

PLEASE USE THIS SHEET AS THE FIRST PAGE OF THE WRITTEN RESPONSE.

SIGNATURE SHEET FOR SELF STUDY

NAME OF PROGRAM: _____

The following personnel were involved in the program self study and development of the recommendations:

PROGRAM HEAD COMMENTS:

<i>Name (Please Print)</i>	<i>Signature</i>	<i>Date</i>

DIVISION CHAIR OR MANAGER COMMENTS:

<i>Name (Please Print)</i>	<i>Signature</i>	<i>Date</i>

DEAN OR V.P. COMMENTS:

<i>Name (Please Print)</i>	<i>Signature</i>	<i>Date</i>

PROGRAM REVIEW SELF STUDY

FOR

MONTEREY PENINSULA COLLEGE ACADEMIC AFFAIRS

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PROGRAM REVIEW CALENDAR

Programs not undergoing Program Review complete the annual planning/budgeting and Action Plan documents that serve to drive the forthcoming budget as well as those undergoing review.

2004-2005	Life Science and	<ol style="list-style-type: none"> 1. Division Office 2. Anatomy and Physiology 3. Biology 4. Health 5. Dental Assisting 6. Medical Assisting 7. Family and Consumer Sciences: Fashion, Hospitality, Interior Design, Human Services 	<ol style="list-style-type: none"> 8. Ornamental Horticulture 9. Co-Op 10. Administration of Justice 11. Auto Technology 12. Aviation 13. Real Estate 14. Fire Protection Technology 15. Marine Science and Technology
	Library		
2005-2006	Physical Education	<ol style="list-style-type: none"> 1. Division Office 2. Dance 3. Physical Education 	<ol style="list-style-type: none"> 4. Massage Therapy 5. Physical Fitness 6. Adapted P.E.
2006-2007	Physical Science and	<ol style="list-style-type: none"> 1. Division Office 2. Chemistry 3. Earth Sciences: Oceanography and Geology 	<ol style="list-style-type: none"> 4. Engineering, Physics & Astronomy 5. Mathematics
	Creative Arts	<ol style="list-style-type: none"> 1. Division Office 2. Arts & Graphic Arts 3. Drama 	<ol style="list-style-type: none"> 4. Music 5. Photography
2007-2008	Social Science and	<ol style="list-style-type: none"> 1. Division Office 2. Anthropology 3. Economics 4. History and Geography 5. Political Science 	<ol style="list-style-type: none"> 6. Psychology and Sociology 7. Child Development 8. Ethnic Studies and Women's Programs 9. Gertrain
	Business/Technology	<ol style="list-style-type: none"> 1. Division Office 2. Business Skills 3. Computer Science 4. General Business 	
2008-2009	Humanities and	<ol style="list-style-type: none"> 1. Division Office 2. English, English and Study Skills Center, Humanities 3. ESL 	<ol style="list-style-type: none"> 4. World Languages 5. Lindamood 6. Philosophy 7. Speech Communication
	Nursing		

INTRODUCTION TO PROGRAM REVIEW IN ACADEMIC AFFAIRS

The purpose of academic program review at MPC is to evaluate all existing instructional programs and services of the college in order to assure their quality, vitality, and responsiveness. Program review is a process that provides an opportunity to look constructively at programs and services with an eye toward improving them and making effective and efficient use of resources. Program Review is also an essential element of the planning and budgeting process. The Academic Senate for the California community colleges stresses the need to link the process of review to college-wide planning and budgeting.

In addition, there are external requirements for program review. The Education Code requires a program review of all occupational programs to assure that each program meets a documented labor market demand, does not represent unnecessary duplication of other manpower training programs in the area, and is of demonstrated effectiveness as measured by program completion and employment.

Title 5 requires that all advisories and prerequisites be reviewed at least every six years. Four-year colleges and universities, however, require more frequent updating of course outlines for articulation purposes.

The Accrediting Commission for Community and Junior Colleges addresses program review through the accreditation renewal process. The Commission identifies program review of all courses and programs in its April 2003 edition of Accreditation Notes as an “ongoing systematic review of their relevance, appropriateness, achievement of student learning outcomes, currency, and future needs and plans.”

DEFINITION OF PROGRAM

For the purpose of the academic program review, a “program” is defined as a budget cost center or a combination of related cost centers. Programs include instructional disciplines, academic support services, and academic administrative offices.

REVIEW TIMELINE*

Prior Academic Year (December-July)

December – Identify the Support Team and make its composition known to the division/program prior to the start of their formal self study process.

February – The Support Team meets with the division/program to outline the process and expectations. The division/program starts identifying, gathering, generating, and/or analyzing information pertinent to the self-study. The Curriculum Review Process also begins and runs parallel to the self study. The Support Team will meet regularly with the program as the process proceeds in order to assist in the development of the final report and to give guidance when needed.

*** Programs not undergoing Program Review complete the annual planning/budgeting and Action Plan documents that serve to drive the forthcoming budget as well as those undergoing review.**

Study Year (July-May)

November 1st – Division Chair submits draft self study documents to the program faculty and to the Support Team for review and comments. Curriculum Review documents are due in the Dean's office.

December 1st – Division Chair submits final document to the Support Team for a second reading.

March 1st – Support team produces a summary of the division/program self study and shares that summary with the division/program, then with AAAG. The Vice President for Academic Affairs takes the summary and a copy of the self study to the College Council.

May – Vice President of Academic Affairs prepares the summary to the Board of Trustees.

PROGRAM REVIEW SELF STUDY

This self study is designed to enable each program to take into consideration as many MPC faculty and staff perspectives as possible. Therefore, a successful self study assures that all personnel in the program have the opportunity to be involved in the process.

The program area is also expected to respond to each item in the Analysis and Recommendations/Goals sections of the self study.

Additionally, each program will be expected to do an annual update focused on the Recommendations/Goals that appear in the comprehensive self study.

PART I: PREAMBLE

As an introduction to this self study, please briefly describe your program, its role and function, and point out the features that you think are the outstanding characteristics of your program. Also, describe in a concise manner the most significant ways in which the program links and implements the philosophy, goals, and objectives of both the college and the program. Finally, identify any recent or historical areas of concern with the program.

PART II: ANALYSIS

The following section on analysis is divided into sub headings. The first section is the data or facts upon which assessments and evaluations will be based. Please address each data element or factual statement requested. If specific data elements are not pertinent, use those that do apply and add others as needed that might be more applicable.

▪ **Curriculum Review** (*See Course Outline Review Process*)

Review the currency of the documents pertinent to your program. Examples:

1. If your program's course outlines have not been reviewed in the last five (5) years, review the outlines as listed in the Course Outline Review Process. The Curriculum Package, including the Curriculum Review Check List and Instructions, and the Course Outline Instruction Sheet, can be found on the MPC Intranet site in the Document Library on the Vice President of Academic Affairs page.
2. If your program requires state-mandated plans, please attach them.
3. If your program produces documents for college use, please list them.

▪ **Program Information**

1. Present and discuss the quantifiable factors pertinent to your department/program by semester over the past three years, including:
 - ◆ Trends of FTES
 - ◆ FTES/FTE ratio
 - ◆ Total enrollment
 - ◆ Number of sections
 - ◆ Average class size at census
 - ◆ Grade distribution
 - ◆ Course success: grades of A,B,C,CR only
 - ◆ Course retention: grades of A,B,C,D,F,CR,NC,I
 - ◆ Ratio of Full-time faculty FTE to part-time faculty FTE
 - ◆ Student demographics
 - ◆ Student needs assessments (college and/or program administered) when available
 - ◆ Community needs assessments when available
 - ◆ Other program or service generated measures or data as appropriate

Note: *The above data will be available from the Office of Institutional Research and may be supplemented with other data and information to which a program area has access. Student Success and Retention measures used in this study are those defined by the Research & Planning Group for the California Community Colleges.*

2. Describe progress made in identifying learning outcomes for the program and steps taken to collect evidence of student learning that address the outcomes specified.
3. If your program is an occupational program, additionally present data and discuss
 - a. the percent of program completers since the last program review,
 - b. the number of certificates and degrees awarded, and
 - c. job placement rates.
4. Describe the current scope and sequence of the program's course offerings.

5. Describe the scheduling of your courses or delivery of services as they apply to your program or service. Examples:
 - a. If your program is part of a major or certificate, can a student complete the major or certificate within two years? If not, why?
 - b. Explain the appropriateness of your scheduling pattern:
 - (1) MWF, TTh, &/or Other
 - (2) Morning, afternoon, evening, weekend, including time blocks/patterns of scheduling of classes and/or services
 - (3) 17-week, 8-week, shorter
 - (4) Fall, early spring, spring, summer
 - (5) Every semester, once-a-year, once-in-every-two-years
6. Describe your faculty and staff in terms of their diversity, past and recent education/ training, and workload.
7. Describe your faculty and staff's satisfaction with the program including its ability to meet students' needs.
8. Discuss the adequacy of your staffing, supplies, equipment, and facilities to meet your program goals. Also discuss any trends/changes in these areas that are pertinent to your program.
9. Explain how external factors (e.g. State budget, local economy, local job market, Fort Ord expansion, changes in technology) are influencing your program or have affected your program in the past, and describe any measures that have been taken to respond to these factors.

▪ **Student Information**

Some of the following information is available via the registration materials, student surveys conducted by the college, and individual teacher/department surveys.

1. What are students' programmatic expectations and goals? How does the program respond to those expectations and goals?
2. Discuss the indicators of student satisfaction pertinent to your program. Examples:
 - a. How do you measure student satisfaction?
 - b. What did you learn from those measures?
 - c. How does your program deal with complaints?
 - d. What changes did you implement in response to the student complaints and/or satisfaction measures? If no changes, why not?
3. How well do students appear to be progressing through the program/department?
4. Discuss what your program is doing to promote student access, success, and equity. Identify any barriers to these.

▪ **External Relations**

1. Identify any program or service that is similar to yours within the college and/or in neighboring institutions or agencies and describe the impacts of that similarity.

2. Describe how your program coordinates with other programs on campus and how successful you feel you are in these efforts.
3. Describe and evaluate the support that your program receives from other college programs or service areas, such as Instructional Technology (IT), Management of Information Services (MIS), Human Resources (H.R.), Student Services, Plant Services, Events and Facilities Office, Public Information Office, Fiscal Services, and others.
4. Describe your program's involvement with the community at large through
 - a. activities involving recruitment and articulation,
 - b. partnership with educational institutions,
 - c. facilitation of advisory committee meetings, and/or
 - d. collaboration or partnerships with businesses, government, or private agencies.

PART III: SUMMARY

1. In reviewing your data and responses, what do you see as your program's greatest strengths? Greatest weaknesses?
2. What do you see as your program's greatest challenges during the next five years? Greatest opportunities?

PART IV: RECOMMENDATIONS/GOALS

Based on your critical evaluation of the items studied in Part I and II, please provide recommendations for the development, modification, and/or improvement of your program.

1. Identify the goals that were identified in the last program review and describe whether they were attained or not. If not, why not?
2. Specify clearly in this section your program goals for the next five years, your plans to achieve them, the responsible person, and a timeline for completion.
3. Prioritize your goals and plans, listing the highest priority first.
4. Prioritize, within and between categories, requests for faculty, staff, supplies, equipment, and facilities. Describe how those requests are linked to your prioritized program goals and plans.
5. Include related activities in annual Action Plans or attach Annual Action Plan for next year if you have it prepared.

PART V – ANNUAL REPORTS & ACTION PLANS

By April 1st of each succeeding year, prepare an annual update report which identifies the program's success in implementing its plans to achieve the identified goals, any new or modified goals and plans, and any deleted goals and plans. The format for the Annual Report is included as an addendum to this document. The annual report should be used to generate the program's Annual Action Plans, which in turn, will be used for inclusion in college-wide planning, development of long- and short-term goals and objectives, and the proposed budget. **Attach the Annual Action Plan to the Annual Report.**

COURSE OUTLINE REVIEW PROCESS

As part of Program Review, it is expected that each instructional program will review its courses in order to ascertain whether they are in compliance with Title 5 regulations and college policy and to review the appropriateness of the prerequisites, corequisites and advisories established. This process also provides an opportunity to review student objectives and content specified in the course outlines and to reconfirm each course's place in the curriculum.

Please complete the check sheet (course log) attached as you review curriculum in your area and attach the completed form to your self-study. Submit curriculum on current forms and any course revisions to your Dean as you complete the self-study. The Dean will review and request any changes before submitting material to the Vice President for Academic Affairs. Follow the instructions below for completing the attached form and placing curriculum on current forms.

1. List the course number and title for each course.
2. Check column #2 if an approved course outline is on the current form and current data sheet are on file in the Academic Affairs Office. If not, place outline on the current forms (Course Data Sheet and Formal Course Outline). Check this space **after** this step has been completed. (When completing this step, review all elements of each Course Data Sheet and Course Outline. During this review, you may find it necessary to complete some course revision forms.)
3. Check Column #4 if all prerequisites, corequisites and advisories have been reviewed and if you have made any changes deemed necessary. (If changes are needed, please take steps to correct before checking this space.) A course revision form and a new content review form(s) must be completed when changing prerequisites/corequisites and/or advisories.
4. Do instructors file information/green sheets for each course with the Division Office, the Academic Affairs Office and Counseling each semester? If so, check Column #5. If not, take steps to correct. Review the sheets for consistency among instructors in your area.
5. Check Column #6 if the course has been assigned a CAN number. If not, should it be? Check with Elizabeth Harrington.
6. Check with Elizabeth Harrington to determine if the course has been articulated with other schools. Check Column #7 once you have completed that contact and have taken any necessary steps for articulation.

PROGRAM REVIEW SUPPORT TEAM

For each program undergoing review, an advisory group is assigned to serve as an on-going resource to the program throughout the formal process. The group is named the Program Review Support Team. This team is composed of the Vice President for Academic Affairs or designee, the area of Dean of Instruction, two Division Chairs, and a Student Services representative. The team may add a community member when requested by the program, department, or division.

The Program Review Support Team conducts specific tasks as follows:

1. Reviews the program review process with the program faculty.
2. Highlights any changes in the process from previous models.
3. Reviews previous program reviews and annual reports to identify goals and accomplishments.
4. Articulates expectations of the program review process.
5. Clarifies its role for the division/program as it proceeds through the process.
6. Invites the Institutional Research Office to present data elements available to the division/program and clarifies how the data elements can be accessed and effectively used in the self study.

REVIEW CRITERIA

The following questions will be considered by the Program Review Support Team in developing its response and recommendations to each program self-study:

1. Does the function statement clearly identify the role of the program? How clearly related is this function to the mission of the college?
2. How effective is the program in terms of quality and responsiveness to student and community needs?
3. How well do the self-study analysis and recommendations respond to internal, external and accountability factors?
4. How cost effective is the program?
5. Are the program goals and self-study recommendations within the resources of the college?
6. Is there evidence of gains in effectiveness and productivity?
7. Is the role of this program and its prior program review recommendations reflected in the Annual College Objectives and Long-term Goals?

If program enhancement is recommended, the following questions will be examined:

1. What non-budget related steps should be taken?
2. What budget increases are required to enhance the program? Are such budget increases likely to be prioritized highly and within the college's resources? If not, can external funding be attained to help fund increases needed?

What staff development steps may be necessary to carry out a recommended plan of action?

How will program enhancement help the college achieve its mission, strategic directions, and annuals goals?

The program discontinuance or reduction process is not part of Program Review. Should reduction or discontinuance become a consideration, the following questions will be examined:

1. How may the reduction or discontinuance of the program reduce the college's ability to achieve its mission and serve the community?
2. How will the reduction or discontinuance of the program be perceived by the community?
3. Will the reduction or discontinuance negatively impact net income in a significant way? Will it provide real savings?
4. Will the reduction or discontinuance of the program negatively affect other programs?
5. Will the program or service of the same quality be available to students elsewhere?

PROGRAM REVIEW – ANNUAL REPORT

Date:

Program Area:

Prepared by:

Address completely each of the following topics. Use extra pages as needed. Attach your Action Plan reflecting program/division goals, objectives, and priorities.

1. Please identify all progress towards your goals as stated in the last formal Program Review and/or previous annual report.

2. Please identify any changes in plans to meet any of the stated goals.

3. Please identify any new challenges and/or opportunities that have emerged since the last report.

4. Please identify any revisions to your goals or plans due to new challenges and/or opportunities that have emerged since the last report or ineffective previous plans.