

Contra Costa College

Guidelines for Web Enabled Program Review (<https://web.dvc.edu/wepr>) and SLOA Reports

To write your program review, log in to the web address above using your web advisor user name and password.

For Academic and CTE Programs*

This is a companion document to the Handbook of Student Learning Outcomes:
Course and Instructional Programs

Both these Guidelines and the SLO Handbook can be found as pdf documents on the Contra Costa College Academic Senate web site (<http://www.contracosta.edu/AcademicSenate/index.htm>).

An MS Word version of the Guidelines for Program Review and SLOA Reports can be found on the campus S-drive in a folder named Program Review SLOA Reports. The SLO Handbook (as an MS Word document) with each appendix as a separate MS Word document can also be found on the campus S-drive in a folder named SLO Handbook.

September 22, 2015

*See separate document for non-instructional programs.

Program Review and SLO Assessment Process
For Academic and Career-Technical Programs

Table of Contents

Introduction 2

Program Review and SLO Assessment Process—Eight Steps. 3

1. Student Learning Outcomes Assessment (SLOA) Report ...

2. Division Confirmation of SLOA Report

3. Collecting Data and Supporting Documents

4. The Self-Study

Self-Study Committee

Self-Study Report

Submission

5. Meeting with your Validation Team

6. Response to the Validation Report (optional, if desired) ...

7. The Final Report

8. Meeting with the President’s Cabinet (optional, if required)

.

CTE Two-Year Update 6

The Validation Teams 7

Appendices

- A. FAQs about Program Review and SLOs
- B. Research and Planning Data and Definitions
- C. Sample Table of Contents for the Self -Study
- D. Suggested Guidelines for the Self Study
- E. Suggested Outline for the CTE Program Review Update
- F. College Mission Statement
- G. Instructions for the SLO Assessment (SLOA) Report
- H. SLOA Form with list of GE and Core Competency SLOs
- I. Course Content Review/SLO Update, Form
- J. Instructions for Program Level SLO Plans
- K. Program Review Cover/Signature/Check Off Page, Form
- L. Validation Team Report, Form

Contra Costa College
Program Review and SLO Assessment Process
For Academic and Career Technical Programs
Fall, 2015

Introduction

Accreditation, Title V, and Contra Costa Community College District administrative policy (AP 2900.10) all require that Contra Costa College have a program review process to evaluate departments on campus. This includes academic and Career Technical Education (CTE) programs, the library and learning support services, student services and administrative units. This document addresses the program review process for academic and CTE programs. Academic programs conduct the review process once every four years. CTE programs conduct reviews every two years, completing a full program review every four years with an update in the intervening 2 year period.

The primary objectives of program review are to assure the quality of educational programs, to promote student success and learning outcomes, and to ensure the effectiveness of institutional support for programs. More specifically, program review and SLO assessments are undertaken for the following specific purposes:

1. To evaluate how well a program functions in relation to its Student Learning Outcomes (SLOs) and course objectives; to the college's mission, institutional goals and outcomes; and to the priorities and needs of the community.
2. To strengthen and integrate planning, decision making, and scheduling.
3. To encourage program development and improvement.
4. To improve the use of college resources.
5. To comply with Title V, accreditation and matriculation requirements.

The program review and SLO assessment process is an internal review for the purposes of strengthening the programs themselves and learning outcomes. It is not the purpose of the review process to reduce, eliminate, or otherwise negatively impact the unit being reviewed or its staff. The program review process will result in recommendations that once validated, reviewed and confirmed will be incorporated into plans for program budgets or staffing. Final decisions regarding budget and staff resource allocation will be made through the college governance structure, including appropriate input from the Academic Senate, College Council, the Budget Committee and collective bargaining agents.

The Senior Dean of Instruction will be responsible for the oversight and continuity of the program review and SLO assessment process, including overall initiation and coordination of the process and maintaining the program review schedule. Frequently asked questions (FAQs) concerning the program review process may be found in Appendix A.

The Program Review and SLO Assessment Process—Eight Steps

The program review and SLO assessment process includes the following six required and two optional steps. Each step is discussed in more detail on the following pages.

1. Complete the SLO Assessment (SLOA) Report for all courses and programs in the unit.
2. Obtain division confirmation of the SLO Assessment results.
3. Collect data and supporting documents including.
4. Form a self -study committee and write the self -study report.
5. Meet with your Program Review validation team, usually on All College Day.
6. Optional (as desired): Write a response to the validation team report.
7. Submit Final Program Review and SLO Assessment Report
8. Optional (as needed): Meet with the President's Cabinet.

Step 1. The Student Learning Outcome s Assessment (SLOA) Report

The SLOA Report must be attached to your program review document and contain the following components:

1. A signature page
2. An executive summary
3. A completed SLOA Form for each program.
4. A SUMMARY OF THE ASSESSMENT RESULTS for each course.

See Appendices G and H for instructions on completing the SLOA Report and SLOA Forms.

Note: The SLO Coordinating Committee is in the process of converting the SLOA Forms to a web based, somewhat automated process.

Note: A second and separate copy of the SLOA Report needs to be submitted at the same time as the Program Review document. The GE/Core Competency SLO Committee will use this second copy to evaluate the General Education and Core Competency outcomes. (The SLO Coordinating Committee is in the process of converting the SLOA Forms to an on-line, web based form and data base.)

Step 2. Division Confirmation of the SLO Assessment (SLOA) Report

Confirmation of the SLO Assessment results occurs at the division level prior to submission of the program review document. The following SLO confirmation process is recommended

- a. Each semester, those units undergoing Program Review will present a summary of their SLO Assessment (SLOA) Report at a division meeting. A certain amount of time at the meeting will be devoted to an open discussion. This would encourage a cross -disciplinary dialog.
- b. Use the minutes of the meeting as documentation of the dialogue and confirmation process.

c. Complete an SLO Assessment confirmation checklist for both course and program SLOs. Each division, however, may adopt their own SLO confirmation process as long as it includes an inter-disciplinary, collegial discussion and an SLO confirmation check list.

The SLO confirmation process must be complete before the Program Review Self Study is submitted. Evidence of SLO confirmation must be submitted with the self-study. See Appendix G for more information about the SLO confirmation process.

Step 3. Collecting Data and Supporting Documents

Required program review data, in addition to the SLOA Report, includes:

- a. course completion, retention and success rates,
- b. progression to the next course,
- c. program, degree and certificate completion rates,
- d. transfer rates,
- e. scores on required licensure exams , and
- f. CTE programs need to include Advisory Committee Minutes in reference to SLOs and Core Indicator Outcomes.

Most of this information is provided by the Research and Planning Office and explained in more detail in Appendix B.

Optional supporting documents and information may include the following.

- a. information which is unique to a particular instructional program;
- b. unit plans, goals and priorities including a staffing plan;
- c. survey results (of current and former students, faculty, classified staff, and/or other appropriate parties (e.g., administrators, advisory committee members); and
- d. any additional information that is relevant to a particular review cycle. Training on the interpretation and use of the data is available from the Research and Planning Office and the SLO Coordinator.

Step 4. The Self Study Report

a) Self-Study Committee - The self-study will be conducted by a committee of at least three full or part-time faculty from the program being reviewed. The number may be smaller if the department has fewer faculty. The self -study committee should also include one permanent or classified hourly from within the program (or from outside the program if not available from within the program). It is strongly recommended that a student representative, selected by the department chair, also be involved. The committee may choose the option of including additional members, as deemed appropriate. The Department Chair will convene the self study group, in consultation with the program members.

b) Self-Study Report -The written self -study report includes the following three elements briefly described here and treated in more detail in Appendix D. (Also, a sample Table of Contents is attached in Appendix C.)

i. Analysis and interpretation of the data and SLO results.

The self -study report should include a narrative description, interpretation and analysis of the data including SLO assessment results for all courses and programs in the unit. CTE units need to include an

In the analysis, identify and explain the trends over a three to four year period; outline the success (or lack of success) in implementing your previous action plan; and discuss the SLO assessment results.

This analysis will serve as a foundation for the recommendations to be made in the next section. The questions provided in Appendix D should be answered where appropriate.

The purpose of the self -study is for unit members to reflect on the program's goals, accomplishments and SLOs and to identify ways in which the program might be strengthened and how to improve the teaching/learning experience. The plans for improvement are addressed developed and explained in the action plan.

ii.

An Action plan.

Based on your analysis (described above) identify specific actions to be taken by the department over the next four years to strengthen the program and improve the teaching/learning process. These actions must be derived in part from the SLO assessment results.

At a minimum, the action plan will address:

a) The issues discussed in the analysis (part i, above) that provide support and justification for the plan.

b) Any specific support needed by the unit to be provided by the college and/or district to strengthen the program and carry out the plan; and

c) Recommendations for additions to and/or modifications of the college and/or district master plan, goals, and objectives which will enable the unit to meet the objectives of the action plan.

iii. An executive summary.

One to two page executive summary of data, SLO results and your action plan.

iv. Supporting documents.

Required supporting documents are:

1) the Research and Planning data (see Appendix B),

2) the SLO Assessment (SLOA) Report (see Appendices G and H), 3) Program Level SLO Plans for all programs (see Appendix J), 4) the Course Content/SLO Update Form (see Appendix I) and for CTE programs, the CTE Core Indicators Report. Other supporting documents, such as survey results, may also be attached.

c) Submission

The self -study report should be submitted to the Senior Dean of Instruction. The Senior Dean of Instruction will then distribute the report.

Note: A second and separate copy of the SLOA Report must be submitted at the same time as the Program Review document. The GE/Core Competency SLO Committee will use this second copy to evaluate the General Education and Core Competency outcomes.

Step 5. Meet with your Program Review Validation Team.

This meeting is usually scheduled on All College Day. For more information about Program Review Validation Teams, see below.

Step 6. (Optional) Self-Study Team Responds to the Validation Team Report:

The members of the self -study team review the validation team's report for accuracy and respond in writing, if desired. This response could also include any subsequent revisions to the self -study report and action plan.

Step 7. Submit the final Program Review Report:

The Final Report should include:

- i. The Program Review Self-Study Report with the attached SLOA Report.
- ii. The Validation Team's Report
- iii. The Self -Study Team's Response, if any.
- iv. A second and separate copy of the SLOA Report.

The President's Cabinet reviews all Program Reviews and confirms recommendations, makes additional recommendations and commendations or may require additional information from the self study team.

8. Optional Program Review Meeting

At the discretion of the President's Cabinet or of the self -study team, a meeting between the two may be called in order to discuss the program review and to finalize the action plan.

Career Technical Education (CTE) Program Review Update --Required between regular Program Reviews.

CTE programs will participate in the full program review process (as outlined in the preceding sections) every four years. In addition, CTE programs will conduct a modified program review every two years, preparing a CTE Program Review Update (Appendix E) for submission to the Senior Dean of Instruction.

SLO Assessment Reports are required for the full program review and not for the CTE Program Review Update. In other words, SLO Assessment Reports are due every four years not every two years.

1. As in the full program review process, a self-study committee should be convened to prepare the

CTE Program Review Update. The self-study committee should be comprised of a total of three full/part-time faculty from the program being reviewed. This number may be smaller if the department has fewer faculty members. The self-study committee should also include one permanent or classified hourly from within the program or from outside the program if not available from within the program. The faculty and classified for the self-study committee will be selected by mutual agreement between the Department Chair, the Classified Senate and the Academic Senate. It is strongly recommended that a student representative, selected by the Department Chair, also be involved in the process. The self-study committee may choose the option of including additional members, as deemed appropriate by the committee. The Department Chair will convene the self-study committee, in consultation with the program members.

2. The Senior Dean of Instruction will initiate and coordinate the process. The program units to be reviewed are updated annually by the Senior Dean of Instruction. By completing the CTE Program Review Update, a program complies with the requirements of Title 5. The CTE Program Review Update, which is outlined in Appendix E, contains the following elements:

1. Executive Summary
 2. Description and Mission
 3. Strengths and Weaknesses
 4. Resources and Support Services
 5. Opportunities and Barriers
 6. Core Indicator Outcomes
 7. Unit Recommendations
 8. A copy of the previously approved full program review for the unit
3. A CTE Program Review Update will be submitted to the Office of the Senior Dean of Instruction by the program unit for inclusion into the college's program review files. The CTE program review update will be sent to the President's Cabinet for review.
4. At the option of the President's Cabinet or the self-study committee, there may be a meeting of the President's Cabinet and the self-study committee to discuss the CTE Program Review Update.

The Validation Teams

Validation Team - The validation will be conducted by a committee composed of the following members:

1. Division Dean or a full-time administrator from another area. If needed, the full-time administrator from another area will be recommended and appointed by the college President.
2. One or more faculty members from outside the program recommended and appointed by the Academic Senate President.
3. A classified staff member within the college recommended and appointed by the Classified Senate President.
4. An optional one or more persons recommended and appointed by the Department Chair with consensus of the Division Dean and Academic Senate President representing at least one of the following:
 - a) Staff member at a four-year institution in the same program.
 - b) Staff member at another community college in the same program.
 - c) High school staff member in the same instructional program.
 - d) Community member (e.g., advisory board committee member, agency employee).

5. CTE Validation teams should include a current member of the program's advisory committee appointed by the department chairperson.
Validation Team Chair - The validation team shall be chaired by one of the validation team members from outside the area being reviewed. This Chair will be self-selected by the validation team.

Duties of the Validation Team - The duties of the validation team shall include:

1. Review the PR self study report prepared by the self-study team and verify its accuracy and completeness.
2. Meet with those who developed the self-study, usually on All College Day, to discuss the self study report.
3. Provide a written summary of findings, including a written response to the action plan and the Validation Team Recommendation Form (Appendix J).
4. Meet again with members of the self -study team to discuss the validation team's findings if necessary.

Appendix A: Program Review and SLO Assessment Process, FAQs

1. What is Program Review?

Program Review is a self-study completed by all units on campus. It is one of the key components used in measuring Contra Costa College's institutional effectiveness. It is a process of self-study, evaluation, and planning. The primary objective of Program Review is to assure the quality of educational programs (including instructional, student services, and institutional support services), promote student success, improve learning outcomes and the teaching/learning experience and ensure the effectiveness of institutional support for programs.

2. Why do Program Review?

Program Review is a recommended way to monitor, maintain, and improve department effectiveness. It helps us evaluate how well an educational program functions in relation to its objectives, the mission of the college, the college's institutional goals and priorities, and the needs of the community. Program Review also strengthens planning, decision making, and scheduling. It helps improve the use of college resources. By doing Program Review you also help in complying with Title 5, accreditation and matriculation requirements.

3. Is the Program Review and SLO Assessment Process required?

Yes. Accreditation, Title 5, and Governing Board Administrative Policy all require that Contra Costa College have a Program Review process to evaluate educational programs. The Accreditation Standards require documentation of the SLO Assessments and recommend it be incorporated into the Program Review Process.

4. How often must the Program Review and SLO Assessment Process be completed?

Academic programs must complete a Program Review every four years. CTE programs complete the self-study every two years—a full program review every four years with a Program Review Update after two years.

5. When is my department scheduled for Program Review?

The Senior Dean of Instruction is responsible for updating and distributing the master schedule for Program Review.

6. Where and when do I get the Research and Planning data for my department's Program Review?

You should receive a data packet from the Dean of Research and the semester before your review is due. In addition, the Research and Planning Office can help departments develop surveys or other data analysis tools, if needed. Contact the Senior Dean of Research and Planning for more information.

7. Where can I see examples of past Program Reviews?

The Research and Planning Office has on file all past Program Review self-studies and validation team reports. Contact the Dean of Research and Planning to make arrangement to view past Program Reviews.

8. Who is responsible for completing my department's Program Review and SLO Assessments?

The Program Review is a collaborative process. Essentially, all faculty members in a department have ownership of a department's Program Review and Program Review process. In the case of instructional departments, all faculty are required to assess Course Level Student Learning Outcomes in their classes. For instructional programs and non-instructional units, the process for assessing student learning outcomes should be shared and based on collaborative efforts.

9. What happens if my department misses the Program Review deadline?

Please contact the Senior Dean of Instruction and Academic Senate to reach agreement on a new deadline. Remember that enough lead-time is needed to receive your report, reproduce it, and distribute it to the Validation Team prior to All-College Day.

10. Is it possible to delay a Program Review?

Personnel changes and department reorganization are just two possible reasons which would justify rescheduling a department's Program Review. Please contact the Senior Dean of Instruction and Academic Senate for approval of the rescheduling request.

11. How long does my department have to complete a Program Review?

As a rule you generally have at least six weeks from the time you receive your data packet from your Division Dean to the time the self-study report is due to the office of the Senior Dean of Instruction. The due dates for the completion of a Program Review are published by Office of Research and Planning for each semester. Enough lead time is needed for a department's completed Program Review report to be reproduced and distributed to the Validation Team in time for the validation meeting that takes place on each All-College Day.

12. Are SLO Assessment Reports for both courses and programs required?

Yes. In 2002 the Accrediting Commission for Community and Junior Colleges revised the Standards of Accreditation and added student learning outcomes. The student learning outcomes standards require institutions to provide evidence of a conscious effort to:

- make learning the institution's core activity,
- support and produce student learning,
- measure that learning,
- assess how well learning is occurring,
- make changes to improve student learning,
- organize its key processes to effectively support student learning,
- allocate its resources to effectively support student learning, and
- improve learning as an important means to institutional improvement.

To meet the new standards, Contra Costa College, along with most other colleges, has incorporated the SLO Assessment Reports into the Program Review process. The Assessment Report requires analysis of both course level and program level SLOs. (See Appendix H.)

13. Where do I get more information?

You may get more information on the Program Review process by attending one of the scheduled comprehensive Program Review workshops at the college. The Program Review workshops are conducted most semesters by the Academic Senate President, and the Senior Dean of Research and Planning. Faculty members also receive flex credit for attending one of these workshops. Additionally, you may get more information from your Division Dean, the Office of Research and Planning at extension 4361, or the Academic Senate office at extension 4215.

Appendix B: Definitions of Data Provide by the Office of Research and Planning .

The Research and Planning office will provide the following enrollment and staffing data to departments for use in their Program Review. Data will be provided for the most recent preceding three years by course, by discipline/department and by division.

Term Definition

FTES Full time equivalent students

Load (WSCH/FTE). Weekly student contact hours per full-time equivalent faculty.

Number Enrolled

Number of Sections

FT, PT. Full-time faculty, part-time faculty.

FTEF Full-time equivalent faculty

Percent Fill Actual enrollment/allowable enrollment

Percent Retention Number of students at last day earning grades of A, B, C, D, F, I, CR, NC/number of students at census

Apportionment Income Revenue earned based on the number of FTES generated at the rate of \$207 per FTES

Expense Program costs in faculty, classified staff, supplies, equipment, and other. Only direct costs attributable to a program are listed here, not indirect costs chargeable to multiple programs such as staff assistants, administration, mailing, telephones, etc.

Classified Staff FTE Full-time equivalent classified staff

Student Assistant FTE Full-time equivalent student assistants

Annual Cost/FTES Total cost/total FTES

Growth Trends Enrollment trends with multiple measures including FTES

Appendix C

Sample Table of Contents for Program Review Self-Study, Academic and CTE Programs

Signature Page and Check-off page	i
Executive Summary of Report	ii
Introduction, Description of the Department	1
.....1	
Overview	
Mission Statement	
Roles and Responsibilities	
Data Analysis (Productivity, Retention, etc.) and Recommendations	
Program Analysis and Recommendations	
Instruction	
Curriculum and Articulation	
Student Success	
Department Resources	
Professional Development and Activities	
Community and/or Campus Outreach	
Action Plan	
Summary of recommendations, including those from SLOA results	
Evaluation of previous action plan	
New Action Plan	
Attachments	
1. Enrollment and Staffing Data from Research and Planning	
2. Course Content Review/SLO Update	
3. Program Level SLO Plans	
3. SLOA Report	
4. Other	

Appendix D

Suggested Guidelines for Program Review Self-Study Report

1. Introduction: Overall Description of Program:
The self-study shall begin with a short description of the program, a general statement of the primary goals and objectives of the program, the department's mission statement, roles and responsibilities, any unique characteristics, concerns or trends affecting the program, and any significant changes or needs anticipated in the next four years. Remember, this is broad, general assessment versus the more detailed responses and recommendations covered in the six instructional emphasis areas (items 3 through 8, below).

2. Data Analysis and Recommendations

Research and Planning Data will be provided by the Research and Planning. In addition, the following might also be included if appropriate and available.

- A. Majors: number of declared majors in the program currently attending Contra Costa College
 - B. Majors : transfer data: number and GPA for CSU or other institutions
 - C. Number of students who earn AA degrees and percent employed (local research)
 - D. Number of students who earn certificates and percent employed (local research)
 - E. Student satisfaction (survey results)
 - F. Program meets a documented labor market demand (CTE programs)
 - G. Program does not represent unnecessary duplication of manpower training in the area (CTE programs)
 - H. Program is of demonstrated effectiveness as measured by employment and completion success of its students (CTE programs)
 - I. Other data deemed significant by the self-study.
- The questions in the following Sections, 3 through 8, are intended as a "tool box." You need respond only to those questions which are relevant to your program but you must include a response to all of the SLO Assessment questions.

3. Instruction:

- A. How does the program insure instruction covers the course content as identified in the Course Outline of Record?
- B. What methods are used by the program to maintain the integrity of academic standards and achieve consistency within the discipline, particularly in regard to multiple section introductory classes?
- C. How have the SLO Assessment results led to improvements in instruction and learning?
- D. How are writing skills, quantitative reasoning and critical thinking reinforced in each course of the program?
- E. How does the program encourage the use of instructional strategies that involve students in the learning process?
- F. How has the program explored the use of technology in instruction?
- G. How has the program explored alternative scheduling approaches?
- H. What innovative teaching approaches have been successfully used?
- I. What other opportunities for learning exist in the program outside of the formal classroom (e.g. field trips, guest lecturers, travel, etc.)?

4. Curriculum and Articulation

- A. What degrees and/or certificates are currently offered by the program? Do all the degree and/or certificate programs have completed SLO Plans? Have they been submitted with this Program Review?

--If yes, what plans do you have for evaluating the effectiveness and appropriateness of your program level SLO Plans and improving them if necessary.

--If no, what steps will you take to complete them all?

B. Do any of the program's courses support other instructional programs? Identify those courses in your program that are required for degrees or entry in other programs.

C. What procedures are being used to assure that current curriculum is adequately meeting the needs of students?

D. What has the program done to validate the appropriateness of its degree and certificate requirements?

E. What has the program done to ensure that its transferable courses are currently articulated with high schools and four-year institutions?

F. What changes are planned for the course outlines of record? Based upon a review of all the course outlines, which course outlines of record will need to be submitted for approval to the Curriculum and Instruction Committee? Which will need to be revised? Which do not need updating? Please attach a completed copy of the Content Review Checklist. (See Appendix I for the checklist.)

--If yes, what plans do you have for evaluating the effectiveness and appropriateness of your course level SLO Plans and improving them if necessary?

--If no, what steps will you take so that all courses have SLO Plans on file?

H. Do prerequisite, corequisite, and strongly recommended skills continue to meet program needs. Are the "limitations to enrollment" currently in place, if any, still appropriate? If such limitations are used, is there a differential impact on the enrollment of underrepresented groups? If so, specify what plan will be used to remedy the situation.

I. How have the SLO Assessment results led to changes (improvements) in the curriculum?

G. Do all courses have SLO Plans? Are the SLO Plans on file, i.e., attached to the current Course Outline of Record?

5. Student Success: --In answering the following questions refer to your SLO Assessment Result where appropriate.

A. What are primary illustrations of the program's commitment to students? For example, do you offer full course offerings, faculty advisement, job placement, tutoring, facility and equipment access?

B. What initiatives has the program made to meet the special needs of part-time and non-traditional students? For example, scheduling, student services, office hours, library services?

C. What has the program done to formalize links with support services for students?

D. What efforts have been made by the program to recruit students to the program and provide liaison with the secondary schools? Address in particular the recruitment of underrepresented groups (those groups not "traditionally" represented in the area.

E. What initiative has been made to improve student retention, program completers, and transfers? Comment on approaches used for underrepresented groups.

F. Are there interventions to identify and assist students at risk?

G. To what extent do underrepresented students (those groups not "traditionally" represented in the area) participate in program course offerings? If participation rates are low, what has the program done to encourage greater participation?

H. What is the level of student satisfaction with the program's offerings and operation? If participation rates are low, what steps are planned to improve student satisfaction?

I. How well do transfer students from the program do at four-year institutions compared to other community college transfer or native four-year students? If transfer rates are low, what strategies has the program used to make improvements, especially for underrepresented groups (those groups not "traditionally" represented in the area)?

J. How well does the program prepare students for a job? What are the indicators? Comment on planned improvements, including those for underrepresented groups.

6. Department Resources:

A. What progress has been made by the area in obtaining the necessary physical resources (e.g., equipment, facilities, etc.) to enhance program success? What needs remain? What strategies are planned to meet those needs?

B. What staffing resources need to be added, deleted, or changed?

C. What staffing factors influence the effectiveness of the program (e.g., part-time/full-time ratios, dependence on overloads)?

D. What support services are used by the program (e.g., learning resources, counseling services, tutors, etc.)? Are these services adequate? If not, what improvements can be made?

E. What technological resources are used by the unit and are these adequate? If not what new resources are needed?

F. What financial resources are used by the unit and are these adequate? If not, why not.

G. Do the SLO Assessment results suggest a need for or potential benefit from additional resources?

7. Professional Development and Activities

(Address those questions that are appropriate to the program.)

A. What staff development opportunities have faculty taken advantage of such as works hops, conferences, course work, advanced degrees, or other activities?

B. What areas of focus have been identified for future faculty/staff development?

C. What professional activities have faculty participated in?

D. How do faculty stay current in their respective disciplines and instructional methodologies?

E. Do the SLO Assessment results suggest needed or desired areas of professional development?

8. Community/Campus Outreach

A. What has the program done to establish communication and cooperation with the secondary schools and four-year institutions (if applicable)?

B. If a vocational program, what noteworthy achievements have resulted from involvement with advisory committees?

C. What community activities has the program developed or participated in?

D. What community activities do individual faculty participate in?

E. What campus activities has the program developed or participated in?

F. What campus committees or activities do individual faculty participate in?

G. Are there external factors such as community demographics or the economy which affect the program?

9. Action Plan

A. Summarize the action plan from your last Program Review.

B. Were you successful in implementing that action plan? Explain.

C.

Outline your action plan for the next four years. Include:

--The weaknesses or problems in the program you identified in this self-study you wish to improve or reduce.

--The strengths of the program you wish to expand or continue.

--New components or resources you wish to add.

--Other

D. Identify those parts of the action plan developed as a result of the SLO

Assessments.

Appendix E: Suggested Outline for the CTE Program Review Update

1. Executive Summary:

Present a single page overview and summary of the CTE Program Review Update.

2. Description and Mission:

Present an overall description of present program characteristics including an abbreviated program history, foci, faculty, number of students, etc. Articulate a clearly defined mission and how it aligns with the college mission.

3. Strengths and Weaknesses:

Present strengths and weaknesses of the program as it relates to the environment, the department, and the institution.

4. Progress on Accomplishments of Program Goals:

Discuss progress on goals established in full program review self-study.

5. Resources and Support Services:

Discuss availability of resources and support services.

6. Opportunities and Barriers:

Discuss those opportunities that will enable the unit to achieve its future goals and objectives. Discuss those barriers that will hinder the unit's ability to achieve its future goals and objectives.

7. Core Indicator Outcomes:

Report the annual Core Indicator outcomes for your program unit. These reflect the state measures for successful placement of students in a related career field.

8. Recommendations:

Propose recommendations based on the relationship between the program, the environment, and the strengths and weaknesses of the program. Include recommendations that will help create additional opportunities for removing barriers to accomplish the program's goals and objectives.

9. Include a copy of the previous approved 4-year Program Review for Validation Team to use as a reference.

Appendix F

Contra Costa College Mission Statement

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949. The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning?

Additionally, the College adheres to the following goals, vision, beliefs, and values statements:

Strategic Goals

To fulfill its mission and to be consistent with its beliefs and values, Contra Costa College is committed to the following goals

Strategic Goals

1. Equitably Improve Student Access, Learning and Success

Create opportunities for thoughtful reflection that uses quantitative and qualitative data to improve student outcomes.

2. Strengthen Community Relationships and Partnerships

Build pipelines that guide and prepare both K-12 students and the adult population for success in higher education and employment.

3. Promote Innovation, Create a Culture of Continuous Improvement and Enhance Institutional Effectiveness

Provide opportunities to enhance institutional effectiveness and opportunities for employees at all levels to continually gain new skills and knowledge, seek out effective practices, and share ideas with one another in order to continually enhance learning and improve student success.

4. Effectively Optimize Resources to Support Student Learning and Success

Demonstrate sound judgement to effectively optimize the college's human, physical, financial and organizational resources to better serve its students and community.

Values

Contra Costa College's commitment to its mission derives strength and guidance from institutional values. As a community of educators, we value:

COMMITMENT to helping students learn and to improving the economic and social vitality of communities through education;

RESPONSIVENESS to the varied and changing learning needs of those we serve;

DIVERSITY of opinions, ideas and peoples;

FREEDOM to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified staff, and all managers alike; and

INTEGRITY in all facets of our college interactions and operations.

Institutional Student Learning Outcomes

1. Students will demonstrate ability to communicate effectively in writing using standard English.
2. Students will demonstrate competency in oral communication.
3. Students will demonstrate ability to critically evaluate ideas and information.
4. Students will demonstrate familiarity with major concepts in the natural sciences.
5. Students will demonstrate awareness of ethical issues in society.
6. Students will demonstrate awareness of the nature and value of the arts and literature.
7. Students will demonstrate ability to analyze and evaluate past events with reference to their historical context.
8. Students will demonstrate understanding of major concepts in the social sciences.
9. Students will demonstrate ability to analyze and manipulate quantitative information.
10. Students will demonstrate understanding of the elements of health and ability to articulate a health maintenance plan for the lifespan.
11. Students will articulate the importance of safe, regular physical activity for a healthy lifestyle.
12. Students will be able to locate, evaluate, synthesize, and communicate information.
13. Students will demonstrate the understanding of American institutions necessary to be engaged citizens.
14. Students will show awareness of cultural diversity.

Appendix G: Instructions --Student Learning Outcomes Assessment Report (SLOA Report)

For Courses and Instructional Departments, Contra Costa College Beginning in Spring 2009 all Program Reviews must include the SLOA Report as explained below.

Documents to include with your report:

1. Title/Signature page (identify those who contributed to the report).
2. Executive summary of assessment results and recommendations across all courses and programs.
3. Student Learning Outcomes Assessment Forms --One form for each course and each department. (See instructions below and Appendix H.)
4. Division Confirmation Document (see below)

Division Confirmation Process: 1

Divisions will be responsible for confirming the SLOA reports. It will be up to each division to determine how they will organize the confirmation process; but see recommendation below. The confirmation process should include the following:

- A collegial dialog about the assessment results and proposed changes for improving the teaching/learning experience.
 - Assurance that the SLOA report meets the basic standards set by the division and also meets the accreditation standards.
 - Documentation of the confirmation process itself.
- Recommended confirmation process—2 possible choices.

1. Each semester, those departments undergoing Program Review will present a summary of their SLOA Report at a division meeting. Since there are probably only 2 or 3 departments per semester in each division required to submit an SLO report, it should be possible to have these departments present their summary at regularly scheduled division meetings. A certain amount of time at the meeting would be devoted to an open discussion. This would encourage a cross-disciplinary dialog. Use the minutes of the meeting as documentation of the confirmation process.

- The division could develop a check list of standards regarding the SLOA Report and have the CIC or DIC representative or other division member complete the check list. Use the completed checklist as documentation of the confirmation process. Submit your report in duplicate as follows:

Copy 1: Program Review: Include as an appendix to your Program Review Document. See the instructions for the program review, especially the Guidelines, for how to include SLO assessment results in the body of the self-study report.

Copy 2: GE-Core Competency Committee. Submit a second, and separate copy of the SLOA Report with your Program Review. The GE-Core Competency Committee will use this document to summarize the GE and Core Competency SLOs. For this end it is very important that you take time to indicate whether or not the individual courses are GE courses and which category. Also, it is very important that you indicate whether or not each one of the SLOs fits a GE or Core Competency Category. The GE-Core Competency Committee will use your results to summarize how well the campus is satisfying the GE and Core Competency SLOs.

Completing the SLOA Forms (See Appendix H for the form)

1. If your class satisfies a CCC GE Category please check the appropriate box. This should be the same as indicated on your Course Outline. This is very important. Your assessment results will be used for assessing the campus-wide GE SLOs by the GE-SLO Committee.

2. Part 1 is a summary of your assessment results and recommendations from those itemized in Part 2. You may wish to complete Part 2 before completing Part 1.

Part 2 asks for the assessment results and recommendations outcome by outcome. For each SLO it is very important that to indicate whether or not it represents a GE or Core Competency category. If the outcome does represent, in your opinion, one or more of the GE or Core Competency categories please indicate which one(s).

This is very important. Your assessment results will be used for assessing the campus-wide GE SLOs by the GE-SLO Committee.

*In previous documents this was referred to as the Division Validation Process.

Appendix H-SLOA Form

Student Learning Outcomes Assessment (SLOA) Form-Courses and Instructional Programs: (Revised August 2009.)

Complete one form for each course and one for each program. Include with your SLOA Report that is attached to your Program Review document. For Instructions, see Chapter 4 of the SLO Handbook and Appendix G of the companion document, Guidelines for Program Review and SLOA Report..

Department: _____ Semester

Course or Program _____ Form completed by

If this form is for a course, does this course satisfy a CCC GE requirement as listed in the catalog? Yes or No.
If yes, check which one(s) apply. (Courses are listed in the catalog under, CCC Breadth Requirements for the Associate Degree.)

A. Language & Rationality
English Composition

Oral Communication & Critical Thinking

- B. Natural Science w/ Lab
- H. Physical Education Activity
- C. Arts and Humanities
- I. Mathematics Proficiency
- D. Social Sciences
- J. Computer Literacy
- F. American Institutions
- K. Cultural Pluralism
- G. Health Education
- L. Information Competency

Instructions --This report consists of 2 parts:
Part 1 is an overall summary of your assessment results and recommendations. (You may wish to complete the detailed analysis in Part 2 before Part 1.)
Part 2 includes the outcome by outcome detailed results. Please complete all sections of the form. It is very important that you identify whether or not each of

the outcomes satisfies a GE or Core Competency Outcome and if it does then indicate which one(s). (See the attached list.) For courses, the first three columns in Part 2 should be the same as the SLO Plans submitted to CIC. If they are not the same, please explain in Part 1, #5.

PART 1: Summary of Assessment Results (overall) and Recommendations. (Add additional comments/pages if needed.)

Please answer the following:

1. In general, did the assessment results meet your expectations or criteria as described in your SLO plans?

_____ Not at all _____ To some extent _____ Mostly _____ Yes, they all did.

2. If not, list the reasons why you think the assessment results fell short of your criteria or expectations.

3. Identify strategies or changes that you can employ inside or outside of the classroom that might improve student learning.

4. Identify strategies or changes that (1) your department; (2) your division; (3) the library or learning support services; (4) student support services;

and/or (5) other campus resources (human, physical, technological, financial) could employ that might improve student learning in your course or department.

5. Include any additional comments. (If you changed your SLO Plans from those you submitted to CIC with your course outline, briefly explain.)

PART 2: Detailed report of assessment results. Add additional pages/outcomes if needed. The first three columns (Outcome, Assessment Method, Criteria) should be the same as the SLO Plan submitted to CIC with the course outline. If not, just indicate and explain in Part 1 #5.

(Optional—only if you wish. If any of your outcomes have sub-sections you would like to address separately, just place your cursor in the cell under "Recommendations" and hit the tab key. A new row will appear. Use this for entering sub-section results. Repeat as often as needed.)

First learning outcome (refer to Appendix F for a list of GE and Core Competency SLOs)

Does this outcome measure any of the SLO GE categories? See attached list. Yes or No. If "yes" which ones, indicate number(s) _____

Does this outcome measure any of the Core Competencies? See attached list. Yes or No If "yes" which ones, indicate letter(s) _____

Is the Outcome, Assessment Method and Criteria the same as you submitted to CIC with your course outline? Yes or No (If No, explain in Part 1, #5.)

Outcome Assessment Method Criteria Assessment Results Recommendations

Second learning outcome (refer to Appendix F for a list of GE and Core Competency SLOs)

Does this outcome measure any of the SLO GE categories? See attached list. Yes or No. If "yes" which ones, indicate number(s) _____

Does this outcome measure any of the Core Competencies? See attached list. Yes or No If "yes" which ones, indicate letter(s) _____

Is the Outcome, Assessment Method and Criteria the same as you submitted to CIC with your course outline? Yes or No (If No, explain in Part 1, #5.)

Outcome Assessment Method Criteria Assessment Results Recommendations

Third learning outcome (refer to Appendix F for a list of GE and Core Competency SLOs)

Does this outcome measure any of the SLO GE categories? See attached list. Yes or No. If "yes" which ones, indicate number(s) _____

Does this outcome measure any of the Core Competencies? See attached list. Yes or No If "yes" which ones, indicate letter(s) _____

Is the Outcome, Assessment Method and Criteria the same as you submitted to CIC with your course outline? Yes or No (If No, explain in Part 1, #5.)

Outcome Assessment Method Criteria Assessment Results Recommendations

Fourth learning outcome (refer to Appendix F for a list of GE and Core Competency SLOs)

Does this outcome measure any of the SLO GE categories? See attached list. Yes or No. If "yes" which ones, indicate number(s) _____

Does this outcome measure any of the Core Competencies? See attached list. Yes or No If "yes" which ones, indicate letter(s) _____

Is the Outcome, Assessment Method and Criteria the same as you submitted to CIC with your course outline? Yes or No (If No, explain in Part 1, #5.)

Outcome Assessment Method Criteria Assessment Results Recommendations

Copy and paste to add spaces for additional outcomes if needed. If you are reading this in a PDF document, an M S Word version exists on the S Drive in a folder called Program Review and SLOA Reports. Still S drive???

GE SLOs and Core Competencies

General Education Student Learning Outcomes, Contra Costa College,
Established by the GE-SLO
Committee, 2006-2007.

For each outcome, identify which (if any) of the following GE-SLOs apply.
The GE-Core Competency
SLO Committee will use this information in their campus-wide SLO
Assessment Report. This is very important. Use your own judgment to
determine which GE categories match up with each of your outcomes. If
none of these categories match your outcome then indicate by circling
"no".

1. English Composition: Students will communicate effectively in writing using standard English
2. Critical Thinking: Students will increase their ability to objectively analyze the information flow that comes to them from the media, friends and family.
3. Oral Communication: Students will be confident and capable oral communicators
4. Art and Literature: Students will understand the nature and value of the arts and literature.
5. Humanities, Values and Ethics. Students will become more self-aware and self-reflective personally and socially of the values operative in their own and other's lives.
6. Information Competency: Students will both recognize when information is needed and be able to locate, evaluate, synthesize, use and communicate information.
7. Computer Literacy: Students will use computer technology for communication and information retrieval.
8. Quantitative Reasoning: Students will accurately comprehend, analyze and manipulate quantitative information.
9. Physical Science: Students will learn the bases of physical laws and an appreciation for the difference between physical laws and our models of them and how physical laws are reflected in natural processes.
10. Biological Science: Students will understand the scientific processes used to gain understanding of the structure and function of the living world.
11. Health Education: Students will understand elements of health and be able to articulate a plan for maintenance of health across the life span.
12. Physical Education: Students will understand why safe, regular physical activity is crucial for a healthy lifestyle and will develop the enthusiasm and strategy for maintaining a physically active life.
13. Social and Behavioral Sciences: Students will understand and apply the methodologies of the disciplines to analyze social and behavioral issues.
14. History: Students will be able to use historical facts, themes, and ideas to analyze and evaluate past events with reference to the complex pluralistic environments in which they occurred, recognizing the diversity of views and experiences due to differences in class, race, ethnicity, religion and gender.
15. American Institutions and Ideals: Students will develop the knowledge and understanding necessary to be informed and engaged citizens.

16. Cultural Pluralism: Students will gain the knowledge necessary to understand and appreciate the dynamics of the many contemporary cultures of the 21st century.

College-wide Core Competencies, Contra Costa College, Established at All College Day, 2005.

For each outcome, identify which (if any) of the following Core Competencies apply. The GE-Core Competency SLO Committee will use this information in their campus-wide SLO Assessment Report. This is very important. Use your own judgment to determine which Core Competency categories match up with each of your outcomes. If none of these categories match your outcome then indicate by circling "no".

Students at Contra Costa College will develop:

- A. Attitudes and interpersonal skills to succeed in any professional or social situation.
- B. Reading, writing, computational and technology skills.
- C. Critical thinking skills to locate, analyze, and apply information.
- D. Ethical consciousness to evaluate and respond to situations.
- E. Appreciation for diverse cultures.
- F. Curiosity and inquisitiveness for knowledge and learning.
- G. Aesthetic awareness.
- H. Mastery of discipline content appropriate to the program

Appendix I: Course Content Review/SLO Update

Complete and attach to the program review document.

Course (List all) Last semester offered Semester of last content review
Semester of next content review Are SLOs attached to outline on file Have
assessments been completed Have changes, improvements been implemented
Comments

Appendix J

CONTRA COSTA COLLEGE

Program-Level Student Learning Outcomes

Instructional Departments and Programs

Department Program Title:

Name:

List of department members contributing to the development of the SLO
plans

Date:

SLO Intended Outcome Assessment Method Assessment Criteria

#1

#2

#3

#4

You may have more than four outcomes. To add rows, place cursor in last
cell (bottom right) and hit the tab key.

Just include this page when submitting your program level SLOs. Delete
the following two pages or just print out this page.

In addition to individually listed outcomes, if there are course
sequences which share similar SLOs you may wish to include a matrix that
shows how SLOs relate and/or progress across the courses.

The following is a generic example. More or fewer gradations may be
appropriate. Add SLOs as needed. Enter course where appropriate.

Introduced-

List basic concepts of ...

Developed-

Compare/contrast concept

Gain Mastery-

Analyze and solve problems

using concepts Course 103

SLO #1

SLO #2

SLO # 3

SLO #4

Standard IIA, Instructional Departments and Programs

The following are the standards used by the Accrediting Commission for the Community and Junior Colleges, Western Association of Schools and Colleges that relate specifically to SLOs for Instructional Programs. They are included here to aid in the development of your Program Level SLOs. (For a complete list of the standards see,

www.accjc.org/ACCJC_Publications.htm.)

- The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution. (Standard IIA)

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes. (Standard IIA2i)

For more information about program-level SLOs see Chapter 3 of the Handbook of Student Learning Outcomes. The handbook can be found on the campus Academic Senate web site or campus S-drive.

Appendix K

Cover, Signature and Check-off Page for Program Review Document

Name of Program:

Semester submitted:

Self-Study Team Chair:

Self-Study Team Members:

Check off list:

This Program Review contains the following required elements:

Element Yes No Comments

1. Completed SLOA Report

2. The Department's Mission Statement

3. Research and Planning (RP) Data Packet

4. Action Plan with reference to SLOA Report, RP data and other observations or recommendations

5. Course Content Review/SLO Update

6. Program Level SLO Plans (for all programs)

7. On SLOA Forms, course GE category is identified if it is a GE course.

8. On SLOA Forms, GE/Core Competency is identified as appropriate for each SLO.

Signatures, Self-Study Team:

Chair: date

date

date

date

date

date

date

Appendix L: Program Review Validation Sheet

To be completed by the validation team.

Unit under review:

Semester of review:

Self-study team members (print or type):

Validation team members (print or type):

Summary of Findings - Part A:

1. Is the self-study report accurate and complete or was there missing information, or other weaknesses in the report? For example,
 - a. Did the report explain the roles and responsibilities of the unit?
 - b. Did the report provide an analysis of the Research and Planning Data?
 - c. Was a completed SLOA Report attached?
 - d. Were the recommendations from the SLOA Report included in and consistent with the unit action plan?
 - e. other
2. What are the strengths of the unit?
3. What aspects of the unit need improvement?

Program Review Validation Sheet Continued

Summary of Findings - Part B:

Validation Team Recommendation for this Program should be:

Re-reviewed in one year

Expanded (Program is meeting community needs and mission of college and should be expanded). Action plan required.

Maintained (Program is status quo and is adequately serving community needs and mission of the college). Action plan required.

Enhanced (Program modifications recommended in order to adequately serve community needs and mission of the college). Action plan required.

Linked with other programs (Program modifications recommended by linking, overlapping, conjoining, and synergistically combining program physically or administratively with another program). Action plan required.

Reduced (Program modifications recommended including reducing, combining, or eliminating any and all overlapping, redundant, or inefficient courses within program).

Action plan required.

Eliminated (Program needs drastic changes to meet community needs and mission of the college). Additional research should be conducted to determine the under-lying causes for program failure (e.g., retention,

persistence, student satisfaction, etc.) and appropriate measures taken within United Faculty and Local One contracts, etc.

Signature of Validation Team Chair:

Signatures of Validation Team Members: date