's assessments in Section D: Program Improvement, Part 2: Moving Forward.

Multi-discipline departments may find it more relevant to answer the following questions for each discipline. Please indicate the number of different disciplines for which information will be provided, and copy, insert and answer one set of questions per discipline.

The Office of Institutional Research has prepared a standard set of data containing success and achievement information for each discipline in your program, including course success, course retention, degrees, and Certificate of Achievement data. You can access your report on the Institutional Research website: www.smc.edu/ir. If you would like to request additional data, please use the online research request form: <http://smc.researchrequest.sgizmo.com/s3>.

You can access summary data for the course SLOs in your ISIS portal. (For information on how to access SLO reports, please see <http://www.smc.edu/IECommittee>). A summary of your program SLOs are found on the Institutional Research Website:

<http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Pages/SLOILO-Reports.aspx>

If applicable, use additional data compiled by your program to complete this section, including any survey data you may have collected, TIMS data, or license exam rates (<http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Pages/License-Exam-Rates.aspx>)

1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement. *SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a course. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.*
6 yr, **annual**

In this section, list the course SLO statements your program assessed, discussed, and used for program planning, improvement, or decision making processes during the current program review cycle. Indicate why you chose to focus on the SLOs.

Sample Response (for illustration only):

Sample Program has an average of three SLOs for each of the twelve courses offered in the program. In this year's program review, the program will discuss the assessment and result of two SLOs:

- COURSE 1: "After completion of the course, students will be able to identify the key elements of the scientific method"
- COURSE 2: "After completion of the course, students will be able to accurately interpret the findings of a data study"

The faculty of the Sample Program systematically assesses and reviews the results of all stated SLO on an annual basis. However, the program focused on the two course SLOs above in the current program review as these SLOs produced the lowest mastery rates in the fall 2012 department SLO report (refer to Appendix C1).

2. Describe when and how the program assesses these SLOs and uses the results for program improvement including:

- How outcomes are assessed and how often
 - How and when the program or discipline reviews the results and engages program/discipline faculty in the process
- 6 yr

This question asks programs to describe the SLO process, including:

- The process of articulating and evaluating the course SLO statements
 - How were the SLO statements determined? Who was involved with the process?
 - Is there a mechanism in place to review the validity and usefulness of the SLO statements?
 - How are students informed of the expected course outcomes?
- The assessment methods and instruments
 - Does the department use a common assessment tool or do instructors develop their own assessment instruments?
 - Describe the assessment instrument (for example, multiple choice/short answer/essay test, assignment, project, items embedded into the final exam, survey)
 - Does your program enter your SLO data into the ISIS portal?
- Involvement of faculty members in the dialogue
 - Who is involved?
 - How often does the dialogue take place?
 - In what setting are the data discussed?
- The process of evaluating the SLO results
 - How does your program set the criteria for evaluating whether students mastered the SLO (target or goal) (for example, do you use a rubric)? Who was involved in the process? When and how often does this happen? In what setting does this happen?
- Use of SLO assessment results to inform planning and decision making process
 - How does the program use the SLO results for program planning and decision making processes? What does it inform?

Report the findings of the data in section D (Program Improvement), question #8.

Sample Response (for illustration only):

The current course SLOs were defined during the spring 2009 departmental flex day meeting. The entire department, including adjunct faculty, participated in the process of articulating the course SLOs and developing the tools to assess the SLOs at the meeting. For a list of the course SLOs, refer to Appendix C2. The expected SLOs are communicated to students through the course syllabi.

The program uses a common method, five multiple-choice items integrated into the final exam, to assess whether students have mastered the SLOs in COURSE 1 and COURSE 2. Refer to Appendix C3 for the SLO assessment items. Faculty members began recording student-level SLO mastery results for all courses into the college's ISIS ILO portal in winter 2010. As of spring 2013, approximately 85% of all instructors use the portal to document the course SLO results for their sections.

All faculty members are required to attend the fall and spring departmental flex day meetings and engage in (program) self-evaluation dialogue. The flex day meetings are opportunities for faculty to analyze and discuss student success data, reflect on current teaching practices, and participate in formal and informal professional development activities. The fall departmental flex day meetings are dedicated to reviewing SLO assessment findings. During the fall 2013 flex day meeting, the faculty of the department examined the SLO mastery rates for all courses for terms spring 2011, fall 2012, and spring 2013 by course, student demographics (age, ethnicity/race, gender, enrollment status), and course variables (day/evening, online vs. on-ground). The SLO mastery data are benchmarked against the college-wide performance on all course SLOs (82%). The SLOs findings informed meaningful dialogue related to innovative instructional practices, textbooks, technology and equipment needs, and student equity practices.

The spring departmental flex day meetings are dedicated to reviewing the validity, appropriateness, and usefulness of the course SLOs. To date, no changes have been made to the course SLOs.

3. If your program or discipline issues a degree or certificate, list each degree or certificate and the core competencies that students are expected to achieve on completion. *Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.*

6 yr

In this section, list each degree or certificate, the stated program SLO, and the core competencies that students are expected to achieve upon completion of the award.

Sample Response (for illustration only):

Sample Program awards one associate degree (Associate of Arts in Degree Name). The program-level learning outcome is:

- “After completion of the program, students will be able to critically analyze and communicate the impact of social factors on the environment”

The core competencies that students are expected to achieve upon completion of the award include:

- 1) Content knowledge
- 2) Quantitative reasoning
- 3) Critical thinking
- 4) Oral and written communication skills
- 5) Scientific understanding of earth’s natural systems and cycles
- 6) Understanding of human impact on the environment
- 7) Service learning (in-service to the environment)

4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage). **Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).**

6 yr, **annual**

If you collect additional data (beyond SLO) to evaluate your program’s effectiveness, describe the assessment tools:

- Describe the specific measure(s) used to assess effectiveness, including a definition for how they are calculated, if applicable,
- Describe the assessment tool (TIMS? survey? college administrative data? focus groups?) and include the tool in the appendix,
- How does the program use the data results for program planning and decision making processes? What does it inform?

Report the findings of the data in section D (Program Improvement), question #8.

Sample Response (for illustration only):

Sample Program primarily defines program effectiveness as student success and achievement. Twice a year, all full and part-time faculty meet during departmental flex days to review and discuss longitudinal student success data, including course success and retention rates, and degrees and certificates awarded. The effectiveness indicators are benchmarked against the college-wide performance on the indicators and are disaggregated by student demographic groups. The student success assessment findings inform meaningful dialogue related to innovative instructional practices, textbooks, technology and equipment needs, student equity, student learning outcomes assessment tools, instructional support

(tutoring), and review of the official course outlines of records and course-level student learning outcome statements. In 2011-2012, the department administered a survey of former students who have earned an Associate Degree from the program, the Sample Program Graduate Survey, based on the recommendation of the last program review. The survey assesses students' satisfaction on the quality and rigor of the coursework in the program as well as the extent to which the program prepares students for a job or study at a four-year college/university. Refer to Appendix C4 for a list of items on the survey.

5. If applicable, discuss achievement rates on state licensure exams.

6 yr, **annual**

CTE Only

This section only applies to Career Technical Education programs requiring a California licensing examination (cosmetology, registered nursing, and respiratory therapy).

Summarize and interpret the license exam pass rates and include the following information:

- Brief background of license test (for context)
- Based on the criteria set for your department, indicate whether the program is meeting its goals in terms of license exam pass rates
- Note any trends across terms or years (increase, decrease, remain steady)
- Provide an interpretation of the data findings within the context of your program (what does the findings mean to your program and why?)

Sample Response (for illustration only):

The California Board of Program uses the Test Name, developed and administered by Professional Organization, to measure the competencies required to perform safely and effectively as a newly licensed professional in the field. The test is administered to graduates of Sample Program.

Over the last five years, students from Sample Program at SMC passed the license exam at a rate of 82.3% (reflects the results of all graduates who have taken the test for the first time in the specified year). The pass rates have remained relatively stable (within 2 to 5%) over the last five years. Refer to Appendix C5 for detailed data on the license pass rates. In the last program review, the department set the goal of 100% for the license exam pass rates as graduates of the Sample Program will need to be licensed to successfully secure employment in the industry. The data findings have been discussed during monthly departmental meetings and have informed the discussion related to instructional practice, course textbooks and materials, instructional support (such as tutoring and lab assignments), and course content and alignment.

6. Career Technical Education (CTE) programs are required to have active industry advisory boards which meet at least once a year. (Attach minutes from each meeting since the last program review report). List advisory board membership, how often it meets, and indicate involvement with the program. Please attach minutes from the most recent advisory board meeting as an appendix to this report.

6 yr, **annual**

CTE Only

Include the following information in response to this question:

- How often and when does the advisory board meet?
- What is the general makeup of the advisory board membership (list specific persons in appendix)?
- What is the role of the advisory board in your program?
- Attach minutes of the most recent advisory board meetings as an appendix

Sample Response (for illustration only):

The Sample Department maintains two separate advisory board committees for the two programs in the department. The Program#1 Advisory Board meets every fall semester. The Program#2 Advisory Board meets every spring semester. Advisory board members include professionals working in the industry, employers and job placement agencies, as well as members from other educational institutions.

The role of the advisory board is to provide input on course offerings, degree requirements, curricula, industry trends, and job skills. Recommendations from the advisory boards inform program planning, changes, and improvements. Refer to Appendix C6 for a list of advisory board members and minutes from the most recent advisory board meetings.

7. Describe any program response to advisory board recommendations. Give specific examples. 6 yr, annual

Identify the recommendations that the program plans to respond to/has responded to, and describe how the program plans to incorporate/has incorporated the recommendations into program changes.

Sample Response (for illustration only):

Members of the Program#1 Advisory Board made a recommendation during the fall 2012 meeting to add a course emphasizing social media platforms and skills to the degree requirements. The members cited the increasing role of social media in marketing strategies in the industry to justify the need for a course in social media. In response to the recommendation, the instructors of Sample Program are currently in the process of developing a course in Social Media Marketing. The program plans to submit for approval of the new course through the Curriculum Committee next term.

D. Program Improvement

In this section, please document what you did last year as a result of what you described in Section Ca and what you are planning to do for the coming year.

Part 1: Looking back

In this section, please summarize your response to last year's planning efforts.

1. Note the status of the previous year's objectives.

[This related to an automated response feature expected with the future online submission. If your program set specific objectives for the previous year, please summarize them and indicate whether each objective has been completed, is still in progress, or has been eliminated. Add comments if you feel further explanations are needed. If your program did not set yearly objectives, you may omit this item for the current review].

Once you have program objectives, you will report on past objectives here. See D. part 2 for the format of the objectives. Once the annual program review is online, you should see your previous objectives in this field and be able to answer each objective in turn.

- For objectives that have been met, be sure to discuss the assessments or measurements used to reach that conclusion.
- For objectives that are ongoing, discuss progress made and plans for completion.
- If the timeline for completion is to be extended, explain the circumstances around that decision.
- If an objective is obsolete, discuss the circumstances and rationale for deleting the objective.

2. List accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

6 yr, **annual**

This section is for explaining to the committee how great your program is! Discuss program projects completed, successes, etc.

3. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

6 yr

Please list your previous program review recommendations (from the Executive Summary) and describe the response to each. Some recommendations may have been fully addressed, partly addressed, or may not be relevant currently.

Summarize how your program decided to address each recommendation, attaching detailed data or information, if necessary, as Appendices.

Some of the details may also be described in other sections, so refer to those sections here, as necessary.

4. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors that triggered the changes, and indicate the expected or anticipated outcomes.

6 yr, **annual**

Sometimes a program takes on challenges or projects that weren't anticipated or part of its original plans or objectives. As applicable, describe those types of projects here, and explain what happened that caused you to undertake a project or make a program change that you weren't originally planning on doing. Also, indicate the results of these types of changes, how things turned out, and the timeline of these changes.

If all your activities and program changes come from your previous objectives outlined above, then this won't be applicable.

5. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

6 yr, **annual**

Finding outside funds for a project in your program can allow a program to meet an objective or work on a project that would be difficult without the funding. Talk about any type of work done in your program that was done due to the presence of any kind of outside funding.

Describe the benefits of the project done with this funding, and if there were additional challenges or issues that came about from this project, describe those as well.

(Don't include projects made possible by the program's regular budget.)

Q6 for Instructional

Q9 for CTE

Describe departmental efforts to improve the teaching and learning environment.

6 yr

What does your program or department do to make the classroom experience better for students? Tell us how your program is keeping the students engaged. Talk specifically about any training, teaching initiatives or other work being done to make the classroom more conducive to learning.

For example, programs often write about how they have received SMC Foundation money to upgrade technology, attend teaching workshops, partner with other departments on campus, etc. Programs also discuss how specific educational philosophies are implemented by faculty members in their department.

Q7 for Instructional

Q10 for CTE

If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.

6 yr

If you have a service like this available to your students, describe how your program interfaces with it. How do you coordinate services with the learning support service? Do you formally or informally monitor

student satisfaction or participation? Answers to this question can be helpful in future planning around tutoring and learning support services.

Q6 for CTE

Describe any grants, VTEA, or other funding received since the last review [in the past year] and how it was used to improve the program.

6 yr, **annual**

CTE Only

Similar to question #5, but specifically for funds only available to CTE programs.

Q7 for CTE

If applicable, note external factors that impacted the program (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.), and any changes the program made as a result.

6 yr, **annual**

CTE Only

Describe how these factors that are generally unique to CTE programs have impacted your program.

Q8 for CTE

Describe faculty engagement in activities, training, or professional development to remain current with industry trends.

6 yr, **annual**

CTE Only

This is similar to the question about teaching and learning environment, but specifically for describing how CTE instructors remain engaged with their industry in order to provide a highly relevant background for students going into the workplace.

Part 2: Moving forward

In this section, please indicate what your plans are for the coming year(s).

Q8 for Instructional

Q 11 for CTE

Discuss and summarize conclusions drawn from data, assessments (SLO, UO), or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s), including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

6 yr, **annual**

In Section C, you should have already described how the program is monitoring its own effectiveness by listing and describing the program's "**outcomes**" (SLO's) and methods of **assessment**. Now you are ready to talk about what those assessments are telling your program.

Summarize and interpret the data findings as they relate to your program's student effectiveness and SLO assessments:

- Based on the criteria set for your department, indicate whether the program is meeting its goals in terms of effectiveness
- Note any trends across terms or years (increase, decrease, remain steady)
- Note any differences in student success data by student subgroup (ethnicity/race, gender, age, etc.) or course-related variables (online vs. on-ground, day vs. night, etc.)
- Provide an interpretation of the data findings within the context of your program (what does the findings mean to your program and why?)
 - When they are done well, your "outcome assessments" should lead to a discussion about how things are getting done within your program. How does this discussion affect your program, going forward?
 - In what ways does the program need to ensure that the current successes continue into the future?
 - In what ways does the program need to make changes to be more successful?
 - What new ideas, goals, projects need to be undertaken to have continued success or to become more successful?

Tip

- It is not necessary to use all of the data variables provided to you in the Institutional Research data packet or report the results on all course SLOs; focus on the key points/significant findings
- Cite the specific numbers and percentages in your discussion (for example, specifying "82%" instead is better than saying "most")
- When comparing data from different periods, use a consistent time metric (for example, compare fall term data to fall term data)
- It is not necessary to include a table/chart for every discussion point in the text of the report. Include table/charts only for key/significant discussion points. When necessary, include the data tables/charts in an appendix for reference

Q9 for Instructional

Q12 for CTE

List the objectives or target goals your program or service area has identified for the coming year. Indicate the number of objectives identified: _____. Use the comments section to indicate the reason for the objective (assessment results, changes in data, changes in external factors, etc.). Indicate how each objective or goal links to the division goals. Boxes for reporting three objectives have been included here. Please copy and insert boxes if additional objectives are proposed.

Once the Program Review process is online, you can fill in the number of objectives in the line above, and Objective Boxes will be generated to outline each objective.

Fill out the boxes as directed below, one for each objective.

Objectives Box: Clearly describe each objective here--making sure that your objective is not too broad or overarching. The objective should be something that your program can do to make a specific improvement in a reasonable amount of time with the resources currently available, and something that can be assessed. If the objective includes collection of data, be very clear about why you want this data and how you will use it.

For example: (These are given as generic examples, and not intended to be objectives that are mandated by program review.)

Develop/offer an expanded set of courses (or certificate) in a particular field.

Update program website to be more accessible.

Area/Discipline/Function Responsible: Explain who is going to be responsible for working on this objective.

Assessment Data and Other Observations: Explain using the checkboxes below why you chose this as an objective. Check as many as apply. In order to document institution-wide planning processes, program review would like to know why individual program objectives are set.

Use the first set of checkboxes if the idea for this objective came from within your program. Did it from your outcomes assessments? Did it come as an idea from other data you collected, not related to outcomes assessments?

<input type="checkbox"/> SLO Assessment Data and/or <input type="checkbox"/> SUO Assessment Data and/or <input type="checkbox"/> UO Assessment Data	<input type="checkbox"/> TIMS Report Data <input type="checkbox"/> Institutional Research Data	<input type="checkbox"/> Other data or observed trends (briefly describe in the comments field below)
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External Factors: Use the second set of checkboxes if the idea for this objective came from outside your program. Did it come from Program Review? Did it come from an outside mandate? Did it come from one of SMC's initiatives or master plan objectives?

<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input type="checkbox"/> SMC Strategic Initiative (indicate specific	<input type="checkbox"/> SMC Master Plan for Education Objective #____	<input type="checkbox"/> Advisory Board Recommendation (for

initiatives in the comments section below)		CTE only)
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<input type="checkbox"/> Other Factors (briefly describe below): <i>If the reason(s) for your objective doesn't fit neatly into one of the checkboxes, explain why you chose your objective here.</i>
<p>Timeline and Activities to accomplish the objective: How long are you giving your program to meet the objective?</p>
<p>Describe how objective will be assessed/measured: How will you know that the objective has been met? Be specific about what you will use to measure this.</p>
<p>Comments: Write any other comments that are relevant to understanding why you chose it (the objective), how you will achieve it, and how you will assess its success.</p>

E. Curriculum Review

The Program Review annual report will note whether course outlines are up to date.

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- The process by which department members participate in the review and revision of curriculum.
- How program goals and SLOS are integrated into course design and curriculum planning.
- The relationship of program courses to other college programs (cross-listing, overlapping content,
- The rationale for any changes to pre-requisites, co-requisites and advisories.
- How the department ensures course syllabi are aligned with the course outline of record.

6 yr

Ideas on How to Approach This Part of the Program Review:

1. Make sure all your Course Outlines of Record are updated.
 - a. At least 3 of the Suggested Readings have to be published in the last three years.
 - b. Make sure none of the Suggested Assignments are worth more than 30% of the final grade.
2. It is often easier to answer the Program Review questions above by talking about real cases rather than talking about things in a vacuum. In this vein, talk about specific cases of curriculum review and revision in your Department:
 - a. What motivated you to revise existing courses and/or develop new courses? Is there a general theme that ties courses in the Department together? For example in Phil and Soc Science we decided that all of our courses will now carry the following description: "The Department's multidisciplinary offerings and many interdisciplinary courses actively encourage personal engagement directed toward community empowerment and social justice. We provide students curricular and co-curricular hands-on learning experiences and opportunities to serve the larger community."
 - b. Who spearheaded the effort and who was included in the process? Did you have cross-department discussions?
 - c. Have you added or changed pre-requisites, co-requisites (take courses at same time), and advisories? Why? Also, consider whether you have developed courses to act as supplements to your existing offerings. For example, in Phil and Soc Sci we have decided to develop our own writing course for the Social Sciences since our SLO success rate is not higher for those who have taken English 1.
 - d. How do you make sure individual instructors are covering the material on the Course Outline of Record? For all of us, this is probably pretty straight forward since it is part of the peer evaluation.

2. Discuss the role of the advisory board and other industry bodies or input in updating curriculum to meeting industry standards and the needs of students.

6 yr

CTE Only

If the program has made changes to the curriculum or program as a result of specific input from the advisory board or department member participation in industry groups describe how this input has driven changes. Explain how the program's interaction with industry bodies and advisory boards has helped in making curriculum changes that benefit the students.

F. Community Engagement

1. List the engagement of program members in institutional efforts such as committees and presentations, and departmental activities.

6 yr, **annual**

List individual program member's participation in the local campus community, including institutional and departmental activities and efforts; consider including a narrative relating how these activities contribute to strengthening the program and the institution. As much as possible, engage all program members to help answer this question and list the ways they engage in the campus community.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

6 yr, **annual**

List any program member engagements with external groups, professional organizations, and how this supports the program. Examples might include membership or leadership in discipline organizations, engagement with industry groups (how a CTE program keeps current, recruits advisory board members etc.), participation in professional organizations related to populations served or job/task assignment. Again, attempt to engage all program members to help answer this question and list the ways they engage in the professional community.

3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

6 yr

Describe the strategies employed for maintaining ongoing communication and interaction between full- and part-time faculty, including a description of the resources and support available to part-time faculty. If the department has organized communication by discipline, level, or course, indicate this or any other relevant organizational structure.

G. Future Trends, Program Planning, Conclusions, and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Present any conclusions and recommendations resulting from the self evaluation process.
6 yr, **annual**

In this section, briefly summarize what you have learned from this exercise in self-reflection and analysis. What have you learned? What programmatic improvements or actions might your department/program undertake in the future? Are there areas of your program that you might examine in closer detail? Are there other departments with whom you might work to further enhance what you do?

Example: “This process has taught us how generally happy we are with the current program. One important area of college-wide planning that we support is a more unified tutoring center. We play an active role in the ongoing efforts in this area, and we expect to collaborate closely with other tutoring programs on campus to better serve our students.”

CURRENT TRENDS, PLANNING, RECOMMENDATIONS

2. Identify any issues or needed impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].
6 yr, **annual**

This question focuses on near term needs. Be specific in the resources/support you need for the coming year. Although the Program Review process does not directly result in the allocation of resources, the evaluation of annual program review reports by each area vice president will culminate in trends and inform the planning process. Therefore, it is important that you clearly identify the issues and resource needs that affect your program.

Example: “The appointment and tracking system for the tutoring program is woefully outdated and in need of being redesigned to meet industry standards, e.g., accessible for handheld devices. (The Math Department uses the same system and has encountered similar difficulties.) We do have some facility restraints, but foresee a time when the program will move to a newer and improved space. Therefore, this is not an issue that we feel needs attention at this time.”

3. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].
6 yr, **annual**

In responding to this question, focus on the specific limitations you currently face due to inadequate equipment, technical and facility resource allocations. Again, the purpose of Program Review is not to

make specific allocations to individual departments, but your input does inform institutional trends and will be used by the various planning bodies in making their recommendations for the coming year.

Example: “Many (6) of our faculty are in need of new computers. Presently, our computer equipment for personal use is far superior to what we have at work; possibly personal device support in lieu of new computers would work.”

4. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

6 yr, **annual**

In responding to this question, describe the human resource issues faced by your program/department. Be sure to address not only staffing needs but also the professional development and training needs of your faculty and staff. Again, the purpose of Program Review is not to make specific allocations to individual departments, but your input does inform institutional trends and will be used by the various planning bodies in making their recommendations for the coming year.

Example: “The current ratio of full-time to part-time ratio is about 3 to 1. Within the next two-three years we anticipate at least two retirements, and currently one of our full-time faculty members has been on reduced assignment and/or leave for four years. We have requested and received a new full-time faculty position for fall 2014.”

5. List all current positions assigned to the program.

6 yr, **annual**

Example: “One half-time administrative assistant, 11 full-time faculty, approximately 30 part-time faculty, and 3-5 part-time, temporary instructional assistants.”

FUTURE TRENDS, PLANNING, RECOMMENDATIONS

6. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

6 yr, **annual**

In responding to this question, think about the immediate and long term issues that may affect your program/department. Are there legislative changes being considered that might affect your operation or how you serve students. Instructional departments might think about the projected trends in incoming students, or changes in the industries who hire our graduates. Student Services programs might consider changes in support service funding. Administrative units might analyze the regulatory bodies that affect their operations.

Example 1: “State-mandated changes to the adult education program will have an effect on our non-credit program. (Most recently the governor has suggested moving all non-credit from the unified systems to the Community Colleges). At present it is uncertain what changes will occur, but we will adapt. In addition, discussions are underway at the federal level regarding a path to citizenship for undocumented

residents. Depending on the outcome of these discussions, our program may be impacted, but we cannot predict exactly how.”

Example 2: “The number of international students, who now comprise over 60% of the credit program’s population, is inherently unpredictable. Natural disasters, global economic changes, political upheavals, and other unknown variables directly impact our program but are difficult to anticipate and prepare for. We work closely with the International Education Center to address changes as they occur. Shifts in the student population, e.g., percentage (and nationality) of international vs. domestic students have occurred and will continue to do so. We continually adjust the program to fit the needs of our students.”

7. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

6 yr, **annual**

This question might seem redundant with Question 3, but it should address the facilities, equipment and technology resources that will be needed to address future trends identified in Question 6.

Example: “Dedicated office space (shared) at the Bundy site for the Faculty Leader would be helpful.”

8. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

6 yr, **annual**

Again, this question might seem redundant with Question 4, but it should address the staffing resources and training/professional development support that will be needed to address future trends identified in Question 6.

Example: “To adequately serve the projected 30% increase in students served by our program, we would like to be able to increase our Student Services Clerk position from 15 hours per week to at least 25 hours per week. Since this position handles all processing of new students and manages the everyday operations of the front office, it is an essential service, especially in view of the additional students our program is projected to serve in the coming year.”

9. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

6 yr, **annual**

Example: “Funding for our program is slated to be reduced by 25% in the coming year. We will either have to reduce the number of students we serve or secure funding from the district or other sources to continue at current levels.”

10. Please use this field to share any information the program feels is not covered under any other questions.

6 yr, **annual**

This question is optional. However, if you feel that there are aspects of your program which are not addressed elsewhere in your report, or information that would help the Program Review committee understand your program, feel free to expand on them here. Also, if future planning issues or resource allocations are beyond the scope of the preceding questions, please detail those needs here.

Frequency Asked Questions FAQs

1. **What time frame should be used?**

Be consistent. Data should be from the Spring and Fall semesters.

2. **When should I start writing?**

Now.

3. **Who is responsible for completing the report?**

The Program Leader is ultimately responsible for seeing that the entire program staff engages in the process of evaluation.

4. **How often do I have to write a report?**

Program review reports should be completed on a yearly basis. Annual reports will be reviewed by the area Vice Presidents and relevant information shared with appropriate planning bodies. The information from the annual report is reviewed by the District Planning and Advisory Committee (DPAC) and recommendations are considered in annual institutional planning processes. An in-depth six year report includes aggregated information from the annual reports.

5. **If my program is due for a six year program review this year, do I also have to complete an annual program review?**

No. Complete the six year program review this year.

6. **When is it going to be on-line?**

The Program Review process is anticipated to be on-line by Fall 2014.

7. **What happens if I don't do it?**

You will be contacted by your area Vice President.

8. **I'm in a Career Technical Education (CTE) program. Do I have to do the two year report?**

No. Complete the annual report.

9. **If I have been submitting annual reports to my area VP, does this substitute for this?**

Yes.

10. **How long does this have to be?**

Be clear and concise.

11. Every time we do these reviews we ask for staffing, equipment, and facilities and we never get them. What happens to our requests?

Program review does not supplant the allocation bodies. The annual program review report gives an overall picture of institutional needs. You must still submit requests to the planning bodies.

12. I don't serve students. What am I supposed to do about SLOs?

Your focus will be Unit Outcomes (UOs). the Office of Institutional Research will support you with this.

13. I am a new Department Chair. How do I find the previous Program Review?

After 2010 the Program Review reports are on the Santa Monica College Academic Senate Website. If your last Program Review was before 2009 contact the Chair of the Program Review Committee.

14. Our SLOs have not produced as useful assessment data as we hoped for. Where can I find resources to improve my assessment tools and processes?

The Institutional Effectiveness Committee webpage has an overview guide on how to improve your assessment tools.

15. Help! The guide does not make sense. What do I do?

Make sure you are looking at the correct program guide.

16. Where can I find the correct Program Review template?

You can only access the correct forms on the Program Review website.