



Los Angeles Valley College

# PROGRAM REVIEW HANDBOOK

Version 2.01.01  
(Revised September 2006)

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## **I. Introduction: Why Program Review?**

The Program Review process offers members of a department or program an opportunity to deliberate together about the structure of its curriculum, the nature and quality of its course offerings, the coherence of its degrees and certificates, the representation of its discipline, the allocation of its staff and resources, the nature and extent of engagement with related departments and programs of the College, and any other issues of concern.

The review process provides an occasion for departments and programs to review their offerings, identify strengths and gaps, envision the future shape of the curriculum, and consider the implications of intellectual, technological, and pedagogical developments in their discipline. The process also provides the framework for developing a five to seven year strategic plan that connects not only to the department/program's long term vision of student success but also becomes the blueprint for related reports and activities such as accreditation, student learning outcomes assessment cycles, the education master plan, and the technology master plan.

The following pages outline the events and written elements that your department/program will find necessary to complete and submit. Nevertheless, it is helpful to keep in mind that, in many ways, the central value of the review comes from extended and collective self-examination.

## II. *Outline of the Components of the Program Review Process*

A variety of tasks comprise the Program Review Process. An outline of these activities follows, listed in a suggested order of completion. More details on each of these components are found on following pages.

### A. *Curriculum Review*

Contact the *Curriculum Committee Chair* to begin working on revising your course outlines and visit the LAVC Curriculum website to download the curriculum forms: <http://www.lavc.edu/vccc/>

Contact the *Student Learning Outcomes (SLO) Committee Chair* to begin working on your SLOs for your program and courses.

1. Courses: Course Outlines, Prerequisite Validations, Archives, and Addenda
2. Student Learning Outcomes and Assessment Plans

### B. *Research and Planning*

Contact the *Associate Dean of Research and Planning* to obtain your Student Data Profile for your department and to help you design your Student Survey.

1. Student Data Profile
2. Student Survey

### C. *Reviewing the Department and Program(s)*

Discuss and assign/delegate each area below to faculty in your department:

1. Philosophy, Mission and History of the Department and Program(s)
2. Curriculum Analysis
3. Students
4. Consultation and Review with Off-Campus Representatives
5. Facilities, Equipment, and Technology
6. Faculty and Staffing
7. Campus Partners and Resources
8. Departmental Goals and Objectives

### D. *Writing and Concluding the Review*

1. Write and edit the Program Review Document
2. Submit and present the Program Review to the Instructional Programs Committee

### III. *Detail for the Components of the Program Review Process*

#### A. *Curriculum Review*

To review the effectiveness of your academic program(s), it is necessary to take a close look at the courses and the overall degree or certificate program offered in your department. This is the time to see if courses and programs are meeting the needs of the student population. It is also a time to ensure that course content and materials are current with trends in the field. This process can take place in the years PRIOR to the actual Program Review to “lighten the load” in that time period in which you will review and write the Program Review. All forms required for curriculum are available on the VCCC website at <http://www.lavc.edu/vccc/vcccforms.html>

#### Curriculum

1. Create a 5–year grid (see sample in Appendix B) of all active courses indicating in what semester each course was offered in afternoon (A), day (D), evening (E), or both day/evening (D/E). In the grid, indicate which courses are core courses (C) for your program(s).
  - a. Core courses must be offered at least once every 4 semesters. If a core course has not been offered, you must either archive the course, modify your program so that course is not a core course, or if the course should remain as core, indicate the plan for how this course will be offered once every 4 semesters over the next 5 years.
  - b. If a course is an elective or not part of a program and has not been offered at all in the last 5 years, you must either archive the course or explain the plan for keeping the course active and offering it during the next 5 years.
2. Course Review: Use the information obtained from the grid to determine which course outlines will be updated and which courses will be archived.
  - a. For each course, the department will need to do the following:
    - i. Update the course outline of record for all courses remaining active (use the course outline guidelines in Appendix C to help guide you in answering some of the questions on the form) and seek guidance from the chair of the VCCC prior to beginning the updates
    - ii. Revalidate all prerequisites, corequisites, and advisories
    - iii. Compile archive requests for all courses being archived
    - iv. Update Distance Education and/or TAP addenda for courses that have been previously approved by the VCCC for these purposes
  - b. If any college or district course attribute (hours distribution, prerequisites, course classification, TOP code, SAM code, etc.) is being changed from its current status, a course change request form is required as well.
3. Program Review: Based on what courses are updated or archived, review and revise (if necessary) degree and certificate requirements. Submit a document (printed and electronic) indicating how the program should appear in the catalog as a result of these changes.

## Student Learning Outcomes

### 1. Program Level Student Learning Outcomes

- a. During the 2006/2007 year every department on campus will determine 2 – 4 Program Students Learning Outcomes (PSLO) for each degree or certificate offered. These PSLOs will be submitted to the SLO Committee by April 2006. As part of this, include a matrix indicating how each course (core or elective) helps students achieve these PSLOs (see Appendix D for a sample). In addition to stating the PSLOs, the department needs to determine an assessment plan of when and how each PSLO will be assessed.
- b. The information obtained in (a) above needs to also be included in the written report as well as an update on the results of the assessment and any changes the department made based on the assessment results.
- c. The department needs to also indicate how the PSLOs contribute to helping students meet the College–Wide Student Learning Outcomes (Appendix D & F).
- d. In subsequent years, follow the plan you established in 2006/2007.

### 2. Course Level Student Learning Outcomes

- a. During 2006/2007 every discipline will determine one (1) Course Level Student Learning Outcome (CSLO) with an assessment measure for at least one (1) course, preferably a general education or introductory course that serves many students. This CSLO will be submitted to the SLO Committee by April 2007 but will also be included in the written report.
- b. During 2006/2007 every discipline will establish a plan of how they will establish at least one (1) CSLO for each course in the discipline. This information will also be submitted to the SLO Committee by April 2007.
- c. The faculty within the discipline should discuss each and take steps to assess these CSLOs in an ongoing basis. The written report should primarily focus on the progress made with respect to writing and assessing the CSLOs and any changes that have been made to courses based on the assessment results.
- d. In subsequent years, follow the plan you established in 2006/2007.

The CSLOs should be assessed-not just during program review but in an ongoing manner. Incorporate that ongoing assessment and refinement into this review by reviewing what has been done in the past and making plans for the future: Are students learning what your courses are teaching them? What abilities are students able to take away with them once they complete your course(s)?

## ***B. Research and Planning***

One of your first tasks should be to contact the *Associate Dean of Research and Planning* (see resources page) to obtain your Student Data Profile for your department and to help you design your Student Survey.

Student Data Profile (Who are your students? How many students does your program serve? How successful are your students? How effective is your program?)

1. The profile will contain *demographic data* (five-year trends) such as: gender, ethnicity, age, primary language, citizenship, prior educational level, and educational goal.
2. The profile will include *enrollment data* (five-year trends) such as: WSCH, FTEF, end-of-term enrollments, and census enrollments.
3. The profile will include *effectiveness data* (five-year trends) such as: success rates and retention rates by course, and grade distribution by course, number of majors declared by students in your department, and the number of degrees and certificates awarded in your department.

Student Survey (What do students want from your classes/programs? What classes are they interested in taking? How do they perceive the facilities and equipment in your program? What do they think about the level of instruction in your program? How relevant are classes/program to their life? What are their attitudes and opinions about on-line learning? How do they rate campus resources?)

1. The survey should be designed with the Associate Dean of Research and Planning to ensure that you are obtaining the data you will need and so that the survey results can be easily compiled and analyzed by the Office of Research and Planning for you.
2. Faculty from your department should participate in writing some of the survey questions or reading the survey draft prior to administration in the classroom.
3. Review the sample survey (see appendix) for an example of a Program Review Student Survey and to generate ideas for your department.
4. The survey should be designed during the beginning stages of your Program Review process and with enough time so that it can be administered during mid-semester.

### ***C. Reviewing the Department and Program(s)***

To review the effectiveness of your department and your academic program(s), it is necessary for all faculty to take a close look at the courses and the overall program(s) [degree(s) or certificate(s)] offered in your department.

#### Faculty Discussion (and task delegation)

Invite your faculty to discuss and review the effectiveness of the department as an entity and the program(s). Ideally, all faculty members are involved in reviewing the effectiveness, success, and refinement of your program(s). Consult relevant documents as needed, e.g., Title 5 of the California Code of Regulations, the California Education Code, labor and market trends, professional association research on the discipline(s).

1. *History, Mission, and Philosophy of the Department and Program(s)* (Discuss the Departmental history including its mission and philosophy. What is the history of the department at LAVC and does that relate to what we do now? Why does our department exist in its current form? Should it change? What do we hope to accomplish by having our department at LAVC? For each program in your department: From where has our program come? What about its history at LAVC and how it relates to what we do now? How many students have finished the program over 5 years? Why does our program exist in its current form? Should our program change? What do we hope to accomplish by having our program at LAVC? Discuss both the department and program(s) to assess where they came from and what they should look like in the future.
2. *Curriculum Analysis* (What insight and information have you gained from the curriculum review and the development of your SLOs and their assessment?) Review information from curriculum reviews including course outlines and SLOs and assessment.

3. *Students* (What do students have to say about your department and program(s)? Are they satisfied with things as they are? What suggestions or preferences were in the majority, e.g., new courses? Who are your students? What elements of your department and program(s) support or impede student success? Analyze and discuss the patterns in the Student Survey and the Student Data Profile and how those findings might affect your department and/or program(s).
4. *Consultation and Review with Off-Campus Representatives* (What do faculty in your transfer institutions or those on your advisory board have to say about your program?) If you have an advisory board, describe them and how they influence your program(s). Consult with your advisory board or with the faculty in your transfer institutions to get their perspective on your program(s) and any suggestions they have for improving it. Consult with these partners to get their review of your programs(s) since their feedback is invaluable for enriching your program(s) and helping your students succeed once they have transferred.
5. *Facilities, Equipment, and Technology* (What resources do we have in our department: offices & other spaces, technology & equipment? What do we have; what do we need; what would we like to have?) List and review the adequacy of the spatial and technological resources at its disposal. Refer to office and meeting spaces, classrooms, computers, printers, classroom technologies (video, DVD, audio, projection, wall-boards, maps, etc.), and other equipment used in your department. Use of Student Survey data might be helpful and relevant to utilize here.
6. *Faculty and Staffing* (What are the human resources for your program(s): who teaches/works in your department and what are their educational preparations and skills? Are your full time staffing needs fulfilled?) List the current faculty and their qualifications and skills as they relate to your courses, program(s), department, and wider campus community. Do you have enough full-time faculty and/or staff to fully facilitate student success in your courses and program(s)? Professional Development (List the professional development activities in which your faculty participate.)
7. *Campus Partners and Resources* (What partners and resources on campus support or enhance your program(s), e.g., Library; Computer and other Labs; Tutoring Services; Student Support; Professional Development/STARS) Consider any current or potential uses of campus partners and resources. Discuss the professional development activities of your faculty or staff, whether on or off campus. Use of Student Survey data might be helpful and relevant to utilize here.
8. *Departmental Goals and Objectives* (What does our department hope to accomplish? How does our department contribute to the LAVC community?) After reviewing the details of your courses and program(s), review your overall departmental organization and how that structure (or lack thereof) may affect the retention and success of your students. What might your entire department need to do to improve your courses or program(s)? Use of Student Survey data might be helpful and relevant to utilize here.

## ***D. Concluding the Review***

### Write and edit the Program Review Document

The results of all this reflection, discussion, and consultation should be written up in whatever manner is possible considering the skills, talents, and inclinations of your department members. (Some may designate talented and experienced writers in their midst as the primary author while others will delegate sections amongst all department members.) Regardless of how your department decides to do this, the final document should be clearly written to share with yourselves and others what your department is all about.

### Submit and present the Program Review to the Instructional Program Committee

Once you have been through all of these steps (research and planning, curriculum review, departmental/program/course reflection, writing the first draft) and edited the narrative document, it must be presented to IPC. This presentation will be scheduled and the Department Chair (and other department members) should (a) briefly describe the process of doing the review, (b) report on their major findings, and (c) answer questions from the committee to clarify their understanding of the review. Once IPC signs off, you're done with the Program Review for this cycle.

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Keep in mind that:

- Student Learning Outcomes should be assessed in an ongoing manner so as to refine the SLOs themselves and your program(s).
- Future 'historical' information is easier written into the narrative next time if you keep a folder or notes on major personnel changes or events as they happen.
- There is a link that can be fostered between this Program Review document and many other documents and reports for your department: master plan, tech review, annual departmental goals and objectives. Be sure to insert copies of those reports into your Program Review file since those are an important part of your future Program Reviews!

## **IV. *Outline for the Written Program Review Document***

This is the general outline for the actual Program Review Document. Each section is described in more detail on the following pages.

### A. Title Page & Signature Pages

1. Titles and Departmental Program Review Signatures
2. Curriculum Committee
3. Instructional Program Committee

### B. Executive Summary

### C. Program Review

1. Introduction
2. History, Mission, and Philosophy of the Department and Program(s)
3. Program Description (If there is more than one program—degree or certificate—in your department, each of the following should be addressed for each program.)
  - a. Curriculum
  - b. Student Learning Outcomes for the Program(s)
  - c. Students
    - i. Student Data Profile and 5 year trends
    - ii. Student Survey results and recommendations
  - d. Faculty and Staff
    - i. Listing of all faculty and staff
    - ii. Professional development activities
  - e. Facilities, Equipment, and Technology
  - f. Campus Resource Utilization
4. Needs Analysis and Recommendations: Curriculum; Faculty and Staff; Facilities and Equipment; Campus Resources
5. Action Timeline
6. Appendices
  - a. Student Survey Summary

## **V. *Detail for the Written Program Review Document***

### ***A. Title & Signature Pages***

1. Title Page and Departmental Program Review Signatures (See Appendix J for examples and links to the file.)
2. Curriculum Committee (See Appendix J for examples and links to the file.)
3. Instructional Program Committee (See Appendix J for examples and links to the file.)

### ***B. Executive Summary***

An executive summary is:

- A brief recap or highlights of the entire document.
- *1-2 pages* that should give a reader the *most* important information about your department and program(s).
- A helpful strategy is to look at each section of the document and recap in a sentence or two (or three) the main points therein; then, for each section, decide which of these best describe the main issues in your department and program(s). For example, discuss your progress on SLOs, curriculum changes, student profile and recommendations, faculty and staffing issues, and facilities and equipment needs.
- This summary should be a narrative, not an outline.
- Once a reader gets through it, they should have a good sense of what they will find in the rest of the review and they might even be interested in some specific section based on what you say here.
- Your executive summary will be used for your contribution to the College's Education Master Plan.

### ***C. Program Review***

#### **1. Introduction**

Write a brief statement of introduction to your department and its program(s) and the purpose for writing this program review.

#### **2. History, Mission, and Philosophy of the Department and Program(s)**

Focusing primarily on your department, update the history of the department and program(s) with events and changes that have occurred since the last revision. Respond to the following:

- From where has our department come?

- What about its history at LAVC and how it relates to what we do now?
- What is the mission and philosophy of our department and its program(s)?
- What does our department hope to accomplish?
- How does our department contribute to the LAVC community?
- After looking closely at your courses and program(s), identify logical and related departmental goals and objectives.
- What might your entire department need to do to improve your courses or program(s)?
- Use of Student Survey data and Departmental Goals and Objectives forms might be helpful and relevant to utilize here.

### **3. Program Description**

Describe your program and your program's philosophy and respond the following:

- Why does our program exist?
- What do we hope to accomplish by having our program at LAVC?
- From where has our program come?
- What about its history at LAVC and how it relates to what we do now?
- How many students have finished the program over 5 years?
- Use Student Survey data results to support your findings and recommendations

#### **a) Curriculum**

A self-study of the course and program offerings is an important part of program review. This is the time to see if courses and programs (degrees and certificates) are meeting the needs of the student population. It is also a time to ensure that course content and materials are current with trends in the field. For the curriculum review portion the following is needed:

- Describe curriculum changes in the last five years, those that are currently being done as a result of this review and those to be made in the near future.
- Describe comments and recommendations from the advisory board/university representatives and any plans or actions in response to their recommendations. (Attach minutes from the Advisory Board.) Include discussion of any recent or projected changes in transfer institutions that will affect your transfer program(s).
- Attach supporting documents created during the curriculum review process as outlined previously. This would include the Five year grid of course offerings and the SLO forms. Attach the Curriculum Committee sign off sheet for course outlines in lieu of the actual course outlines.

## **b) Student Learning Outcomes (SLOs)**

### Program SLOs

For each degree and certificate program in your department:

- Describe your ongoing efforts at developing and assessing the Program SLOs.
- How do your Program SLOs connect with the College Wide SLOs?
- Describe your ongoing efforts at developing and assessing the Course SLOs.
- Include your reports to the SLO Committee in your appendix.

## **c) Students**

Describe and summarize the Student Data Profile and Student Survey results based on the reports provided to you by the Office of Research and Planning. Based on these results and the following guiding questions, describe the patterns relevant to your department and program(s).

- Who are your students?
- How many students does your program serve?
- Overall, how do students perceive your program(s)?
  - What do students want from your classes/programs?
  - What classes are students interested in taking?
  - How do students perceive the facilities and equipment in your program?
  - What do students think about the level of instruction in your program?
  - How relevant are classes/program to students' lives?
  - What are students' attitudes and opinions about on-line learning?
- How do students rate resources relevant to your department and program(s)?
- Describe success, retention, recruitment, number of degrees/certificates awarded in the last five years, and plans to sustain and increase enrollment.
- Include both the Data Profile and the Student Survey reports from the *Office of Research and Planning* in your appendix.

## **d) Faculty and Staff**

List the current faculty and their qualifications and skills as they relate to your courses, program(s), department, and wider campus community.

Respond to the following:

- List and describe all faculty, full time and adjunct, who teach in the program(s) in terms of their academic preparation, relevant experience, areas of specialization, and professional development activities.
- Describe the staffing pattern for the program(s). Include FTE full time/part time ratio\* and the impact of this on the department, the relationship between faculty assignments and content area expertise, and the maintenance of disciplinary standards by both full time/part time faculty.
- List and describe any additional support staff in the program(s), i.e., classified full-time
- Do you have enough full-time faculty and/or staff to fully facilitate student success in your courses and program(s)?
- After reviewing the details of your courses, program(s), and your overall departmental organization, describe how that structure (or lack thereof) may affect the program and the performance of your students.
- Create a staffing plan for the next five years.

\* To figure your full time / part time faculty ratios or percentages, insert the following information:

1. Your department's typical FTE Fall semester allocation:	
2. The number of full time faculty members in your department:	
3. The FTE for reassigned time for your Chair assignment	
4. The FTE for any other faculty reassignments in your department	
5. Add together #3 & #4	
6. Subtract #5 from #2 (this is the amount of FTE taught by full time faculty)	
7. Divide #6 by #1 and then multiply by 100 (this is the percent of FTE taught by full time faculty)	
8. Subtract #7 from 100 (this is the percent of FTE taught by hourly rate faculty)	

For example, let's say that your department FTE allocation is 20.0 and you currently have 12 full time faculty. Subtract 0.6 for your reassigned time as Chair and you have 11.4 FTE/full time faculty. To get a ratio, you've got 11.4 FTE full time to 8.6 FTE part time or 57% full time to 43% part time (11.4 full time faculty divided by 20 FTE and multiplied by 100; 8.6 part time faculty divided by 20 FTE and multiplied by 100).

NOTE: This calculation does not account for full time faculty teaching hourly rate classes. It is used here to simplify the math and it is not the same formula used by the district and state for FTE calculations. This calculation is also different from that required for Hiring Requests; that calculation is figured by discipline in which hiring is to be done whereas this is for your entire department. If you wish to include this figure for a particular discipline (e.g., program), only consider the FTE and

faculty assigned to those courses in that discipline (or use the calculus in the Hiring Form document).

### **e) Facilities, Equipment, and Technology**

List and review the adequacy of the spatial and technological resources at its disposal. Refer to office and meeting spaces, classrooms, computers, printers, classroom technologies (video, DVD, audio, projection, wall-boards, maps, etc.), and other equipment used in your department. Respond to the following:

- List the dedicated facilities (offices, classrooms, etc.) used by your department.
- List the specific equipment, technology and materials used by your department.
- Do these facilities and equipment meet or exceed the minimum needs of your department?
- List and describe any needed changes or improvements in facilities and equipment.
- Use Student Survey data results to support your findings and recommendations
- What resources do we have in our department: offices & other spaces, technology & equipment?
- What do we have; what do we need; what would we like to have?
- Create a plan for the next five years.
- [Note: The Equipment section will be useful for the Technology Master Plan document.]

### **f) Campus Partners and Resource Utilization**

List each on-campus and off-campus resource and the nature of your partnership with them. Examples of on-campus resources:

- ✓ Library
- ✓ Computer and other Labs
- ✓ Tutoring Services such as: Writing Center, General Tutoring, Supplemental Instruction, Earth Science/Anthropology Tutoring lab, Biology Tutoring lab, Math lab.
- ✓ Student Support Services such as: EOPS, DSPS, Counseling, Financial Aid
- ✓ Professional Development/STARS.

Respond to the following:

- How does your department interact with other entities on campus and make use of campus resources?
- What partnerships and resources on campus support or enhance your program(s)?

- How do various faculty or classes utilize the resources on campus and how does your program(s)/department utilize off-campus resources/partnerships?
- Describe sponsorship of campus wide or public exhibitions or demonstrations, involvement with student or community clubs, etc.
- Describe and assess the current library resources with respect to your program(s).
- Describe the current student and academic support services utilized by students in your courses and programs.
- Discuss whether or not the current services are adequate to meet the needs of students.
- What do faculty in your transfer institutions or those on your advisory board have to say about your program?
- Identify additional resources needed, if any.
- Use Student Survey data results to support your findings and recommendations

#### 4. Needs Analysis and Recommendations

List the curricular, staffing, facility, equipment, resource and training needs of your department and program(s) and the recommendations you suggest to address those needs. You may wish to use survey data as evidence to support your recommendations.

- Curriculum
- Faculty and staff
- Facilities and equipment
- Campus resources
- Ongoing professional training

#### 5. Action Timeline

Include one or two pages outlining the activities your department will implement in the next five years, including such details as which objectives or needs these address and who the likely participants will be in this process.

A grid or matrix may be useful to organize and present this timeline:

Goal/Needs/Objectives	Tasks/Actions	Time Frame	Participants
<i>What, in general, needs to be done?</i>	<i>What activities must take place to reach these goals/needs/objectives?</i>	<i>When will these activities be done?</i>	<i>Who will do these activities</i>

## **6. Appendices**

Attach the documents that you used to do the review of your department and program(s), including:

- Student Survey Example
- Student Data Profile
- Five Year Grid of Course Offerings
- Curriculum Committee Sign off on course outline reviews
- SLO information
- Other documents as relevant to your program

## **VI. Appendices**

These Appendices include resources and examples of the forms and reports that each department utilizes to review their program(s).

**A. Overview of the Five Year Cycle of Program Review, Plans A-E**

**B. Sample Five Year Grid of Course Offerings**

**C. Technical Review - Curriculum**

**D. Sample Program Level Student Learning Outcomes**

**E. SLO Forms**

**F. College Wide SLOs**

**G. Department Goals and Objectives**

**H. Sample Student Survey**

**I. Sample Student Data Profile**

**J. Title Page and Signature Pages**

**K. Resources**

### ***A. Overview of the 5 Year Cycle of Program Review***

**PLAN A:** For Departments **Earth Science/Anthropology, English, Extension/Community Services, Foreign Languages, HHLPS, General Tutoring/Lair, Library, Women's P.E. , Respiratory Therapy**

2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Curriculum Review and VCCC Presentation				
Program Student Learning Outcome <sup>1</sup> (PSLO): Develop 2-4 PSLOs & an assessment plan.	PSLO(s): Assess one of the PSLO(s); Refine PSLO(s) and Program based on assessments.	PSLO(s): Assess another PSLO(s); Refine PSLO(s) and Program based on assessments.	PSLO(s): Assess another PSLO(s) (if any); Refine PSLO(s) and Program based on assessments.	Refine PSLO(s) and Program based on assessments.
Course Student Learning Outcome <sup>2</sup> (CSLO): develop at least one CSLO for one course and its assessment plan. Plan how the department will develop at least 1 CSLO for each course within this assessment cycle.	CSLO(s): Assess CSLO; Refine CSLO(s) and Course based on assessments. Develop remaining CSLOs based on plan.	CSLOs: Assess existing CSLO(s) and develop remaining CSLOs based on plan.; Refine CSLO(s) and Program based on assessments.	Refine CSLO(s) and Program based on assessments.	Refine CSLO(s) and Program based on assessments.
Identify 1-2 College Wide Student Learning Outcomes that correspond to your Program				
Research and Planning				
Review and discuss Program and Department (SLO assessments and research)				
	By FALL 07: Conclude Program Review Report (Write and present to IPC)			

<sup>1</sup> PROGRAM STUDENT LEARNING OUTCOMES (PSLO): Two to four (2-4) Program level SLOs are optimal; The PSLOs should be defined by the next accreditation program review cycle and assessed regularly.

<sup>2</sup> COURSE STUDENT LEARNING OUTCOMES (CSLO): One to two (1-2) Course level SLOs per course are optimal; The CSLOs for all courses should be defined by the next accreditation program review cycle and assessed regularly. Distributing the courses in your program across the five years so that no one year has an overwhelming number of courses on which to work will ease the process. For example, 20% of your courses could be dealt with each year (if you have 15 different courses in your program, you could tackle 3 of them each year). Alternatively, the first year you could start with one (to get familiar with the process) and then spread the remaining courses over the next four years.

## Overview of the 5 Year Cycle of Program Review

### PLAN B: For Departments Athletics, CAOT, PACE, Puente, Speech/ESSL, Supplemental Instruction, TAP, Virtual Valley, Writing Center

2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Curriculum Review and VCCC Presentation				
Program Student Learning Outcome <sup>3</sup> (PSLO): Develop 2-4 PSLOs & an assessment plan.	PSLO(s): Assess one of the PSLO(s); Refine PSLO(s) and Program based on assessments.	PSLO(s): Assess another PSLO(s); Refine PSLO(s) and Program based on assessments.	PSLO(s): Assess another PSLO(s) (if any); Refine PSLO(s) and Program based on assessments.	Refine PSLO(s) and Program based on assessments.
Course Student Learning Outcome <sup>4</sup> (CSLO): develop at least one CSLO for one course and its assessment plan. Plan how the department will develop at least 1 CSLO for each course within this assessment cycle.	CSLO(s): Assess CSLO; Refine CSLO(s) and Course based on assessments. Develop remaining CSLOs based on plan.	CSLOs: Assess existing CSLO(s) and develop remaining CSLOs based on plan.; Refine CSLO(s) and Program based on assessments.	Refine CSLO(s) and Program based on assessments.	Refine CSLO(s) and Program based on assessments.
	Identify 1-2 College Wide Student Learning Outcomes that correspond to your Program			
	Research and Planning			
	Review and discuss Program and Department (SLO assessments and research)			
	Conclude Program Review Report (Write and present to IPC)			

<sup>3</sup> PROGRAM STUDENT LEARNING OUTCOMES (PSLO): Two to four (2-4) Program level SLOs are optimal; The PSLOs should be defined by the fifth year of your program review cycle and assessed regularly.

<sup>4</sup> COURSE STUDENT LEARNING OUTCOMES (CSLO): One to two (1-2) Course level SLOs per course are optimal; The CSLOs for all courses should be defined by the next accreditation program review cycle and assessed regularly. Distributing the courses in your program across the five years so that no one year has an overwhelming number of courses on which to work will ease the process. For example, 20% of your courses could be dealt with each year (if you have 15 different courses in your program, you could tackle 3 of them each year). Alternatively, the first year you could start with one (to get familiar with the process) and then spread the remaining courses over the next four years.

## Overview of the 5 Year Cycle of Program Review

### PLAN C: For Departments Cal WORKS/TANF, Cooperative Education, IMS, Math, Nursing, Service Learning, Staff Development, Technology

2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
	Curriculum Review and VCCC Presentation			
Program Student Learning Outcome <sup>5</sup> (PSLO): Develop 2-4 PSLOs & an assessment plan.	PSLO(s): Assess one of the PSLO(s); Refine PSLO(s) and Program based on assessments.	PSLO(s): Assess another PSLO(s); Refine PSLO(s) and Program based on assessments.	PSLO(s): Assess another PSLO(s) (if any); Refine PSLO(s) and Program based on assessments.	Refine PSLO(s) and Program based on assessments.
Course Student Learning Outcome <sup>6</sup> (CSLO): develop at least one CSLO for one course and its assessment plan. Plan how the department will develop at least 1 CSLO for each course within this assessment cycle.	CSLO(s): Assess CSLO; Refine CSLO(s) and Course based on assessments. Develop remaining CSLOs based on plan.	CSLOs: Assess existing CSLO(s) and develop remaining CSLOs based on plan.; Refine CSLO(s) and Program based on assessments.	Refine CSLO(s) and Program based on assessments.	Refine CSLO(s) and Program based on assessments.
		Identify 1-2 College Wide Student Learning Outcomes that correspond to your Program		
		Research and Planning		
		Review and discuss Program and Department (SLO assessments and research)		
		Conclude Program Review Report (Write and present to IPC)		

<sup>5</sup> PROGRAM STUDENT LEARNING OUTCOMES (PSLO): Two to four (2-4) Program level SLOs are optimal; The PSLOs should be defined by the fifth year of your program review cycle and assessed regularly.

<sup>6</sup> COURSE STUDENT LEARNING OUTCOMES (CSLO): One to two (1-2) Course level SLOs per course are optimal; The CSLOs for all courses should be defined by the next accreditation program review cycle and assessed regularly. Distributing the courses in your program across the five years so that no one year has an overwhelming number of courses on which to work will ease the process. For example, 20% of your courses could be dealt with each year (if you have 15 different courses in your program, you could tackle 3 of them each year). Alternatively, the first year you could start with one (to get familiar with the process) and then spread the remaining courses over the next four years.

## Overview of the 5 Year Cycle of Program Review

### PLAN D: For Departments Art Gallery, Business, Child Development, Music, Sociology/Ethnic Studies, Theater Arts

2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
		Curriculum Review and VCCC Presentation		
Program Student Learning Outcome <sup>7</sup> (PSLO): Develop 2-4 PSLOs & an assessment plan.	PSLO(s): Assess one of the PSLO(s); Refine PSLO(s) and Program based on assessments.	PSLO(s): Assess another PSLO(s); Refine PSLO(s) and Program based on assessments.	PSLO(s): Assess another PSLO(s) (if any); Refine PSLO(s) and Program based on assessments.	Refine PSLO(s) and Program based on assessments.
Course Student Learning Outcome <sup>8</sup> (CSLO): develop at least one CSLO for one course and its assessment plan. Plan how the department will develop at least 1 CSLO for each course within this assessment cycle.	CSLO(s): Assess CSLO; Refine CSLO(s) and Course based on assessments. Develop remaining CSLOs based on plan.	CSLOs: Assess existing CSLO(s) and develop remaining CSLOs based on plan.; Refine CSLO(s) and Program based on assessments.	Refine CSLO(s) and Program based on assessments.	Refine CSLO(s) and Program based on assessments.
			Identify 1-2 College Wide Student Learning Outcomes that correspond to your Program	
			Research and Planning	
			Review and discuss Program and Department (SLO assessments and research)	
			Conclude Program Review Report (Write and present to IPC)	

<sup>7</sup> PROGRAM STUDENT LEARNING OUTCOMES (PSLO): Two to four (2-4) Program level SLOs are optimal; The PSLOs should be defined by the fifth year of your program review cycle and assessed regularly.

<sup>8</sup> COURSE STUDENT LEARNING OUTCOMES (CSLO): One to two (1-2) Course level SLOs per course are optimal; The CSLOs for all courses should be defined by the next accreditation program review cycle and assessed regularly. Distributing the courses in your program across the five years so that no one year has an overwhelming number of courses on which to work will ease the process. For example, 20% of your courses could be dealt with each year (if you have 15 different courses in your program, you could tackle 3 of them each year). Alternatively, the first year you could start with one (to get familiar with the process) and then spread the remaining courses over the next four years.

## Overview of the 5 Year Cycle of Program Review

**PLAN E:** For Departments **Art, Biology, Chemistry/Physics, Economics/Philosophy/Jewish Studies, Emergency Services, Journalism/Photography, Media Arts, Psychology, Men's P.E.**

2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
			Curriculum Review and VCCC Presentation	
Program Student Learning Outcome <sup>9</sup> (PSLO): Develop 2-4 PSLOs & an assessment plan.	PSLO(s): Assess one of the PSLO(s); Refine PSLO(s) and Program based on assessments.	PSLO(s): Assess another PSLO(s); Refine PSLO(s) and Program based on assessments.	PSLO(s): Assess another PSLO(s) (if any); Refine PSLO(s) and Program based on assessments.	Refine PSLO(s) and Program based on assessments.
Course Student Learning Outcome <sup>10</sup> (CSLO): develop at least one CSLO for one course and its assessment plan. Plan how the department will develop at least 1 CSLO for each course within this assessment cycle.	CSLO(s): Assess CSLO; Refine CSLO(s) and Course based on assessments. Develop remaining CSLOs based on plan.	CSLOs: Assess existing CSLO(s) and develop remaining CSLOs based on plan.; Refine CSLO(s) and Program based on assessments.	Refine CSLO(s) and Program based on assessments.	Refine CSLO(s) and Program based on assessments.
				Identify 1-2 College Wide Student Learning Outcomes that correspond to your Program
				Research and Planning
				Review and discuss Program and Department (SLO assessments and research)
				Conclude Program Review Report (Write and present to IPC)

<sup>9</sup> PROGRAM STUDENT LEARNING OUTCOMES (PSLO): Two to four (2-4) Program level SLOs are optimal; The PSLOs should be defined by the fifth year of your program review cycle and assessed regularly.

<sup>10</sup> COURSE STUDENT LEARNING OUTCOMES (CSLO): One to two (1-2) Course level SLOs per course are optimal; The CSLOs for all courses should be defined by the next accreditation program review cycle and assessed regularly. Distributing the courses in your program across the five years so that no one year has an overwhelming number of courses on which to work will ease the process. For example, 20% of your courses could be dealt with each year (if you have 15 different courses in your program, you could tackle 3 of them each year). Alternatively, the first year you could start with one (to get familiar with the process) and then spread the remaining courses over the next four years.

***B. SAMPLE Five year grid of course offerings***

## Course Offering Grid – Fall 2001 to Spring 2006 – Any Discipline

Courses	F01	W02	Sp02	Sm02	F02	W03	Sp03	Sm03	F03	W04	Sp04	Sm04	F04	W05	Sp05	Sm05	F05	W06	Sp06
Any Disc 101 (C)	D/E	D	D/E	D	D/E		D/E	D	D/E	D	D/E	D	D/E	D	D/E	D	D/E		D/E
Any Disc 102 (C)	D		E		D		E		D		E		D		E		D		E
Any Disc 103 (C)	E		D		E		D		E		D		E		D		E		D
Any Disc 104	D				D				D				D				D		
Any Disc 105			A				A				A				A				A
Any Disc 106																			
Any Disc 107	D								D								D		
Any Disc 108			D								D								D
Any Disc 109					E														
Any Disc 110							E								E				

C = Core course; D = Day class; A = Afternoon class; E = Evening class

The department would need to indicate if they are archiving the 106 course or provide the plan for when it will be offered.

In this example, all core classes were offered at least once every 2 years. If that was not the case, the department would need to determine if the program is being modified and how, or provide a plan for how the course will be offered.

In looking at the 109 course, even though it was offered in the last 5 years, the department should consider offering it again soon or archiving.

This grid should assist in determining which outlines to update.

## ***C. Technical Review - Curriculum***

### **Technical Review**

#### **Guidelines for the COURSE OUTLINE**

##### **Introduction**

The following is provided as guidance for faculty completing a course outline form. It is highly recommended that the course originator contact the chair of the Valley College Curriculum Committee (VCCC) to arrange a meeting to discuss completing the more technical aspects of the form (e.g., class hours, TOP codes).

A flowchart detailing the curriculum process and all necessary forms are available on the VCCC website at <http://www.lavc.edu/vccc/>. Course originators need to be aware that the process takes time. Once a new course is approved at the campus level, a new course to the district will need Board approval and possibly State approval. New courses approved in the Fall are effective the following Fall and new courses approved in the Spring are effective the following Spring.

##### **What is the purpose of the course outline?**

The course outline represents a contract between the college and the student about the minimum required components for that course. That is, any student taking the course from any instructor will be taught the same content and asked to achieve the same course objectives as stated in the course outline. This ensures a minimum level of standardization in content and objectives (e.g., a student taking English 28 from any instructor should have the opportunity to learn the same skills and achieve the same course objectives, and thus, upon successful completion, be prepared to move on to English 101).

Another use of the course outline is as a resource for someone teaching the course for the first time. Therefore, many sections of the course outline require the originator only give examples and are not set in stone (e.g., textbooks, assignments). Lastly, the course outline is assessed by four-year institutions for articulation purposes.

Any instructor teaching a course should prepare a course syllabus, which is a contract between that instructor and the student about how the instructor will carry out the terms of the course outline contract, including specific dates and grading standards. The syllabus can include methods and topics in addition to those specified in the course outline, but should clearly show that the instructor is addressing the objectives and content as specified in the outline. Suggested elements of a syllabus are provided on the VCCC website.

What follows are suggestions for how to complete specific sections of the course outline form. These are meant as guidance and can help the originator better meet the expectations of the curriculum committee.

##### **Course Description**

The Course Description should clearly state the scope of the course, level, student goals it is designed to fulfill and its target audience. Each course should be clearly distinguished so that no two courses appear to be the same (unless the courses are cross-listed, are honors sections, or are directed study courses).

The Class Schedule description is shorter and more general than the Catalog Course Description. In some instances it is possible that the catalog and schedule descriptions may match. Information stated in the course descriptions should appear in detail in the content or objective sections of the outline.

### **Prerequisites, Corequisites, and Advisories**

If a course is submitted that has a prerequisite, corequisite or advisory, it needs to be accompanied by a validation form.

### **Content and Scope**

The purpose of this section is to:

1. specify what, by law, instructors are required to teach
2. guide new instructors and hourly instructors in planning their courses

It is important to provide enough detail here to achieve this, but not so much as to stifle academic freedom.

In cases where there is a sequence of courses (e.g., Piano 1, 2, 3 and 4), make sure that the outlines indicate the differences among these courses.

If a course has both lecture and lab components, there should be separate course content for each component.

### **Course Objectives**

Objectives should address the entire course and not specific lessons (5-7 is an appropriate number of course objectives). Objectives are what a student will learn upon successful completion of the course. Use active verbs that describe observable, measurable behaviors and skills. For degree applicable courses, course objectives should stress critical thinking skills. If a course has both lecture and lab components, there should be separate course objectives for each component.

### **Required Texts**

Include a specific title, author, and date for the publication. The date should be recent. This is a representative list – instructors are not required to use the text listed here. This section provides guidance for new and hourly faculty and gives the 4-year institutions an idea of the level of texts we use for courses.

### **Writing Assignments**

Title 5 states that grades are to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem-solving exercises or skills demonstrations by students.”

The assignments should be directly related to course objectives – as it says in the directions “based on demonstrated proficiency in the subject matter.” Again, the list is representative (“may include, but are not limited to”).

## **Representative Outside Assignments**

Outside assignments are any assignments completed outside of a scheduled class meeting, such as homework. If the course is a lab with no homework, there should be no outside assignments.

## **Representative Assignments that Demonstrate Critical Thinking**

This section is required under Title 5 for all degree-applicable courses. Provide examples that are detailed enough to show how critical thinking (analysis, synthesis, evaluation) is involved. The level of critical thinking required should be commensurate with the level of the course. For example, a transferable major required history course should require a higher level of critical thinking than a non-degree applicable Developmental Communication course.

The college-wide student learning outcomes on information competency and reasoning skills may provide a useful reference.

## **Supplies**

Only out of the ordinary items (e.g., computer disks, track shoes) should be listed, not paper, pencils, and textbooks.

## **Computer Competency, Information Competency, Diversity**

These elements are included in the course outline to encourage the development of these skills across the curriculum. However, they may not be applicable to every course. If the course does not include one of these elements, leave the section blank or write “not applicable”. If a component may be part of the course, be sure to explain how in the appropriate section.

### **Computer Competency**

Computer competency is included in a course when the use of the computer is integral to the course content or achieving the course objectives. Examples would include lab assignments completed on a computer simulation, programming a computer, or using computer software or hardware to achieve course objectives (e.g., journalism, broadcasting, CAD design, GIS, courses that teach how to use specific computer software).

### **Information Competency**

As stated in the college-wide student learning outcomes, “students need to know how to access accurate information, evaluate the quality of the information obtained, and analyze, synthesize, and organize the information.” Information can be obtained through research, data gathering, interviews, etc.

The college-wide student learning outcomes on information competency may provide a useful reference.

### **Diversity**

Diversity is content based and should be reflected in the course outline. This can be elements that definitely will be discussed as part of the course outline, or examples that are likely to be included.

Having students from a diverse background in the class is not the same thing as having diversity in the curriculum.

**SCANS competencies**

SCANS is only required for vocational TOP codes, but should be done for every outline. The competencies checked need to be supported by the rest of the document.

### ***D. SAMPLE Program Level Student Learning Outcomes***

*Any Discipline* Program SLOs

1. Upon attainment of the AA degree in *Any Discipline*, student will be able to
  - A. Utilize problem solving skills, logic, and critical thinking
  - B. Communicate the *Discipline* appropriately,
  - C. Read critically to model and solve application problems.

2. Matrix of Courses and Program Student Learning Outcomes

	Outcome 1	Outcome 2	Outcome 3
Core:			
<i>Discipline 100</i>	I	I	I
<i>Discipline 105</i>	I	I	I
<i>Discipline 200</i>	A	A	A
Electives:			
<i>Discipline 260</i>	B	B	
<i>Discipline 270</i>	A	A	A
<i>Discipline 275</i>	A	A	A

B = Beginning level; I = Intermediate level; A = Advanced level

3. The major courses and achievement of the PSLOs by students of the AA degree in *Discipline* primarily support the College–Wide SLOs of Communication Skills and Reasoning Skills.

***E. SLO Forms***

(These are fill-in forms, to be typed through a word processing program thus each area will expand as needed)

**Course Level SLO Form**

Course Name and Number:

Course Objectives: (List the course objectives as they appear in the course outline of record.)

Establish 1–2 course level student learning outcomes and indicate how each SLO will be assessed.

Course Level Student Learning Outcome	Assessment Measure

Acknowledgements:

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, SLO Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, Curriculum Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Senate President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President, Academic Affairs

\_\_\_\_\_  
Date

### Program Level SLO Form

Program Name:

Program Type:  AA       AS       Certificate

Program Description: (Provide a brief description of the program.)

Establish 2–4 program level student learning outcomes and indicate how each SLO will be assessed.

Program Level Student Learning Outcome	Assessment Measure

Provide an assessment plan/timeline:

Acknowledgements:

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, SLO Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, Curriculum Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Senate President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President, Academic Affairs

\_\_\_\_\_  
Date

## ***F. College Wide SLOs***

College-wide Student Learning Outcomes (SLOs) are broad based and cut across the curriculum bringing coherence and connection to the learning experience. Program and Course SLOs explicitly state how discipline specific content is used to achieve the College-wide SLOs. Imbedded in all SLOs are the greater goals of critical thinking and life-long learning, both of which are necessary for success in the work place and for furthering one's education and personal development.

### **Communication Skills**

Communication is interactive and involves the ability to clearly express, transmit, and interpret knowledge and ideas through writing, speaking, listening, and reading. Students will be able to:

- Verbal:
  - Construct and deliver a clear, well-organized verbal presentation employing appropriate evidence to support specific arguments or conclusions.
  - Demonstrate comprehension through reading and listening.
- Written:
  - Demonstrate mastery of basic written communication including the ability to read with understanding.
  - Organize thoughts and ideas effectively and express them clearly and correctly in writing.
- Interpersonal:
  - Become effective members of a team by collaborating with others toward the accomplishment of common goals.
  - Develop rapport, demonstrate sensitivity, show respect for others, actively listen to others, convey feelings, provide support, and perceive feelings.

### **Information Competency**

The amount of information available to the public has increased at an unprecedented rate since the emergence of the internet. Because of this, students need to know how to access accurate information, evaluate the quality of the information obtained, and analyze, synthesize, and organize the information. Students will be able to:

- Formulate and focus a research question or information need.
- Select appropriate information search tools for the information need.
- Access the needed information effectively and efficiently.
- Evaluate the quality and appropriateness of the search results.
- Differentiate between information and knowledge and incorporate information into one's knowledge base.
- Obtain the full text or images of the desired information sources.
- Synthesize, organize and use the information for a specific purpose and audience.
- Cite and/or properly acknowledge the information sources used to avoid plagiarism and infringement of copyright.

### **Historical Perspectives, Diversity, and Cultural Awareness**

Living in one of the most culturally diverse cities in the world during the 21<sup>st</sup> century, it is crucial for students to have an understanding of both the history and current state of their society. This includes knowledge about different cultural and diverse groups, the ability to think critically about the contributions and challenges of those groups to our society, and assessment and appreciation of the effects of those different histories and cultural practices upon other groups. Students will be able to:

- Differentiate and examine diverse groups in society.
- Compare and contrast the contributions of diverse groups to society.
- Compare and contrast the current and past challenges for diverse groups in society.
- Recognize how cultural practices influence behavior historically and currently.

- Demonstrate sensitivity to cultural practices different from their own.

### **Reasoning Skills**

Increasingly complex personal, societal, and natural world issues require today's students to go beyond the mere acquisition and retention of information and skills. The ability to apply different types of reasoning skills is the basis for one becoming a proficient problem solver. Problem solving refers to the skillful conceptualization, application, analysis, and evaluation of information in order to inform action, enhance decision making, and apply the acquired knowledge. Problem solving strategies include quantitative, qualitative, inductive, deductive, mathematical, and scientific reasoning. Students will be able to:

- Express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphic and symbolic form.
- Solve multiple-step problems through inductive, deductive, or symbolic means.
- Measure observable facts and relationships among variables and present such information by means of statistical analysis, tables, charts, graphs, maps, and mathematical formulas.
- Apply scientific principles to understand observations and employ mathematics to analyze data and communicate relationships and findings.
- Extract quantitative data from a given situation, translate the data, evaluate the data, make logical deductions, and arrive at reasonable conclusions.
- Discern the impact of science, mathematics, and technology on society and the natural world.
- Assess how the natural world has been shaped by chemical processes and physical and biological evolutionary processes, recognizing the significance of time and scale.
- Examine situations to understand how people view things and gain insight into their motives, reasons, and actions.
- Differentiate among facts, opinion, assumptions, and conclusions.
- Critically assess statements and arguments to discover facts, assumptions, and biases.
- Ask provocative questions in order to combine information in new and pertinent ways.

### **Aesthetic Responsiveness**

Humans have always sought to depict our common experiences through the fine, literary, and performing arts. In fact, through aesthetic means we can more meaningfully understand various cultures. Students will be able to:

- Recognize, appreciate, and evaluate fine, literary and performing arts as tangible expressions of human nature and experience.
- Identify and assess art forms from various cultures.
- Discuss the impact and role of the fine, literary, and performing arts in social, cultural and political contexts.
- Acquire tools of creative expression.

### **Civic Responsibility**

Some studies show that many Americans are disengaged from the communal life of our society and from the responsibilities of democracy. Students need to be connected to the larger purposes and aspirations of American democracy. The ability to understand one's role in society, take responsibility for one's actions, make ethical decisions in complex situations, and participate actively in a diverse democracy are the core ingredients of student civic responsibility. Students will be able to:

- Identify specific issues that call for social responsibility.
- Evaluate the complexity of social justice issues.
- Evaluate differing points of view on social responsibility and injustice and work for social change.
- Understand the rights and responsibilities of citizenship.
- Demonstrate the beginning of commitment to active citizenship.

**Health and Wellness**

The list of health issues confronting our country is serious and imposing. Students must acquire a better understanding of how to increase quantity and quality of life, and reduce the health disparities among segments of our population (age, gender, socioeconomic status and geographic location). Students will be able to:

- Evaluate, develop and maintain physical fitness as a key component of a healthy lifestyle.
- Assume personal responsibility to reduce health risks associated with the leading causes of death and disability.
- Develop, maintain, and make healthy nutritional decisions to minimize health risks and promote wellness.
- Develop effective coping skills to manage stress.
- Develop and maintain a network of healthy social relationships.
- Advocate for themselves and others with regards to health and medical care.
- Demonstrate responsible behavior toward the environment.

***G. Department Goals and Objectives***

Department: \_\_\_\_\_ Term/Year \_\_\_\_\_ Dept.Chair Signature: \_\_\_\_\_

Area Dean: \_\_\_\_\_ Vice President: \_\_\_\_\_

GOAL	OBJECTIVES	ACTIVITIES	WHO	WHEN
To promote excellence in the instructional program.	To promote instructional innovation.	Workshops to enhance teaching strategies and skills.  Workshops on the Study abroad Experience.	Professor A Professor B Professor C	Fall 2003

## H. *SAMPLE Student Survey*



### Economics Program Review Student Survey

- Please mark your responses on the scantron form using a #2 pencil.
- Please do not take this survey if you have already filled one out in another class section.
- Please write your fill-in answers on this survey.
- Your responses are anonymous.

1. How did you hear about this class?

1. Class schedule
  2. Course catalog
  3. Counselor
  4. Professor/instructor
  5. Student(s)
  6. Other:
- 

2. Why did you decide to take this particular class? (mark all that apply)

1. It satisfies an elective requirement
  2. It satisfies the General Education requirements
  3. It satisfies a transfer requirement
  4. It satisfies my Economics major requirements
  5. It satisfies my Business major requirements
  6. It was recommended by a counselor
  7. It was recommended by another professor
  8. It was recommended by another student
  9. I heard the professor was good
  10. Other:
- 

3. Including this class, which Economics courses have you *already taken at LAVC*? (mark all that apply)

1. ECON 1: Principles of Economics I
2. ECON 2: Principles of Economics II
3. ECON 4: Economics for the Consumer
4. ECON 5: Economics for the Citizen
5. ECON10: Economic History of the United States
6. ECON 30: Comparative Economic Systems
7. ECON 50: Principles of Financial Economics
8. Other Economics Course at LAVC \_\_\_\_\_

4. What other Economics courses do *you plan on taking at LAVC?* (mark all that apply)
1. ECON 1: Principles of Economics I
  2. ECON 2: Principles of Economics II
  3. ECON 4: Economics for the Consumer
  4. ECON 5: Economics for the Citizen
  5. ECON10: Economic History of the United States
  6. ECON 30: Comparative Economic Systems
  7. ECON 40: The History of Economic Thought
  8. ECON 50: Principles of Financial Economics
  9. Other Economics Course at LAVC \_\_\_\_\_

***Of the following new classes, please indicate your level of interest:***

5. Economics 40: History of Economics                      1. Not interested                      2. Somewhat interested  
3. Interested
6. Economics 50: Financial Economics                      1. Not interested                      2. Somewhat interested                      3.  
Interested

7. What is your educational goal? (mark all that apply)

1. Transfer
2. Obtain A.A./A.S. Degree
3. Obtain a Certificate
4. Undecided
5. Other (specify) \_\_\_\_\_

8. Are you planning on obtaining a higher degree? (mark all that apply)

1. No
2. Yes, a B.A/B.S.
3. Yes, a M.A./M.S./M.B.A.
4. Yes, a Doctorate Degree (i.e. Ph.D.)
5. Yes, (list other degree) \_\_\_\_\_

9. What is your major?

1. Economics
2. Business
3. Math
4. Liberal Arts
5. Other (specify) \_\_\_\_\_

10. If you are not majoring in Economics, have you considered majoring in Economics?

1. Yes
2. No

11. Are you planning on transferring to a university to major in Economics?

1. Yes
2. No

12. This Economic class has been useful to my life.

1. Strongly agree      2. Agree      3. Disagree      4.  
Strongly disagree

13. This Economics class has been relevant/useful to my future career.

1. Strongly agree      2. Agree      3. Disagree      4.  
Strongly disagree

14. How does this Economics class compare to the other classes you've taken at LAVC?

1. More interesting      2. About the same      3. Less  
interesting

15. Before you took an Economics class here at LAVC, were you interested in Economics?

1. Yes      2. No

16. Has this class encouraged you to take more Economics classes?

1. Yes      2. No

### General College Questions

17. Library hours are: 1. Excellent   2. Good  
3. Fair      4. Poor   5. Do not know

18. Overall, I would rate the Counseling Services as: 1. Excellent      2. Good   3. Fair      4. Poor   5. Do  
not know

19. Overall, I would rate the Career/Transfer Center as: 1. Excellent      2. Good   3. Fair      4. Poor   5. Do  
not know

20. Availability of Financial Aid is: 1. Excellent      2. Good   3. Fair  
4. Poor   5. Do not know

21. Availability of Computer Labs are: 1. Excellent      2. Good   3. Fair      4. Poor  
5. Do not know

22. Do you use the internet? 1. Yes  
2. No

23. Where do you use the internet? (mark all that apply)

1. At home
2. At LAVC (computer lab)
3. At a library
4. At a friend's house
5. Do not ever use the internet
6. Other (specify) \_\_\_\_\_

24. Would you be interested in accessing course materials and assignments on the web?

1. Yes      2. No

25. Overall, how satisfied have you been with your educational experiences at LAVC?

1. Very Satisfied  
Dissatisfied

2. Satisfied  
4. Very Dissatisfied

3.

26. Are you registered to vote?

2. No

1. Yes

27. What is your career objective? \_\_\_\_\_

\_\_\_\_\_

28. What courses would you like to see offered in Economics that are not currently offered?

\_\_\_\_\_

\_\_\_\_\_

29. Where is the Economics Department located on campus? \_\_\_\_\_

30. Other comments about the Economics Department/courses and/or program:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Thank you for your participation*

*I. SAMPLE Student Data Profile*

*J. Title Page and Signature Page Samples*

**LOS ANGELES VALLEY COLLEGE**

**PROGRAM REVIEW SIGNATURE/TITLE PAGE**

DISCIPLINE:

PROGRAM NAME:

DEPARTMENT NAME:

DATE of REVIEW:

REVIEW COMMITTEE:

Department Chair and Program Review Chair: \_\_\_\_\_

Program Review Committee Members:

1. \_\_\_\_\_

2. \_\_\_\_\_

Dean of Academic Affairs: \_\_\_\_\_

Vice President of Academic Affairs: \_\_\_\_\_

Academic Senate Representative: \_\_\_\_\_

Professional/Academic Representative: \_\_\_\_\_

**LOS ANGELES VALLEY COLLEGE  
CURRICULUM SIGN-OFF SHEET  
FOR PROGRAM REVIEW**

Discipline: \_\_\_\_\_

Item	Date Completed
All active course outlines have been updated	_____
All prerequisite, corequisite, and advisories have been validated	_____
All inactive courses have been archived	_____
All Distance Education addenda have be updated (if applicable)	_____
All TAP addenda have be updated (if applicable)	_____
All degree and/or certificate requirements have been updated (if necessary)	_____
All core courses for degrees and/or certificates have been offered at least once every 4 semesters (per Academic Senate motion of 10/21/1999)	_____
_____ Curriculum Committee Chair	_____ Date
_____ Curriculum Dean	_____ Date
_____ Articulation Officer	_____ Date
_____ Academic Senate President	_____ Date
_____ Vice President, Academic Affairs	_____ Date

**LOS ANGELES VALLEY COLLEGE**

**PROGRAM REVIEW**  
**Instructional Programs Committee**  
**SIGNATURE PAGE**

DISCIPLINE:

PROGRAM NAME:

DEPARTMENT NAME:

DATE of REVIEW:

INSTRUCTIONAL PROGRAMS COMMITTEE MEMBERS:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## ***K. Resources***

### **1. Web Page links**

(These links are active in the on-line document)

Research and Planning: <http://www.lavc.edu/research/>

Curriculum Committee: <http://www.lavc.edu/vcc/>

Instructional Program Committee (IPC): <http://www.lavc.edu/ipc/>

### **2. Listing of Helpful Persons**

Title	Person	Email	Phone	Office
Vice President, Academic Affairs	Ms. Carlie Tronto	trontocr@lavc.edu	x2617	Admin 101
Dean, Academic Affairs	Dr. Deborah di Cesare Dr. Janice Hollis Dr. Laurie Nalepa Mr. Dennis Reed	dicesad@lavc.edu hollisjs@lavc.edu nalepal@lavc.edu reeddj@lavc.edu	778-5522 X2326 X2498 X2625	Admin 102
Associate Dean, Research and Planning	Dr. Cherine Trombley	tromblcm@lavc.edu	xX2437	CC Basement, Room 2
Curriculum Chair	Ms. Sheri Berger	bergersl@lavc.edu	x2856	MS104e
SLO Chair	Ms. Rebecca Stein	steinrl@lavc.edu	x2538	B
Articulation Officer	Ms. Anita Martinez	martina@lavc.edu	x2794	Admin 120
IPC Chair	Dr. Sally Raskoff	raskofsa@lavc.edu	x2937	BSC111b
Professional Development	Mr. Lou Albert	albertle@lavc.edu	X2569	PMRC
Library Chair	Mr. David May	maydg@lavc.edu	x2754	Library
Previous Department Chair(s) & Program Review Committee Member(s)				