Annual Program Review (APR)

Who prepares it?
The department/unit

What does the APR look like?
- Includes a trigger to ensure curriculum review occurs at least every six years for every course (currently curriculum review occurs prior to program review (every six years)).
- Uses current unit plan format with limited additional questions (examples):
  - What curricular changes has the department/unit made including adding or deleting courses; adding prerequisites; changing units; and modifying, adding, or deleting degrees and certificates?
  - What curricular changes has the department/unit made in online and distance education?
  - What department/unit best practices might help other college departments/units? Include contact information.
  - How do the Retention/Success rates of Face-to-Face courses vs. Online/Distance Ed courses compare?
  - How do the Retention/Success rates of large classes vs. small classes compare?
  - How do the Retention/Success rates of Basic Skills Courses vs. essential transfer courses (i.e. Engl-2, Phil-9…) compare?
- Includes hiring requests (faculty and new and replacement classified staff).
- Examines department/unit effectiveness and possible improvements if needed, based on assessment data, including student success and retention rates, as well as other Student Success Indicators.
- Evaluates the APR Process:
  - What is good about this APR process?
  - How can we improve the process?

What must the APR reference?
- College goals (developed by College Council)
- Budget criteria (developed by Budget Committee)
- Assessment data (includes student success indicators and SLOs data)
- Improvements or changes as a result of completing the cycle by documenting the changes made in the department/unit due to the department's evaluation process.

Who receives and responds to it?
- Department/Unit Administrators
• Program Review Committee (PRC)
  o 2 Co-Chairs: Institutional Researcher and Faculty (will also serve on Academic Senate Exec Board)
  o 4 Administrators: selected from Student Services, Instruction, Facilities, and IT
  o 4 Classified Representatives: appointed by CSEA
  o 8 Faculty: appointed by the Academic Senate--Assessment Co-Chair; FCDC Representative; five (5) from areas directly related to one or more of the accreditation standards (Library, CTE, General Education, Basic Skills, Student Support Services), and one (1) at-large member. The initial term for faculty shall be three (3) years, ending May 2014.
  o 1 student

How do they respond to it?
• Rubric based on college goals, budget criteria, assessment data, and improvements as a result of completing the cycle by documenting the changes made in the department/unit due to the department's evaluation process.
• Summary response to all APRs which synthesizes common themes and issues.
• Summary response includes Appendix of Best Practices, with contact information.

Who gets the Rubric Response?
The department/unit

Who gets the Summary Response?
• The Senate President, who informs the Academic Senate
• The College President, who informs Administrative Council
• College Council, which represents all groups, including classified staff.

How else is the Summary Response reported to the college community?
In writing via
• Public folders
• Website
• College Committees

Who responds to the Summary Response?
The College President and College Council

Who receives the College President's response?
The college community.

**How does the APR link to the budget?**
Through the use of the budget criteria.

**What is the timeline?**
The APR must be integrated in the budget cycle.
Fall: APR
Spring: Integrated Program Review (IPR), beginning 2012-13

**Who conducts training?**
Program Review Committee