

Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College

Instructional Program Review Handbook

Spring 2007

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions.
- Inform integrated planning at all levels in the College.
- Ensure that educational programs reflect student needs and encourage student success.

Components in the Process

The Instructional Program Review process consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions are consistent with the national movement toward learning assessment and the new 2002 WASC/ACCJC Accreditation Standards. They direct faculty to examine the curricular, pedagogical, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Program Review process include:

- The Instructional Program Review Team
- Core data elements
- Completion of an Instructional Program Review Narrative Report

Additionally four templates are provided to help link the Instructional Program Review findings to annual strategic or integrated planning at each college. They can be found in the Appendix and are:

- The *Instructional Program Review Resource Needs Reporting Template* in which to summarize key resource needs.
- The *Integrated Planning Template* in which to set goals, objectives and action plans based upon the Instructional Program Review findings.
- The *Student Learning Outcomes Reporting Template (Course Level Outcomes)* for documenting learning assessment at the course level.
- The *Student Learning Outcomes Reporting Template (Program Level Outcomes)* for documenting learning assessment at the departmental/program level.

Thus, the recommendations and priorities from the Instructional Program Review process feed directly into the development of departmental and/or unit plans.

In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Instructional Program Review Team

Each discipline, department or program at the college will assemble an Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair or Program Coordinator, if applicable.
- Division Dean
- Two additional faculty members, if possible.
- All faculty members within a department are encouraged to participate in the Instructional Program Review process, although participation is not mandatory.

The Instructional Program Review Team will review the core data elements and course outlines and complete the Instructional Program Review Narrative Report.

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- The Instructional Program Review Team Chair will share the recommendations and priorities with the other Colleges that have completed a comparable disciplinary program review. This will occur at District-wide disciplinary meetings.

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- Once the narrative report is completed, the Vice President of Instruction will summarize the recommendations and priorities of all instructional units and submit the summary to the College President, the College's planning and/or budget committees (if applicable) and the Vice Chancellor of Educational Services.

Core Data Elements

1. The Vice Chancellor of Educational Services, with the assistance of the Associate Vice Chancellor of Institutional Research and Planning, will provide the following data to the college. The data is to be disaggregated.
 - Degrees and certificates for each program or department awarded by major, ethnicity, and sex for the last three years.
 - Transfer rates by discipline, if applicable, for the last three years.
 - Enrollment data for each department (unduplicated) for the last three years, including the current semester, by age, gender, ethnicity and special populations.
 - Enrollment data for courses by time of day for the last three years.
 - Retention rates by course and department for the last three years.
 - Persistence rates by course and department/program for the last three years.
 - FTES per FTEF by course and department/program for the last three years.
 - Grades by course and discipline for the last three years.
2. The Office of Instruction at the college will provide the following data to each department or program.
 - A list of active courses in the department or program.
 - Copies of course outlines and syllabi.

The Instructional Program Review Narrative Report

- 1. College:** Merritt College
Discipline, Department or Program: Medical Assisting
Date: February 9, 2010
Members of the Instructional Program Review Team:
Kathy Bauer
Cy Bracy
Dawn Williams
Dean Rebecca Kenney
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2. Narrative Description of the Discipline, Department or Program:

INTRODUCTION & HISTORY

The medical assisting program prepares students for entry level positions as medical assistants; it is part of the Allied Health Department. The other programs in the department are the Licensed Vocational Nursing program, the Associate Degree Nursing Program and the Radiologic Science program.

Originally, the medical assisting program was requested by three local health clinics (Native American Center, La Clínica de la Raza, and Asian Health Clinic) who were seeking community member Medical Assistants to assist with the population that they each serve. In fall 2005, Merritt College partnered with the Unity Council and developed an 18 unit course taught over one semester to be followed by a 160 hour internship to train students for employment as a clinical / "back office" medical assistant.

Medical Assisting is an expanding profession and qualified medical assistants are currently in high demand. This is due in part to the many changes in the delivery of health care in recent years, including the emphasis on ambulatory care, increased technology, increased knowledge in health and illness, health care funding, and the aging population. All of these factors have been influential in the expansion of the medical assistant role in health care. As we enter the twenty-first century, the medical assistant is expected to possess greater skills and flexibility of roles.

We believe that the Medical Assistant is an integral multi-skilled member of the health care team, working under the supervision of the health care provider. The Medical Assistant has an interdependent role acting as an agent for the health care provider and a consumer advocate by providing professional and technical support in an empathetic and caring manner.

The Bureau of Labor Statistics predicts that job prospects for medical assistants should be excellent between 2006 and 2016. Employment of qualified medical assistants is projected to grow by 35 percent over the 2006-16 decade. In the job analysis using the DACUM process for medical assistants, it was found that a wide range of skills and a broad understanding of ambulatory medical care are required to function effectively.

The curriculum content for the Medical Assisting Program was updated and revised in the Spring of 2009 to expand the program and include optional training in “front office” responsibilities. The curriculum was also revised and updated to comply with California state law, train students to safely demonstrate entry-level competencies, satisfy industry needs, and prepare graduates for certification. The revised curriculum includes three courses, Medas 201A, Medas 201B and Medas 201C. Upon completion of Medas 201A and 201B, students are eligible for a 180-hour externship working in local medical offices and clinics. Students who complete the 180-hour externship will be eligible for employment as a “back office” / clinical medical assistant. Upon completion of Medas 201A and 201B, students will be eligible for enrollment in Medas 201 C which prepares students for “front office” / administration and receptionist responsibilities.

PROGRAM COURSES

MEDAS 201 A:

Introduction to Medical Assisting

Introduction to theory and foundational skills in medical assisting: Content includes lecture and discussion on the role of the medical assistant, medical terminology, safety, anatomy and physiology, screening, medical office emergencies, and patient education and communication.

MEDAS 201 B:

Medical Assisting: Clinical Application

This course is taught concurrent or after completion of Medas 201: A. Medical Assisting: Clinical Application is designed to provide preparation for entry-level positions as a clinical (“back office”) medical assistant. Content includes lecture, discussion and clinical skills laboratory instruction in the skills necessary to assist the physician/practitioner in exam-room procedures, laboratory procedures, pharmacology, providing medications, minor office surgery, and nutrition.

MEDAS 201 C:

Medical Assisting: Office Administration

This course is designed to prepare students for employment as a medical assistant with training in medical office administration. This course is an optional component of the medical assisting program. Content includes lecture and discussion on the role of the administrative medical assistant including reception, finances, medical informatics, insurance billing and office management.

COOPED

Occupational Work Experience in Medical Assisting

This course is designed to provide 180 hours of work / volunteer experience (externship) which is required prior to employment as a medical assistant. It will allow the medical assistant student who satisfactorily complete Medas 201 A and B to apply previous learning in the classroom and clinical. While under the supervision by an experienced employee of the agency, medical students will receive training and experience in the role of the medical assistant.

STATEMENT OF PURPOSE AND JUSTIFICATION

The Medical Assisting Program at Merritt College’s purpose is to provide training to prepare students for employment as medical assistants in medical offices and clinics. The program recognizes the “Merritt College Mission Statement and Philosophy” and is committed to educating medical assistants who will function within the scope of their practice under the supervision of a physician or practitioner to provide safe, effective, ethical care to clients.

Student Learning Outcomes

THEORY:

COURSE LEVEL STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS
<p>1. Communication Skills:</p> <ul style="list-style-type: none"> ● Listen actively and respectfully to analyze the substance of others comments. ● Speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion. ● Utilize therapeutic communication when interacting with clients. ● Maintain confidentiality and privacy of clients in all communication. ● Write in an organized and grammatically correct fashion utilizing principles of health care documentation. 	<ul style="list-style-type: none"> ● Group discussion. ● Classroom observation of profession behavior. ● Essay exam and written projects. ● Participation in class discussions and response to questions. ● Response to interactive computer situational simulations. ● Role playing.

<p>2. Thinking and Reasoning:</p> <ul style="list-style-type: none"> ● Demonstrate critical thinking by logically solving problems and explaining their rationale. 	<ul style="list-style-type: none"> ● Group discussion. ● Classroom observation of profession behavior. ● Essay exam and written projects. ● Participation in class discussions and response to questions. ● Response to interactive computer situational simulations. ● Role playing.
<p>3. Information Competency:</p> <ul style="list-style-type: none"> ● Use technology effectively and responsibly at a level that is necessary to achieve personal, professional and educational success. ● Maintain confidentiality and privacy of patient records, both hard copy and electronic. 	<ul style="list-style-type: none"> ● Group discussion. ● Classroom observation of profession behavior. ● Essay exam and written projects. ● Participation in class discussions and response to questions. ● Response to interactive computer situational simulations. ● Role playing. ● Computer assignments relating to health care informatics.
<p>4. Diversity:</p> <ul style="list-style-type: none"> ● Demonstrate individual responsibility, personal integrity, and respect for diverse peoples and cultures including those with different cultural and linguistic backgrounds and different abilities. 	<ul style="list-style-type: none"> ● Group discussion. ● Classroom observation of profession behavior. ● Essay exam and written projects. ● Participation in class discussions and response to questions. ● Response to interactive computer situational simulations. ● Role playing.

<p>5. Civic Responsibility:</p> <ul style="list-style-type: none"> ● Show accountability for making ethical and legal decisions as they relate to the delivery of care in the medical assistant role. ● Demonstrate personal integrity and professional accountability. 	<ul style="list-style-type: none"> ● Group discussion. ● Classroom observation of profession behavior. ● Essay exam and written projects. ● Participation in class discussions and response to questions. ● Response to interactive computer situational simulations. ● Role playing.
<p>6. Life Skills:</p> <ul style="list-style-type: none"> ● Work effectively in a group. ● Demonstrate time management and organizational skills. ● Demonstrate work ethic and customer service skills. 	<ul style="list-style-type: none"> ● Group discussion. ● Classroom observation of profession behavior. ● Essay exam and written projects. ● Participation in class discussions and response to questions. ● Response to interactive computer situational simulations. ● Role playing.
<p>7. Career Development:</p> <ul style="list-style-type: none"> ● Develop commitment to lifelong learning. 	<ul style="list-style-type: none"> ● Group discussion. ● Classroom observation of profession behavior. ● Essay exam and written projects. ● Participation in class discussions and response to questions. ● Response to interactive computer situational simulations. ● Role playing.

CLINICAL:

<p>COURSE LEVEL STUDENT LEARNING OUTCOMES</p>	<p>ASSESSMENT METHODS</p>
<p>1. Communication Skills:</p>	<ul style="list-style-type: none"> ● Practice and testing of a patient

<ul style="list-style-type: none"> • Listen actively and respectfully to analyze the substance of others comments. • Speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion. • Use therapeutic communication based on the developmental level of the patient and family to accomplish patient education. • Maintain confidentiality and privacy of clients in all communication. 	<p>interview.</p> <ul style="list-style-type: none"> • Practice, demonstration and testing of student preparing a patient for an examination. • Practice, demonstration and testing of student performing laboratory testing. • Practice, demonstration and testing of student performing special procedures. • Practice, demonstration and testing of student assisting with minor office surgery. • Practice and testing of student. • Practice and testing of students charting.
<p>2. Thinking and Reasoning:</p> <ul style="list-style-type: none"> • Demonstrate critical thinking by logically solving problems and explaining their rationale. 	<ul style="list-style-type: none"> • Practice and testing of a patient interview. • Practice, demonstration and testing of student preparing a patient for an examination. • Practice, demonstration and testing of student performing laboratory testing. • Practice, demonstration and testing of student performing special procedures. • Practice, demonstration and testing of student assisting with minor office surgery. • Practice and testing of student. • Practice and testing of students charting.

<p>3. Information Competency:</p> <ul style="list-style-type: none"> • Use technology effectively and responsibly at a level that is necessary to achieve personal, professional and educational success. • Maintain confidentiality and privacy of patients and their records. 	<ul style="list-style-type: none"> • Practice and testing of a patient interview. • Practice, demonstration and testing of student preparing a patient for an examination. • Practice, demonstration and testing of student performing laboratory testing. • Practice, demonstration and testing of student performing special procedures. • Practice, demonstration and testing of student assisting with minor office surgery. • Practice and testing of student. • Practice and testing of students charting.
<p>4. Diversity:</p> <ul style="list-style-type: none"> • Demonstrate individual responsibility, personal integrity, and respect for diverse peoples and cultures including those with different cultural and linguistic backgrounds and different abilities. 	<ul style="list-style-type: none"> • Practice and testing of a patient interview. • Practice, demonstration and testing of student preparing a patient for an examination. • Practice, demonstration and testing of student performing laboratory testing. • Practice, demonstration and testing of student performing special procedures. • Practice, demonstration and testing of student assisting with minor office surgery. • Practice and testing of student. • Practice and testing of students charting.

<p>5. Civic Responsibility:</p> <ul style="list-style-type: none"> • Identify federal and state legislative standards and policies regulating medical assistant scope of practice. • Demonstrate safe performance in the medical assistant clinical role. 	<ul style="list-style-type: none"> • Practice and testing of a patient interview. • Practice, demonstration and testing of student preparing a patient for an examination. • Practice, demonstration and testing of student performing laboratory testing. • Practice, demonstration and testing of student performing special procedures. • Practice, demonstration and testing of student assisting with minor office surgery. • Practice and testing of student. • Practice and testing of students charting.
<p>6. Life Skills:</p> <ul style="list-style-type: none"> • Work effectively in a group. • Demonstrate time management and organizational skills. • Demonstrate work ethic and customer service. • Demonstrate caring behaviors to the patients, families, and healthcare team. 	<ul style="list-style-type: none"> • Practice and testing of a patient interview. • Practice, demonstration and testing of student preparing a patient for an examination. • Practice, demonstration and testing of student performing laboratory testing. • Practice, demonstration and testing of student performing special procedures. • Practice, demonstration and testing of student assisting with minor office surgery. • Practice and testing of student. • Practice and testing of students charting. • Meet attendance and tardiness requirements.
<p>7. Career Development:</p> <ul style="list-style-type: none"> • Recognize the need to become life-long learner in order to keep current in healthcare issues related to the medical assistant clinical role. 	<ul style="list-style-type: none"> • Practice and testing of a patient interview. • Practice, demonstration and testing of student preparing a patient for an examination. • Practice, demonstration and testing of student performing laboratory testing. • Practice, demonstration and testing of student performing special procedures. • Practice, demonstration and testing of

	<p>student assisting with minor office surgery.</p> <ul style="list-style-type: none"> • Practice and testing of student. • Practice and testing of students charting.
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Changes Predicted

During the 2008-2009 the program curriculum was re-evaluated and an updated curriculum was developed. This was approved by the curriculum committee in the Spring of 2009. The first class admitted using the updated curriculum was admitted in the fall of 2009 and completed the program recently.

3. Curriculum:

- Is the curriculum current and effective?
Yes, we completely revised the MA curriculum in the Spring of 2009. The first cohort was admitted in the Fall of 2009. The course of instruction was vastly improved. Student retention increased and grades were improved compared to the previous curriculum.
-
- Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?
Yes, all course outlines were completely revised in the Spring of 2009.
- Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?
Yes, in the Fall of 2008 the department conducted a curriculum review of course outlines. It was determined that a total revision of the curriculum was necessary. A new curriculum was developed in the Spring of 2009 and reviewed by the faculty.
- What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?
We plan to evaluate the new curriculum after the second cohort of students have completed the program in late May of 2010. However, based upon improved retention, improved grades, and positive feedback we have obtained to date, we do not anticipate significant changes to the curriculum.
At the time the new curriculum was developed in the Spring of 2009, prerequisites, co-requisites, and legal requirements for the MA program was reviewed and complied with at the time the new curriculum was prepared and approved. Courses no longer being offered were deactivated.
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- What steps has the department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes? Student learning outcomes were developed for the overall curriculum and for each of the three courses in the curriculum.
- Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes?
- Student learning outcomes with assessment criteria were established for the program as well as each course taught in the program in the Spring of 2009.
- Recommendations and priorities.

At this time, we have no recommendations. However, we plan to evaluate the new curriculum in May of 2010. Depending on the outcome of the meeting, there may be recommendations made by faculty to add or revise student outcomes.

4. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?
Along with the development of a new curriculum in the Spring of 2009, strategies to involve students in the learning process were identified. These strategies were adopted in the Fall of 2009. Strategies included the addition of on-line resources that includes power points and information regarding the program. In addition, students were given a CD Rom that included program material and worksheets. Worksheets were developed for each chapter designed to teach test taking skills, reading, critical thinking and program material. Power point presentations were adopted for all courses in the MA program.
- How does the department maintain the integrity and consistency of academic standards within the discipline?
Faculty in the allied health field are committed to patient safety. We conscientiously adhere to academic standards and consistently adhere to a high level of academic standards in both the didactic and laboratory component of the curriculum. We do not lower our standards for any student regardless of the pressure from students, their peers, and others put upon the faculty to pass a student along regardless of meeting standards and objectives. .
- Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? What do you think are the salient trends affecting enrollments?
Data on student enrollments are provided on page 2 of the Unit Plan.

Are courses scheduled in a manner that meets student needs and demand? How do you know? *Data on time of day of course offerings are provided in the Unit Plan Addendum.*

- Recommendations and priorities.
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5. Student Success:

- Describe student retention and program completion (degrees, certificates, persistence Rates ASK ANIKA about persistence rates 252, 201) trends in the department. What initiatives can the department take to improve retention and completion rates?
Data on student retention and course completion are reflected in the Academic Performance section of the Unit Plan. Degrees and certificate data are shown in the Unit Plan Addendum.
- What are the key needs of students that affect their learning? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?
These students respond well to tutoring, counseling, encouragement and support. In the Fall of 2009 we included 2 hours of learning resources each week into the curriculum. An instructional assistant was hired to assist in course management, development of worksheets and other tutorial aides and available for tutoring. Attendance was very high for tutoring sessions and students came in for additional tutoring and instruction before exams. Students were also taught how to study, utilize critical thinking and test taking.
- Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?
- Recommendations and priorities.

Persistence of 252 and 201 students ???

6. Human and Physical Resources (including equipment and facilities)

Just needs some Tweaking from staff development day...Ann will write up from Unit plan and notes for a draft of this section

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment. *Please review the data in the Personnel Needs section of the Unit Plan.*

The faculty fully

- Describe your current utilization of facilities and equipment. Projects, laptops, computer labs,

- Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?
 - Recommendations and priorities.
-

7. Community Outreach and Articulation

For vocational programs:

- Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How do you know?
- Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?
- What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?
- What industry trends are most critical for the future viability of the program? How do you know? What are the implications of these trends for curriculum development and improvement?

For transfer programs:

[Allison and Todd and Jon will address](#)

- Describe the department's efforts in meeting with and collaborating with local 4-year institutions. Is the program adequately preparing students for upper division course work? How do you know?

[Works with articulation officer to make sure courses transfer. Jon will summarize the English 5 changes. And the articulation agreements](#)

For all instructional programs:

- Describe the department's effort to ensure that the curriculum responds to the needs of the constituencies that it serves.

[English 100 as an alternative course to English 1A for AA degree students](#)

- Recommendations and priorities.

Checklist of Tasks

1. The Office of Instruction at each College will establish the schedule for completion of the Instructional Program Review at the beginning of the academic year or

the semester in which the Instructional Program Review will occur. The schedule will include a timeline and deadlines for completion.

2. The Division Dean, in conjunction with the Department Chair (or lead faculty in the discipline) will assemble the Instructional Program Review Team.
3. The Instructional Program Review Team will review and analyze the Core Data Elements.
4. The Instructional Program Review Team will assemble and review the course outlines.
5. The Instructional Program Review Team will complete the Instructional Program Review Narrative Report.
6. The Instructional Program Review Chair will submit the narrative report, electronically, to the Division Dean. The Dean will review the report and forward it the Vice President of Instruction at the College.
7. The Instructional Program Review Chair will share the recommendations and priorities with the other Colleges that have completed a comparable disciplinary program review at District-wide disciplinary meetings.
8. The Instructional Program Review Team will develop an action plan based upon the recommendations and priorities from the Instructional Program Review that feeds directly into the College's integrated planning process.
9. The Vice President of Instruction will compile a summary of recommendations and priorities from all the Instructional Program Review Narrative Reports and submit the summary to the College President, the College's planning and/or budget committees (if applicable), and the Vice Chancellor of Educational Services.

Definitions

Department/Program: For the purpose of the Instructional Program Review, a department/program is defined as a course or series of courses which share a common Taxonomy

of Programs (TOP) number at the four digit level of specificity. TOP is a classification system for academic programs in the California Community Colleges.

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent.

FTES (Full Time Equivalent Student): This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

To approximate the FTES generated by a 17.5 week semester class use the formula:

$$\text{WSCH (Weekly Student Contact Hours from the census)} / 525 \times 17.5 = \text{FTES}$$

The WSCH of “contact hour” is the basic unit of attendance for computing FTES. It is a period of not less than 50 minutes of scheduled instruction.

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH. To figure the FTES for the class, the formula yields:

$$120 / 525 \times 17.5 = 4.0 \text{ FTES}$$

FTES/FTEF: The ratio of full-time equivalent students to full-time equivalent instructors.

Persistence: The percent of students who attend one semester and then attend the subsequent semester (fall and spring semesters).

Retention: After the first census, the percent of students earning any grade but a “W” in a course or series of courses. To figure retention for a class, subtract the “W”s from the total enrollment and divide the number by the total enrollment.

Student Learning Outcomes: The desired knowledge, skills, abilities, and attitude that a student attains as a result of engagement in a particular set of collegiate/academic experiences.

Appendices

Instructional Program Review Resource Needs Reporting Template

Division:		Department/Program:			Contact:	
Item Identified in Program Review (justification)	Human Resources (Staffing)	Physical Resources (Facilities)	Technology and/or Equipment	Supplies Budget	Curriculum	

Integrated Planning Template

Division:		Department/Program:			Contact:	
Strategic Direction __:						
Institutional Goal __:						
Objective:					Priority:	
Activities/Tasks	Responsibility Lead person(s)	Resources	Timeline	Comments	College Planning Link(s) *	
1.						
2.						
3.						
4.						
5.						

*College Planning Links:
 Budget Committee
 Facilities Committee
 Technology Committee
 Curriculum Committee
 Learning Assessment (SLO) Committee

Student Learning Outcomes Reporting Template (Course Level Outcomes)

Division:		Department/Program:		Course:		Contact:
Student Learning Outcome	Outcome Measure	Definition of Data (Sample/Population)	Method of Data Collection & Source	Expected Level of Performance	Actual Level of Performance	Plan of Action

Student Learning Outcomes Reporting Template (Program Level Outcomes)

Division:		Department/Program:		Contact:		
Student Learning Outcome	Outcome Measure	Definition of Data (Sample/Population)	Method of Data Collection & Source	Expected Level of Performance	Actual Level of Performance	Plan of Action