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CLOVIS COMMUNITY COLLEGE VISION STATEMENT
Clovis Community College is the college of choice for academic excellence, innovation, and student achievement.

CLOVIS COMMUNITY COLLEGE MISSION STATEMENT
Creating Opportunities – One Student at a Time:
- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community’s future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

CLOVIS COMMUNITY COLLEGE STRATEGIC PLAN
The Strategic Plan for 2013-2017 can be found on the Clovis Community College PR/SLO Committee Blackboard website under “Committee Info & Docs.”

ACCJC STANDARDS ADOPTED JUNE 2014
The most recent Standards of the Accrediting Commission for Junior and Community Colleges can be found at their website:

http://www.accjc.org

PURPOSES OF PROGRAM REVIEW
The purposes of program review are to:

- Systematically assess instructional programs, student support services and administrative services using quantitative and qualitative data for the purpose of:
  - demonstrating, improving and communicating program effectiveness;
  - identifying program strengths and difficulties and emerging trends;
  - facilitating improvements through substantiated goals;

- Assess the degree to which programs and services effectively support the:
  - Mission;
  - Vision;
  - Strategic Plan;
  - Educational Master Plan;

- Guide curriculum development, college planning, decision-making, and resource allocation;

- Promote collaboration and dialogue across campuses and disciplines.
Definitions

Program/Discipline or Support Service Area
A program/discipline is a group of courses in an instructional area, or a group of activities or services in a student services, instructional, or administrative service area.

LHE (Lecture Hour Equivalent)
This is the basic measure of the quantifiable value of the time students and instructors spend in the classroom or other instructional venue. One lecture hour (50 minute period) = one lecture hour equivalent; one lab hour = .75 of one lecture hour equivalent.

FTEF (Full Time Equivalent Faculty)
FTEF is an abstract concept which reduces the combined instructional hours worked by the full- and part-time instructors of an institution to the number of full-time instructors that would be required to teach that number of hours. FTEF is calculated by Lecture Hour Equivalents (LHEs) of instruction. 15 LHEs = 1 FTEF.

FTES (Full Time Equivalent Student)
FTES is the abstract concept of a student who receives 15 hours of instruction a week for 35 weeks (two semesters) = 525 hours of instruction in one academic year. FTES makes it possible to reduce combined hours of instruction received by a designated group of students to the number of students those instructional hours would qualify as full-time. For example, if a class had 40 students and met three times a week for one semester, the number of FTESs for the class would be determined by multiplying 40 x 3 x 17.5 (the number of weeks in one semester) and dividing the result by 525 = 4 FTESs.

FTESs are based on enrollment at census, not on attendance.

To compute FTESs under the census week procedure, do the following:
1) Determine the number of students enrolled at census.
2) Multiply this number by the number of hours the class meets each week.
3) Multiply this by 17.5 weeks. This gives the hours of enrollment for a full semester.
4) Divide by 525 hours. This equals the FTESs.

\[
\text{FTESs} = \frac{\text{# of students} \times \text{# hours per week} \times 17.5 \text{ weeks}}{525} = \text{FTESs}
\]

FTES/FTEF (Full Time Equivalent Students per Full Time Equivalent Faculty)
This is a ratio obtained by dividing the number of full-time equivalent students in a program by the number of full-time equivalent instructors in the program.

Labor Market Data
A data table with current versus projected job openings over 10 years and the educational requirements for each job classification.

Grade/Mark Distribution
Data table of counts and percentages of all final grades and marks by term.
Measures
Those variables that can be observed, reviewed, or appraised to determine whether a goal or objective has been achieved.

Perkins Core Indicators
A set of 4 data tables compiled the California Community College Chancellor’s Office to track vocational student cohorts in terms of completion, transfer and employment. It differs from program enrollment in that students are included in a cohort after they complete a set number of program courses at the level of SAM Code B and C which indicates that they have progressed in the program.

Program
Any service unit or supervised course of study which is required to do program review is defined as a program for program review, accreditation, and Title V purposes.

Program Review Working Groups (PRWG)
Groups formed to assess programs, support service areas, or administrative service areas and create a written report to be presented to the Program Review Committee.

Retention Rate
The percentage of students retained in a class at the end of the semester (calculated by dividing the number of students enrolled at the end of the ninth week by the number enrolled at census).

Success Rate
The percentage of students who received a passing grade of A, B, C, or P at the end of a semester.

Standard Data
Includes the following data for 5 years (or 10 terms) for the overall college location and instructional program: FTESs by Term and Location; Enrollment by Term and Location; Enrollment by Term, Location and Gender; Enrollment by Term, Location and Age Category; Enrollment by Term, Location and Ethnicity; GPA by Term and Location; Success Rate by Term and Location; Retention Rate by Term and Location; and Awards by Year and Location.

Student Learning Outcomes (SLO); Program Learning Outcomes (PLO); General Education Learning Outcomes (GELO)
These are the knowledge, skills, abilities, and attitudes that a student has attained as a result of his or her engagement in a particular set of collegiate experiences. The GELOs are also referred to as Institutional Learning Outcomes (ILO).

Survey
This is a data gathering instrument, e.g. a written questionnaire or interview.

TOP (Taxonomy of Programs) Code
TOP is a system of numerical codes and titles used to identify programs in the California Community College system, and to collect and report information on programs and courses that have similar outcomes. TOP codes are listed on the Willow
PR/SLO Committee Blackboard website under “Committee Info and Docs.”

**WSCH (Weekly Student Contact Hours)**

WSCHs are defined as the number of hours an instructor spends in instruction per week times the number of students instructed (enrolled). For example, if an instructor taught one lecture class which met three hours per week and enrolled 40 students, his or her WSCHs would be 120.

**WSCH/FTEF (Weekly Student Contact Hours/Full-Time Equivalent Faculty)**

The WSCH/FTE is a productivity ratio. The greater the number representing the WSCH/FTE ratio, the lower the per-student cost to the college for instruction. The lower the WSCH/FTE ratio, the greater the cost per student.

Examples
An instructor teaching a class of 25 students which met three times a week for one hour would generate 75 WSCHs. The instructor would be credited with 1.0 LHE for every 50-minute period spent in the classroom, or 3.0 LHEs per week. 3.0 LHEs = 0.2 of a full load (15 LHEs per week). 75 divided by 0.2 = 375 WSCH/FTE.

An instructor teaching a class of 175 students which met three times a week for one hour would generate 525 WSCHs. The instructor would be credited with 2.1 LHEs for every 50-minute period spent in the classroom, or 6.3 LHEs per week. 6.3 LHEs = .42 of a full load. 525 divided by 0.42 = 1250 WSCH/FTE.

**Program Review-Student Learning Outcomes Committee**

**Membership**
All members, other than the responsible administrators and student, serve two-year terms on a rotating basis.

**Co-Chairs:**
Dean or Director appointed by the Vice-President of Instruction and Student Services
Faculty member appointed by the Academic Senate

**Members:**
Three additional administrators appointed by the Vice-President of Instruction and Student Services
Three additional faculty members appointed by the Academic Senate
Two Classified staff appointed by the Classified Senate
One Student representative appointed by the Associated Student Government
Committee Purpose

- Assist programs in the completion of their program review reports;
- Determine the degree of substantiation of each goal presented in a program report;
- Forward Program Summary Report to the College Center Council;
- Review and make recommendations for the Program Review Process;
- Work in conjunction with the Student Learning Outcomes coordinator on outcomes assessment matters.

Program Review-Student Learning Outcomes Committee
Responsibilities with Respect to Program Review

- Assist programs in the completion of their program review reports;
- Determine standards of substantiation and degree of substantiation for goals presented in program report summary statements;
- Forward summary statements (with goals) to the College Council
- Periodically review and, when necessary, revise the program review processes;
- Work cooperatively with the Curriculum Committee, the Accreditation Steering Committee, the College Council, and the Office of Institutional Research Assessment & Planning;
- Maintain the Program Review/Student Learning Outcomes Blackboard site;
- Review the Operating Agreement on an annual basis;
- Work toward continued integration of the SLO and PR reporting and processes;
- Meet regularly as needed and specifically during the 6th, 10th, and 16th week of each semester to meet time-sensitive steps of program review for the following purposes:
  - review program reports;
  - hear oral presentations prior to finalization and make recommendations for improvements;
  - take formal action to approve or request modifications to reports;
  - forward substantiation reports on program recommendations to the College Council

Communication (responsibilities of the program-review coordinator)

- Make regular reports on PR issues to the College Council;
- Communicate regularly with programs to assist in report completion;
- Report regularly to constituency groups, in particular to the Academic Senate.

Other Committee Processes and Policies

- Members review submitted reports;
- if needed, request modifications to the report to better substantiate goals;
- if needed, seek clarification of points made in the report;
- participate in formal oral presentations.
- The committee will make decisions based on consensus;
- take formal action, based on consensus, to assess substantiation of goals, or request further modifications to the report;
- forward Program Review Summary Report and goals to the College Council;
- Quorum will be 50% plus one of the total current members.

**Program Review Working Groups (PRWGs)**

The formation of groups is the responsibility of the Vice President of Instruction and Student Services, the Deans, and members of a discipline or service area. Groups may include but need not be limited to:

- Discipline or service area coordinator;
- faculty or staff members from each area within a program;
- dean or area manager;
- institutional researcher (who will provide data packages and may be contacted with questions about data).

Function: To assess programs, support service areas and administrative services and create a written report to be presented to the Program Review-Student Learning Outcome Committee.

**Timeline for Writing a Program Review**

The Program Review process is conducted by each discipline or operational area every five years. The schedule is maintained by the Program Review coordinator in conjunction with the Vice President of Instruction and Student Services, Dean of Instruction, and Dean of Student Services. Program Review is a three-semester process as indicated below.

**Semester 1**

**Flex Day Activity (attended by Program Members and Dean or Manager)**

- Joint Clovis Community College program review orientation led by program review coordinator;
- Standard Data Package provided;
- Orientation and review of data by Institutional Researcher;
- Creation of Program Review Working Groups. Identify leader or contact person of working group and forward name to Program Review Coordinator. All communication from PR Coordinator will go to this person.
By the end of the 9th Week
✓ Review Clovis Community College’s vision, mission, strategic plan, prior Program Review recommendations and annual SLO reports;
✓ Respond to questions in Part 1 (General Information) and Part 3 (SLOs);
✓ Consider what internal (e.g., excel spread sheets, informal surveys, site maps) and external (e.g., State Chancellor’s office reports, commission on athletics reports, state reports, accreditation reports) data might be used in the report. See folder “Other Data” on the Reedley College Program Review Blackboard site for possible relevant data;
✓ Identify any additional data elements needed, including focus groups, satisfaction surveys, or Datatel data not included in standard data set;
✓ Send progress report to Program Review Coordinator (responsibility of the program contact person determined at the beginning of the first semester of the process).

Complete by the end of the semester
✓ Part 1: General Information;
✓ Part 3: SLOs.

SEMESTER 2

By the 2nd Week
✓ Send progress report to Program Review Coordinator (this is the responsibility of the program contact person chosen by the working group at the beginning of the program-review process).

By the end of the 9th Week
✓ Respond to quantitative and qualitative questions in report (Parts 2 and 4);
✓ Formulate goals based on report findings;
✓ Discussion of preliminary findings among working group members.

By the end of the 12th Week
✓ Send draft report to your Dean or Manager for review and editing;
✓ Send draft report to Institutional Researcher for review of data elements.

By the end of the 14th week
✓ Progress report sent to program review coordinator by discipline contact person.

Complete by the end of the semester
✓ Part 2: Quantitative Section;
✓ Part 4: Qualitative Section;
✓ Part 5: Summary Section with Goals, Activities/Facilities/Curriculum/Equipment necessary to achieve goals, Resources Needed, and a Proposed Timeline for achieving goals;
✓ Part 6: Curriculum Revision Timeline.
Final Reports turned into the program review coordinator, submitted by the program contact person.

SEMESTER 3

By the end of the 6th Week
✓ Program Review Committee will meet to discuss submitted Program Reviews.

By the end of the 8th Week
✓ Committee comments on Program Review Report will be forwarded to individual programs.

By the end of the 10th week
✓ Oral Presentations of Program Review Reports.

By the end of the 15th week
✓ Revised Program Review Reports will be submitted to Program Review Committee.

By the end of the 16th week
✓ Program Review committee will meet to discuss and determine degree of substantiation of program goals.

By the end of the 18th week
✓ Summary Reports compiled by the Program Review Coordinator sent to the College Council.

FUTURE SEMESTERS

✓ The College Council reviews goals;
✓ Curriculum changes forwarded to Curriculum Committee by discipline faculty within two semesters unless the department has submitted a timeline and justification for an alternative update of its curriculum. This timeline and justification must be submitted with the final report and meet the approval of the Program Review-SLO and Curriculum Committees;
✓ Program Review reports, oral presentations, and Summary Reports posted to Blackboard by the Program Review Coordinator;
✓ Complete Annual Program Review Goals Progress Report, due each May 1, and submit electronically to the Program Review Coordinator.
GUIDELINES FOR WRITING A PROGRAM REVIEW SELF-STUDY: INSTRUCTIONAL PROGRAMS

Please respond to the following statements in order. They are designed to create a thread of narration.

I. General Information

A. List the Instructional Area(s)

Click here to enter text.

B. List California Community College Chancellor’s Office Taxonomy of Programs (TOP) Code (Refer to “Program Review TOP Codes” under “Committee Info and Docs” on the WICCC Program Review/SLO Committee Blackboard site.)

Click here to enter text.

C. General description of program(s) or service(s) offered. Include:
C1. Current staffing (full-time and part-time faculty, staff, student aides, etc.)

Click here to enter text.

C2. Listing of courses in the program area including transfer/degree applicable, degree applicable/non-transfer, non-degree applicable, and non-credit

Click here to enter text.

C3. List of degrees and certificates

Click here to enter text.

C4. Brief facilities overview

Click here to enter text.

C5. Equipment requirements including ongoing maintenance requirements and costs

Click here to enter text.
C6. Supply requirements, if any
Click here to enter text.

D. Mission and Strategic Plan

D1. Describe how your program supports the College’s Vision and Mission. Give a few specific examples.
Click here to enter text.

D2. Describe how your program supports the College’s Strategic Plan. Give a few specific examples.
Click here to enter text.

E. In the table below, list only the recommendations deemed substantiated by the Program Review Committee from the previous Program Review and the implementation status of each. In the status column, include any barriers encountered. Add or delete rows as needed.

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<th>Previous Program Recommendations</th>
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F. If applicable, in the table below, list the recommendations from the previous accreditation report and the status of each. Include in the status column any barriers encountered.

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II. Quantitative Analysis

The institutional researcher provides data which serves as an initial framework for your program review. These data should be considered and discussed in the SLO Analysis (Part III) and Qualitative Analysis (Part IV) to help support your Summary Statement & Goals (part V).

Please insert tables provided and formatted by the institutional researcher in your report. Additional graphs and charts are acceptable. Please be sure to label tables and charts and refer to them by number in your narrative.

A. Provide short written comparative and trend analyses examining program and overall college trends for the data elements listed below:
   ✓ Significant fluctuations;
   ✓ Impact of trends on program.
   ▪ Data elements which should be addressed in your analysis:
     ✓ Total Enrollment;
     ✓ Enrollment by Demographics: age, gender, & ethnicity;
     ✓ Retention;
     ✓ Success;
     ✓ Program Mark Analysis Report;
     ✓ FT/PT Enrollment Status;
     ✓ WSCH/FTEF;
     ✓ Number of Degrees/Certificates Awarded;
     ✓ Perkins Core Indicators (if career-technical education program);
     ✓ Additional Data.

Copy and paste tables here.

Click here to enter text.

B. If your program offers over 50% of its classes online, use the provided comparative data to analyze any major differences between online classes and face-to-face classes for:
✓ Enrollment;
✓ Retention;
✓ Success;
✓ Program Mark Analysis;
✓ GPA.

Programs offering under 50% of their courses online may submit a comparative data request to the Institutional Researcher.

Click here to enter text.

C. Analyze how the program’s historical funding patterns have impacted the program.

Click here to enter text.

III. Student Learning Outcomes Analysis

A. Give a brief overview of the course assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program.

Click here to enter text.

B. Give an overview of program, degree, and certificate assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program.

Make sure that your report includes an analysis of the fulfillment of program-level and general-education-level outcomes as these are connected to your assessment of course-level outcomes.

Click here to enter text.

C. Based on your assessments, have you identified additional resources needed to support the improvement of student learning or to remedy any gaps you have found within your program (e.g., staff development or training, equipment, technology, guest speakers)? Be sure to include these in your goals with appropriate page number references.

Click here to enter text.

IV. Qualitative Analysis
A. Describe future trends unique to our geographical area that are likely to influence your discipline. How will students be affected by these trends? The following are influences to consider; they are not a call to do extensive additional research.

- Political (local ordinances, state or federal legislation, Title 5, Ed Code)
- Economic (Labor Market Data, District Fact Book, Advisory Committees)
- Sociological (migrant population, single parents, aging population trends)
- Technological (access, security, ethics)
- Educational (High School Graduation Rates, competition from other public and private postsecondary institutions, online education)

Click here to enter text.

B. Describe and include a rationale for any curriculum changes anticipated in the next five years. Programs are required to revise their credit-course outlines the year following the completion of program review. The following should be considered as you think about changes you might make to your curriculum:

- Major course revisions;
- Course deletions;
- New courses;
- Revised or new options within a program;
- Proposed new programs;
- Distance education or hybrid courses;
- Enrollment trends;
- Articulation changes;
- Provide justification for programs requiring 30 units or more in a major (refer to quantitative data relative to degrees and certificates awarded).

Click here to enter text.

C. Discuss how your program meets the diverse needs of the Center’s students, including: C1. Teaching and learning strategies your program has found to be successful.

Click here to enter text.

C2. Appropriate breadth, rigor, sequencing, and completion time of courses, programs, and majors.

Click here to enter text.

D. For students completing vocational and occupational certificates and degrees, describe how students will meet employment and other applicable standards and are prepared for external licensure and certifications.

Click here to enter text.

E. Describe what your program has done to create links with support services or other instructional programs, if any.
F. Describe any community or other institutional partnership or collaboration in which your program has had a part.

Click here to enter text.

V. Summary Statement

A. Describe the major conclusions reached based on this report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes.

Click here to enter text.

B. Based on the conclusions above, complete the table below. List goals in priority order. Be sure to include goals related to learning outcomes. Add or delete rows as needed. Goals should be supported primarily by the report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes. For specific guidelines for the goal of hiring additional full-time faculty, see Appendix 1.

<table>
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<tr>
<th>Goal(s) (Please provide the page number(s) where this goal is substantiated.)</th>
<th>Activities/Facilities/ Curriculum/ Equipment Necessary to Accomplish Goals</th>
<th>Resources Needed, Include Estimated Costs</th>
<th>Proposed Timeline</th>
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C. Curriculum Revision Timeline
Describe your program’s schedule for revising curriculum.

CURRICULUM REVISION TIMELINE
This Curriculum Revision Timeline will be tracked by the Curriculum Chair. Add or delete rows as needed.
<table>
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<th>Course</th>
<th>Semester in which revision should take effect (normally no more than two years after PR is completed)</th>
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**GUIDELINES FOR WRITING A PROGRAM REVIEW SELF-STUDY: NON-INSTRUCTIONAL PROGRAMS AND SERVICES**

Please respond to the following statements in order. They are designed to create a thread of narration.

If your program has assessment standards particular to your field or area (e.g., standards developed by professional associations), please document this where appropriate in your report.

**I. General Information**

A. Program/Service Area

Click here to enter text.

B. Vision, Mission, Strategic Plan, and Educational Master Plan

B1. Describe how your program supports the Center’s Vision and Mission. Give a few specific examples.

Click here to enter text.

B2. Describe how your program supports the Center Strategic Plan. Give a few specific examples.

Click here to enter text.

C. General description of program and/or service(s) that are offered in department or sub-department. Include:

C1. Current staffing; Click here to enter text.

C2. Brief facilities overview;
C3. Equipment requirements including ongoing maintenance requirements and costs;

C4. Technology requirements;
   Click here to enter text.

C5. Supply requirements, if any.
   Click here to enter text.

D. In the table below, list only the recommendations deemed substantiated by the Program Review Committee from the previous Program Review and the implementation status of each. In the status column, include any barriers encountered. Add or delete rows as needed.

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E. If applicable, in the table below, list the recommendations from the previous accreditation report and the status of each. Include in the status column any barriers encountered.

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II. Quantitative Analysis

A. How many students has your program or service area served in the last year? How does this compare with past years?

Click here to enter text.

B. Identify and describe the processes and procedures that your program or service area uses to assess and measure outcomes—how do you measure the quality and success of your program? If a student or staff questionnaire has been developed, validated by the institutional researcher, and administered, please report results. Use the following as suggestions:

- Satisfaction (students, staff, and community);
- Participation;
- Demographics (age, gender, ethnicity);
- Additional data (assess programs and services according to the standards for your service area).

Copy and paste tables here.

Click here to enter text.

C. If your program offers online services, use the collected data to evaluate your online services in comparison with your face-to-face services.

Click here to enter text.

D. Provide a short analysis of the processes and procedures identified in B above.

Click here to enter text.

E. Analyze how your program’s historical funding patterns have impacted your program.

Click here to enter text.

III. Student Learning Outcomes

A. Give a brief overview of the program assessments you have completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program.

Click here to enter text.
B. Based on your assessments, have you identified additional resources needed to support the improvement of student learning or remedy any gaps you have found within your program (eg. staff development, equipment, technology)? Be sure to include these in your goals.

Click here to enter text.

IV. Qualitative Analysis

A. Describe future trends unique to our geographical area that are likely to influence the services you provide. How will students be affected by these trends? The following are influences to consider; they are not a call to do extensive additional research.

- Political (local ordinances, state or federal legislation, Title 5, Ed Code);
- Economic (Labor Market Data, District Fact Book, Advisory Committees);
- Sociological (migrant population, single parents, aging population trends);
- Technological (access, security, ethics);
- Educational (High School Graduation Rates, competition from other public and private postsecondary institutions, online education).

Click here to enter text.

V. Summary Statement

A. Describe the major conclusions reached based on this report’s quantitative and qualitative analyses and evaluation of the assessment of program learning outcomes.

Click here to enter text.

B. Based on the conclusions above, complete the table below. List goals in priority order. Be sure to include goals related to learning outcomes.

<table>
<thead>
<tr>
<th>Goal(s) (please provide the page number(s) where this goal is substantiated)</th>
<th>Activities/Facilities/ Curriculum/ Equipment Necessary to Accomplish Goals</th>
<th>Resources Needed, Include Estimate Costs</th>
<th>Proposed Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>6.</td>
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</tbody>
</table>
CLOVIS COMMUNITY COLLEGE  
PROGRAM REVIEW  
CYCLE FOUR SCHEDULE  

INSTRUCTIONAL PROGRAMS  

**Group I**  
Begin process in fall, 2014 – Final report and presentation due fall, 2015

This place in the schedule is reserved for future programs in career and technical education (CTE).

**Group II**  

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Systems</td>
<td>Office Technology</td>
</tr>
<tr>
<td>Statistics</td>
<td>Economics</td>
</tr>
<tr>
<td>Tutorial Center</td>
<td>Cooperative Work Experience Education (COTR)</td>
</tr>
</tbody>
</table>

**Group III**  
Begin process in fall, 2016 – Final report/presentation due fall, 2017

<table>
<thead>
<tr>
<th>Art</th>
<th>Criminology</th>
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<tbody>
<tr>
<td>History</td>
<td>Music</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Political Science</td>
</tr>
<tr>
<td>Psychology</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

**Group IV**  
Begin process in fall, 2017 – Final report/presentation due fall, 2018

<table>
<thead>
<tr>
<th>Composition</th>
<th>Communication</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>(Chinese, French, German, Spanish)</td>
</tr>
<tr>
<td>Film</td>
<td>ASL</td>
</tr>
<tr>
<td>Journalism</td>
<td>Honors Program</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>Linguistics</td>
<td></td>
</tr>
</tbody>
</table>
Group V  
Begin process in fall, 2018 – Final report/presentation due fall, 2019

Anthropology  Biology  

Chemistry  Child Development  

Dance  Engineering-Computer Science  

Nutrition and Health  Geography  

Geology  

Library Services  Math  

Physical Education  Physics  

Waste-Water Treatment

Cycle Four Schedule  
Student Services  

Group I  

DSP&S

Group II  
Begin process spring, 2016 – Final report/presentation due spring, 2017

Counseling  Health Services  

Student Support Services  Outreach & Matriculation

Group III  
Begin process spring, 2017 – Final report/presentation due spring, 2018

Admissions & Records

Group IV  
Begin process spring, 2018 – Final report/presentation due spring, 2019

Student Activities  Financial Aid

Group V  
Begin process spring, 2019 – Final report/presentation due spring, 2020

CalWORKS  

TRIO (Report not required—submit copy of grants)
CYCLE FOUR SCHEDULE
ADMINISTRATIVE SERVICES

**Group I**

Administrative Services Offices-Office of Instruction
Administrative Services Offices-Student Services Office
Facilities and Maintenance
Food Services

**Group II**
Begin process in spring, 2018 – Final report/presentation, spring 2019

Computer Services
Administrative Services (includes the Business Services Office and Building Services)
<table>
<thead>
<tr>
<th>Program Review Section</th>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>General information, including staffing summary</td>
<td>One or more sections are incomplete</td>
<td>All sections are complete and accurate</td>
<td>All sections are complete and accurate with analysis which support’s program’s goals</td>
</tr>
<tr>
<td>Vision, Mission, Strategic Plan, and Ed Master Plan support</td>
<td>One or more sections are incomplete</td>
<td>All sections are complete and exhibit support</td>
<td>All sections are complete, supportive with analysis which supports program’s goals</td>
</tr>
<tr>
<td>Previous goal status/outcome</td>
<td>Incomplete</td>
<td>Completed</td>
<td>Completed with some degree of depth</td>
</tr>
<tr>
<td>Quantitative analysis in support of goals</td>
<td>Sections are incomplete or poorly executed</td>
<td>Sections are complete and data analyzed</td>
<td>Analysis of data supports the program’s goals</td>
</tr>
<tr>
<td>Funding/budget summary</td>
<td>Incomplete</td>
<td>Completed</td>
<td>Completed with some degree of depth</td>
</tr>
<tr>
<td>SLO summary</td>
<td>Summary incomplete</td>
<td>Summary completed with descriptions of assessment results and action plans and some degree of critical analysis.</td>
<td>Summary completed with descriptions of assessment results and action plans and in-depth critical analysis.</td>
</tr>
<tr>
<td>Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations</td>
<td>Sections are incomplete or poorly executed.</td>
<td>Program completed all sections with at least some degree of critical thought.</td>
<td>Program analyses sections in support of program’s goals.</td>
</tr>
<tr>
<td>Goals</td>
<td>Incomplete, including no page numbers</td>
<td>Complete, including page numbers</td>
<td>Complete, including page numbers</td>
</tr>
<tr>
<td>Curriculum Revision timeline</td>
<td>Incomplete</td>
<td>Complete</td>
<td>Complete</td>
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</tbody>
</table>
Program Review Committee Response To Drafts

Program: Click here to enter text.

Date: Click here to enter text.

Thank you for submitting your program’s program review report draft. The Program Review Committee has read your program’s report draft and offers the following suggestions or comments as you revise your final report.

<table>
<thead>
<tr>
<th>Program Review Section</th>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
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</thead>
<tbody>
<tr>
<td>General information, including staffing summary</td>
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<tr>
<td>Mission, Strategic Plan, and Ed Master Plan support</td>
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<tr>
<td>Previous goal status/outcome</td>
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<tr>
<td>Quantitative analysis in support of goals</td>
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<td></td>
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<tr>
<td>Funding/budget summary</td>
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<tr>
<td>SLO summary and action plans</td>
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<tr>
<td>Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations</td>
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<td>Goals</td>
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<tr>
<td>Curriculum Revision timeline</td>
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</table>
## Committee Comments

<table>
<thead>
<tr>
<th>Program Review Section</th>
<th>Comments</th>
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<tbody>
<tr>
<td>General information, including staffing summary</td>
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<tr>
<td>Mission, Strategic Plan, and Ed Master Plan support</td>
<td>Click here to enter text.</td>
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<tr>
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<td>Click here to enter text.</td>
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<td>Click here to enter text.</td>
</tr>
<tr>
<td>Curriculum Revision timeline</td>
<td>Click here to enter text.</td>
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</tbody>
</table>

Your oral presentation will take place on: Click here to enter text.

Please contact the Program Review Coordinator with questions. Thank you for your participation in this important process.
**Program Review Substantiation Scoring Sheet**

To be completed by the Program Review Committee members

Program:

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>1 Unsubstantiated within the report</th>
<th>2 Minimally substantiated within the report</th>
<th>3 Substantiated within the report</th>
<th>4 Well substantiated within the report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>1 2 3 4</td>
<td>Comments</td>
<td></td>
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<tr>
<td>1.</td>
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<td>3.</td>
<td>☐ ☐ ☐ ☐</td>
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**General Comments**


APPENDIX A: GUIDELINES FOR HIRING ADDITIONAL FULL-TIME FACULTY IN A DISCIPLINE

The following criteria should be considered when including the hiring of additional full-time faculty as a goal in the Summary Statement (Part V of the program report). These criteria are taken from the CCC form “Certificated Staffing Request (Fulltime/Regular Positions).”

1. Direct relation to a goal contained in the SCCCD Strategic Plan;
2. Direct relation to a need expressed in a recognized CCC planning document (e.g., recent accreditation self-study, annual goals for the college);
3. Needs expressed in the departmental program review, with an indication of the length of time the need has been documented, whether the need is critical, and why;
4. Enrollment trends (comparative FTES, retention, persistence or other data relevant to the need);
5. Advisory committee recommendation(s);
6. Physical facilities, new construction, or renovation;
7. Program-specific accreditation or licensure requirement(s);
8. FT/PT comparative data;
9. New program development;
10. The need for an “anchor position” for the program;
11. Retirement/resignation within the program;
12. Availability of adjunct faculty in the discipline, and in the region;
13. Categorical funding available to support the position;
14. Legal mandates/requirements (e.g., ADA, Title IX);
15. Other.
Appendix B

The Self-evaluation Process for Occupational Programs

**Process for Career Technical Education (CTE) Programs – 2, 4, 6 year cycles**

Program review should be viewed as an ongoing process of self-reflection and assessment of program effectiveness with program improvement as the intended outcome. Although CTE program review reports are submitted every two years, it is expected that, at a minimum, programs will collect data and engage in collaborative discussion on an annual basis.

Points to be covered are listed below and are meant to serve as guidelines for the self-evaluation process and the preparation of the report. Topics covered in one section need not be readdressed in another.

Career Technical Education programs submit reports every 2 years. A full report is due in year 6 of cycle. For this report programs should follow the complete guideline. Additionally, CTE programs must submit mini-reviews in years 2 and 4. Guidelines for year 2 and 4 reports are abbreviated and can be found at the end of this document.

**Program Description and Goals**

Describe the program or service under review, emphasizing the program goals, the program’s impact on student success, if appropriate, and how the program supports the broader college mission.

1. Identify the goals of the program. Goals might include career training or upgrading, skills development, providing occupational certificates, facilitating transfer, and allowing explorations of personal interests.

2. Discuss how the goals and Institutional Learning Outcomes of the College (see Vision, Mission, Goals, and ILO’s) are integrated into the program.

3. Discuss how the program evaluates its effectiveness in meeting SMC’s institutional mission and ILOs.

4. Using available data, discuss who your students are in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Compare your student population with the college demographic. Are your students any different than the whole college population? Reflect on whether your program is serving the students you are expected to serve (in terms of diversity, program goals etc.). What
percent of your students place at basic skills levels? Is the proportion larger or smaller than expected/the entire college? What implications does it have for your program goals and curriculum?

5. If the program goals have changed since the last self evaluation explain how and why they have changed.

6. Summarize program and/or course modifications made since the program’s last self-evaluation. Show how the changes responded to changing demographics, technologies, industry demands, requirements at transfer institutions or other relevant factors.

7. Respond to the commendations and recommendations from the Executive Summary of the previous program review.

8. Describe notable achievements since your last self-evaluation.

**Curriculum - Course and Program Content**

Review program SLOs, course outlines, course SLOs, prerequisites, co-requisites and advisories for all active courses. A copy of each revised/updated outline and SLOs must be submitted to the Curriculum Committee. (Course outlines must follow the current Curriculum Committee formatting requirements.)

1. Describe how the department engages all members in the discussion, review, and revision of curriculum.

2. Discuss the appropriateness of course designs as they relate to program goals and SLOs, and identify important issues or problems. For example, discuss or describe:

   a.

   b. c.

   d. e. f. g.

   How the number, type, depth and breadth of the courses support program SLOs and goals.

   How courses in the program articulate with or complement each other.

   The appropriateness of the prerequisites, co-requisites, and advisories in terms of course content and the student learning outcomes and goals of the program.

   If appropriate, how transfer and articulation agreements serve the needs of students usually enrolled in the courses.
How the majors or occupational certificates are designed to meet the needs of students and employers.

How courses in the program interact with other programs on campus; (for example: cross-listing, overlapping content or shared resources).

The trends in course enrollment, section offerings, and class size averages (including day/evening and distance ed/on ground) over the past six years. [See sources of information at the end of this document.] Note any declines/increases and provide context to explain any changes observed.

**Instructional Improvement**

Discuss how teaching effectiveness is evaluated.

1. What activities has your department engaged in to improve the teaching and learning environment?

2. How and when has your department assessed SLOs, and how have you responded to the results?

3. How does the department ensure that SLOs are assessed consistently across different sections of the same course?

4. What program or course changes have been made based on the result of the assessed outcomes?

5. How closely aligned are syllabi to course outlines of record?

6. Explain any unusual patterns in grading and retention in terms of student characteristics and program goals and discuss planned responses or changes.

7. Describe faculty activities, training or professional development to remain current with industry trends.

**Instructional Environment**

1. Discuss the instructional environment, including the relationships among and between full and part-time faculty, involvement of part-time faculty in department activities, and part-time faculty access to instructional and administrative support services.

2 Describe the number and type of staff and faculty with regard to educational preparation, currency in field, and workload and how the staffing level supports program goals.
3. Discuss departmental engagement in institutional efforts and activities (ex. committee participation).

4. Discuss facilities and equipment assigned to the program and how well they support program goals. Identify facilities and equipment needed to support program enhancement or to overcome hindrances to the ability of the program to function properly.

5. Describe any changes in licensure requirements, legislative requirements, CCCCO mandates, etc. and the impact of these changes on the program.

**Program Effectiveness**

Describe your program effectiveness in terms of the following achievement indicators: course success rates, retention rates, AA degrees awarded, certificates awarded. Note any trends. Are there differences in performance by student groups (ethnicity/race, gender, age) or enrollment types (day/evening, distance ed/on ground)? Reflect on the data in terms of program goals.

1. Compare data on student characteristics with program goals. Note any disproportionate impact, patterns or trends and discuss program recommendations to address these.

2. Discuss how program SLOs relate to the program goals or achievement outcomes.

3. Comment on student transfer or job placement rates, if possible.

4. Discuss what happens after students complete courses or the program. Address completion rates and whether students are successful in meeting their goals.

**Advisory Boards**

An occupational program is required to have an active advisory board. Describe the advisory board membership, how often it meets, its role and involvement with the program, and how the program responds to advisory board recommendations (give examples).

Attach minutes from each meeting since the last program review.

**Conclusions & Recommendations**

Present any conclusions and recommendations resulting from the self-evaluation process, referencing the specific topics above. Include information on how the program engages all program members in the self-evaluation dialogue and how everyone participates in the program review process.

1. Summarize your areas of strength and areas that need improvement.
2. Identify strategies for the future. Indicate program priorities, discuss any projected changes, and anticipate how the changes may affect staffing, facilities, equipment, and other operational areas.

**Sources of Information**

Instructional programs may refer to the following sources of information in the self-evaluation process:

1. 2. 3.

4.

Program goals statements.

The Executive Summary from the program’s previous Program Review.

The Office of Institutional Research will provide each instructional program with a common dataset. Additional information may be accessed on the Institutional Research website [http://www.smc.edu/apps/comm.asp?$1=318](http://www.smc.edu/apps/comm.asp?$1=318) or other sites such as CalPass: [http://www.calpass.org/](http://www.calpass.org/)

Results of any research projects undertaken by the program to examine any relevant area of interest.

**Process to be followed in years 2 & 4**

**Program Description and Goals**

Briefly describe the program and the program goals. Indicate any changes in the program and/or the employment market and how the program has responded.

**Curriculum**

Discuss any changes made in the program curriculum, program SLOs or course SLOs and what influenced the changes.

**Instructional Improvement**

Discuss any significant changes and/or responses the program has made in the last 2 years such as:
1. Significant changes in student and/or enrollment data.

2. VTEA funding applied for or received and how it was used to improve the program. Include information on any differences between program data and VTEA core indicator data and how these differences are being addressed.

3. Results and responses to any SLO assessments in the last 2 years.

**Instructional Environment**

Discuss any changes in the instructional environment in the last 2 years.

**Program Effectiveness**

Discuss any new evaluation processes, data, or changes made in the last 2 years.

**Advisory Boards**

Discuss any new recommendations from the advisory board and the program responses. Attach minutes from all advisory board meetings since the last review.

**Conclusions and Recommendations**

Present any conclusions and recommendations based on information gathered or activities engaged in the last 2 years. Include information on industry trends and any plans to respond.