

**“Comprehensive” Program Review Process: Manual – HAPS Module Crosswalk  
Draft for Assessment Committee Discussion, 9/20/16**

<b>From the Program Review Manual</b>	<b>Proposed HAPS Prompts</b>
Program Review Process	Comprehensive Program Review Process a. Annual Program Review/Unit Planning process is the annual follow up process to “Comprehensive” Program Review
Program Description and Overview: Please write a brief overview of the program. Align the program with the College mission, goals, student learning outcomes, and strategies.	Program Description and Overview
<p>II. <u>External Data:</u></p> <p>A.) Advisory Committee: For programs requiring advisory committees, attach minutes from the last five meetings indicating that recommendations have been discussed.</p> <p>B.) Provide an analysis and response to the environmental scan provided by the Office of Institutional Research. Chairs are encouraged to add any additional data sources they find appropriate.</p> <p>What trends are indicated by a review of the data? What are the strengths of the program? Include reference to SLO assessment results. What areas of the program need strengthening? Include reference to SLO assessment results.</p> <p>Summarize program and unit plan modifications necessary for program improvement, including objectives, budgets, and timelines for implementation. This section should inform the six-year Plan of Action—Pre/Post Validation form attached</p>	<p>External Scan</p> <p>a. Appropriate to College Mission</p> <p>b. Need:</p> <p>i. Labor Market Statistics (CTE)</p> <p>ii. Transfer Pathway - at least 51% of courses articulate.</p> <p>iii. Local – Contract Education, Skill builder, etc...</p> <p>c. External Regulatory Compliance requirements are met.</p> <p>d. Adequate Resources</p> <p>e. Advisory committee activities</p> <p>f. Generate an improvement action</p> <p>i. List of actions to address data results</p> <p>ii. Person responsible</p> <p>iii. Timeline</p> <p>iv. Status</p> <p>v. Resources required?</p>
<p>List total numbers for past five years:</p> <p>Degrees awarded:</p> <p>Certificates awarded:</p> <p>Skills certificates awarded:</p> <p>Retention rate by program &amp; course not by major/elective, etc.:</p> <p>GE courses:</p> <p>Major required courses:</p> <p>Elective courses:</p> <p>Overall retention rate:</p> <p>Successful course and program completion since last review or last five years:</p> <p>GE courses:</p> <p>Major required courses:</p> <p>Elective courses:</p> <p>Overall successful course and program completion rates:</p>	<p>Review of Student Achievement</p> <p>a. Completion modules (Awards, Course completion (including DE courses), Gainful employment, Licensure passage, Transfer, Other Milestones/momentum points)</p> <p>i. Review 5 year performance data</p> <p>ii. Was the trend increasing or decreasing</p> <p>iii. Did the program meet college standards (IEPI short term goal)?</p> <p>iv. Did the program meet college long term goals (IEPI)?</p> <p>v. Provide an explanation of the data results</p> <p>b. Generate an improvement action</p> <p>i. List of actions to address data results</p> <p>ii. Person responsible</p> <p>iii. Timeline</p> <p>iv. Status</p> <p>v. Resources required?</p>

**“Comprehensive” Program Review Process: Manual – HAPS Module Crosswalk  
Draft for Assessment Committee Discussion, 9/20/16**

From the Program Review Manual	Proposed HAPS Prompts																														
<p><b>Document changes in support personnel and equipment budgets since last review or the previous five years. Write a narrative that explains any variations in the table below.</b></p> <table border="1" data-bbox="131 401 781 632"> <thead> <tr> <th></th> <th>Equipment</th> <th>Hourly</th> <th>Full-time</th> <th>Classified</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2005</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2006</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2007</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2008</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Equipment	Hourly	Full-time	Classified	2004					2005					2006					2007					2008					<p>Review of Budget</p> <ol style="list-style-type: none"> <li>a. Expense analysis               <ol style="list-style-type: none"> <li>i. Review 5 years of budget data</li> <li>ii. Did expenses increase or decrease?</li> <li>iii. Did the program keep expenses to 2014-15 levels?</li> <li>iv. Provide an explanation of the data results</li> </ol> </li> <li>b. Generate an improvement action               <ol style="list-style-type: none"> <li>i. List of actions to address data results</li> <li>ii. Person responsible</li> <li>iii. Timeline</li> <li>iv. Status</li> <li>v. Resources required?</li> </ol> </li> </ol>
	Equipment	Hourly	Full-time	Classified																											
2004																															
2005																															
2006																															
2007																															
2008																															
<p><b>Using the District Database Directory of Programs) <a href="http://research.laccd.edu">http://research.laccd.edu</a>, indicate the number of sections offered, including the number canceled over the last five years or since last review:</b></p>	<p>Review Enrollment Effectiveness</p> <ol style="list-style-type: none"> <li>a. Enrollment analysis               <ol style="list-style-type: none"> <li>i. Review 5 years of enrollment data</li> <li>ii. Did enrollment increase or decrease?</li> <li>iii. Provide an explanation of the data results</li> </ol> </li> <li>b. Generate an improvement action               <ol style="list-style-type: none"> <li>i. List of actions to address data results</li> <li>ii. Person responsible</li> <li>iii. Timeline</li> <li>iv. Status</li> <li>v. Resources required?</li> </ol> </li> </ol>																														
<p>B. ) Number of full-time faculty FTEF BY FALL SEMESTER* since last review or previous five years:            C.) Number of adjunct FTEF BY FALL SEMESTER since last review or previous five years.            D.) Number of FTEF taught as overload by full-time faculty since last review or previous five years.            E.) Total FTEF BY FALL SEMESTER since last review or previous five years.</p> <p>Total FTES Please Chart for last five years by FALL SEMESTER by discipline.            GE courses:            Major required courses:            Elective courses:            List FTES to FTEF for the past five years BY FALL SEMESTER:</p>	<p>Review Enrollment Efficiency</p> <ol style="list-style-type: none"> <li>a. FTES/FTEF               <ol style="list-style-type: none"> <li>i. Review 5 years of FTES/FTEF data</li> <li>ii. Did the ratio increase or decrease?</li> <li>iii. Did the ratio meet college expectations?</li> <li>iv. Provide an explanation of the data results</li> </ol> </li> <li>b. Generate an improvement action               <ol style="list-style-type: none"> <li>i. List of actions to address data results</li> <li>ii. Person responsible</li> <li>iii. Timeline</li> <li>iv. Status</li> <li>v. Resources required?</li> </ol> </li> </ol>																														
<p>Attach current course outlines, accepted by the Curriculum Committee, for all approved classes offered in the program; certify that COR has been reviewed and updated within last four (?) years as required for articulation:            Current sample class syllabi for courses offered in the program are available for review in the Department/Division office.</p>	<p>Curriculum</p> <ol style="list-style-type: none"> <li>a. Title V Compliance               <ol style="list-style-type: none"> <li>i. Are all courses up to date? (5 years based on Curriculum-supplied list</li> <li>ii. Are all course SLOs defined and posted?</li> <li>iii. Provide an explanation of the data results</li> </ol> </li> <li>b. Generate an improvement action               <ol style="list-style-type: none"> <li>i. List of actions to address data results</li> <li>ii. Person responsible</li> <li>iii. Timeline</li> <li>iv. Status</li> <li>v. Resources required?</li> </ol> </li> </ol>																														

**“Comprehensive” Program Review Process: Manual – HAPS Module Crosswalk  
Draft for Assessment Committee Discussion, 9/20/16**

<b>From the Program Review Manual</b>	<b>Proposed HAPS Prompts</b>
<p>1. Summarize the analysis of your assessment results for courses in your area.</p> <p>2. Summarize the analysis of your assessment results and curriculum mapping for your program/pathway.</p> <p>3. Summarize your analysis of this year’s assessment results of the institutional student learning outcomes. Even if you did not directly participate, how do the results apply to your area?</p> <p>4. How have the results of your assessments been shared and discussed among the members of your program/pathway? (Provide dates and minutes of meetings or transcript of online discussion)</p> <p>5. How have the results of your assessments been shared and discussed with the members of your advisory committee (if vocational program)?</p> <p>6. Based on the discussion and analysis of your assessment results, what changes have you made or plan to make? (Provide dates, description of changes, and faculty responsible)</p> <p>7. As assessment is an on-going, iterative process, what is your assessment plan for the program/pathway and courses for the upcoming program review period? Provide dates, SLO(s) to be measured, means of assessment, and faculty to be responsible.</p>	<p>SLO Activity</p> <ul style="list-style-type: none"> <li>a. Title V Compliance <ul style="list-style-type: none"> <li>i. SLOs are actively assessed (As defined by the annual SLO Guidebook) – Academic Affairs, Student Services Are all course SLOs defined and posted?</li> <li>ii. SAOs are assessed (if applicable) – Student Services, Administrative Services</li> <li>iii. Provide an explanation of the data results</li> </ul> </li> <li>b. PLO ASSESSMENT (DEFINE)</li> <li>c. Generate an improvement action <ul style="list-style-type: none"> <li>i. List of actions to address data results</li> <li>ii. Person responsible</li> <li>iii. Timeline</li> <li>iv. Status</li> <li>v. Resources required?</li> </ul> </li> </ul>
	<p>FHPC?</p> <ul style="list-style-type: none"> <li>a. Review applicable data</li> <li>b. Generate an improvement action</li> </ul>
	<p>CTE Requirements</p> <ul style="list-style-type: none"> <li>a. Review applicable data</li> <li>b. Generate an improvement action</li> </ul>
	<p align="right">Developed by the HAPS Workgroup (J. Arias, S. Atkinson-Alston, R. Estoya, D. Keller, J. Lang, E. Pai) 9/9/2016</p>

APPENDIX B. BOARD RULES

ARTICLE VIII

EDUCATIONAL COURSES AND PROGRAMS

6800. COURSE AND PROGRAM APPROVAL AND MODIFICATION. The Chancellor, in consultation with the District Academic Senate, shall develop policies for the establishment and modification of courses and programs.

Title 5, CCR, 51022(a)

Adopted 06-11-03

6801. PROGRAM REVIEW.

1. The purposes of educational program review include:
  - a. Defining and affirming excellent academic programs;
  - b. Providing for a systematic program planning process;
  - c. Reviewing the quality of instructional programs and courses;
  - d. Fostering self-renewal and self-study of programs.
2. Program review shall link the College’s mission with the educational master plan, and department goals and educational objectives.
3. Each College shall, in consultation with its Academic Senate, develop policies and procedures for the review of all “educational programs”, as defined in Title 5, section 55000(b). At a minimum, this review will consider the following:
  - a. MISSION – the relationship of the program to the mission of the College and the District;
  - b. NEED – the need for the program;
  - c. QUALITY – the overall quality of the program;
  - d. FEASIBILITY – the feasibility of offering the program; and
  - e. COMPLIANCE – the compliance of the program with all applicable statutory and regulatory requirements.

Adopted 06-11-03

6802. CTE PROGRAM BIENNIAL REVIEW. In addition to the program review standards, criteria, policies and procedures established pursuant to Board Rule 6801, each College’s CTE or occupational training programs (i.e., degrees or certificates with TOP codes identified as “CTE” in the Chancellor’s Office *Taxonomy of*