

# ACADEMIC PROGRAM REVIEW MATERIALS

2014

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## PROGRAM REVIEW TEMPLATE

Please consult the Program Review Template Guide and Instructions (Appendix C) for further information to help you answer the template questions.

### **1. Overview of the Program**

- a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.
- b) Describe the degrees and/or certificates offered by the program.
- c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A)
- d) Discuss the status of recommendations from your previous program review.

### **2. Analysis of Research Data (include data provided by Institutional Research & Planning)**

Provide and analyze the following statistics/data.

- a) Head count of students in the program
- b) Course grade distribution
- c) Success rates (Discuss your program's rates in light of the college's success rate standard. Set a standard for your program.)
- d) Retention rates
- e) A comparison of success and retention rates in face-to-face classes with distance education classes
- f) Enrollment statistics with section and seat counts and fill rates
- g) Scheduling of courses (day vs. night, days offered, and sequence)
- h) Improvement rates (if applicable)
- i) Additional data compiled by faculty
- j) List any related recommendations.**

### **3. Curriculum**

Review and discuss the curriculum work done in the program during the past four years, including the following:

- a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.
- b) Explain any course additions to current course offerings.
- c) Explain any course deletions and inactivations from current course offerings.
- d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)
- e) Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs:
  1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
  2. Are there any concerns regarding program courses and their articulation?
  3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should

the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.

f) **List any related recommendations.**

**4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)**

- a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.
- b) Provide a timeline for course and program level SLO assessments.
- c) State the percent of course and program SLO statements that have been assessed.
- d) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.
- e) Determine and discuss the level your program has attained in the SLO rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)
- f) Describe how you have improved your SLO process and engaged in dialogue about assessment results.
- g) **List any related recommendations.**

**5. Analysis of Student Feedback**

Provide a copy of any feedback reports generated by Institutional Research and Planning. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

- a) Describe the results of relevant surveys.
- b) Discuss the implications of the survey results for the program.
- c) **List any related recommendations.**

**6. Facilities and Equipment**

- a) Describe and assess the existing program facilities and equipment.
- b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
- c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
- d) **List any related recommendations.**

**7. Technology and Software**

- a) Describe and assess the adequacy and currency of the technology and software used by the program.
- b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
- c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
- d) **List any related recommendations.**

8. **Staffing**

- a) Describe the program’s current staffing, including faculty, administration, and classified staff.
- b) Explain and justify the program’s staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.
- c) **List any related recommendations.**

9. **Future Direction and Vision**

- a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?
- b) Explain the direction and vision of the program and how you plan to achieve it.
- c) **List any related recommendations.**

10. **Prioritized Recommendations**

- a) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.
- b) Explain why the list is prioritized in this way.

| <b>Recommendations</b> | <b>Cost Estimate</b> | <b>Strategic Initiatives</b> |
|------------------------|----------------------|------------------------------|
| 1.                     |                      |                              |
| 2.                     |                      |                              |
| 3.                     |                      |                              |

**NOTE:** *Dissenting opinions should be included when consensus is not reached among program faculty and/or between program faculty and the division dean. A report should be added to the program review as an appendix. This report should clearly state the areas of dissension and reason for dissenting opinion.*

## **CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS**

CTE programs must conduct a full program review every 4 years. The full review includes answering these supplemental questions. Every two years (once between full reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input, and institutional data to respond to the following questions:

1. How strong is the occupational demand for the program?
2. How has the demand changed in the past 5 years and what is the outlook for the next 5 years?
3. What is the district's need for the program?
4. What is the state's need for the program?
5. How does the program address needs that are not met by similar programs in the region?
6. Are the students satisfied with their preparation for employment?
7. Are the employers in the field satisfied with the level of preparation of our graduates?
8. What are the completion, success, and employment rates for the students?
9. What is the role of the advisory committee and what impact does it have on the program?
10. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all.

**APPENDIX A**  
**COLLEGE MISSION AND STRATEGIC INITIATIVES**

**ECC MISSION STATEMENT:**

El Camino offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

**STRATEGIC INITIATIVES for 2011-14**

**Strategic Initiative A**

Enhance teaching to support student learning using a variety of instructional methods and services.

**Strategic Initiative B**

Strengthen quality educational and support services to promote student success.

**Strategic Initiative C**

Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

**Strategic Initiative D**

Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.

**Strategic Initiative E**

Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

**Strategic Initiative F**

Support facility and technology improvements to meet the needs of students, employees, and the community.

**Strategic Initiative G**

Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.

**APPENDIX B: SLO RUBRIC**  
Accrediting Commission of California Junior Colleges

| Levels of Implementation                   | Characteristics of Institutional Effectiveness in Student Learning Outcomes   |
|--|---|
| Awareness                                  | <ul style="list-style-type: none"> <li>• There is preliminary, investigative dialogue about student learning outcomes.</li> <li>• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.</li> <li>• There is exploration of models, definitions, and issues taking place by a few people.</li> <li>• Pilot projects and efforts may be in progress.</li> <li>• The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.</li> </ul>  |
| Development                                | <ul style="list-style-type: none"> <li>• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.</li> <li>• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.</li> <li>• Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.</li> <li>• Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.</li> <li>• Appropriate resources are being allocated to support student learning outcomes and assessment.</li> <li>• Faculty and staff are fully engaged in student learning outcomes development.</li> </ul> |
| Proficiency                                | <ul style="list-style-type: none"> <li>• Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.</li> <li>• There is widespread institutional dialogue about the results of assessment and identification of gaps.</li> <li>• Decision---making includes dialogue on the results of assessment and is purposefully directed toward aligning institution---wide practices to support and improve student learning.</li> <li>• Appropriate resources continue to be allocated and fine---tuned.</li> <li>• Comprehensive assessment reports exist and are completed and updated on a regular basis.</li> <li>• Course student learning outcomes are aligned with degree student learning outcomes.</li> <li>• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</li> </ul>         |
| Sustainable Continuous Quality Improvement | <ul style="list-style-type: none"> <li>• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.</li> <li>• Dialogue about student learning is ongoing, pervasive and robust.</li> <li>• Evaluation of student learning outcomes processes.</li> <li>• Evaluation and fine---tuning of organizational structures to support student learning is ongoing.</li> <li>• Student learning improvement is a visible priority in all practices and structures across the college.</li> <li>• Learning outcomes are specifically linked to program reviews.</li> </ul>  |

\*\* SEE THE WORKSHEET ON THE FOLLOWING PAGE \*\*

## ACCJC SLO RUBRIC PROGRAM WORKSHEET

Instructions: Please use this worksheet to determine the level at which your program is operating on the ACCJC SLO Rubric. After filling out and reviewing this worksheet, determine the level that best describes your program.

### AWARENESS

Which of the items below occur in your department? Check all that apply.

- There is preliminary, investigative dialogue about student learning outcomes.
- There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.
- There is exploration of models, definitions, and issues taking place by a few people.
- Pilot projects and efforts may be in progress.
- The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.

In this space provide examples or reasons for your choices.

### DEVELOPMENTAL

Which of the items below occur in your department? Check all that apply

- Program has established an institutional framework for definition of student learning outcomes.
- Program has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course and program.
- Existing structures are supporting strategies for student learning outcomes definition and assessment.
- Program faculty members have accepted responsibility for student learning outcomes implementation.
- Appropriate resources are being allocated to support student learning outcomes and assessment.
- Faculty and staff are fully engaged in student learning outcomes development.

In this space provide examples or reasons for your choices.

**PROFICIENCY**

Which of the items below occur in your department? Check all that apply.

- Student learning outcomes and authentic assessment are in place for courses and programs.
- There is widespread dialogue about the results of assessment and identification of gaps.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning practices to support and improve student learning.
- Appropriate resources continue to be allocated and fine-tuned.
- Faculty members provide clear goals and purposes of courses and programs to enrolled students.

In this space provide examples or reasons for your choices.

**SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT**

Which of the items below occur in your department? Check all that apply.

- Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive, and robust.
- Student learning improvement is a visible priority in the program.

Provide examples or reason or your choices.

In this space provide examples or reasons for your choices.

## APPENDIX C: PROGRAM REVIEW TEMPLATE GUIDE AND INSTRUCTIONS

*General Advice: Don't assume that your audience knows what you do. This document is for your own reflection but it's also an overview for many people who have no idea about all the things your program does. Try to write the document for that audience.*

1. Use your program review to brag about your program and let the wider community know about the things you are doing.
2. Use your program review to discuss issues that prevent you from doing even more. Thoughtfully consider the challenges facing your program.
3. Use your program review to reflect for yourself on the direction of your program.

| <b>Template</b>  | <i>Guide and Instructions</i>   |
|--|---|
| <p><b>1. <u>Overview of the Program</u></b></p> <p>a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.</p> <p>b) Describe the degrees and/or certificates offered by the program.</p> <p>c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A)</p> <p>d) Discuss the status of recommendations from your previous program review.</p> | <p><b><u>Overview of the Program</u></b></p> <p><i>If someone asked you about your program, what would you quickly tell them? Use this opportunity to do some bragging about things you do and for whom. You may also want to discuss the students (how many served, majors or general education, etc.).</i></p> <p><i>Include the number of units or courses required to complete the program.</i></p> <p><i>What happened with the requests you had before? Are they completed, active, on hold, abandoned? How did any action or inaction on the past recommendations impact your program?</i></p> |
| <p><b>2. <u>Analysis of Institutional Research and Planning Data</u> (include data provided by Institutional Research &amp; Planning)</b></p>  | <p><b><u>Analysis of Institutional Research and Planning Data</u> (include data provided by Institutional Research &amp; Planning)</b></p> <p><b><i>Instructions for accessing your program data:</i></b></p> <ol style="list-style-type: none"> <li>1. Enter into the ECC Portal</li> <li>2. From the tabs on the top right, select "Areas".</li> <li>3. From the drop-down menu select "Institutional Effectiveness" and then</li> </ol>  |

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| <p>Provide and <u>analyze</u> the following statistics/data.</p> <p>a) Head count of students in the program</p> <p>b) Course grade distribution</p> <p>c) Success rates (Discuss your program’s rates in light of the college’s success rate standard. Set a standard for your program.)</p> <p>d) Retention rates</p> | <p><i>“Program Review.”</i></p> <ol style="list-style-type: none"> <li>4. <i>From the list on the left, under “Documents,” select “Academic Affairs.”</i></li> <li>5. <i>Select “Program Review Datafile-ECC”</i></li> <li>6. <i>An Excel spreadsheet will open up. It may take a while for this to open; it’s a big document. This spreadsheet contains all the information for all the programs at ECC.</i></li> <li>7. <i>Please read the first page carefully. It explains that the information is on separate pages accessible through the tabs at the bottom of the page titled Academics, Demographics, and Enrollment Trends.</i></li> <li>8. <i>To reach the information for your program, select the Academics tab at the bottom of the Excel spreadsheet.</i></li> <li>9. <i>In the drop-down menu at the top left of the page next to “Program,” select your program. The information for your program will automatically fill all three pages – Academics, Demographics, and Enrollment Trends.</i></li> <li>10. <i>You can print out the information for your program or you can cut-and-paste the information into a separate document so you don’t have the huge, full document saved on your computer. (To copy &amp; paste from the Excel file into a Word document, use the ‘Paste-as-Image’ option when pasting.)</i></li> </ol> <p><i>Are there some courses that stand out in one way or another in terms of grades?</i></p> <p><i>Success is defined as a student completing the course with an A, B or C.</i></p> <p><i>Institutional Research and Planning will provide programs with a proposed percentage for their success standards and a rationale for that number. In addition, faculty will be given topics for discussion and consideration as they finalize the standards for their program. Please explain changes to the proposed percentage.</i></p> <p><i>Retention is defined as the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date. In essence, it is the percentage of students who did not withdraw or drop</i></p> |
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| <p>e) A comparison of success and retention rates in face-to-face classes with distance education classes</p> <p>f) Enrollment statistics with section and seat counts and fill rates</p> <p>g) Scheduling of courses (day vs. night, days offered, and sequence)</p> <p>h) Improvement rates (if applicable)</p> <p>i) Additional data compiled by faculty</p> <p>j) <b>List any related recommendations.</b></p> | <p><i>In discussing success and retention rates, consider using SLO assessment data as a complement, especially in cases where success is low due to large numbers of drops. SLO data can show that students who stay in courses do learn.</i></p> <p><i>Are sections over/under filled?</i></p> <p><i>Are the times and frequencies that courses are scheduled fulfilling the need or demand for the courses? Daytime classes begin weekdays before 4:30 pm. Night classes begin after 4:30 pm. Classes are weekend if they include a Saturday or Sunday meeting time and unknown if there is no set time as in Distance Ed or Work Experience.</i></p> <p><i>Improvement rates, sometimes called persistence, measure the progress of students through a sequence of courses. Do students move through the sequence well?</i></p> <p><i>The following websites contain rich data resources about your program and the college:</i></p> <ol style="list-style-type: none"> <li>1. <i>ECC Institutional Research and Planning</i><br/><a href="http://www.elcamino.edu/administration/ir/">http://www.elcamino.edu/administration/ir/</a></li> <li>2. <i>Chancellor's Office Data Mart</i><br/><a href="http://datamart.cccco.edu">http://datamart.cccco.edu</a></li> </ol> <p><i>Additional data may include survey data, test scores, career placement, etc. Requests for specific data collection can be made at the Institutional Research and Planning website, or by speaking with IRP staff. If you have any questions about data or its collection, please contact IRP.</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p> |
| <p><b><u>3. Curriculum</u></b></p> <p>Review and discuss the curriculum work done in the program during the past four years, including the following:</p>  | <p><b><u>Curriculum</u></b></p> <p><i>CurricUNET is the ECC database for curriculum: <a href="http://www.curricunet.com/elcamino/">http://www.curricunet.com/elcamino/</a> Your login is the first portion of your ECC email address before the @, for instance "jdoe". If you have not used CurricUNET or changed the password, your</i></p>  |

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| <p>a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.</p> <p>b) Explain any course additions to current course offerings.</p> <p>c) Explain any course deletions and inactivations from current course offerings.</p> <p>d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)</p> <p>e) Discuss how well the courses, degrees, or certificates meeting students' transfer or career training needs.</p> <ol style="list-style-type: none"> <li>1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?</li> <li>2. Are there any concerns regarding program courses and their articulation?</li> </ol> <p>3. How many students earn degrees and/or certificates in your program? Do students take licensure</p> | <p>password is "changeme".</p> <p><i>For curriculum questions and timelines, consult your department's representative to the Division Curriculum Committee or your division representative to the College Curriculum Committee:</i><br/> <a href="http://www.elcamino.edu/academics/cc/s5cccommittee.asp">http://www.elcamino.edu/academics/cc/s5cccommittee.asp</a></p> <p><i>Course deletions permanently eliminate a course, whereas inactivations put a course "on hold." An inactivated course does not appear in the college catalogue but can be relatively easily reactivated through the curriculum process. It is much easier to reactivate a course than to create a new one. Some courses are currently being inactivated because they have not been offered in the past several years</i></p> <p><i><b>Articulation</b> refers to an official agreement between ECC and other institutions. If a course has been "articulated" it means that the institution acknowledges that the course is equivalent to the course offered on their campus and agrees to accept it in lieu of their course. Information about articulation agreements can be found at <a href="http://assist.org">assist.org</a>. To discuss articulation issues or to develop an articulation agreement with another campus, contact our Articulation Officer, Lori Suekawa <a href="mailto:lsuekawa@elcamino.edu">lsuekawa@elcamino.edu</a> or ext. 3517. <b>Transferable</b> means that an institution will accept a course as elective credit but does not guarantee course-to-course credit.</i></p> <p><i>Set a specific, realistic goal based on your data. Discuss any related factors that may impact student</i></p> |
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| <p>exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.</p> <p><b>f) List any related recommendations.</b></p>  | <p><i>attainment.</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>   |
| <p><b>4. <u>Assessment and Student Learning Outcomes (SLOs)</u></b></p> <p>a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.</p> <p>b) Provide a timeline for your course and program level SLO assessments.</p> <p>c) State the percent of course and program SLO statements that have been assessed.</p> <p>d) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.</p> <p>e) Determine and discuss the level your program has attained in the SLO Rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)</p> <p>f) Describe how you have improved your SLO process and engaged in dialogue about assessment results.</p> | <p><b><u>Assessment and Student Learning Outcome (SLOs)</u></b></p> <p><i>In this section, you will discuss the SLO process as well as assessment results. SLO results can be a good measure of learning, especially for those programs where success is low due to a large number of Ws.</i></p> <p><i>The SLO statements, alignment grids, and timelines are available on your division SLO page and from your SLO facilitator.</i></p> <p><i>Consult your division SLO facilitator or division representative to the college-wide Assessment of Learning Committee to find out the percentage of courses assessed in your program:</i><br/> <a href="http://www.elcamino.edu/academics/slo/alc.asp">http://www.elcamino.edu/academics/slo/alc.asp</a></p> <p><i>Discuss what you have learned by assessing your SLOs and PLOs. Describe changes you have made after considering assessment results and describe the impact of those changes. Assessment results can be found in the binders in your division office.</i></p> <p><i>Fill out the worksheet in Appendix B to help determine the level of your program on the ACCJC's SLO Rubric.</i></p> <p><i>Is the program making improvements to the SLO process and raising SLO awareness with faculty and students? Have SLO assessment results been shared and discussed in meeting, at brown-bag lunches, etc.? Is information about SLOs distributed via</i></p> |

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| <p><b>g) List any related recommendations.</b></p>   | <p><i>email, bulletin boards, or some form of update?</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>   |
| <p><b>5. <u>Analysis of Student Feedback</u></b></p> <p>Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.</p> <p>a) Describe the results of relevant student feedback.</p> <p>b) Discuss the implications of the survey results for the program.</p> <p>c) <b>List any related recommendations.</b></p>  | <p><i>How were the surveys distributed and what was the response rate? Are there any noteworthy patterns of student feedback? Analyze areas where student perceive the program is performing well and areas where students perceive the program could use improvement. Attach survey report from IRP as an appendix</i></p> <p><i>Does the student feedback correlate with any of your findings in other program review areas (Curriculum, Facilities, etc.)? Are students asking for courses, services, or other items which require additional resources?</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p> |
| <p><b>6. <u>Facilities and Equipment</u></b></p> <p>a) Describe and assess the existing program facilities and equipment.</p> <p>b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.</p> <p>c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.</p> <p>d) <b>List any related recommendations.</b></p> | <p><b><u>Facilities and Equipment</u></b></p> <p><i>Fully justify facilities and equipment needs and explain the impact that not receiving them will have on your program. Also think about how equipment and facilities can be consolidated or shared to satisfy needs.</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>  |

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| <p><b>7. <u>Technology and Software</u></b></p> <p>a) Describe and assess the adequacy and currency of the technology and software used by the program.</p> <p>b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.</p> <p>c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.</p> <p><b>d) List any related recommendations.</b></p> | <p><b><u>Technology and Software</u></b><br/> <i>Justify technology and software needs by explaining the impact not receiving them will have on your program.</i></p> <p><i>When developing a list of technology and software needs, be sure to include the cost of maintenance and upgrades. Provide cost estimates.</i></p> |
| <p><b>8. <u>Staffing</u></b></p> <p>a) Describe the program’s current staffing, including faculty, administration, and classified staff.</p> <p>b) Explain and justify the program’s staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.</p> <p><b>c) List any related recommendations.</b></p>   | <p><b><u>Staffing</u></b><br/> <i>Justify staffing needs by explaining the impact not receiving them will have on your program.</i></p> <p><i>Include the cost estimates for classified staff and faculty.</i></p>  |
| <p><b>9. <u>Direction and Vision</u></b></p> <p>a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?</p> <p>b) Explain the direction and vision of the program and how you plan to achieve it.</p> <p><b>c) List any related recommendations.</b></p>  | <p><b><u>Direction and Vision</u></b></p> <p><i>What do you envision as in ideal future direction for your program? What is the future of your program and how do you hope to get there?</i></p>  |

**10. Prioritized Recommendations**

- a) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.

| <b>Recommendation</b> | <b>Cost</b> | <b>S.I.</b> |
|-----------------------|-------------|-------------|
| 1.                    |             |             |
| 2.                    |             |             |
| 3.                    |             |             |

- b) Explain why the list is prioritized in this way.

**Prioritized Recommendations**

*All the prioritized recommendations appearing in this list should be discussed and justified earlier in the review.*

*Be sure to include the cost estimates for pertinent recommendations. The recommendations that carry a cost will be entered into Plan Builder, ECC's planning and budgeting software, and must have a cost and a link to a strategic initiative to be considered.*

**NOTE:** *Dissenting opinions should be included when consensus is not reached among program faculty and/or between program faculty and the division dean. A report should be added to the program review as an appendix. This report should clearly state the areas of dissension and reason for dissenting opinion.*

**APPENDIX D: RUBRIC FOR PROGRAM REVIEW FEEDBACK**

This rubric is used by the Academic Program Review Committee to provide feedback on program review drafts.

**Section 1 – Overview of the Program**

Does the overview succinctly describe the program and status of past recommendations? Yes No

Is the program aligned with the college mission and strategic initiatives? Yes No

General comments for section 1:

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**Section 2 – Analysis of Institutional Research Data**

|                                  | <b>How thoroughly are issues discussed in the data analysis?</b> | <b>Is data used to effectively and accurately support recommendations?</b> |
|----------------------------------|--|--|
| <b>Head Count</b>                |  |  |
| <b>Course Grade Distribution</b> |  |  |
| <b>Success Rates</b>             |  |  |
| <b>Retention Rates</b>           |  |  |

|   | <b>How thoroughly are issues discussed in the data analysis?</b> | <b>Is data used to effectively and accurately support recommendations?</b> |
|---|--|--|
| <b>Distance Education (success and retention)</b> |  |  |
| <b>Enrollment Statistics</b>                      |  |  |
| <b>Scheduling</b>                                 |  |  |
| <b>Improvement Rates (if applicable)</b>          |  |  |
| <b>Additional Data</b>                            |  |  |

Does the review set a standard for success and provide an explanation? Yes No

General comments for section 2:

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**Section 3 – Curriculum**

Does the program have a timeline to review all courses on a 6-year cycle? Yes No

Does the review discuss degrees, certificates, and licensure exams? Does it set and discuss goals for these? Yes No

General comments for section 3:

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**Section 4 – Assessment and Student Learning Outcomes**

Does the review provide the alignment of course SLOs, PLOs, and ILOs? Yes No

Does the program have a timeline for course and program SLO assessment? Yes No

Does the review state the % of course and program SLOs assessed? Yes No

Does the review explain how assessment results have led to changes in instruction, curriculum, and/or programs? Explain.

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Does the review analyze the changes that were implemented as a result of assessment? Explain.

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Does the review state the level of the program on the ACCJC SLO rubric? Yes No

Does the level appear accurate? Yes No

Does the review explain how the program has refined and improved its SLOs and assessment process? Does the review explain how the program dialogues about SLO assessments?

General comments for section 4:

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**Section 5: Analysis of Student Feedback**

Does the review provide feedback results from IRP and accurately describe the results of student feedback? Yes No

Does the review connect student feedback to possible actions and/or resources needed by the program? Yes No

General comments for section 5:

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**Section 6: Facilities and Equipment**

Are the costs of the recommendation/s listed? Yes No

Is sufficient evidence provided to explain the need for the recommendation/s? Yes No

General comments for section 6:

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**Section 7: Technology and Software**

Are the costs of the recommendation/s listed?                      Yes   No

Is sufficient evidence provided to explain the need for the recommendation/s?    Yes   No

General comments for section 7:

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**Section 8: Staffing**

Are the costs of the recommendation/s listed?    Yes   No

Is sufficient evidence provided to explain the need for the recommendation/s?    Yes   No

General comments for section 8:

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**Section 9: Direction and Vision**

Does the review explain relevant changes in the academic field/industry using evidence?    Yes   No

Does the review explain how those changes will impact the program?    Yes   No

General comments for section 9:

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**Section 10: Prioritized Recommendations**

Is the list of recommendations prioritized? Yes No

Is the prioritization explained? Yes No

Are costs included for each recommendation, when necessary? Yes No

Is each recommendation linked to a strategic initiative? Yes No

Is each recommendation discussed and justified in a previous section of the review? Yes No.

General comments for section 10:

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**CTE Supplemental Questions (if applicable)**

General Comments:

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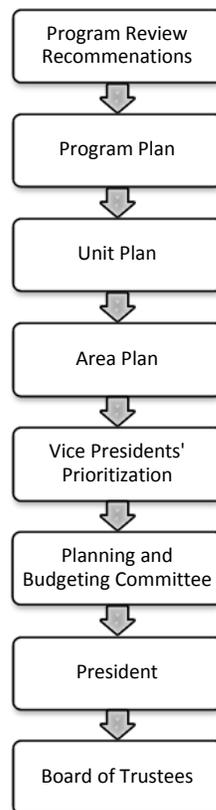
**APPENDIX E: WHY YOUR PROGRAM REVIEW MATTERS.**

Academic program review is an opportunity for faculty to reflect on the successes and challenges of their academic program; to develop a future direction for the program; and to consider how they can improve their program to enhance student learning and success. In addition, program review provides a vital link between student learning in our classroom and the operation of the college through planning and budgeting. The funding requests in the recommendation of program review enter into the campus planning and budgeting process.

After considering a variety of quantitative and qualitative data, including SLO assessment results, program review identifies changes to improve student learning and success in the program and its courses. These changes are sometimes instructional and can be directly implemented by faculty in the classroom without additional cost. Other times, faculty recommends changes to curriculum or degrees and certificates, which are proposed to the Division and College Curriculum Committees.

| <b><u>Inputs</u></b>   |                                | <b><u>Outputs</u></b>   |
|--|--------------------------------|---|
| <b>Institutional Research Data</b><br>(success, retention, grade distribution, fill rates, etc.) | <b>Your Program<br/>Review</b> | <b>Future Vision for your program.</b>  |
| <b>Curriculum</b><br>(review, distance education, degrees, certificates, etc.)                   |                                | <b>Instructional Changes</b>  |
| <b>SLO and PLO Assessments</b><br>(data and recommendations from assessment)                     |                                | <b>Curriculum or Program Changes</b>  |
| <b>Operational Issues</b><br>(facilities, equipment, technology, staffing)                       |                                | <b>Operational Funding Requests</b> (facilities, equipment, technology, staffing) |
| <b>Conditions in the Academic Field or Industry</b>  |                                | <b>Prioritized List of Recommendations</b>  |

In program review, recommendations that incur a cost are carefully prioritized and connected to one or more of the College's strategic initiatives. Program review recommendations are entered into the program Annual Plan. Deans and Division Councils consider the recommendations from each program and create a prioritized list for their division. This is included in a Unit Plan. The Vice President of Academic Affairs reviews the priorities in each of Unit Plans and determines the top priorities in the area, creating an Area Plan for academic affairs. All five Vice Presidents work together to consider and prioritize all the requests in the area plans to determine the College's top priorities. These prioritized funding requests are then presented to the Planning and Budgeting Committee, which reviews them to ensure they align with the college mission and strategic initiatives. The funding requests are incorporated into the college budget and are forwarded to the President and the Board for their approval.



## **APPENDIX F: CONTACTS AND HELP**

### **WHO CAN HELP?**

#### **1. The Academic Program Review Committee (APRC) and Its Co-Chairs.**

- Karen Whitney Co-Chair of APRC, Fine Arts: x3613 – [kwhitney@elcamino.edu](mailto:kwhitney@elcamino.edu)
- Bob Klier, Co-Chair of APRC, Associate Dean Academic Affairs: x3928 – [rklier@elcamino.edu](mailto:rklier@elcamino.edu)
- Chris Gold, APRC member, Behavioral and Social Sciences: x3751 – [cgold@elcamino.edu](mailto:cgold@elcamino.edu)
- Chris Jeffries, APRC member, Counseling: x3531 – [cjeffries@elcamino.edu](mailto:cjeffries@elcamino.edu)
- Judy Kasabian, APRC member, Mathematics: x3310 – [jkasabian@elcamino.edu](mailto:jkasabian@elcamino.edu)
- Wanda Morris, APRC member, Compton Center: x2702 - [wmorris@elcamino.edu](mailto:wmorris@elcamino.edu)
- Carolyn Pineda, APRC member, Institutional Research and Planning: x6402 - [cpineda@elcamino.edu](mailto:cpineda@elcamino.edu)
- Ambika Silva, APRC member, Mathematics: x3212 - [asilva@elcamino.edu](mailto:asilva@elcamino.edu)
- Chris Wells, APRC member, Fine Arts: x3723 – [rwells@elcamino.edu](mailto:rwells@elcamino.edu)

#### **2. Your Dean.**

- Your Dean is a very helpful resource in providing additional information and guidance. Please share all drafts with your Dean.

#### **3. Institutional Research and Planning (IRP)**

- IRP program review contact and APRC member – Carolyn Pineda – [cpineda@elcamino.edu](mailto:cpineda@elcamino.edu)
- The IRP website contains a variety of useful reports and a link to a research request form if you would like to request more specific data for your program.  
<http://www.elcamino.edu/administration/ir/>

#### **4. Colleagues in Your Program**

- Please work together with colleagues in your program. Some programs decide to assign portions of the template to different faculty members; other programs have one author who consults with their colleagues and receives feedback on drafts.

#### **5. Your Division SLO Facilitator**

- Your division SLO facilitator can help you with section 4 of the template, “Assessments and Student Learning Outcomes.”
- Please consult your division office or the SLO website to find out who is your division SLO facilitator: <http://www.elcamino.edu/academics/slo/contact.asp>.

#### **6. Curriculum Representatives on the Division and College Curriculum Committees (DCC and CCC)**

- For help with section 3 of the template, “Curriculum,” please consult representatives on your DCC (consult your division office for DCC membership) or your division’s representative on the CCC.  
<http://www.elcamino.edu/academics/ccc/s5ccccommittee.asp>

### **WANT TO LEARN MORE ABOUT PROGRAM REVIEW?**

- “Program Review: Setting a Standard.” The Academic Senate of California Community Colleges. <http://asccc.org/sites/default/files/Program-review-spring09.pdf>

## **APPENDIX G: PROGRAM REVIEW TIMELINE AND CHECKLIST**

### **February - March 2014**

- Attend program review orientation and receive program data.

### **March - June 2014**

- Write a rough draft, seeking input from program and division colleagues, including:
  - program faculty
  - division curriculum committee representative
  - division SLO facilitator
  - division Dean and, if applicable, Associate Dean
- Submit all data requests to IRP by May 30, 2014. IRP may not be able to fulfill data requests submitted after this date.

### **June – September 2014**

- Revise the first draft according to feedback received from division colleagues.
- Present revised draft to program and division colleagues. Collect verification of review from colleagues.

### **September 19, 2014**

- Responsible Faculty Member submits completed program review to the Academic Program Review Committee (APRC) co-chairs ([rklier@elcamino.edu](mailto:rklier@elcamino.edu) & [kwhitney@elcamino.edu](mailto:kwhitney@elcamino.edu)) and division Dean.
- If applicable, responsible Faculty Member submits completed CTE 2-year reviews to the APRC co-chairs ([rklier@elcamino.edu](mailto:rklier@elcamino.edu) & [kwhitney@elcamino.edu](mailto:kwhitney@elcamino.edu)) and division Dean.

### **September 25, 2014 – November 20, 2014**

- If needed, meet with APRC Co-Chairs to discuss your program review prior to APRC session.
- Meet with the APRC to discuss your program review.

### **December 19, 2014**

- Final drafts of program review submitted and posted.

**APPENDIX H: PROGRAM AND DIVISION COLLEAGUE REVIEW SHEET**

- 1. Use this sheet to demonstrate that your program review has been reviewed by the appropriate program and division colleagues. Review does not necessitate full agreement with the program review findings, but does indicate that input has been sought from appropriate program and division colleagues.**

Program: \_\_\_\_\_

\_\_\_\_\_  
Division Curriculum Committee Representative

\_\_\_\_\_  
Date Review Completed

\_\_\_\_\_  
SLO Facilitator

\_\_\_\_\_  
Date Review Completed

\_\_\_\_\_  
Division Associate Dean (if applicable)

\_\_\_\_\_  
Date Review Completed

\_\_\_\_\_  
Division Dean

\_\_\_\_\_  
Date Review Completed

- 2. Indicate below when the program review was presented at a program/division meeting.**

\_\_\_\_\_  
Type of Meeting (Program/Division)

\_\_\_\_\_  
Date of Meeting