



Fullerton College

Program Review Handbook

FULLERTON
COLLEGE



Please note:

The Fullerton College Program Review/Self Study handbook, like the college planning cycle, is a work-in-progress. Until we actually complete a full cycle, we are bound to encounter speed bumps and road blocks. In that spirit, we greatly appreciate your constructive criticism and feedback. We hope you will join with us to make this process as efficient and effective as possible to improve our programs and their ability to serve our students.

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Mission and Purpose of Program Review

Program Review (PR) provides an opportunity to review, analyze, and assess the content, currency, direction, and quality of a program with respect to student learning outcomes (SLOs) and the student experience at Fullerton College. It fosters academic excellence, helps programs determine how to raise the quality of its offerings, and provides guidance for faculty and administrative decisions in support of continual future improvement (Title 5, Sec. 51022). At its heart, program review brings about program improvement through the collection of evidence about the quality and effectiveness of programs, through shared reflections and collegial dialog about the programs current quality and future direction, and through constructive feedback during peer and administrative review. Program review serves college and district strategic planning efforts, technology planning, staff development, and other efforts aimed at improving student achievement and learning. Decision-making processes, including those affecting resource allocation, hiring of full-time faculty, and competitive internal grant opportunities, rely on program review as a basis for evaluating program requests.

Formed by the Faculty Senate in fall 2010, the Program Review Committee establishes college goals based on the evaluation and summary of program review documents from Instructional, Student Services, and Educational Support programs. College goals identified by the committee are presented to the Faculty Senate for ratification and forwarded to the President's Advisory Council (PAC) for endorsement. Once PAC has endorsed the college goals, the Planning and Budget Steering Committee (PBSC) develops operational strategies and action plans to achieve college goals, and recommends resource allocations to implement them.

Program review is part of a comprehensive educational planning practice that is part of the 10+1 responsibilities defined for Faculty Senates under Title 5 of the California Education Code. As emphasized by the Academic Senate for the California Community Colleges in Program Review: Setting a Standard, faculty-driven program review is essential to the integrity of the college community and its educational programs. Program review represents the major internal scan of the college. It is critical that faculty lead the instructional program review process and that they are involved in every step of the process. Their involvement ensures that the information, discussions, and conclusions are accurate, relevant, and useful for faculty and staff and lead to improvement in student learning and achievement. Similarly, it is critical that counselors and other student services professionals be involved in each step of the student services program reviews and key operations personnel be involved in each step of the operations program reviews.

Several considerations drive program review, including the requirements of the California Educational Code, the requirements of the Vocational and Technical Education Act, and the accreditation standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). In fact, program review has become a major focus of accreditation. Failure to institutionalize an exemplary program review process has been a principal reason that many colleges have been sanctioned. ACCJC expects that "The [program review] process is driven by the search for 'educational quality' or 'educational truth.' It is done with the intent of increasing the awareness of faculty and administrators about their educational practice so they can improve the quality of teaching and learning, and thereby enhance the student educational experience. Thus the product of program review is a better understanding of the effects of academic programs on student learning" (Beno, 2003).

Program Review, Planning and Budgeting

The Fullerton College planning cycle begins with program review. It takes into consideration a variety of program-related data, including student learning outcomes assessments, program key performance indicators (KPIs), external threats and opportunities, the college's environmental scan and institutional effectiveness reports, and qualitative indicators of a program's health. Assessment of these data, in concert with faculty professional judgment and collaborative dialog with peers, program supervisors, advisory boards, and other key program personnel, contribute to completion of a formal program review document. Review of the program review document by the appropriate deans, directors, managers, and vice presidents precedes evaluation of the document by the program review committee. In addition to reviewing and providing feedback on the program review document, the program review committee extracts significant and common themes and challenges as a basis for modifying college goals or proposing new ones. In this way, program review forms the basis for planning efforts throughout the college.

Upon ratification of college goals by PAC, the PBSC develops action plans and strategies to address these goals. Specific allocations may be made to support programs directly in their efforts to meet college goals, or a competitive process, such as a college innovation fund, may be offered to support actions that have demonstrated success or that show promise for meeting college goals. Program review documents may also be used for college decision-making for hiring of faculty and staff, and for supporting efforts to secure funds through the FC Foundation or external funding agencies.

ACCJC also suggests that "In order to ensure effective and efficient delivery of instruction ... a system of continuous review and refinement of academic programs is in place that is an integral part of the college's overall planning and resource allocation process. The foundation of the program review process is the assessment and refinement of instructional services that have value to students (Beno, 2003).

History of Program Review at Fullerton College

Program review at Fullerton College began in the 1993-1994 academic year with the creation of the first Program Review Committee, created through the Planning and Consultative Council (PCC) and the Academic Senate. Program review was based on a six year cycle and included only instructional programs. Several different faculty members chaired the committee through its first six years. Approximately one-sixth of the instructional programs were reviewed each year. Data were difficult to obtain at that time and the review relied on student surveys and faculty narratives to a large extent. The first cycle of program review was completed in the 1999-2000 academic year.

A second cycle of program review began in the 2001-2002 academic year. The PCC approved key performance indicators for instructional, student services and operations programs. The initial intent was to move program review to a biennial cycle, with approximately half of all programs completing program review in each year. Delays in the completion of program review for some programs extended this cycle to three years and every program at the college completed a program review by the 2003-2004 academic year. The first Program Review Committee (a subcommittee of PCC) was created during this period and the committee reviewed all of the program reviews and provided

feedback to the programs. During spring 2005, the college received a commendation for its program review process during the six-year review and reaffirmation of accreditation by the accreditation evaluation team.

At the end of the spring 2004 semester, the college President and Executive Vice President left the college for other positions. During the fall of 2004, the PCC approved a plan to spend a year evaluating the program review process, with all aspects of program review, including the key performance indicators, the program review form, the program review schedule and the program review committee. Several suggestions for revision were made. In spring 2005, the college welcomed a new president, who disbanded PCC and created the PAC. Subsequently, the program review process was modified. Data sheets were provided to each instructional program and the Director of Institutional Research wrote a summary of information for each division and provided that summary to the president and the deans. During this time, while the Director of Institutional Research and the deans met with divisions and programs to discuss the program review data. Program faculty wrote no formal program reviews. This process remained in place until the departure of the president in fall 2009. At that time, an ad hoc committee of faculty and deans, along with the Director of Institutional Research, resuscitated the previous program review process and all instructional programs completed program reviews in fall 2009. This information was reviewed by the deans and the Vice President of Instruction and the information gathered from the program reviews contributed to the development of the college's strategic plan. At the same time, the Vice President of Student Services directed the completion of program reviews for all student services programs. During the spring of 2011, the college was visited by the accreditation evaluation team as part of its accreditation and the college received a warning, in part for its failure to sustain the program review process.

Beginning in the spring of 2010, the Faculty Senate and the PAC again addressed program review as part of its review of the entire planning process. The current program review process was created and approved by the Program Review Committee. The first year of the new cycle begins with the fall 2011 term, when all instructional programs will complete program review, using the form that is discussed through the rest of this document and directed by the new program review committee.

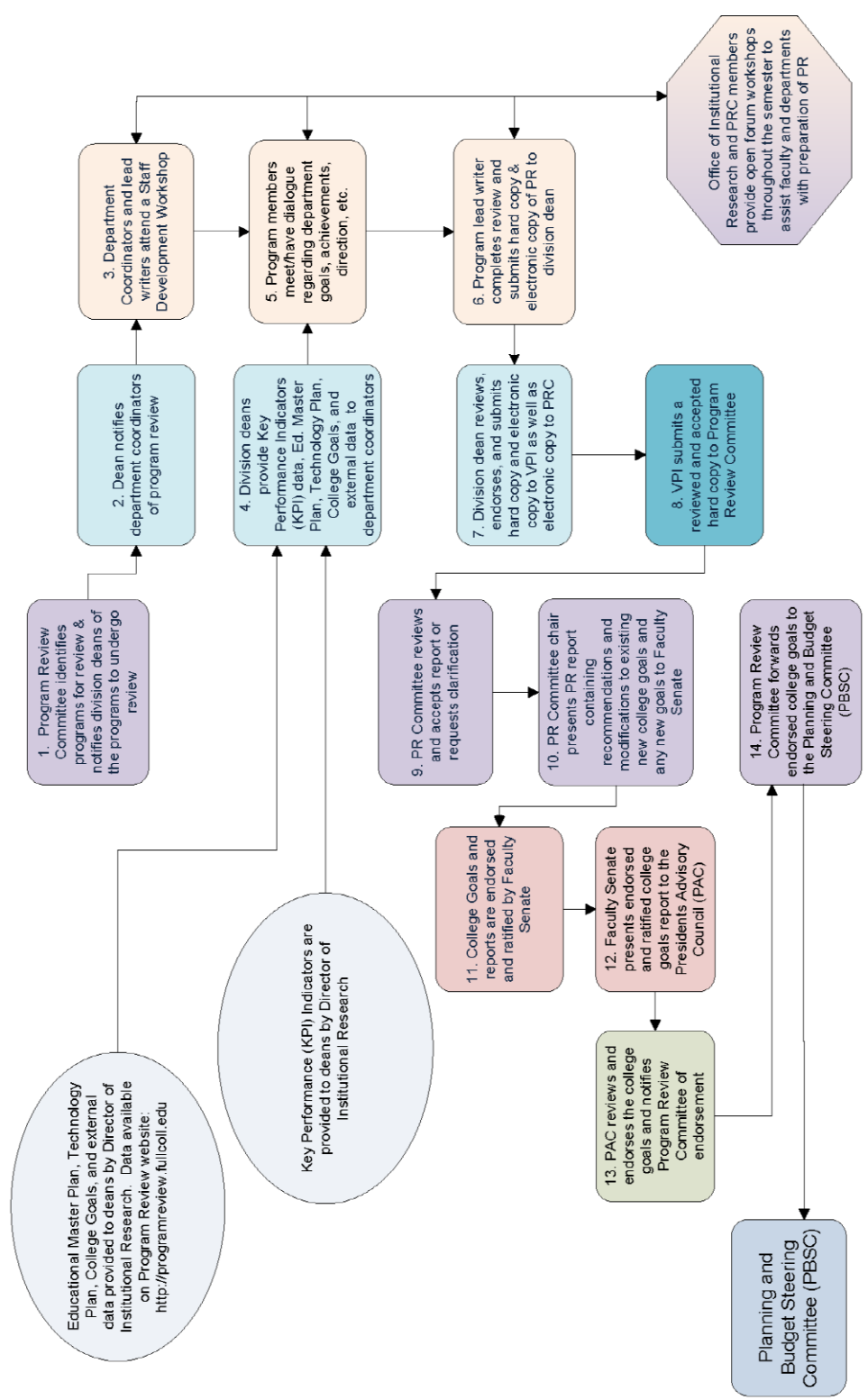
Schedule of Program Review

Fullerton College follows a biennial cycle of program review, with the review of instructional programs alternating with the review of students services programs, operations, and special projects. Each program will undergo three reviews within each six year curriculum cycle and each six year accreditation cycle.

The program review process begins with the distribution of the annual program review data sheets in the summer of each year. The data sheets are distributed to the deans who distribute the sheets to faculty. Training in the conduct of program review is provided throughout the fall semester. Faculty are expected to complete program review, including the completion of the program review form, by the end of the fall semester. Completed program review documents should be forwarded to the dean. Besides the fact that faculty are involved in assessment and evaluation on almost a daily basis in the classroom and this is clearly an extension to review and improve what they do as a whole, there is an additional contractual obligation (See Section 5.1.2.1.4 and 16.3.6.1.3 of the contract).

Instructional Program Review Steps

1. Program Review Committee identifies programs for review and notifies Division Dean of the programs to undergo review.
2. Division dean notifies department coordinators of program review.
3. Department coordinators and lead writers attend a Staff Development workshop.
4. Division deans provide Key Performance Indicator (KPI) data to Department Coordinators.
5. Office of Institutional Research director and PR committee members provide open forum workshops throughout the semester to assist faculty and departments with the preparation of the review.
6. Program lead writer completes self-study including the summary and submits hard copy form and electronic copy of PR to Division dean by the designated date.
7. Division dean submits electronic report to PR Chair, and forwards a hard copy and electronic copy to Vice President of Instruction.
8. VPI submits a reviewed and accepted hard copy to the Program Review Committee. The PR committee reviews and accepts report, or requests clarification.
9. The PR committee chair presents a PR report containing recommendations and modifications to existing college goals and any new college goals identified by the committee the Faculty Senate for ratification.
10. The report endorsed and ratified by the Faculty Senate is presented to the (PAC) for endorsement.
11. Once PAC has endorsed the college goals, the Program Review Committee will forward them to the Planning and Budget Steering Committee (PBSC).



PROGRAM REVIEW PROCESS

Completing the Program Review Form

The program review form at Fullerton College has been designed to assist faculty and staff in considering the relationship of the program to the college mission, goals, and strategic plans. The program review form ensures that a shared collegial process takes place within each program, that critical information is considered in conducting the review, that issues of equity in access and achievement be considered in reviewing programs, and that the process provides a succinct review and evaluation of information critical to the program. It also assists in the process of evaluating programs and extracting significant and common themes and challenges.

Statement of Collaboration

The section is completed to indicate that the program faculty who are listed in the next section collaborated in an open and forthright dialogue to prepare this Program Review and that statements included herein accurately reflect the conclusions and opinions of the program faculty.

Participants in the review

This section provides a list of all of the participants in the program review process.

Authorization

After the document is complete, it must be signed by the Department Coordinator and Dean prior to submission to the Program Review Committee.

1.0 Mission and Goals

In this section, the reviewers briefly describe the relationship of the program to the college's Mission, Vision, Core Values, and Goals.

2.0 Identifying Strengths and Weaknesses: Analyzing the Program Review Data

Key Performance Indicators (KPI)

The Fullerton College Program Review model relies on a set of key performance indicators (KPIs). KPIs are measures of critical and informative aspects of educational programs. KPIs reflect crucial activities and outcomes of programs. This KPI Model provides a relatively comprehensive, yet succinct, review of the activities of programs, incorporating extant information, including empirical data, which is comparable across programs.

The key performance indicators are subjected to analysis to identify strengths and weaknesses of programs, trends over time, linkages to important program directions, and strategies for improvement. Four major clusters of KPIs are collected, reflecting program access, program resources, program efficiency, and program success. Colleges Chancellor's Office, notably the Technology, Research, and Information Systems Division, and the Vocational Education Services branch of the Educational Services Division, or through local district and college data reporting activity. Several of the key performance indicators in the outcomes cluster require additional data collection efforts.

A complete list of key performance indicators and their operational definitions can be found in Appendix A. The KPIs selected for inclusion in the Fullerton College Program Review model have been chosen for several reasons: first, and most importantly, because they serve as the best measures of program activities and outcomes; second, and also importantly, because most of the key performance indicators are readily available through the normal data collection, processing and reporting that takes place through several units of the California Community Colleges Chancellor's

Office, notably the Technology, Research, and Information Systems Division, and the Vocational Education Services branch of the Educational Services Division, or through local district and college data reporting activity. Several of the key performance indicators in the outcomes cluster require additional data collection efforts.

Program Data and Trends Analysis

The first step in the program review data process is documenting program results. It can be argued that this first step, documenting program results, is the most important part of the program improvement process. The majority of this handbook will focus on documenting and analyzing program outcomes, however, it is essential that practitioners understand that program improvement occurs when available evidence of program performance gaps is used to support new academic or student service initiatives. The process of documenting program performance on the key performance indicators is completed by the Office of Institutional Research and a program review data sheet for each program in a division is distributed to the deans each summer. The program review data sheets provide values for the key performance indicators for five years, with data for each term and an annual summary for each year.

Program Analysis Tools

The documentation of program key performance indicators is followed by the analysis of the key performance indicators. The analysis consists of two kinds of comparisons: comparisons among programs and comparisons over time, or trend analysis. Analyzing historical trends and making appropriate comparisons enables practitioners to assess past program performance and current program status so that factors driving student success, the quality of the educational experience, and performance gaps and exceptional performance can be ascertained. The performance history of a program provides the context for programs to chart their future course and improve student outcomes. The analysis of key performance indicators allows practitioners to diagnose performance gaps and begin to understand critical components of student success and program success. Key

Key Performance Indicator Trend Analysis

This section requires reviewers to review and analyze changes over time. When examining program performance, it is essential that program results be examined over a period of time. Ideally, program outcomes should be reviewed over the five year period of the current data sheets. It is important to understand the trends in program data as well as the trends in the benchmark data. Understanding the historical trends in program data as well as the benchmark data will allow a determination of whether program trends are in the same direction as the selected benchmark or in the opposite direction as the selected benchmark.

Representation of the data in bar graphs with appropriate axes can simplify the process of trend analysis. These graphs provide the opportunity for visual examination of changes over time. Because of differences in the number of measurements that contribute to each key performance indicator, the significance of changes should be evaluated with appropriate statistical tests and the assistance of the institutional research staff should be encouraged. But visual examination can indicate whether or not a program is improving on each of the key performance indicators. Highlighting cells of interest in the Excel spreadsheet and clicking on the graph tab will automatically create a graph of values for the key performance indicator.

One of the most common types of analysis is historical program performance. This type of analysis examines program performance on specific measures and compares current performance within the program with past performance. The benchmark would be the historical high or low within the program's own history. In this type of analysis the program is measured against previous successes.

Representation of the data in bar graphs with appropriate axes can simplify the process of trend analysis. These graphs provide the opportunity for visual examination of changes over time. Because

of differences in the number of measurements that contribute to KPI, the significance of changes should be evaluated with appropriate statistical tests and the assistance of the institutional research staff should be encouraged. But visual examination can indicate whether or not a program is improving on each of the key performance indicators. Highlighting cells of interest in the Excel spreadsheet and clicking on the graph tab will automatically create a graph of values for the KPI.

Ranking of Department

This section requires reviewers to analyze how the program compares with peers on several key performance indicators related to program outcomes. Key performance indicators are most informative when they are compared to similar indicators from appropriately chosen comparable programs. These indicators can be thought of as benchmarks. Benchmarks are points of reference that allow comparison of a program's performance with another standard. Historical high and low points, statewide performance targets, the performance levels of the best performing program in the state, and the aggregate performance level of peer programs are all examples of benchmarks that can be used as a basis for comparison. When conducting an analysis of program results, results should ideally be measured against several benchmarks to ascertain your program performance gaps. This type of analysis should reveal program strengths as well. The following proposed hierarchy of comparison allows for the development of meaning for each of the key performance indicators.

First, comparisons can be made to similar programs within a college. These comparisons may follow natural alignment of programs in a college's academic structure, for example, within a division. The Accounting program might be compared to other programs within the Business division. The Construction program would be compared to other programs within a Trades and Technology division. These comparisons must take into account differences among programs but are the most natural comparisons to make. Absolute differences may not matter as much as relative differences. For example, the number of degrees and certificates awarded annually will be correlated with the size of the program. An additional indicator, degrees and certificates per major, could be created and compared across programs. This takes into account the varying size of programs.

A second comparison can be made to identical programs at other colleges. It is prudent to create a set of peer institutions for making such comparisons. A set of peer institutions can be created in several ways. Perhaps the simplest way to create such a set of peer institutions involves the use of the United States Department of Education, National Center for Educational Statistics' Peer Analysis System, International Postsecondary Educational Data System (IPEDS) (<http://www.nces.ed.gov/ipeds/pas/>). Using the Peer Analysis System, peer institutions may be identified based on a number of institutional characteristics, including location, annual enrollment, student ethnicity, and others. The Integrated Postsecondary Education Data System Data Feedback Report,

<http://nces.ed.gov/ipeds/datacenter/Snapshotx.aspx?unitId=acacafb3b0b4/>

and the Annual Accountability Reporting for Community Colleges (ARCC),

<http://www.cccco.edu/Portals/4/TRIS/research/ARCC/ARCC%202010,%20March%202010.pdf>,

both provide sets of peer institutions for each college. Fullerton College's peer institutions include many of the surrounding large, multicultural community colleges in Southern California. Once the peer institutions have been identified, values for the key performance indicators can be collected. This collection may involve direct contact with the peer institutions or simple identification of the values of selected indicators by using several California Community College Chancellor's Office reports, notably the Chancellor's Office Data Mart:

http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

A one minute flash video without sound accessible via browsers with the flash plug-in installed on how to use the data mart is available at

<http://www.fcchem.com/datamart%20video/datamart%20video.html>.

A third set of comparisons may be made with standards or goals for each of the key performance indicators. These standards or goals may come from college's strategic plan, previous program reviews, enrollment management plans, or other college documents. In addition, several of the key performance indicators have implied standards. For example, the funding mechanism for the California Community Colleges is based on an average class size of 35. Relatively few absolute standards exist for these key performance indicators. One important set of standards for the key performance indicators in occupational education programs is the set of Level of Performance values negotiated between the Chancellor's Office and the United States Department of Education. The complete description of the definition, measurement, and rationales for each level of performance are contained in the Core Indicators Report, Appendix 10 (http://misweb.cccco.edu/voc_ed/vtea/Appendix-10.pdf). Each of the Core Indicators Reports, available at http://webdata2.cccco.edu/VTEA_RPTS.htm, shows the program performance, the state-negotiated standard, and the percentage difference between the two measures.

Programs can also be compared with exceptional programs throughout the state. These programs would be the top performing programs. Similarly, programs could be compared to the lowest performers in the state. When making these kinds of comparisons, it is also important to determine the extent to which externally controlled program characteristics play a role in program performance. Finally, it is important that program performance be assessed for the total program as well as different types of students participating in the program such as various demographic groups and special populations. This type of analysis will reveal who is performing at higher rates than others and whether any performance disparities exist that need to be addressed.

Achievement Gap

Reviewers should examine the data on course retention and success that has been disaggregated by gender and by race/ethnicity and identify differences (gaps) in achievement gap among the groups. (Attach Success and Retention by Ethnicity Data as identified by the Office of Institutional Research to Appendix.)

3.0 SWOC Analysis

Identifying Opportunities and Threats: Gathering and Analyzing External Data

In this section reviewers should include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education program. For example, California State University, Fullerton has just authorized an undergraduate major in Earth Science. This will certainly impact the Earth Science programs in the Natural Science division, creating additional opportunities for transfer for students and probably creating an opportunity for faculty dialog and cooperation in shaping our curriculum and transfer preparation. Similarly, the emergence of new technologies or occupations might impact one of our occupational programs and lead to the opportunity to develop new certificate programs. Such developments might also be a threat to an existing program.

The Fullerton College Environmental Scan provides some information at the college level about the changing population demographics, the education pipeline and preparation of students, the economic condition of the area and the political forces shaping the education dialog. But information at the

program level is more likely available in the collective knowledge and experience of program faculty. This information, as well as the data on key performance indicators, should help shape the dialog so that the program may identify Strengths, Weaknesses, Opportunities, Challenges (SWOC).

4.0 Program Learning Outcomes Assessment

This section requires reviewers to update their progress in completing the cycle of identification and assessment of PSLOs and using the information gained through assessment to improve quality of the program.

5.0 Evaluation of Progress Toward Previous Goals

In this section reviewers evaluate the activities undertaken to achieve goals that were established in the last program review or to identify challenges that interfered with the achievement of those goals and, where resources were allocated toward the achievement of goals, to evaluate the efficacy of the allocation of those resources.

6.0 Program Short Term SAP's and Resource Requests

Self-explanatory.

7.0 Long Term Plans

Self explanatory.

8.0 Self-Study Summary

Provide a brief summary of the major elements of your program review document and is written by the author of self-study report. Include in your summary the key points that will allow a reviewer to best evaluate your document. Do not include any new information in this section.

The Executive Summary Section should be one to three pages long and provide the major findings of your self-study. Make sure you give yourselves a 'pat on the back' and reflect on the following topics:

- 1) Your program composition and collaboration on this self-study
- 2) A review of statistical data and significant trends
- 3) The impact of SLO's and SLOA's on your program
- 4) A sense of the number of certificates, degrees awarded, and transfer in your program.
- 5) How your program is aligned with the institution
- 6) A synopsis of resource requests and how they improve student success or aid in reaching your goals.

References

- Accrediting Commission for Community and Junior Colleges. (2008). Rubric for Evaluating Institutional Effectiveness – Part I: Program Review; Characteristics of Institutional Effectiveness in Program Review. Novato, CA: Accrediting Commission for Community and Junior Colleges.
- Beno, B. (2003, April). What accreditors expect from program review. Accreditation Notes. Novato, CA: Accrediting Commission for Community and Junior Colleges.
- Meehan, K., and Sheldon, C. (2003). A Key Performance Indicators Model for Program Improvement. Sacramento, CA: California Community Colleges Chancellor's Office.
- Meehan, K. (2010). Maximizing the program review process. Berkeley, CA: The Research and Planning Group for California Community Colleges.
- The Academic Senate for California Community Colleges. (2009). Program Review: Setting a standard. Sacramento, CA: The Academic Senate for California Community Colleges.

Program Review for Administrative and Operational Services

Program review serves a number of purposes. The reviews are a tool for enhancing a department or program's knowledge of itself, including its place in the college and how it serves on-campus and off-campus populations. The knowledge gathered then becomes the foundation for developing plans for improvement and ensuring that existing strengths are upheld. Attention is often paid to fixing weaknesses; however, it is equally important to sustain the strengths that exist in a program or department.

Program reviews also provide a vehicle to identify best practices. For the college, the discovery of best practices within a unit can be leveraged and strengthened by sharing information throughout the organization.

Program reviews can be formative or summative in emphasis. Formative reviews are completed while a program or project is current and permit mid-program corrections. Summative reviews are conducted at the conclusion of a program or project and permit evaluating overall success and achievement of goals. Since the majority, if not all, of the programs undergoing program review will remain in existence after the review, the review will likely contain both formative and summative elements. The formative elements will emphasize identification of what is working and what is not and how that can be improved. The summative review emphasizes a more comprehensive viewpoint of the department or program and may focus especially on some distinct projects within the program whose continuation is not certain because of funding considerations or a clear timetable for termination, such as a pilot project. The current community college environment supports the notion that program reviews are summative rather than formative since reviews are focused on conclusions rather than indicators suggesting improvement, and the current climate of accountability leads readers to view program reviews as a medium for demonstrating achievements. The challenge is to write a program review that is both formative and summative.

There are a number of models of program review and variations in those models. Fullerton College has adopted a mixed-method review format, pulling elements from the standardized or primarily quantitative review; the free-form review where each unit develops its own set of data to examine; the external evaluation or self-study focus review; and the outside expert review. By using the mixed-methods format programs are able to provide a clear and comprehensive representation of their areas. The Administrative and Operational Services Program Reviews will focus on different indicators than the Instructional Program Reviews to assess quality, efficiency, and effectiveness. Administrative and Operational areas may choose to gather information from professional organizations for ideas about pertinent measures and standards.

The program reviews prepared by the Administrative and Operational departments will provide information and evidence about institutional effectiveness even though some of the most often used indicators of institutional effectiveness are measured at the institutional level, and not the department level. Program reviews focus on departments or programs within the college, and institutional effectiveness concentrates on the college as a whole. It might be said that program

reviews concentrate on the micro level and institutional effectiveness on the macro level. Both are critical for a comprehensive understanding of quality at the college, and both identify opportunities for improvement along with strengths to be sustained.

References

Barak, R. J., and Brier, B. E. (1990) *Successful Program Review*. San Francisco: Jossey-Bass.

Bers, T. (2011) Program Review and Institutional Effectiveness, *New Directions for Community Colleges*, 153, 63-73.

Completing the Program Review Form

Statement of Collaboration

The program review document is not the work of one individual. It is the work of all individuals within a department or operational unit. This section of the review is completed to indicate that the individuals listed in the following section collaborated in open and honest dialogue to prepare this program review and that the statements included in the review accurately portray the conclusions and perceptions of the participants.

Participants in the Review

This section provides a listing of all who participated in the preparation of the program review.

Authorization

Once the document is completed, it must be signed by the main author of the document, the department or program manager, and the manager's immediate management supervisor before it is forwarded to the appropriate Vice President.

1.0 Mission and Goals

Describe the relationship of the program to the Fullerton College Mission, Vision, Core Values, and Goals.

2.0 Department/Office Description/Data & Trends Analysis

- 2.1** Explain the purpose and functions of your department or office, including the various responsibilities of the area. Include the staffing of your unit by completing the table in 2.2 and 2.3.
- 2.2** Names of individuals are not included in this chart. Use the person's job title, such as "Administrative Assistant I." If there is more than one employee with the same job title, note the job title for each employee, followed by the percent of employment, and source of funding. The final column titled "FTE" uses a 100%, 12-month employee as one FTE.
- 2.4** Considering the staffing levels listed in 2.2 and 2.3, write about the appropriateness of the staffing levels of the department or office. Some possible approaches to this question may be to provide a comparison of staff numbers with previous years' numbers or with comparable colleges, or to discuss the increase/decrease in workload relative to the number of staff members.
- 2.5** Describe the interaction between the department or office and the general population of the college. This may include interactions with students, staff, faculty, or the outside community.
- 2.6** Report on the important changes that have occurred affecting the services of the department or office since the last review. If this will be the first program review for the unit, write about the noteworthy changes that have occurred in the past five years.

- 2.7 A. Describe the practice used in the unit to determine whether or not processes or procedures are helpful in serving the population.
B. By using the practice or practices described in 2.7.A. what can be reported about the success of the unit.
C. Report what changes have taken place based on the prescribed method of evaluation and the results of analysis of that evaluation.
- 2.8 Note any regulations or laws that have a direct or indirect impact on the efficiency of the unit. Also include any developments on campus or off campus that affect the unit. Take into account any policies or procedures that affect the unit as well, noting any changes since the last review or in the past five years.
- 2.9 Report any facts that are pertinent to the self-study that have not been reported elsewhere on the document. This is not the section of the review to include perceptions or impressions.

Strengths, Weaknesses, Opportunities, Challenges (SWOC)

- 2.10 Using the information reported in sections 2.1 to 2.6, note the strengths of the unit. This section includes data as well as perceptions.
- 2.11 Using the information reported in sections 2.1 to 2.6, note the weaknesses of the unit. This section includes data as well as perceptions.
- 2.12 Using the information reported in sections 2.1 to 2.6, note any opportunities or developments that may exist for the unit. This section includes data as well as perceptions.
- 2.13 Using the information reported in sections 2.1 to 2.6, note any challenges or struggles that may exist for the unit. This section includes data as well as perceptions.

3.0 Evaluation of Processes used by Department/Office or Services

- 3.1 Describe the method used to determine if the processes used by the department are efficient or valuable.
- 3.2 By using the method described in 3.1, give an example or some examples of changes made because of the evaluation which have led to improvements in the unit.

4.0 Service Area Outcomes (SAO) Assessment

- 4.1 Provide a listing of the SAO's for your unit. (See glossary for definition of SAO's if needed)
- 4.2 Appraisal of the SAO's is included here.
- 4.3 Report here how the unit has or how the unit will use the results of the SAO assessment to improve services to its consumers.
- 4.4 Report any challenges that stand in the way of making the unit's SAO's more effective.
- 4.5 Link the unit's SAO's to the College's goals.

5.0 Evaluation of Progress toward Previous Goals

- 5.1** List the goals from the last program review for the unit. If this is the first review for the unit, list the goals from the last 2 years.
- 5.2** Report on the accomplishment of the goals listed in 5.1.
- 5.3** If additional resources were provided to reach any of the goals stated in 5.1, note the effectiveness of the use of funds.

6.0 Goals

- 6.1** Complete the chart provided by noting the unit's goals for the next two-years. Include an action plan as well as measurable outcomes, and the parts of the goal that can be reached without additional college resources.
- 6.2** Complete the chart provided by noting the unit's goals for the next 3 to 6 years. Include an action plan as well as measurable outcomes, and the parts of the goal that can be reached without additional college resources.

7.0 Requests for Resources

- 7.1** For each goal identified in section 6 that will require additional resources for completion, fill in the chart provided.

8.0 Self-Study Summary

Conclude the report by summarizing the highlights, themes, and key portions of the review. No new information is to be included here. This is a summary or synopsis of what has already been reported. Conclusions may be included here only if they are supported by the data reported in other sections.

Program Review for Student and Support Services

Program review serves a number of purposes. The reviews are a tool for enhancing a department or program's knowledge of itself, including its place in the college and how it serves on-campus and off-campus populations. The knowledge gathered then becomes the foundation for developing plans for improvement and ensuring that existing strengths are upheld. Attention is often paid to fixing weaknesses; however, it is equally important to sustain the strengths that exist in a program or department.

Program reviews also provide a vehicle to identify best practices. For the college, the discovery of best practices within a unit can be leveraged and strengthened by sharing information throughout the organization.

Program reviews can be formative or summative in emphasis. Formative reviews are completed while a program or project is current and permit mid-program corrections. Summative reviews are conducted at the conclusion of a program or project and permit evaluating overall success and achievement of goals. Since the majority, if not all, of the programs undergoing program review will remain in existence after the review, the review will likely contain both formative and summative elements. The formative elements will emphasize identification of what is working and what is not and how that can be improved. The summative review emphasizes a more comprehensive viewpoint of the department or program and may focus especially on some distinct projects within the program whose continuation is not certain because of funding considerations or a clear timetable for termination, such as a pilot project. The current community college environment supports the notion that program reviews are summative rather than formative since reviews are focused on conclusions rather than indicators suggesting improvement, and the current climate of accountability leads readers to view program reviews as a medium for demonstrating achievements. The challenge is to write a program review that is both formative and summative.

There are a number of models of program review and variations in those models. Fullerton College has adopted a mixed-method review format, pulling elements from the standardized or primarily quantitative review; the free-form review where each unit develops its own set of data to examine; the external evaluation or self-study focus review; and the outside expert review. By using the mixed-methods format programs are able to provide a clear and comprehensive representation of their areas. The Student Services Program Reviews will focus on different indicators than the Instructional Program Reviews to assess quality, efficiency, and effectiveness. Student services programs may choose to gather information from professional organizations for ideas about pertinent measures and standards.

The program reviews prepared by the Student Services Division will provide information and evidence about institutional effectiveness even though some of the most often used indicators of institutional effectiveness are measured at the institutional level, and not the program level. Program reviews focus on departments or programs within the college, and institutional effectiveness concentrates on the college as a whole. It might be said that program reviews

concentrate on the micro level and institutional effectiveness on the macro level. Both are critical for a comprehensive understanding of quality at the college, and both identify opportunities for improvement along with strengths to be sustained.

References

Barak, R. J., and Brier, B. E. (1990) *Successful Program Review*. San Francisco: Jossey-Bass.

Bers, T. (2011) Program Review and Institutional Effectiveness, *New Directions for Community Colleges*, 153, 63-73.

Completing the Program Review Form

The program review form at Fullerton College has been designed to assist faculty and staff in considering the relationship of the program to the college mission, goals, and strategic plans. The program review form ensures that a shared collegial process takes place within each program, that critical information is considered in conducting the review, that issues of equity in access and achievement be considered in reviewing programs, and that the process provides a succinct review and evaluation of information critical to the program. It also assists in the process of evaluating programs and extracting significant and common themes and challenges.

Statement of Collaboration

The section is completed to indicate that the program staff and faculty who are listed in the next section collaborated in an open and forthright dialogue to prepare this Program Review and that statements included herein accurately reflect the conclusions and opinions of the program staff.

Participants in the review

This section provides a list of all of the participants in the program review process.

Authorization

After the document is complete, it must be signed by the Principal Author, Department Manager and the Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee and the appropriate Vice President.

1.0 Mission and Goals

In this section, briefly describe the relationship of the program to the college's Mission, Vision, Core Values, and Goals. A description of how the program supports each of these should be included.

2.0 Program Description/Data & Trends Analysis

2.1 Explain the purpose and functions of your department or office, including the various responsibilities of the area. Include the staffing of your unit by completing the table in 2.2 and 2.3.

2.2 Names of individuals are not included in this chart. Use the person's job title, such as "Administrative Assistant I." If there is more than one employee with the same job title, note the job title for each employee, followed by the percent of employment, and source of funding. The final column titled "FTE" uses a 100%, 12-month employee as one FTE.

2.4 Considering the staffing levels listed in 2.2 and 2.3, write about the appropriateness of the staffing levels of the department or office. Some possible approaches to this question may be to provide a comparison of staff numbers with previous years' numbers or with comparable colleges, or to discuss the increase/decrease in workload relative to the number of staff members.

Program Data and Trends Analysis

The first step in the program review data process is documenting program results. It can be argued that documenting program results, is the most important part of the program improvement process. The majority of this handbook will focus on documenting and analyzing program outcomes, however, it is essential that practitioners understand that program improvement occurs when available evidence of program performance gaps is used to support new academic or student service initiatives. This discussion will need to take into consideration data from sections 2.5 and 2.6 since both the number of students served, how this number is changing and other significant influences impacting the program will determine to what degree current staffing levels are appropriate. There are three elements in section 2.7 which require a discussion of the methods used to evaluate the program's success, a description of the results including an analysis of the effectiveness of the program and finally how these results have been used to make improvements to the services offered by the program. External and, in some cases, internal influences are described in section 2.8. These can include laws, regulations, trends, policy or procedural changes that have an impact on the effectiveness of the program. Finally in section 2.9 the program provides other data that is relevant to the self-study. Examples might include significant changes in the population served, facilities issues, data management, technical challenges, resource reduction, etc.

Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Using an analysis of the data from sections 2.1 through 2.9, describe the strengths, weaknesses, opportunities and challenges of the program. This section initially requires taking a wide-angle view of the staffing, budget, outside and inside influences and unique history of the program and then extrapolating from those the SWOC analysis.

Most trends will end up identifying a combination of strengths, weaknesses, opportunities and challenges as programs respond to various influences over time. Most program responses are neither all good nor bad but rather fall on a continuum and contain varying degrees of both. The SWOC analysis attempts to assist programs with positioning themselves to more fully take advantage of opportunities by using identified program strengths while mitigating program weaknesses. Identifying challenges will help a program prepare an appropriate response through the planning process. This identification may lead to opportunities not originally recognized.

3.0 Evaluation of Processes used by Program or Services

In this section a description of any ongoing or systematic methods used to evaluate the efficacy of processes used by your program will be discussed. How does a program measure the effectiveness of what it does and how it goes about doing it? Perhaps a program uses other like programs for comparison, or a point-of-service survey might be used. How is the information used to make improvements in the quality of the service, in serving more students with fewer resources while maintaining service value and quality for students? Be sure to include any examples of how the self-analysis is conducted and how the analysis results in continuous quality improvement for the provision of services.

4.0 Service Area Outcomes (SAO)/Student Learning Outcomes (SLO) Assessment

Using the expandable tables list the program's SAO's/SLO's and related assessment data. In the narrative section beginning with section 4.3 discuss how the assessment of the program's SAO resulted in improvements in services provided to students. In Section 4.4 describe how the assessment of the program's SLO's led to improvements in student learning and achievement. What challenges does the program face in working toward making the SAO's/SLO's more effective are described in section 4.5. What strategies can the program use to address the challenges? Finally in

sections 4.6 and 4.7 describe how the program's SAO's and SLO's are linked to the college goals and institutional SLO's respectively (see <http://programreview.fullcoll.edu/>).

5.0 Evaluation of Progress toward Previous Goals

Begin this section by listing your last self-study/program review goals. In section 5.2 describe how successful the program was in completing the previous goals. What were some of the challenges that were encountered while working on completing the goals? Where resources were allocated toward achieving the goals, evaluate value of that spending. Did it accomplish what was expected? Why or why not? Describe any lessons learned for future reference.

6.0 Goals

Complete the tables for short term (2 year) and long term (6 year) goals (two goals for each at a minimum). If additional goals are identified, use a separate table for each. The goals should reflect the findings of your self-study and be evaluated for appropriateness as to whether they are better suited for long term or short term implementation.

7.0 Requests for Resources

Complete a separate table for each goal listed in section 6.0 that requires additional financial resources. Please check at the top of the table if the Goal is a short term or long term goal. Also list the goal number. It is important that the requests are reflective of the findings and stated goals in the self study. Include how the additional funding will support the program's ability to address the stated goal and what measurable outcome(s) will be influenced by the resource request?

8.0 Self-Study Summary

Provide a brief summary of the major elements of your program review document. The summary is written by the author of the self-study report. Include the key points that will allow a reviewer to best evaluate your report. Do not include any new information in this section.

The Self-Study Summary Section should be one to three pages long and provide the major findings of your self-study. Make sure you give yourselves a 'pat on the back' and reflect on the following topics:

- 1) Your program composition and collaboration on this self-study
- 2) A review of statistical data and significant trends
- 3) The impact of SLO's and SLOA's on your program
- 4) A sense of the number of students served and the services provided
- 5) How your program is aligned with the institution
- 6) A synopsis of resource requests and how they improve student success or aid in reaching program goals.

Student Services Glossary of Terms

CCCCO Data Mart	A data warehouse maintained by the California Community College Chancellor's Office which includes information on various demographics and quantitative data from the 112 California community colleges.
Data	Information, often in the form of facts or figures. This may be gathered from a number of sources such as databases or surveys and should be used in program review to make calculations or draw conclusions. Data may be quantitative or qualitative.
Institutional Effectiveness	"The ongoing, integrated, and systematic set of institutional processes that a college uses to determine and ensure the quality of its academic and support programs and administrative functions." (Bers, 2011)
Perception	The process of using senses to obtain information about the environment or situation. Might also be an impression or understanding based on what is observed.
Persistence	The number of students who continue from one semester to the next.
Program Review	"A type of evaluation of an instructional, instructional support, student service, or administrative program, department, or unit." (Bers, 2011)
Retention Rate	The percentage of students who complete the class in which they were enrolled with a grade of A, B, C, D, F, P, NP, or I. (Numerator equals number of enrollments with grades of A, B, C, D, F, P, NP, or I, and the denominator equals the number of enrollments with grades of A, B, C, D, F, P, NP, I, and W)
Service Area Outcome (SAO)	The result that a program or department will work toward to maintain or improve.
Student Learning Outcome (SLO)	As a result of participation in a particular activity, students will have learned something.
SLO Assessment	The measurement used to determine if students have indeed learned what was intended by the SLO. This should also include the method used to analyze the data and the use of the results. How will you modify the activity to reach the intended learning outcome if you did not achieve the results you expected?
Success Rate	The percentage of students who complete the class in which they were enrolled with a grade of A, B, C, or P.
Trends	The current tendency or movements in a particular direction. May be on-campus or directed from off-campus. For example: One of the current trends for community colleges is one of accountability.

Appendix A: Data Element Definitions

The following definitions are provided for each of the key performance indicators.

Program Access

Sections Offered	The number of distinct sections offered in the program. Day Sections Offered_– The number of distinct sections in the program that are offered before 4:00 pm, Monday through Friday.
Day Courses Offered	The number of distinct sections in the department that are offered before 4:00 pm, Monday through Friday.
Evening/Weekend Sections Offered	The number of distinct sections in the program that are offered at or after 4:00 pm, Monday through Thursday or anytime Saturday or Sunday.
Short-Term Sections Offered	The number of distinct sections in the program that are less than full semester in length.
Distance Education Sections Offered	The number of distinct sections in the program that are offered through television or internet or as hybrids.
Courses Offered	The number of distinct courses offered in the department.
Day Courses Offered	The number of distinct courses in the department that are offered before 4:00 pm, Monday through Friday.
Evening/Weekend Courses Offered	The number of distinct courses in the department that are offered at or after 4:00 pm, Monday through Friday or anytime Saturday or Sunday.
Short-Term Courses Offered	The number of distinct courses in the department that are less than full semester in length.
Distance Education Courses Offered	The number of distinct courses in the department that are offered through television or online or as hybrids.
Majors	The number of students who identify the program as their major field of study.
New Majors	The number of students who identify the program as their major field of study for the first time within the academic year. This includes both students who are new to the college and returning students who change their major.
Enrollments	The total number of students registered in all classes in the program at

census date, also known as seat count.

Full Time Equivalent Students (FTES) The total number of full-time equivalent students. Each FTES is the equivalent of one student enrolled for 525 contact hours (15 units x 17.5 weeks x 2 semesters).

Weekly Student Contact Hours (WSCH) The total number of weekly student contact hours for all students in all classes in the program.

Program Resources

Full Time Equivalent Faculty The total number of full-time equivalent faculty teaching in the program. This is the sum of all the FTEF assigned to each section in the program each semester. Reassigned time not in direct service to the program is removed from the total.

Personnel The total cost of all personnel assigned to the program. The cost of staff that is shared by several programs is apportioned (1) by the proportion of time assigned to each program, (2) proportionally by FTEF, or (3) equally among the programs. (Not currently collected).

Supplies The total cost of supplies for the program. The costs of supplies which are shared by several programs are apportioned (1) proportionally by FTEF, or (2) equally among the programs. (Not currently collected).

Program Efficiency

Average Class Size Total number of enrollments divided by total number of sections. This figure excludes certain independent study sections.

Fill Rate (Census Date) The total number of enrollments divided by the total number of seats available on the semester census date.

WSCH per FTEF The total number of weekly student contact hours divided by the total number of Full-Time Equivalent Faculty.

Cost per WSCH The total cost of the program (personnel and supplies) divided by the total number of weekly student contact hours. (Not currently calculated).

Cost per Major The total cost of the program (personnel and supplies) divided by the total number of majors in the program. (Not currently calculated).

Program Outcomes

Course Retention	The percentage of students who complete the class in which they are enrolled. Retention = (Enrollment at Census Date – Withdrawals) / Enrollment at Census Date
Course Success	The percentage of students who successfully complete a class. Success = (Total Number of A, B, C, and CR grades)/Enrollment at Census Date
New Major Persistence	The percentage of new majors in a program in the Fall term who enroll in the Spring term. (Not currently calculated).
Degrees Awarded	The total number of degrees awarded in the academic year by the program. Certificates Awarded – The total number of certificates awarded in the academic year by the program.
Transfers	The percent of majors in a program who are graduates and leavers in a cohort who are found to be enrolled in a four-year institution.
Student Satisfaction	The satisfaction of students enrolled in courses in the program. (Not currently collected).
Employment Rate	The percent of majors in a program who are graduates and leavers in a cohort who are found in a UI covered employment during one of the four quarters following the cohort year. (Not currently collected).
Employer Satisfaction	The satisfaction of employers with student who received a degree or certificate in a program. (Not currently collected).
Student Learning Outcome	The percentage of students who have attained a satisfactory score on an assessment of the program student learning outcome. (Not currently collected).

Appendix B: ACCJC Rubric on Program Review

ACCJC guidelines require that institutions operate at the Sustainable Continuous Quality Improvement Level

Characteristics of Institutional Effectiveness in Program Review

Awareness

There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.

There is recognition of existing practices and models in program review that make use of institutional research.

There is exploration of program review models by various departments or individuals.

The college is implementing pilot program review models in a few programs or operational units.

Development

Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.

Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.

Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Administration, etc.)

Appropriate resources are allocated to conducting program review of meaningful quality.

Development of a framework for linking results of program review to planning for improvement.

Development of a framework to align results of program review to resource allocation.

Proficiency

Program review processes are in place and implemented regularly.

Results of all program review are integrated into institution-wide planning for improvement and informed decision-making.

The program review framework is established and implemented.

Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.

Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.

The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.

Sustainable Continuous Quality Improvement

Program review processes are ongoing, systematic, and used to assess and improve student learning and achievement.

The institution reviews and refines its program review processes to improve institutional effectiveness.

The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning

Appendix C: Fullerton College Peer Institutions from National Center for Educational Statistics

Using some of Fullerton College's characteristics, a group of comparison institutions was selected by the Integrated Postsecondary Data Systems for the Fullerton College Data Feedback Report. The characteristics include large, public, 2-year colleges, in the western states and enrollment of a similar size. The comparison institutions are listed on the program review website at

<http://programreview.fullcoll.edu/2014/Peer%20Institutions%20from%20NCES%20Fall%202014.pdf>

Appendix D: URL Links for Program Review Form

1. Institution Mission, Vision, and Core Values:

<http://www.fullcoll.edu/president-mission>

2. Institution Goals:

<http://pac.fullcoll.edu/2010-2011%20Resource%20Docs.pdf>

(while the pages are not numbered, see pages 14-17 in Acrobat. The institution goals are listed on the home page of programreview.fullcoll.edu)

3. Program Goals: Use your 2009-2010 PR or go to

http://research.fullcoll.edu/prog_review.html

4. Course level SLO and SLOAs:

http://slo.fullcoll.edu/instructional_slos.html

(click on your division and then program)

5. Fullerton College Student Learning Outcomes and Assessment Preferred Practice Handbook:

http://slo.fullcoll.edu/eResources_sloa.html

6. Assessment Planning Worksheet and Report 2010-2011:

http://slo.fullcoll.edu/eResources_sloa.html

7. Program Review Forms and Handbook:

<http://programreview.fullcoll.edu/>.

The Program Review Form used for the report is also available as a Word document on the J drive. A link to the Chancellor's Data Mart, list of peer institutions, examples of commendable program reviews overall and by section, the Reader's/Writer's Guide, and a recommendation on how to complete the KPI sections are also available at the <http://programreview.fullcoll.edu/>.

Appendix E: Program Review Checklist

The Program Review Checklist is intended as a tool to facilitate collaboration between deans, department coordinators, lead writers, and faculty in the program review process. The checklist is provided to keep track of your work and is not a list of minimum qualifications for acceptance of the report. The checklist is organized in terms of each section of the program review form and some suggestions for links to background information are provided where appropriate. **The program review report draft is due to your IMS on December 12, but your IMS may request an earlier date. Please supply an electronic and printed copy of the report to the dean by the agreed upon date.**

Cover Page

- Program title entered
- Division title entered
- List of participants involved in the review process
- Signature of department coordinator
- Signature of dean
- Date of submission

Section 1.0 - See Appendix D of PR handbook for additional institutional resource links

- 1.0 Mission and Goals
Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? (e.g. technology) Is the program critical to the pursuit of the institutional mission?

Section 2.0 - Use KPI and data supplied by Office of Instruction

- 2.1 Trend Analysis – Based on KPI data provided by dean, are the trends increasing, decreasing, or remains the same? Note: recession years may introduce an anomaly in the trend analysis.
- 2.2 Peer Institution Analysis - See Appendix C in Program Review Handbook for list of peer institutions. (Suggestion: Select a minimum of three for analysis and choose a semester in 2010 for analysis. Use data from 2009 -2010 or most recent years provided. Do not use 2011 data.)
- 2.3 Achievement Gap See Appendix D for Achievement Gap PowerPoint and the Office of Institutional Research for success and retention by ethnicity data
- 2.4- 2.6 Other Data – as needed or appropriate

Section 3.0 -

- SWOC – analysis for Sections 3.0

Section 4.0 - Student Learning Outcomes (SLO) Assessment

- Table 4.1 based on program outcomes forms completed for PSLO assessment.
- Table 4.2 based on program outcomes results from forms completed for PSLO assessment.
- 4.3 – 4.6 narrative based on program outcomes results.

5.0 Evaluation of Progress Toward Previous Goals/SAP's

- 5.1 Goals from previous program review listed.
- 5.2 The level of success and/or progress achieved in the previous goals listed.
- 5.3 Measures for the level of success and/or progress achieved in the goals listed.
- 5.4 Examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.
- 5.5 When resources were allocated toward goals, evaluate cost effectiveness of spending
- 5.6 Comment on any aspects of goals identified that do not require additional resources.

Section 6.0

- 6.1 Short term strategic action plans (SAPs) for your program listed and ranked from highest priority to lowest priority. A separate table used for each SAP.
- Identify and list specific resources needed for specific activities to accomplish SAP.
- 6.2 Resource(s) connected to outcomes.
- 6.3 How resulting outcome is measured.

Section 7.0

- Narrative of long term plans (four-six years) for your program with future trends in your narrative considered.

Section 8.0

- Provide a one to two page summary of the major elements of your program review document. Include in your summary the key points that will allow a reviewer to best evaluate your document.

Appendix F: The Program Review Committee

Chair (elected by and from the voting Committee Members):

Jan Chadwick, Professor, Natural Sciences

Meetings:

As determined by the Committee Members – 1st and 3rd Tuesdays in Room 1246
3:00pm – 4:30pm

Composition:

Four faculty representatives,
Four management representatives,
Four classified professionals representatives, and
Resource Members

Voting Members

Mary Nolan-Riegle	Faculty / Natural Science	2011-2013
Jan Chadwick	Faculty / Natural Science	2012-2014
Pete Snyder	Faculty / Physical Education	2012-2014
Vacant	Faculty	
Lisa Campbell	Management/Counseling	n/a
Dan Tesar	Management/Social Sciences	n/a
Bob Jensen	Management/Fine Arts	n/a
Pilar Ellis	Management/ International Students	n/a
Dawnmarie Neate	Classified Staff	2010 – 2014
Beverly Pipkin	Classified Staff	2010-2014
Melinda Taylor	Classified Staff	2011-2013
Sharon Kelly	Classified Staff	2011-2013
Ann Hovey	Acting Director, Institutional Research	
Terry Guigni	Vice President, Instruction	
Toni DuBois	Vice President, Student Services	
Claudette Dain	Interim V.P., Administrative Services	