2016-2017#

Saddleback College
Educational Planning and Assessment

PROGRAM REVIEW HANDBOOK
INSTRUCTIONAL PROGRAMS

Produced by the Educational Planning and Assessment Committee
Revision Date: February 2017

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Program Review Framework#

BACKGROUND

The mission and educational philosophy of the South Orange County Community College District requires 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 (PR), which is a cooperative effort using knowledge and expertise of faculty, administrators, current and former students, staff, employers, and advisory committee members.

PR is a key component in appraising institutional effectiveness at Saddleback College, along with Administrative Unit Reviews (AUR), Student Learning Outcomes (SLO) assessment, Administrative Unit Outcomes (AUO) assessment, and ongoing curriculum revision. The Educational Planning and Assessment Committee (EPA) coordinates the PR 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 AND OBJECTIVES

Instructional PR is a systematic process for the collection, analysis, and interpretation of data concerning a program and its curriculum and is used in making recommendations to improve the effectiveness of the program and its impact on student learning and student success. PR 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 SLOs, key program indicators, and program objectives, the college is able to assess its effectiveness and continue to offer high quality programs.

The results of PR are incorporated into the strategic planning and resource allocation decision processes of the college and provide information for program planning and improvement (see Appendix A, ACCJC Requirements for Program Review).

The major objectives of PR at Saddleback College are to:

1. State program objectives and align them with the college's mission and vision.
2. Collect and analyze data on student performance, SLOs, 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. Provide an opportunity for programs to assess their relevance and position within the division and the college and with all other stakeholders.

6. Comply with Federal and State law, Title 5, Student Equity College Committee, Carl D. Perkins Career and Technical Education Act, the Student Success and Support program, American with Disabilities Act (ADA), and other legal or certification requirements.

STRUCTURE

Program Review Team

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

- Department chair or designee
- One or more faculty subject experts
- Other faculty, staff and/or managers as deemed necessary or beneficial by the department chair

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

Educational Planning and Assessment Committee (EPA)

The key responsibilities of the committee are to assist the PRTs by providing orientation, guidance, and direction. In addition, the assigned college research analyst will assist the PRTs in interpreting data in existing reports and conducting other research as necessary. The committee will be responsible for:

1. Preparing the schedule for PR in all programs at the college.
2. Assisting PRTs in the completion of their review, including additional research requests.
3. Receiving and reviewing submitted PRs.
4. Providing feedback on submitted PRs.
5. Submitting finalized PRs to division deans.
6. Submitting finalized PRs to the Academic Senate for approval.
7. Posting completed PRs in TracDat and SharePoint.
8. Scheduling presentations for the Consultation Council.
9. Making recommendations to the Academic Senate for revisions to the PR process.

EPA Contacts:

- EPA Coordinator/Faculty Co-Chair – Barbara Cox (bcox@saddleback.edu)
- EPA Administration Co-Chair – Jennifer Klein (jklein26@saddleback.edu)
- PR and SLO Coordinator – Kimberly Stankovich (kstankovich@saddleback.edu)
- AUR and AUO Coordinator – Jennifer Klein (jklein26@saddleback.edu)
- Research Analyst – Shouka Torabi (storabi@saddleback.edu)

Field Code Changed

PROCESS OVERVIEW

Each fall, EPA will review and update the schedule of programs to be reviewed in the following calendar year and notify the department chairs. PRs will be completed on a three-year cycle for all non-CTE programs and a two-year cycle for all CTE programs. Programs that complete an external review for outside accreditation or certification purposes must also complete an internal PR.

1. The PR Coordinator will meet with the department chair or designee of each program undergoing PR to provide them with an orientation to the process and to review writing guidelines.

2. The department chair or designee will form the PRT.

3. The PRT will collect the data necessary to complete the review. This will consist of a **program organizational chart** (see page 15), the **inFORM Program Review Data Sets** (see page 16), and a copy of the **TracDat SLO Report for Program Reviews** for the previous two years (see page 29). Other data the PRT determines necessary should also be collected, such as documentation showing the availability of similar programs at nearby colleges.

4. The research analyst will meet with the department chair or designee to help analyze the above data, if necessary, and to determine if additional research is needed. The research analyst will also provide CTE programs with a copy of the **Economic Modeling Specialists, Inc., (EMSI) Report** for their program (see page 16).

5. Each PRT will evaluate its program through the process of writing the PR according to the guidelines specified in this handbook.

6. The PRT should develop objectives and action steps for the coming two-year period. These will be input into TracDat, along with resource allocation requests for identified needs. Progress on previous objectives and action steps should also be input into TracDat, as well as an evaluation of those action steps.

7. The PRT will submit a draft of the PR to the division dean for review and feedback.

8. The PRT will revise the PR as needed and will submit a completed draft in electronic format to the PR Coordinator for review.

9. The PR will be reviewed by the PR Coordinator and the research analyst. Recommended changes will be communicated to the department chair or designee by the PR Coordinator.

10. The PRT will revise the PR accordingly and submit a finalized version to the PR Coordinator, along with all the required appendices within two weeks.

11. The PR Coordinator will submit the PR to the Academic Senate for approval.

12. Following approval by the Academic Senate, the PR will be posted in TracDat and on the EPA SharePoint site by the PR Coordinator.

13. The department chair or designee will give a brief presentation of the PR for the Consultation Council every four (CTE) or six (non-CTE) years. These presentations will be scheduled by the EPA Coordinator within three months from the date of Academic Senate approval.

14. . All reports will be used in strategic planning and resource allocation decisions.

Checklist for the Completion of the Program Review#

✓	Action
	All SLO assessment results are up to date and input into TracDat
	Meet with PR/AUR Coordinator for orientation (this should be done each time a program undergoes program review)
	Establish Program Review Team (PRT)
	Download the **TracDat SLO Report for Program Reviews**
	Download **inFORM Program Review Data Sets**
	Meet with the research analyst to determine if any additional research is necessary
	Create organizational chart
	Request input from faculty and students, as necessary or beneficial
	Write Section II (the Review Report) first, followed by Section I and Section III
	Develop program objectives and action steps for the coming two-year period (CTE) or three-year (non-CTE) and input into TracDat
	Input resource allocation requests linked to specific program objectives
	Input progress on previous action steps, as well as an evaluation of them
	Submit draft to division dean for review and request feedback
	Submit completed draft to PR/AUR Coordinator for review and receive feedback
	Revise PR as needed
	Submit finalized PR to PR Coordinator

The Components of Program Review#

Each PR will be composed of the following sections:

I. Program Overview and Objectives (2-3 pages)
II. Review Report (8-10 pages)
III. Needs Assessment (1-2 pages)
IV. Appendices:
   a. Current Program Organizational Chart
   b. inFORM Program Review Data Sets
   c. TracDat SLO Report for Program Reviews
   d. Economic Modeling Specialists, Inc., (EMSI) Report, if CTE
   e. Institution-Set Standards (provided by OPRA)
   f. Other appendices as needed

NOTE: Write Section II, the Review Report, first. Sections I and III should then be based upon the analysis provided in the Review Report narrative.

All programs must use the Saddleback PR template, which can be found on the EPA website.

Section I: The Program Overview and Objectives#

The **Program Overview and Objectives** 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, how the program meets the overall mission and/or vision, and Strategic Plan of Saddleback College, and the program objectives for the upcoming two-year (CTE) or three-year (non-CTE) period. The Program Overview and Objectives should include the following subsections:

A. The Mission of the Program and its Link to the College's Mission, Vision, and Strategic Plan (see Appendix B)
B. Historical Background and Unique Characteristics of the Program
C. Progress in Meeting Objectives from the Previous Program Review
D. Use of Student Learning Outcomes (SLO) Results
E. Current Strengths, Opportunities, and Challenges
F. Objectives and Action Steps for the Subsequent Two-year (CTE) or Three-Year (non-CTE) Period

Note: The Planning and Budget Steering Committee (PBSC) recommends that all departments include an objective to identify potential efficiencies within their programs. Efficiencies are acts that enable a program to minimize expenses, and/or unnecessary efforts.

Use the prompts listed under each subsection to guide the writing of your narrative.

A. The Mission of the Program and its Link to the College's Mission, Vision, and Strategic Plan

1. What is the mission of the program?
2. How does the program's mission support the mission of the college?
   How does the program align itself with the current strategic plan of the college?

B. Historical Background and Unique Characteristics of the Program

1. What is the history of the program?
2. What are some of the unique characteristics of the program that the PRT would like to highlight?

C. Progress Meeting Objectives from the Previous Program Review

1. What progress has been made in meeting the objectives identified in the previous PR?
2. Describe any obstacles encountered in working to meet the objectives.

D. Use of Student Learning Outcomes (SLO) Results

Note: In order to develop this narrative, you may want to turn to the Use of Results entered in TracDat by the department chair or designee.

Note: Our accrediting agency, ACCJC, is placing particular emphasis on the Use of Student Learning Outcome Results, so develop this section with as much detail as possible.

1. Provide specific examples of how SLO results have been used to make changes in the program's curriculum and/or teaching methodologies.
2. How are course SLO assessments contributing to overall PSLO attainment?
3. How are course SLO assessments contributing to ISLO attainment?

E. Current Strengths, Opportunities, and Challenges

1. What are the current strengths of the program?
2. What opportunities exist for the program to grow or develop?
3. What are some current challenges that the program faces?
4. Review the Institution-Set Standards (ISS) provided by OPRA. Is the most recent year's performance above or below this standard? When thinking of the strengths, weaknesses, opportunities and challenges, does being above or below the ISS reasonable? Why or why not?

F. Objectives and Action Steps for the Subsequent Two-year (CTE) or Three-Year (non-CTE) Period

1. **What do you wish to accomplish?**
2. **How will you go about doing this? in what time frame? with what resources.**

Section II: Review Report#

The **Review Report** provides a 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, Technological Infrastructure, and Resources
E. Service, Community Outreach, and Economic Development

Each of the subsections should include a narrative self-assessment based on the supporting data. The data used should include a program organizational chart, the inFORM Program Review Data Set, a TracDat SLO Report for Program Review, and a EMSI Report, if CTE. The PRT may determine that more data is necessary and should work with the research analyst early in the process to obtain the needed information.

Below is a list of guiding questions for each subsection. Use these questions to create the narrative; be sure to support the narrative with relevant data whenever possible.

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 objectives?
2. What is the full-time to part-time ratio of faculty within the program? (Determine the ratio by dividing the number of sections taught by full-time faculty by 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 objectives?
3. What changes in management, faculty, and staff would make the program more effective?

B. Curriculum and Instruction

1. Which educational paths do your course offerings provide – degree, certificate, transfer, general education, or basic skills? (Be sure to list all degrees, certificates, and occupational skills awards offered in your department.)
2. How do these offerings contribute to the mission and/or vision of the program and college?
3. What methods are used for evaluating the program's offerings?
4. If distance education courses are being taught, what methods are used to ensure the quality of those courses and the maintenance of regular and substantive interactions with students?
5. How are SLOs being assessed and their results used for improvement at the program and/or course level? Describe the successes or difficulties the program

has faced in relation to SLO assessment.

6. Describe any differences in SLO results when comparing traditional (face-to-face) courses and distance education courses. What steps are being taken to bring differences into alignment?
7. What instructional strategies or methods have been used to improve instruction within the program (i.e., technology, distance education, etc.)?
8. What curricular changes have been made in the program since the previous review and what are the reasons for those changes?
9. What are the program's strengths and/ or weaknesses in the area of curriculum and instruction?
10. Describe any changes in the area of curriculum and instruction that would make the program more effective.
11. What professional development opportunities are faculty taking advantage of that contribute to course improvement?

C. Student Success

1. Describe any significant trends in the student demographics of the program.
2. What are the student success indicators (success and retention rates) for the program and how do they compare with collegewide and/or state averages?
3. How do traditional (face-to-face) courses and distance education courses compare in relation to student success indicators (success and retention rates)? If there is a considerable difference, what steps are being taken to bring them into alignment with one another? How do these differences compare with collegewide and/or state averages?
4. After reviewing the program's student demographics, student success indicators, and SLO results, what changes were made in the program or recommended for the future?
5. What has the program done to establish and maintain links with student support services (e.g., counseling, DSPS, EOPS, Early Alert, tutoring services)?
6. What are the program's strengths and weaknesses in the area of student success?
7. What changes in the area of student success would make the program more effective?
8. What professional development opportunities are faculty taking advantage of that contribute to student success?

D. Facilities, Technological 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?
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?
3. How do the amount, type, and/or quality of library holdings affect the program's ability to fulfill its mission?
4. How do the amount, type, and/or quality of other resources available to the program affect its ability to fulfill its mission?
5. Describe any significant changes in the program's facilities, technological

infrastructure, or other resources since the previous review.
6. What are the program's projected needs in facilities, technology, and/or other resources? How are these needs related to the objectives of the program?

E. Service, Community Outreach, and Economic Development

1. How is the program's academic and professional expertise extended to the public in the surrounding communities?
2. Describe how faculty, student, or staff knowledge is 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? Describe that engagement.
4. How are vocational advisory committees' recommendations used by the program?
5. What are the program's strengths and/or weaknesses in the area of service, community outreach, and economic development?
6. What changes in this area would make the program more effective?
7. Describe and evaluate the program's current strategies for outreach.

Section III: Needs Assessment#

The **Needs Assessment** is a brief (1-2 page) summary of the needs of the program as outlined in the Review Report. The Needs Assessment should include the following subsections:

A. Human Resource Needs
B. Instructional/Service Needs
C. Data Needs
D. Technology, Equipment, and Other Resource Needs
E. Facilities Needs
F. Marketing and Outreach Needs

The **Needs Assessment** will be used to justify all resource allocation requests.

Section IV: Appendices#

Each Program Review should include the following appendices:

A. Current Program Organizational Chart
B. inFORM Program Review Data Sets
C. TracDat SLO Report for Program Review
D. EMSI Report (if CTE)
E. Other appendices as needed

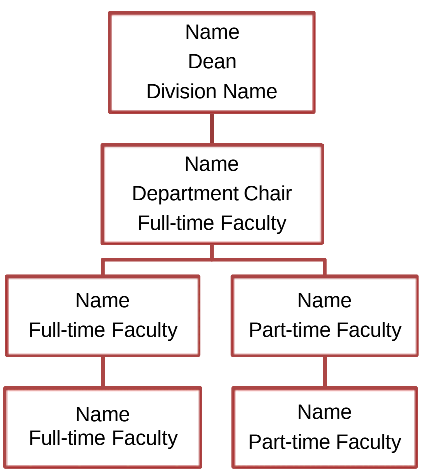
Additional appendices can be included and should be listed in the table of contents.

A. Current Program Organizational Chart
An Organizational Chart should be created for the program. It should reflect the program's organizational structure during the academic year in which the PR is being completed.

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

The department chair or designee can create one or request a **WorkDay Organizational Chart** from your division's Senior Administrative Assistant.

The department chair or designee can create an Organizational Chart in Word using **SmartArt**. See [http://office.microsoft.com/en-us/word-help/create-an-organization-chart- HA010075853.aspx](http://office.microsoft.com/en-us/word-help/create-an-organization-chart-HA010075853.aspx) for directions. Below is an example of a simple SmartArt organizational chart:



B. inFORM Program Review Data Sets

The Program Review Data Sets are generated by the department chair or designee through the inFORM Sharepoint site (see Appendix C for information on logging into the data warehouse and creating the report). Reports include six years of data, however, the final year will be incomplete because the data is not yet finalized. Therefore, the first five years of data should be used in the analysis. Generally speaking, reports should be run for ***both*** fall and spring terms and not for the academic year (summer can be run as well if desired)

The Program Review Data Sets include the following information (see Appendix D for a detailed description of each component of the data set):

i. Section Counts
ii. Enrollment Counts
iii. WSCH
iv. FTES
v. FTEF
vi. OSH
vii. Productivity for Program (WSCH/FTEF)
viii. Productivity for Saddleback College
ix. Course Fill Rates for Program
x. Course Fill Rates for Saddleback College
xi. Retention Rates for Program
xii. Retention Rates for Saddleback College
xiii. Success Rates for Program
xiv. Success Rates for Saddleback College
xv. Passing Grades
xvi. Other Grades
xvii. Student Counts by Age Group
xviii. Student Counts by Gender
xix. Student Counts by Ethnicity
xx. Student Counts by Educational Goal
xxi. Awards by Age Group
xxii. Awards by Major
xxiii. Awards by Gender
xxiv. Awards by Type
xxv. Staffing Counts
xxvi. Course ID and Title Listing

C. TracDat SLO Report for Program Review

The SLO Report for Program Review is generated by the department chair or designee. The report should include data for the past two years through TracDat. The report will include all of the active course-level SLOs for the program, the assessment method and criteria for success, results, and the use of results.

D. Economic Modeling Specialists Inc., (EMSI) Report

At the request of the department chair, the EMSI Report will be generated by the research analyst for all CTE programs.
If additional data is required, please contact the research office.

E. Institution-Set Standards (OPRA Excel Report)
At the request of the department chair, the Institution-Set Standards report will be generated by the research office. This report illustrates course-level success rates over multiple years and applies the college's adopted formula to create a minimum threshold for performance in each program. The research office will also provide you with your current year's data to incorporate into section I of the Program Review, where you will reflect on your most recent year's performance relative to the institution-set standard.

F. Other appendices as needed

Example:

Five-Year Program Staffing Profile

The program may create a table, using the template below, that shows the staffing levels in each category (administration, full-time classified staff, part-time classified staff, student workers, volunteers or interns, full-time faculty, and part-time faculty) for the previous five years and the percentage change over that period of time to create an argument to support hiring needs.

NOTE: Do not include division staff such as deans and administrative assistants unless directly assigned to your department.

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5*
	2010-11	2011-12	2012-13	2013-14	2014-15	
Administration						
Bargaining Classified Staff FT						
Bargaining Classified Staff PT						
Non-bargaining Classified Staff FT						
Non-bargaining Classified Staff PT						
Student Workers						
Volunteers/Interns						
Faculty FT						
Faculty PT						

*The percentage change is calculated by subtracting Year 1 from Year 5, dividing that number by Year 1, and then multiplying the result by 100 as shown below:

$$\left[\frac{\text{Year 5} - \text{Year 1}}{\text{Year 1}}\right] \times 100 = \%\ \text{change}$$

Example (if Year 1 is 13 and Year 5 is 16):

$$\left[\frac{16 - 13}{13}\right] = \frac{3}{13} \text{ or } 0.2308 \times 100 = 23\% \text{ change}$$

Appendix A:#
ACCJC Requirements for Program Review#

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by

program type and mode of delivery.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.
6. The institution accurately informs current and prospective students regarding the total cost of education**,** including tuition, fees, and other required expenses, including textbooks, and other instructional materials.
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.
10. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.
11. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)
12. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)
13. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Appendix B:#
Saddleback College Mission, Vision, and Values#

Mission

Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

Vision

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

Values

Saddleback College embraces:

Commitment
We commit to fulfilling our mission to serve the south Orange County community.

Excellence
We dedicate ourselves to excellence in academics, student support, and community service.

Collegiality
We foster a climate of integrity, honesty, and respect.

Success
We place our highest priority on student learning and delivering comprehensive support for student success.

Partnership
We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

Innovation
We anticipate and welcome change by encouraging innovation and creativity.

Academic Freedom
We endorse academic freedom and the open exchange of ideas.

Sustainability
We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

Inclusiveness
We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.

Global Awareness
We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Appendix C:
inFORM Log-in Information#
and Program Review Data Set Creation#

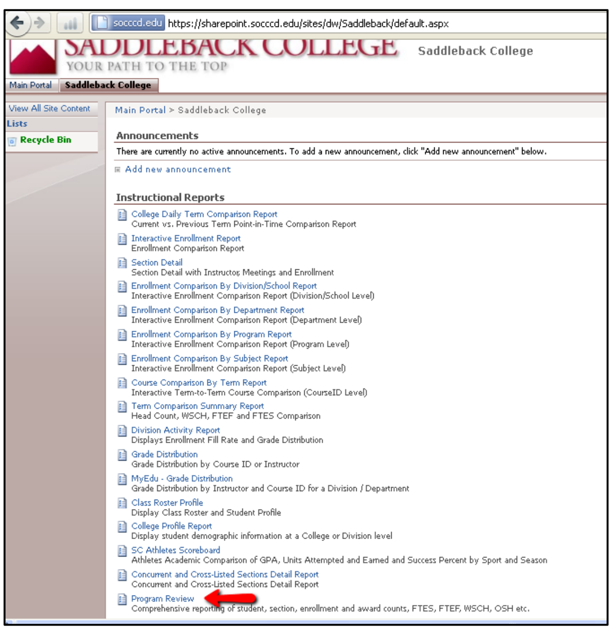
To log-in to the inFORM Data Warehouse, you must be a department chair. If you are currently a chair and do not have access, please contact the EPA Coordinator or the assigned research analyst.

The URLs for inFORM are:
http://sharepoint.socccd.edu/sites/dw/Pages/Default.aspx (from on-campus) and
https://sharepoint.socccd.edu/sites/dw (from off-campus).

Follow the instructions below for logging in and creating the Program Review Data Set.

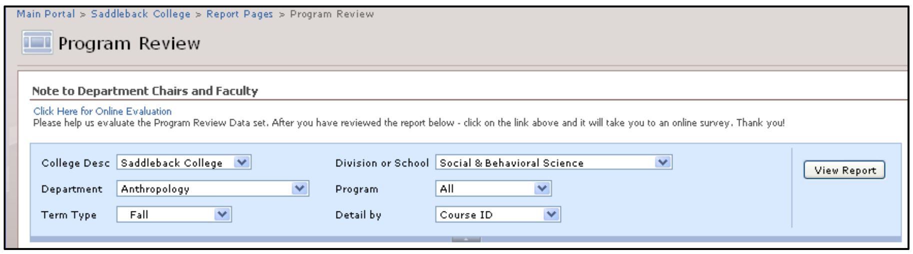
1. When you are prompted to log in, type your *entire Saddleback email address* (username@saddleback.edu) and your password.

2. Once you get in, you will see two tabs: the "Main Portal" and "Saddleback College." Click on the "Saddleback College" tab. This will pull up a list of reports. The Program Review Report is near the bottom of the list.



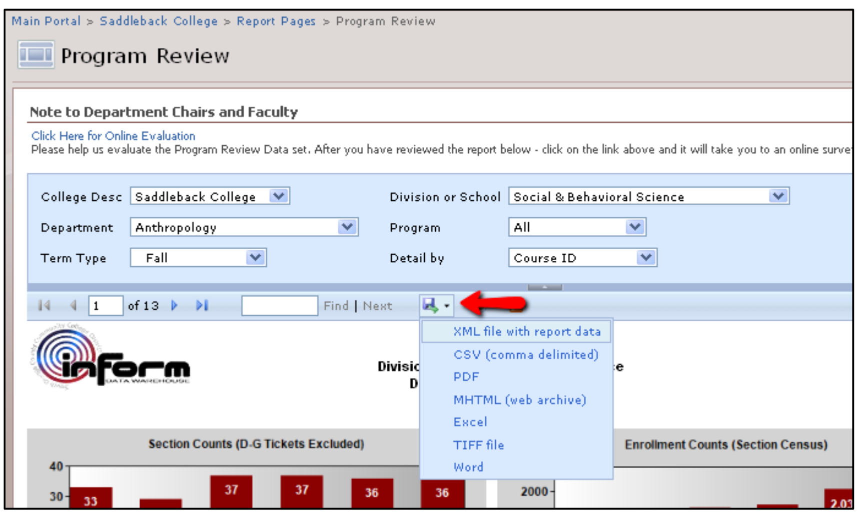
3. Select the Program Review report.

4. Select all the correct information from the drop down menus for your division, department, and program (if applicable), as shown below. Be sure to select "Fall," "Spring," or "Summer" for the term type and select "Course ID" or "Instruction Method" for "Detail by."



5. Hit the "View Report" button on the right side of the screen.

6. When the report opens, you should save it as a PDF to include as an appendix to your PR.



Appendix D:#
Description of the Program Review Data Set Terms#

For all of these values, the final (6th) semester might not be complete. Therefore, in your Program Review, you should use the first five years for your analysis.

Section Counts – The total number of sections offered in any given semester (D-Z tickets are excluded from the section count).

Enrollment Counts – The total number of students enrolled in each section at section **census date**. (The enrollment numbers for D-Z tickets are included, so you will see these sections listed as well.)

Note: **Census Date** is 20% of the way through the course.

Weekly Student Contact Hours (WSCH) – This calculation provides the total number of contact hours on a weekly basis for each course. It is determined by multiplying the number of weekly contact hours for the course (as determined in the curriculum) by the number of students in a given class at section census date.

Full-Time Equivalent Student (FTES) – This unit of measurement is the basis for apportionment (how the college is funded). It tells us how many full-time equivalent students are served by a class or program. FTES is not "headcount enrollment," but is calculated by dividing the **total student hours** at a specified point in time (determined by the **attendance accounting method** used, as explained below) by 525. The number 525 represents the number of contact hours for a theoretically-derived full-time student enrolled in courses 3 hours a day, 5 days a week, for an academic year of 35 weeks (3 x 5 x 35 = 525).

Note: The **Attendance Accounting Method** defines how we calculate the **total student hours** for a course. This method is set in curriculum, but it can also change depending on how the course is scheduled. The main types of attendance accounting are **Weekly Census**, **Daily Census**, **Positive Attendance**, and **Alternative Accounting**.

- **Weekly Census** is calculated by multiplying the headcount of students at the 20% point for a full-term class by the weekly course hours and by 17.5 (the term length of our courses including in-service week).
- **Daily Census** is calculated by multiplying the headcount of students at the 20% point for a course that is shorter than a full-term class by the total course hours.
- **Positive Attendance** is the sum of the actual hours each student was in attendance for a course. The instructor logs the students' attendance in the course and submits it with the final grade report.

- **Alternative Methods** (Independent Study and Distance Education) is calculated by multiplying the headcount of students at the 20% point by the number of units – not hours – for a course and by 17.5.

  * To account for the professional development (flex) weeks during fall and spring terms, daily census, positive attendance, and alternative methods courses have an additional multiplier of 1.054216.

Full-Time Equivalent Faculty (FTEF) – This unit of measurement is used to create an equivalency for full-time and part-time faculty. It takes all the course hours taught within a program and divides them by a full-time faculty load, which is 30 **Lecture Hour Equivalents** (LHE) a year or 15 a semester.

One Semester Hour (OSH) – This unit of measurement is specific to our district. OSH refers to all of the faculty pay made above and beyond the full-time faculty load, or contract pay. It, therefore, includes part-time faculty pay, full-time faculty overload pay, and large lecture pay. One OSH is defined as the equivalent of one contract hour per week/per semester.

> Note: LHE is different from OSH because LHE refers to full-time faculty load hours only. Anything outside of full-time load, such as overload hours and part-time faculty hours, is referred to as OSH.

Productivity (WSCH/FTEF) – This calculation shows how "productive" a class/program is based on a ratio of revenue (WSCH [using the sum of the full-semester WSCH including DSCH and Positive Attendance equivalents]) to costs (FTEF). This calculation measures how many WSCH are generated per full-time equivalent faculty. With certain exceptions, 525 is considered the "magic number" on which productivity is based; if a program is at or above 525, it is considered to be productive.

Course Fill Rate – This calculation is a measure of the seat occupancy within a course. It is based on the number of seats taken in a course section divided by the scheduled maximum enrollment, which is set by the office of instruction.

For example, a course with a maximum enrollment of 45 but a student enrollment of 50 would have a fill rate of 111%. Similarly, a course with a maximum enrollment of 60 and a student enrollment of 50 would have a fill rate of only 83%.

Retention Rate – This is the percentage of students who maintained enrollment in the course until the end of the semester. It is based on the number of students who do not withdraw from class and who receive a grade (A, B, C, D, F, I, CR, NC, P, NP). Only Ws are counted against the retention rate. Students who drop or are dropped by the no-penalty drop date are not used in this calculation.

For example, a course with 45 students that ended the semester with 40 students receiving a grade and 5 students receiving a W would have a retention rate of 89%.

Success Rate – This is the percentage of students who ended the semester with a passing grade. It is based on the number of students who receive a passing/satisfactory grade of A, B, C, CR, or P. At the time the report is run, non-passing grades, incompletes, and Ws are counted against the success rate.

For example, a course with 45 students that ended the semester with 35 students receiving a passing grade, 5 students receiving an F, and 5 students receiving a W would have a success rate of 78%.

Passing Grades – The total number of students in any given semester who received a grade of A, B, C, CR, or P.

Other Grades – The total number of students in any given semester who dropped by the no-penalty drop date (DR) or received a grade of D, F, IA, IB, IC, ID, IF, MW (military withdrawal), NC, NP, or W.

Student Counts – The total number of students enrolled at section census date by age group, gender, ethnicity, and educational goal. This number is **unduplicated** for the program, meaning that students are only counted one time for all the courses in which they are enrolled within the designated program.

Awards – The total number of awards given in a given fiscal year by age group, major, award type (currently, only associate's degrees and certificates of achievement are included; occupational skills awards are not included), and gender.

Staffing Counts – A list and count of the part-time faculty who taught within the program in any given semester.

Appendix E:#
Running the TracDat SLO Report for Program Review#

TracDat Access

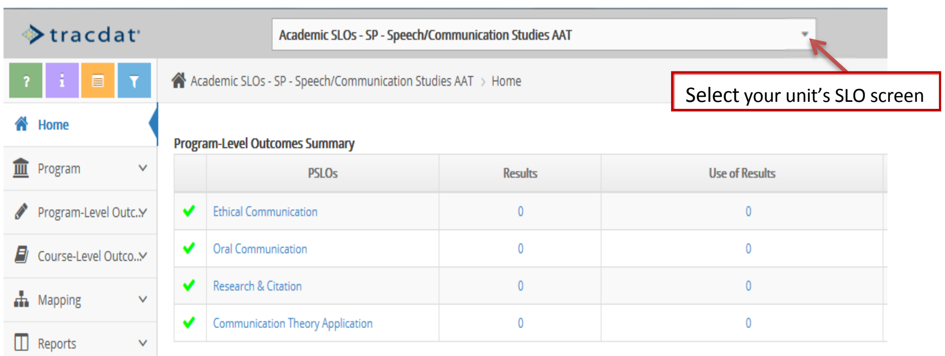
Link: https://saddleback.tracdat.com/

Log in using your standard Saddleback login from any computer (home or office). If you do not have access to TracDat, please contact Shouka Torabi (storabi@saddleback.edu).

Home Screen

Once you are logged in you will be routed to your unit's home screen

- Please select your SLO screen from the dropdown menu to access the reports



Step-By-Step Instructions

1. Select "Reports" from the left navigation pane
2. Select "Standard Reports"
3. Select "SLO Report for Program Reviews"
4. Select the filters that apply
    - Please keep in mind that if you apply program-level filters, you must have existing data entered for your program-level student learning outcomes. If there is no data at the program level for the fields you are filtering on, TracDat will return a blank report.
5. Select "Open Report"
6. Save report as a PDF and attach as an appendix item in your Program Review

Step-By-Step Screenshots