

CYPRESS COLLEGE

Program Review 2017–2018
Annual Report



Draft Date: April 9, 2018
Prepared on behalf of the Program Review Committee by Jolena Grande

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Introduction

In response to a recommendation in the 2016 Program Review Evaluation Survey, the Program Review Committee (PRC) recommended that Cypress College move to a four-year cycle that aligns the full CTE program reviews with the CTE "short form" reports required every two years in even-numbered years. This year marks the second year of the new four-year cycle. Since programs submit their self-studies to the PRC in November of each year, the 2017 programs do not include any CTE reports. Each department submitted a Departmental Planning and Program Review Self-Study ("long form"). The remaining half of the CTE programs transitioning to the new four-year review cycle will submit their short CTE Reports, along with a complete (full) review in the fall of 2018. Under the new four-year rotation, only general education or non-CTE programs are reviewed in odd-numbered years. For reference, the schedule for the new four-year cycle is included in the appendices along with a list of CTE TOP-Coded programs.

The scope of the instructional review was also expanded last year to include additional data to assist faculty in evaluating distance education, transfers, labor market information, and student equity. The faculty evaluations of this new data provided some unexpected and interesting analyses identified later in this report.

Purpose of Program Review

The Department Planning and Program Review process supports the Cypress College and North Orange County Community College District strategic and educational master plans, technology assessments, staff development, and related efforts aimed at assuring quality educational programs, student achievement, and learning. Decision-making processes, including those affecting budgets, resource allocation, hiring of full-time faculty, and competitive internal grant opportunities rely on the program review process and reports as a basis for evaluating resource requests. The review process incorporates the systematic, ongoing evaluation of programs using data on student success, diversity, basic skills, distance education, achievement, curriculum, labor market results, and student learning outcomes to assure currency, relevancy, and innovation. The faculty self-studies, dean reviews, interdisciplinary dialogue, and Program Review Committee (PRC) assessments contribute to the evidence-based evaluation of programs, which are summarized in an annual report to foster institutional effectiveness, appropriate resource allocation, and ongoing improvements in student success.

Process Overview

Program Review is included in the Academic Senate's "Ten Plus One" responsibilities (as articulated in Title 5, Section 53200), and as such, the Program Review Committee works under the purview of the Academic Senate to review instructional programs and make recommendations to promote student learning and success. The Program Review Committee is comprised of a faculty representative from each division, a counselor, a dean, and an institutional researcher. Faculty representatives are elected at the division level and serve three-year terms. The PRC chairperson serves a three-year term, and is elected by the Academic Senate with input from the Program Review Committee. Prior service on the Program Review Committee is required to serve as chair. The PRC Chair responsibilities are included in the appendix of the *Department Planning and Program Review Handbook*.

To assist program faculty due for review, Institutional Research provides each department chair with a self-study form that includes prepopulated data and performance metrics. Program faculty then meet to review the data and prepare their written self-study. After the deans review the self-studies, the reports are submitted to the PRC. The PRC invites the department chair or program representative(s) to meet with the committee to share highlights about the self-study, including accomplishments, challenges, resource needs, and strategies for improving student learning. In this face-to-face dialogue, the PRC shares both informal and formal commendations and recommendations with the program representatives. The PRC summarizes the self-study results in an annual report. These reports are distributed to the entire campus, the North Orange County Community College District, and the Board of Trustees. Copies of the Program Review Committee's Annual Reports can be found on the "J-drive" and on the Program Review webpage.

Mission Statement

The mission of the Cypress College Department Planning and Program Review Committee is to promote quality instructional programs by facilitating a positive, open, and collaborative exchange of ideas with faculty to evaluate data, resolve challenges, inform resource allocations, verify currency, and provide suggestions for useful practices that will contribute to improved institutional effectiveness and student success.

Program Review Handbook, Forms, & Evidence Location

A new *Department Planning and Program Review Handbook* provides faculty and administrators with instructions, sample forms, and resources for the program review process. This *Handbook* can be found on the Cypress College Program Review webpage. Faculty will also find copies of previous self-studies and CTE reports on the “J-drive” in the Program Review folder.

A General Note about Evidence

Occasionally, faculty disagree about the meaning of evidence, data, and research used in evaluating student learning. The PRC welcomes dialog that may lead to a collective understanding of evidence. Therefore, the instructions to faculty acknowledge that they are being asked to comment on statistical data with the understanding that a range of variables may be present and that causal assumptions may not be statistically valid. Faculty are encouraged to view program review as an opportunity to evaluate data, exchange ideas about trends, comment on noteworthy accomplishments, and identify areas of need where the program would benefit from assistance or resources. Committee members make informal comments and recommendations during the course of the presentations in the spirit of helping faculty consider approaches that other programs have identified as useful. The PRC remains committed to improving the accuracy of data and facilitating a positive, open, and collaborative exchange of ideas for program improvement and useful practices that contribute to student success.

Program Review Committee Representatives and Terms

Division Faculty	Representative(Term)	Email
Business/CIS	Alireza Moady (2 nd : 2017-2020)	amoady@cypresscollege.edu
CTE	Stepahnie Rosati (1 st : 2017-2020)	srosati@cypresscollege.edu
Counseling	Doreen Villasenor (2 nd : 2015-2018)	dvillasenor@cypresscollege.edu
Fine Arts	Maha Afra (1 st : 2015-2018)	mafra@cypresscollege.edu
Health Science	Nancy Corrales (1 st : 2017-2020)	ncorales@cypresscollege.edu
Language Arts	Christie Diep (1 st : 2017-2020)	cdiep@cypresscollege.edu
Library	Billy Pashaie (1 st : 2017-2020)	wpashaie@cypresscollege.edu
Physical Ed.	Margaret Mohr (2 nd : 2017-2020)	mmohr@cypresscollege.edu
Sci/Eng/Math	Sheila Nguyen (1 st : 2017-2020)	snguyen@cypresscollege.edu
Social Science	David Halahmy (2 nd : 2017-2020)*	dhalahmy@cypresscollege.edu
Administrative		
Dean	Kathleen Reiland	kreiland@cypresscollege.edu
Institutional Res.	Phil Dykstra	pdykstra@cypresscollege.edu
*Chair	Jolena Grande/David Halahmy	jgrande@cypresscollege.edu

One committee member has fulfilled a second three-year term and will notify their respective department about the need to identify a replacement representative. In the fall of 2017, a PRC Chair was found to serve, but had to relinquish the position in order to meet department teaching loads impacted by the early retirement incentive program offered in the 2017-18. Another long-serving member of the committee agreed to serve to carry out the duties in the spring 2018 semester, though a permanent replacement has yet to be identified. There

is no current PRC member who is qualified and willing to chair the committee, so the Academic Senate President has been notified to put out a call for the position. Again, the PRC Chair qualifications and responsibilities are included in the *Department Planning and Program Review Handbook*.

Meetings with Program Representatives

After reviewing the written self-studies, the committee met face-to-face with the following program representatives in the fall of 2017. All meetings were all held on Mondays in CCCPLX, room 406 or 407:

November 13

3:15 PM	History	David Halahmy
3:45 PM	Foreign Language	Alex Herrera
4:15 PM	Library	Billy Pashaie
4:45 PM	Music	Gary Gopar

November 20

3:15 PM	Physical Science	Ron Armale
3:45 PM	Anthropology	Becky Floyd
4:15 PM	Ethnic Studies	Danny Lind
4:45 PM	English	Linda Borla

November 27

3:15 PM	ESL	Alison Robertson
3:45 PM	English/Reading	Keith Vescial
4:15 PM	Biology	Stephanie Spooner
4:45 PM	Philosophy	Will Heusser

Overview of Findings

Each year for the past five years, Institutional Research has provided faculty with prepopulated data to help them evaluate their programs and improve student learning. This year the volume of data was notably increased to provide distance education success rates, transfer data, labor market wage and employment data, and student equity information in the form of disaggregated student achievement data. Generally, the added statistics were well received, but in several cases, faculty were not convinced that all of the data accurately represented their students or programs. In particular, faculty felt the transfer data (from the National Student Clearinghouse) and labor market data (from the Launchboard) did not match what they knew to be true anecdotally. Faculty supplemented this information with data from the BLS and O*Net. Institutional Research is working with the agencies that supply these data to assure its accuracy.

Program Completion: Certificates and Degrees

The committee commends the Anthropology, English, Library, and Philosophy and Religious Studies faculty for their efforts in developing upper division curriculum and support materials for the community college baccalaureate degree. In fall 2017, the first cohort of upper division students enrolled in English and Mortuary Science courses, received support from the library collections and online databases, and are anticipated to complete courses in Anthropology and Philosophy in Fall 2018.

With the implementation of SB 440 and SB 1440, the number of Associate Degree for Transfer has greatly improved the transfer and completion rates for several of the programs included in this year's cycle. In addition, the movement to expand dual enrollment opportunities for high school students has created opportunities for these same programs to build their enrolments into the foreseeable future.

Distance Education

Although online classes were less successful than lecture classes, several programs reported that hybrid classes are often more successful than typical lecture classes. With the change in the

definition of online classes, previously identified online classes that only met the first and last day are now categorized as “hybrid” classes beginning with the fall 2016 schedule. It will be worthwhile to continue tracking these predominately online classes separately because they may negatively skew the more successful hybrid course data by reflecting lower success rates for this new category of hybrid classes.

There is a definite need to explore hiring an instructional designer and the current structure of the Cypress College Distance Education Program is not conducive to outside developers or to adjunct faculty participation.

Distance Education Training

Given the number of faculty—particularly adjunct faculty—wanting to supplement their instruction with online material and grading capabilities, it is recommended that department coordinators and the Distance Education Advisory Committee work together to provide adjunct faculty with greater access to the following:

1. a clear and easy path for testing out of the required LMS training if they have experience using it at another school,
2. a shorter time commitment for online training, and
3. an option to take web-enhanced training, enabling them to teach a prepared online or hybrid course that a fully qualified online instructor develops a master course.

In addition, most high school students (and their parents) seem to have online access to their assignments and grades, while a large percentage of our students do not. This online resource would seem to be essential for any early alert system to work as well. It was the sense of the committee that priority should be given to making online assignments and grades available, either through Blackboard, Canvas, or other system that was accessible to all instructors, every semester, without having to request web-enhanced courses manually. If training could be limited to one or two flex days, then programs could have greater flexibility in supplementing instruction and developing hybrid classes as well.

Student Equity and Disaggregation

Again, this year, programs were provided with disaggregated student demographics for their programs. Previously it was noted that veterans, disabled students, students over age 50, and students not receiving financial aid tended to demonstrate the highest success rates (close to 80% or higher) across disciplines. Notably, students under the age of 24, Asian, Black, and Hispanic students appear to need additional mentoring and tutoring. To assist students, many programs identified strategies to address these gaps including more hands-on instruction, “flipping” more instruction, mentors, and scaffolding assignments by breaking larger assignments into smaller sections with more examples.

Student Learning Outcomes (SLOs, PLOs, and ILOs)

Since 2014, when the PRC began asking programs to attach their Program SLO Summary Report, the department participation rates have improved from 71% to 100% of the programs being evaluated in program review submitting a report for at least one or more course SLO assessments.

The course-level student success rates vary by discipline as reflected in the following summary chart.

PR-SLO Summary Report	Courses Evaluated	Student SLOs Assessed	Students Successful	% Successful	Notes
1. Anthropology					
2. Biology					
3. English					
4. English/Reading					
5. Ethnic Studies					
6. English as a Second Language					
7. Foreign Language					
8. History					
9. Library					
10. Music					
11. Philosophy and Religious Studies					
12. Physical Science					
Total 2017					
Total 2016					
Total 2015					
Three year total 2015–2018					

* Percentage of departments that submitted an SLO Summary Report for at least one of more courses.

Completed SLO Reporting Recommendations from previous years

Several of the SLO recommendations identified in previous annual reports have been addressed, including the following:

- The prepopulated Program SLO summaries from TracDat are now sent to the department coordinators during the summer before those programs are due for review to alleviate delays in reporting. If there is no up-to-date data in TracDat, the SLO Coordinator will work with the faculty to ensure the data is entered
- The SLO manual is now available on the Cypress College SLO webpage
- The SLO assessment cycle was extended to four years to match the CTE/Program Review cycles
- The distinction between course objectives and SLOs has been clarified on the SLO website
- Accreditation related SLO items that have been completed include:
 - A Curricunet audit found 118 courses that were missing SLOs; all have been updated
 - The SLOs now appear on the Curricunet Course Outline of Record (COR)
 - If faculty update their SLOs outside of the curriculum process, they may attach the TracDat SLO version to the COR until the COR is updated in Curricunet
- All course SLOs from Curricunet are now published on the SLO website and will be updated each July after the fall Curricunet changes roll to active status
- Deans will audit course syllabi to verify SLOs are included
- Deans will also work with faculty to ensure they have the resources to participate in SLO assessment and documentation
- An annual college summary of the number of SLOs assessed, the number of the students participating, and the number of students who were successful by program, division, and the college is now available and attached to this report
- The Department Planning & Program Review Handbook is now on the Program Review website

Remaining recommendations that are in progress of being addressed:

- Institutional Research and the SLO Data Coordinator are working to implement eLumen as the centralized repository of SLO data
- We are manually correlating the courses assessed with the courses offered from Banner to be certain that all courses are being assessed within specified timeframes. There is a strong need to automate this process in the future (see ACCJC SLO and Assessment Report) and the complete implementation of eLumen may facilitate this transition
- Need the ability to disaggregate subpopulations of students to support student equity
To address these remaining issues, the Accreditation Steering Committee decided to include a Quality Focused Essay (QFE) with the Cypress College Accreditation Self-Study that explains the current challenges and provides an action plan.

Program Related Commendations and Recommendations

All programs submitted self-studies that covered the required topics, and they provided detailed plans for achieving their stated actions and goals. Although several departments did not initially supply SLO data, all programs subsequently presented a program summary from TracDat. The Program Review Committee's written evaluation of each program was provided to each presenter for any modifications or updates. The final self-studies and the committee evaluations are posted in the Department Planning and Program Review folder on the "J" Drive. The final versions of the committee evaluations for each program are also included as appendices to this report.

Global Recommendations

1. The scope of Program Review has been evolving, and the committee strongly recommends that the link between the program review and the planning/budget process be strengthened. Faculty now spend considerable time preparing their self-studies, and the committee often gains a unique perspective on global themes relevant to ongoing challenges. While program review committees at other colleges may prioritize budget requests, we are on a four-year cycle and such prioritization may present challenges. For now, the committee recommends that the Program Review Chair (or a designee) should be an active participant in Planning & Budget and Faculty Prioritization. We also recommend that a Program Review Committee Member should serve on each Strategic Direction Committee.
2. Technology exists that could help automate program review, facilitate better communication between faculty and students, improve SLO assessments with seamless integration into learning management systems, provide early alerts, increase enrollment/retention with online advertising/resources, and much more. It is unrealistic for instructors on temporary assignment to stay abreast of all of the advancements in educational technology and to understand the integration ramifications to other systems. It is essential that Cypress College work with the District to provide technological coordination for systems (like eLumen), to identify system improvements that could mitigate the amount of manual reconciliation of data, to provide students with access to their assignments and grades, and to optimize our educational technology resources to enhance institutional and student success.
3. The Program Review Committee Chair will not be continuing in the fall. No current member of the committee is able to chair the committee. It is the sense of the committee that the release time for this position should be increased to compensate for the evolving scope of program review—particularly in the accreditation process.

Looking Forward

The programs up for the full review in 2018 are identified in the attachment. The next set of CTE (short form) evaluations will be due in the fall of 2018 as well. The timeline and schedule are attached. There are no major changes to either form proposed, but a few formatting and clarification issues will be addressed before the prepopulated forms are distributed in the summer. With the accreditation follow-up report scheduled for early

2019, the Program Review Committee will address any initial recommendations with the programs participating in the face-to-face meetings in November 2018.

Appendix A: Timeline for the 2018-2019 Program Review Cycle

- ✓ May 2018: Email the deans with the next cycle of programs required to submit reports by October 15.
- ✓ Summer 2018: IR sends the prepopulated self-study forms and SLO summary reports to the deans.
- ✓ August 2018: Send deadline reminder email to all deans.
- ✓ September 2018: Committee planning meeting about the third Monday of the month.
- ✓ October 10, 2018: Faculty submit their self-studies to their deans for comments and signature.
- ✓ October 25, 2018: Faculty submit their final self-study reports to the program review chair.
- ✓ November 2018: Presentations every Monday from 3-5 (four 15 minute presentations per week).
- ✓ February 2019: Committee meets to review results.
- ✓ March 2019: Prepare final report for submission to the Academic Senate and EVP. Note: If the Program Review Chair's position is due to be replaced, forward a copy of the job description (found in the Program Review Handbook on the website) to the current Academic President; ask that a call for applicants be put out. Review the applicants with the committee and collaborate with the Academic Senate president to select a new chair.
- ✓ April 2019: Present the annual report to the Academic Senate. Replace termed out committee members who have served for three-years. Add the annual report to the Program Review website and post the self-studies on the "J-drive."

Appendix B: Rotation Schedule (New 4-year cycle effective Fall 2016)

Each program is followed by its original due date: CTE scheduled in even years

CYCLE #1: Fall 2016, 2020, 2024 (12 programs)

- Accounting
- Administration of Justice (New to PR)
- Air Conditioning & Refrigeration
- Media Arts Design
- Aviation & Travel Careers
- CIS
- Dental Hygiene
- Health Information Technology
- Human Services
- Mortuary Science
- Photography
- Theater Arts

CYCLE #2: Fall 2017, 2021, 2025 (11 programs)

- Anthropology
- Biology
- ESL
- English
- English/Reading
- Ethnic Studies
- Foreign Language
- History
- Music
- Philosophy & Religious Studies
- Physical Science
- Library (New to PR)

CYCLE #3: Fall 2018, 2022, 2026 (12 programs)

- Auto Collision Repair
- Auto Technology
- Court Reporting
- Culinary Arts
- Dental Assisting
- Engineering Technology
- Geography/GIS
- Journalism
- Management/Marketing
- Nursing
- Psychiatric Technology
- Radiology Technology
- Mortuary Science Baccalaureate Degree (NEW Program)

CYCLE #4: Fall 2019, 2023, 2027 (11 programs)

- Art
- Chemistry
- Communication Studies
- Counseling
- Dance
- Economics
- Mathematics
- Political Science
- Physical Education
- Psychology
- Sociology

Appendix D: Program Review Committee Evaluations

In response to each department's self-study and face-to-face dialogue with the committee, a draft summary evaluation, including commendations and recommendations, was provided to the program representative. Participants reviewed the feedback with an invitation to make changes if needed. The final summaries are included in the following pages and will be posted on the Program Review website:

CYCLE #2: Fall 2017 (21 programs)

Anthropology

Biology

ESL

English

English/Reading

Ethnic Studies

Foreign Language

History

Library (New to PR)

Music

Philosophy & Religious Studies

Physical Science



Program Review Committee Evaluation

Program: **Anthropology**

Presenter: Becky Floyd

Date: November 20, 2017

The goal of the Program Review Committee is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Review Committee Summary:

Findings: Does the self-study adequately cover the topics and provide a detailed plan with dates and people responsible for achieving stated actions/goals? Yes No Other

Was the TracDat SLO summary report included? Yes No Other

Comments:

- Need to hire two additional full-time faculty, one for bio, bio lab, and cultural; another for general anthropology and applied anthropologist
- Additional faculty could support dual enrollment opportunities

Commendations: What is the department/program doing successfully that should be encouraged, emphasized, continued, praised?

- 60% transfer rate
- SLOs consistently met @ 74%
- Kudos to Becky for reviving and expanding a program that almost retired with the former faculty member
- Increase in AA-T awards have doubled in the last two years.
- Anthropology has shown good success rates in their Distance education courses.
- The anthropology department has no significant achievement gaps
- Great section on Distance Education (page 7), with the section explaining surveying students, using technology (including failures) and the solutions described
- Pending archaeology technician certificate
- Total degree over past 5 years = 25
- Transfer rate = 60%

Recommendations: What areas does the action plan need to address? What details need to be provided?

- **Revise SLO schedules to assess all courses (revised)**
- Outline specific methodologies used for basic skills students
- Possibly reword the objective at the top of page 16 to include hiring of faculty as a resource rather than a goal (?)
- Department students struggle with success rates and DE students' needs additional support that could be provided if a qualified tutor was provided for supplemental instruction
- Revisit possibility of offering supplemental instruction and tutoring with the LLRC
- Basic skills (page 12-13): although library and research skills are not basic skills, there is value to bringing students to the library for research sessions (could help to support student success rates)
- Opportunities for collaboration with library seem apparent.

Program: **Biology**

Presenter: Stephanie Spooner

Date: November 27, 2017

The goal of the Program Review Committee is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Review Committee Summary:

Findings: Does the self-study adequately cover the topics and provide a detailed plan with dates and people responsible for achieving stated actions/goals? YesXXX No___ Other___

Was the TracDat SLO summary report included? Yes__ No_XXX_ Other___

Comments:

- SLOs have been analyzed but are not attached.

Commendations: What is the department/program doing successfully that should be encouraged, emphasized, continued, praised?

- Equally successful with on site as well as distance education courses
- More activities have been integrated into lecture to increase engagement (i.e. PBL, directed learning activities, hands on activities, demos, etc.)
- Updating non-majors Biol – 100 lab
- Excellent job with the program review, especially with articulating the department needs
- The department did a great job writing the report; they provided a vast amount of details in regards to student success, distance education, and strategies.

Directive learning activities (math lab).

Free Biology book for BIO 101

Excellent job identifying all of the needs for the new building

Recommendations: What areas does the action plan need to address? What details need to be provided?

- They have a demonstrated need for additional funding. The department has increased the number of sections offered by 43% with no budget increase in over 10 years.
- Due to lack of funding increases for lab, has there even been a cost analysis done to see exactly what one semester lab costs are per student? And then applying a materials fee to the course based on the per student cost?
- Has the students that drop, specifically due to the Health Sciences ever been tracked, since those specific students skew the data for success rates? Or can they be?
- There is an opportunity to use library for research instruction, especially considering the number of resources for many of the courses where research is involved.

Work on success rates below 60%.



Program Review Committee Evaluation

Program: **ESL**

Presenter: Allison Robertson, Jill Bauer, Kathy Wada

Date: November 27, 2017

The goal of the Program Review Committee is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Review Committee Summary:

Findings: Does the self-study adequately cover the topics and provide a detailed plan with dates and people responsible for achieving stated actions/goals? YesXXX No___ Other___

Was the TracDat SLO summary report included? Yes_ No_XXX _ Other___

Comments:

- SLOs were included and analyzed by the summary report was not attached
- No degree awards, no certificates, and no transfer rates. ESL supports all students in achieving these measures under other majors/disciplines
- No online/hybrid instruction offered at this time

Commendations: What is the department/program doing successfully that should be encouraged, emphasized, continued, praised?

- Pot luck celebration – students are formally invited to create a sense of community, scholarships are awarded, retention awards are recognized, raffle of books
- Advocating for academic ESL at the statewide level – students are engaged in academic foreign language learning rather than retention learning
- 5 courses are available for transfer-level applicability
- To build community within their department through events like the potluck.
- Honoring their scholarship recipients, recognizing retention, completion and perseverance
- ESL faculty are commended for their level of involvement in campus committees, organizations, and related activities
- Need for dedicated Language Arts Division Administrative Assistant II position
- Need for full-time faculty in English Success Center as part of load and need for additional full-time faculty member

Recommendations: What areas does the action plan need to address? What details need to be provided?

- Revisit possible strategies with DSS for non-native speakers with disabilities. It was noted that it has been a number of years since the last conversation was had.
- Touch base with research to help track transfer & degrees awarded among ESL students
- Continue to pursue all funding sources to continue conference and professional development opportunities
- Page 14 – first bullet point – students being placed 3 to 6 levels above their abilities seems peculiar. Did this happen to a lot of students? Further investigation of the issue seems important
- Is there a way to track those that have completed with ESL to degree or transfer?
- How does ESL faculty continue with professional development when conferences funding has been cut?
- Need for DSS students to be evaluated in their native language to determine appropriate learning supports.



Program Review Committee Evaluation

Program: **English**

Presenter: Linda Borla and Christie Diep

Date: November 20, 2017

The goal of the Program Review Committee is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Review Committee Summary:

Findings: Does the self-study adequately cover the topics and provide a detailed plan with dates and people responsible for achieving stated actions/goals? Yes No Other

Does the self-study adequately cover the topics and provide a detailed plan with dates and people responsible for achieving stated actions/goals? Yes No Other

Was the TracDat SLO summary report included? Yes No Other

Comments:

- Need to respond to AB705 mandates--may impact enrollment in the future
- Need for more full-time English faculty

Commendations: What is the department/program doing successfully that should be encouraged, emphasized, continued, praised?

- Excellent job of communicating the need for technology. This should be 100% supported
- The associates in Arts Transfer degrees continues to increase
- English department developed upper division course in support of the baccalaureate degree and offered it with 100% success in fall 2017.
- Department faculty are involved in multiple measures and the Common Assessment Initiative
- Proactive advertising promoting online, hybrid, and accelerated format for class offerings

Updated 6 classrooms with Chromebooks (laptop carts). All classrooms need computers

Recommendations: What areas does the action plan need to address? What details need to be provided?

- The library classroom can be used for summer boost
- The English department is in need of updating the classroom tools. The department is lacking to provide computers/laptops/Chrome books to the students during class instruction in majority of their classroom.
- ENG 135 (Fall) has seen a steady decrease over the last 4 years in the success rate, what is behind the decline in that course?



Program Review Committee Evaluation

Program: **English/Reading**

Presenter: Keith Vescial

Date: November 27, 2017

The goal of the Program Review Committee is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Review Committee Summary:

Findings: Findings: Does the self-study adequately cover the topics and provide a detailed plan with dates and people responsible for achieving stated actions/goals? YesXXX No___ Other___

Was the TracDat SLO summary report included? Yes_XXX No__ Other___

Comments:

- Department courses support degrees, certificates, and transfer for students in other disciplines. There are no specific awards for degrees/certificates
- Dual enrollment opportunities exist
- Developing curriculum with contextualized learning components for CTE, STEAM, and Health Science programs
- Need for dedicated Language Arts Division Administrative Assistant II position

Commendations: What is the department/program doing successfully that should be encouraged, emphasized, continued, praised?

- No achievement gaps; great job with underrepresented students
- Integration of reading and writing in their courses
- High success rates with online and hybrid instruction
- Fall success rates higher than division and college averages.
- Strong success rate for on campus instruction and distance education
- There is no achievement gap for the reporting period
- Department is taking an active role in strategies to improve student success with all student populations
- Number of leadership positions occupied on campus with department faculty

Recommendations: What areas does the action plan need to address? What details need to be provided?

- English 58 success rates, which appear consistently lower in the spring semesters, should be investigated.



Program Review Committee Evaluation

Program: **Ethnic Studies**

Presenter: Daniel Lind and Stephen Estrada

Date: November 20, 2017

The goal of the Program Review Committee is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Review Committee Summary:

Findings: Does the self-study adequately cover the topics and provide a detailed plan with dates and people responsible for achieving stated actions/goals? Yes No Other

Was the TracDat SLO summary report included? Yes No Other

Comments:

- Participating in dual enrollment (2-4 classes at the high schools)
- Interested in developing Social Justice ADT, and Chicano Studies, and American Families
- Total degree awards = 6
- Transfer rate = 83.3%
- Need for two full-time faculty (will support dual enrollment opportunities) and dedicated counseling/outreach staff (help inform students of correct sequencing of courses to enroll in)

Commendations: What is the department/program doing successfully that should be encouraged, emphasized, continued, praised?

- The department is comprised of almost all full time faculty – Yay!
- Participates in dual enrollment with Kennedy and Western High Schools with possible expansion to Magnolia and Cypress High Schools.
- Steady number of AA degrees and transfers awarded
- Looking to increase the number of pathways available to students.
- Great job describing vision for the department
- Dual enrollment.

Recommendations: What areas does the action plan need to address? What details need to be provided?

- May want to include a goal or objective to increase the number of sections offered by the department before hiring of new faculty
- To assist in addressing the under-represented populations, consider developing a relationship with Puente and legacy to enhance student success?
- Collaboration with library staff regarding database/online ideas, and areas of research is a possibility. The library orientation was lost with the change to compressed calendar.
- Currently there are no online offerings. In order to meet the community college student demands of offering diverse educational delivery methods, will this or could this change in the future?

Need to work on success rates: Consider supplement instruction, tutoring, hybrid classes, and DLAs.



Program Review Committee Evaluation

Program: **Foreign Language**

Presenter: Alex Herrera

Date: November 13, 2017

The goal of the Program Review Committee is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Review Committee Summary:

Findings: Does the self-study adequately cover the topics and provide a detailed plan with dates and people responsible for achieving stated actions/goals? Yes No Other

Was the TracDat SLO summary report included? Yes No Other

Comments:

- SLOs have not been inputted since 2011. Alex Herrera will be passing along the SLO results for recent years to a Christie Diep who will assist in inputting the results to TracDat.
- Need for two full-time faculty
- Degree awards and transfer rates cannot be calculated—none currently offered
- Need to promote ADT for Spanish
- No more hybrid courses offered—limited transferability
- Need for dedicated Language Arts Division Administrative Assistant II position

Commendations: What is the department/program doing successfully that should be encouraged, emphasized, continued, praised?

- SLO pass rates are consistently high
- The implementation of Spanish courses for native speakers under the guidance of Jessica Puma continues to grow and draw in more students
- The Japanese club has been revived and continues to promote traditional Japanese culture and writing techniques
- Overall, the SLO rates for this department are consistent; while slightly lower than the college average.
- The Foreign language department is functioning while operating at a deficiency in faculty members--this speaks to the work ethic of the current faculty members.

Recommendations: What areas does the action plan need to address? What details need to be provided?

- Address the reason for no certificates or degrees awarded
- Continue to request new positions for Spanish and/or French instructors in order to facilitate program updates and SLO tracking on a more consistent level
- Correct the typographical error in SLO question 6E in which it lists lower SLO results for Spanish 203 when it should refer to Spanish 201
- What is the department going to do to address/ help the achievement gaps with the African American students?
- Are there any plans to offer Distant Education course in foreign language in the future?



Program Review Committee Evaluation

Program: **History**
Presenter: David Halahmy and Bryan Seiling
Date: November 13, 2017

The goal of the Program Review Committee is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Review Committee Summary:

Findings: Does the self-study adequately cover the topics and provide a detailed plan with dates and people responsible for achieving stated actions/goals? Yes No Other

Was the TracDat SLO summary report included? Yes No Other

Comments:

- Major producer of campus FTEs
- Exploring dual enrollment opportunities
- Identified need to develop pathways and implement high school outreach
- Degree awards = 52; transfer rate 59.6%
- Department has pedagogical concerns regarding DE offerings
- Need for dedicated Social Science Administrative Assistant I position
- Good presentation of their program-- informative

Commendations: What is the department/program doing successfully that should be encouraged, emphasized, continued, praised?

- The department produces a high number of FTES with a good fill rate fairly cheaply
- They are able to assist students in fulfilling their general education requirements regardless if they are history majors or not
- Strong involvement in the campus with a variety of activities held campus wide and members of the division on committees throughout the school
- Overall, the SLO rates for this department are high.

Recommendations: What areas does the action plan need to address? What details need to be provided?

- Investigate and attempt to improve the low success rates evident in History 112C and 113 C as well their online course (Hist 170C and 171 C)
- Address disproportionate impact related to black and Hispanic students on campus in order to reduce the gap present.
- Include missing SLO information listed in Course Student Learning Outcomes Question 6C.
- Address how students with basic skills needs are assisted within the courses to ensure success.
- While I understand the departmental concerns about the pedagogy of distance education, the success of the DE is fairly low. Is there any full time faculty that could "own" the distance education in your program? Is there someone who could revamp what distance education is to your department so that disconnects between student success and faculty is not so large?



Program Review Committee Evaluation

Program: **Library**
Presenter: Billy Pashaie
Date: November 13, 2017

The goal of the Program Review Committee is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Review Committee Summary:

Findings: Does the self-study adequately cover the topics and provide a detailed plan with dates and people responsible for achieving stated actions/goals? Yes No Other

Was the TracDat SLO summary report included? Yes No Other

Comments:

- SLOs have been included but due to small sampling sizes, their effect/meaning may not have been as effective as other departments
- Maybe a restructure of the program review form, may highlight and collect different information about the library.
- Participates in dual enrollment
- No degree or certificate awards; transfer rates cannot be calculated
- Developed support (databases, research, collections) in support of baccalaureate degree
- Need to place annual databases in ongoing budget allocation (not advance funding request submitted annually)

Commendations: What is the department/program doing successfully that should be encouraged, emphasized, continued, praised?

- Kudos to Library for asking to be included in the program review process!!
- Utilizing concurrent enrollment with English 101 courses continues to provide much needed services to students in the area of research
- Regularly involved with dual enrollment courses at Kennedy High School
- Overall, the SLO rates for this department are high. The Library has many great qualities to offer other departments.

Recommendations: What areas does the action plan need to address? What details need to be provided?

- Continue to reach out to other departments/divisions who also require research as a part of their courses to enlist enrollment of students who may be in need of assistance with these different styles of research papers.
- Development of future courses was discussed during presentation. It would be nice to provide what we might see in terms of that course and which departments might benefit from the development of another course.



Program Review Committee Evaluation

Program: **Music**

Presenter: Gary Gopar

Date: November 13, 2017

The goal of the Program Review Committee is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Review Committee Summary:

Findings: Does the self-study adequately cover the topics and provide a detailed plan with dates and people responsible for achieving stated actions/goals? Yes No Other

Was the TracDat SLO summary report included? Yes No Other

Comments:

- SLOs have been included but due to small sampling sizes, their effect/meaning may not have been as effective as other departments
- Impressed by the energy and commitment from the faculty in the presentation of their program
- Great team and esprit de corps among the faculty (including 21 adjunct)
- Need two full-time faculty positions (one to focus on composition courses and another for distance education offerings)
- Significant need for classified support personnel (marketing and community outreach, commercial music accompanist, technician/maintenance, and increase percent employed for existing support staff)
- Significant need for maintenance and technology updates
- Regularly perform at college events (16 performances in the past year)
- Total degrees = 13; Certificate awards = 66; transfer rate = 61.5%

Commendations: What is the department/program doing successfully that should be encouraged, emphasized, continued, praised?

- Involvement in campus and community wide activities in which the music department performs has been phenomenal in recent years
- Success rates in the majority of courses are above division and college averages and shows good reason why students would want to take courses offered by the department leading to certification or transfer despite the disproportionately high number of adjunct faculty relative to full time faculty teaching the courses
- Overall, the SLO rates for this department are high. The music department has worked on updating and improving the quality of their program. Faculty are committed to growth of the department and success of their students. The department went through tremendous changes within the last 5 years. The faculty made changes that needed to be made to stay current with trends.

Recommendations: What areas does the action plan need to address? What details need to be provided?

- Investigate and attempt to improve upon the success rates in courses: MUS 282C, MUSA 112C, MUS 152C, online course MUS 212C
- Continue to pursue new courses (i.e. ethno musicological and Ethnic hip-hop courses) that will assist in closing the disproportionate game for Black students
- Continue working on updating SLO goals for courses in which the SLOs may be outdated
- Include SLO success rate on page 14 question 6C
- Change goals to increase # of general education courses offered with the needed resources to include the hiring of additional full time faculty.



Program Review Committee Evaluation

Program: **Philosophy & Religious Studies**

Presenter: Will Heusser

Date: 11/27/2017

Historically, the goal of the Program Review Committee has been to help programs accentuate the most positive aspects of their work and aid them in substantiating a need for resources to continue supporting student success.

Program Review Committee Summary:

Findings: Does the self-study adequately cover the topics and provide a detailed plan with dates and people responsible for achieving stated actions/goals? YesXXX No___ Other___

Was the TracDat SLO summary report included? Yes_XXX_ No___ Other___

Comments:

- Need for designated Religious Studies faculty member
- Degree awards = 9
- Transfer rate = 66.7%

Commendations: What is the department/program doing successfully that should be encouraged, emphasized, continued, praised?

- Equally successful with on site as well as distance education courses
- Strong distance education within this department. They are using online strategies to increase their success rate.
- Faculty blog, philosophy club, and speaker series, **World Philosophy Day**
- Developed upper division general education Business Ethics course to support the Baccalaureate degree

Recommendations: What areas does the action plan need to address? What details need to be provided?

- Specify how the department can help close the gap on disproportionate populations (i.e. create partnerships with Legacy, Puente and/or guest speakers, etc.)
- Please clarify, what your approach will be to address those students identified in the achievement gap.
- Is there a timeline in place to assess all active course SLOs? Faculty staffing levels cited as obstacle to SLO assessments completion?

Spring enrollment is declining.

Continue to work on classes with success rates below 60%



Program Review Committee Evaluation

Program: **Physical Science**

Presenter: Ron Armale

Date: November 20, 2017

Historically, the goal of the Program Review Committee has been to help programs accentuate the most positive aspects of their work and aid them in substantiating a need for resources to continue supporting student success.

Program Review Committee Summary:

Findings: Does the self-study adequately cover the topics and provide a detailed plan with dates and people responsible for achieving stated actions/goals? Yes No Other

Was the TracDat SLO summary report included? Yes No Other

Comments:

- Data was appropriately analyzed but the summary report was missing.
- Department operates with 7 full-time faculty, 14 adjunct faculty, and 1 lab technician, and includes 60 CRNs and 30 lab sections
- Physical Science includes: Astronomy, Geology, Physics, Engineering, and Computer Science
- Total degree awards = 45; transfer rate = 64.4%
- Course offerings constrained by current facilities
- Need to hire full-time faculty for Computer Science/Math
- Need dedicated 50% lab tech for Physical Science
- Greatest challenge is inadequate supply/equipment budget and the need to rely on one-time funding process

Commendations: What is the department/program doing successfully that should be encouraged, emphasized, continued, praised?

- Success rates above division and college averages
- Incredibly diverse set of classes offered by this single department in order to meet the needs of students
- Offers 2 AS-T degrees with high (possibly underestimated) transfer rates
- The program review document is so well-written that it was honestly a pleasure to read.
- Content came from several different areas, though well-written and cohesive
- Overwhelming faculty support for the new SEM building (bond project)

Recommendations: What areas does the action plan need to address? What details need to be provided?

- Make mention of the AS-T in physics (pending)
- Possibly re-write a few of the goals/objectives so that the hiring of needed personal is not a goal, rather a needed resource to meet the goal?
- Page 7 mentioned the need for a FT engineering faculty by 2020 (should add this item to page 38 "Needed Resources")
- Distance education needs to be addressed, including plans for the future
- Currently there are no online offerings. In order to meet the community college student demands of offering diverse educational delivery methods, will this or could this change in the future?
- On page 13, Astronomy 116 attracts many of our "weaker students", How do you help the underprepared to students to be more successful?
- In spring of 2017 PHYS 201 C dropped to a 28.6% success rate, that is a dramatic drop. Was there a reason why the success rate dropped so low for this course?

