

**THE HOW TO GUIDE**

**FOR**

**ANNUAL PROGRAM REVIEW REPORTS**

**AND**

**ANNUAL PROGRAM GOAL FORMS**

**2014-2015**

*The How To Guide for Annual Program Review Reports and Annual Program Goal Forms 2014-2015 describes how to fill out and submit the (1) Annual Program Review Report Form; and the (2) Annual Program Goal, Action Plan, and Resource Request Form, both of which are in PDF format. The Guide and two forms are the same for all programs and departments at Taft College. You can obtain Annual Program Review Report Forms and Annual Program Goal, Action Plan, and Resource Request Forms from the Taft College Institutional Research Office at extension 7944.*

**AUGUST 2014**  
**REVISED 7/22/14**

# The How To Guide for Annual Program Review Reports and Annual Program Goal Forms 2014-2015

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**READ THIS FIRST!**

1. **COPY FIRST!** Copy the contents of your program folder on the CD onto the computer you will be using to complete your annual program review update.
2. **RENAME YOUR PR FORMS!** The first time you enter information into and save your Annual Program Review Update forms, rename the forms with the name of your program.
3. **SAVE YOUR WORK FREQUENTLY!** As you complete the *Annual Program Review Report Form—2014-2015* and *Annual Program Review Goal, Action Plan, and Resource Request Form—2014-2015*, periodically save your work so that you don't lose anything if there is a power loss or other problem.
4. **SUBMIT YOUR PR FORMS!** When you are ready to submit your Annual Program Review Update forms, attach them to an e-mail and send the e-mail to Debi Wooley at [dwooley@taftcollege.edu](mailto:dwooley@taftcollege.edu).
5. **QUESTIONS?** If you have any questions or need any assistance, please call us at extension 7944.
6. **ALWAYS REMEMBER!** While working on your annual PR update, remember that the universe is unfolding as it should. And, whatever your labors and aspirations, in the noisy confusion of life, keep peace with your soul. With all its sham, drudgery and broken dreams, it is still a beautiful world. Be cheerful. Strive to be happy.

## Annual Program Review Checklist

The annual program review process is divided between the fall (August) and spring (January) Planning Days as follows:

### **Fall 2014 Checklist**

#### **Complete Section 1: Introduction**

- Program Mission Statement
- Program Summary
- Annual Program Goals Update

#### **Complete Section 2: Program Data Analysis**

- Instructional Programs
- OR
- Non-Instructional Programs (Student Services and Administration)

#### **Start Section 3: Student Learning Outcomes**

- Submit Annual Program Review PDF Form with Sections 1, 2, and first part of 3**

### **Spring 2015 Checklist**

- Complete Section 3: Student Learning Outcomes Annual Summary**

#### **Complete Section 4: Conclusion**

- Summary and Implications of Major Findings
- List of Annual Program Goal Statements

- (Optional) Complete Section 5: Evaluation of the Program Review and Planning Process**

- Submit Annual Program Review PDF Form Sections 3, 4, and (optionally) 5**

- Submit one Annual Program Goal PDF Form for each Annual Program Goal Statement listed in Section 4 of the APRR (Annual Program Goals that request financial resources must be submitted by the end of the spring planning days in order to be considered during the next budget cycle.)**

### List of Taft College Programs and Lead Persons 2014-2015

The following table lists every program at Taft College that requires an Annual Program Review Report (APRR) for 2014-2015. The table also shows the Area or Division for the program and the Program Lead associated with the listed program. One APRR will be submitted for each program listed in the following table.

Area or Division	Non-Instructional Program	Program Lead
<b>Administrative Services</b>	Bookstore	B Norris
	Business Services	J Nicholas
	Cafeteria	G Dunham
	Maintenance & Operations	M Capela
	Office of Administrative Services	B McMurray
<b>Instructional Support Services</b>	Basic Skills	K Kulzer
	Career/Technical Education Support	S Aunai
	Child Development Center	G Curiel-Garcia
	Distance Learning Support	L West
	Library	T Smith
	Office of Dean of Instruction and Grants	A Eguaras
	Office of Instruction	M Williams
	Supplemental Instruction	S Eveland
	Student Learning Outcomes Support	V Jacobi
	Tutoring	S Eveland
<b>President</b>	Foundation	S Horn-Bunk
	Human Resources	J Peters
	Information Technology Services	A Agundez
	Institutional Research	E Bérubé
	Office of the President	D Maloney
<b>Student Services</b>	Admissions, Records & Outreach	A Anderson
	Articulation	V Jacobi
	Assessment & Testing	J Chaidez
	Athletics	K Bandy
	CalWORKs	C Duron
	Career	T Furman
	Counseling	D Bogle
	EOPS/CARE	L Gonzalez
	Financial Aid	B Amerio
	Matriculation	D Bogle
	Office of Student Services	D Bogle
	Orientation	D Bogle
	Probation	C Duron
	Residence Life (Student Dorms)	A Cutrona
	Student Life (Student Activities)	M Cutrona
	Student Support Services	TBD
	Transfer	D Romero
	TRIO Student Support Services	J Rangel-Escobedo
Veteran's Affairs	J Rangel-Escobedo	

Area or Division	Instructional Program	Program Lead
<b>Applied Technologies</b>	Business <ul style="list-style-type: none"> <li>• Accounting AS Degree &amp; Certificate</li> <li>• Business Administration AA Degree</li> <li>• Business Administration AS-T Degree</li> <li>• General Business AS Degree</li> <li>• Liberal Arts w/ Emphasis-Business &amp; Technology AA Degree</li> </ul>	K Bandy
	Information Technology & Management AS Degree & Certificates	K Bandy
	Administrative Services and Management <ul style="list-style-type: none"> <li>• Administrative Services AS Degree &amp; Certificates</li> <li>• Management AS Degree &amp; Certificates</li> </ul>	K Bandy
	Court Reporting AS Degree & Certificate	K Bandy
	Energy Technology AS Degree & Certificates	K Bandy
	Industrial Health & Safety AS Degree & Certificates	K Bandy
	<b>Learning Support</b>	Direct Support Education AS Degree & Certificate
Independent Living Skills Certificate (Included w/TIL)		V Jacobi
<b>Liberal Arts</b>	Art <ul style="list-style-type: none"> <li>• Art AA Degree</li> <li>• Art History AA-T Degree</li> <li>• Lib Arts w/ Emphasis-Arts &amp; Humanities AA Degree</li> <li>• Studio Arts AA-T Degree</li> </ul>	Sonja Swenson
	English AA Degree/AA-T Degree	Kamala Carlson
	Lib Arts w/ Emphasis-Communication AA Degree	Bill Devine
	Multimedia Journalism AA Degree	Bill Devine
	<b>Sciences &amp; Mathematics</b>	Dental Hygiene AS Degree & Certificate
Engineering AS Degree	G Golling	
Life Science <ul style="list-style-type: none"> <li>• Life Science AS Degree</li> <li>• Lib Arts w/ Emphasis-Nat Sci-Life Sci AA Degree</li> </ul>	G Golling	
Mathematics <ul style="list-style-type: none"> <li>• Mathematics AA Degree/AS-T Degree</li> <li>• Lib Arts w/ Emphasis-Math &amp; Science AA Degree</li> </ul>	G Golling	
Physical Education and Health <ul style="list-style-type: none"> <li>• Physical Education AA Degree</li> <li>• Lib Arts w/ Emphasis-Health &amp; P.E. AA Degree</li> <li>• Lib Arts w/ Emphasis-Allied Health AA Degree</li> </ul>	G Golling	
Physical Science <ul style="list-style-type: none"> <li>• Physical Science AS Degree</li> <li>• Lib Arts w/ Emphasis-Nat Sci-Phys Sci AA Degree</li> </ul>	G Golling	
<b>Social Sciences</b>	Administration of Justice AS-T Degree	S Eveland
	Criminal Justice Administration AS Degrees & Certificate	S Eveland
	Early Care, Education & Family Studies AS Degree & Certificates; Early Childhood Education AS-T Degree	S Eveland
	History AA & AA-T Degrees	S Eveland
	Psychology AA-T Degree	S Eveland
	Recreation AA Degree	S Eveland
	Lib Arts w/ Emphasis-Social & Behavioral Science AA Degree	S Eveland
	Sociology AA-T Degree	S Eveland
	Social Science Non Degree	S Eveland

## Contents of 2014-2015 Annual Program Review Packet and CD

All of the following documents for completing the 2014-2015 *Annual Program Review Report Form* and *Annual Program Goal, Action Plan, and Resource Request Form* can be found on the accompanying CD. All of the data for each program is located in Excel workbooks in the appropriate program folder on the CD. Hardcopies of *The How To Guide* and *Taft College's Mission Statement and Strategic Plan* are also included in the packet. The data elements are described in the document *SAO Data Definitions Fall 2014*.

Any of the following documents can also be acquired by contacting the Taft College Institutional Research Office at extension 7944.

For each instructional and non-instructional program listed in the preceding table, the packet contains the following documents on the CD and in the packet:

Contained on CD	Hardcopy
1. Folder: 2014 Documents <ul style="list-style-type: none"> <li>• The How To Guide for Program Review</li> <li>• Taft College Mission Statement</li> <li>• Taft College Strategic Plan</li> <li>• Annual Program Goal Resource Prioritization Rubric Fall 2014</li> </ul>	Yes
2. Folder: 2013 Program Review Reports <ul style="list-style-type: none"> <li>• 2013 Annual Program Review Reports</li> <li>• 2013 Annual Program Goals</li> </ul>	Yes
3. Folder: Program Review Forms <ul style="list-style-type: none"> <li>• Program Review Annual Report Form Template</li> <li>• Program Review Annual Goal Form Template</li> </ul>	No
4. Folder: Student Achievement Outcome (SAO) Data <ol style="list-style-type: none"> <li>1. Enrollment Counts</li> <li>2. Success Rates (disciplines, courses and sections)</li> <li>3. Withdrawal Rates (courses and sections)</li> <li>4. English, ESL, and Math Progress Rates</li> <li>5. Declared Major Counts</li> <li>6. Award Counts</li> <li>7. FTES</li> </ol>	No
5. Folder: Student Learning Outcome (SLO) Data <ol style="list-style-type: none"> <li>1. eLumen SLO Achievement Reports</li> <li>2. Excel Assessments by Course Groups</li> <li>3. Section Improvement Plan Reports</li> </ol>	No

# The How To Guide for Annual Program Review Reports and Annual Program Goal Forms 2014-2015

## I. Overview

Annual Program Review Reports (APRRs) and Annual Program Goals are Taft College's way of conducting annual program review updates in such a way as to have useful, sustainable program review and program planning processes while meeting accreditation requirements. The elements of the APPR and associated goals, if any, are described in this *Guide*. The two PDF-format forms used for annual program review are:

1. Annual Program Review Report Form—2014-2015
2. Annual Program Review Goal, Action Plan, and Resource Request Form—2014-2015

The two annual program review forms are included on the CD in the packet that came with this *Guide* and are also available from the Taft College Institutional Research Office, extension 7944.

Each program at Taft College undergoes an annual program review update using a smaller dataset than used for a comprehensive program review. Programs that desire to undergo a comprehensive program review can add comprehensive program review as an annual program goal if they desire. Programs can include additional data in their annual program review at their discretion. A complete list of instructional and non-instructional programs at Taft College is shown in the tables on pages iv and v of this *Guide*.



## II. Annual Program Review Report Form—2014-2015

### Section 1: Introduction

#### Program Mission Statement

*Write the Program's Mission Statement.*

Write a Mission Statement for the program being reviewed. A Program's Mission Statement should be succinct, easily remembered and articulated, and consistent with the College's Mission Statement which is an element of the Taft College Strategic Plan and is available in the program review packet and on the 2014-2015 Annual Program Review CD. A well constructed Mission Statement consists of four parts: the Program's

- (1) Purpose, its reason for being;
- (2) Constituents, who it serves;
- (3) Actions, what the people who support the program do to achieve the program's purpose; and
- (4) Values, the principles that guide the actions of the people supporting the program.

Example Program Mission Statements:

#### **English Language and Literature**

The mission of the English Language & Literature Program is to assist Taft College's students in developing collegiate level competency in thinking, reading, and writing in English by offering current curricula and facilitating active learning. We serve foundational level students, second language speakers, our A.A./A.S. and transfer population, as well as English majors. We value literacy, critical thinking, and soft-skills.

#### **Criminal Justice Administration**

The mission of the Criminal Justice Administration program is to prepare students for careers in criminal justice related fields from law enforcement to corrections. We serve all students interested in achieving AA/AS degrees and/or certificates in criminal justice administration areas. This is accomplished by producing students who are critical and ethical thinkers, knowledgeable about issues of crime and justice, and prepared for position in public and private sector agencies that address crime and justice problems. We value the basic principles of justice that enhance the criminal justice profession and benefit the community at large.

#### **Articulation**

Articulation is "the process of developing a formal, written agreement that identifies courses (or a sequence of courses) on a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus." Articulation has always been on the Taft College campus to ensure the transfer of students from the community college to the four-year schools. Articulation values the seamless transfer of students from community colleges to universities.

## Program Summary

*Provide a brief summary of the program being reviewed.*

**In 500 words or less**, provide a summary of the program being reviewed so that a reader outside of the college can gain an overview of the program. This is not a reiteration of the program's mission, but more of a description of the day-to-day operations of the program. Programs may wish to include such things as the number of faculty/staff in the program, their positions, number of students served, reporting relationships, community relationships, etc.

Example Program Summaries:

### Library

The library maintains resources to support the College's instructional mission and student learning outcomes. Recent collections development has been directed toward updating and filling out specific areas of the collection, such as the world history and geography area, the astronomy area and the audiovisual materials. As of August 2010, the library's collection includes roughly 22,000 books in print, 9,000 books online, 1,000 DVDs, 90 periodical subscriptions and 22 electronic databases.

Additionally, library staff provide a variety of services to the campus community, including:

- Administering proctored exams
- Issuing student ID cards
- Handing out and receiving assignments
- Assisting patrons with research
- Assisting patrons with equipment, including photocopiers, scanners and special equipment for the handicapped
- Teaching the Information Competency and Bibliography course
- Visiting classrooms to display library resources
- Serving as a point of contact with the broader Taft community by serving public patrons and collaborating with the Kern County Library

The library supports all disciplines and learning levels on campus. It is a central meeting place and a welcoming environment for solitary or group study.

### Supplemental Instruction

Supplemental Instruction is an academic support program for students of Taft College designed to increase student performance and matriculation with a focus on foundation level college courses. SI emphasizes active collaborative learning strategies focused on small groups in the Clubhouse and SI sessions. Supplemental Instructional Assistants (SIs) work with instructors to promote student success in a broad range of subjects. SIs attend classes with students, model successful student behavior, conduct study sessions, and facilitate effective communication between instructors and students.

## Annual Program Goals Update

*Summarize progress on last year's annual goals and any changes made to the program since the last Annual Program Review Report.*

**In 500 words or less**, describe

- Progress on the program's annual goals listed in last year's Educational Master Plan Goals document provided on the 2014-2015 Annual Program Review CD; and
- Any updates/progress/changes to the program made since the last annual program review report was submitted.

Example Annual Updates:

### **Administrative Services**

This is the first program review for the Administrative Services program for Taft College. The input for any review of the previous year is based upon a survey that was distributed to the campus from the Institutional Research department (IR).

The Administrative Services functions have been under constant change and improvement since 2006, when the implementation of the Banner software began. Continued monitoring and improvement of the Mission throughout the campus hinges on implementation of the Cognos reporting software in 2010/2011.

Top priorities for 2009/2010 and 2010/2011 have been:

Focus on improving the interaction between the campus and the Planning Council regarding the budgeting process.

Improving the internal fiscal reporting as providing more timely management tools campus-wide.

Timelier fiscal reporting to outside agencies.

Cognos software implementation for report creation is a major focus on improving all reporting issues. Improved formatting will allow pre-prepared fiscal reports to satisfy both internal and external demands.

Improved communication levels throughout campus to ensure the Mission of the campus is maintained and expanded as the needs of the student learner grows and changes.

### **Life Sciences**

The most recent Life Science Program Plan was the Program Review for Math & Sciences conducted in 2007. At that time, Annual Program Plan activities were designed to target the College Goal to establish Taft College as a learning college. The activities stated in the 2007 report were: 1) broaden the course offerings during the summer semester, 2) develop additional life science courses to be taught online, 3) develop a deeper pool of competent adjunct faculty, 4) fully develop courses in general biology sequence, 5) enhance online teaching resources and 6) integrate new classroom learning strategies with hands-on projects, and continue with methods that work well.

Activity 1: Summer sections in Biology 1500: Fundamentals of Biology, Biology 1501: Fundamentals of Biology Laboratory and Biology 2250: Human Anatomy were offered.

Activity 2: No new additional online life science courses have been developed. However, life science faculty have established themselves as lead instructors for online biology to establish consistency with face to face course offerings.

Activity 3: An effort to identify qualified adjuncts is ongoing and the practice of assigning of a mentor for each adjunct faculty is in place.

Activity 4: A cell biology course has been added to complete the sequence for general biology transfer to University of California and California State Universities.

Activity 5: Online resources within life sciences have grown exponentially. All courses provide lectures, handouts, and references in digital media on the Moodle platform.

Activity 6: Student projects are being conducted in all life science offerings. Projects include: photo journals, student scientific studies and report writing, student built web pages, and student produced multimedia.

## Section 2: Program Data Analysis

### Instructional Programs

Provide an interpretation of the observed outcomes for each of the six different types of Student Achievement Outcome (SAO) data in this section if the data are applicable to your program. Interpretations should answer the question "Why do I think this trend is occurring?"

#### 1. Course Enrollment Counts:

**In 500 words or less**, describe any trends observed in the previous four year's enrollment data.

Example Course Enrollment Trends:

Enrollments for Sailing 1000 (Beginning Sailing) increased from 100 students in fall 2006 to 300 students in fall 2011, a percent change of 200% in five years. Sailing 1500 (Intermediate Sailing) also saw a similar trend, increasing from 50 students in fall 2006 to 175 students in fall 2011, an increase of 125 students and a percent change of 250%. On the other hand, Sailing 2500 (Celestial Navigation) saw a decrease in enrollments during the same time period, starting with 20 students in fall 2006 and falling to only 3 students by fall 2011, a percent change of -85%. The large drop in Celestial Navigation enrollments at Taft College is most likely due to the opening in spring 2010 of the competing Arvin Sailing Academy which offered the Celestial Navigation course for free to any students who had previously completed Beginning Sailing and Intermediate Sailing anywhere else.

#### 2. Course and Section Success Rates:

**In 500 words or less**, describe any general observations in the success rates of students enrolled in sections and courses within the program.

Example Course Success Rates:

Success rates for courses in the Sailing Program ranged from a low of 45% (Advanced Sailing, spring 2007) to a high of 100% (Celestial Navigation, various terms) with an average of about 87%. This average is almost identical to the overall course success rate for on-campus classes (86%) at Taft College. The one course with the very low success rate occurred during the semester when Buena Vista Lake, where the course was taught, was closed during that semester due to damage of the docks from Hurricane Bob and an outbreak of infectious Hepatitis TVC-15 in the water.

#### 3. English, ESL, and Math Progress Rates:

If the program under review has any English, ESL, or math courses, describe the "progress" rates within those disciplines **in 500 words or less**. A "Progress Rate" is defined as the percentage of students who take a basic skills English or math course for the first time during a fall semester and successfully complete a transfer level course in the same discipline within three years. Please note that this definition is NOT the same as the "Improvement Rate" used in previous years.

### Example English, ESL, and Math Progress Rates:

The three-year progress rates for English were hovering within a few points of 20% with the fall 2006 starting cohort and the fall 2007 starting cohort. However, the progress rate jumped to 56% with the fall 2008 starting cohort. This large increase was almost certainly due to a new prerequisite for the courses in the English major sequence that was introduced in fall 2008. Based on data provided by the Research Office that showed students who successfully completed Beginning Sailing were more likely to succeed in English 1500 (97%) than were students who did not take or successfully complete Beginning Sailing (14%), Beginning Sailing was made a prerequisite for English 1500 starting in fall 2008.

### 4. Major Counts:

**In 500 words or less**, respond to any observable trends in the number of declared majors within the program over the last four years.

#### Example Major Counts:

The number of declared majors in English remained fairly constant across the five year time period being reviewed, with 37 students declaring English as a major in 2006, reaching a peak of 42 students in 2007, and declining slightly to 39 students in 2010. There was a slight jump again in 2011 to 45 students. It is thought that this increase in English majors is due to great excitement surrounding the introduction of the new Sailing Stories from every Port sequence of courses introduced in fall 2010.

### 5. Award Counts:

**In 500 words or less**, describe any trends involving the awarding of degrees over the last four years, especially if those trends differ substantially from the trend of declared majors.

#### Example Award Counts:

The number of Associate degrees earned in English ranged from 15 in fall 2006 to 4 in fall 2010. There is an obvious disconnect between the number of English majors declared and the number of degrees earned. It is suspected that students who initially indicated English as a major immediately switched their major to Sailing after taking the Beginning Sailing course.

### 6. Other Data: (Data provided by the Program doing the review)

If other data were included in your review, briefly describe your observations. For example, programs may want to summarize the results of the most recent Community College Survey of Student Engagement (CCSSE), results from the Student Evaluation of Course, or any other relevant data collected by the program.

### Example Other Data:

A survey of students in several of the sailing program courses conducted in August, 2012, indicated that the Office of Sailing and Boating (OSB) is slow in responding to constituents' requests for instruction on how to properly tie knots. Respondents to the survey otherwise gave OSB high marks for all other measures, and gave a perfect "A" rating to the question "All Staff Members Talk like a Pirate," which scored only a C+ rating on last year's survey.

### Non-Instructional Programs

In the 2012-2013 annual program review cycle, non-instructional programs developed and began collecting their own "Program Effectiveness Measures" data. Non-Instructional programs, a complete list of which is shown on page iv, are all programs in the following areas:

1. Administrative Services
2. Instructional Support Services
3. President's Office
4. Vice Presidents' Offices
5. Deans' Offices
6. Student Services

For the current 2014-2015 cycle of program review, non-instructional programs will use the data they collected to evaluate how well they did last year and to set goals for the upcoming year. Each non-instructional program should have developed "Program Effectiveness Measures" in fall 2012 and should have been collecting data on those measures. In the analysis of those data, programs should look for areas where improvements could potentially be made in the program and thus be reflected in the program effectiveness measures next year. If such areas for improvement are identified, the program will set as a goal to make changes that will positively affect the measures. If you need assistance with analyzing your Program Effectiveness Measures data or in setting an appropriate goal based on those data, please contact Debi Wooley at extension 7750 to schedule an appointment.

### **Section 3: Student Learning Outcomes Annual Summary**

Student Learning Outcomes are central to conducting program review and to meeting accreditation standards. The narratives collected in this section, when combined with the data provided by the eLumen reports, will serve to document Taft College's efforts relating to student learning outcomes.

#### **Summary of Section Level SLO Findings**

Utilizing the eLumen reports, summarize the major findings from a section level perspective. Look for similarities of recommendations for improvements from the Section Level Improvement Plans. For example, if writing ability is an issue, then state what changes need to occur to improve writing. Resources needed to make those changes will be described in the Program Review Goal Form.

Example Summaries of Section Level SLO Findings:

#### **English**

For American Literature and Women's Literature, students who stay in the class succeed at the SLOs--the problem is that a high number of the students are "NS," indicating that many students are dropping the classes before they are completed. This may be due in part to the online method of delivery for both courses. This has serious negative impacts on English majors, because in the status quo, only one Literature (above 1600) is offered per semester. Because of the high number of Literature classes required in the degree itself, students who choose to withdraw from literature classes (perhaps because they are online or too demanding) are also either adding at least one semester to their completion of the English major, or beginning a new educational plan in a new major. On the other hand, when literature courses were only offered face-to-face, fewer students enrolled but the courses had higher success rates (students told us that scheduling prohibited English majors from enrolling in the one required Literature section offered per semester). Our recommendation is to offer more than one section of literature requirements from the new AA-T's list A (American Literature, World Literature, British Literature) per semester.

#### **Recreation**

Spring 2012 and summer 2012 are generally missing assessments except for a couple classes. For the assessments we do have, those that scored in the introductory comprise very few students. However, there is one exception in fall 2011, History 2231. We see this as an anomaly given the developmental and mastery score for the remaining courses. With the exception of one course, all of the assessments in the History AA show the majority of students in the developmental or mastery scores for all student learning outcomes assessed. The assessments show a large number of students opt-out of many courses and cannot be assessed. Of those that were assessed, the general trends show between 50 and 60% of students score in the developmental and/or mastery range.

#### **Summary of Program Level SLO Findings**

Make general statements about the learning of students in this program. Were the Program Level SLOs assessed? What did you learn? Identify gaps in understanding. Does the program need to add, remove, or modify courses to meet the learning for the student to be competent in this program? Do they have the necessary skills and understanding to move forward to either transfer or enter the workforce?



## Example Summary of Program Level SLO Findings:

### Life Science

The overall strengths of this program are the sheer number of tools available to the students to help with their learning of the subject matter. All Life science faculty and adjuncts have an accessible website containing all of the relevant course material and supplementary information. The equipment we use involves some of the latest technologies currently used in our fields as well as being very student friendly. Our laboratory classes are designed to augment the topics covered during lecture for a given course. Most of the students in these areas are either taking the classes as a goal for Gen.Ed., as a prerequisite for Allied Health fields, or as part of a Biology major. For the Allied Health students they are generally looking towards going into nursing or dental hygiene programs. The majors students are looking to enter into 4-year degree programs. The outcomes are in alignment with the mission of the program.

Students seem to have the most difficulty with critical thinking and fundamental skills, such as reading, writing, and math. Poor reading and math abilities make passing these courses and achieving the student learning outcomes incredibly difficult. Laziness or disinterest are also commonly seen in poorly performing students. Students rarely attend the professors' office hours, nor do they actively seek out tutors. Most students entering this program also have little exposure to science and its concepts.

One area that is being undertaken to remedy these problems is the assigning of more homework for the students. Hopefully this can force the students to read the course material and do the work required to succeed in the course. We are also looking to more strictly enforce the pre-requisites for each course, as many students seem to slip by during enrollment for some reason and register for classes they are not yet qualified to take. Additional equipment to augment student learning will also be explored, such as clay models for the anatomy class.

### Additional Information

List any additional information not covered in the previous parts of this Section 3 that would lead to improvements for the program.

## Example Summary of Additional Information:

### Art

Efforts are made to interact with the various adjunct instructors, but a FT instructor is needed to lead a unified course level and program every SLO assessment. That individual could organize a consistent rubric to be used for grading in the courses, as well as organize the course level SLOs. I have talked with them all, and I am requesting that links to eLumen be placed on the desktop of the instructor's work-site computers, but I can not hang over the shoulder of every adjunct instructor until they do this.

A lot was accomplished by the division chair these past two years. Two new AA-T programs were created and approved by the Chancellors's Office, and they have been advertised by word of mouth. Scholarship money for the AA-T Art History has been donated to ensure that both the studio and the art history majors have a dedicated scholarship for which to apply.

For the first time, awards will be given for the Student Art Show.

The Art Gallery is proving itself as an educational tool for not just TC students but for local K-12 students as well. But, without fulltime Studio Art faculty, things like a comprehensive SLO assessment project, developing new curricula, or establishing an art club can not be completed.

## Section 4: Conclusion

### Summary and Implications of Major Findings

*Briefly summarize the major findings of the annual program review and their implications.*

**In 500 words or less**, summarize the major findings from the analysis of Student Achievement Outcomes, Student Learning Outcomes, Program Effectiveness Measures, or other program data and list the implications of those findings for the program. Resource requests should be categorized by (1) Personnel, (2) technology, (3) facilities, (4) supplies, and (5) other resources. DO NOT MERELY COPY AND PASTE RESULTS FROM THE PROGRAM REVIEW DATA TABLES; *this section is intended to be a **summary** and **analysis** of the major findings, not just a reiteration of the data provided to the program.*

#### Example Summary and Implications of Major Findings:

In all three Business programs, course persistence and completion rates are very low. Several common problems in the programs have been identified through program reviews and student surveys. These include classes not being offered to complete the certificate or degree, classes not being offered at the right times (in high demand are evening and Saturday classes), “gateway” courses (accounting and economics) have low pass rates, lack of tutors (especially for accounting courses), and difficult textbooks that do not fully support student learning across multiple learning styles.

Business forms the core foundation of nearly any community. These sequences of classes are needed especially during difficult economic times when people look for new skills, updated training, and opportunities to exploit entrepreneurship. Small businesses are the “engines of the economy,” and business courses in all their many forms are an important part of the community college mission to prepare students for university study, to train and update their knowledge, and raise the basic skill levels in the community.

Especially important for student success is the need to fill the vacant instructional positions. Students need variety, and instructional workloads need to be adjusted to provide time to fully review individual courses and develop other instructional strategies for them.

### List of Annual Program Goal Statements

*List any goals for the program under review. Each Annual Program Goal Statement will become a component of the Educational Master Plan Goals.*

Based on the major findings described in the Summary and Implications of Major Findings, in 25 words or less per statement, list any goal statements for the program in the foreseeable future (1 to 5 years). The goal statements should logically follow from the earlier summary and implications. Be sure to include as a goal any activities relating to SLOs. Any program changes that require the participation of other divisions should be included as a goal statement. Program goals that require financial resources must be submitted on the Annual Program Goal form by the end of the spring planning days in order to be prioritized by the Governance Council during the next budget cycle.

### Example Annual Program Goal Statements:

- Develop and implement an “exit survey” for all students initially enrolled in the business division who decide to leave their programs. This will provide important information to guide and shape programs towards meeting students' needs.
- Offer many more courses in the evening and on Saturday.
- Update course textbooks.
- Map Business Administration course SLOs to Business Administration program SLOs.
- Develop feedback loop between counseling and division to share student progress information.
- Identify best practices and adopt those that can increase successful student completion rates.
- Develop a job placement and student internship office.
- Expand professional development opportunities.
- Revise ECEF critical thinking SLOs in fall and assess those SLOs in spring.
- Increase the number of services and hours of operations for evening students to include advising and counseling.
- Recruit tutors for accounting and economics.

## Section 5: Evaluation of Annual Program Review and Planning Process

The evaluation component is technically not a part of the program review. However, an annual evaluation of the program review process is required by the accreditation standards. The results of this simple evaluation will be compiled and used by the Strategic Planning Committee to improve the program review and program planning processes.

*A. In this cycle of program review, what aspects of the program review and program planning process worked best and why?*

Describe any aspects of the annual program review update and program planning processes that worked well.

*B. In this cycle of program review, what aspects of the program review and program planning process would you change and why?*

Describe any aspects of the annual program review update and program planning processes that did not work well so that these aspects might be improved or otherwise modified.

### III. Annual Program Goals, Action Plans, and Resource Requests for 2014-2015

Annual Program Goals, Action Plans, and Resource Requests are an integral part of the Annual Program Review Report and describe in detail the goals resulting from the Annual Program Review Update along with the action plans for obtaining that goal and the resources required to implement the goal. Each Annual Program Goal is comprised of several components, all of which are described in this section of *The How To Guide*. A PDF form is submitted once for each Annual Program Goal Statement that meets the criteria described below.

#### Criteria for Submitting an Annual Program Goal or "Fast Track" Goal Form

Not every Annual Program Goal Statement in a program's Annual Program Review Report requires the submission of an Annual Program Goal form. Submit an *Annual Program Goal, Action Plan, and Resource Request Form* if the program goal:

1. Requests resources above and beyond normal Division resources; OR
2. Requires participation by other divisions; OR
3. Is a "Fast Track" Goal (see next section for definition of "Fast Track" Goal).

#### "Fast Track" Goal

Fast Track goals are goals that require immediate attention such as a grant application or new program proposal. They may or may not be directly linked to an annual program review report, a comprehensive program review, or a specific program. The *Annual Program Goal, Action Plan, and Resource Request Form* is designed to accommodate these requests and can be submitted at any time by any person. Once submitted, goals marked as "Fast Track" will be e-mailed to the Governance Council members and included in the next scheduled Governance Council meeting for discussion and action.

## **Content of Annual Program Goal, Action Plan, Resource Request and "Fast Track" Goal Form**

### **Program**

Select from the drop-down list the Program name.

### **Program (Other)**

If your program is not included in drop down list, then use this space to write in the name of the program.

### **Program Lead**

Enter the person's name that is responsible for overseeing the completion of this particular Annual Program Goal.

### **Program Goal Short Title**

Provide a brief (ten words or less) title for this goal so that it can be easily distinguished among all other submitted goals in case you need to save it and edit it at a later date.

### **Program Goal Status**

Click the button to indicate whether the goal is (1) Continuing from last year; (2) New for this year; or (3) "Fast Track," which may or may not be linked to an Annual Program Review Report (all "Fast Track" goals will be immediately distributed to the Governance Council and brought to the next regular Governance Council meeting).

Note: If a goal was submitted in previous years but NOT previously funded, then mark it as "New this year." If a goal was submitted in previous years and WAS funded but you are seeking additional funding, mark it as "Continuing from Last Year."

### **Program Goal Statement**

Copy the Annual Program Goal Statement from the Annual Program Review Report that you will be addressing in this Action Plan/Resource Request form.

### **College Goal(s) Addressed**

Each Annual Program Goal should align with at least one College Goal. College Goals are found in the Taft College Strategic Plan, a copy of which is included on the 2014-2015 Annual Program Review CD. Check the box(es) for the college goal(s) that are most appropriate for this Annual Program Goal. These will be reviewed by the Strategic Planning Committee.

### **Strategic Objective(s) Addressed**

Each Annual Program Goal should address at least one strategic objective from the Taft College Strategic Plan. Indicate which Strategic Objective(s) is/are addressed by this Annual Program Goal. Example: Objective 4.1

### **Strategic Measure(s) Addressed**

Each Annual Program Goal should address at least one Strategic Measure from the Taft College Strategic Plan. Indicate which strategic measure(s) is/are addressed by this Annual Program Goal. Example: Measure 1.2.2

### **Anticipated Outcome**

Write a brief statement about what the goal is expected to accomplish, the desired outcome. The Anticipated Outcome should be something that is measureable such as *An increase over the previous year in the number of students selecting math as a major.* Anticipated Outcomes will always relate to student success, student learning, or a specific Strategic Plan measure. For example, a poorly written Anticipated Outcome would be "To have hired a new math instructor." A more appropriate Anticipated Outcome might read something like "Students will reach their educational goals faster because of an increase in the number of math sections offered."

### **Activities**

Describe the activities to be taken to achieve the Annual Program Goal. For example, activities might be *1. Create a "Math Orientation Module" with videos and demonstrations intended to increase student interest and enrollment in math and science. 2. Incorporate the "Math Orientation Module" into orientation activities.*

### **Required Resources Category**

If specific resources above and beyond what are normally available to the Program are required to implement the activities associated with this Annual Program Goal, indicate which category the resources fall into.

1. Personnel: Faculty
2. Personnel: Classified
3. Personnel: Other
4. Technology
5. Facilities
6. Equipment or Supplies
7. Other

### **Required Resources Description**

Provide a brief description of the resources being requested.



**One-Time Start Up Costs**

Amount of any one-time start up costs. This field only takes numeric values.

**Annual Costs**

Amount of the annual costs associated with the activities for this Annual Program Goal, not including one-time start up costs. This field only takes numeric values.

**Total Five Year Costs**

Total amount of the five-year costs associated with this Program Goal. This field only takes numeric values.

**Proposed Funding Source(s)**

Describe the proposed funding sources for the activities described for this Program Goal. Examples include district funds, specific grant funds, Foundation, student fees, Perkins Funds, or categorical funds.

**Desired Start Date**

Please provide a date that you expect to start the activities associated with this Annual Program Goal. Dates can only be in the mm/dd/yyyy format.

**Expected Completion Date**

Please provide a date that you expect to complete the activities associated with this Annual Program Goal. Dates can only be in the mm/dd/yyyy format. Leave blank if the activities are expected to be ongoing.

**Project is Ongoing**

If project is not ongoing be sure to enter an expected completion date.

**Other Divisions**

If other Divisions need to participate in the activities required by this Annual Program Goal, please indicate which Divisions and how they are expected to participate in the "Activities" field above.

**Substantive Change Proposal Required (Vice Presidents Only)**

If the Vice President believes this goal will require the submission of a Substantive Change Proposal to the ACCJC, please check the "Yes" box.

## Comments

Any additional comments regarding this Annual Program Goal or Fast Track Goal can be included here. The field is limited to 2,000 characters (about 500 words). If more space is needed, you can send an attachment with the goal form.

## Prioritization by Program Lead

If this Annual Program Goal requires resources, please rank the goal among all Annual Program Goals within the program. By "ranking" it is meant that each submitted program goal will be rank ordered among all submitted goals, for example "6 of 8" or "1 of 2." No rankings are required if the goal does not require resources.

## Prioritization by Division Chair

If this Annual Program Goal requires resources, please rank the goal among all Annual Program Goals within the division.

## Prioritization by Vice President

If this Annual Program Goal requires substantial resources, please rank the goal among all Annual Program Goals within the vice president's area.

## Prioritization by Governance Council

If this Annual Program Goal requires substantial resources, please rank the goal among all Annual Program Goals.

## Funding Recommendation by President

Check the appropriate box associated with this Annual Program Goal:  
(1) Recommended for Funding; (2) Not Recommended for Funding at this time.

