

FALL 2009

**INSTRUCTIONAL PROGRAM REVIEW, ASSESSMENT AND
PLANNING (PRAP)**

**3RD ANNUAL UPDATE OF THE FALL 2006 COMPREHENSIVE
PROGRAM REVIEW, ASSESSMENT AND PLAN**

PROGRAM: _____(CTE and 3 other programs to complete section IV)

PROGRAM WEBSITE: _____ **LAST UPDATED:** _____

INSTRUCTIONS

All instructional programs are to complete this annual progress report and send both an electronic and hard copy to the dean. The deadline is **November 20, 2009**.

1. List the names of the program faculty and staff writing the progress report on the electronic copy and sign the hard copy.
2. Update on Fall 2006 and Fall 2007 program objectives: The objectives, status and comments from your program reviews have been copied into this table. Please complete the third column which has you identify program improvements based on the achievements of those objectives. Improvement is actually the underlying purpose of program review and planning.
3. Update on Fall 2008 program objectives: The objectives you identified last Fall are listed in the first column of this table. Please give a status/effect on program report and describe your assessment of each objective. Hopefully, the attainment of these objectives have led or will lead to program improvements.
4. New program objectives for Fall 2009: Please list new objectives that you believe will create improvements to your program. Be sure to complete the table especially identifying the college goal that is supported by the program objective. In this way planning will be linked and integrated and facilitate the resource allocation process.
5. Section IV is for responses to Core Indicator Data for Occupational, Graphic Arts, Journalism and Recording Arts programs.
6. The next two pages describe the program assessment cycle and assessment grid. In Fall 2009, each program should complete an assessment planning grid. The assessment of program SLOs is part of the program review and plan and is submitted within this document.
7. The last part of this PRAP is to give feedback to the Research and Planning group. We have revised the documents every year based on suggestions. We are taking the “sustainable, continuous, quality improvement” notion seriously!

All program/department members should collaborate in the program review and planning process.

Names and signatures indicate you have had an opportunity to participate and have reviewed it:

Program lead: _____

[add lines to include the entire program/department]

Received and approved on _____ [date] by:

Dean's signature _____

Program review, assessment and planning documents are on the planning website at:

<http://www.losmedanos.edu/planning/instructionalprogramreviewplanning.asp>

Program data is provided by the Research Office. Core indicator data will be included for CTE, Graphic Arts, Journalism and Recording Arts programs. If you would like other data please contact the Research Office. If you would like cognos data and need training, please see your dean.

I. UPDATE on FALL 06 AND FALL 07 PROGRAM OBJECTIVES

Programs developed objectives in Fall 2006 and Fall 2007 and these are copies in the first column. The status/comments made last fall are included to the right. In the third column we ask that if an objective was achieved, what improvement did it make to your program? The intent of this section is to document how you “closed the loop” on the program review, assessment and planning process by making improvements to your program.

OBJECTIVES	STATUS/COMMENTS	PROGRAM IMPROVEMENTS

II. UPDATE on FALL 08 OBJECTIVES

The objectives you identified fall 2008 are included in the first column. In the second column is give status and comments you have for each objective. In the third column, if achieving the objective has improved your program, describe the improvements. If the objective is still in progress, what improvement to the program do you foresee?

OBJECTIVE (from Fall 08 program plan)	STATUS/COMMENTS	PROGRAM IMPROVEMENTS If the objective has not been attained, what program improvements do you anticipate?

III. PROGRAM OBJECTIVES for FALL 2009

What are Fall 2009 objectives that you have identified as a result-of changes in the environment, data or other? If you have previous objectives that you wish to continue, please include them. If you need more rows, place the cursor in the last row, click on table, insert and row below.

OBJECTIVE/LEAD	RATIONALE: How will the objective improve the program? How will you measure successful attainment?	ACTIVITIES	COLLEGE GOAL* SUPPORTED	TIMELINE	RESOURCES NEEDED

***COLLEGE GOALS**

1. Improve the learning of students
2. Create an educational environment in which all have a chance to fully develop their potential and achieve their goals
3. Offer high quality programs that meet the needs of students and the community
4. Ensure the fiscal well-being of the college
5. Enhance a culture of innovation, inclusiveness and collaboration
6. Establish a culture of research and planning, implementing, assessing and improving

IV. CORE INDICATOR DATA FOR OCCUPATIONAL, GRAPHIC ARTS, JOURNALISM AND RECORDING ARTS PROGRAMS

Core indicator data and trends for your CTE program are included with this report along with the state negotiated target. Please review the data and the trends for each core indicator and respond to the questions below.

Core Indicator 1 – Technical Skill Attainment:

1. Is your program achieving the state negotiated target?
2. If the program is not meeting the state negotiated target and/or the trend is declining, please discuss what steps the program will take in 2010-2011 to meet the target and reverse the trend.

Core Indicator 2 – Credentials, Certificate or Degree (Completions):

1. Is your program achieving the state negotiated target?
2. If the program is not meeting the state negotiated target and/or the trend is declining, please discuss what steps the program will take in 2010-2011 to meet the target and reverse the trend.

Core Indicator 3 – Student Persistence or Transfer:

1. Is your program achieving the state negotiated target?
2. If the program is not meeting the state negotiated target and/or the trend is declining, please discuss what steps the program will take in 2010-2011 to meet the target and reverse the trend.

Core Indicator 4 – Student Placement (Employment):

1. Is your program achieving the state negotiated target?
2. If the program is not meeting the state negotiated target and/or the trend is declining, please discuss what steps the program will take in 2010-2011 to meet the target and reverse the trend.

Core Indicator 5a – Non Traditional Participation:

1. Is your program achieving the state negotiated target?
2. If the program is not meeting the state negotiated target and/or the trend is declining, please discuss what steps the program will take in 2010-2011 to meet the target and reverse the trend.

Core Indicator 5b – Non Traditional Completion:

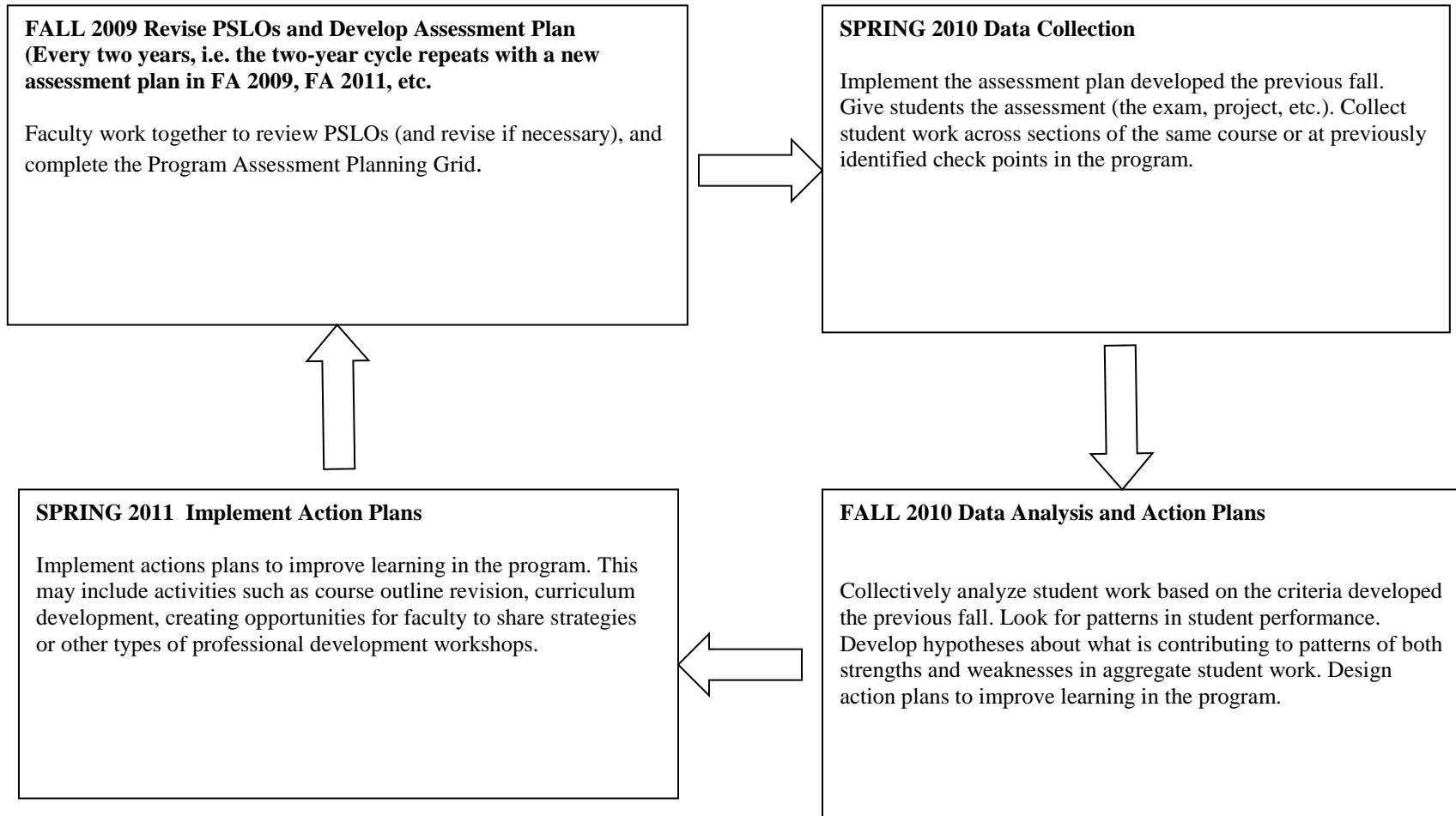
1. Is your program achieving the state negotiated target?
2. If the program is not meeting the state negotiated target and/or the trend is declining, please discuss what steps the program will take in 2010-2011 to meet the target and reverse the trend.

V. ASSESSMENT OF STUDENT LEARNING OUTCOMES:

All programs must assess their program level student learning outcomes. These are listed below and are in the college catalog, on the planning website in your comprehensive 2006 program review, assessment and plan, and are in each of your course outlines. Please review and revise these PSLOs as appropriate. If you revise any PSLOs, please check that the PSLOs in the catalog have been adjusted.

To systematize this assessment, we have instituted a two year SLO cycle (Please note that each Fall, you will either be submitting an assessment plan or an assessment report. For Fall 2009, everyone is asked to submit an assessment plan for one of your program level SLOs.):

LMC Two-Year SLO Assessment Cycle for Academic Programs



Program Assessment Planning Grid

Steps in the assessment cycle	Title of Program:
(1) Identify an Institution-level SLO (if appropriate)	
(2) Identify a Program-level SLO (related to the ISLO if appropriate)	
(3) Identify which course or courses will be part of this assessment and # of sections; if plan does not focus on a particular course, please identify students to be assessed	
(4) Identify or develop assessment instruments (Circle or describe instruments you will use to assess student achievement of the PSLO)	<p>Direct measures of student learning (required):</p> <ul style="list-style-type: none"> • final exam (identify the course(s)) • practicum/lab (identify the course(s)) • other: _____ <p>Indirect measures of student learning (optional):</p> <ul style="list-style-type: none"> • success rates or grade distributions • other: _____ <p>Qualitative measures (optional):</p> <ul style="list-style-type: none"> • Student perceptions of their learning in a survey • Other: _____
(5) Develop criteria to assess student work, define “proficient”	Attach a list of criteria and a description of proficient performance of the SLO; alternatively, you may attach a rubric
(6) Explain your plan to collect and assess student work.	<p>When will the student work be collected or observed? Who will assess the student work? Who is responsible for documenting what the program learns from the assessment?</p>

Please note that this plan should be implemented in the SP 2010 semester as you will be asked to report out on the results in FA 2010. To view the report template you will be asked to complete in Fall 2010, go to:
<http://www.losmedanos.edu/planning/documents/TLPreportform101005.doc>

VI. We have made changes/improvements to the program review, assessment and planning templates based on suggestions given in previous progress reports. What new suggestions do you have for improving these templates and the program review, assessment and planning process in general?