

**INSTRUCTIONAL 4-YEAR TEMPLATE**

* *We proudly provide quality instruction and strong community partnerships that support students’ academic and workforce goals.*
* *We offer innovative and life-changing opportunities in a diverse, inclusive and equitable environment.*
* *We value our students’ personal and social growth through responsive and interactive college experiences.*
* *We inspire hope and promote a passion for learning.*
* *We transform students’ lives through high quality college programs and services resulting in degrees, certificates, transfer programs, and career skills.*

MADERA COMMUNITY COLLEGE VISION:

“Madera Community College builds effective partnerships, strengthens communities, and transforms lives.”

MADERA COMMUNITY COLLEGE VALUES STUDENT SUCCESS THROUGH:

* Connection and Collaboration
* Equity and Inclusivity
* Trust and Accountability

**Purpose of Program Review:** The purpose of Program Review at Madera Community College (MCC) is to ensure that the entire community reflects on, assesses, and improves the overall effectiveness of the program they represent. Through the collection and analysis of quantitative and qualitative data faculty members representing specific disciplines, and every program and office, can assess program strengths and challenges and make recommendations for improving student learning and success. Our primary goal is to sustain continuous quality improvement in every—instructional, non-instructional, administrative and hybrid service units—thus improving our students’ opportunities for success.

**Checklist for Equity and Guided Pathways Considerations (must be submitted with final submission while PR is a subcommittee of Equity Committee):**

**Section: Description of program, staffing, resources.**

* Special attention to the role of classified professionals in supporting instructional programs

**Section: Program support of College Mission Statement**

* Consideration of how [*disproportionately impacted groups*](https://www.maderacollege.edu/about/student-equity-plan.html) are reached as programs offer innovative, life-changing, and transformative opportunities

**Section: Program support of College Educational Master Plan (Goal 2: “Center equity in the work at Madera Community College”)**

* *If applicable*, share role of program in offering or participating in DEI professional development
* Identification of how program has supported excellence and success for all students, especially disproportionately impacted groups

**Section: Program support of Strategic Plan**

* Reference to specific goals, outcomes & targets, objectives, and strategies

*Goal 1: Equity and Anti-Racism*

* Identification of how program addresses students’ basic needs (e.g., Starfish utilization, referral to campus resources, etc.)

*Goal 2: Learning and Success*

* Examples of how program has worked to *clarify the path* (accurate program maps if applicable, participation in pathway events, attention to labor market data, clear information about the program on the website, etc.)
* Examples of how program has worked to help students *enter the path* (work in advising, pathway events, outreach and onboarding)
* Examples of how program has worked to support students *staying on the path* (work in advising, pathway events, collaboration between instructors, counselors, and special programs, etc.)
* Examples of how program *ensures learning* (intentional outcomes, service learning, community partnerships, support of student basic needs)
* Starfish utilization and data

*Goal 3: Workforce and Community*

* Consideration of how disproportionately impacted students are connected with local opportunities through the program

*Goal 4: Resources and Infrastructure*

* Consideration of how classified professionals and students are affected by program resource and infrastructure utilization

**Section**: Description of Equity Practices

* Inclusion of specific references to Student Equity Plan [(*link available here*)](https://www.maderacollege.edu/about/student-equity-plan.html)

**Location of resources and references:**

* [**Link to Educational Master Plan**](https://www.maderacenter.com/about/mccc-accreditation/mcc_emp_final.pdf)
* [Link to Strategic Plan](https://www.maderacollege.edu/faculty-and-staff/madera_communitycollege_strategicplan2021.pdf)
* [**Link to Institution Set Standards**](https://www.maderacollege.edu/about/mccc-accreditation/mccc-iss.html)

|  |  |
| --- | --- |
| Academic Year: |   |
| Program Name: |   |
| Pathway: |    |
| Lead Writer(s) for Program Review:   |    |

**Description of program (please include services offered):**

**Certificate and Degree offerings:**

**Courses offered (list by online and f2f, hybrid if applicable,** [**link to catalog**](https://www.maderacenter.com/admissions-aid/college-catalogs.html)**):**

|  |  |  |
| --- | --- | --- |
| Terms offered:  | Course name:  | Web, hybrid or f2f?  |
| Example:Fall and Spring   | Eng-1A  | All   |
|   |   |   |

**Description of staffing:**

**Description of current program/division resources:**

*Example: offices, labs, number of computers, additional supplies, etc.*

**Describe how your program supports the College Mission Statement. Give a few specific examples.**

**Describe how your program supports the College Educational Master Plan. Give a few specific examples.**

**Describe how your program supports the College Strategic Plan.**

1. **Equity and Anti-Racism**

Center equity and antiracism in the work of Madera Community College as we strengthen organizational effectiveness.

1. **Learning and Success**

Guide and empower students with educational and student support programs that demonstrate a commitment to high quality teaching and learning and foster student success and achievement.

1. **Workforce and Community**

Meet workforce needs with a focus on serving the community and enhancing connections.

1. **Resources and Infrastructure**

Meet the needs of students, employees, and the surrounding community by developing efficient and functional resource management.

**Describe how your program supports the Student Equity and Achievement Plan.**

What practices and activities have been initiated by your program to meet the goals and metrices outlined in the current Student Equity and Achievement Plan? ([*link available here*](https://www.maderacollege.edu/about/student-equity-plan.html))

**Contributions to ongoing institutional accreditation as determined by Accreditation Standard 2A:**

**Outcomes and Assessment**

**Student Learning Outcomes** **(SLO)** are course-level outcomes specific to classroom instruction. Each Course Outline of Record (COR) lists these SLOs. SLOs are measurable, observable outcomes that a student should attain upon successful completion of a course. While grading systems (A, B, C, D, F) are one measure of assessing student achievement, grades typically capture other factors (e.g., student participation/attendance, extra credit) that do not necessarily relate to a student’s grasp of knowledge/skills related to course content requirements. Instructional faculty members within a discipline are responsible for coordinating with one another to determine the best methods of assessment for each SLO and reporting on them regularly. Include a summary of how the initial data reported in the SLO Summary was used to make changes and report on the result of those changes in the space below.

**Program Learning Outcomes (PLOs)** are degree/certificate-level outcomes that a student should attain after successful completion of an instructional degree or certificate. The Associate Degree and Certificate Program section of the college catalog and the Program Outline of Record (POR) lists the PLOs. As with SLOs, individual discipline areas create their own PLOs and methods of assessment and report on them regularly. The PLOs are linked to the course SLOs.

**Institutional Learning Outcomes (ILOs)** are institutional-level outcomes that each student should attain upon completion of their educational experience at Madera Community College. The introduction section of the college catalog lists these ILOs. The ILOs are linked to the various PSLOs.

1) Communication Skills

2) Critical Thinking and Problem Solving

3) Community and Global Awareness

4) Personal Responsibility and Development

5) Cultural Competency

**Data Analysis: Madera/Oakhurst Campus**

**FOR THE FOLLOWING CAMPUS-WIDE DATA**

No need to copy and paste in tables/graphs. Review and use as a reference point for your program data. Consider; campus enrollment, breakdown of ethnic, age and gender groups. Success and Retention; success and retention of various ethnic, age, and gender groups. Review awards and certificate data and campus efficiency data (WSCH). As an additional reference, located here: [MCC Campus Data](https://nam10.safelinks.protection.outlook.com/ap/w-59584e83/?url=https%3A%2F%2Fmyscccd.sharepoint.com%2F%3Aw%3A%2Fr%2Fsites%2FSummerWork-group-thePRSLOTeam%2FShared%2520Documents%2FGeneral%2FData%2520(Research%2520%2526%2520Planning)%2520Resources%2FB.%2520Community%2520and%2520Campus%2520Data%2FMadera%2520Community%2520College%2520Data%2520Updated%2520Fall2023.docx%3Fd%3Dw9d61bb6f500f4e5cb62d37e3531cf70d%26csf%3D1%26web%3D1%26e%3DD30CpQ&data=05%7C01%7Celizabeth.villalobos%40maderacollege.edu%7C2b4c687d79944d1b8a2408dbaf086cdb%7C82cf0ca31c1c4685a3045b45ed171ea8%7C1%7C0%7C638296223113241109%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=jg2aDW5DeZ3IMbCddUuGbKF9LCOE8HDi%2FvstHjxELHI%3D&reserved=0).

**Madera Community College:**

#### **Campus Enrollment (Madera/Oakhurst) for the last 2 years**

* Unduplicated Headcount
* Ethnicity Breakdown
* Gender Breakdown
* Age Breakdown

#### **Campus Retention & Success (Madera/Oakhurst) for the last 2 years**

* Seat Count
* Retention
* Overall Success
	+ *Success by Ethnicity*
	+ *Success by Age*
	+ *Success by Gender*

#### **Campus Total Awards & Certificates (count) for the last 2 years**

### **Data Analysis: Program-Specific**

**FOR THE FOLLOWING PROGRAM-SPECIFIC DATA CHARTS, PLEASE USE THE CAMPUS-WIDE DATA CHARTS ABOVE FOR YOUR COMPARATIVE ANALYSIS.**

No need to copy and paste in tables/graphs. Review and use as a reference point for your program data. Consider campus enrollment, breakdown of ethnic, age and gender groups. Success and Retention; success and retention of various ethnic, age, and gender groups. Review awards and certificate data and campus efficiency data (WSCH). As an additional reference, review the **MCC** [Program Review Data Dashboard](https://analytics.scccd.edu/#/site/SCCCD/workbooks/1439?:origin=card_share_link)

**Madera/Oakhurst Academic Program:**

#### **Academic Program Enrollment (Madera/Oakhurst) for the last two years**

**Use the MCC** [Program Review Data Dashboard](https://analytics.scccd.edu/#/site/SCCCD/workbooks/1439?:origin=card_share_link) **to insert chart(s).**

 Unduplicated Headcount

* Ethnicity Breakdown
* Gender Breakdown
* Age Breakdown

In the space below, please analyze the above data within the context of your Program Review. Please explain any trends you see in the above data that might affect the future of your program and its goals. In addition, analyze how and why the data above is relevant to the goals and missions of your program and the college going forward, and explain what changes might be made to improve this data (if applicable):

#### **Academic Program Retention & Success (Madera/Oakhurst) for the last two years**

**Use the MCC** [Program Review Data Dashboard](https://analytics.scccd.edu/#/site/SCCCD/workbooks/1439?:origin=card_share_link) **to insert chart(s).**

* + Seat Count
	+ Retention
	+ Overall success
		- *Success by Ethnicity*
		- *Success by Age*
		- *Success by Gender*

In the space below, please analyze the above data within the context of your program review. Please explain any trends you see in the above data that might affect the future of your program and its goals. In addition, analyze how and why the data above is relevant to the goals and missions of your program and the college going forward, and explain what changes might be made to improve this data (if applicable):

#### **Academic Program Total Awards & Certificates (count) for the last two years**

**What is the Academic Program WSCH/FTEF and FTES/FTEF data for the last two years? What is the full-time faculty to part-time faculty ratio?** WSCH …

[MCC Campus Data and Program Review Data Dashboard:](https://nam10.safelinks.protection.outlook.com/ap/w-59584e83/?url=https%3A%2F%2Fmyscccd.sharepoint.com%2F%3Aw%3A%2Fr%2Fsites%2FSummerWork-group-thePRSLOTeam%2FShared%2520Documents%2FGeneral%2FData%2520(Research%2520%2526%2520Planning)%2520Resources%2FB.%2520Community%2520and%2520Campus%2520Data%2FMadera%2520Community%2520College%2520Data%2520Updated%2520Fall2023.docx%3Fd%3Dw9d61bb6f500f4e5cb62d37e3531cf70d%26csf%3D1%26web%3D1%26e%3DD30CpQ&data=05%7C01%7Celizabeth.villalobos%40maderacollege.edu%7C2b4c687d79944d1b8a2408dbaf086cdb%7C82cf0ca31c1c4685a3045b45ed171ea8%7C1%7C0%7C638296223113241109%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=jg2aDW5DeZ3IMbCddUuGbKF9LCOE8HDi%2FvstHjxELHI%3D&reserved=0)

**Definitions**: Enrollment (seats) - Count of seats filled: **FTEF** – Full-Time Equivalent Faculty, **FTES --** Full-Time Equivalent Student, **WSCH** – Weekly Student Contact Hour

***Sample Data:***

In-person:



Online/Hybrid:



1. Discuss course section count trends?
2. Are program sections increasing or decreasing?
3. Stronger as on-line or face-to-face?

**Program Mapping for Guided Pathways**

Guided Pathways strategies are addressed in Strategic Goal 2. This section focuses on your program maps:

* Do all programs appear on Program Mapper?
* Are the courses listed regularly offered?
* Are the courses offered with andragogy and diverse student needs in mind (e.g., nights, weekend, multiple modalities)?
* Does the career data listed on Program Mapper match what you as a discipline expert know about your field?

**Qualitative Information:**

*Suggestions (respond to areas applicable)*

***Additional information from employee and/or student surveys or focus groups.***

***External/Community/Feeder District Feedback and Recommendations (Advisory/Accreditation notes, where applicable). Please list external recommendations and the status of each if applicable. External may include community, feeder district, advisory, and recommendation notes:***

***Online accountability: Detail the quality of online services as compared to face to face. This should expand beyond online teaching certification and include clear examples of equitable, rigorous, and effective instruction. Per the Online Education Initiative (OEI), how does the program improve student success and completion with support and services such as tutoring, online learning readiness, and basic skills support?***

***Other strategies and activities you would like to share here as applicable***

(e.g., community event, marketing program, subject specific orientation, field trip). Include date(s) and outreach if applicable.

*Example: Madera Farmers’ Market Event, Ag Sciences Night, approximately 200 attendees.*

**Labor Market Data – if applicable to program**

(Suggested resources: [O\*Net](https://www.onetonline.org/), [Career One Stop](https://www.careeronestop.org/toolkit/stateandlocal/wages.aspx?soccode=292061&location=&dataview=chart&hourly=False&national=False#ctl21_pnlTitle), [State of California Labor Market Analysis](https://www.labormarketinfo.edd.ca.gov/data/lmi-by-subjects.html) may also request EMSI (Economic Modeling Specialist International) report from Research & Planning):

* Median Salary (MIT)
* Projected job openings (in California, County, or region)
* Skills and abilities needed in this field.

**Past review of goals:**

Please list previous goals attained: (ongoing goals/obtained goals/unobtained goals)

|  |  |  |
| --- | --- | --- |
| List past goals from Program Review  | Status (Achieved/In Process/Ongoing/Not Achieved)  | Explanation  |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |

**Goal Prioritization Chart**

When writing your program/service area review, please complete the following goal prioritization chart.Based on the information entered, the committee will review each column and discuss if each column meets the criteria provided. The overall goal is substantiated if the following three areas are met:

1. Evidence provided (qualitative/quantitative and narrative) demonstrates a need for the goal.
2. Goal is linked to overall college planning, Institutional/Program Learning outcomes or other outcomes.
3. Goal is linked to a Guided Pathway pillar.

**Also remember:**

* It is the Program Review Committee’s goal to be collaborative, so please reach out to a committee member if you have questions or need clarification in the following area.
* **Substantiation does not guarantee funding**
* **Reminder:**
* Be SMART, when goal setting! **SMART:** Specific, Measurable, Achievable, Relevant, and Time-Bound. Remember, program review will be completed every two years.
* Goals should be addressed in the body of program review.
* Prioritize goals, in that way you can list the most imperative needs.
* See Figure #4 in Program Review Handbook

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Goal(s)  | Priority (0-3, zero being the highest)  | Description  | Link to applicable College Planning (or other outcomes)  | Resources Needed (if yes, amount):  | Guided Pathways (Equity gaps, student retention, matriculation processes, etc.)  |  Goal Substantiation (Committee) Y / N  |
| List goal (consider technology, facility, staffing, materials)Within the Program Review there should be supporting data (qualitative/quantitative) and narrative that supports the goal.   | **Prioritize this goal**  | **Detailed description of the goal.**  | **Which planning documents or other planning does this goal link to?** EMP, ISS, ILO, PLO… Etc.   | **Detail the budget and why costs are necessary.** Consider all resources; material items, time   | **How does accomplishing this pathway goal help your** **program?**  | Completed by committee   |
| *Example Goal: Increase outreach to male students. As listed in pages 2 and 4, the campus serves 40% males, however our program serves only 10% males. Therefore, we will be outreaching directly to males.*  |  *1*  | *Outreach strategies: Create marketing materials that target males in our feeder districts. Materials will be delivered to feeder schools and passed out in male PE classes and by HS counselors to male students.*  | *ILO**Educational Master Plan*   | *Yes, $200**$100 – creating the flyer**$100 - printing fees* | *Enter the Path: Creating and targeting male outreach will assist in increasing enrollment of male students.*  | *Y*  |
|  |  |  |  |  |  |  |