**Agenda Item**

**President's Report**

1. **Faculty Handbook**—we need to revise the faculty handbook as we are hiring fifteen new faculty members in the fall semester. It was last revised in fall 2010 by Laury Francis. Since we do not have a faculty professional development coordinator any longer (the position is a victim of the budget crisis), I would like the faculty senate to take ownership of this document to ensure that we have an updated handbook for the new faculty.

2. **Student government response to finals week resolution**—the students would like campus facilities conducive to studying to be open longer during finals week, but understand the costs associated with such an undertaking. They are willing to pay for snacks for the students, if the faculty are willing to volunteer their time. VPSS Kristin Clark is investigating whether we can recruit administrators and faculty to supervise the library and/or student success center during extended hours of operation. Additionally, the students requested that faculty offer review/study sessions for their students during finals week.

3. **BSI Application**—thanks to the Basic Skills Committee and the senate for moving this along and completing this important task. Thanks to the administration for their help in designing the process. The division deans have distributed the BSI application and information to their faculty. The application deadline is April 16 at noon. **Please encourage faculty to apply!**

4. **IUA and non-contractual reassigned time**—just in case you haven’t already heard, the IUA budget has been cut by 30% and the non-contractual reassigned time budget has been cut by 50%. That’s on top of the cuts that managers put in place last semester. New job descriptions are forthcoming. The senate will conduct nominations and elections for IUAs and announce job descriptions for program coordinators with reassigned time as soon as possible.

5. **Enforcement of Pre- and Co-requisites**—as you know, the senate passed a resolution requesting that all pre-requisites be enforced at registration. The administration is moving toward implementation. **Please see the enforcement plan, which is at the end of our meeting documents as appendix A.**

**Discussion Items**

1. **Union requests on professional development workshops and faculty recognition**—at our last meeting, faculty asked whether the college is planning on offering a new faculty academy next year. According to the college president, the answer is yes. He plans to work on this over the spring break. We will have more information at a future meeting. **Please see appendix B for the professional development brochure developed by the union and consider whether we want OCC’s faculty senate to participate.**

On faculty recognition, please consider the following criteria as a way to identify faculty to spotlight at a board meeting. I have adapted this from the ASCCC Hayward Award rubric.

| Commitment to serving the diverse needs of OCC students | 1—Not present | 2—Awareness of the value for student centered operations is shown but lacks evidence of activities demonstrating commitment to serving students. | 3—Evidence detailing activities demonstrating minimal commitment to serving students. | 4—Evidence detailing some activities demonstrating a strong commitment to serving students. | 5—Significant evidence detailing activities demonstrating a strong commitment to serving students. Activities demonstrate willingness to go beyond standard expectations in job description. |

Proposed process: division senators and student representative to nominate no more than one faculty member each by writing a one-page letter explaining how the faculty member meets the above criteria. Executive Board to use the above criteria to select faculty and forward their names to the union.
2. Program review processes—peer review—please come prepared to discuss program review processes, including the comprehensive program review and its elements, peer review, the accreditation standards, and the like. Reminder: processes for program review are part of the ten plus one! Please see the ACCJC program review rubric attached at the end of the meeting documents. It is titled appendix C.

3. Xeroking costs—should the senate recommend to the faculty to post syllabi electronically rather than distribute physical copies? OCC is expected to be >$130,000 over its paper budget this year.

Unfinished Business

1. Nominees for division senators and part-time senator-at-large—we need a motion to endorse the part-time senator-at-large, Janelle Bruner. Listing the division senator nominees under unfinished business is simply recognition of their election by the division (our bylaws do not require us to act on the election of division senators).

2. GWC senate resolution on faculty purview—request for endorsement. The Board of Trustees is discussing this issue at its April 4 meeting.

Golden West College’s Academic Senate’s Resolution on Educational Program Development and Revisions, including Accelerated Programs

Whereas, Title 5, Section 53200, recognizes that the faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals and thus establishes the Academic Senate as the community college’s organization whose primary function is to make recommendations with respect to academic and professional matters, commonly known as the 10+1, and then defines this to mean policy development and implementation of those matters, which include among these curriculum, degree and certificate requirements, educational program development, and standards and policies regarding student preparation and success;

Whereas, the Board Policy 7837 Faculty/Academic Senate Role in Governance declares that in regard to the academic and professional matters including curriculum, degree and certificate requirements, educational program development, and standards and policies regarding student preparation and success, the Board elects to rely primarily upon the advice and judgment of the Academic Senate, and the recommendation of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted;

Whereas, ACCJC’s Accreditation Standard IV.A.2.b clearly states that “The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations for student learning programs and services”;

Whereas, ACCJC requires that Substantive Change Proposal be submitted to ensure that proposed changes show evidence that the institution has analyzed and provided for adequate human, administrative, financial, and physical resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality: sufficient and qualified faculty, management, and support staffing; appropriate equipment and facilities, including adequate control over any off-campus site; fiscal resources including the initial and long-term amount and sources of funding to sustain the proposed change; a plan for monitoring achievement of the desired outcomes of the proposed change; and receipt all necessary internal or external approvals.

Be It Resolved, that GWC Administration continue to actively seek out the Senate and faculty viewpoints for program changes and development through the already established communication and committee channels of Golden West College: Academic Senate, Council on Curriculum and Instruction, Institute for Professional Development, Institutional Effectiveness Committee, Instructional Planning Team, Student Success, Strategies for Student Success, and/or other appropriate committees;

Resolved, That the Academic Senate of Golden West College declare that educational program development, changes, and revisions MUST be approved and recommended at the Senate level before moving forward for any type of implementation;

Resolved, the GWC Faculty continue its support of student success and student equity for all students by researched
consideration of tutoring, learning communities, contextualized learning, redesigned curriculum, accelerated courses, and new technologies as possible methods to increase student learning and the successful completion of courses and programs of study;

Resolved, that the College inform ACCJC of the proposed change before such plan is implemented to find out if a Substantive Change Proposal is required; and

Resolved, that the Chancellor recognize faculty purview in program development/changes/revisions and thus actively seek and accept faculty’s expertise at all three colleges before committing the District to new and/or revised educational programs.

--Presented to the Coast Community College District Board of Trustees on 7 March 2012

March 7, 2012

Dr. Jones,

Thank you for making our campus a stop on your “Listening Tour.” As a professor in Communication Studies, I work hard to ensure that my students develop a strong appreciation for the importance of listening in successful communication. Efforts such as yours reinforce the crucial aspect of listening. It is unfortunate that the scheduling of your visit did not anticipate the need for so many faculty and students to be in class during your appearance on campus. I cannot be there in person to express my thoughts, so I rely on this letter, which I hope will be read aloud. I will focus my message on the issue of the Accelerated AA Degree currently under discussion.

It is clear that there is much to discuss about accelerated learning. As chair of the Curriculum Committee, my most pressing concern is following policies and procedures with regard to the establishment of this, or any other new program. The most cogent issue for me comes from Title 5, Section 55003 Policies for Prerequisites, Co requisites and Advisories on Recommended Preparation.

Every presentation I have seen regarding the Accelerated AA, includes a minimum GPA requirement and specific AP scores. To quote Title 5, prerequisites are conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. According to this Title 5 language, a minimum GPA and or AP scores are being presented as a condition of enrollment in the Accelerated AA degree and thus meet the criteria for a prerequisite. Title 5 additionally states that prerequisites shall be made on a course-by-course or program-by-program basis. Is the plan for the Accelerated AA degree to be connected to specific GE courses? If so, the courses must be identified and compared to the GPA and AP score prerequisite. If the plan is for the Accelerated AA degree to be a program, then the prerequisites must be reviewed to establish whether they are appropriate for admission to the program. Title 5 is specific in that it allows limits on enrollment (prerequisites) for only four purposes:

1. Authorization by statute or regulation
2. Prerequisite assures skills concepts and/or information necessary to receive a satisfactory grade
3. Co requisite assures skills concepts and/or information necessary to receive a satisfactory grade
4. Health and safety requirements

Here at GWC, the Curriculum Committee has been charged with considering and approving prerequisites. The Board of Trustees has approved attendance at numerous workshops and programs so that leaders and members of the Curriculum Committee could be trained on the most up-to-date changes and revisions to Title 5 regulations. If the proposed Accelerated AA degree is to be implemented, it must be approved by the Curriculum Committee. Beyond the discussion of whether the minimum GPA and AP score fits one of the previously mentioned purposes, I will list some of the important requirements for establishment of prerequisites from Title 5.

Requirements for establishing prerequisites applicable to this discussion

Discussions among discipline faculty, curriculum committee members, senate leaders and key administrators to identify courses that need prerequisites

Examination of all of the components of the Course Outline of Record (COR) rather than merely the traditional “exit and entrance skills.”

Establishment of a process for students to challenge the application of the prerequisite.

Prerequisites establishing communication or computational skill requirements may not be established across the curriculum unless established on a course-by-course basis.
Inclusion of a process for review at least once every six years to assure they remain necessary and appropriate. Assurance that courses and sections are available with reasonable frequency based on the number of students who are required to meet the prerequisites. Continued evaluation to determine disproportionate impact.

All of the above information is taken directly from Guidelines addressing the Title 5 regulations adopted by the Board of Governors in March 2011.

Implementation of an Accelerated AA degree is far more than the “scheduling” plan that has been presented. Please do not insist on the implementation of a program that has not passed the scrutiny required by Title 5. Curriculum Committee meetings are held on the first and third Tuesday of every month from 3-5 pm. We welcome interested visitors. If you choose to attend a meeting, you will see dedicated, highly-trained curriculum experts who continue to strive for academic excellence and student success. Thank you again for listening.

Jaima Bennett
Chair, Council on Curriculum and Instruction

New Business

1. Aquarium Resolution—moved by Senator Eduardo Arismendi-Pardi and seconded by Senator Jamie Blair

Whereas The Orange Coast College Public Marine Aquarium was established and has been maintained by members of the OCC Marine Science Faculty;

Whereas The Orange Coast College Public Marine Aquarium serves as a "wet" marine laboratory, with a 2000 gallon re-circulating, chilled seawater aquarium and tropical marine aquariums;

Whereas The Orange Coast College Public Marine Aquarium has served the needs of numerous OCC Departments including Chemistry, Biology, Child Development, Photography, Painting and Student Life;

Whereas The Orange Coast College Public Marine Aquarium conducts important research in collaboration with UCI;

Whereas The Orange Coast College Public Marine Aquarium trains students for careers in aquarium management;

Whereas The Orange Coast College Public Marine Aquarium serves as a focal point for OCC's annual Science Night;

Whereas the Marine Science Department Chair and the Emeritus Distinguished Professor of Marine Science approve the naming of the aquarium in honor of their colleague;

Resolved that the Orange Coast College Public Marine Aquarium be named the Kelly Aquarium in Honor of Professor of Marine Science, Dennis Kelly.
Orange Coast College Prerequisite/Corequisite Enforcement Plan  
Revised March 29, 2012

I. OVERVIEW/BACKGROUND

Under the California Education Code, Title 5 (§ 55003-Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation), the Orange Coast College Curriculum Committee (a sub-committee of the Academic Senate) is responsible for establishing and approving prerequisites and corequisites. Prerequisites and corequisites shall be enforced at the time of registration in courses where the Curriculum Committee finds that the prerequisite or corequisite is necessary pursuant to Title 5, Sections 55002(a)(2)(D) or 55002(a)(2)(E). Prior to the Coast Community College's implementation of the Banner database, not all prerequisites and corequisites could be enforced because the system did not have a mechanism to do so. In 2009, after the implementation of the Banner database system, Orange Coast College developed a plan to enforce all prerequisites and corequisites using a phased-in approach so as not to create complications for students’ registration. The first phase was implemented in fall 2009 but then, due to a significant cut in categorically funded programs (Matriculation 62%), the plan was placed on hold. Realizing that enforcement of prerequisites and corequisites is essential for student success, Orange Coast College’s shared governance committees approved the replacement of (2) A&R Technicians in order to resume the plan.

II. METHODOLOGY

The following pre and corequisites are currently enforced at Orange Coast College:

1. All courses in the Math & Science Division
2. All courses in the Consumer & Health Sciences Division
3. All English and ESL courses
4. BUS A139, PHIL A150, and PSYCH A160

However, all prerequisites and corequisites must be uniformly enforced prior to registration and, in an effort to comply with the California Education Code. Realizing that unintended registration problems may arise as a result of implementing prerequisite enforcement, a phased approach is recommended in order to minimize adverse impact on students.

III. TIMELINE

Fall 2009—Complete

Enforce all pre and corequisites in the Math & Sciences Division and the Consumer & Health Science Division, per the Course Outline of Record effective in the fall 2009 semester. Students cannot register for courses in which they have not met the pre and/or corequisite course beginning fall 2009.

**Math & Science Division**

- Astronomy
- Biology
- Chemistry
- Ecology
- Engineering
- Geology
- Marine Science
- Math
- Natural Science
- Ornamental Horticulture
- Physics

Orange Coast College Prerequisite/Corequisite Enforcement Plan
Appendix A

Consumer & Health Science Division
Allied Health
Cardiovascular Technology
Culinary Arts
Dental Assisting
Diagnostic Medical Sonography
Early Childhood
Emergency Medical Technology
Family & Consumer Science
Fashion
Fashion Merchandising
Food & Nutrition
Food Science
Food Service Management
Hospitality, Travel & Tourism
Human Development
Interior Design
Medical Assisting
Medical Transcription
Neurodiagnostic Technology
Nutrition Care/Dietetic Technology
Polysomnography
Radiologic Technology
Respiratory Care
Speech Language Pathology Assistant

Fall 2012

Literature & Languages Division
Counseling Division

Spring 2013

Technology Division
Social Sciences Division

Fall 2013

Visual & Performing Arts Division
Physical Education Division
Business Division

IV. COMMUNICATION

1. Send targeted announcement to students, faculty, and staff via MyOCC.
2. Email all students, faculty, and staff in April 2012 then again in June 2012
3. Spring 2012-attend the following meetings: Academic Senate, Curriculum Committee, Instructional Planning Council, Student Services Planning Council, Enrollment Management Committee, Academic Petition Council, Counseling Division meeting, and Student Senate
4. Launch “Check Your Pre-Req” campaign
5. Press release
6. Coast to Coast

Orange Coast College Pre/corequisite Enforcement Plan
V. IMPLEMENTATION PROCEDURES

Students will be cleared in the Banner database/registration system for enforced prerequisites and corequisites in one of four ways:

1. Successfully complete the pre/corequisite within the Coast Community College District (Orange Coast College, Golden West College, or Coastline College).
2. Place into the course via a California community college placement test (if applicable).
3. Successfully complete the equivalent pre/corequisite at another regionally accredited college/university (must submit transcripts to verify successful completion). Unofficial transcripts are acceptable for pre/corequisite clearance but only official transcripts will be accepted for course credit.
4. Submit a Pre/corequisite Challenge to the applicable division office.

<table>
<thead>
<tr>
<th>Appropriate Form</th>
<th>Purpose</th>
<th>Student receives course credit?</th>
<th>Academic Petition Council reviews?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Test Appeal Form (Available in Enrollment Center)</td>
<td>Student believes that their placement test results do not reflect their ability to succeed in the course.</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Prerequisite/corequisite Challenge Form (available online)</td>
<td>To waive the pre/corequisite and clear it in the Banner database. Students must document equivalent level of knowledge and/or skills of the prerequisite course. (Usually used for applicable industry certifications, work experience, etc.)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Pre/corequisite Equivalency Request Form (available online)</td>
<td>To clear the pre/corequisite in the Banner database for registration purposes ONLY—based on coursework taken at another regionally accredited college/university</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Pre/corequisite Equivalency Request Form (available online)</td>
<td>To clear the pre/corequisite in the Banner database for registration AND to receive course credit towards an AA/AS degree or certificate—based on coursework taken at another regionally accredited college/university (Requires and OFFICIAL TRANSCRIPT)</td>
<td>Yes</td>
<td>Yes, if the equivalency was not previously recorded in the Banner database</td>
</tr>
<tr>
<td>Advanced Placement Evaluation Request (available online)</td>
<td>To clear pre/corequisites and/or award credit per the OCC policies as stipulated in the OCC Catalog</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

1 Successfully = a grade of “C” or better OR “Pass”.
2 Successfully = a grade of “C” or better OR “Pass”.
3 Appropriate form must be submitted 30 days prior to assigned registration appointment to ensure timely processing and database clearance before registration appointment.
4 Appropriate form must be submitted 30 days prior to assigned registration appointment to ensure timely processing and database clearance before registration appointment.

Orange Coast College Pre/corequisite Enforcement Plan
VI. INTERNAL ENROLLMENT CENTER PROCEDURES

<table>
<thead>
<tr>
<th></th>
<th>Banner Screen</th>
<th>Use Equivalency Form?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeal/Challenge</td>
<td>SFASRPO</td>
<td>No</td>
</tr>
<tr>
<td>Unofficial Transcripts</td>
<td>SFASRPO</td>
<td>Yes</td>
</tr>
<tr>
<td>Official Transcripts</td>
<td>SHATRNS</td>
<td>Yes</td>
</tr>
<tr>
<td>Placement Test Scores</td>
<td>SOATEST</td>
<td>No</td>
</tr>
<tr>
<td>AP Scores</td>
<td>SHATRNS</td>
<td>No</td>
</tr>
</tbody>
</table>

Enrollment Center:

1. Accept the equivalency forms (if applicable) and post a note on SGASTDN as follows: “REC <date> EQ <course name> <your initials>”. Example: “REC 05/25/11 EQ MATH A030 KC”. Write the date received in the “for office use only” box on the form.
2. Check to make sure that transcripts are attached and noted appropriately on the form (i.e. official or unofficial). Official transcripts must be in a sealed envelope. Check to see if official transcripts are already on file (SHATRNS) and if so, make a note on the form.
3. Forward the form to the Evaluations Unit for further processing.

Evaluations Unit:

1. Post on SFASRPO and/or SHATRNS as applicable (see flow charts).
2. Send an email (use a&info account) to the student as follows:
   a. APPROVED: Thank you for submitting your petition for a pre/corequisite equivalency. Your petition has been approved and you have been cleared for registration for <COURSE>. If you have any questions please email [ENTER MATRIC EMAIL ADDRESS].
   b. DENIED: Thank you for submitting your petition for a pre/corequisite equivalency. Unfortunately, your petition has been denied. If you have any questions please email [ENTER MATRIC EMAIL ADDRESS].
Students’ requests are based on documentation of equivalent level of knowledge and/or skills as if the student had taken the prerequisite course. This process is most often used when students have applicable industry certifications, work experience, etc.

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5 SFASRPO is a Banner Database screen.
OCC Prerequisite Course Equivalency Clearance for Registration AND Course Credit

Student submits Prerequisite Clearance Form (with official transcript from external college attached or on file) to Enrollment Center

Send to Evaluations Unit (includes Matriculation)

Academic Petition Council (APC) Process (if applicable)

Is the equivalency in the Banner Database?

YES

Enrollment Center enters the student's courses on SHATRAN, rolls to academic history

NO

NOT SURE (not previously reviewed by department)

Is the course equivalent?

YES

Load external college equivalency

NO

APC sends student denial letter

6 These are Banner Database screens.
OCC Prerequisite Clearance for Registration Only

Student submits Prerequisite Clearance Request form to the Enrollment Center

Unofficial transcripts attached? YES

Is the equivalency in the Banner Database (pr on file)?

Enter prerequisite override on SFASRPO for the term the student wishes to take the course.

NO

Send student denial letter.

---

7 SFASRPO is a Banner Database screens
Faculty Discussion Groups to Promote Student Success

Fall & Spring 2012-13

Seminars presented by the Academic Senates and the Coast Federation of Educators
Teaching today’s community college students requires an array of skills beyond subject matter expertise.

Whether you have just entered the field of higher education or you have years of experience as a part time faculty member under your belt, there are always new approaches to explore that may help your students achieve their goals while taking your courses.

These Faculty Discussion Groups will address current needs in the classroom during your first year of the tenure-track process.

Each group meeting will last 1 hour, 40 minutes, and will be offered from 4:00-5:40pm on Tuesdays. The meeting site will rotate among the three colleges. Faculty who attend at least 17 group meetings will receive a certificate of completion. Salary Advancement Credit may be available through your college Senate’s IPD/PDI Committee. Talk to the committee directly for more information.

The discussion groups will be facilitated by experienced faculty from the Coast Community College District.

You are welcome to attend as often as you like. Contact your Senate or the Coast Federation of Educators for a schedule of dates and locations.

ENROLLMENT LIMITED.
Sign up now by ____________________

Topics will be based on participants’ immediate needs, and may include topics such as

- Lesson Plan Designs
- Syllabi Models that Work
- Attendance and Course Grading Approaches
- Developing Class Rules
- Academic Freedom
- Writing Clear Homework Assignments & Instructions
- Tenure Track Evaluation Process
- Load & Overload Scheduling
- Role of the Senate
- Best Practices
- Academic Honesty
- Classroom Management Approaches
- Dealing with Difficult Students
- Professional Development
- Learning/Teaching Styles
- Role of the Union
- Critical Thinking Training & Exercises
- Intellectual Property
### Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

(See cover letter for how to use this rubric.)

<table>
<thead>
<tr>
<th>Levels of Implementation</th>
<th>Characteristics of Institutional Effectiveness in Program Review</th>
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<tbody>
<tr>
<td></td>
<td><em>(Sample institutional behaviors)</em></td>
</tr>
<tr>
<td><strong>Awareness</strong></td>
<td>• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.</td>
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<td></td>
<td>• There is recognition of existing practices and models in program review that make use of institutional research.</td>
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<td></td>
<td>• There is exploration of program review models by various departments or individuals.</td>
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<td></td>
<td>• The college is implementing pilot program review models in a few programs/operational units.</td>
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<tr>
<td><strong>Development</strong></td>
<td>• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.</td>
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<td></td>
<td>• Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.</td>
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<td>• Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Etc.)</td>
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<td></td>
<td>• Appropriate resources are allocated to conducting program review of meaningful quality.</td>
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<td></td>
<td>• Development of a framework for linking results of program review to planning for improvement.</td>
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<tr>
<td></td>
<td>• Development of a framework to align results of program review to resource allocation.</td>
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<tr>
<td><strong>Proficiency</strong></td>
<td>• Program review processes are in place and implemented regularly.</td>
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<tr>
<td></td>
<td>• Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making.</td>
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<tr>
<td></td>
<td>• The program review framework is established and implemented.</td>
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<tr>
<td></td>
<td>• Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.</td>
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<tr>
<td></td>
<td>• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.</td>
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<td></td>
<td>• The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.</td>
</tr>
<tr>
<td><strong>Sustainable Continuous Quality Improvement</strong></td>
<td>• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.</td>
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<td></td>
<td>• The institution reviews and refines its program review processes to improve institutional effectiveness.</td>
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<tr>
<td></td>
<td>• The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.</td>
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</tbody>
</table>