

Program Review

Each program or service area of Santa Monica College is expected to engage in an ongoing process of self-reflection and assessment of program effectiveness. Program review is designed to facilitate and document this process, with program improvement as the intended outcome. Programs and service areas must complete an in-depth report every 6 years; a shorter report covering more limited information is due annually. Certain information included in the annual reports will be automatically aggregated in the 6 year report.

Information submitted in both the 6 year and annual report will be considered by the Program Review Committee. Annual reports will be reviewed by the area vice-presidents and relevant information shared with appropriate planning bodies. Through an annual report to the District Planning and Advisory Committee (DPAC), the Program Review committee forwards information and makes recommendations that are considered in annual institutional planning processes.

Program Information

Program name _____
 Academic year _____
 Program contact _____ Extension _____

Program Type

Check all boxes that apply to your program.

- Instructional
- Career Technical Education (CTE)
- Student or Instructional Support Service
- Administrative Service

Review Period

- 6 year
- Annual

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,

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

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

- 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

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)

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.

Set #1
Program or Discipline

Set #2
Program or Discipline

Set #3
Program or Discipline

- 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)

- Compare your student population with the college demographic. Are your students different from the college population?

6 yr,

- 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

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. Please indicate the number of different disciplines or functions for which information will be provided, and copy, insert and answer one set of questions per discipline, function, or program.

Set #1

Program or Discipline

Set #2

Program or Discipline

Set #3

Program or Discipline

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**

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

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

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 etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

6 yr, **annual**

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

6 yr, **annual**

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**

7. Describe any program response to advisory board recommendations. Give specific examples.

6 yr, **annual**

D. Program Improvement

In this section, please document what you did last year as a result of what you described in Section C 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 relates 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 2012-2013 review.]

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

6 yr, **annual**

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

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**

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**

6. 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

7. 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 modified/no change box

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

6 yr, annual

9. Describe departmental efforts to improve the teaching and learning environment.

6 yr

10. 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

Part 2: Moving forward

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

11. 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**

12. 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.

Objective 1:		
Area/Discipline/Function Responsible:		
Assessment Data and Other Observations:		
<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)
External Factors:		
<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 initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective # ____	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)
<input type="checkbox"/> Other Factors (briefly describe below):		
Timeline and Activities to accomplish the objective:		
Describe how objective will be assessed/measured:		
Comments:		

Objective 2:		
Area/Discipline/Function Responsible:		
Assessment Data and Other Observations:		
<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)
External Factors:		
<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 initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective #____	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)
<input type="checkbox"/> Other Factors (briefly describe below):		
Timeline and Activities to accomplish the objective:		
Describe how objective will be assessed/measured:		
Comments:		

Objective 3:		
Area/Discipline/Function Responsible:		
Assessment Data and Other Observations:		
<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)
External Factors:		
<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 initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective #____	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)
<input type="checkbox"/> Other Factors (briefly describe below):		
Timeline and Activities to accomplish the objective:		
Describe how objective will be assessed/measured:		
Comments:		

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

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

6 yr

F. Community Engagement

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

6 yr, **annual**

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

6 yr, **annual**

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

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**

CURRENT TRENDS, PLANNING, RECOMMENDATIONS

2. Identify any issues or needs 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**

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**

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**

FUTURE TRENDS, PLANNING, RECOMMENDATIONS

5. 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**

6. 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**

7. 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**

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

6 yr, **annual**

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

6 yr, **annual**

H. Executive Summary

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Can this be done automatically?

Narrative

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support

Resources, note on appendices etc.

DATA

- Institutional Research website
- CalPASS
- Chancellor's Office Data mart
- TIMS reports
- SLO Assessment Data
- ISIS data
- Placement data

RESOURCES

- Program Review website
- Institutional Effectiveness website
- Curriculum website
- Mission, Vision, Goals
- ILOs
- Strategic Initiatives
- Definitions for course and program SLOs & SUOs
- VTEA Core indicators
- CPEC- Transfer data
- IPEDS- Federal data
- Clearing House data