

Program Review (SP11)

1. Enrollment Patterns	2. Achievement Data	3. Staffing /Resources	4. SLOs	5. Goals
Data provided by Institutional Effectiveness and Academic Services	Data provided by Institutional Effectiveness and Academic Services	Data Provided by HR	Data provided by Department Faculty	Department Plan
6. College Wide Overall – How does this information fit with the College Wide Goals?				

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and finally accreditation. Therefore, it is important that each department create a report that is meaningful for their program(s) while demonstrating the program(s)' value to the college and community.

The questions below are designed to help you create, a narrative review (roughly 5-10 pages) for each department “program”. Each curriculum guide (AA or Certificate) within your department represents a “program” and requires a separate program review report. Any data included should be interpreted, not simply “plugged in”; this document should refer to supporting documents for larger amounts of raw data. It is expected to take more than Flex day, and be an on-going conversation among the faculty in the program. Please refer to the timeline to help you map out an internal timetable for your program. To further assist you, we are planning a workshop for the March Flex day (see timeline).

It is important to note that while “Program Plans” are really “Department Plans” (yearly), you need to create a separate “Program Review” (3-year cycle) document for each program (curriculum guide) within your department.

Program Review Questions (Use form boxes, they will automatically expand.)

1. – 3. Summarize and interpret the data for each of the first three above (Enrollment Patterns, Achievement Data, Staffing/ Resources) as they relate to your program.

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Enrollment patterns - in 2008/2009 were at 625 Student FTE. In 2009/2010 Student FTE declined to 500 student FTE. This was due to funding cutbacks that did not allow us to offer as many course sections and therefore increase student enrollment. (FACS)

Acheivement patterns for Floral Design: Success rate for Floral Design ranges from 94-97% based on overall view of all Floral Design Courses for the three academic years reviewed.

Retention Rate for Floral Design: Retention rate for all Floral Design courses range from 94-97% based on a three year average (2008-2010).

Completion Rates for Floral Design: Floral design completion rates in FLO courses for 2008-2011 range from 94-98%. Students are having difficulties completing a Certificate of Acheivement (23 units) has been decreasing due to the fewer offerings of floral classes.

Staffing Resources

From 2006 at 15.75 Faculty FTE's declined to 9.5 faculty FTE's in 2010. This was due to funding cut backs that did not allow us to offer as many course sections to hourly faculty. Tenured full time faculty was unchanged at 5 FTE's. (This data reflects the entire department of FACS).

Staffing for Floral Design from 2008-2009 were two adjunct faculty. In 2009-2010 due to budget constraints, adjunct faculty was reduced to one. The program is now one adjunct faculty responsible for the entire Floral Design Program (Scheduling, Program Review, Routine Course Review, facility upkeep, shopping for product and teaching with pay for classroom time only)

4. SLOs – a) Summarize the collected program data

All SLOs completed. SLOs for each course are discussed with students at the beginning of the semester and stated on the syllabi. The SLO's are assessed and we are finding that adjustments are being considered to those SLO's.

b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?
- Assessment data is being collected. Three assessments are up for review. FLO287A, FLO287B, FLO287C.
- Results: According to the results of the five random sample students, 100% of the students passed the creation of a wedding design at 80% or above. The expected level of achievement for the students was average or higher
- Some SLOs need evaluation and redirection.
- Summarize how the program has responded to SLO assessment results.

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- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.
- Conclusions: Based on these results and findings we can speculate that some students put forth more thought in completing the floral design. Other students did not design as well and had.
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5. Goals -

- a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?
- b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?
- c) Based on the new data collected (4), what are your plans for change in the future?

Goals

Goal #1- Faculty Professional Development: Continues to be a commitment.

Findings: Floral Design adjunct faculty continues to pursue ongoing education through professional floral design programs, approximately 3 per year. Usually at the adjunct faculty's own expense.

Goal # 2 - Student Competency Success: Floral Design continues to provide individuals with competency skills that meet their career goals and lead to placement in a job for which they have been trained or to start a new business. However it takes 2.5 years to receive a Certificate of Achievement (23 units) due to the inability to offer more courses. We have had to reduce class size, due to review of student competencies we have reduced class size to improve the quality of instruction.

Findings: Floral design has reviewed student competencies and decided to reduce class size to improve the quality of instruction.

Goal #3 - Facilities: The BB building on PCC that houses Floral Design is scheduled for re-development beginning Fall 2012.

Findings: The BB building in PCC that houses Floral Design is scheduled for re-development beginning Fall 2012.

Goal #4 - Staffing: Currently there is no full time contract faculty in Floral Design. The entire program is the responsibility of one adjunct faculty member. Course scheduling is very limited due to lack of faculty. At this time it takes 2.5 years to receive a Certificate of Achievement (23 units) due to the inability to offer more courses.

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Findings: Due to current budget constraints, no faculty can be added although we could double the size of the Floral Program with the addition of another faculty member.

6. College Wide –

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

Professional Development and student competency are the two main goals for the Floral Design program and FACS department plan. These two goals align with the overall college institutional goals and initiatives. It is the goal of the Floral Design program to prepare students for professional employment. The FACS department plans, Floral Design program review, resources and efforts all lead to this overall direction.