MiraCosta College

PROGRAM REVIEW AND PLANNING HANDBOOK

Revision 5, Spring 2022

Developed by the MiraCosta College
Institutional Program Review Committee

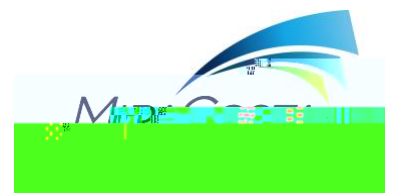Approved by the Administrative Committee and Academic Senate, Spring 2022

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Introduction of Program Review and Planning

Purpose of Program Review and Planning

MiraCosta College is committed to improving, expanding, and maintaining quality programs and services to support student learning and success. Program Review and Planning is the process through which constituencies on campus take stock of their successes and challenges, and identify ways in which they can
-Term Planning Framework. The process applies to all programs/units, instructional, support, and hybrid (any combination thereof), that perform annual Program Review and Planning to assess effectiveness in meeting college
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process is an integral part of institutional effectiveness and a critical driver of planning and budget/resource allocation, as well as other college processes.

The MiraCosta College Integrated Planning chart below incorporates both MiraCosta College Long-Term Planning Framework with the annual Program Review and Planning process.

Accreditation Commission for Community and Junior Colleges (ACCJC) Standards

MiraCosta College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). MiraCosta College embraces accreditation as an ongoing process designed to promote educational quality and institutional effectiveness. As a regionally accredited institution, MiraCosta College adheres to all ACCJC standards regarding the program review, planning, and resource allocation process including but not limited to the standards I.B.5, I.B.9, III.D.2, and III.D.3.

Standard I.B.5.

Institutional Program Review Committee (IPRC)

Institutional Program Review Committee Mission Statement

The Institutional Program Review Committee (IPRC) recognizes the niz5s547.9824.75 Tm0 g010( )15( )]TJETQ0.00000

Program Review and Planning Procedure at MiraCosta College

Program Review and Planning Procedure

As a requirement of accreditation, the
summarized in a format of the following:

> *Program/Unit Data Review*
> *Program/Unit Reflection*
> *Program/Unit Planning*
> *Program/Unit Evaluation*
> *Program/Unit External Peer Review*
> *Program/Unit Validation*
> *Continuous Process Improvements*
> *Resource Allocation*

mission,

In the spring, program/units authors and program/units administrators are strongly encouraged to work collaboratively during the Program Review and Planning process to reflect and plan to

Any improvement plans attached to CTE biannual program reviews must be included as a unique *Program Planning* in the annual program review in the fall following the spring CTE biannual program review. As required by California Education Code section 78016, copies of CTE biannual program reviews will be maintained in the Office of Instruction for public inspection upon request.

Program/Unit Reflection

In the *Program/Unit Reflection*

the author to present a unique perspective on the *Program/Unit Reflection*. In addition, in the *Program/Unit Reflection*, the author discusses any dialogue and/or collaboration that occurs within and/or across divisions related to data trends, data analysis for improvement, improving student success, closing the equity gap, student learning outcomes, and the effectiveness of internal processes and procedures. Lastly, the *Program/Unit Reflection* prompts, in part, any requested or necessary planning to expand, improve, or maintain performance.

For program/unit learning outcomes, a section of the response is dedicated to a brief narrative of assessment results, which is made public on the MiraCosta College website. There are multiple areas of reflection that contain standards whose fulfillment represents the effective programmatic advancement of the college mission and accreditation standards. The areas of reflection are subdivided into program/unit review reflection modules in Anthology (Campus Labs) and are tailored to each program/unit category to gain a robust reflection on the

Program Review prompts for each category see the links available under the [IPRC Canvas Website](#).

Comprehensive Program Review Reflection Modules by Program Category		
Hybrid	**Instructional**	**Support**
Program Performance	Program Performance	Program Performance
Course and Program Learning Outcomes	Course and Program Learning Outcomes	Learning, Services Area, and/or Administrative Unit Outcomes
Learning, Services Area, and/or Administrative Unit Outcomes	Program Resources	Program Resources
Program Resources	Program Personnel	Program Personnel
Program Personnel	Program Curriculum	Dialogue and Collaboration
Program Curriculum	Dialogue and Collaboration	

Program/Unit Planning

In the *Program/Unit Planning* section, program/unit plans are derived primarily from two sources: the Long-Term Planning Framework and reflection of program/unit data against their respective standards. All plans have a standardized format to document their goals and action plans. The plan format is embedded through

(Specific, Measurable, Attainable, Relevant, and Time-bound) that also aligns with BPC resource allocation rubrics. Programs/Units are allowed to have as many goals and action plans as they can capably manage. All programs/units develop their goals and action plans to address either (1) institutional objectives in the Long-Term Planning Framework or (2) expansion, improvement, or maintenance of their programs/units as supported in the *Program/Unit Reflection* section of the Program Review and Planning process.

Program/Unit Evaluation

The responsibility of the *Program/Unit Evaluation* rests on the program/unit assessment by the program/unit chair/director and program/unit administrator. After the completion of the *Program/Unit Reflection* section, program/unit chair/director and program/unit administrators will assign scores in the Comprehensive Program Rev

plans that appropriately address the areas to improve or expand. In the instances where this scoring is not in agreement, IPRC reconciles discrepancies in consultation with the program/unit through instructional, support, or hybrid subcommittees.

Program/Unit External Peer Review and Program/Unit Validation

The Institutional Program Review Committee is responsible for monitoring and ensuring the quality of program/unit reviews. This includes, but is not limited to, the following:

> **Monitors** the completion and quality of the program/unit review every year and keeps a record of programs/units that do not fulfill their program/unit review requirements.
> **Validates** the program/unit that met the mission of the college.
> **Routes** the list of Validation Programs/Units to appropriate Councils (Administrative and Academic Senate) for approval.
> **Forwards** to the Academic Affairs Committee a list of academic programs/units that were not validated.
> **Evaluates** program reviews to identify areas in which improvements can be made.
> **Identifies** exemplary program reviews that are shared with constituencies across the college.
> **Provides** professional development and support opportunities that are targeted towards the areas that need improvement.

In addition, if a program/unit review is identified as needing substantial improvement, outreach efforts are made to the program/unit chair/director and/or program/unit administrator.
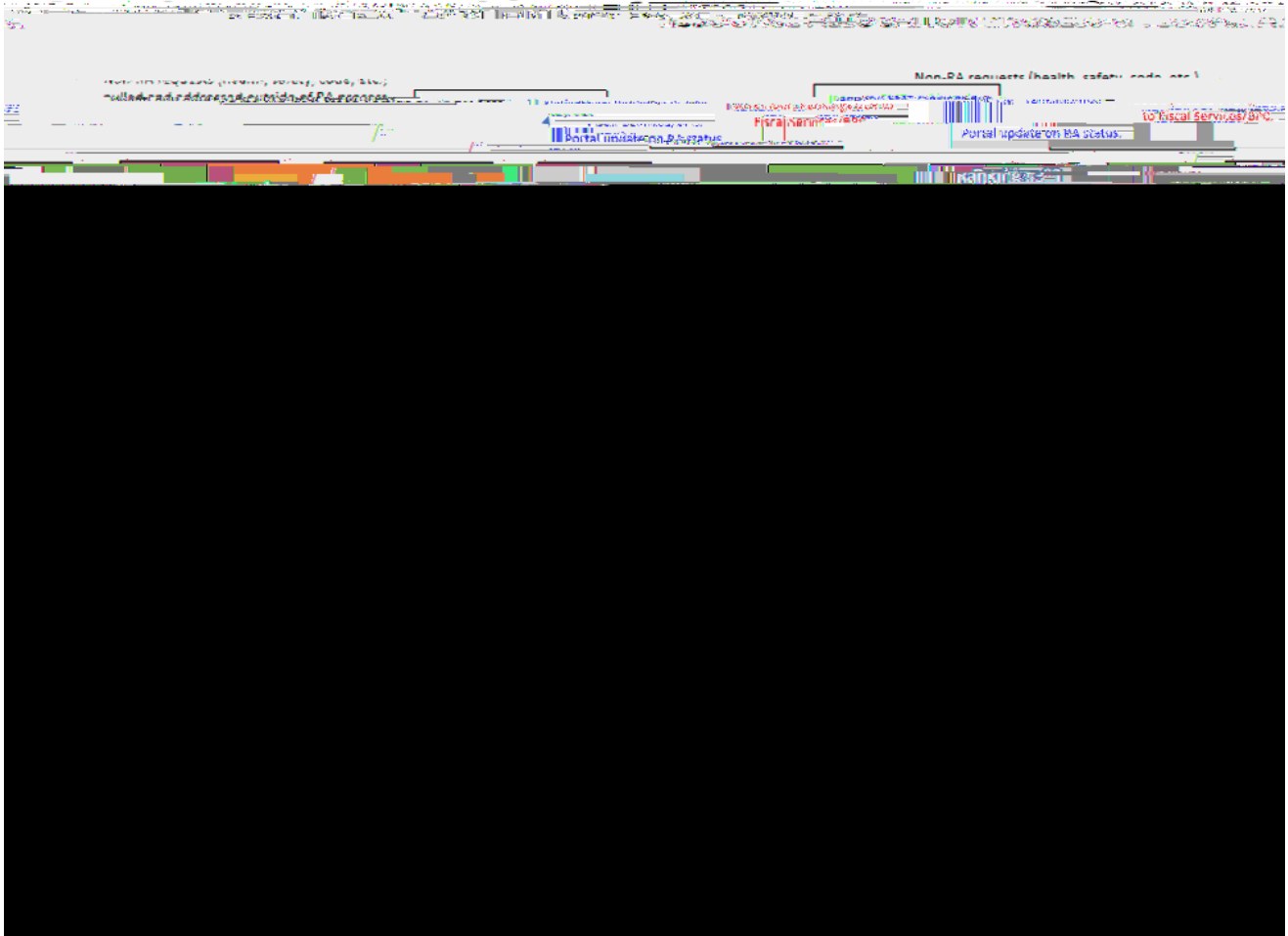
Program Review and Planning Cycles

This is accomplished using a Comprehensive Program Review and Planning in a three-year cycle. For each program/unit, a Comprehensive Program Review occurs every three years, with Annual Program Review Updates occurring every year in-between, and Resource Requests occur annually.

CTE biannual program reviews conducted in spring will be included in the *Program Review* program reviews. This will only occur in odd years (e.g. 2021, 2023, etc).
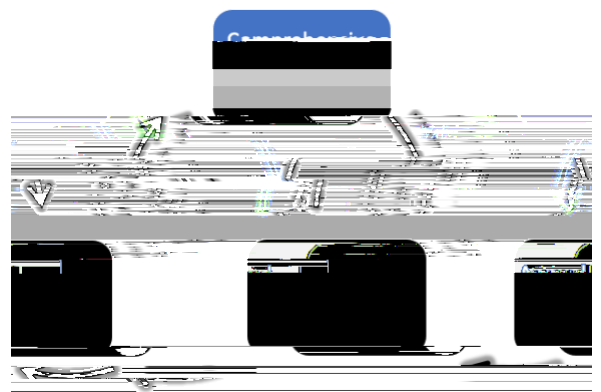
Program/Unit Evaluation: During this stage, the program/unit chair/director and administrator reviews the program review. In addition, for programs/units scheduled a Comprehensive Program Review, the

detailed in the section *Program/Unit Evaluation*.

Program/Unit Planning: The program/unit author adds/updates *Goals/Action Planning*

Definitions

> **Program/Unit**   A program/unit is any logical planning unit within the college that combines resources, staff/faculty, and/or curriculum (as appropriate) to deliver a service towards a stated outcome.

> **Program/Unit Categories**   Programs/Units are categorized strictly according to the applicable areas of *Program/Unit Reflections* and *Program/Unit Data Review*

History

Appendices

Appendix A: Program Categorization

Instructional Programs		
Accounting	Earth Sciences	Literature
Administration of Justice	Economics	Mathematics
Adult High School	Education	Media Arts and Technologies

Hybrid Programs		
Career Studies and Services	Library	Student Accessibility Services
Counseling	Math Learning Center	TASC
Interdisciplinary Studies	Online Education	Writing Center

Learning Communities Program

Dashboard Title	Data/Measure	Definition
	Success/Retention by Disaggregated Groups	The calculations above are disaggregated by the following categories: Ethnicity Gender Age First-Generation Status Economically Disadvantaged Status Student Accessibility Status Foster Youth Sexual Orientation Full-Time/Part-Time Education Goal Campus Course Modality
	Success/Retention by Courses with and Without Support	Specific courses offer multiple versions that are taught with and without a supplemental support course. This tab allows users to compare the rates of the supported and unsupported sections.
	Disproportionate Impact	Specific demographic groups that have a success rate that is significantly lower than that of the group average are considered to be disproportionately impacted. This table disaggregates the different levels of disproportionate impact based on the previously mentioned disaggregation groups.
Student Profile	Unduplicated Headcount	The number of individual students enrolled in a given time period. Disaggregations include: Gender Age Disability Status Ethnicity Residency Educational Level First-generation status Educational Goal Academic and Career Pathway (ACP) Food Insecurity Housing Insecurity Transportation Barriers Admit Type Economically Disadvantaged Status

data showed an underrepresentation of military students, they may wish to do additional outreach to that population to ensure that their program was providing adequate support to that population.

Tab Label	Data/Measure	Definition
Main Page	Program Students	An unduplicated count of students participating in a program at least once during an academic year.
	Program Contacts	The number of times students utilize a given service during an academic year. The purpose of this metric is to gauge the volume of students participating in the program. Not every program tracks contacts as it is more valuable to some programs than others. For example, counseling is very interested not only in the number of students receiving appointments but also in the number of appointments utilized by students. But a program like athletics may not wish to count the number of times students had contact with their program.

Tab Label	Data/Measure	Definition
Economic Characteristics	Economically Disadvantaged Status	Students are considered economically disadvantaged if they receive a Pell Grant or a CalPromise waiver within a given academic year.
	Food Insecurity	Students are considered food insecure if they have difficulty procuring or paying for food at any point during a given academic year.
	Housing Insecurity	Students are considered housing insecure if they have difficulty finding and or paying for reliable housing at any point in a given academic year.
	Transportation Insecurity	Students are considered transportation insecure if they have difficulty finding and or paying for reliable transportation to and from school.

Appendix D: Program Review Data for Hybrid Programs

Core Hybrid Measures

The core data to be used by Hybrid Programs is the same as those measures that appear in Appendix B for Instructional Programs.

Additional Program-Specific Measures

Library			
Review Area	**Data / Measures**	**Measure comparison**	**Trend**
	Database usage	College, Peer group	Y

Program Performance

Appendix E: Characteristics of Exemplary Program Reviews

Criterion	Exemplary	Acceptable	Developing
Reflection	The program review clearly and thoroughly addresses and analyzes all of the standards and there is a clear focus on student success and program improvement.	The program review addresses the standards and there is some focus on student success and program improvement.	The program review minimally addresses the standards and there is limited focus on student success and program improvement.
Dialogue	Discussion leading to plans is robust, includes faculty (if applicable), supervisors, and/or staff, and occurs across disciplines/departments and/or in multiple venues.	Some dialogue occurs among faculty (if applicable), supervisors, and/or staff, within the department/division.	The reflections demonstrate little or no dialogue within the program/division.
Alignment with the mission statement and Long-Term Institutional Goals	Clear and strong evidence that the program is aligned with the college mission and specific Long-Term priorities.	There is some evidence that the program is aligned with the college's mission and specific Long-Term priorities.	Not clearly aligned with college mission or Long-Term planning.

Use of data

Appendix F: CTE Biannual Program Review Form

Appendix G: Program Validation Cover Sheet