

**PROGRAM REVIEW MODULES AND QUESTIONS**

**ACADEMIC AFFAIRS AREA – INSTRUCTIONAL DIVISIONS**

**Modules and Questions for Instructional Divisions**

<b>Module</b>	<b>Question</b>
<b>1. Division Purpose</b>	
a. Purpose	Describe the purpose of the Division/Program/Service.
b. Purpose Alignment	Describe how the stated purpose aligns with the college Mission statement.
<b>2. Enrollment Trends</b>	Data: <a href="http://www.wlac.edu/Research-Planning/Planning/Program-Review/2015-2016/PR1516-Data-(1).aspx">http://www.wlac.edu/Research-Planning/Planning/Program-Review/2015-2016/PR1516-Data-(1).aspx</a> [See Data Sections 1, 2 and 3.]
a. Enrollment Trends	Describe the trends in Enrollment and FTES. Given the data, what are the implications for your division? If relevant, discuss each discipline separately. [See Data Sections 1 and 2.]
b. Section Count Trends	Given the data, describe the trend in section counts and average class size. [See Data Section 3.]
<b>3. Students and Student Success</b>	Data: <a href="http://www.wlac.edu/Research-Planning/Planning/Program-Review/2015-2016/PR1516-Data-(1).aspx">http://www.wlac.edu/Research-Planning/Planning/Program-Review/2015-2016/PR1516-Data-(1).aspx</a> [See Data Section 4, 5.]
a. Demographic Trends	Based on the demographic trends in enrollment, what are the implications for your Discipline/Program/Service? [See Data Section 4.]
b. Success Trends	Given the data, describe the trends in Success Rates and Retention Rates. What are the implications for the Discipline/Program/Service? [See Data Section 5.]
c. Success Comparisons	Compare the successful course completion rates of the Discipline(s) in the Division over time and with the college average. If the rate of any of the Discipline(s) is lower than the college average, what factors contribute to the low rate(s)? What strategies, current or planned, address this? If the rate is higher than the college average, what factors contribute to the higher rates?
d. Equity Gaps	Compare the equity gap in the successful course completion rate(s) in the Discipline(s) over time and with the equity gap of the college over-all. If the equity gap is higher than the college average, what factors contribute to the large gap? What strategies, current or planned, will address this? If the equity gap is lower, what factors contribute to the smaller gap?
e. Degree/Cert. Trends	Given the data, describe the trends in Degrees and Certificates awarded. What are the implications for your Discipline/Program/Service? What does the Division do to encourage Certificate and Degree completion?
<b>4. Staffing Trends</b>	Data: <a href="http://www.wlac.edu/Research-Planning/Planning/Program-Review/2015-2016/PR1516-Data-(1).aspx">http://www.wlac.edu/Research-Planning/Planning/Program-Review/2015-2016/PR1516-Data-(1).aspx</a> [See Data Section 6.]
a. Staffing Trends	Describe the trends in FTEF. What are the implications for your program? [See Data Section 6.]
b. Staffing Levels	Are staffing levels adequate to fulfill the purpose of the Discipline/Program/Service? Explain.
c. Reassigned/Release Time	Describe the Reassigned and Release time assigned to faculty in the division. Include the faculty name, amount of release/reassigned time, length of time the assignment will last (one semester, one year, if it's renewable, etc.), and the purpose of the release/reassigned time.
<b>5. Functions and Services, Academic Divisions</b>	
a. Function service list	List the functions and services provided by the Office / Program / Service.
b. Technology Trends	What are the emerging trends in technology that affect the program?

c. Technological Advances	Describe the technological advances that have been implemented to improve and streamline the Discipline/Program/Service.
<b>6. Survey Results</b>	Data: <a href="http://www.wlac.edu/Research-Planning/Research/Surveys.aspx">http://www.wlac.edu/Research-Planning/Research/Surveys.aspx</a>
a. Survey Results	Describe the results of relevant surveys (point-of-service surveys, student surveys, staff surveys).
b. Survey Results Implications	Discuss the implications of the survey results for the program.
<b>7. Curriculum</b>	Link: ECD - <a href="https://ecd.laccd.edu/">https://ecd.laccd.edu/</a> Links: Missing/ Out-of-Date Course Outline of Record Report; Approved Programs Report – <a href="http://www.wlac.edu/Research-Planning/Planning/Program-Review/2015-2016/PR1516-Data-(1).aspx">http://www.wlac.edu/Research-Planning/Planning/Program-Review/2015-2016/PR1516-Data-(1).aspx</a>
a. COR Update: Missing CORs	Missing course outlines of record: Refer to the report of courses with missing CORs, which is posted at the link in the Instructions section. Please describe the steps the division has taken or plans to take to correct the problem. Describe the additional assistance that may be needed to resolve the problem.
b. COR Update: Out-of-Date CORs	Out-of-date course outlines of record: Refer to the report of courses with CORs that are out-of-date. Please describe the steps the division has taken or plans to take to correct the problem.
c. Course Outline	How does the department determine that classes are taught consistently with the official course outline of record?
d. Course Sequence	Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed program length? If yes, describe the rationale upon which the sequence is based. If no, what is the plan for alleviating these problems? Explain.
e. Program Relevance, Appropriateness, and Currency	How does your division assure the relevance, appropriateness and currency of each of its programs? Cite each program (degree/certificate program or meaningful grouping of courses) and the student data and environmental scan data that support the assertions.
f. Outreach, Online & Hybrid Classes	What outreach, online and hybrid classes has your department offered? How many courses are offered via Distance Education, and for how many has a COR addendum for DE been prepared? What are the benefits and problems associated with outreach, online and hybrid classes? How can the outreach, online and hybrid classes be improved?
g. Curriculum Impact	Describe any long term changes or additions to the curriculum that you are exploring, planning or developing. Changes that you plan to initiate in the coming year should be reflected in the Planning Section.
h. Degree/ Certificate Changes	(Table Question) List new or changed degrees and certificates that have been approved by the Curriculum Committee during the previous year, or are in the planning stages.
<b>8. Student Learning Outcomes</b>	
a. SLO Assessment - Course	Describe how course SLOs were assessed and how faculty were involved in the process in the prior year.
b. SLO Course Changes List	Based on course SLO assessments in the prior year, what changes to the course were implemented? List the changes to each course that were made based on SLO assessments.
c. SLO Program Assessment & Changes	Based on any of the following assessment methods: a. course SLO assessment; b. analysis of course sequencing; c. indirect assessment indicators such as state exams or employer surveys;

	d. student success data such as retention, success rates, degrees/ certificates awarded What changes to the program are planned or being implemented?
d. SLO Assessment & Resource Request	Will these planned changes based on Program SLO assessment necessitate a resource request?
e. SLO Faculty Dialogue	How has faculty dialogue regarding assessment results and improvement plans been conducted and documented?
<b>9. Departmental Engagement</b>	
a. Interdepartmental Collaboration	What interdepartmental collaboration has your office/program/service been involved in during the past six years?
b. Community Connections	What has your department/ program done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?
<b>10. Professional Development</b>	
a. Professional Development Unmet Needs	In order to keep current with new developments in your field, are there areas of unmet professional development needs among faculty in this program? If yes, please describe.
b. Committee & Professional Development Activities	(Table) For each regular full-time faculty member in your program, provide the committees in which each person is active, and list the 2 most significant professional development activities engaged in over the last 2 years. Activities may include workshop and conference attendance, courses taken, FTLA, Leadership Institute, etc. Committee roles may include chair, secretary, member, etc.
<b>11. Facilities</b>	
a. Facilities Challenges	List and describe any current facilities challenges (e.g., location, quantity, quality) affecting your program's ability to achieve its goals and meet institutional needs.
b. Facility Short Term Goals	Specify the division/ department's short term goals (1 year) for facilities improvement and functionality.
c. Facility Long Term Goals	Specify the division/ department's long term goals (2-6 years) for facilities improvement and functionality.
<b>12. CTE Programs</b>	
a. CTE Programs Offered	Does this Division offer any CTE programs? IF THE ANSWER IS 'NO' SKIP THE SECTION ABOUT CTE PROGRAMS, AND GO ON TO THE PLANNING SECTIONS.
b. Labor Market Demand	Review labor market demand. How does your program meet labor market demand? Cite specific examples and sources.
c. Advisory Board Membership	Advisory Board Membership. List the member name, company name, title and CTE program for each member.
d. Advisory Board Meetings	(Table) Advisory Board Meetings. List the following information for each meeting held in the last year:
e. Advisory Board Outcomes	What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?
f. Assess CTE Student Learning Outcomes	Describe and assess the evidence of students' attainment of intended learning outcomes, as measured by the employment and completion success of its students. [Ed Code 78016(a)(3)]
g. CTE Program Accreditation	Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?
h. CTE Accreditation Recommendations	Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be

	available on site for consultation.
i. Assessment of Improvements	Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice.
j. Employer Satisfaction Survey	Based on survey results, provide a brief analysis of employer satisfaction with program graduates.
k. Licensure Exam Performance	Provide a brief analysis of student performance on licensure or board exams on first attempt for each program in the Division.
<b>13. Completion</b>	
a. Manager Approval	Division Chair/ Program Manager: Fill out your name and date of final approval, save, and submit the program review.
b. Participant List	(Table) List people who participated in this Program Review.