

SOLANO COLLEGE ACADEMIC PROGRAM REVIEW
HANDBOOK

2020

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INTRODUCTION

Academic Program Review at SCC is intended to provide faculty members an opportunity for self-reflection, review, and assessment. Program review is also intended to be central to the college's overall planning, becoming the basis for goal setting, resource allocation, and needs assessment. Finally, program review will make visible and accessible to all interested parties the evidence that demonstrates fulfillment of accreditation standards. While a faculty-driven process, at the core of program review is a commitment to collaboration with other faculty, deans, and vice-presidents to identify program needs, and make meaningful changes to promote student access and success.

Academic Program Review follows a six-year cycle (subject to change based on external/internal directives), and includes faculty's completion of a comprehensive self-study report. Career Technical Education programs must also submit an abridged program review every two years in order to be eligible for Perkins funding, per state requirements. Faculty have the opportunity to revise their report to integrate feedback at all steps. Each step is governed by a timeline to ensure timely completion of the process. The review of the six-year self-study report is comprised of feedback from the dean, Academic Program Review Committee (APRC), and the Vice President of Academic Affairs (VPAA).

A self-study report addresses the program's status as it relates to the college and program mission, assessment, curriculum, campus and community outreach, student equity and success, resources, and planning. The report draws on qualitative and quantitative data relevant to the program. To assist the APRC in providing sound feedback to the program, careful attention should be given to the quality of writing and the adequacy of documentation, so that the self-study report accurately reflects the areas of strengths and challenges for the program.

It is not the expectation that all programs are immediately at the highest level, but that through goal planning, programs are working toward continuous program improvement.

MASTER SCHEDULE and INTEGRATED PLANNING

Program review is intended to be the starting place of data collection and analysis in order to plan for the future. Curriculum review should follow program review, and subsequent years may be dedicated to outcomes assessment (SLOs and PLOs), Distance Education review, etc. Goals established in the program review report are intended to inform discipline planning decisions and resource allocation across the division/school and college. The master schedule is set by the Academic Senate.

PROCESS for SIX-YEAR REPORT

Preparation

The APRC Coordinator will notify the dean of the school the year prior to the review. Each program will designate a contact/point-person and working group consisting of full-time and part-time faculty (depending on the size of the program) to produce a self-study report. The project should be a collaborative effort, so that the work doesn't fall solely on one faculty member, and so that the report reflects the collective assessment of the program. Time spent on program review writing can be utilized as optional Flex-Cal credit. Adjunct faculty will be paid for time spent writing program reviews, up to three hours per semester (see the Coordinator for time sheets).

Trainings

In the semester before program review report writing, a self-study training will be held for the School/Division. This meeting will be facilitated by the Coordinator. Instructions for utilizing data will be provided and writers will be walked through the self-study process and template. The Coordinator, APRC members and the School/Division dean will be available subsequently to answer questions and provide support to faculty.

Self-Study Report Writing and Review Process

Faculty will collect and analyze data for the self-study report, dividing work as appropriate. The report will include:

- An examination of data from the Office of Institutional Research and Planning;
- An analysis of the standardized student survey;
- An analysis of library resources;
- Responses to prompts from the self-study report template;
- Appendices to the report, as needed.

Suggested Timeline for Faculty

1. Spring semester prior to the report-writing Fall semester

- Receive **training** about the self-study process and report template
- Decide how to **divide tasks** and calendar meetings for the Fall semester
- Create and administer the standard **student survey before Finals week**
- **Gather evidence** that will aid in report writing (advisory meeting minutes, labor market data, etc.)
- **Meet with an SCC librarian** to review the library resources related to the discipline (The librarian, in consultation with faculty, will complete the *Library Collection Evaluation Form for Program Review*, which should be attached as an appendix to the report)

2. *Report-writing Fall semester:*

- Collaboratively analyze data and complete the template, following the prompts
- Assemble appendices, as needed
- Schedule a meeting with the coordinator for assistance as needed.
- **First Monday in December—submit report to the dean, copying to Coordinator**

Adherence to timelines is important so that program reviews are completed quickly while data is still relevant and needs are current. Administrators/supervisors may be contacted if the timeline is exceeded. **Program faculty who miss the Fall semester deadline must meet with the Coordinator** to complete the report-writing process in the Spring semester.

3. *Spring semester after report-writing Fall semester*

- The **dean will review the report within 15 calendar days and write a narrative** that provides his or her feedback of the self-study report, including the principle strengths and needs of the program (he or she may also schedule a meeting to review the report and provide feedback to the faculty)
- **Review the dean’s feedback** and consider whether to **integrate any of the feedback** into the report
- Factual or data errors must be corrected
- **Submit revised report** (if applicable) to the Coordinator by the **end of January**
- **Upon receipt of APRC feedback**, faculty have 15 calendar days to make any changes to the report and return the revised report to the Coordinator. Again, factual or data errors must be corrected before the report is sent to the VPAA.
- **Upon the receipt of VPAA feedback**, faculty have 15 calendar days to make any changes to the report and return the final report to the Coordinator

APRC Report Review Process

Review Criteria

A team of faculty members from the APRC will **review self-study report using two rubrics** (pages 8 and 9):

- The first **“Document Completeness” rubric** assesses the completeness of the report
- The second **“Self-Study Report” rubric** tracks progress toward “Sustainable Continuous Program Improvement” in the areas of program overview and mission, assessment, curriculum, campus and community outreach, student equity and success, and resources

Review Timeline for APRC

In February of the Program Review year, the Coordinator will calendar the assignment of the report for APRC review; once assigned, the APRC has 15 calendar days to review the report and submit feedback

- Incomplete self-study reports (as determined by the “Document Completeness” rubric) will be returned to faculty with recommendations for completion
- The Program Review Coordinator will **compile the feedback from the committee team** and **submit a letter** with the two completed rubrics to the Program faculty
- After 15 days, the Coordinator will **send the latest version** of the program’s self-study report to the Vice President of Academic Affairs (VPAA)
- The VPAA will **review the self-study**, the **feedback of the committee**, and the **Dean’s narrative** within **30 calendar days**.

The VPAA will comment on the thoroughness of the document, including any remaining fact-based errors in content not voluntarily changed by the department and make recommendations for further department consideration. The VPAA will also comment on the program’s strengths and areas of needed support.

- Coordinator will relate the VPAA’s feedback to Program faculty.

Report Finalization

The final report is the version submitted to the VPAA, or the version submitted by Program faculty in response to the VPAA’s feedback, if applicable.

- Philosophical information or arguments made in the self-study report will remain under the faculty’s purview and will not be altered by the APRC, Dean, or VPAA
- If there are fact-based (data) errors in the final report identified in the review process but unamended by Program faculty, an addendum will be added to the final report with the corrected data, accompanied by a citation providing the source of the data and name of amender
- The final report will be **published on the SCC website**
- A hard copy of the final report will be printed and filed in the VPAA’s office, along with all relevant correspondence and feedback.

PROGRAM REVIEW FLOW CHART

A brief summary of how your program review will make its way to publication



PROCESS for ABRIDGED/TWO-YEAR REPORT for Perkins-Funded Programs

In addition to the regular six-year cycle of comprehensive self-study reports, the state requires that programs receiving Perkins funding complete an abridged program review every two years to remain eligible for these Career/Technical Education funds.

A separate template is available for these abridged self-study reports.

Abridged reports should be submitted directly to the school **dean**, the **Perkins coordinator** (if not the same), and the **APRC Coordinator** by **March 1st**.

DOCUMENT COMPLETENESS RUBRIC

This rubric will be used by the dean and the APRC to ensure the program review report is complete, organized according to the template, and that the evidence and assessments are data-driven.

Program:

Rank	Structure & Organization	Content	Evidence	Assessment	Vision
Absent	Template not followed	Missing sections	No evidence	No assessment	No next steps
Needs Improvement	Information not organized clearly or succinctly	All sections reported, but information is minimal	Evidence lacking in relevance	Assessments do not follow from evidence	Initiatives are unrealistic or unfounded
Good	Information follows the template	Sections reported completely	Evidence used appropriately	Assessment follows from the evidence	Initiatives are realistic
Exceptional	Information well organized	Complete, thoughtful	Evidence shows variety of types and from several sources	Assessment complete including gap analysis	Initiatives connect with entire campus vision and mission

Comments:

SELF-STUDY REPORT RUBRIC

This rubric is used by the APRC to evaluate where the program stands according to the overarching program review themes. A “lower” ranking is not a critique of faculty, but rather intended to drive program planning.

Attributes Levels of Implementation ↓	Program Overview and Mission	Assessment	Curriculum	Campus and Community Integration	Student Success	Resources: Human, Equipment & Facilities
Undeveloped	No program mission or long range plans established	PLOs, SLOs and/or curriculum map not published	Curricular offerings are not adequate to meet programmatic needs; efforts have not been taken to update offerings	Program has not made efforts to link with student services or community	Data has not been gathered about student success	Inadequate resources to meet programmatic needs. Plans do not identify or address needs.
Awareness	Working toward a clear program mission and considering future plans for program development	PLOs and SLOs are written and published. Curriculum map has been developed	Program aware of curricular needs; steps have not been taken to rectify problem areas	Advertises campus and/or community events related to the program. Maintains some links to the community	Data about student success exists but has not been sufficiently analyzed.	Programmatic needs are identified, but are insufficiently met. Plans made to bridge some gaps in resources.
Development	Clearly defined program mission that is in line with the college’s mission. CTE programs hold some advisory meetings and feedback is utilized by program	Most PLOs and SLOs have been assessed, with some linking to program plans/goals. Plans do not identify or sufficiently address some gaps	Program curriculum is analyzed for effectiveness and steps are being taken to strengthen offerings	Program is involved in some co-curricular and community activities, and is actively planning further endeavors	Data is analyzed to determine trends in student success, leading to some recommendations to address those trends	Programmatic needs are mostly met by resources; plans have been put in motion to bridge gaps
Proficiency	Most Educational Master and past program review recommendations are being addressed. Program has goals for future linked to mission; CTE programs hold twice yearly advisory meetings	All PLOs and SLOs have been assessed, mostly linked with programmatic planning. Understanding of gaps and action planned to address gaps	Curriculum is satisfactory and current for programmatic needs. Faculty analyze the efficiency of offerings and make adjustments when necessary	Program actively supports co-curricular and community partnerships. Regularly-scheduled activities foster community ties and address needs.	Data used to make changes in programs to improve student success; planned actions lead to documented results.	Resources are sufficient for current programmatic needs; ongoing planning to address future needs
Sustainable Continuous Quality Improvement	Educational Master Plan and past program review recommendations are continually analyzed and acted upon. Program’s mission is integrated in planning and there is a clear vision for the future. Community feedback from advisory meetings is an integral part of planning.	Data from SLOS and PLOs are regularly analyzed by all faculty to collaboratively make programmatic changes	Curriculum is routinely analyzed to assess content, rigor, prerequisites, sequencing, and efficiency in scheduling (time, location, modality, etc.). Faculty keep current on articulation agreements and state mandates for curriculum	Co-curricular activities are an integral part of the program. The program maintains links to the community and adjusts activities and efforts based on student and community needs.	Success rates for students in the program are regularly analyzed and action is taken to equalize student success; results are analyzed for continuous assessment. CTE programs routinely assess adequacy of workforce preparation.	Resources are sought and allocated based on regular assessment of needs, student learning, and expected benefits.

DEAN FEEDBACK

The dean is an important partner in programmatic improvement, from scheduling to marketing. As Program Review provides a direct line of communication with administrative leadership, the APRC encourages faculty to consider the Dean's feedback and work collaboratively to strengthen the program.

Name of Program/Discipline:

Dean Conducting Review:

Date:

Feedback on Current Self-Study:
Programmatic Strengths:
Programmatic Challenges:
Suggestions for Future Programmatic Improvements: These suggestions are feedback for the future direction of the program looking forward to the next program review cycle.

VICE PRESIDENT OF ACADEMIC AFFAIRS FEEDBACK

The VPAA is an essential partner in program improvement. The VPAA's knowledge of a program's strengths and areas of needed support can help facilitate the planning process, both at the discipline and college level.

Program / Discipline:

VPAA Conducting Review:

Date:

Comments on the Self-Study
Thoroughness of Document:
Summary of Dean and Academic Program Review Feedback:
Remaining Issues:
Comments on the Program
Programmatic Strengths:
Programmatic Areas of Needed Support:
Overall Comments

LIBRARY COLLECTION ASSESSMENT for Program Review

PURPOSE:

- to aid the librarians in ensuring we are adequately meeting the needs of the curriculum and the college community;
- to provide insight into the strengths and weakness of the Library's collections;
- to support budget allocations and funding requests;
- to strengthen faculty participation in the vitality of the Library and its collections;
- and to provide faculty an opportunity to familiarize themselves with Library resources available to them and their students.

STEPS:

1. Program under review alerts a Librarian that they have started the process and have appointed faculty to the *Library Collection Evaluation* section of the PR document.
2. Librarian and appointed program faculty meet to tour and review the collection.
3. Librarian will write a report on the status of the collection using meeting notes and evaluation form (included as an appendix in the self-study report template). Report will be disseminated to program faculty.
4. Librarians will allocate collection funding towards areas identified as weak or needing updates.
5. Assessment of the Library collection will continue through the Program Review process.

DISCLAIMER:

The Solano Community College Library is not equipped, suited, or used as a repository of archival materials. We all love old books, however we don't have the supplies or space to adequately store them. The SCC Library is linked to national and international Interlibrary Loan services to help students and faculty locate materials outside the scope of our collection.

The acquisition budget for the Solano College Library is small for an institution of SCC's size. We cannot buy everything, and we need to spread money out across the curriculum. We promise to do our best for departments, programs, and students. The inclusion of a library review in a department's Program Review will allow for data-driven decision making in the allocation of the library's limited funds.

Ultimately, it is the responsibility of the college librarians to maintain the collections. Final decisions on acquisitions and discards reside with the librarians and their professional expertise in such matters.

LIBRARY COLLECTION EVALUATION FORM (to be completed in collaboration with librarian)

PROGRAM:
REVIEWED BY (PROGRAM FACULTY):

DATE:
REVIEWED BY (LIBRARY FACULTY):

Please answer YES or NO to the questions in the table below for each collection listed. Please follow-up any “NO” answers with written explanation. Answer N/A when applicable.

Collection Types:	Are core subject materials represented?	Currency (are items up to date? Outdated?)	Appropriateness for student needs and learning levels?	Gaps in subject coverage?	Adequacy for faculty professional development?	Adequate for meeting the needs of DE and Center students?
Books (online/print)						
Databases						
Reference Materials (online/print)						
Periodicals (print)						
Media (online/physical)						
Textbooks						
Other (bones/rocks/misc.)						

I/we have reviewed the library’s holdings for the program and do:
 _____ recommend additional resources in the subject areas on the attached list.
 _____ recommend the withdrawal of items on the attached list.

Summary of Evaluation Findings:

FORMATTING GUIDELINES

To make the Program Review reports stylistically uniform and easier to read, please follow the guidelines below:

- Use Times New Roman, 12-point font throughout the document (even in tables)
- Use 1-inch margins all around
- The prompts should remain in the document in blue font
- Use black font for your responses
- Indent your paragraphs
- Keep page numbers in the bottom corner
- Avoid leaving section titles “hanging” at the bottom of pages.
- Add or delete cells of tables to match the content your review (for example, add a cell to the PLO table if your program has 5 PLOs)
- To avoid redundancy, refer to other sections in the report, as needed (e.g., “see Section 1.1, Introduction”)
- Any lengthy additions should be added as appendices (for example, event flyers, extensive labor market data/charts, etc.)
- Make sure the name of your program is correct on the first page and signature page of the document

DATA SOURCES

Program Review report templates may include pre-loaded Program-level data, provided by the Coordinator and the Office of Institutional Research and Planning (IRP).

Faculty may meet with the Dean of Research and Planning, and/or the Coordinator, to review or verify data, or to receive updated data.

The following resources are also available to faculty for direct data access:

Interactive Data

Up-to-date, interactive data can be found on the Research and Planning website (http://www.solano.edu/research_planning/) under the tab “**Interactive Data**”: http://www.solano.edu/research_planning/interactive_data.php . Click on the “**Online Factbook**” to access student enrollment and success data at the course and program level.

Assessment Data

The most updated data on assessment (SLOs, PLOs, etc.) can be found on CurriQnet. School Coordinators and the Assessment Coordinator can also assist faculty in verifying and updating assessment information.

Articulation Data

Go to www.assist.org to get information about course articulation. The Articulation Officer can also provide information about C-ID articulation for courses in transfer degrees (Associate Degrees for Transfer).

Course Catalogue

Review the course catalogue for your discipline to ensure that the college’s published information is up-to-date and accurate. If there are needed changes, please add these to your curriculum goals and make changes in CurriQnet where appropriate. Contact your Curriculum Committee representative or the Curriculum Analyst for assistance.

Data for CTE Programs

Labor Market Data

Career Technical Education programs may be required to review labor market data. The California Labor Market website allows employment projections by occupation at the state and county level: <http://www.labormarketinfo.edd.ca.gov/>

Perkins TOP Code Core Indicator Analysis

Career Technical Education programs may need to review the Solano College Core Indicator report for their top code. This will allow planning that is tied directly to Perkins reporting/requirements

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Cal Pass Plus

The following information is provided at the Cal Pass Plus website,

<https://www.calpassplus.org/> :

“Cal-PASS Plus’ mission is to provide actionable data to help improve student success along the education-to-workforce pipeline. Collaboration using this data will inform better instruction, help close achievement gaps, identify scalable best practices, and improve transitions. Cal-PASS Plus offers longitudinal data charts, detailed analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools.”

STANDARDIZED STUDENT SURVEY

To support consistency and fairness, the Academic Senate approved a standardized survey for use by Program faculty. The standardized survey includes questions related to scheduling, challenges to student success, and the Program Learning Outcomes.

Adding Survey Questions

Faculty are welcome to add questions to the survey specifically relevant to their program (such as asking students whether they would take a proposed new course, or an existing course that might be offered online in the future). Additional questions may be inserted at the point indicated by an asterisk in the standardized survey template below.

Administering the Survey

The IRP can convert a Program's survey into Qualtrix, an online format accessible via a weblink for data compilation and analysis.

- If additional questions are desired, faculty must send the questions to the Coordinator by March 1, to ensure the IRP has time to generate the survey for use in the Spring semester
- Coordinator will send the survey links to Program faculty by April 15
- To administer the Qualtrix survey, faculty may provide the link in a Canvas shell, or direct students in class to use their phones, tablets, or laptops to access the survey

Alternatively, faculty may print out the surveys and direct students in class to fill out the surveys by hand.

Student surveys must be completed during the spring semester, prior to the report-writing fall semester. For large programs, a representative sample of classes may be surveyed, ensuring that online classes, classes taught at the Centers, and classes taught by adjunct faculty are fairly represented.

Using Survey Results

The self-study report template includes prompts where Program faculty are asked to report and analyze student survey results. Student surveys can reveal information that IRP data does not include, and provide valuable insight to inform program planning.

Standard Program Review Survey

1. Why are you taking this course? Check all that apply.
 - a. I'm taking this course for general education
 - b. I'm taking this course as an elective
 - c. I'm taking this course as a requirement for the major
 - d. I'm taking this course as a requirement for my job
 - e. I'm taking this course as a prerequisite/corequisite
 - f. I'm taking this course for personal interest
 - g. I needed the units and this course was available
 - h. Other _____

2. The classes in this department/program are offered at convenient times to meet my needs.
 - a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
 - e. Comments: _____

3. What times/days would you prefer to take classes in this department/program? Check all that apply.

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
Morning classes (8-12)							
Afternoon classes (12-3)							
Late afternoon classes (3-6)							
Evening classes (6-7:30)							
Late evening classes (6-9)							
Online							

Comments: _____

4. The classes in this department/program are offered at convenient locations to meet my needs.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
 - e. Comments: _____
5. At what locations would you prefer to take classes in this department/program? Check all that apply.
- a. Fairfield campus
 - b. Vallejo Center
 - c. Vacaville Center/Nut Tree
 - d. Travis Air Force Base
 - e. Workplace cohorts
 - f. Local high school
 - g. Online
 - h. Other/comments: _____
6. What, if any, have been the barriers to enroll in the courses you need in this program/department? Check all that apply.
- a. I have experienced no barriers to enrolling in courses in this program/department
 - b. The course(s) I needed were full
 - c. The course(s) I needed were cancelled
 - d. The course(s) I needed were not offered at convenient times
 - e. The course(s) I needed were not offered at convenient locations
 - f. The course(s) I needed were not offered this semester
 - g. Other/comments: _____
7. This course builds on the material presented in the prerequisite class.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
 - e. Not applicable (this course has no prerequisite)
 - f. Comments: _____
8. The textbook is useful and relevant for the course.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
 - e. Not applicable (this course has no textbook)
- Comments: _____

9. The classroom facilities, equipment, and physical space support student learning in this class (for example, there is enough space to work, the projector operates dependably, etc.).
- Strongly disagree
 - Disagree
 - Agree
 - Strongly agree
 - Not applicable—this is purely an online class

Comments: _____

10. If courses in this program/department use Canvas in any way, how would you rate your experience with Canvas?
- Excellent
 - Good
 - Fair
 - Poor
 - Not applicable—I haven't used Canvas in any courses in this program/department
 - Comments: _____

11. The classes in this program/department provide a safe, supportive learning environment, where I can explore ideas and express myself.
- Strongly disagree
 - Disagree
 - Agree
 - Strongly agree

Comments: _____

12. What, if anything, has presented a barrier to your success in this class, and others in this department/program? Select all that apply.
- I have experienced no barriers to success in this class, and others in this department/program
 - Counseling/knowning which class to take
 - Enrolling/getting into the class
 - Inadequate classroom facilities /equipment problems
 - Social environment in the classroom
 - Lack of equity/fairness in the classroom
 - Paying for the class/ books/ supplies
 - Amount of homework/study required
 - Getting help with homework/study
 - Transportation/getting to class reliably
 - Work/home/family demands outside of class
 - Having a place other than the library to do homework/study reliably
 - Having a computer or other equipment at home to do homework/study
 - Other/comments: _____

13. What, if anything, has helped you succeed in this class, and others in this department/program?

[* Program Faculty may insert additional questions for students here; additional questions for majors may be inserted at the end of this survey.]

Non-majors: Thank your for completing this survey!

Majors: Please respond to the next series of questions.

14. For majors only: If you are taking this course as a requirement for the major, note your progress in the major:

- a. Almost ready to graduate
- b. In the middle of the program
- c. Near the start

15. For majors only: following are the Program Learning Outcomes (PLO) for the _____ major. Please select which answer best matches your opinion for each:

PLO 1: _____

I understand what this PLO means:

- a. Strongly disagree
- b. Disagree
- c. Agree
- d. Strongly agree

The classes I am taking for this major are preparing me to meet this PLO:

- a. Strongly disagree
- b. Disagree
- c. Agree
- d. Strongly agree
- e. Too early in the degree/program to tell

Comments: _____

16. For majors only: The program/major helps me to envision the next step(s) in my career/academic track.

- a. Strongly disagree
- b. Disagree
- c. Agree
- d. Strongly agree
- e. Too early in the degree/program to tell

Comments: _____

SIGN-OFF LIST

The process for the comprehensive six-year Program Review includes multiple opportunities for Program faculty to receive feedback on the self-study report, and make changes.

The program faculty member acting as the designated contact/point-person can use the following “sign-off list” to keep track of the report.

Designated contact/point-person in Program faculty has ensured all full-time faculty, and as many adjunct faculty as possible, have read the report and signed the Signature Page

→SEND TO DEAN and COORDINATOR

Dean has read the report, completed feedback form

→SEND TO FACULTY and COORDINATOR

Faculty have reviewed Dean feedback, made changes to report as desired/necessary

→SEND TO COORDINATOR

APRC has reviewed the report, and **Coordinator** has written APRC feedback letter

→SEND TO FACULTY

Faculty have reviewed APRC feedback, made changes to report as desired/necessary

→SEND TO COORDINATOR

Coordinator has assembled Dean feedback, APRC feedback, and current report

→SEND TO VPAA

VPAA has reviewed the feedback and report, completed feedback form

→SEND TO COORDINATOR

Faculty have reviewed VPAA feedback, made changes to report as desired

→SEND TO COORDINATOR