

Skyline College

Program Name:

Program Review

Executive Summary

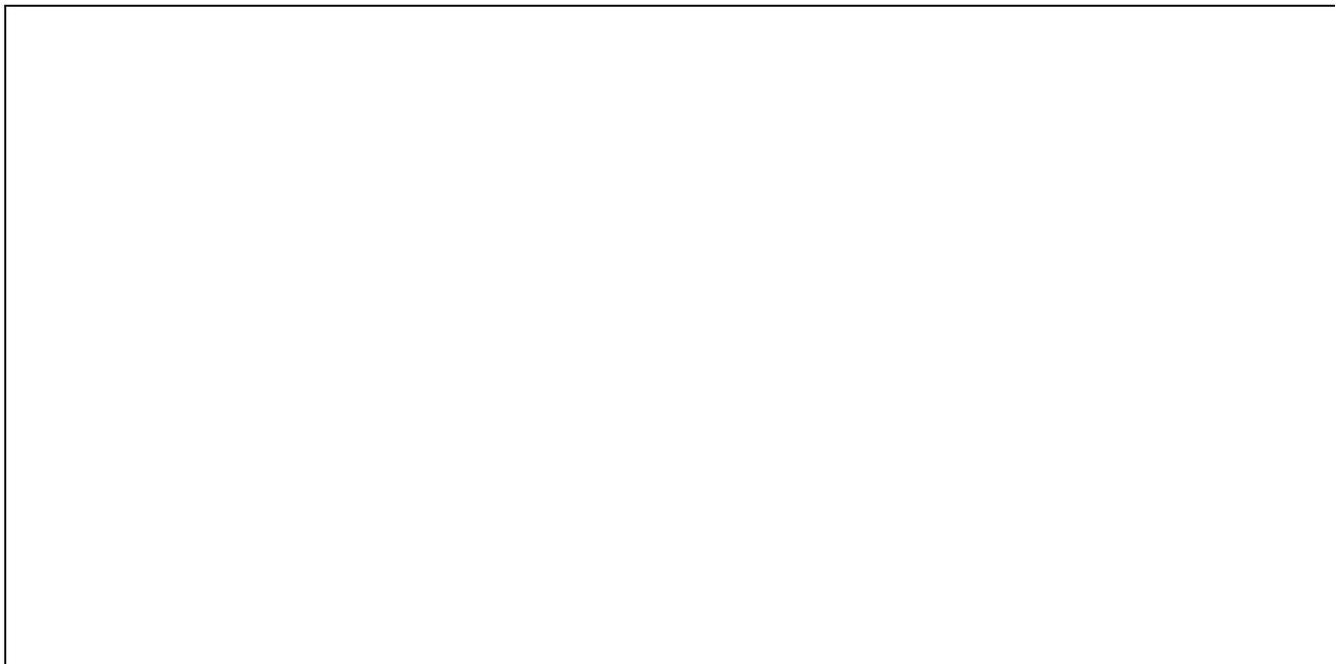


Program Mission and Goals

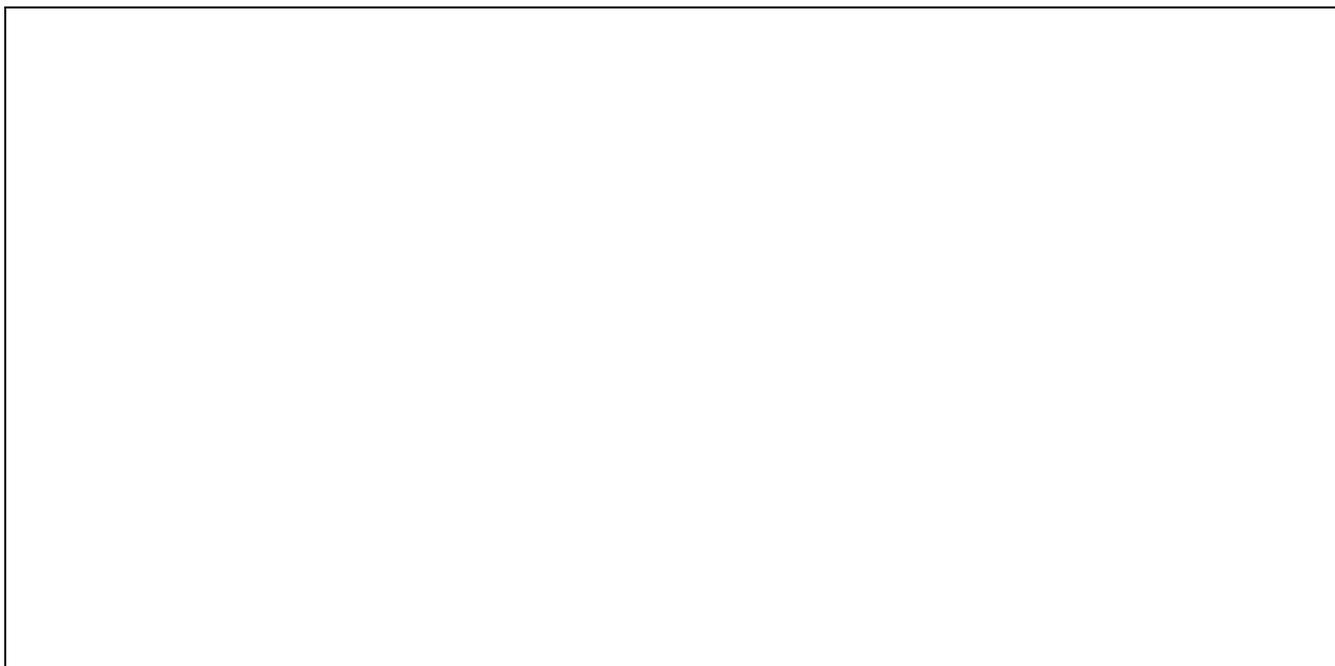
Three Strengths of the Program

First Strength:

Second Strength:

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Third Strength:

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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

3A. 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:

3B. 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

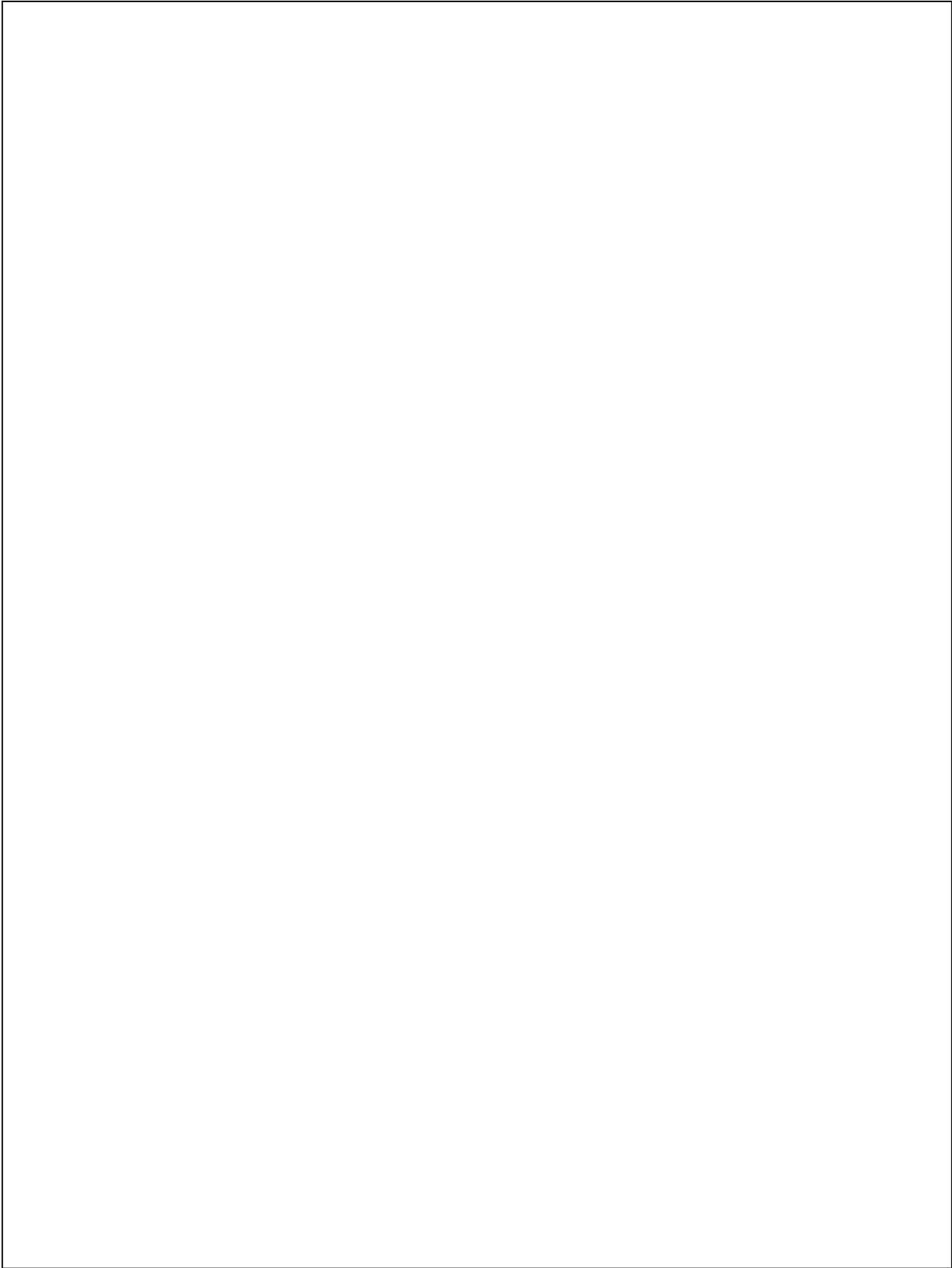
4A. Drawing from the TracDat PSLO report, summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement.

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.



4B. 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.

4C. 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

4D. 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).

4E. 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>

5A. 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.

5B. 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

7A. 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.

7B. 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.

7C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests

Complete the following table:

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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	1. 2. 3.			
Equipment	1. 2. 3. 4.			
Facilities	1. 2. 3. 4.			

APPENDIX A

VISION, MISSION, VALUES AND GOALS OF SKYLINE COLLEGE

Please check current catalog for most recent goal statements.

Vision Statement

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Mission Statement

To empower and transform a global community of learners.

Values Statement

Education is the foundation of our civilized democratic society.

Thus:

Campus Climate: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

Student Success: We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

Shared Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability "To meet present needs without compromising the ability of future generations to meet their needs."

APPENDIX B

Definition of Terms

- WSCH: Weekly Student Contact Hours are based on the first census week of a Fall term. They do not include second census week data, but they do include all positive attendance data for the term (converted to WSCH) including classes which start after the first census
- FTE: The full-time equivalent faculty count is determined by the set of rules provided to each college at the time the data is requested. Generally, the figures are the decimal fraction of the teaching hours or units ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certified-personnel is not included.
- LOAD: Teaching Load is taken as the ratio of WSCH to FTE
- N GRADES: The total number of grades awarded ($A+B+C+D+F+CR+NCR+I+W$)
- RETENTION: The sum of all non-W grades divided by N grades times 100, expressed as %
- SUCCESS: $A+B+C+CR$ grades divided by N grades times 100, expressed as %

APPENDIX C

FREQUENTLY ASKED QUESTIONS

1. Why are faculty asked to perform Program Review?

Faculty are the members of the campus community who best understand the intricacies of the courses and the body of work within programs. Faculty work each day with students and staff within these programs and are best suited to understand the strengths and needs of specific programs. Because Program Review is also used for budget and planning, it is imperative that faculty perspective is included in that process.

2. How do I know that all the work I put into this document will have any impact?

A well thought through and completed Program Review will have its greatest impact on the program and its faculty/staff. Evaluation of practices, procedures and student outcomes is the hallmark of successful educational programs and institutions. A thoughtful analysis of the results and findings of the Program Review should be used to improve student outcomes. The Curriculum Committee and College Council have developed a process which requires the Program Review to impact the College planning, budget, SLOAC and resource allocation processes.

3. Why the oral presentation to curriculum committee?

The oral presentation of your Program Review serves two purposes. Primarily, it will allow the program exposure to a cross-section of the campus community. Many members of this community are not aware of the accomplishments of programs or their needs. It allows each program to shine! Secondly, it allows the Program Review process to become more personal. Committee members and program personnel will have the opportunity to interact, question each other, and respond to the Program Review. Finally, it will help the College do systematic planning and coordinate our efforts.

4. I am a one-person department – I don't have the capability or time to perform this review.

The Program Review document is completed using a pdf format. This should reduce preparation time. Each Division Dean is also available to assist you in gathering information and preparation of the self-study. Please utilize him or her. Also, keep track of the amount of time spent on the self-study. When submitting your evaluation of the Program Review process, please include the total hours involved in the process. This will help with future planning and modifications to the review process.

5. How will the self-study questions be kept current and useful?

The Curriculum Committee, through the Academic Senate, will have that responsibility.

COURSE OUTLINE AND PREREQUISITE CHECKLIST TABLE

1	2	3	4		5	6	7
Prefix & Number	Course Title	Curric-UNET Review Date (Month /Year)	Transfer		G.E.	Prerequisites, Co-requisites, and/or Recommended Preparations	Reviewed
			C S U	UC			

**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)	

Unit Assessment Report - Four Column

San Mateo CCCD

SKY SS - Center for Student Life and Leadership Development

Department Assessment Amory N. Cariadus
Coordinator:

PSLOs	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
SKY SS - Center for Student Life and Leadership Development - Participatory Governance ASSC - SLO assesses ASSC Governing Council understanding of College and District participatory governance processes Planning Years: 2012-2013 Start Date: 09/14/2009 SLO Status: Active	Assessment Method: ASSC Governing Council members will take a pre and post test to assess their knowledge of College and District Shared Governance Policy Assessment Method Category: Pre and post testing Success Criterion: 80% of the Student Governing Council members will receive a 70% or higher on the post-test Related Documents: Shared Governance Assessment.doc	07/16/2014 - Students met the criteria Result Type: Criterion met Reporting Cycle: 2013 - 2014 Resources Needed to Implement Action Plan: Criteria has been met. We will continue evaluating this Student Learning Outcome in the 2014 - 2015 cycle Related Documents: Shared Governance Assessment.doc	07/16/2014 - Criteria has been met. We will continue evaluating this Student Learning Outcome in the 2014 - 2015 cycle Action Plan Category: Conduct Further Assessment
		06/28/2013 - Students met the criteria Result Type: Criterion met Reporting Cycle: 2012 - 2013 Related Documents: Participatory Governance Assessment.doc	01/22/2013 - Criteria has been met. We will continue evaluating this Student Learning Outcome in the 2013 - 2014 cycle Action Plan Category: Conduct Further Assessment
	Assessment Method: Students will be evaluated monthly on their oral committee reports of the shared governance meetings Assessment Method Category: Presentation/Performance Success Criterion: 80% of the Student Governing Council members who are appointed as representatives to shared Governance Committees will receive a score of 6 or greater on the Speech Rubric by the end of the academic year Related Documents: Rubric for Oral Committee Reports	07/16/2014 - Students met the criteria Result Type: Criterion met Reporting Cycle: 2013 - 2014 Resources Needed to Implement Action Plan: Criteria has been met. We will continue evaluating this Student Learning Outcome in the 2014 - 2015 cycle Related Documents: Rubric for Oral Committee Reports	07/16/2014 - Criteria has been met. We will continue evaluating this Student Learning Outcome in the 2013 - 2014 cycle Action Plan Category: Conduct Further Assessment
		06/28/2013 - Students met the criteria Result Type: Criterion met Reporting Cycle: 2012 - 2013 Related Documents: Rubric for Oral Committee Reports	01/22/2013 - Criteria has been met. We will continue evaluating this Student Learning Outcome in the 2012 - 2013 cycle Action Plan Category: Conduct Further Assessment
	Assessment Method: Student representative will write an essay	11/26/2012 - Results of this assessment method was inconclusive. The number of students in the group is	

PSLOs	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>describing their experience as student representatives on shared governance committees. Paper will reflect whether the student feels the process is effective and why or why not.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 80% of the Student Governing Council members appointed as representatives on shared Governance Committees will receive a score of 70% or higher on their essay</p>	<p>small and not all of them have turned in papers making assessment difficult.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>04/05/2013 - For the assessment in 2012-2013 the Center for Student Life and Leadership Development will be working with PRIE Office to develop questions to use focus groups as assessment tool instead of the essay</p> <hr/> <p>01/22/2013 - The number of students in the group is small and not all of them have turned in the self evaluation essays which has made evaluation of this assessment difficult. We have met with the PRIE and concluded that a focus group would most likely be the best way to assess this aspect of the SLO. We will beginning using focus groups in the 2012-2013 cycle.</p> <p>Action Plan Category: Develop new evaluation methods</p>
	<p>Assessment Method: Focus groups will be conducted at the end of the academic year to determine is students understand the participatory governance process. ASSC members will be separated into small groups and interviewed by the PRIE Office. Questions for the groups and analysis of the data will be done by the Center for Student Life and Leadership Development and the PRIE Office.</p> <p>Assessment Method Category: Focus Groups</p> <p>Success Criterion: 80% or more of the students who are interviewed in the focus group will be able to explain and define the participatory governance process</p> <p>Related Documents: FocusGroupAnalysis7.16.14.pdf</p>	<p>07/16/2014 - Overall students comprehended the participatory governance process. They were aware of their rights as the official representatives of the student body and their roles as committee members.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <p>Resources Needed to Implement Action Plan: Continue to evaluate for 2014-2015 Academic year as new members of ASSC change every academic year.</p> <p>Related Documents: FocusGroupAnalysis7.16.14.pdf</p>	<p>07/16/2014 - Student met criteria be we will continue to evaluate for 2014-2015 Academic year as new members of ASSC change every academic year.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>Related Documents: FocusGroupAnalysis12.13.pdf</p>	<p>06/28/2013 - Overall students comprehended the participatory governance process. They were aware of their rights as the official representatives of the student body and their roles as committee members.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Resources Needed to Implement Action Plan: Continue to evaluate for 2013-2014 Academic year as new members of ASSC change every academic year.</p> <p>Related Documents: FocusGroupAnalysis12.13.pdf</p>	<p>10/17/2013 - Criteria has been met but we will continue to evaluate in 2013-2014 cycle as membership in the ASSC changes annually</p>

PSLOs	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up



Skyline
COLLEGE

ACHIEVE

To: Curriculum Committee

From: Amory Cariadus *Amory Cariadus* Donna Bestock

Re: banking courses in SGOV

Donna Bestock

We request that the following courses be banked:

SGOV 111, Student Government I

SGOV 112, Student Government II

SGOV 115, Community Service and Leadership

Student Government 111 and 112 have proved impractical to offer in their current form. As a result they have not been offered for several years. Nevertheless, these courses have valuable content and should be consider for the near future in a different format. We propose to rewrite the classes for a hybrid or online format, which will be more likely to succeed.

Student Government 115 has also not been offered recently. It can however, serve as the basis for proposed service learning or leadership components of emerging programs. It would need considerable revision and may be replaced rather than revised, but should be banked until that decision is made.

Cc: Sarah Perkins, Vice President of Instruction
Maria Norris, Curriculum & Instructional Systems Specialist