To: Academic Senate and IPEC, May 2023

RE: Program Review Committee Recommendations for Revising the Program Review Process, Starting Fall '23

After much deliberation and feedback from the faculty, the Program Review is asking for approval to enact the following:

From our 4/26/23 Program Review meeting we recommend:

- Update would be completed for the 23-24 cycle; regular PR for 24-25 rotating every two years in this manner
  - The "comprehensive" program review will be a version of the form we've been using
- Program review will still complete the division summaries each year

Here are the questions we are suggesting for the update:

- Please describe the most important updates, achievements, challenges, or barriers to your program in the 22-23?
- What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.
- Got anything new planned for 23-24?
- If you have any updates for curriculum, program maps, or SLOs – put in what is on the other form
  - Describe the process for them to do this

Are there concerns about not capturing detailed information, especially since we've been in the practice of linking other processes to the PR process in recent years? (SLO, IR data review, curriculum, program maps, plans, challenges, etc.?

Program:

Division:

Date:

Writer(s):

SLO/SAO Point-Person:

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in creating Division Summaries, determining College Planning Priorities, and allocating resources. The final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review *should reflect* on program status during the 2023-24 academic year. It should *describe plans* starting now and continuing through 2024-25.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: https://bit.ly/2LqPxOW

Helpful Links:
1) Program Review Committee Page for Writers
2) Fall 2023 Program Reviews
3) Frequently Asked Questions

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the "tools for writers" link.

Sections: There are 4 sections to the document
1. Instruction, list of reminders, and opt-out options, the LPC equity definition
2. Section 1: Review of your program, including accomplishments, challenges and planning
3. Section 2: Data Analysis
4. Section 3: SLO/SAO Review and feedback on the PR form
5. Section 4: CTE Review – *CTE programs only*

Instructions

1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional/suggested: Communicate with your dean while completing this document.
4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2023**

Important Changes and Reminders: Some sections have been removed for ease of Program Review Completion. However, these important tasks will need to be completed by programs.

A. Are there any Title V curriculum updates required for any of your courses or Programs?

1. Check on the status of courses and programs to see if any updates are required (1. Log in to CurricUNET, 2. Select "Course Outline Report" under "Reports/Interfaces," 3. Select the report as an Excel file or as HTML)

   A) If yes, submit these updates to the Curriculum Committee

   B) If yes, compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered during certain semesters.

      (I) If your map requires a **non-Curricular change** (i.e., course sequencing) consult your **Pathway counseling faculty liaison** to initiate any changes.

      (II) **If your map requires a Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.

2. Review your programs to see if there are any modifications needed

3. Review your programs and courses to see if any will be sunset or deactivated

4. Any questions? Contact the Curriculum Chair or the Curriculum and SLO Specialist.

B. I'd like to skip Sections 1 and/or 2 for 23-24. Reminder: you can only skip these sections 2 years in a row

Please check the sections that your program will be skipping

☐ Section 1: Review of your program, including accomplishments, challenges and planning
☐ Section 2: Data Analys

Throughout this document you'll see that equity is a guiding principle.
Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

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Section One: Your Program In 22-23 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 22-23 academic year.

Some areas you may want to note in your explanation are:
- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the equity definition?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate

_____N/A

Accomplishments
1
2
3
4
5
6

Tab to add more lines as needed

B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during academic year 22-23 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition, and highlight any challenges mentioned in previous reviews.

_____N/A

Challenges/Pain Points/Needs
1.
2.
3.
4.
5.
6.

Tab to add more lines as needed

C. Planning: What are the most important plans, either new or continuing, for your Program?
_____N/A

Plan	New	Continuing

Tab to add more lines as needed

D. Identify any college, district or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

_____N/A

Barrier	Suggestions

Tab to add more lines as needed

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning). *Here are a few samples of data review to reference if that's helpful*

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the IR team.)

- IR Data packets are available here (Posted Fall 23)

- Course Set Standard Overview & Success Rates Dashboard can be in the middle of this page:

B. Program-Set Standard (Instructional Programs Only):
The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page

- Did your program meet its program-set standard for successful course completion?

    _____Yes _____No

- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section Three: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run reports using eLumen, click here.

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- 3A: Instructional Programs with PSLOs (disaggregated PSLOs)
- 3B: Instructional Programs with CSLOs *(Departments without degrees, non-major courses, and/or other courses up for assessment)*
- 3C: Non-Instructional Programs (SAOs)

3A: Instructional Programs with PSLOs (disaggregated PSLOs)

1. To assess PSLOs, CSLOs must be correctly mapped to only one PSLO and every mapped CSLO must have assessment data. Check all of the boxes that apply.

   ☐ If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.

   ☐ If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen (See SLO Handbook, p. 7) and continue to question 2.

   ☐ If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section 3B.

2. Based on your 3-year plan, list the PSLO(s) for the academic year 2022-2023 that your program selected to review and explain why these were chosen.

3. What percentage of faculty completed the planned assessments for the selected PSLO? (Run a Faculty Participation report from last year). _____%

4. Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program? If you used any additional evidence or methods to answer this question please explain.

5. Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. When using eLumen When using eLumen, See the Guide for instructions on how to disaggregate PSLO data.

   Which variables did you use to disaggregate the data? Mark all the apply.
   ☐ Gender   ☐ Ethnicity
   ☐ Age   ☐ EOPS

<table>
<tr><td>☐ Veteran</td><td>☐ Online</td></tr>
<tr><td>☐ BOG Recipient</td><td>☐ Hybrid</td></tr>
<tr><td>☐ First Generation</td><td>☐ Face-to-Face</td></tr>
<tr><td>☐ DE</td><td></td></tr>
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6. If you used any additional evidence or methods to answer this question, please explain.

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7. Did your data reveal any patterns of inequity? If so, please explain those patterns.

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8. Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data.

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9. **Based on discussion with others in your program**, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data. Please also note if you have decided to update any CSLOs or PSLOs based on this analysis. If updating, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.

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10. Please review 3-year plan and verify that all of your courses will be assessed by June 2026.

   Will all of your courses be assessed by June 2026?

   _____Yes   _____No

   If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist and the SLO Chair.

11. If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

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3B: Instructional Programs with CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your 3-year plan, list the CSLO(s) for the academic year 20223-2023 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, run a Faculty Participation report from last year). _____%

3. Using the CSLO data and reflection questions from eLumen, what are some conclusions? If you used any additional evidence or methods to answer this question please explain.

4. List changes that you plan on making to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, SLO Handbook if you need instructions on how to do this).

5. Please review your 3-year plan and verify that all of your courses will be assessed by June 2026.

   Will all of your courses be assessed by June 2026?

   _____Yes _____No

   If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

3C: Non-Instructional Programs (SAOs)

1. Based on your 3-year plan, list the SAO(s) for the academic year 2022-2023 that your program selected to review and explain why these were chosen.

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2. **Based on discussion with others in your area**: Using SAO data and reflection questions from eLumen or other sources of data, what conclusions can be made?

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   * If you used other sources of data, briefly explain below.

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3. List changes that you plan to improve outcomes in your service area. Also note if you have decided to update any SAOs based on this analysis.

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4. Please review your 3-year plan and verify that all of your courses will be assessed by June 2026.

   Will all of your courses be assessed by June 2026?
   _____Yes _____No

   If not, please update your 3-year plan to include any areas or services you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

5. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

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Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

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Section Four: CTE Update (CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

    A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

A1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.

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A2. What is the median income for occupations within your program?

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    B. **Advisory Boards:**

Has your program complied with advisory board recommendations?

_____YES _____No

If not, please explain.

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C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then report on your specific program.

Data Reporting Notes:
Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

Launchboard data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

C1. Strong Workforce Program Students

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

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C2. SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year
Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

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C3. SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course
Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

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C4. SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status
Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected

year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

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C5. SWP Students Who Transferred to a Four-Year Postsecondary Institution

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

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C6. SWP Students with a Job Closely Related to Their Field of Study

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

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C7. Median Annual Earnings for SWP Exiting Students

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?

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C8. Median Change in Earnings for SWP Exiting Students

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

C9. SWP Exiting Students Who Attained the Living Wage
Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?