

College of Marin Program Review 2019-2025

College of Marin Program Review (Six-year Cycle)

Program Review Introduction

Section IA: Basic Program Information

Department/Program

Names/roles of those who

participated in program review

Number of faculty (full- and
part-time)

Number of staff
(full- and part-time)

Description of any grant, partnership (internal or
external), and/or outreach the program is engaged in

Section IB: Basic Program Information

Units offered & related data

Enrollment & related data
(zipcode/other data points)

Persistence (overall)

Persistence by
race/ethnicity

Persistence by
gender

Persistence by
age

Seat Availability

#/% of courses with wait lists

#/% of courses with no materials cost
(including textbooks, software, supplies, etc.)

#/% of courses low-enrolled

Section IC: Basic Program Information

What is the **enrollment trend** over the past three years?

How does this compare to the institutional trend?

Follow-up: How are student demographics changing?

How does this trend influence the **master**

schedule and scheduling of courses?

*Are their particular classes that routinely have **waitlists**? (We don't have data for this.)*

What do you think contributes to the high enrollment for these courses?

*What classes routinely have **lower enrollment**? What strategies can be used to increase enrollment?*

eLumen question: If there are particular courses that routinely have wait lists and/or are not getting sufficient enrollment (15-student minimum), how is this being addressed?

What factors may be

influencing the **program's**

trends? *IF you noticed*

demographic changes, what

do you think might be the

cause?

What discussions is the department having about **program cost**

(textbooks, material fees, etc.) that may be affecting student access?

REFLECTION & PLANNING SUMMARY:

*What conversations is the department having **about innovative equity-minded teaching and learning methods?***

eLumen Question: What discussions is the department having about instructional

methods and experiential learning opportunities to support equitable access and success?

*Identify **at one priority (objective)***

related to each of the following:

Enrollment, equity-based teaching

and learning, program costs, and

scheduling that you would like to

address within the next three to six

years.

eLumen Question: What objectives

related to these trends might the

program consider?

*What **action steps**, work groups, professional development, resources, support might your department need to achieve your priorities (objectives)?*

eLumen: What professional development would be most helpful to achieve the objectives?

Section IIA: Student Success Trends: This section looks at disaggregated student data and instructional modality in terms of retention/completion and success. The questions help to address how programs are serving students, identifying opportunities to better serve student groups equitably.

Retention (Completion) Rate is the percentage of students retained in a class at the end of the semester. ("In Progress" grades are excluded from the calculation.)

Success Rate is the percentage of students who received a passing grade of A, B, C, CR or P (Pass) at the end of the semester. ("Incomplete", "In Progress" and "Report Delayed" grades are excluded from the calculation.)

*Are there any disparities between instructional modality (D.E., hybrid, in-person) in terms of **completion/retention rates**? What about Student demographics (ethnicity/race, gender, age)?*

For categories with disparities, what strategies might you implement to achieve greater equity?

eLumen: Course completion/retention rates:

DE vs. in-person

Student group (ethnicity, gender, age)

*Are there any disparities between instructional modality (D.E., hybrid, in-person) in terms of **success rates**? What about Student demographics (ethnicity/race, gender, age)?*

For categories with disparities, what strategies might you implement to achieve greater equity?

eLumen: Course success rates (institution-set rate is 70%):

DE vs. in-person

Student group (ethnicity, gender, age)

Section IIB: Student Success Trends: This section compares program-level data related to course completion/retention and student success to the College of Marin institutional average. While your program might be meeting or exceeding the institutional average, what strategies can you build on or develop to continue supporting students.

Where does your program fall in relation to the institutional average for

***completion/retention**? What are some contributing factors? Effective strategies? Challenges?*

eLumen: Are course completion (retention) rates at or above the institutional average?

Discuss to what this can be attributed and summarize any efforts underway or being considered.

*Where does your program fall in relation to the institutional average for **course success rates**? What are some contributing factors? Effective strategies? Challenges?*

eLumen: If the course **success rates** for any group of students is above that of the institution (70%), discuss to what this success can be attributed and summarize any particularly effective activities.

eLumen: If the course success rates for any group of students is below that of the institution (70%), discuss objectives aimed at addressing this.

What is the department currently doing to address challenges and build on successes?

eLumen: Summarize program efforts to understand and, where necessary, improve course completion and course success rates.

Identify at least three goals (objectives) the department would

like to commit to related to course retention and student

success within the next three to six years.

eLumen: What objectives/activities will the program engage in

related to improving student completion and success?

What action steps, work groups, professional development, resources, support might your department need to achieve your priorities (objectives) related to completion and retention?

eLumen: Strategic Plan objectives, performance indicators, and action steps

Section IIC: Student Learning Outcomes

If courses have been offered **without being assessed**, why has this occurred?
(Where do we get data?)

What types of assignments (project, activity, etc) do you use to assess Student Learning Outcomes (SLOs)?

eLumen: **How do you assess Student Learning Outcomes (SLOs)** at the course level?

*What are your Program Level SLOs? What collaborative strategies might your department utilize to shape, evaluate, and assess program-level SLOs? ***Seek clarity: What do they want programs to do here? Tweak program SLOs? Map course SLOs to program? Determine if students are meeting program level SLOs based on course SLO data?*** Is there communication between different courses to see what can do to support student success? Do faculty share teaching strategies, assessments?*

eLumen: Does meaningful dialogue take place on shaping, evaluating, and assessing program SLOs? Please describe this activity.

*How does course-level SLO assessment and reflection lead to **innovation** in the classroom or curriculum?*

eLumen: How has the assessment of and reflection on

course-level SLOs data led to course-level changes?

How has assessment of and reflection on SLOs contributed to achieving overall goals at the department/program level? What connections can be drawn between course-level SLO assessment and program and/or institutional SLOs? ***How do we access institution level SLOs? Is this the Ed Master Plan? This question seems to repeat question above*** What courses are involved in the programs and how are teachers communicating about this? Are faculty having conversations across courses, such as pre-reqs? Transitions between lower and upper level curriculum?

*What are **challenges related to SLO assessment**? Are there any activities that have been **useful** in the department? What SLO-related work might be helpful for other departments to know about?*

eLumen: What SLO assessment-related work within the program has been most useful? What work should be highlighted for other areas to learn from?

Identify three goals or strategies the program will implement over the next three to six years to improve SLO assessment?

eLumen: What objectives/activities will the program engage in related to improving SLO assessment?

Section IID: CTE/Workforce Programs Only 11/2/18

What are the primary TOPS

Codes for your program?

What is the regional three-year projected occupational growth

for your program? Include regional supply and demand.

What are the top four occupations and the median salaries for the region for certificate and AS degrees completion?

What are the top four skills needed for

the high-demand occupations?

What is being done at the program-level to assist students

with job placement and workforce preparedness?

Please show the number of EDS (economically disadvantaged students) in each program. Please provide persistence and completion rates of EDS.

Please show evidence that the program Advisory Committee met and reviewed curriculum,

certificates, SLOs, labor market and other programmatic areas to help contribute to the relevance of your program.

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

Please provide annual certificate completion rates including all industry relevant third party certificates. No

Value

Please show evidence of student skill attainment, completion, persistence, and job attainment by reviewing the CTEOS (Career Technical Education Outcomes Survey) and the Perkins (VTEA) Indicator data.

Please show evidence of student job attainment or salary increase by students who have left the program. For assistance, refer to the CTE Outcomes Survey and the Workforce Specialist to engage CTEOS data and data from LaunchBoard.

What objectives/activities will the program engage in related to meeting labor market need, improving student job attainment, or other workforce-related trends? No Value

Section III: Optional Discipline-specific Information

Section IV (Year 6): 360-FEEDBACK 11/2/18

Department Summary:

Please summarize the key trends, issues, initiatives, and objectives that the department has considered during this program review cycle.

Administrato
r Feedback:

Program Review

Team Feedback:

PRAC
Feedback

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