

# NARRATIVES & ASSESSMENTS (Program Review Questions)

## Instructional and Administrative Units 1/17/2017

**PROGRAM TYPE:** Identifies questions that apply to Instructional Units, Administrative Units, or Both.

- **Instructional & Administrative:** Both Instructional and Administrative Units must respond to this question.
- **Instructional Only:** Only Instructional Units must respond to this question.
- **CTE (Instructional) Only:** Only CTE Instructional Units must respond to this question.
- **Administrative Only:** Only Instructional Units must respond to this question.

**QUESTION:** The module and question name.

- **[Data]:** This question involves responding to Program Review data, accessible at the following URL:
  - <http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA>
- **(FPIP):** Responses to this question are used in FPIP prioritization.

**HELP TEXT:** The instructions to the question. These appear as help text in TracDat.

PROGRAM TYPE	QUESTION	HELP TEXT
INSTRUCTIONAL & ADMINISTRATIVE	Program Review / Annual Update Cycle	Choose <b>2016-2017</b> for the current cycle.
INSTRUCTIONAL & ADMINISTRATIVE	DIVISION PURPOSE: Purpose	Describe the purpose of the Division/ Program/ Service.
INSTRUCTIONAL & ADMINISTRATIVE	DIVISION PURPOSE : Purpose Alignment	Describe how the stated purpose aligns with the college Mission statement.
INSTRUCTIONAL & ADMINISTRATIVE	FUNCTIONS & SERVICES: Function & Service List	List the functions and services provided by the Office / Program / Service.
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INSTRUCTIONAL & ADMINISTRATIVE	ENROLLMENT TRENDS: Discipline & Course Enrollment Trends [Data] (FPIP)	Describe the trends in Enrollment and FTES. Over the last 5 years, have enrollments increased or decreased? To what do you attribute this trend? Given the data, what are the implications for your division? If relevant, discuss each discipline and course separately. <i>See COLLEGE, PR UNIT, and DISCIPLINE Data Sections 1 and 2</i> <a href="http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA">http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA</a> <i>Responses to this question are used in FPIP prioritization.</i>
Instructional Only	ENROLLMENT TRENDS : Section Count Trends [Data]	Given the data, describe the trends in section counts and average class size. <i>See COLLEGE, PR UNIT, and DISCIPLINE Data Section 3</i> <a href="http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA">http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA</a>
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INSTRUCTIONAL & ADMINISTRATIVE	STUDENTS AND STUDENT SUCCESS: Demographic Trends [Data]	Based on the demographic trends in enrollment, what are the implications for your Discipline/Program/Service? <i>See COLLEGE, PR UNIT, and DISCIPLINE Data Section 4</i> <a href="http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA">http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA</a>
Instructional Only	STUDENTS AND STUDENT SUCCESS: Discipline & Course Success Trends [Data]	Given the data, describe the trends in Success Rates and Retention Rates. What are the implications for the Discipline/Program/Service? <i>See COLLEGE, PR UNIT, and DISCIPLINE Data Section 5</i> <a href="http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA">http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA</a>

PROGRAM TYPE	QUESTION	HELP TEXT
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Instructional Only	STUDENTS & STUDENT SUCCESS: Discipline & Course Success [Data]	Compare the successful course completion rates of the Discipline(s) and Courses in the Division over time, and with the college 'Institution Set Standard'. If the rate of any of the Discipline(s) or Courses is lower than the college Institution Set Standard, 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 rate? <i>See SUCCESSFUL COURSE COMPLETION RATES data</i> <a href="http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA">http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA</a>
INSTRUCTIONAL & ADMINISTRATIVE	STUDENTS & STUDENT SUCCESS: Equity Gaps [Data]	Compare the equity gap in the successful course completion rate(s) in the Discipline(s) and courses 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? <i>See HIGH-LOW EQUITY GAP data</i> <a href="http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA">http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA</a>
INSTRUCTIONAL & ADMINISTRATIVE	STUDENTS & STUDENT SUCCESS: Degree/ Certificate Trends [Data]	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? Consider the Institution Set Standards for the program(s). If the number of awards is lower than the Division 'Institution Set Standard,' what factors contribute to the low number? What is the Division doing in order to achieve the Stretch Goal? <i>See DEGREES &amp; CERTIFICATES data</i> <a href="http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA">http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA</a>

INSTRUCTIONAL & ADMINISTRATIVE	STAFFING TRENDS: Staffing Trends [Data] (FPIP)	Describe the trends in FTEF. What are the implications for your program? <i>See COLLEGE, PR UNIT, and DISCIPLINE Data Section 6</i> <a href="http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA">http://www.wlac.edu/Research-Planning/Planning/Program-Review/2016-2017.aspx#DATA</a> <i>Responses to this question are used in FPIP prioritization.</i>
INSTRUCTIONAL & ADMINISTRATIVE	STAFFING TRENDS: Staffing Levels (FPIP)	Are staffing levels adequate to fulfill the purpose of the Discipline/Program/Service? Explain. <i>Responses to this question are used in FPIP prioritization.</i>

INSTRUCTIONAL & ADMINISTRATIVE	TECHNOLOGY: Technology Trends	What are the emerging trends in technology that affect the program?
INSTRUCTIONAL & ADMINISTRATIVE	TECHNOLOGY: Technological Advances	Describe the technological advances that have been implemented to improve and streamline the Discipline/Program/Service.

Instructional Only	CURRICULUM: Course Outline	How does the department determine that classes are taught consistently with the official course outline of record?
Instructional Only	CURRICULUM: Course Syllabus	What has the Division done to ensure that all course SLOs are listed accurately on the course syllabus for each section of each course?
Instructional Only	CURRICULUM: 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.

PROGRAM TYPE	QUESTION	HELP TEXT
Instructional Only	<b>CURRICULUM: Program Relevance, Appropriateness &amp; Currency</b>	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.
Instructional Only	<b>CURRICULUM: Outreach, Online &amp; Hybrid Classes</b>	What outreach, online and hybrid classes has your department offered? What are the benefits and problems associated with outreach, online and hybrid classes? How can the outreach, online and hybrid classes be improved?
Instructional Only	<b>CURRICULUM: DE Approval Addendum to COR</b>	How does the Division ensure that there is an approved Distance Education Addendum to the Course Outline of Record for each course offered via Distance Education?
Instructional Only	<b>CURRICULUM: DE Distance Learning Strategies Addendum to COR</b>	How does the Division ensure that each course offered via Distance Education has an approved Distance Learning Strategies Addendum to the COR?
Instructional Only	<b>CURRICULUM: Curriculum Impact</b>	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.
Instructional Only	<b>CURRICULUM: Degree / Certificate Changes</b>	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.

Instructional Only	<b>COURSE SLOs: Course Assessment</b>	Summarize the highlights (e.g. learning strengths and gaps, teaching strategies, action plans) from your course SLO assessment dialogue.
Instructional Only	<b>COURSE SLOs: Course Changes List</b>	From the dialogue highlights, what changes to the courses were implemented? List each course and the corresponding changes that were made based on SLO assessments.
Instructional Only	<b>COURSE SLOs: Course Changes Timeline</b>	For planned changes, describe the specific timeline to implement them.
Instructional Only	<b>COURSE SLOs: Course Change Resource Request?</b>	Will these changes based on course SLO assessment necessitate a resource request? If so, create a resource request in the Planning Section of Program Review.
Instructional Only	<b>COURSE SLOs: Best Practices</b>	What best practices from your assessment results and Dialogue Day will your Division implement and/or recommend to improve student achievement of the course SLOs?
Instructional Only	<b>PROGRAM SLOs: Implementation of program changes</b>	Review your Program SLOs. Carefully analyze the following data sources: a. course SLO assessment; b. analysis of course sequencing; c. indirect assessment indicators such as state exams or employer surveys (if applicable); d. student success data such as retention, success rates, degrees/ certificates awarded Based on this analysis, what changes to the program were implemented?
Instructional Only	<b>PROGRAM SLOs: Timeline for program changes</b>	For planned changes to the program, describe the specific timeline to implement them.
Instructional Only	<b>PROGRAM SLOs: Resource Request Needed?</b>	Will these planned changes based on Program SLO assessment necessitate a resource request? If so, create a resource request in the Planning Section of Program Review.
Administrative Only	<b>SERVICE LEVEL OUTCOMES: Assessment</b>	Summarize the highlights (e.g. strengths and gaps, strategies, action plans) from your Service Level Outcome assessment dialogue.

PROGRAM TYPE	QUESTION	HELP TEXT
Administrative Only	<b>SERVICE LEVEL OUTCOMES: Resource Request Needed?</b>	Will planned changes based on Service Level Outcome assessment necessitate a resource request? If so, create a resource request in the Planning Section of Program Review.
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INSTRUCTIONAL & ADMINISTRATIVE	<b>PROFESSIONAL DEVELOPMENT: Unmet Needs</b>	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.
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Instructional Only	<b>CTE PROGRAMS ONLY: Does this Division offer any CTE programs?</b>	IF THE ANSWER IS 'NO' SKIP THE SECTION ABOUT CTE PROGRAMS, AND GO ON TO THE PLANNING SECTIONS.
CTE (Instructional) Only:	<b>CTE PROGRAMS ONLY: Labor Market Demand</b>	Review labor market demand. How does your program meet labor market demand? Cite specific examples and sources.
CTE (Instructional) Only:	<b>CTE PROGRAMS ONLY: Employment Rate Trends</b>	Given the Perkins Core Indicator Four data for Employment Rates, discuss the trends in employment rates for students from your program.
CTE (Instructional) Only:	<b>CTE PROGRAMS ONLY: Employment Rate Institution Set Standards Comparisons</b>	Given the Perkins Core Indicator Four data for Employment Rates, and the Division 'Institution Set Standard' for employment: if the program employment rate is below the Division 'Institution Set Standard,' what factors contribute to the low rate(s)? What strategies, current or planned, address this?
CTE (Instructional) Only:	<b>CTE PROGRAMS ONLY: Advisory Board Membership</b>	List the member name, company name, title and CTE program for each member.
CTE (Instructional) Only:	<b>CTE PROGRAMS ONLY: Advisory Board Meetings</b>	List the following information for each meeting held in the last year.
CTE (Instructional) Only:	<b>CTE PROGRAMS ONLY: Advisory Board Outcomes</b>	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?
CTE (Instructional) Only:	<b>CTE PROGRAMS ONLY: Assess CTE Student Learning Outcomes</b>	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)]
CTE (Instructional) Only:	<b>CTE PROGRAMS ONLY: Employer Satisfaction Survey</b>	Based on survey results, provide a brief analysis of employer satisfaction with program graduates.
CTE (Instructional) Only:	<b>CTE PROGRAMS ONLY: CTE Program Accreditation</b>	Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?
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INSTRUCTIONAL & ADMINISTRATIVE	<b>COMPLETION: Participant List</b>	