

**Diablo Valley College
Pleasant Hill, California**

Program Review for Instruction
Procedures Guide and Template

Fall 2004

Diablo Valley College

Program Review for Instructional Units

Introduction

The introduction to the self-study report represents an overview of the departmental or unit activities over the past five years, including major changes in the curriculum, personnel, facilities, equipment, and financial resources. In addition, the reporting department should discuss significant factors that have impacted its operations in the recent past.

Components of the Self-Study Report

The self-study report must include a discussion of each of the components that are applicable to the program. The discussion should be analytical and evaluative of program strengths and weaknesses. It must identify significant issues, present recommendations, and develop a follow-up plan. Research and survey data will be important in making an assessment of the program. However, qualitative information and insights into the program operations are equally important in providing a balanced picture of the program.

Components of the self-study report include the following:

- I. Students
- II. Curriculum
- III. Faculty and staff
- IV. Support services
- V. Facilities, equipment and financial resources
- VI. Other comments and concerns
- VII. Summary of recommendations
- VIII. Goals for the next program review

The following pages will provide a template for addressing each one of the above eight items in detail. Where information for your department is not already provided, type it into the tables, deleting or adding rows to suit your needs. (When you type in the name of your instructional unit, the table will expand the column to fit.) Use as much space as you need for comments and recommendations.

I. Students

Provide data and reflect on areas of success and areas needing improvement.

Enrollment trends

a. Evaluate the trend in course enrollment over the past five years

Course Enrollment (Seat Count) for Five Years, 1999-00 to 2003-04

Course/Program*	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

*Include courses or programs depending on the degree of details needed by the department. Not all courses need to be listed.

Comments:

Recommendations:

b. Evaluate the trend in enrollment by FTES over the past five years.

FTES Enrollment for Five Years, 1999-00 to 2003-04

Course/Program*	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

Comments:

Recommendations:

2. Seat Count Enrollment Demographics

a. Evaluate student demographics based on gender.

Seat Count Enrollment by Gender for Five Years, 1999-00 to 2003-04

Gender	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
Male					
Female					
Unknown					
Total					

Comments:

Recommendations:

b. Evaluate student demographics based on age.

Seat Count Enrollment by Age for Five Years, 1999-00 to 2003-04

Age	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
19 Years or Less					
20-24					
25-29					
30-39					
40-49					
50 and Above					
Total					

Comments:

Recommendations:

c. Evaluate student demographics based on ethnicity.

Seat Count Enrollment by Ethnicity for Five Years, 1999-00 to 2003-04

Ethnicity	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
African-American					
Asian/Pacific Islander					
Hispanic					
Native American					
Other Non-White					
White					
Unknown					
Total					

Comments:

Recommendations:

d. Evaluate student demographics based on disability.

Seat Count Enrollment by Disability for Five Years, 1999-00 to 2003-04

Disability	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
Students With Disability					
Students Without Documented Disability					
Total					

Comments:

Recommendations:

3. Success and Retention Rates

- a. Evaluate the success and retention rates for students enrolled in the courses offered by the instructional unit over the past five years.

Success Rates for Five Years, 1999-00 to 2003-04

Course/Program*	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

*Include courses or programs depending on the degree of details needed by the department. Not all courses need to be listed.

Comments:

Recommendations:

Retention Rates for Five Years, 1999-00 to 2003-04

Course/Program*	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

*Include courses or programs depending on the degree of details needed by the department. Not all courses need to be listed.

Comments:

Recommendations:

- b. Compare the instructional unit's student success and retention rates with those of the college, division, and department over the past five years.

Success Rates for Five Years, 1999-00 to 2003-04

Instructional Unit	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
Diablo Valley College					
Division					
Department					
Instructional Unit					

Retention Rates for Five Years, 1999-00 to 2003-04

Instructional Unit	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
Diablo Valley College					
Division					
Department					
Instructional Unit					

Comments:

Recommendations:

- c. Compare the success rates based on the demographic variables of students' gender, age, ethnicity, and disability over the past five years.

Success Rates by Gender for Five Years, 1999-00 to 2003-04

Gender	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
Male					
Female					

Unknown					
Total					

Success Rates by Age for Five Years, 1999-00 to 2003-04

Age	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
19 Years or Less					
20-24					
25-29					
30-39					
40-49					
50 and Above					
Total					

Success Rates by Ethnicity for Five Years, 1999-00 to 2003-04

Ethnicity	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
African-American					
Asian/Pacific Islander					
Hispanic					
Native American					
Other Non-White					
White					
Unknown					
Total					

Success Rates by Disability Status for Five Years, 1999-00 to 2003-04

Disability	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
Students With Disability					
Students Without Documented Disability					
Total					

Comments:

Recommendations:

- d. Compare the instructional unit's student retention rates by demographic variables with those of the college, division, and department over the past five years.

Retention Rates by Gender for Five Years, 1999-00 to 2003-04

Gender	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
Male					
Female					
Unknown					
Total					

Retention Rates by Age for Five Years, 1999-00 to 2003-04

Age	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
19 Years or Less					
20-24					
25-29					
30-39					
40-49					
50 and Above					
Total					

Retention Rates by Ethnicity for Five Years, 1999-00 to 2003-04

Ethnicity	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
African-American					
Asian/Pacific Islander					
Hispanic					
Native American					
Other Non-White					
White					
Unknown					
Total					

Retention Rates by Disability Status for Five Years, 1999-00 to 2003-04

Disability	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
Students With Disability					
Students Without Documented Disability					
Total					

Comments:

Recommendations:

4. Academic Skills of Incoming Students

- a. Evaluate the data on the assessment test scores in English and mathematics for students enrolled in the instructional unit over the past three fall terms. (Provide Number, Mean, Standard Deviation, and Minimum-Maximum.)

Assessment Scores in English and Mathematics for Students in Instructional Unit for Three Terms, Fall 2001 to Fall 2003*

Test		Fall 2001	Fall 2002	Fall 2003
Reading Comprehension (Possible Scores: 2-10)	N			
	M			
	SD			
	Min-Max			
Writing Sample (Possible Scores: 2-12)	N			
	M			
	SD			
	Min-Max			
Algebra Readiness (Possible Scores: 9-50)	N			
	M			
	SD			
	Min-Max			
Elementary Algebra (Possible Scores: 0-50)	N			
	M			
	SD			
	Min-Max			
Intermediate Algebra (Possible Scores: 0-45)	N			

	M			
	SD			
	Min-Max			
	N			
Pre-Calculus (Possible Scores: 0-40)	M			
	SD			
	Min-Max			
	N			

*Example: Of the foreign language students in fall 2002, what were their mathematics and English test score numbers, means, standard deviations and minimum-maximum (N, M, SD, Min-Max) for the assessment period April 2002 through October 2002? This will not include all the foreign language students in fall 2002, but it should give a representative average. Due to the complexity of the task of providing the data, and due to data accuracy problems before Fall 2001, only three terms are required.

Comments:

Recommendations:

5. Status of Student Advising

- a. Evaluate the effectiveness of student academic advising in your unit.

Comments:

Recommendations:

6. Job Placement, Completion, and Transfer

- a. Evaluate job placement over the past five years. (This item is only applicable to vocational programs at this time.)

Job Placement of Students in Instructional Unit for Five Years, 1999-00 to 2003-04

Certificate Name and TOPS Code	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

*See Program Performance Profile provided to each department by the DVC Workforce Development Office. Use Core Standard 3B. The TOPS code is at the top of the first page.

Comments:

Recommendations:

- b. Evaluate the effectiveness of the unit in awarding degrees and/or certificates over the past five years.

Degrees and Certificates Awarded by the Instructional Unit for Five Years, 1999-00 to 2003-04

Degrees and Certificates by Title	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
A.A. or A.S. Degree*					
Certificates by Title and TOPS Code**					

*Example: A.S., Computer Tech Support

**Example: 0502.00 Business Accounting

Comments:

Recommendations:

- c. Evaluate the effectiveness of the unit in enhancing student transfer over the past five years. Provide data or feedback from students, on separate sheets, if available.

Transfer of Instructional Unit's Students to U.C. and CSU for Five Years, 1999-00 to 2003-04

Receiving Institutions	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
University of California*					
California State University*					
Total					

*Data available from DVC Transfer Center

Comments:

Recommendations:

7. Student Learning Outcomes

- a. Describe the existing process for evaluating student learning outcomes in your unit.

Comments:

Recommendations:

- b. If there is no process at this time, please describe the plans for establishing a process for measuring student learning outcomes.

Comments:

Recommendations:

- c. Indicate how the results of assessing student learning outcomes were used to improve the quality of teaching and learning over the past four years.

Comments:

Recommendations:

II. Curriculum, Instruction, Scheduling, and Articulation

- a. List new courses approved during the past five years, and give a brief rationale for the additions.

New Courses Approved During the Past Five Years

Courses*	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

*If any; complete only the column years which apply.

Comments:

Rationale:

- b. List courses deleted during the past five years and give a brief rationale for the deletions.

Courses Deleted During the Past Five Years

Courses*	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

*If any; complete only the column years which apply.

Comments:

Rationale:

- c. List courses that were modified significantly during the past five years, and give a brief rationale for the modifications.

Courses Modified Significantly During the Past Five Years

Courses*	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

*If any; complete only the column years which apply.

Comments:

Rationale:

- d. List any courses with out-of-date course outlines, and recommend a plan for renewing the outline or deleting the course.

Courses With Out-of-Date Course Outlines

Courses	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

Comments:

Recommendations:

- e. Verify that the catalog descriptions match the corresponding course outline.

Comments:

Recommendations:

- f. Describe briefly how you ensure consistency in multi-section courses.

Comments:

Recommendations:

- g. Describe briefly how you ensure that curricula in the program are up-to-date and meet the needs of the students at DVC and beyond, either in the workplace or at transfer institutions.

Comments:

Recommendations

- h. Indicate the projected changes in course offerings and the justification for these changes.

Comments:

Recommendations:

Instructional Delivery

- a. Evaluate the classroom technology tools available in your program, briefly describing their availability, effectiveness, and deficiencies. Describe all technology tools, for example various kinds of projectors, as well as computer hardware and software. Describe deficiencies.

Comments:

Recommendations:

- b. Which courses are offered online? Which are offered as hybrid courses?
Evaluate the need for online/hybrid courses in your program.

Online and Hybrid Courses

Courses	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
Online Courses					
Hybrid Courses					

Comments:

Recommendations:

- c. Describe briefly the teaching strategies employed to foster collaborative teaching and learning.

Study Groups and Learning Communities

Learning Community or Study Group	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

Comments:

Recommendations:

Scheduling

- a. Are courses offered at a variety of times, days and locations to match the needs of the students? Demonstrate.

Comments:

Recommendations:

- b. Are part-time and full-time faculty in the program available and willing to accommodate the scheduling needs of the program?

Comments:

Recommendations:

Articulation

- a. Describe the relationship and/or articulation of your program with service area high schools.

Comments:

Recommendations:

- b. Describe the status of the articulation efforts between your program and four-year institutions.

Comments:

Recommendations:

III. Faculty and Staff

1. Faculty Size and Productivity

- a. Provide the data and a brief analysis of the full-time/part-time (FT/PT) ratio in terms of meeting the unique needs of the program and the students in the program.

Full-Time/Part-Time Faculty Ratio

Instructional Unit or Discipline	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

Comments:

Recommendations:

- b. Provide the data and a brief analysis of the full-time equivalent faculty (FTEF). Does the FTEF meet the needs of the program and the students in and out of the classroom?

Full-Time Equivalent Faculty (FTEF)

Instructional Unit or Discipline	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

Comments:

Recommendations:

- c. Provide the data and a brief analysis of weekly student contact hours (WSCH). Are the needs of the students being met?

Weekly Student Contact Hours (WSCH)

Instructional Unit or Discipline	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

Comments:

Recommendations:

- d. Evaluate the productivity of the unit in terms of academic load (WSCH per FTEF) and the student-faculty ratio (FTES/FTEF).

Academic Load and Student-Faculty Ratio

Instructional Unit or Discipline	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04
(WSCH/FTEF)					
(FTES/FTEF)					

Comments:

Recommendations:

2. Orientation of New Faculty (Full-time and Part-time)

- a. Beyond Nexus, evaluate briefly how your faculty/staff orient new full-time and part-time faculty to ensure quality and consistency in the program.

Comments:

Recommendations:

3. Involvement of Full-Time Faculty

- a. To what extent does full-time faculty participate in faculty hiring decisions?
Are all full-time faculty afforded the opportunity as well as some encouragement to participate? How do you ensure shared decision-making in the program?

Comments:

Recommendations:

- b. To what extent does full-time faculty participate in faculty evaluation decisions?

Comments:

Recommendations:

- c. To what extent does full-time faculty participate in curriculum decisions?

Comments:

Recommendations:

- d. To what extent does full-time faculty participate in budget decisions?

Comments:

Recommendations:

- e. To what extent does full-time faculty participate in departmental committees?

Comments:

Recommendations:

4. Updated Departmental Bylaws

- a. Are updated departmental bylaws on file at the Faculty Senate, Instruction Office, and District Office?

Comments:

Recommendations:

5. Morale of the Faculty and Staff

- a. Describe the faculty and staff morale and indicate the rationale for your assessment.
- b. Describe the strategies for enhancing faculty and staff morale in your academic unit.

Description and Rationale:

Strategies:

6. Adequacy of Support Staff To Meet Program Needs

- a. List the support staff and describe how the program needs are, or are not, met by the existing staff.

Support Staff

Instructional Unit Staff	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

Comments:

Recommendations:

7. Professional Development for Faculty and Staff

- a. Indicate the professional development activities for the faculty and staff over the past five years

Professional Development Activities

Professional Development Activity	Total 1999-00	Total 2000-01	Total 2001-02	Total 2002-03	Total 2003-04

Comments:

Recommendations:

- b. What have faculty and staff gained specifically from professional development activities? How have these activities enhanced the program?

Comments:

Recommendations:

8. Projected Staffing Needs and Justification

Comments:

Recommendations:

IV. Support Services

Select the five services your unit most frequently uses, and make comments and recommendations regarding their level of support.

Admissions and Records
Advisory Committees
Assessment Center
Book Store
Buildings and Grounds
Business/Accounting Services
Career Development Office
Central Services
Counseling
Custodial Maintenance
Disability Support Services
Extended Opportunity Programs and Services (EOPS)
Financial Aid
First-Year Experience
Food Services
Foundation
Grant Development
Information Center
Instructional Office (Scheduling)
Instructional Technology and Computer Services
International Student Office
Library
Media Services
Planning, Research and Student Outcomes
Police Services
Public Relations and Marketing
Re-entry Center
Relations with Schools Office
Staff Development Center
Student Life (Conduct, ASDVC)
Tutoring Services and Instructional Labs
Other_____ (Please specify.)

1. _____(Name of the service.)

Comments:

Recommendations:

2. _____(Name of the service.)

Comments:

Recommendations:

3. _____(Name of the service.)

Comments:

Recommendations:

4. _____(Name of the service.)

Comments:

Recommendations:

5. _____(Name of the service.)

Comments:

Recommendations:

V. Facilities, Equipment, and Financial Resources

1. Adequacy of Projected Needs for Equipment

- a. Are the equipment needs of your program being met currently? What are the projected needs? What is the rationale for those projections?

Comments:

Recommendations:

2. Classroom, Laboratory, and Activity Space

- a. Is the classroom space adequate in terms of numbers of classrooms, size, and classroom facilities? If not, enumerate specific deficiencies.

Comments:

Recommendations:

- b. Is the laboratory or activity space adequate in terms of numbers of rooms, size, and available facilities? If not, enumerate specific deficiencies.

Comments:

Recommendations:

3. Layout and Appearance

- a. Do the facilities for your program provide an inviting educational environment, one that is conducive to teaching and learning?

Comments:

Recommendations:

4. Safety and Security Issues

- a. What safety and security measures are in place at the present time? Are the current safety and security measures satisfactory? Explain any deficiencies.

Comments:

Recommendations:

5. Financial Resources

- a. Evaluate the adequacy and efficacy of the financial resources available to your unit.

Comments:

Recommendations:

- b. In addition to budgetary allocations, what were the other financial resources available to your unit over the past four years?

Comments:

Recommendations:

- c. How has the program's operating budget (supplies, travel, etc.) changed over the past five years? In what ways has your program been affected by the budgetary changes?

Comments:

Recommendations:

- d. What are your projected financial needs? Give the rationale for the projections.

Comments:

Recommendations:

VI. Other Comments and Concerns

- a. Based on the results of the self-study, state the unit’s recommendations for improvement. Number all recommendations in order that they may be referenced in the Summary Work Plan. (All recommendations must be substantial, either by responses to the criteria, or by additional information included in the self-study.)

Rec. Number	Recommendation
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

- b. Please use the recommendations stated on the previous page to develop a work plan for your unit.

Each instructional unit should use the results of the program review to develop its goals and objectives for the next review cycle. These goals may focus on the major and substantial findings of the self-study document.

Goal No. 1	
Objective 1	
Objective 2	
Objective 3	
Objective 4	
Goal No. 2	
Objective 1	
Objective 2	
Objective 3	
Objective 4	
Goal No. 3	
Objective 1	
Objective 2	
Objective 3	
Objective 4	
Goal No. 4	
Objective 1	
Objective 2	
Objective 3	
Objective 4	
Goal No. 5	
Objective 1	
Objective 2	
Objective 3	
Objective 4	
Goal No. 6	
Objective 1	
Objective 2	
Objective 3	
Objective 4	

Instructional Programs Executive Summary

(Executive Summary must be two pages or less. Secure signatures before submitting to PRC.)

Department/Unit_____

Lead Person_____

Committee Members

Department Chair_____

Dean_____

V.P., Academic Affairs_____

Major Findings

Priority Recommendations