

Dear LPC Community,

We are pleased to announce that with the approval of the Academic Senate and IPEC, the Program Review Committee is piloting a new Program Review process, where we will alternate every other year between a light update and a more comprehensive Program Review (a similar version of the form we've been using).

The College Administration has been listening to faculty concerns about the work required to complete PR each fall, during a very busy time. We are hopeful that alternating between brief and comprehensive processes will meet both the college's planning and accreditation needs, while also making the process more manageable. Thank you, especially to all of the Deans who spoke on behalf of their divisions.

The new Program Review form is linked below. Program Reviews are due to Nadiyah Taylor and your Dean by the end of the day on Wednesday, November 1.

Generally, the program coordinator/lead is responsible for managing the writing of the Program Review or delegating this to another member of the program. If you are not the coordinator/lead in your program, please make sure to check with them before beginning work on the Program Review Update. The program review process is an important opportunity to include Part-time faculty to ensure their opinions and voices are included.

Program Reviews are used for institutional planning, informing resource-allocation committees, meeting state and accreditation reporting mandates, and informing your dean about your program. Program reviews are usually completed by all academic disciplines and all major student services areas. Some areas choose to complete Program Reviews in groupings with other related programs. If you want your program to be grouped, ungrouped, renamed, added, or removed from this list, please contact me.

If you have any questions about the template, this year's Program Review Process, or anything else related to Program Review, please do not hesitate to email me.

Sincerely,  
Nadiyah Taylor  
Program Review Committee Chair

**Program:**

**Division:**

**Date:**

**Writer(s):**

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**With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. **Fall 2023 is a Program Update cycle.****

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**Please note:** Program Update is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Requests) or directed to your dean or supervisor.

**Time Frame:** This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

**Key Terms:** The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

#### HELPFUL LINKS:

- 1) [Program Review Committee Page for Writers](#)
- 2) [Fall 2023 Program Reviews](#)
- 3) [Frequently Asked Questions](#)

**For Help:** Contact Nadiyah Taylor: [ntaylor@laspositascollege.edu](mailto:ntaylor@laspositascollege.edu).

#### INSTRUCTIONS:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2023**

## IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

✓ **Check for Title V updates required for any of your courses or Programs:**

1. To check on the status of courses and programs to see if any updates are required
  - a. Log in to CurricUNET
  - b. Select "Course Outline Report" under "Reports/Interfaces"
  - c. Select the report as an Excel file or as HTML)
2. If updates are needed, submit these updates to the Curriculum Committee
3. Then, compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered during certain semesters.
  - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
  - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.

✓ **Review your programs to see if there are any modifications needed**

✓ **Review your programs and courses to see if any will be sunset or deactivate**

## HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.

## THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

3. Got anything new planned for 23-24?

## CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

*Vicki Shipman will provide you with or support any data needs*

### LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.
2. What is the median income for occupations within your program?

### ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
  - i. \_\_\_\_\_ YES \_\_\_\_\_ No
2. If not, please explain.

### STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

#### Data Reporting Notes:

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

***CI. STRONG WORKFORCE PROGRAM STUDENTS***

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Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

***C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR***

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Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

***C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE***

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Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

***C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS***

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Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

***C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION***

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Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

***C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY***

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Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

***C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS***

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Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?

***C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS***

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Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

***C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE***

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Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?