

Skyline College

Program Name:

Program Review

Executive Summary

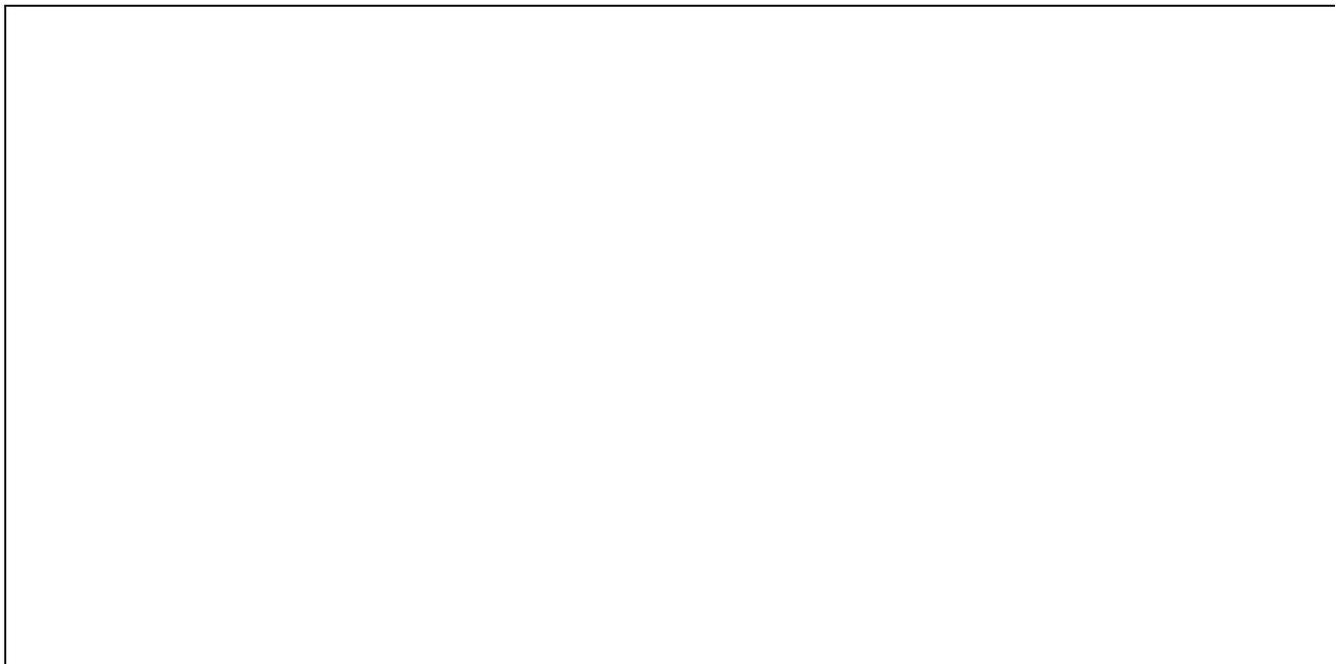


Program Mission and Goals

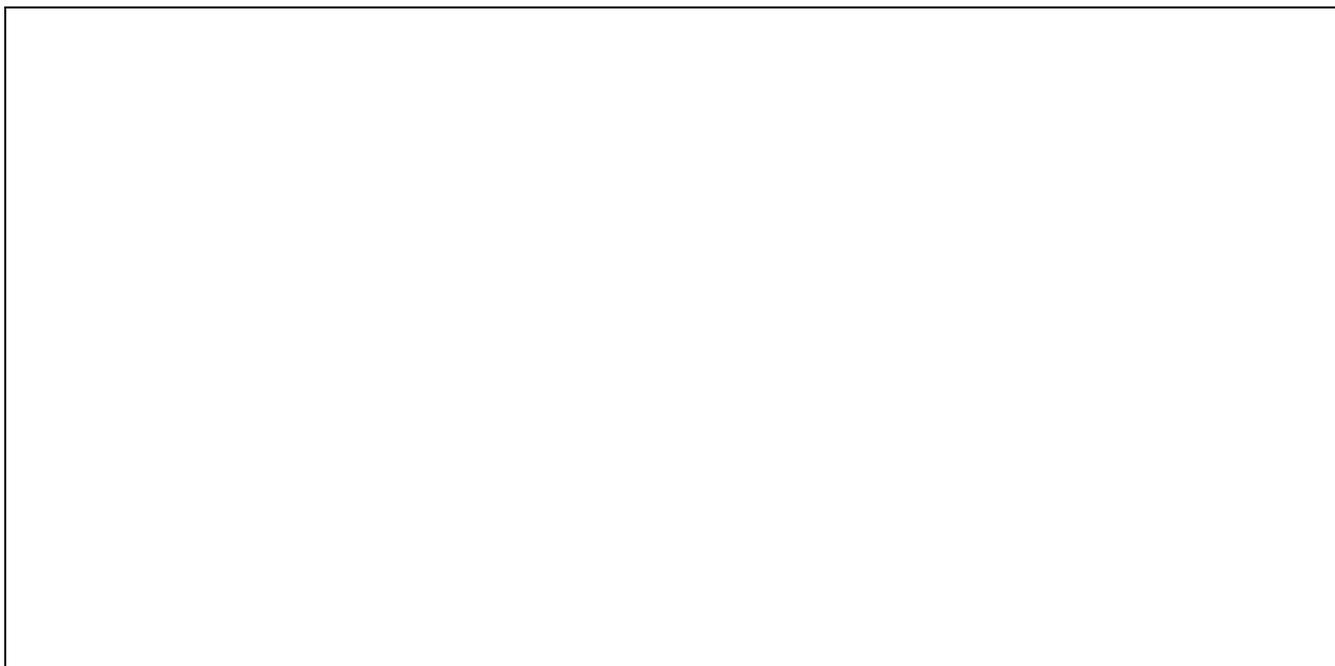
Three Strengths of the Program

First Strength:

Second Strength:

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Third Strength:

A large, empty rectangular box with a thin black border, intended for handwritten notes or observations related to the 'Third Strength' section.

Three Suggestions for Improvement

First Suggestion:

Second Suggestion:

Third Suggestion:

Short Summary of Findings

Faculty Signatures

Type in name & Sign

Division Dean: _____
Type in name & Sign

Date Submitted: _____

Note: **Save** your form as a PDF format and name your file as “Program Name_PR_Year” e.g., Mathematics_PR_2013).

Program Title:

Date Submitted:

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List Names and Positions:

2. Contact Person (include e-mail and telephone):

3. Program Information

A. Program Personnel

Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

FT Faculty:

PT/OL Faculty (FTE):

FT Classified:

PT Classified (FTE):

Volunteers:

Student Workers:

B. Program Mission and Goals

State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Discuss how this program coordinates, impacts and interacts with other programs in the College. Explain how this program meets the needs of our diverse community. (200 word limit recommended)

4. Summary of Student Learning Outcomes and Program Data

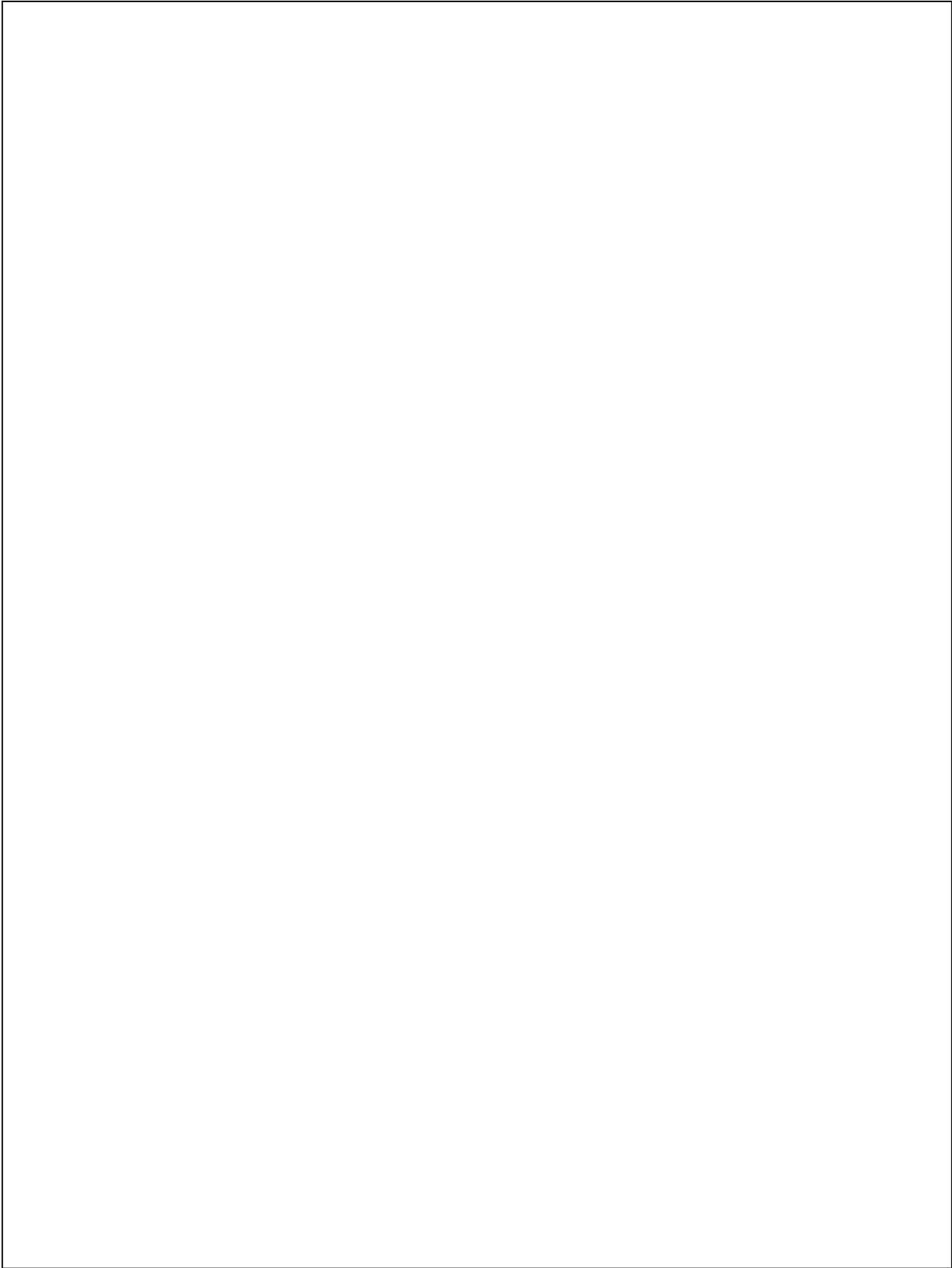
A. Drawing from the TracDat PSLO report, summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement.

Submit the [TracDat](#) PSLO report with the completed comprehensive program review report.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Respond to the following:

- Review the PSLO report and note any trends over the last five years.
 - ⊖ Instruction: Highlight the major areas on the course and program level in which students are doing well and those in need of improvement.
 - ⊖ Student Services: Highlight the major areas in which students are doing well and those in need of improvement, including on the course level when applicable.
 - ⊖ Career Technical Education: Note any trends in the last three years compared to the preceding three years or further.
- Identify changes that have occurred in your program as a result of annual SLO assessment.
- Explain any modifications to the program's SLO assessment process or schedule.
- Note that the PSLOs on TracDat match the ones listed on the departmental/ service area website and in the College Catalog.



B. Summarize courses/services in the program that map to institutional student learning outcomes and discuss the results of the assessment and analysis.

Respond to the following:

- Explain what the course level assessment results reveal about student fulfillment of ISLOs.
- If the department participated in campus wide assessment, explain what insights were obtained.

C. Summarize results of student data packets from the Office of Planning, Research & Institutional Effectiveness, and where appropriate, any other relevant data.

Tool: <http://skylinecollege.edu/prie/programdata.php>

Respond to the following:

- Review 5-year data to describe trends in student success, retention, demographics.
- Were any student populations disproportionately impacted or underperforming?
- Analyze trends and discuss plans to address significant findings.
- Analyze trends in student success with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education

D. Program Enrollment and Efficiency

For programs with curricular offerings, state the last three years of fall semester FTES, FTE and LOAD. Spring semester data may also be submitted as needed. For programs without curriculum offerings, and those with curriculum offerings and services, please provide information on the efficiency of services. Assess the efficiency of the program. (Program efficiency information can be obtained from PRIE).

E. Career Technical Education Program Required Information and Data (CTE Programs only)

Tools: San Mateo County's Largest Employers

<http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

Staffing Patterns in Local Industries & Occupations

<http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

Respond to the following:

- Review the program's Gainful Employment Disclosure Data. Identify any areas of concern.
- Discuss the role of the Advisory Committee and provide minutes of the most recent Advisory Committee meeting.
- Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the program.

5. Curricular Offerings

Tools: CurricUNET <http://www.curricunet.com/smcccd>

A. Program Curriculum and Courses. If your program does not offer curriculum please state “N/A”.

Respond to the following:

- All courses, including prerequisites, must be reviewed and updated at a minimum of every six years. (Be sure to complete Appendix D: Course Outline and Prerequisite Checklist Table).
- List courses that have been banked/deleted.
- Note that you've added new courses to the department's three-year calendar of assessment and requested that they be added to TracDat.
- If new courses were added since the last CPR, note that they've been mapped to ISLOs and PSLOs on TracDat, including relevant interdisciplinary degrees.

B. Identify Patterns of Curriculum Offerings. If your program does not offer curriculum please state “N/A”.

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates, degrees, and transfer.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Actions:

- Identify next steps to be taken and set a timeline.
- Identify questions that will serve as a focus of inquiry for the next Annual Program Plan and/or Program Review.
 - Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - Describe what you expect to learn from the assessment efforts.

7. Resource Identification

A. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

B. Office of Planning, Research & Institutional Effectiveness requests

Actions:

- List your program's data requests from the Office of Planning, Research & Institutional Effectiveness.
- Explain how the requests will serve the Student/Program/Division/College needs.

Empty response box for program data requests and explanations.

C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests

Complete the following table:

| |
|--|
| |
|--|

PSLOs Report Via Course Level Assessment Results

San Mateo CCCD

SKY Program - Astronomy/ Physics

ASTR:
Understand the theories of formation and evolution for the universe, galaxies, solar systems and planetary bodies

| Results | | | |
|---|--|-----------|-----------------|
| Result | Action | Follow-Up | Reporting Cycle |
| 03/30/2015 - Criterion Met - Consistent performance across multiple assessments shows students are fulfilling this outcome. Result Type: Criterion met Related Results | 03/30/2015 - Will continue assessment to see if second assessment question is an anomaly or a consistent source of misunderstanding for students. | | 2014 - 2015 |
| 07/26/2013 - Inconclusive - Need to collect more data and relate more results before confirming this PSLO is met, not met, or needs to be redefined or realigned with supporting course-level SLO(s). Result Type: Inconclusive Related Results | 08/28/2013 - Department meeting to evaluate current course-level assessment methods, and discuss how to track their effectiveness in supporting this PSLO. | | 2012 - 2013 |

ASTR:
Understand the scientific method that leads to these theories and critically evaluate scientific information presented to the lay public

| Results | | | |
|---|--|-----------|-----------------|
| Result | Action | Follow-Up | Reporting Cycle |
| 03/30/2015 - Criterion Met - Students consistently met this outcome across multiple related questions. Result Type: Criterion met Related Results | | | 2014 - 2015 |
| 08/28/2013 - Inconclusive - No course level (related) results to support this PSLO. Result Type: Inconclusive | 08/28/2013 - Department meeting to discuss what course SLOs support this PSLO and how to measure them. | | 2012 - 2013 |

ASTR:
(as applicable) Gather, analyze and interpret astronomical data obtained from naked eye and telescopic observation

| Results | | | |
|---|--------|-----------|-----------------|
| Result | Action | Follow-Up | Reporting Cycle |
| 03/30/2015 - Criterion Met - Students fulfilled this outcome in most recent assessments of both lecture and laboratory. | | | 2014 - 2015 |

| Results | | | |
|---|--|-----------|-----------------|
| Result | Action | Follow-Up | Reporting Cycle |
| Result Type: Criterion met Related Results | | | |
| 07/26/2013 - Inconclusive - Need to collect more data and relate more results before confirming this PSLO is met, not met, or needs to be redefined or realigned with supporting course-level SLO(s). Result Type: Inconclusive Related Results | 08/28/2013 - Department meeting to evaluate current course-level assessment methods, and discuss how to track their effectiveness in supporting this PSLO. | | 2012 - 2013 |

PHYS:

Draw on both conceptual understanding and (as appropriate to course level) mathematical techniques to find exact solutions to real-world physical phenomena

| Results | | | |
|---|--|-----------|-----------------|
| Result | Action | Follow-Up | Reporting Cycle |
| 02/06/2015 - Mixture of conceptual and mathematical SLOs make this PSLO too broad. PSLO will be made more specific, to make assessments more meaningful. Specific attention should be focused on PHYS 211 and PHYS 260, as areas of consistent difficulty for students. Result Type: Inconclusive Related Results | 03/27/2015 - This PSLO will be divided into two outcomes, one to measure conceptual understanding and one to measure mathematical techniques. Further assessment of PHYS 211 and PHYS 260 will be also be performed to see if further action is necessary. | | 2014 - 2015 |
| 06/19/2013 - Inconclusive - Criterion met in some courses, not met in others. Need to collect more data before confirming this PSLO is met, not met, or needs to be redefined or realigned with supporting course-level SLO(s). Result Type: Inconclusive Related Results | 08/28/2013 - Department meetings to discuss current course-level assessment methods, evaluate their effectiveness, and consider new or additional methods. | | 2012 - 2013 |

PHYS:

Understand the scientific method and principle laws of physics, to sufficiently apply them in their future careers

| Results | | | |
|--|---|-----------|-----------------|
| Result | Action | Follow-Up | Reporting Cycle |
| 03/27/2015 - Inconclusive - PSLO is not assessable in a meaningful way. Scientific method and principle laws of physics are distinct aspects of the program, and "future careers" are too varied across the program. Result Type: Inconclusive Related Results | 03/27/2015 - This PSLO will be eliminated in favor of more specific outcomes. The scientific method will be analyzed in an SLO more focused on lab work; principle laws of physics will be analyzed in an SLO focused on conceptual understanding; application to future careers is not assessable, and will be removed from our list of assessed outcomes. | | 2014 - 2015 |

| Results | | | |
|---|--|-----------|-----------------|
| Result | Action | Follow-Up | Reporting Cycle |
| 07/26/2013 - Inconclusive - Not enough related results. This PSLO supported by "lifelong learning" course SLO in all PHYS courses, but "lifelong learning" only measured in PHYS 105 - Conceptual Physics. Need to develop methods to measure "lifelong learning" course SLO across all PHYS courses. Result Type: Inconclusive Related Results | 08/19/2013 - Department discussion on how to measure across all courses for lifelong learning course SLO | | 2012 - 2013 |

PHYS:

(as applicable) Conduct lab experiments to measure the physical behavior of the real world, and correctly interpret the conceptual and statistical implications of the experimental data

| Results | | | |
|---|--|-----------|-----------------|
| Result | Action | Follow-Up | Reporting Cycle |
| 03/27/2015 - Criterion Met - The majority of laboratory assessments are meeting course-level benchmarks for this PSLO. Important exceptions are PHYS 106 and PHYS 260, which require further investigation. Result Type: Criterion met Related Results | 03/27/2015 - Conduct further assessment, especially in PHYS 106 and PHYS 260, to determine if further action is necessary. | | 2014 - 2015 |
| 07/26/2013 - Inconclusive - Criterion met in some courses, not met in others. Need to collect more data before confirming this PSLO is met, not met, or needs to be redefined or realigned with supporting course-level SLO(s). Result Type: Inconclusive Related Results | 08/28/2013 - Department meetings to discuss current course-level assessment methods, evaluate their effectiveness, and consider new or additional methods. | | 2012 - 2013 |

Comprehensive Program Review Resource Needs

Program:

Date:

| | Needs | How does this request align with your assessment of student outcomes? | How does this request align with your action plan? | Estimated cost for facilities and equipment |
|-------------------|--|---|--|--|
| Personnel | <ol style="list-style-type: none"> 1. 2. 3. | | | |
| Equipment | <ol style="list-style-type: none"> 1. 2. 3. 4. | Students need properly functioning equipment to learn. | Phase in purchases under existing budget. | Existing physics budget should do, barring major upgrades. |
| Facilities | <ol style="list-style-type: none"> 1. 2. 3. 4. | Appropriate workspace directly aids student learning. | Continued lobbying to Dean/administration per action plan. | Associated renovation costs to convert an existing space into lab appropriate space. |

**APPENDIX E
SKYLINE COLLEGE**

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Program:

Thank you for your time and effort in preparing this Program Review. Your Resource Needs Summary has been shared with the College Budget Committee and the Resource Needs Summary and Executive Summary, with recommendations, has been shared with the College Council.

College President

Comments:

Signature

Separate boxes for each

College Vice President(s)

Comments:

Signature

Curriculum Committee

Comments:

Signature

Original to remain with self-study
Copies to Program Review preparer

Appendix G
Skyline College

Program Review Completion Check off Sheet

Before submitting your self-study report, please make sure that all forms are submitted by using the checklist below:

| | | Checked if Completed |
|----|--|----------------------|
| 1. | Executive Summary | |
| 2. | Program Review Self-Study (including TracDat PSLO report) | |
| 3. | Resource Needs Summary Form | |
| 4. | Course Outline and Prerequisite Checklist Table (Appendix D) | |
| 5. | Response Sheet (Appendix E) | |
| 6. | Evaluation of the Program Review Process (Appendix F) | |