ESTRELLA MOUNTAIN
COMMUNITY COLLEGE

I. Mission & Integrity

Focus on the Mission

1. Describe the program and goals.

   Measures:
   a) *student and/or staff enrollment/utilization analysis for past three years (excludes dual enrollment)*
   b) *student and/or staff enrollment/utilization analysis for past three years (dual enrollment only)*
   c) *# occupational degrees/certificates awarded (AGEC-A, AGEC-B, AGEC-S)*

2. How do the goals of the program support the College's vision and mission? How does the program align with the strategic plan?

   Measures:
   a) *course completion (grades A, B, C, D, F, P) and successful (grades A, B, C, P) course completion rates (excludes dual enrollment)*
   b) *course completion (grades A, B, C, D, F, P) and successful (grades A, B, C, P) course completion rates (dual enrollment only)*
   c) *developmental education subsequent success (e.g. ENG071 to ENG081)*
   d) *general education subsequent success (e.g. ENG101 to ENG102)*
   e) *# new transfers to Arizona universities with declared major in program*
   f) *institution level comparative data (e.g. persistence, successful course completion, transfer)*
   g) *Community College Survey of Student Engagement (CCSSE) Executive Summary - more information at http://www.estrellamountain.edu/ie/ie_ccsse.asp*
   h) *Noel-Levitz Student Satisfaction Inventory*

3. Briefly highlight strengths and opportunities for improvement related to how well your program supports the vision and mission of the institution.

II. Student Learning and Effective Teaching

Focus on Effective Teaching

1. What processes are used to review course syllabi for currency in statements of learning objectives, clarity in classroom management policies, and completeness of evaluation/assessment measures? What outcomes and/or changes have resulted from the review of syllabi during the past three years?

2. How is program curriculum reviewed and revised for currency and relevancy to college, community, and student needs? Describe your upcoming plans for curriculum review, revision and/or development and how program faculty are involved in the process.

3. What processes are used to ensure quality implementation of curriculum for onsite, off-site and/or high school dual enrollment programs?

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7/27/2011

4. What instructional methods/techniques are used in program courses (i.e., lecture, PowerPoint presentations, small group discussion, case studies, simulation exercises, service learning, etc)? How do these methods/techniques contribute to student learning/student success?

5. Comment on facilities, equipment, and technology that the program uses, their current adequacy and any immediate and future needs for the program.

6. How does your current semester scheduling of courses adequately support student access and completion needs? –

   Measures:
   a) *ratio of sections offered/total sections offered (excludes dual enrollment)*
   b) *ratio of sections offered/total sections offered (dual enrollment only)*
   c) *ratio of sections made/offered that are included in the Arizona General Education Curriculum (excludes dual enrollment)*
   d) *ratio of sections made/offered that are included in the Arizona General Education Curriculum (dual enrollment only)*
   e) *average class size (excludes dual enrollment)*
   f) *ratio of in- person, hybrid, online courses*
   g) *# of 8 week, 16 week, and late start courses*

Focus on Student Learning Outcomes

1. How are faculty/staff involved in defining expected student learning outcomes?

2. How does the program assess student learning outcomes? Identify outcomes of this assessment process and what changes, if any, took place as a result of these outcomes.

3. How does the program align with the General Education Abilities Matrix

4. Does the program use the EMCC Writing Across the Curriculum Rubric? If so, how is the rubric used to assess student learning outcomes?

   Measures:
   a) *ratio of faculty in program using WAC rubric/total program faculty*

5. Does program faculty use the SAAC EZ Form or similar tool to measure and document student competencies? If so, in a collaborative review of these forms, what program themes were identified? What were the opportunities for improvement? What next steps were identified?

   Measures:
   a) *ratio of faculty in program submitting SAAC EZ Form/total program faculty*
   b) *ratio of SAAC EZ Forms submitted by program/total SAAC EZ forms'*

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III. Acquisition, Discovery, and Application of Knowledge

Focus on Staff Learning Outcomes

1. Explain how faculty and staff in the program maintain expertise in their discipline or area of responsibility. What are the professional growth needs for residential faculty and/or staff in your program area over the next three years? How will these needs be met?

   Measures:
   a) ratio of faculty participating in professional growth activities/total program faculty

2. Describe the development activities that are in place for adjunct faculty in your program. Identify any activities you would like to implement.

3. Briefly highlight strengths and opportunities for improvement related to participation in and availability of professional growth and learning opportunities for employees?

IV. Engagement and Service

Focus on Constituencies

1. Describe activities initiated and led by program faculty/staff that have positively impacted the college and community. Are there future activities the program is considering?

2. Identify what has the program has done to establish communication, partnerships, and cooperation with high schools, other community college programs, the community, and four-year institutions in support of program and the College's mission and goals. In your discussion point out challenges, lessons learned, and how these will be applied to future plans.

   Measures:
   a) # of partnerships and type of partnerships
   b) # of students served/benefited from partnership
   c) # of faculty/staff served/benefited from partnership

3. What challenges have you indentified in working with your constituents and what lessons have been learned? Are there issues that need to be addressed in creating and maintaining future partnerships?

   Measures:
   a) # of partnerships and type of partnerships
   b) # of students served/benefited from partnership
   c) # of faculty/staff served/benefited from partnership
   d) partnership satisfaction data

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7/27/2011

e) *event survey results*
f) *Other Measures* _____

V. Preparing for the Future

Focus on the Future

1. Identify strengths of the program (e.g. program achievements/accomplishments, major activities, initiatives, celebrations, and recognitions).

2. Identify potential strategies to maintain or improve program performance. Include consideration of the following in your response:
    - Opportunities for the program to continue in a similar or different format.
    - Opportunities for cost-containment through restructuring or technological innovations.
    - Opportunities for collaboration with other programs or institutions. How can duplication be avoided?

3. Describe challenges for the program at the present time. Comment on issues or areas of concern which may impact the progress or effectiveness of the program.

4. Describe strengths and challenges for faculty/staff appropriate to the program's current status or future development. Indicate any immediate and projected staffing needs/requests.

5. Describe community and compliance influences by external factors (e.g. state laws, external accreditation requirements, and changing community demographics) which will impact the program's ability to achieve future goals.

6. Based on this program review, what is your three-year plan for the program? Include goals, responsible party, timeline, resource implications. Also include, staffing (hiring and professional development), facility, and technology needs.

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