## Program Review & Planning Timelines for 2015-16

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 8 – Sept 24</td>
<td>Stage 1 Relevancy Orientation</td>
</tr>
<tr>
<td>Oct 31</td>
<td>Program Relevancy <strong>Completed</strong></td>
</tr>
<tr>
<td>Oct 19 – Nov 5</td>
<td>Stage 2 Effectiveness Orientation</td>
</tr>
<tr>
<td><strong>Mar 4</strong></td>
<td>Program Effectiveness + Summary <strong>Completed</strong></td>
</tr>
<tr>
<td><strong>Mar 2-Mar 16</strong></td>
<td>Planning Module Training</td>
</tr>
<tr>
<td><strong>Mar 15-16</strong></td>
<td>Peer Review Training</td>
</tr>
<tr>
<td><strong>Mar 25</strong></td>
<td>Planning Module-Strategies-only <strong>Completed</strong></td>
</tr>
<tr>
<td><strong>April 4-14</strong></td>
<td>Peer Review Process</td>
</tr>
<tr>
<td><strong>April 14-22</strong></td>
<td>Integration of Peer Review Feedback</td>
</tr>
<tr>
<td>Apr 22</td>
<td>Program Review <strong>Finalization</strong></td>
</tr>
<tr>
<td>Apr 25 – May 13</td>
<td>Planning Council Review</td>
</tr>
<tr>
<td>May 16 – May 27</td>
<td>College Council Review</td>
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</tbody>
</table>

## Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 24</td>
<td>First day of fall 2015 semester</td>
</tr>
<tr>
<td>December 18</td>
<td>Last day of fall 2015 semester</td>
</tr>
<tr>
<td>Dec 21 – Jan 29</td>
<td>Winter Break/Intersession</td>
</tr>
<tr>
<td>Feb 1</td>
<td>First day of spring 2016 semester</td>
</tr>
<tr>
<td>Mar 28 – April 3</td>
<td>Spring Break</td>
</tr>
<tr>
<td>May 27</td>
<td>End of spring 2016 semester</td>
</tr>
</tbody>
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Program Review & Planning Timelines for 2015-16

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Oct 31  Program Relevancy **Completed**
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Feb 19  Program Effectiveness **Completed**
Mar 4  Summary Completed
Mar 4 – Mar 25  Peer Review Process **Completed**
Mar 1-Mar 14  Planning Module Training
Apr 4 – Apr 22  Program Review/Planning **Finalization**
Apr 25 – May 13  Planning Council Review
May 16 – May 27  College Council Review

**Important Dates**

August 24  First day of fall 2015 semester
December 18  Last day of fall 2015 semester
Dec 21 – Jan 29  Winter Break/Intersession
Feb 1  First day of spring 2016 semester
Mar 28 – April 3  Spring Break
May 27  End of spring 2016 semester
Help & Resources

Point people have been assigned to assist you and your faculty while completing the program review process and are listed below.

Program review narratives and prompts: Georgie Monahan

Intensive assistance (struggling, overwhelmed, intimidated): Georgie Monahan

TracDat Permissions/Support: Initial contact should be email (occtracdat@occ.cccd.edu) and phone number x24647.

Assistance or questions with data: Senior research analyst (Gabrielle Stanco or Daisy Segovia) assigned to your divisions. See below. If your assigned analyst is not available, please contact Sheri Sterner (ssterner@occ.cccd.edu or x25081)

Business & Computing    Daisy Segovia (dsegovialopez@occ.cccd.edu ) or x26836
Consumer & Health Sciences    Daisy Segovia (dsegovialopez@occ.cccd.edu ) or x26836
Counseling    Daisy Segovia (dsegovialopez@occ.cccd.edu ) or x26836
Kinesiology & Athletics    Daisy Segovia (dsegovialopez@occ.cccd.edu ) or x26836
Library    Gabrielle Stanco (gstanco@occ.cccd.edu ) or x25977
Literature & Languages    Gabrielle Stanco (gstanco@occ.cccd.edu ) or x25977
Math & Sciences    Gabrielle Stanco (gstanco@occ.cccd.edu ) or x25977
Social & Behavioral Sciences    Daisy Segovia (dsegovialopez@occ.cccd.edu ) or x26836
Technology    Gabrielle Stanco (gstanco@occ.cccd.edu ) or x25977
Visual & Performing Arts    Gabrielle Stanco (gstanco@occ.cccd.edu ) or x25977

Additionally, faculty can always come by the Office of Institutional Effectiveness in C&L 114 and there will be multiple staff/coordinators that can assist.
The Power of Program Review

Brought to you by the Office of Institutional Effectiveness and TracDat

Orange Coast College
TracDat Reports – Instructional Program Review

Running Reports

Start by clicking Reports from the left-hand menu.
Then click the Ad Hoc Reports field that shows up below.

You will see a list of reports available to run that summarizes data you have entered into TracDat. For any report, click on the report name (in blue). This will download the report as an excel file to your computer.
College Goals & Objectives (2015 – 2021)

In the 2014-15 Academic Year, the college revised its Educational Master Plan. Below are the five college goals and values (College Council approval in spring 2015) and corresponding objectives (College Council content approval in spring 2015; final style approval anticipated on 9/15/2015).

Goal 1: COMMUNITY: Foster a culture that serves, engages and connects the campus to the local and global community

Objective 1: Promote an inclusive college environment and intercultural understanding, to enable a stable society and the ability of graduates and employees to work in a diverse, culturally rich environment.

Objective 2: Develop and encourage faculty, staff, management and student engagement in global and international experiences, and facilitate a means to bring those experiences back to campus.

Objective 3: Develop, expand and institutionalize community and industry connections.

Goal 2: LEARNING: Ensure students receive a quality education to become self-directed and successful lifelong learners

Objective 1: Increase completion rates for a wide range of students from a wide-range of backgrounds while preserving access and enhancing quality.

Objective 2: Implement a comprehensive approach for the development of integrated academic and support services to holistically address the needs of students.

Objective 3: Strengthen the scheduling processes for program/discipline pathways and learning practices to increase student goal completion.

Objective 4: Foster adaptable, innovative learning environments.

Goal 3: ACCESS: Create equitable access through effective and innovative pathways and programs that result in increased student success.

Objective 1: Adapt basic skills instruction and support processes to increase skill development, and accelerate college level preparedness.

Objective 2: Assist students by creating a coordinated K-12, OCC and four-year academic seamless pathway to degree and job attainment.

Objective 3: Increase completion rates for students from diverse social and academic backgrounds and eliminate academic achievement gaps.
Goal 4: **STEWARDSHIP: Sustain, improve and create programs, physical and human resources, and infrastructure through processes that ensure accountability, continuous improvement, and long-term viability.**

Objective 1: Model and embed environmental sustainability practices within College instruction and programs.

Objective 2: Develop and maximize financial resources to benefit OCC students and programs.

Objective 3: Cultivate human potential to advance our mission and enhance the quality of the work and personal lives of our employees.

Objective 4: Promote an open environment with rigor, transparency, continuous improvement, and recognition of collaboration and individual achievement.

Objective 5: Enhance services and instruction through the use of self-directed, intuitive on-line technology.

Goal 5: **STUDENT & EMPLOYEE ENGAGEMENT: Promote active and collaborative participation leading to meaningful connections among people, places and ideas within the College.**

Objective 1: Create structured opportunities for student engagement within curriculum, co-curricular activities and service learning opportunities.

Objective 2: Develop programs to promote faculty and student interaction, along with team and community building that advances the mission of the College.

Objective 3: Support the development of students and employees as individuals, and as community members.
The Power of Program Review
Brought to you by the Office of Institutional Effectiveness and TracDat

Orange Coast College
TracDat Data Entry – Instructional Program Review

Helpful Tips – Getting Started

*NOTE: TWO USERS CONCURRENTLY EDITING A TRACDAT UNIT WILL CREATE SAVE ISSUES. BE SURE TO COORDINATE WITH COLLEAGUES.

<table>
<thead>
<tr>
<th>Icon</th>
<th>What Does it Do?</th>
<th>Icon</th>
<th>What Does it Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>Use for adding a new Program Review section</td>
<td>✔</td>
<td>Select to expand and reveal existing data</td>
</tr>
<tr>
<td>Edit</td>
<td>Use for editing/adding to existing data</td>
<td>Help</td>
<td>Help texts specific to the OCC processes are available within the entry areas</td>
</tr>
<tr>
<td>Save</td>
<td>Click the button to save or click the arrow for other save shortcuts</td>
<td>Return</td>
<td>Takes you back to the previous screen</td>
</tr>
<tr>
<td>Delete</td>
<td>Use to delete an entire Program Review section</td>
<td>Related Document</td>
<td>Use for uploading documents (MS Word, Excel, PDF, etc) such as data spreadsheets or reports.</td>
</tr>
</tbody>
</table>

Permissions to departmental data in TracDat are requested by your manager or division dean. If you need access to additional areas, please contact your manager or division dean directly.

Getting There – How to Access TracDat

From the OCC portal, select

Departments > Institutional Advancement and Effectiveness > Institutional Effectiveness

You will find a TracDat link on the left of the Office of Institutional Effectiveness page. Use the link called TracDat – Portal. TracDat works best in Google Chrome or Mozilla Firefox. If you have trouble signing in or loading the page, try a different browser.

Alternative Views of TracDat are available through additional links on the left-hand menu of the Institutional Effectiveness portal page:

- **TracDat** – Link to the native version of TracDat (requires log-on with email user ID and password)
- **TracDat – Full Screen** – Link to a full screen version of the TracDat webpart
Home page

Once you select the **TracDat – Portal** link, you will be taken to the TracDat Dashboard page with the TracDat web part as well as the TracDat Document Library, which houses important information about continuous improvement processes (including this instruction guide).

To begin, choose your department’s Program Review unit from the “Department Dropdown” at the top of the webpart. It will have a name in this format: Wing-Division-**Program Review**-Department Name

![Department Dropdown](image)

**IMPORTANT!** You will have a different dropdown for each campus process: Assessment, Program Review, and Planning. Make sure you choose the correct dropdown before beginning or you will not see the correct data fields.

![Navigation Menu](image)

You will also see a green box representing the “Navigation Menu” on the top left. Click on it once to reveal the menu (click on it again to hide the menu.)

Help for the page is displayed by clicking the purple `i` at the top of the menu.

The navigation menu has several links.
- **Home** is a dashboard that shows which areas of program review have been completed for your department.
- **Overall Summary** will allow you to enter your *Overall Summary/Closing and Accomplishments/Commendations*.
- **Program Review** is where you will enter details about your *Program Relevancy* and *Program Effectiveness*.
- **Reports** allow you to run reports of your program review content.
- **Documents** house data and documents you will need to refer to during program review and allows for uploads.
Program Relevancy

1. Begin by clicking Program Review from the lefthand menu. Then click the Relevancy/Effectiveness field that shows up below. You will then see text that says “Program Review”.

2. To start your program review, click the black triangle to expand the headers below. You will see text that says, “Program Relevancy: 2015-16”.

3. Click the edit icon to begin entering Program Relevancy Information.
4. Complete all the fields on the Program Relevancy screen (see next pages for details).

Help Text

Click the icon next to each text box to show the help text for completing that field. This will keep the help text displayed even as you type in the text box.
PROGRAM RELEVANCY INFORMATION

- **Program Relevancy: Year of Review (Label)** Do not change.
- **Program Relevancy: Mission** State your mission. Does your mission need updating?
- **Status of Review Report**: Choose “Currently in Progress” while you are in the process of completing your program review. Once you have finished the program review and it is ready for peer review, change to “Completed/Submitted”.
- **Year of Review**: Select the year you are completing the program review (e.g., 2015-16)
- **Date of Final Review by Manager/Dean**: Date Manager/Dean reviews entire program review for the final time (indicator the review is completed).
- **Date Finalized (After Peer Review)**: Leave blank until after peer review and any/all revisions have been made.
- **Last Three Year Goals: Reflection**: Considering your progress toward your past goals over the last few years, summarize the level of accomplishment & impact on your program. Use the color code system (Green (moving along), yellow (delayed), red (progress stopped)). Include any internal or external factors that influenced your progress.
- **Program Alignment to Mission: Transfer**: Yes or no, do you have courses & programs supporting students to transfer, ie, AA/AA-T/AS-T-?
- **Program Alignment to Mission: CTE (Career Technical Education)**: Yes or no, do you have courses & programs supporting students becoming qualified employees, eg, various certificates?
- **Program Alignment to Mission: Basic Skills**: Yes or no, do you have courses offered below transfer level, ie, specific English or math classes?
- **Program Alignment to Mission: Workforce Development**: Yes or no, have you partnered with CA business & industry to find solutions to regional workforce issues in high growth sectors?
- **Program Alignment to Mission: Life-long learning**: Yes or no, do your courses foster learning that promotes continuous development/improvement of knowledge & skills?
- **Program Scope: Degrees/Certificates**: Consider the degrees/certificates analysis provided by Institutional Effectiveness in your document repository. Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers. Consider the awards that have no completers or fewer than 10 completers. Trends? Any mandated changes? Should you create/have you created a strategy within your department to increase/attract completers or majors?
- **Program Scope: Transfers/Job Placements**: Describe how your program contributes to student transfers and/or job placements?
- **Program Scope: Contributions**: Describe how your department contributes to the campus. Comment on areas such as diversity, campus climate, student success, campus processes, peer support, etc.
- **CTE Programs Only: Labor Market Demand**: Consider the Biennial Review analysis in your document repository. How is your program meeting labor market demands? Should you expand, contract or remain the same? Why? Is there any duplication of other programs in the area? If yes, who? How is this affecting your program? Are there any external factors you need to be concerned about?
- **CTE Programs Only: VTEA Core Indicators**: Consider the Biennial Review analysis in your document repository. When analyzing the core indicators, what are the trends that are contributing to and/or impeding the success of students? Why is this occurring?
- **CTE Programs Only: Advisory Council Input**: Summarize the past three years of input from your Advisory Council. Be sure to upload minutes that will support the narrative into your document repository.
The majority of the Curriculum Review process will occur outside of TracDat. There are several items that will be reported in TracDat, such as courses to suspend/retire and confirmation of COR review. The process for completing the review will be facilitated by a worksheet called “PR_Curriculum_Review_Procedures.pdf” in the TracDat Documents library on the portal page, with final reporting of findings in TracDat. When you have finished with the outside-of-TracDat curriculum work, answer the following questions.

- **Curriculum Review: Courses to Suspend**: List courses that are to be suspended. These courses will be removed from the OCC catalog but will remain active in the Chancellors Office inventory of active courses. You do not need to enter these suspensions into Curricunet: curriculum staff will follow up and submit on your behalf. Please note: If they are part of a program, the program also needs to be revised.

- **Curriculum Review: Courses to Retire**: List courses that are to be retired. These courses will be removed from the OCC catalog and the Chancellors Office inventory of active courses. Curriculum staff will follow up in Curricunet. Please note: If a retired course is part of a program, the program also needs to be revised.

- **Curriculum Review: Have all CORs been reviewed?** Please refer to the document "PR Curriculum Review Procedures" for required actions to complete COR review. This document is found in TracDat Documents area of the OCC Portal.

- **Curriculum Review: CORs review signature(s)**: Please enter the name of the faculty member(s) who participate in the review of the CORs.

- **Curriculum Review: C-ID descriptors - Have all courses been approved for C-ID alignment?** If there are courses in your department that have C-ID descriptors, alignment and approval is required. Answer "yes" if all courses in your department have C-ID approval. Answer "no" if there are courses that still require alignment and then list these course below.

- **Curriculum Review: C-ID - List Courses that need revisions/submission/approval**: If there are courses in your department that have C-ID descriptors, alignment and approval is required. Please review the list of C-ID approved courses found in the Document Repository > Curriculum Review > C-ID Course List. List courses that still require C-ID approval here. Courses that do not have approval need to be reviewed by department faculty, comparing the COR to the C-ID descriptor and making revisions were necessary. ****Finalized descriptors can be found at http://c-id.net/view_final.html

- **Curriculum Review: Review of Affirmation of Prerequisite/Corequisites**: Answer "yes" if the department has received and reviewed the Curriculum Committee’s recommendations related to the reevaluation of all prerequisites or corequisites.

- **Planning Notes: Program Relevancy**: Record any initial ideas/notes for planning/goals to develop further in TracDat’s Planning Module. Final program goals will be developed after all program review areas are completed and must be clearly documented in your description and evaluation.
5. Once you have entered all the information, Save and Return to the previous screen. You will see your mission statement and program review status now on screen.

![Save and Return Options](image)

**Save and Return Options – upper right**

*Save – saves current work*

- Drop down options from Save button
  - **Save and Return** – saves work and returns to prior page
  - **Save and Add New** – saves work and adds another program relevancy screen (not what you want).

*Return – takes you to prior page*

**NOTE:** TRACDAT WILL TIME OUT AFTER 20 MINUTES OF INACTIVITY. BE SURE TO SAVE FREQUENTLY.
**Downloading/Uploading from the Document Repository**

Start by clicking **Documents** from the lefthand menu. Then click the **Document Repository** field that shows up below.

1. Your Document Repository will contain multiple folders for the different forms and data you need to complete your analysis.
2. Click the black triangle next to a folder name to see the subfolders that have been pre-loaded into your repository.
3. To download a document from within the folder, click the black triangle to the right of the form name and choose “Download”. IF YOU NEED TO MAKE CHANGES TO A FORM, YOU WILL NEED TO SAVE THE FORM SOMEWHERE ON YOUR PERSONAL COMPUTER OR NETWORK DRIVE – IT WILL NOT SAVE AUTOMATICALLY BACK TO YOUR DOCUMENT REPOSITORY. IF YOU DO NOT SAVE, ALL INFORMATION YOU ENTER WILL BE LOST.
4. Make any changes or additions to the document (if needed) and save again. It is now ready to be uploaded back into your document repository.
Uploading Documents into Document Repository

1. Under **Document Repository**, click the upload icon on the top right.

2. Once the upload form comes up, click the **“Click to browse for files”** text to upload. Be sure to Save your document by clicking the **“Save”** button. You can also add a URL by copying/pasting or typing directly into the URL fields.
Course Level Review

Title 5 of the California Ed Code requires regular review and updating of course outline of record (CORs). At OCC, this review must happen at least once every three years during Program Review. Any changes made to CORs must be submitted to the Curriculum Committee via Curricunet.

The majority of Curriculum Review process will occur outside of TracDat. There are several items that will be reported in TracDat, such as courses to suspend/retire and confirmation of COR review. The process for completing the review will be facilitated by a worksheet, with final reporting of findings in TracDat: TracDat reporting items will be highlighted in yellow.

**Courses not offered in past three (3) years (since summer 2012)**

1. Download the worksheet list of active courses. This list can be found in the Document Repository in TracDat as a file: Document > Document Repository > Curriculum Review > Active Courses [Dept].

2. Review the courses not offered in past three (3) years; these courses are indicated by the “Not in Last 3” text in the “Offered since 2012-2013?” column of this worksheet. Faculty will need to decide if these courses are to be suspended, retired or scheduled. Please indicate action to be taken on worksheet and save. When completed, it should be uploaded into the Document Repository in TracDat.

3. Review courses “Never” offered. These may be new courses that were just added to the catalog. However, if they have been in the catalog for three years and never offered, faculty should seriously consider why and either suspend or offer.
Note:

- For suspended/retired courses – if they are part of a program, the program also needs to be revised.
- If faculty do not suspend/retire course, it should be offered. Not offering courses jeopardizes students’ ability to complete programs.

4. **Courses that are to be suspensions or retirements need to be reported in TracDat in the Program Relevancy section.** There is a text box titled *Courses to Suspend* and another titled *Courses to Retire*. You do not need to submit these suspension and/or retirements via Curricunet - Curriculum staff will follow up in Curricunet and submit on via college processes.

5. Review the list of courses that are currently suspended. This list can be found in the Document Repository in TracDat as a file: *Document > Document Repository > Curriculum Review > Suspended Courses [Division]*.

Please identify currently suspended courses that should be retired. **These courses need to be reported in TracDat in the Program Relevancy section, Courses to Retired text box (same box as used for item 4 reporting of courses to retire).**
1. Download the worksheet list of active courses. This list can be found in the Document Repository in TracDat as a file: Document > Document Repository > Curriculum Review > Active_Courses_[Dept] and is the same worksheet used for “Courses Not Offered” (above).

Each course outline of record requires review. This is a requirement of both Title 5 and accreditation. All course CORs can be found in Curricunet. (Please see section below, Curriculum Review – Accessing CORs for instruction on how to view CORs in Curricunet.) Use the worksheet Active_Courses_[Dept] to document any necessary changes (or none) in the column “COR Review – Changes needed?” This will provide evidence that all courses in your department were reviewed. You will need to save and upload this file into the same Document Repository in TracDat.

Please note: No sign in is required to view CORs from the link below.  
http://www.curricunet.com/Coast/search/course/

1. Select Orange Coast College from the College dropdown. Be sure the Active button is selected. Choose your department and hit ok. A list of all active courses will be displayed.

Departments will determine the internal process for review of CORs, including identification of faculty member best qualified to review specific CORs and submission of required changes via Curricunet.
2. To display a specific course, select the WR icon to display a COR. The CORs can be saved or printed; revision work can then be accomplished over the semester, or you can send them to the faculty members most appropriate to review/revise. However, this review must occur before the end of the fall semester.

### Curriculum Review Process

1. Using the reference document Doc 2. *Example_COR* found in the TracDat Documents area of the OCC Portal, check each COR for correctness and completion. Pay special attention to the highlighted text on this document; they are intended to serve as directions and/or help texts, with yellow highlighted areas being areas that are often in need of updating.

   **Please note:** Courses in your department that have C-ID descriptors require alignment. Please review the list of C-ID course approval disposition found in the Document Repository > Curriculum Review > C-ID Course List. Course that do not have approval need to be reviewed by department faculty, comparing the COR to the C-ID descriptor and making revisions were necessary. Finalized descriptors can be found on the C-ID website at [http://c-id.net/view_final.html](http://c-id.net/view_final.html)

2. Use the worksheet to list any necessary changes (or none) in the column COR Review – *Changes needed*? This will provide evidence that all courses in your department were reviewed. It will be saved and uploaded into the same Document Repository in TracDat.
3. All revisions, including those required for C-ID alignment, are submitted to the Curriculum Committee via Curricunet. Please use the reference document *Modifying Existing Courses* found in the TracDat Documents area of the OCC Portal.

4. Once all CORs are reviewed, complete the following fields in TracDat. There are help texts available by clicking on the blue circle.

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**Curriculum Review - Prerequisites and Co-requisites Affirmation**

*Title 5, section 55003, requires that prerequisites and co-requisites be affirmed through a process of content review and possibly statistical validation at least once every six years, except for prerequisites and co-requisites for CTE course or programs, which must be reviewed every two years.*

The reevaluation and affirmation of existing prerequisites will be completed by a working group from the Curriculum Committee. The workgroup will follow all Title 5 requirements, and follow up actions will be forwarded to discipline faculty. Actions may include documentation of content review.

**Please report receipt of recommendations in TracDat.**
COURSE OUTLINE OF RECORD

Number: EX 100

ORIGINATOR: Discipline Faculty

FORMERLY KNOWN AS:

CROSS LISTED COURSE:

SEMESTER UNITS: X
HRS LEC: 18 hrs/unit HRS LAB: 54 hrs/unit HRS OTHER: Work Study: 60hr unpaid/75hrs paid/unit

CONTACT HRS TOTAL: Calculated by Curricunet

STUDY/NON-CONTACT HRS RECOMMENDED: Calculated by Curricunet

CATALOG DESCRIPTION: Catalog descriptions should be succinct (2 – 3 sentences) while providing the reader with a summary of the course content/what the student will learn. It should have enough information that other colleges could use it to compare the course to a similar course at their institution. Prerequisites and co-requisites need to be identified. If field trips are required, that fact must be stated at the end of the description, “Field trips required.” Cooperative Work Experience must have the number of hours required for unpaid and paid work experience.

JUSTIFICATION FOR COURSE: Student/Community demand is no longer a satisfactory justification. Courses need to be tied to programs, completion of degrees or transfer.

PREREQUISITES: COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES (FSA): Check for completion

MATERIAL FEE: Yes [ ] No [ ] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [ ] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [ ] Standard Letter [ ] Not Graded [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [ ]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[ ] Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [ ]

LEVELS BELOW TRANSFER:

OCCUPATIONAL (SAM) CODE: Select from list

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [X] Yes [ ]

GE AND TRANSFER REQUIREMENTS MET: If requesting that course to be added to GE pattern, list specific GE areas here

COURSE LEVEL STUDENT LEARNING OUTCOME(S): Course level only. If your assessment of CSLOs during the second cycle identified the need to remove/revise a CSLO, these changes need to be submitted via Curricunet.

Note: For CSLOs - try to create 2 – 3 overreaching CSLO statements that reflect the knowledge, skill and/or dispositions that students acquire through this course that can be applied to their professional, personal or civic endeavors.

COURSE OBJECTIVES: Check for correctness

COURSE CONTENT:

LECTURE CONTENT: Please review for appropriateness

LABORATORY CONTENT: If there are lab units, this must be completed.

METHODS OF INSTRUCTION: Please review for appropriateness
INSTRUCTIONAL TECHNIQUES: Please review for appropriateness

COURSE ASSIGNMENTS: Please check that these fields are completed.
The number of hours across all three areas should be at least the number of hours listed above under:
STUDY/NON-CONTACT HRS RECOMMENDED

Note: Include the approximate range of the number of hours a week (based on a 16 week semester) that
students would expect to spend completing each type of course assignment. Out of class assignments
includes assignments other than reading/writing.

Reading Assignments: Example: textbook/articles/handouts
Out-of-class Assignments: Example: projects, research, service, field trips, etc.
Writing Assignments: Example: papers, journals, essays, etc.

METHODS OF STUDENT EVALUATION:

Method: Check box
Demonstration of Critical Thinking: Please review for appropriateness
Required Writing, Problem Solving, Skills Demonstration: Please review for appropriateness

DISTANCE ED Only for courses with approved DE addendums
Instructor-Student Contract: Please review for appropriateness

TEXTS, READINGS, AND RESOURCES: Must be current within 5 years

LIBRARY:
Adequate library resources include: Check that library resources are selected
Comments:

Attachments:
Attached Files
At the Home menu, click on **Courses** under the **Build** section.
Modifying an Existing Course

Click on **Modify Course** under the **Courses** section.

Subject Selection

In the middle screen, click on **Subject** drop down menu and choose the Subject. Then click **OK**.
Accessing the Curriculum

To access the existing curriculum, click on the double-paper- modify icon. (For further information about the icons, refer to the Legends at the top of the page.)

Selecting the Proposal Type

Click on Proposal Type drop down and menu and chose from the list of proposal type you wish to complete. Click OK.

Editing Your Course

Your course modification is now in your personal queue, with *Pending* status. Return to the “Build Course” menu and choose “Modify Course.” Don’t forget to choose your subject again. To the left of your course listing you should now see several icons:

To make changes, click on the pencil.
General tips:

a. Save frequently.

b. Don’t work on two course modifications at once. If you have multiple screens open, information might migrate between them! You can’t copy and paste from one to the other. Avoid copying and pasting from Word, but copying and pasting from a simple text editor should work.

c. Objectives and CSLOs must be entered one at a time.

d. You don’t have to complete your modification all at once. To return and work on it further, log in to CurricUNET, click on “My Proposals” and click on the pencil icon next to your proposal.

e. To edit a section, click “Unlock.” When you have finished, click “Finish.”

### Example of Main Modification Screen

You can now modify your course using the Course Checklist menu. If the text is in blue, it is linked and editable. If it is "grayed out", the link is not available.
Cover

- **FSA** – check for completion – dropdown menu option
- **Catalog Course Description** – Catalog descriptions should be succinct (2 – 3 sentences) while providing the reader with a summary of the course content/what the student will learn. It should have enough information that other colleges could use it to compare the course to a similar course at their institution. Prerequisites and co-requisites need to be identified. If field trips are required, that fact must be stated at the end of the description, “Field trips required.” Finally and UC or CSU credit limitations must be stated.
- **Justification** – Student/Community demand is no longer a satisfactory justification. Courses need to be tied to programs, completion of degrees or transfer.
- **Proposed Start** – be sure to update this to the fall of the following academic year.

List of Changes

Be sure to differentiate **Major** (Substantive) Changes and **Minor** (Non-Substantive) Changes.
Units/Hours

Check to assure the course aligns with Carnegie unit configuration. Round down until a half unit is reached. Indicate lecture or lab.

- **Repeatability** - NA
- **Grading Policy** – Make sure this is “Letter Grade,” “P/NP” or “Letter Grade or P/NP.” Courses related to a major may have grade restrictions, and faculty should consult with the articulation officer.

Degree/Transfer

**Proposed Placement** – used for proposing placement of course in GE area

Course Objectives

Tips for best practice:

- There should be roughly 3 objectives for each unit earned.
- Objectives can be thought of as concrete dimensions of, elements in, or steps toward, achieving a learning outcome (CSLO.) As such, they should state what the student will be able to do, and be clearly connected to course learning outcomes
- Objectives should cover all the major topic areas listed in the course content
- Objectives should be specific enough to indicate which do or do not incorporate critical thinking demands
- Not all but at least some of the objectives *must* indicate the critical-thinking requirements of the course (analysis, synthesis, evaluation.)

Student Learning Outcomes

**Institutional Level** – NA – handled in TracDat

**Program Level** – NA – handled in TracDat

**Course Level** – for revising CSLOs after assessment.

Tips for best practice:

- 1-3 SLOs per course (remember that all SLOs must be assessed)
- CSLOs should clearly indicate what a student will be able to do upon completion of the course
- CSLOs should reflect the most general goals of the course in measurable terms

Course Content

If course is lecture/lab, separate content is required for each.

Tips for best practice:

- Content area should list all topics to be taught in the course
- Should be in outline form, i.e. topics with subheadings (use the CurricUNET indent feature)
Methods of Instruction

Should align with Unit/Hour section; all courses must include Independent Study so remember to check that box.

Instructional Techniques

Tips for best practice:
- An exhaustive list of techniques is not required by Title 5, but “types or examples” of techniques should be specified
- Techniques should state how course objectives will be achieved (e.g. “lecture/discussion comparing and contrasting sculpture of various eras and regions.”)
- At least some of the types or examples should show how critical thinking will occur (e.g. “group evaluation of in-class performance/presentation.”)

Course Assignments

Two (2) hours of independent work outside of class are required for each unit/weekly lecture hour. List approximate time spent each week for each type of assignment.

Reading Assignments – list approximate time spent each week on reading assignments. Categorize or briefly describe the types of reading assignments (text book, instructor handouts, journals, etc.).

Out-of-class Assignments - list approximate time spent each week on assignments that are no reading or writing

Writing Assignments list approximate time spent each week writing assignments. Categorize or briefly describe the types of assignments (essay, term paper, practice exercises, etc.)

Tips for best practice:
- An exhaustive list of assignments is not required by Title 5, but types or examples should be specified
- The purpose of an assignment should be linked to the objective it is designed to achieve (e.g. “short reaction papers to develop critical-reading and analytical skills.”)
- Assignments should align with methods of evaluation

Methods of Student Evaluation

Check to assure narratives for Critical Thinking and Writing, Problem Solving and Skills Demonstration are completed.

Tips for best practice:
- An exhaustive list of methods of evaluation is not required by Title 5, but types or examples should be specified
- Methods of evaluation should describe how the achievement of objectives will be measured (e.g. “evaluation of essays comparing and contrasting rationalism and empiricism.”)
- How critical thinking will be measured should be apparent in the methods of evaluation
## Distance Ed

For courses that will be offered online, including hybrid. Faculty member should work with OCC Online Advisory Board before submitting to Curriculum Committee

- Instructor-Student contract – if online, assure this is completed

## Texts, Readings, and Resources

If your textbook’s latest edition is over five years old, you will have to complete a narrative justifying the use of it. It is in general best to use the latest edition of your book(s).

## Requisites

If there are prerequisites for the course, be sure to complete a content review of them to make sure they are necessary for student success in your course.

- For pre- and co-requisites list entry skills without which student success is highly unlikely: "upon entering the course the student should be able to...."
- For advisories list entry skills which would broaden or enhance student learning but without which the student would still succeed.

## Library

### Attached Files

**Save The Work!**

Whether you have finished or not, it is a good idea to click **FINISH** to ensure that you saved your work and ready to move to the next level.

### Finalizing the Curriculum Changes

When you are through updating the course and ready to send the proposal to the Workflow, you must do the following:

1. Access the **Cover Page**.
2. Click on **Finish**.
Submitting to Workflow

On the left side, you will see the following screen. Click on **Submit** and the work is now in the Workflow for approval.

You may Submit your course now. **Submit**
The Power of Program Review

Brought to you by the Office of Institutional Effectiveness and TracDat

Orange Coast College
TracDat Data Entry – Instructional Program Review

Helpful Tips – Getting Started

*NOTE: TWO USERS CONCURRENTLY EDITING A TRACDAT UNIT WILL CREATE SAVE ISSUES. BE SURE TO COORDINATE WITH COLLEAGUES.

<table>
<thead>
<tr>
<th>Icon</th>
<th>What Does it Do?</th>
<th>Icon</th>
<th>What Does it Do?</th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="Add" /></td>
<td>Use for adding a new Program Review section</td>
<td><img src="image" alt="Show data" /></td>
<td>Select to expand and reveal existing data</td>
</tr>
<tr>
<td><img src="image" alt="Edit" /></td>
<td>Use for editing/adding to existing data</td>
<td><img src="image" alt="Help Text" /></td>
<td>Help texts specific to the OCC processes are available within the entry areas</td>
</tr>
<tr>
<td><img src="image" alt="Save" /></td>
<td>Click the button to save or click the arrow for other save shortcuts</td>
<td><img src="image" alt="Return" /></td>
<td>Takes you back to the previous screen</td>
</tr>
<tr>
<td><img src="image" alt="Delete" /></td>
<td>Use to delete an entire Program Review section</td>
<td><img src="image" alt="Related Document" /></td>
<td>Use for uploading documents (MS Word, Excel, PDF, etc) such as data spreadsheets or reports.</td>
</tr>
</tbody>
</table>

Permissions to departmental data in TracDat are requested by your manager or division dean. If you need access to additional areas, please contact your manager or division dean directly.

Getting There- How to Access TracDat

From the OCC portal, select

- Departments
- Institutional Advancement and Effectiveness
- Institutional Effectiveness

You will find a TracDat link on the left of the Office of Institutional Effectiveness page. **Use the link called TracDat – Portal.** TracDat works best in Google Chrome or Mozilla Firefox. If you have trouble signing in or loading the page, try a different browser.

Alternative Views of TracDat are available through additional links on the left-hand menu of the Institutional Effectiveness portal page:

- **TracDat** – Link to the native version of TracDat (requires log-on with email user ID and password)
- **TracDat – Full Screen** – Link to a full screen version of the TracDat webpart
Program Effectiveness: Enrollment/Access, Success/Retention & Assessment Synthesis

1. Underneath the “Program Relevancy: 2015-16” header, you will see a header called “Program Effectiveness: Enrollment Overall”. Select the next to it to add your analysis.

2. Complete all the fields on the Program Effectiveness screen (see below for details).
3. Once you have entered all the information, Save and Return to the previous screen.

PROGRAM EFFECTIVENESS: ENROLLMENT/ACCESS, SUCCESS/RETENTION & ASSESSMENT SYNTHESIS

- **Program Effectiveness: Enrollment Overall**: Consider the overall enrollment analysis provided by Institutional Effectiveness in your document repository. What factors have contributed to your trends? Consider sections offered, scheduling times, session type, intersession/summer enrollment, and PT faculty pool.

- **Program Effectiveness: Enrollment by Session Type**: Consider the enrollment analysis by session type [day, evening, online, hybrid, traditional, self-paced, honors, (other: weekend, directed independent study)] provided by Institutional Effectiveness in your document repository. What factors have contributed to your trends? Are there opportunities to add/decrease/keep the same different session types? Consider distribution of PT/FT faculty and students and their scheduling needs.

- **Program Effectiveness: Enrollment by Lecture Size**: Consider the enrollment analysis by lecture size (55-119=1.5, 120-239=2.0, 240-359=2.5, 360-479=3.0, 480-599=3.5) provided by Institutional Effectiveness in your document repository. What factors have contributed to your trends? Consider fill rates.

- **Program Effectiveness: Barriers to Access**: Considering all enrollment factors, are there barriers to enrolling in your classes? Consider waitlists, scheduling time factors (are shorter courses needed, meeting 2 times per week rather than one?), pre-requisites, and placement test requirements.

- **Program Effectiveness: Access by Equity Groups**: Consider the access by equity group data provided by Institutional Effectiveness in your document repository. Reflect on the barriers to access (above) and consider if they impact specific population groups differently.
Program Effectiveness: Success/Retention Overall: Consider the overall success & retention analysis provided by Institutional Effectiveness in your document repository. What factors have contributed to your trends? Has your department created an expected standard to be met semester to semester? Are you meeting it? Why or why not?

Program Effectiveness: Success/Retention by Session Type: Consider the success & retention analysis by session type provided by Institutional Effectiveness in your document repository. What factors have contributed to your trends? Do the rates of success & retention differ with respect to session type? Should you make some kind of modification?

Program Effectiveness: Success/Retention by Lecture Size: Consider the success & retention analysis by lecture size provided by Institutional Effectiveness in your document repository. What factors have contributed to your trends? Are there trends that require changes?

Program Effectiveness: Success/Retention by Equity Groups: Consider the success/retention by equity group data provided by Institutional Effectiveness in your document repository. Looking across all success/retention factors, do the rates of success/retention differ with respect to equity groups? If differences are observed, what factors might contribute to this?

Course SLO Assessment: Synthesis: Looking at all assessment of courses, provide an OVERALL summary of the results. Did your department achieve the established standards for success (Institutional Criterion)? What is the significance of these results for your department?

Course SLO Assessment: Improvement/Plan: Describe the proposed plan(s) or progress for improvement of the department/program.

Course SLO Assessment: Process Reflection: List strengths of assessment process. How did the department use Authentic Assessment as a guideline or not? (Definition: An evaluation in which students must apply knowledge, skills and/or dispositions learned in a course to activities that replicate experiences they would have outside of the classroom. Students creatively apply what they have learned rather than simply recall content. Therefore, authentic assessment measures the skills, knowledge, and dispositions that students acquire through course participation that can be applied to their professional, personal, or civic endeavors.). List what will be improved on or changed for next assessment cycle.

Program SLO Assessment: Synthesis: Reflect on strengths and weaknesses of your course SLO to program SLO mapping. Is there breadth and depth of coverage that supports PSLO achievement? Are there any gaps in the program? In other words, do the courses in the program prepare students to meet PSLOs, or is there a need to revise an existing or create new courses to fill a PSLO gap?

Program SLO Assessment: Improvement/Plan: Consider if there are program revisions needed (e.g., add courses/remove courses based on your synthesis discussion above).

Planning Notes: Program Effectiveness: Record any initial ideas/notes for planning/goals to develop further in TracDat's Planning Module. Final program goals will be developed after all program review areas are completed and must be clearly documented in your description and evaluation.
1. Underneath the “Program Relevancy: 2015-16” header, you will see a header called “Program Effectiveness: Resource Analysis”. Click the black triangle to expand the headers below. You will then see text that says, “Resource Analysis”.

2. Click the edit icon to begin entering your Resource Analysis.
3. Complete all the fields on the Program Effectiveness: Resource Analysis screen (see next page for details).
4. Once you have entered all the information, Save and Return to the previous screen.

PROGRAM EFFECTIVENESS: RESOURCE ANALYSIS

- **FT Faculty Analysis**: See TracDat help text for prompts
- **PT Faculty Analysis**: See TracDat help text for prompts
- **Classified Staff Analysis (Instructional Support)**: See TracDat help text for prompts
- **Professional Development Analysis**: Discuss the current professional development/training needs of your department. Include in your discussion ongoing training needs and departmental budgets established for these needs in your area. What additional needs do you have? Consider any new technology, regulations, programs, or field-specific trends for which training is needed.
- **Technology Analysis**: Discuss the current technology (e.g., computers, software) in your area and the extent to which it meets your needs. What's good about it? How could it be improved?
- **Equipment Analysis**: Discuss the current equipment (e.g., mowers, signage) in your area and the extent to which it meets your needs. What's good about it? How could it be improved?
- **Supplies/Other Analysis**: Discuss your department’s current supplies/other and the extent to which your budget(s) meets your needs.
- **Facilities Analysis**: Discuss your department’s current facility (facilities) and the extent to which it meets your needs. What's good about it? How could it be improved?
- **Planning Notes: Workload & Resource Analysis**: Record any initial ideas/notes for planning/goals to develop further in TracDat’s Planning Module. Final program goals will be developed after all program review areas are completed and must be clearly documented in your description and evaluation.
Summary/Accomplishments

PLEASE NOTE THAT THE INFORMATION YOU INCLUDE IN THIS SECTION WILL BE PUBLICLY POSTED.

1. Start by clicking Overall Summary from the lefthand menu. Then click the Summary/Accomplishments field that shows up below.

2. Click the edit icon to begin entering your information.

3. Complete all the fields on the Summary/Accomplishments screen (see below for details).

4. Once you have entered all the information, Save and Return to the previous screen.

SUMMARY/ACCOMPLISHMENTS

- **Overall Summary/Closing:** Drawing from your overall analysis, provide an EXECUTIVE SUMMARY (2-3 paragraphs) of your program review in narrative form for an external audience. Be sure to highlight key trends in these areas:
  - Department’s main responsibilities (1-2 sentences)
  - Enrollment/Access and Success/Retention;
  - Outcomes Assessment;
  - Opportunity areas;
  - Future trends (resources permitting, where do you see your department going?)

  *****Note: The focus of this area is not your resource needs.

- **Accomplishments/Commendations:** Discuss any accomplishments made and/or commendations received over the past 3 years. These could include faculty and staff or program-level accomplishments or awards, external commendations, acknowledgments, special recognition, etc.

- **Additional Information:** Provide any other additional information about your program that should be considered. Was there anything major accomplished in your area outside of your goals (something you have not been able to mention so far)?
**Downloading/Uploading from the Document Repository**

Start by clicking **Documents** from the lefthand menu. Then click the **Document Repository** field that shows up below.

**Downloading Documents**

1. Your Document Repository will contain multiple folders for the different forms and data you need to complete your analysis.
2. Click the black triangle next to a folder name to see the subfolders that have been pre-loaded into your repository.
3. To download a document from within the folder, click the black triangle to the right of the form name and choose “Download”. IF YOU NEED TO MAKE CHANGES TO A FORM, YOU WILL NEED TO SAVE THE FORM SOMEWHERE ON YOUR PERSONAL COMPUTER OR NETWORK DRIVE – IT WILL NOT SAVE AUTOMATICALLY BACK TO YOUR DOCUMENT REPOSITORY. IF YOU DO NOT SAVE, ALL INFORMATION YOU ENTER WILL BE LOST.
4. Make any changes or additions to the document (if needed) and save again. It is now ready to be uploaded back into your document repository.
Uploading Documents into Document Repository

1. Under Document Repository, click the upload icon on the top right.

2. Once the upload form comes up, click the “Click to browse for files” text to upload. Be sure to Save your document by clicking the “Save” button. You can also add a URL by copying/pasting or typing directly into the URL fields.
The Power of Program Review

Brought to you by the Office of Institutional Effectiveness and TracDat

Orange Coast College

TracDat Data Downloads – Instructional Program Review

Downloading Data from the Document Repository

Start by clicking Documents from the lefthand menu. Then click the Document Repository field that shows up below.

1. Your Document Repository will contain two main folders, each with subfolders:
   1) Instruction – <Division> – Program Review – <Department Name>
      - General
   2) Program Review Data
      - 1 – Relevancy – <Department Name>
      - 2 – Effectiveness - <Department Name>

2. Click the black triangle next to a folder name to see the subfolders. Click the black triangle again to see the documents that have been pre-loaded into your Program Review Data folders.

GENERAL FOLDER

Your General folder is where you will find any documents or forms you upload yourself into your document repository. It will be empty when you start the Program Review process.
3. To download a document from within the folder, click the black triangle to the right of the document name and choose “Download”.

4. You can now save or print the document.

**COMPLETING & SAVING CURRICULUM FORMS**
In order to complete the curriculum form, you will need to download & save the form somewhere on your personal computer or network drive – IT WILL NOT SAVE AUTOMATICALLY BACK TO YOUR DOCUMENT REPOSITORY. IF YOU DO NOT SAVE, ALL INFORMATION YOU ENTER WILL BE LOST. Once you have downloaded, saved, and completed the form, you can upload it back into your document repository (in the General folder). See the TracDat Data Entry guidelines for details.
Signature Page

The **Signature Page** represents the following:

- You (& department members) have completed and read your department’s/Program’s final Program Review Report
  - Peer Review was conducted and comments were considered and integrated appropriately
  - You (& department members) worked with your division dean who has also read the final report

**Directions**

1. Please print a copy of this page and circulate for department and division signatures.
2. Leave in Vice President-Instruction mailbox. Following this signature, it will circulate to the PR Coordinator & signature
3. It will be filed in the Office of Institutional Effectiveness

**Signatures**

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<td>Vice President-Instruction</td>
<td>Date</td>
<td>PR Coordinator</td>
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Instructional Program Review Guidelines

Recommended Modifications

Georgie Monahan, PR Coordinator
Sheri Sterner, Institutional Effectiveness

April 15, 2014
Guideline Review Process for Instruction

Comprehensive evaluation (2012-13)

IE Office researched best practices nationally based on evaluation findings. IE Office developed revision of current guidelines for campus review.

Guidelines reviewed with Institutional Effectiveness Committee & incorporated suggestions

Guidelines being reviewed with Planning Councils & specific groups
- Student Services (SSPC), Administrative Services (ASPC), Institutional Advancement & Effectiveness (IAEPC), Instruction (IPC)
- Academic Senate, divisions, etc

College Council for endorsement
Programmed into TracDat
# Comprehensive Evaluation Findings - PR

## Recommendations for Program Review

1. **Revise program review structure**
   - 1.1. More distinction between Support and Instruction wings (i.e., sections, guiding questions, format)
   - 1.2. Consider the inclusion of key performance indicators to augment or replace required data elements

2. **Further examine frequency, timeline and cycle of program review**
   - 2.1. Explore ways of allowing programs and departments the ability to opt in to more frequent updates to better support campus decision making and resource allocation
   - 2.2. Further evaluate timeline to allow more time for analysis and dialogue as well as flexibility for Support wings to engage in the process during less impacted times during the semester
   - 2.3. Further evaluate moving to an aligned (non-staggered) cycle to sync program and planning processes

3. **Revise peer review process**
   - 3.1. Consistent and documented guidelines for Support wings
   - 3.2. Determine appropriate participants, considering cross-wing representation for Support wings
   - 3.3. Clarify purpose for all involved
   - 3.4. Ensure process is viable and sustainable

4. **Expand support from Institutional Research**
   - 4.1. Determine additional data geared towards better understanding completion and factors affecting student success and retention at the program level
   - 4.2. Streamline data elements and format while maintaining flexibility of data provided via the “data cubes”
   - 4.3. Assistance with data collection strategies and survey/instrument design for Support wings
   - 4.4. Assistance with identification of trends and data analysis for all wings

5. **Determine ways to increase exposure of and dialogue about program review results within and across divisions, wings and campus-wide**
Comprehensive Evaluation Findings - SLOs

RECOMMENDATIONS FOR SLO ASSESSMENT

1. Explore ways to clarify processes or develop methods to support SLO assessment’s primary purpose to increase student learning rather than simply satisfying compliance regulations

2. Provide training and support for instructional programs to increase SLO assessment
   2.1. Focus discussions on authentic assessment and development of accompanying measurement tools
   2.2. Identifying and creating discipline specific assessment tools
   2.3. Developing content and construct specific rubrics
   2.4. Strategies to ease data collection through sampling techniques or use of technology
   2.5. Guidelines for supportive dialogue

3. Re-define SLOs for Support wings and consider terminology change to be more consistent with State and National trends (e.g., Administrative Units Outcomes)

4. Expand support from Institutional Research
   4.1. Assistance with data collection strategies, survey/instrument design and data analysis for all wings
   4.2. Assistance with developing more qualitative measures of assessment

5. Further evaluate frequency of SLO assessment
   5.1. Determine if set or varied frequency is appropriate across all wings (identify state and national trends)

6. Determine ways to increase exposure of and dialogue about SLO assessment results across divisions, wings and campus-wide
Guideline Modifications

Less Meaningful (Current)
1. Description of program
2. Access & Enrollment
3. Success & Retention
4. SLOs
5. Planning

More Meaningful (New)
1. Program Relevancy
2. Program Curriculum Planning
3. Program Effectiveness
4. Summary/Closing
5. Planning (planning module)
Schedule: 4th cycle

• Program Review (begins 2015-16)
  – Year 1: Comprehensive program review (CPR)
  – Year 2: Annual update (goal status + ARR)
  – Year 3: Annual update (goal status + ARR)

• SLOs/Assessment (ongoing)
  – Year 1: CPR synthesis of previous cycle in CPR + scheduled assessment
  – Year 2: Scheduled assessment
  – Year 3: Scheduled assessment
Enhancements

• TracDat (program review, SLOs, planning)
  – One stop, accessible reports, easier updates
• Streamlined & focused on outcomes
• Expanded support from IR
• Re-focused peer review (upcoming discussion)
• Better alignment of campus program review & planning processes
Alignment Recommendation

• Recommendation to non-staggered cycle
  – All complete CPRs same year
  – Pros/Cons

• Discussion about programs
  – Maintain status quo
  – Re-envisioned
Feedback