

Process for Instructional Programs

Appendix A

The Self-evaluation Process for Instructional Programs

Program review should be viewed as an ongoing process of self reflection and assessment of program effectiveness with program improvement as the intended outcome. Although program review reports are submitted every six years, it is expected that, at a minimum, programs will collect data and engage in collaborative discussion on an annual basis.

Points to be covered are listed below and are meant to serve as guidelines for the self-evaluation process and the preparation of the report. Topics covered in one section need not be readdressed in another.

Program Description and Goals

Describe the program or service under review, emphasizing the program goals, the program's impact on student success, if appropriate, and how the program supports the broader college mission.

1. Identify the goals of the program. Goals might include facilitating transfer, providing occupational certificates, skills development, providing prerequisites for a major, presenting general education curriculum, and allowing explorations of personal interests.
2. Discuss how the goals and Institutional Learning Outcomes of the College (see Vision, Mission, Goals, and ILOs) are integrated into the program.
3. Discuss how the program evaluates its effectiveness in meeting SMC's institutional mission.
4. Using available data, discuss who your students are in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status.

Compare your student population with the college demographic. Are your students any different than the whole college population? Reflect on whether your program is serving the students you are expected to serve (in terms of diversity, program goals etc.).

What percent of your students place at basic skills levels? Is the proportion larger or smaller than expected/the entire college? What implications does it have for your program goals and curriculum?

5. If the program goals have changed since the last self evaluation, explain how and why they have changed.
6. Summarize program and/or course modifications made since the program's last self-evaluation. Show how the changes responded to changing demographics, technologies, requirements at transfer institutions and/or other relevant factors.
7. Respond to the commendations and recommendations from the Executive Summary of the previous program review.
8. Describe notable achievements since your last self-evaluation.

Curriculum - Course and Program Content

Review program SLOs, course outlines, course SLOs, prerequisites, co-requisites and advisories for all active courses. A copy of each revised/updated course outline and set of course SLOs must be submitted to the Curriculum Committee. (Course outlines must follow the current Curriculum Committee formatting requirements.)

1. Describe how the department engages all members in the discussion, review, and revision of curriculum.
2. Discuss the appropriateness of course designs as they relate to program goals and SLOs, and identify important issues or problems. For example, discuss or describe:
 - a. How the number, type, depth and breadth of the courses support program SLOs and goals.
 - b. How courses in the program articulate with or complement each other.
 - c. The appropriateness of the prerequisites, co-requisites, and advisories in terms of course content and the student learning outcomes and goals of the program.
 - d. If appropriate, how transfer and articulation agreements serve the needs of students usually enrolled in the courses.
 - e. How courses in the program interact with other programs on campus; (for example: cross-listing, overlapping content or shared resources).
 - f. The trends in course enrollment, section offerings, and class size averages (including day/evening and distance ed/on ground) over the past six years. [See sources of information at the end of this document.] Note any declines/increases and provide context to explain any changes observed.

Instructional Improvement

Discuss how teaching effectiveness is evaluated.

1. What activities has your department engaged in to improve the teaching and learning environment?
2. How and when has your department assessed SLOs, and how have you responded to the results?
3. How does the department ensure that SLOs are assessed consistently across different sections of the same course?
4. What program or course changes have been made based on the result of the assessed outcomes?
5. How closely aligned are syllabi to course outlines of record?
6. Explain any unusual patterns in grading and retention in terms of student characteristics and program goals and discuss planned responses or changes.

Instructional Environment

1. Discuss the instructional environment, including the relationships among and between full and part-time faculty, involvement of part-time faculty in department activities, and part-time faculty access to instructional and administrative support services.
2. Describe the number and type of staff and faculty with regard to educational preparation, currency in field, and workload, and how the staffing level supports program goals.
3. Discuss departmental engagement in institutional efforts and activities (ex. committee participation).
4. Discuss facilities and equipment assigned to the program and how well they support program goals. Identify facilities and equipment needed to support program enhancement or to overcome hindrances to the ability of the program to function properly.
5. If there is a tutoring component associated with the program, discuss any data on student participation, the relationship of the program to the tutoring structure and staff, and the impact of the tutoring on student success in the program.

Program Effectiveness

Describe your program's effectiveness in terms of the following achievement indicators: course success rates, retention rates, AA degrees awarded, certificates awarded. Note any trends. Are there differences in performance by student groups (ethnicity/race, gender, age) or enrollment types (day/evening, distance ed/on ground)? Reflect on the data in terms of program goals.

1. Compare data on student characteristics with program goals. Note any disproportionate impact, patterns or trends and discuss program recommendations to address these.
2. Discuss how program SLOs relate to the program goals or achievement outcomes.
3. Comment on student transfer or job placement rates, if possible.
4. Discuss what happens after students complete courses or the program. Address completion rates and whether students are successful in meeting their goals.

Conclusions & Recommendations

Present any conclusions and recommendations resulting from the self-evaluation process, referencing the specific topics above. Include information on how the program engages all program members in the self evaluation dialogue and how everyone participates in the program review process.

1. Summarize your areas of strength and areas that need improvement.
2. Identify strategies for the future. Indicate program priorities, discuss any projected changes, and anticipate how the changes may affect staffing, facilities, equipment, and other operational areas.

Sources of Information

Instructional programs may refer to the following sources of information in the self-evaluation process:

1. Program goals statements.
2. The Executive Summary from the program's previous Program Review.
3. The Office of Institutional Research will provide each instructional program with a common dataset. Additional information may be accessed on the Institutional Research website [http://www.smc.edu/apps/comm.asp?\\$1=318](http://www.smc.edu/apps/comm.asp?$1=318) or other sites such as CalPass: <http://www.cal-pass.org/>
4. Results of any research projects undertaken by the program to examine any relevant area of interest.