

**SADDLEBACK COLLEGE
PROGRAM REVIEW HANDBOOK
FOR
INSTRUCTIONAL PROGRAMS
2009-2010**

**Produced by the
Educational Planning and Assessment Committee
Revised Process Approved by the Academic Senate on 5/6/09**

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Program Review Framework

BACKGROUND & PHILOSOPHY

The mission, philosophy, functions and goals of the South Orange County Community College District require that a systematic review of all programs be conducted to ensure quality and relevance of instruction, and the effective and efficient use of resources. This systematic process is Program Review, which must be a cooperative effort, utilizing the knowledge and expertise of faculty, administrators, current and former students, employers and advisory committee members.

Program Review (PR) is a key component of in appraising institutional effectiveness at Saddleback College, along with Administrative Unit Reviews (AUR), Student Learning Outcomes (SLO) assessment, Administrative Unit Outcomes (AUO) assessment, and curriculum revision. The Educational Planning and Assessment Committee (EPA), under the direction of the Academic Senate, coordinates the Program Review process at the College. This document outlines the process to be used **for instructional programs only**. A separate document addresses the procedures applicable for student support and administrative service units.

PURPOSE & OBJECTIVES

Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program and its curriculum, and is utilized in making recommendations to improve the effectiveness of the program and its impact on student learning. It is a means of ensuring that the College's programs are effective and responsive to the local college community within the limitations of available resources. Through a review of student learning outcomes, key program indicators, and program objectives, the College will be able to assess its effectiveness and continue to offer high quality programs.

The results of Program Review will be incorporated into the strategic planning and resource allocation decision processes of the College, and will provide information for program planning and improvement (see Appendix A on the Legal and Professional Basis for Program Review).

The major objectives of Program Review at Saddleback College are to:

1. State program goals and align future goals with the College's mission, vision, and directions.
2. Collect and analyze data on key performance indicators, student learning outcomes, program activities, and accomplishments.
3. Document and discuss the effectiveness of programs.
4. Develop recommendations and strategies concerning future program directions and needs (e.g. budget, staffing, and resources).
5. Assure the accuracy of program information.

6. Comply with Federal and State law, Title 5, Student Equity, VTEA, matriculation (including prerequisite and co-requisite standards), ADA (American with Disabilities Act), and other legal or certification requirements.

STRUCTURE

Program Review Team

Each department or program will assemble a Program Review Team (PRT) to conduct the program review in accordance with the process and timeline adopted by the Academic Senate. The PRT will be comprised of the following members:

- Program/Department Chair or designee
- One or more area/subject experts
- Other faculty, staff and/or managers as deemed necessary by the Program/Department Chair

All faculty members within a department are encouraged to participate in the Program Review process.

Educational Planning and Assessment Committee (EPA) (Standing Committee of the Academic Senate)

The key responsibilities of the Committee will be to assist the PRTs by providing orientation, guidance and direction. In addition, the College Research Office will assist the PRTs by preparing data templates and other research as necessary. The Committee will be responsible for:

1. Preparing the schedule for Program Review in all programs and units at the College.
2. Assisting PRTs in the completion of their reports.
3. Receiving and reviewing submitted Program Review reports.
4. Submitting final Program Review reports to the College President and the Vice President of Instruction.
5. Posting completed PR reports on the EPA web site (<http://www.saddleback.edu/asenate/epa/>).
6. Scheduling presentations for the Consultation Council.
7. Making recommendations to the Academic Senate for revisions to the Program Review process and calendar.

PROCESS OVERVIEW & TIMELINE

The following steps should be used for moving through the Program Review process:

1. Each Spring, the EPA will assess and update the schedule of programs to be reviewed in the following academic year. The EPA Chair will provide the description of the process and writing guidelines to each program.
2. Program Reviews will be completed on a two-year cycle for vocational programs and on a five-year cycle for all other programs. Programs which complete an external review for outside accreditation purposes need only submit the **Needs Assessment** portion of the review. In addition, all programs will also complete an **Annual Update** each year.

NOTE: If a PR is written which combines a vocational and academic program, submission must be on a two-year cycle.

3. The PRT will collect the data necessary to complete the report. This will largely consist of the program organizational chart, the five-year staffing profile (see page 13), the previous two or five years of SLO Assessment Forms (see *Guide to Developing and Assessing SLOs at Saddleback College*), and previous two or five years of Data Sets (see page 14). Other data the PRT determines necessary should also be collected, such as labor market analyses and documentation showing the availability of similar programs at other nearby colleges.
4. Each PRT will evaluate its program through the process of writing the Program Review report according to the guidelines spelled out in this handbook. The report will address the following issues:
 1. Program mission and goals
 2. Specific characteristics of each program
 3. Student learning outcomes
 4. Future recommendations
5. The PRT will submit a completed report in electronic format to the EPA Chair and Division Dean for review.
6. The EPA Chair or designee will present the report to the Academic Senate for acceptance.
7. Once the report has been accepted by the Academic Senate, the final copy of the report will be sent to the College President and the Vice President of Instruction.
8. The report will be posted on the EPA website.

9. All reports will be used in strategic planning and resource allocation decisions. A brief presentation of all PRs to the Consultation Council, therefore, will be scheduled within two months of submission of the final report. The EPA Chair will coordinate the scheduling of these presentations.

The Components of Program Review

Each Program Review report will be composed of the following sections:

- I. Program Overview (2-3 pages)
- II. Review Report (approximately 10 pages)
- III. Needs Assessment and Annual Update (2-3 pages)
- IV. Appendices:
 - a. Program Organizational Chart
 - b. Five-Year Program Staffing Profile
 - c. Data Sets (for the previous two or five years)
 - d. Other appendices as needed

Section I: The Program Overview

The **Program Overview** should be brief (2-3 pages), and should reflect the consensus of the faculty within the program. It is meant to provide a broad understanding of the program, current trends related to the program's mission, and how the program serves to meet the overall mission and/or vision of Saddleback College. The Program Overview should address the following issues:

- A. The Mission of the Program and its Link to the College's Mission, Vision, and Strategic Directions (see Appendix B)
- B. Historical Background and Unique Characteristics of the Program
- C. Progress Since the Last Program Review
- D. Discussion of How SLOs Have Been Utilized by the Program
- E. Current Strengths, Opportunities, and Challenges

Section II: Review Report

The **Review Report** provides a more detailed assessment of the program. While it is important to answer all of the questions in this section, please aim for brevity. The Review Report should include the following subsections:

- A. Faculty and Staff
- B. Curriculum and Instruction
- C. Student Success
- D. Facilities, Technical Infrastructure, and Resources
- E. Service, Community Outreach, and Economic Development (optional)

Each of the subsections should include a narrative self-assessment based on the supporting data. The data used will include a program organizational chart, a five-year staffing profile, SLO Assessment Forms, which are completed annually by each program, and Data Sets, which are received at the end of each semester from the College Research Specialist. Teams may determine that more data is necessary, and should work with the Research Specialist early in the process to obtain the necessary information.

Below is a list of guiding questions for each subsection. Use these questions to create your narrative and refer to the data when necessary.

A. Faculty and Staff

1. What is the management, faculty, and classified staffing structure of the program? How does the current staffing structure affect, positively or negatively, the program's ability to fulfill its mission and goals?
2. What is the full-time to part-time ratio of faculty within the program? (Determine the ratio by counting up the number of sections taught by full-time faculty and the number of sections taught by part-time faculty in the current semester). How does this ratio affect, positively or negatively, the program's ability to fulfill its mission and goals?
3. What changes in management, faculty, and staff are needed to make this program more effective?

B. Curriculum and Instruction

1. Which educational path do your course offerings provide – degree, certificate, transfer, general education, or basic skills?
2. How do these offerings contribute to or affect the overall program's mission and the College's mission and vision?
3. What methods are used for evaluating the program's offerings?
4. How are Student Learning Outcomes being assessed and used for program improvement on the program and/or course level? Describe the

successes or difficulties the program has faced in relation to SLO assessment.

5. What instructional strategies or methods have been used to improve instruction within the program (i.e. technology, distance education, etc.)?
6. What curricular changes have been made in the program since the last review and what are the reasons for those changes?
7. What are the program's strengths or weaknesses in the area of curriculum and instruction?
8. What changes in the area of curriculum and instruction are needed to make this program more effective?

C. Student Success

1. Describe any significant trends within the student demographics of the program.
2. After reviewing the program's student demographics, student success indicators, and SLOs, what changes were made in the program?
3. What has the program done to establish and maintain links with support services for students (e.g. counseling, DSPS, EOPS, Early Alert, tutoring services)?
4. What are the program's strengths or weaknesses in the area of student success?
5. What changes in the area of student success are needed to make the program more effective?

D. Facilities, Technical Infrastructure, and Resources

1. How do the size, type and/or quality of the program's current physical space affect the program's ability to fulfill its mission and service its current offerings?
2. How do the amount, type and/or quality of information technology available to the program affect the program's ability to fulfill its mission and service its current offerings?
3. How do the amount, type, and/or quality of library holdings affect the program's ability to fulfill its mission and service its current offerings?
4. How do the amount, type, and/or quality of other resources available to the program affect its ability to fulfill its mission and service its current offerings?
5. Have there been significant changes in the program's facilities, technical infrastructure, or other resources since the last review?
6. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program?

E. Service, Community Outreach, and Economic Development (optional)

Note: Include this section only if this area is a part of the program's mission or goals.

Faculty and staff in the program may or may not be tasked with community service, which can include outreach, consulting or technical assistance, service-based instruction, or economic development.

1. How is the program's academic and professional expertise extended to the public in the surrounding communities?
2. How is faculty, student, or staff knowledge linked with significant human needs and societal problems, issues, or concerns?
3. In what types of service, community outreach, or economic development activities does the program engage?
4. How are vocational advisory committees' recommendations used by the program?
5. What are the program's strengths or weaknesses in the area of service, community outreach, and economic development?
6. What changes in this area are needed to make the program more effective?

Section III: Needs Assessment and Annual Update

The **Needs Assessment** is a brief (2-3 page) summary of the needs of the program *as outlined in the Review Report above*. The Needs Assessment should include the following subsections:

- A. Statement of Program's Current Situation (maximum of 3-4 sentences)
- B. Human Resource Needs
- C. Instructional/Service Needs
- D. Research Needs
- E. Technical, Equipment and Other Resource Needs
- F. Facilities Needs
- G. Marketing and Outreach Needs

The **Needs Assessment** will be updated each year and submitted as an **Annual Update** to the EPA Chair, who will post on the EPA website. The **Needs Assessment** or most recent **Annual Update** must be submitted with all resource allocation requests or competitive funding forms.

Section IV: Appendices

Each Program Review must include the following appendices:

- A. Program Organizational Chart
- B. Five-Year Program Staffing Profile
- C. Data Sets for the previous two or five years, depending on the program's cycle

Additional appendices can be included and should be listed in the table of contents.

A. Program Organizational Chart

An Organizational Chart should be created for the program. This can be created in any format and should clearly show how this program fits in with the larger divisional structure.

B. Five-Year Program Staffing Profile

Each program should create a table, using the template below, which shows the staffing levels in each category (managers, full-time classified staff, part-time classified staff, full-time faculty, and part-time faculty) for the previous five years, and the percentage change over that period of time.

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2005/6	2006/7	2007/8	2008/9	2009/10	
Managers						
Bargaining Classified Staff FT						
Bargaining Classified Staff PT						
Non-bargaining Classified Staff FT						
Non-bargaining Classified Staff PT						
Student Workers						
Faculty FT						
Faculty PT						

D. Data Sets

Data Sets are produced for all programs at the end of each semester by the College Research Specialist and sent to the division deans and department chairs. The determination of programs on which the data will be collected must be specified in advance to the EPA Chair and College Research Specialist. The Data Sets will include the following information:

1. Demographic Information (duplicated headcount)
 - a. Gender
 - b. Age
 - c. Ethnicity
 - d. Area Code
2. Educational Goal of Students in the courses defined by the program (duplicated headcount)
3. Number of Degrees/Certificates Awarded
4. Number of Sections Offered for Each Course
5. Duplicated Headcount (at first census date)
6. End of Term Duplicated Headcount
7. Retention Rate by Course
8. Success Rate (C or better) by Course
9. Grade Distribution by Course
10. Summary of Retention and Success Rates for the Program

Appendix A: The Legal and Professional Basis for Program Review

TITLE 5, Section 51022(a)

The governing board of each community college district shall, no later than July 1, 1984, develop, file with the Chancellor, and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.

EDUCATION CODE, Section 78016

(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following: (1) Meets a documented labor market demand. (2) Does not represent unnecessary duplication of other manpower training programs in the area. (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

ACCJC STANDARDS

Standard 1B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Appendix B: Saddleback College Vision and Mission Statements

Our Vision:

To inspire and develop through excellence in education a community of diverse learners dedicated to achieving their full potential in our global society.

Our Mission:

To provide access to learning opportunities that promote student success; to foster intellectual growth, individual expression, and character development; and to support a dynamic and diverse environment of innovation and collegiality.

Our Purpose:

The primary purpose of Saddleback College is to provide a comprehensive postsecondary education and a full range of student services. Emphasis is placed on open access to all students, including a changing and diverse student population. Academic success and student achievement are joint responsibilities of the students, the staff, and the College. To this end, the College will:

1. Provide educational programs leading to the Associate in Arts and Associate in Science degrees.
2. Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals.
3. Provide a meaningful general education program including baccalaureate-level transfer and occupational curricula.
4. Provide necessary developmental, remedial, and basic skills instruction so that students may be successful in their chosen course of study.
5. Provide access for the community to the educational, cultural, and recreational resources of the College.
6. Provide counseling and other support services which are responsive to the needs of the students.
7. Provide opportunities in continuing education and community services, including courses for skills upgrading and retraining for professionals and life-long learning for older adults.
8. Provide opportunities for the promotion of economic development within the scope of the mission of the District and the College.

To fulfill this purpose, Saddleback College offers:

General Education

The purpose of general education is to introduce students to the various ways in which people comprehend the world. This philosophy of general education reflects the conviction that those who complete the courses will have had an opportunity to learn basic principles, concepts, and methodologies both unique to

and shared among the various disciplines. Students who successfully complete the general education requirements will be better prepared to evaluate and appreciate physical, cultural, and social environments. Successful completion of the courses will contribute to a better self-understanding.

Associate Degrees

Associate degrees are awarded upon the successful completion of a prescribed program of study. Associate degrees are designed to provide opportunities for students to develop skills to communicate clearly and effectively, both orally and in writing; to use computational skills; to demonstrate the modes of inquiry of the major disciplines; to demonstrate awareness of other cultures and times; to gain insights relative to ethical problems; to think critically; and to develop the capacity for self-understanding.

Vocational and Occupational Education

Vocational Certificates of Achievement and Occupational Skills awards are designed to prepare students to qualify for positions in business and industry, technical fields, and selected professions.

Lower-Division Transfer Education

Baccalaureate-level transfer courses, which include general education and transfer major preparation courses, are provided for those students who wish to earn higher degrees after transferring to four-year universities and colleges.

Counseling and Student Services

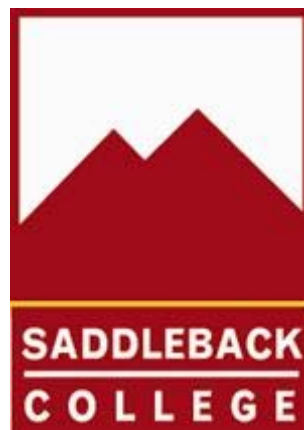
The college provides a wide range of counseling and support services to meet the needs of students from diverse backgrounds. Our rapidly changing and complex society poses many challenges to students when making decisions about education objectives, career opportunities, and life changes. Counseling and student support services are available to assist students in making these decisions.

Community Education

The College provides not-for-credit educational opportunities for the community through fee-based classes and programs for adults and children. Courses are self-supporting and do not receive funding through state or local taxes or the College's budget.

**Appendix C:
Instructional Program Review Template**

Saddleback College Program Review for [Name of Program]



Submitted on [Date]

Table of Contents

Team Members	X
Program Review Checklist	X
Program Overview.....	X
Review Report	X
Needs Assessment.....	X
Appendices.....	X

Program Review Team Members

Program Review Team Chair:

Program Review Team Members:

Program Review Checklist

Date Completed	Action
	Contact EPA Chair for orientation
	Form Program Review Team (PRT)
	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
	Solicit input from faculty and students
	Determine if additional research is needed
	Contact College Research Specialist if necessary
	Write Program Review report
	Submit report to Dean and EPA Chair for review
	Report submitted to Academic Senate for acceptance
	Report submitted to the President and the Vice President of Instruction
	Report posted to the EPA website
	Presentation to the Consultation Council

Section I: Program Overview

- A. The Mission of the Program and its Link to the College's Mission, Vision, and Strategic Directions**
- B. Historical Background and Unique Characteristics of the Program**
- C. Progress Since the Last Program Review**
- D. Discussion of How SLOs Have Been Utilized by the Program**
- E. Current Strengths, Opportunities, and Challenges**

Section II: Review Report

- A. Faculty and Staff**
- B. Curriculum and Instruction**
- C. Student Success**
- D. Facilities, Technical Infrastructure, and Resources**
- E. Service, Community Outreach, and Economic Development
(optional)**

Section III: Needs Assessment and Annual Update

- A. Statement of Program's Current Situation (maximum of 3-4 sentences)**
- B. Human Resource Needs**
- C. Instructional/Service Needs**
- D. Research Needs**
- E. Technical, Equipment and Other Resource Needs**
- F. Facilities Needs**
- G. Marketing and Outreach Needs**

Section IV: Appendices

- A. Program Organizational Chart**
- B. Five-Year Program Staffing Profile**
- C. Data Sets**
- D. Others**