

# The Comprehensive Instructional Program Review Report

## 1. College: Berkeley City College

**Discipline, Department or Program:** Physics (including astronomy)

**Date:** November 5, 2015

**Members of the Comprehensive Instructional Program Review Team:**

Barbara Des Rochers, Francisco Monsalve Santa, Pieter de Haan

**Members of the Validation Team:** Barbara Des Rochers, Francisco Monsalve Santa, Siraj Omar

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## 2. Narrative Description of the Discipline, Department or Program:

### Goals of the Physics Department

The most important goal of the science department, in which physics is one of the disciplines, is to provide students with the knowledge and skills they will need in order to perform successfully in the next stage of their careers, whether that stage involves transfer to a 4-year institution, entering a professional program of study such as nursing, or entering the workplace in a specialized field such as biotechnology. Another important goal is to build stepping stones to science in order to make careers in science accessible to students who have little or no background in science and math but who have been excited by the news and the potential of interesting jobs in engineering, geography, biotechnology and other science related fields. A third goal of the science department is to provide the community with informative courses to enhance their understanding and appreciation of the world of science; these include seminar-style courses taught by local scientists and scientific laboratories and a monthly science seminar series.

A full time faculty was hired this Fall Semester 2015. Prior to this time, physics was taught by adjunct faculty. Due to the lack of a dedicated laboratory, Physics 4A, 4B and 3A, 3B were not offered prior to Fall 2013.

**Courses Offered in the Physics Department:** The Physics Department offers transfer level courses Physics 4A & 4B for Engineering and Physics majors and Physics 3A and 3B for Medicine and Biological Science majors. Physics 10 and Astronomy 10 are for non-majors in need of a physical science class without a lab to meet IGETC requirements.

**Goals of Students enrolled in Physics Courses:** Students enrolled in Physics 4A and 4B are planning to transfer to 4-year colleges or universities in Engineering and Physics. Students enrolled in Physics 3A and 3B are either planning to transfer to 4-year colleges or universities to major in a biological science or they are completing requirements enter professional schools related to medicine, pharmacy, veterinary science, optometry, nursing and other allied health fields.

- *Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?*

AS-T in Physics should be available to students starting spring 2016.

The Science department at BCC does not plan to offer distance education classes.

#### 4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.

COURSES	Data available from previous rounds?	Action Plan from Previous Rounds?	Notes	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Physics 4A	Y	Y				Y			
Physics 4B	Y	Y			Y				
Physics 3A	Y	Y				Y			
Physics 3B	Y	Y			Y				
Physics 10	Y	Y			Y				
Astronomy 10	Y	Y				Y			

#### Questions:

- *How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are the discipline, department, or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)*
  - Course SLOs appear in the following locations:
    - Syllabi
    - Student Learning Outcomes webpage: <http://www.berkeleycitycollege.edu/wp/slo/student-learning-outcomes/>
  - Program Learning Outcomes appear in the following locations:
    - College Catalog (printed and on the website [http://www.berkeleycitycollege.edu/bccdocs/BerkeleyCityCollege\\_2015\\_17Catalog.pdf](http://www.berkeleycitycollege.edu/bccdocs/BerkeleyCityCollege_2015_17Catalog.pdf))
    - Program Assessment Matrices webpage: <http://www.berkeleycitycollege.edu/wp/slo/program-assessment-matrices/>
- *Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of Task Stream for these findings.*

The physics department at BCC started Fall 2014 and as such there have not been assessment cycles to direct changes.

- *Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.*

1. An AS-T degree Physics will soon be available to students.
2. Physics 4C will be presented to the curriculum committee and sent to the state for approval.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

Not Applicable. The Science Department does not offer online courses.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

Not Applicable.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

Assessment has not been done at this time. However, the following ILOs would be met in the course of completing courses in physics: communication, critical thinking, computational skills, information competency

## 5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.
  1. Homework Assignments
  2. Laboratory experiments
  3. Exams

- How has new technology been used by the discipline, department or program to improve student learning?

Students have access to free online resources such as Google Apps (includes Excel) and Mathematica.

- How does the discipline, department or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

We only offer face-to-face courses in the physics department. Academic standards are delineated in class syllabi and actively reinforced in lecture and lab courses. With the exception of Physics 10 and Astronomy 10, physics courses offered at BCC have a laboratory component that affords faculty 4 extra contact hours/wk with students.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

Not Applicable. The Science Department does not offer DE courses.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

- Overall enrollment trends in the past three years

Course & number	Course Name	F12	S13	F13	S14	F14	S15	Mean
Physics 4A	General Physics w/ Calculus	---	---	48	---	57		
Physics 4B	General Physics w/ Calculus	---	---	---	33	---	49	
Physics 3A	General Physics	---	---	44	---	59		
Physics 3B	General Physics	---	---	---	56	---	62	
Physics 10	Introduction to Physics	33	25	34	29	---	38	
Astron. 10	Descriptive Astronomy	48	66	50	57	45	69	

Not offered = '---'

- An explanation of student demand (or lack thereof) for specific courses. N/A

- *Productivity for the discipline, department, or program compared to the college's productivity rate.*

College's average productivity rate in the last 3 years is **18.05**.

Average productivity for physics: **21.4**

Average productivity for astronomy: **27.9**

Course & number	Course Name	F12	S13	F13	S14	F14	S15	Mean
Physics 4A	General Physics w/ Calculus	---	---	19.09	---	22.67	---	20.88
Physics 4B	General Physics w/ Calculus	---	---	---	18.05	---	26.79	22.42
Physics 3A	General Physics	---	---	24.06	---	23.46	---	23.76
Physics 3B	General Physics	---	---	---	22.27	---	24.66	23.46
Physics 10	Introduction to Physics	16.50	12.50	17.00	---	---	19.00	16.25
Astron. 10	Descriptive Astronomy	24.00	33.00	25.00	28.50	22.50	34.50	27.9

Not offered = '---'

- *Salient factors, if known, affecting the enrollment and productivity trends you mention above.* No comment.
- *Are courses scheduled in a manner that meets student needs and demands? How do you know?*  
Yes, as much as is feasible given there is one dedicated lab room and we are just starting the department.
- *Other Efforts related to Improving Student Learning*
  1. Students are made aware of the College's tutoring center. Students are encouraged to form study groups. Office hours are available at times that are assessable for students.
  2. When there is no scheduled lab experiment, worksheets are given to students in the lab class so that they can practice solving problems among themselves with the guidance of the instructor.
- *Recommendations and priorities.*  
None at this time; however, a student worker to assist in the labs would benefit student learning.

## 6. Student Success:

- *Describe course completion rates (% of students that earned a grade "C" or better or "Credit") in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?*

College course completion standard: **70%**

Mean course completion rate for physics: **81.8%**

Mean course completion rate for astronomy: **78.2%**

### % Physics and Astronomy Course Completion Rates Fall 2012 to Spring 2015

Course & number	Course Name	F12	S13	F13	S14	F14	S15	Mean
Physics 4A	General Physics w/ Calculus	---	---	60.42	---	77.19	---	68.80
Physics 4B	General Physics w/ Calculus	---	---	---	90.91	---	87.76	89.33
Physics 3A	General Physics	---	---	79.55	---	88.14	---	83.84
Physics 3B	General Physics	---	---	---	89.29	---	100	94.64
Physics 10	Introduction to Physics	74.19	76.00	70.59	---	---	68.42	72.30
Astron. 10	Descriptive Astronomy	78.72	75.76	74.00	77.19	75.00	88.41	78.20

Not offered = '---'

**Discussion:** Completion rates are strong in all classes.

#### 4. Course Success Rate by Course and Ethnicity:

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

Not Applicable. The Science Department does not offer online courses.

- Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

Not Applicable. The Science Department does not offer Hybrid courses at this time.

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?

Not Applicable. The Science Department does not offer online or Hybrid courses.

- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a "W" in a course or series of courses) for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

College retention standard: **70%**

**Physics mean retention rate: 85.4%; Astronomy mean retention rate: 84.8%**

#### % Retention Rates for Physics and Astronomy

Course & number	Course Name	F12	S13	F13	S14	F14	S15	Mean
Physics 4A	General Physics w/ Calculus	---	---	72.92	---	80.70	---	76.81
Physics 4B	General Physics w/ Calculus	---	---	---	96.97	---	93.88	95.42
Physics 3A	General Physics	---	---	79.55	---	88.14	---	83.84
Physics 3B	General Physics	---	---	---	91.04	---	100	95.52
Physics 10	Introduction to Physics	80.65	88.00	76.47	57.69	---	73.68	75.30
Astron. 10	Descriptive Astronomy	93.62	83.33	78.00	80.70	77.27	95.65	84.76

Not offered = '---'

**Discussion:** Retention rates are strong and well above the average for the college.

#### % Success Rates by Course and Ethnicity

Course & number	Course Name	Am. Ind. Alaskan Native	Asian	Black/ African Amer.	Filipino	Hispanic	Pacific Islander	White Non Hispanic
Physics 4A	General Physics w/ Calculus	---	76.00	0.00	66.67	75.00	---	75.61
Physics 4B	General Physics w/ Calculus	---	95.00	75.00	100	75.00	---	92.00
Physics 3A	General Physics	---	80.77	50.00	100	92.31	---	85.71
Physics 3B	General Physics	---	97.14	75.00	100	93.33	---	94.87
Physics 10	Introduction to Physics	100	82.50	58.62	80.00	82.50	100	75.93
Astron. 10	Descriptive Astronomy	100	94.83	66.67	63.64	65.57	50.00	86.51

**Discussion:** Black/African American students had less retention rates, however, number of students enrolled is too low in the transfer level classes, e.g. Physics 4A (1), Physics 3A (6).

- *What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?*
  1. Physics participates in the Science Informational Days at the start of each semester to inspire students to enter the fields of engineering and physics. During these events, each discipline within the sciences, certificates and degrees are explained and informational pamphlets provided.
  2. Support Student Clubs: Engineering/Science was established recently by students to allow all those interested to come together and share experiences and serve as a support group. The students are working on projects such as solar energy and are planning to compete in local competitions with students from other colleges.
  3. Offered two seminar series that present students with the latest areas of scientific endeavor. A “Noontime Seminar Series” emphasizes careers in STEM fields (e.g. medicine, engineering, environmental science, physics and computer systems) with guest speakers from local research and industry laboratories, and an Evening Seminar Series that emphasizes recent developments in science and medicine, including breakthroughs in stem cell biology and regenerative medicine.
  4. Connected with local high school faculty in an effort to develop more effective pathways for students interested in STEM fields.

#### **Additional Future Plans – for the science department**

1. Science Saturdays aimed at high school students interested in STEM fields. Presently in the planning stage, the idea is to engage high school students in activities that will give them the idea of the types of pathways in science they can pursue. A combination of activities and mini lectures that cover a breadth of science fields will be offered. This will be funded by the *East Bay Career Pathways Consortium (referred to as the Career Pathways Trust, CPT)*.
  2. Connect with the Physics high school teachers.
  3. Friday Science Assist afternoons aimed at high school students taking science classes. Presently in the planning stage, the idea is to have high school students work directly with BCC students on homework problems and other matters to improve the retention of prospective science students in high schools. This will be funded by *Career Pathways Trust, CPT*.
- *Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?*

Not applicable at this time.

#### **7. Human, Technological, and Physical Resources (including equipment and facilities):**

- *Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.*  
 Full-time faculty headcount: **1**  
 Part-time faculty headcount: **0.5 (physics 10 is offered 1x/yr)**  
 Total FTEF faculty for the discipline, department, or program: **1.01**  
 Full-time/part-time faculty ratio: **0.49**
- *Describe your current utilization of facilities and equipment.*

Physics classes use 1 laboratory rooms exclusively: Room 518

The physics department uses assorted equipment depending on the topic including force tables, pendulum apparatus, frictionless tracks, equipment and materials to test thermal expansion, function generators, oscilloscopes, power supplies, resistors, capacitors, optics kits, LEDs, hydrogen lamp, along with other items.

- *What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.*

Student workers for each laboratory section will be needed to assist with set up, assisting students during lab and assist with tutoring.

#### **SPECIFIC NEEDS FOR PHYSICS**

- Student workers: 15 hrs/wk x 35 wks (525 total hours) @ 13.25/hr = \$6,956/yr
- Sick Leave: 30 hrs work/1 hr sick leave = 525/30 = 17.5 x 13.25 = \$232
- Approximate Total monies based on above/yr: **\$7,188**

- *What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.*

Wireless printer for the laboratory: \$500

- *What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.*

Office/Tutoring Space: The science faculty and staff could use an extra room for both office space and tutoring space. As the lab rooms are filled with classes the faculty can no longer make use of these rooms during their office hours.

### **8. Community, Institutional, and Professional Engagement and Partnerships:**

- *Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.*

Full time Physics Instructor is recently hired and is concentrating on lecture and lab preparations. The instructor participates in helping with Science Seminar Series and Science Budget Committee – both are committees within the department.

- *Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.* The science faculty and staff meet with members of the Science Advisory Board which is composed of local industry CEOs and scientists, local academic and clinical lab research scientists and technicians and members of the community.
- *Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.*

At present one adjunct teaches Physics 10 one semester each year. This adjunct is not available at this college to participate in activities.

## Professional Development:

- *Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc. N/A*

## 10. Discipline, Department or Program Goals and Activities:

- *Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).*

- **Goal 1. Curriculum:** Develop AS-T in Physics and Physics 4C for Engineers and Physics Majors

Activities and Rationale: Both the AS-T in Physics and Physics 4C will allow students to transfer with undergraduate work in the major completed.

- **Goal 2. Assessment:** Start Assessment for all physics classes

Activities and Rationale: An assessment for physics classes will allow the faculty to improve the delivery of the material and offer support materials.

- **Goal 3. Instruction:** Work on generating funds to purchase new laboratory experimental materials.

Activities and Rationale: There will be a need to purchase equipment and supplies for physics classes.

- **Goal 4. Student Success:** Assist student Science Clubs and participate in the department's science activities

Activities and Rationale: Activities will support student success and increase enthusiasm for the STEM fields.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:** Continue with Advisory Board Meetings, Science Budget Committee,

Activities and Rationale: Advisory Board Meetings helps to keep the Science Department offerings up to date.

# Appendix A

## Comprehensive Instructional Program Review Prioritized Resource Requests Summary

**College:** Berkeley City College

**Discipline, Department or Program:** Biology

**Contact Person:** Francisco Monsalve Santa

**Date:** 11/01/2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty				
Human Resources: Classified				
<b>Human Resources: Student Workers</b>	Student workers and Instructional Aides in Lab Classes	5	7.2	Student workers and instructional aides are critical to assure student success in the laboratory classes and to ensure the safety of students.
<b>Technology</b>	Printer for Physics Lab Room	5	0.5K	Printer will allow instructor to print out data and results for each group to analyze – increase student understanding and success
	Mathematica and Matlab		5.0K	One- time expenditure of software. Increase student success.
<b>Equipment</b>	Small Equipment Items for Physics 4C as well as 4A and 4B	5	35.0K	Assorted equipment items will be needed for Physics 4C.
<b>Supplies</b>	Materials and Supplies		1K	Each bench top of students will need small kits composed of assorted materials that often need replacement each year due to loss and damage.

<b>Facilities</b>	<p>Lighting in Room 431 (tiered classroom) needs improvement. Faculty in the sciences use this room for large classes and make extensive use of the white board, however, due to the poor lighting students cannot see what is written on half of each white board because the lighting is focused in the center of the room.</p> <p>Office/Tutoring Space: The science faculty and staff could use an extra room for both office space and tutoring space. As the lab rooms are filled with classes the faculty can no longer make use of these rooms during their office hours.</p>			
<b>Professional Development</b>				
<b>Other (specify)</b>				

**Summary of known monies needed for Physics Department:**

1. Annual support staff and supplies: **\$8,200**
2. One time expenditure for technology and equipment: **\$40,500**

# Appendix B

## PCCD Program Review Alignment of Goals Template

**College:** BCC

**Discipline, Department or Program:** Biology

**Contact Person:** Barbara Des Rochers, Francisco Monsalve

**Date:** November 1, 2015

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
<p><b>Goal 1. Curriculum:</b> Develop AS-T in Physics and Physics 4C for Engineers and Physics Majors</p> <p><b>Goal 2. Assessment:</b> Start Assessment for all physics classes</p> <p><b>Goal 3. Instruction:</b> Work on generating funds to purchase new laboratory experimental materials.</p> <p><b>Goal 4. Student Success:</b> Assist student Science Clubs and participate in the department's science activities</p>	<p><b>BCC Goal 1. Increase Equitable Access</b></p> <p><b>BCC Goal 2. Improve Equitable Success</b></p>	<p>Strategic Goals <b>A: Advance Student Access, Equity, and Success</b></p> <p>2015-2016 Institutional Objectives</p> <p><b>A.1 Student Access:</b> Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES.</p> <p><b>A.2 Student Success:</b> Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> Fully implement an Early Alert process for all students.</p> <p><b>A.4 Student Equity:</b> Address the achievement gap through fully</p>

		<p>implementing the student success and equity plans at each campus.</p> <p><b>A.5 Student Success:</b> Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.</p>
<p><b>Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:</b> Continue with Advisory Board Meetings, Science Budget Committee,</p>	<p><b>BCC Goal 3. Increase the number of new partners and enhance and leverage resources with existing partners.</b></p>	<p>Strategic Goals:</p> <p><b>B: Engage and Leverage Partners</b> 2015-2016 Institutional Objectives:</p> <p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015.</p> <p><b>B.2. Partnerships:</b> Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
	<p><b>BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.</b></p>	<p>Strategic Goals:</p> <p><b>C: Build Programs of Distinction</b> 2015-2016 Institutional Objectives:</p> <p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program (such as</p>

		<p>Peralta Scholars).</p> <p><b>C.2 Student Success:</b> Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.</p>
4.	<p><b>BCC Goal 5. Resolve the 2 ACCJC Recommendations and BCC's self-identified Actionable Improvement Plans</b></p>	<p>Strategic Goals:</p> <p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p> <p>2015-2016 Institutional Objectives:</p> <p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District.</p> <p><b>D.3. Institutional Effectiveness:</b> Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM).</p> <p><b>D.4. Global Planning:</b> Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs</p>

		<p>for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities.</p>
5.	<p><b>BCC Goal 6. Increase BCC additional and alternative funding sources through materializing BAM, funding raising, non-RES tuition, grants, etc.</b></p>	<p>Strategic Goals:  <b>E: Develop and Manage Resources to Advance Our Mission</b>  2015-2016 Institutional Objectives:</p> <p><b>E.1 FTES/FTEF Target:</b>  Achieve the District target FTES/FTEF within budget.</p> <p><b>E.2 Budget to Improve Student Success:</b>  Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc.</p> <p><b>E.3 Fiscal Oversight:</b>  Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings.</p> <p><b>E.4 Support Quality Instruction:</b> Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.</p>

# Appendix C

## Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

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### Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

**Part II. Choose one of the Ratings Below and Follow the Instructions.**

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

**Part III. Signatures**

**Validation Team Chair**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Discipline, Department or Program Chair**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Received by Vice President of Instruction**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_