

Program Review Handbook

PREAMBLE

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1. Purpose
 - 1.1. To detail the steps involved in conducting the Program Review process at MiraCosta College. Program review is the process through which constituencies on a campus stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively.
2. Scope
 - 2.1. The process applies to all programs, instructional, support and any combination thereof that perform annual Program Review to assess effectiveness in meeting college standards advancing the district's mission.
3. Responsibilities
 - 3.1. Office of Institutional Effectiveness This Office will have primary responsibility for storage and retrieval of program review related data. It is the responsibility of those with program supervisory authority to ensure this Office is empowered to collect, store, and report any needed program data.
 - 3.2. Program Authors- These individuals are responsible for ensuring that appropriate data is collected to sufficiently complete review, reflection, and planning required of Program Review. Authors are also responsible for ensuring adherence to the Program Review timeline.
 - 3.3. Program Supervisors- Program supervisors represent the various levels of administration and supervision in effect around the college and they are responsible for working with Program Authors to ensure adequacy of data for Review and Reflection and that the data can sufficiently demonstrate fulfillment of program standards. Supervisors are also responsible for ensuring adherence to Program Review timeline.
 - 3.4. Institutional Program Review Committee (IPRC) In coordination with other committees (as required) IPRC will define the process and its associated standards, assist in the execution of the process, validate programs, and collect feedback to act on process improvements.
4. References
 - 4.1. AP3250- Institutional Planning
 - 4.2. AP4102- Career and Technical Education
 - 4.3. MiraCosta College Student Learning Outcomes and Assessment Handbook
 - 4.4. Integrated Planning Manual
 - 4.5. MiraCosta College Comprehensive Master Plan
 - 4.6. MiraCosta College Mission/Institutional Goals/Institutional Student Learning Outcomes
 - 4.7. MiraCosta College Strategic Plan
 - 4.8. MiraCosta College Technology Plan
 - 4.9. MiraCosta College Online Education Plan
 - 4.10. AP4020- Program Discontinuance
 - 4.11. Institutional Program Review website: <http://www.miracosta.edu/governance/iprc/index.html>
 - 4.12. Standards from the Accrediting Commission for Community and Junior Colleges (ACCJC) and Western Association of Schools and Colleges
 - 4.13. State of California Education Code
 - 4.13.1. Title 5 §53200 Academic and professional matters, standards and policies regarding student preparation and success
 - 4.13.2. Education Code Title 5 §51022 Instructional Programs
 - 4.13.3. Title 5 §54200 Student Equity Plans
 - 4.14. MiraCosta College Budget and Planning Committee Resource Allocation Rubrics for BPC and Division

5. Definitions

5.1. Program-- A program is any logical unit in the college that combines resources, staff/faculty, and curriculum (as appropriate) to deliver a service towards a stated outcome.

5.2. Reflect Areas- There are five reflect areas that contain standards whose fulfillment represent the effective programmatic advancement of the college mission.

5.2.1. Program Performance

5.2.2. Program Outcomes

5.2.3. Program Resources- Equipment, supplies, and facilities

5.2.4. Program Personnel- Staff, faculty, and administration

5.2.5. Program Curriculum and Students- Specifically, the curriculum managed by Courses and Programs Committee and students appropriately identified through an instructional program

5.3. Program Categories- Programs are categorized strictly according to the applicable Areas of Review and this categorization has no bearing on existing organizational or divisional structures.

5.3.1. Instructional Programs- A category of programs that combine resources, personnel, curriculum, and students that lead to measurable outcomes of performance, including student learning outcomes. See Attachment 1.

5.3.2. Support Programs- A category of programs that combine resources and personnel that lead to measurable outcomes of performance, including student learning outcomes, service area outcomes, administrative- in is n 0.7(i)-004 Tw [(pc 0.00-14.1(s)(pc 0.00-1n3(e)-6(s)-4.3(.w 0.21.4(e)-6(a (e)-6(a)-3.3

6.1.3.1.1. In some cases, this performance

6.1.6.3. As required by California Education Code section 78016

2.0 PLAN ALIGNMENTS AND MOTIVATION

2.1 District Mission Alignment (How well does this plan align with the District Mission Statement?) 12.8(s) 8. ATment

6.4. Validation

- 6.4.1. The program review process will document each program's reinforcement and advancement of the district's mission statement.
- 6.4.2. The responsibility of validation rests with the Institutional Program Review Committee but their evaluation will be based on the assessment of program authors and program supervisors.
- 6.4.3. After submission of the final program review, program authors and program supervisors will assign scores to the program.
 - 6.4.3.1. Program authors and supervisors are strongly encouraged to work collaboratively during the program review process to reflect and plan to a level that meets the expectations of all program stakeholders.
 - 6.4.3.2. In the instances where this scoring is not in agreement, IPRC will reconcile discrepancies in consultation with the program through Instructional Support or Hybrid subcommittees.
- 6.4.4. Program Evaluation
 - 6.4.4.1. Program is effectively meeting the mission of the college in all areas of review. Program development plans appropriately address areas to improve or expand.
 - 6.4.4.2. Program is effectively meeting the mission of the college. In three or more areas of review, the program needs significant improvements to performance against standards. Program development plans appropriately address areas to improve.
 - 6.4.4.3. Program is not effectively meeting the mission of the college in three or more areas of review. Program development plans do not sufficiently address areas to improve.
- 6.4.5. Program Validation
 - 6.4.5.1. At the end of the program review process, a cover sheet will be generated that reports the programs that have effectively met the mission of the college.
 - 6.4.5.2. Programs found to not effectively meet the mission of the college will not be listed and, by exclusion, this informs any relevant downstream processes.
 - 6.4.5.3. A sample of the cover sheet is included in Attachment 9.
 - 6.4.5.4. Program Validation will be routed to appropriate Councils (Administrative and Academic Senate) for approval.

6.5. Program Review Timeline

- 6.5.1. Stages of Review: There are five stages of review as part of the program review process.
 - 6.5.1.1. Stage 1 Review/Reflect/Plan: This stage is the work of the program review author to assemble the first draft of the program review packet. IPRC is available as a resource during this time. This stage begins as soon as Review data is available.
 - 6.5.1.2. Stage 2 Local Revision: This stage is a formal

6.7. Continuous Improvement

6.7.1. In an effort to improve the program review process, IPRC will solicit feedback from all program authors to inform continuous quality improvements. The following questions will be asked of all program review authors:

6.7.1.1. How can the program review process improve and better serve your program and its

Attachment 1 Program Categorization

Instructional Programs		
Accounting	Geology	Liberal Arts
Administration of Justice	Oceanography	Linguistics
Anthropology	Economics	Literature
Architecture	Education	Mathematics
Art	Energy Technology	Media Arts and Technologies
Articulation	English as a Second Language	Medical Administrative Professional
Astronomy	English, Pre-transfer	Music
Automotive Technology	English, Transfer	Noncredit ESL
Biology	Film	Noncredit Short Term Vocational
Biotechnology	French	Nursing and Allied Health
Business	Geography	Nutrition
Business Office Technology	German	Philosophy
Chemistry	Gerontology	Physical Science
Child Development	Health	Physics
Chinese	History	Political Science
Communication Studies	Honors Scholar Program	Psychology

Attachment 2 Instructional Standards

Reflect Area	Standards
Program Performance	Have program enrollments ac2(e)7(n)34(rn)10.2(t) re f(m)0.(h)-16.5(m)-1.1(e)-34Tw 5.6(t) 7(n)822.:

Attachment 3 Support Standards

Reflect Area	Standards
Program Performance	<p>Program Relations Is the program held in high regard within the institution and by those to whom it is responsible for providing functions and services? Are clients satisfied with respect to the program's responsiveness, effectiveness, expertise, efficiency, innovation, and professionalism? Are improvements necessary within the program to enhance the satisfaction of the district's employees, external contacts and colleagues?</p> <p>Processes and Procedures Are the program's internal processes and procedures sufficient to attend to the tasks for which the program is responsible? Are these procedures and processes current, clear, coherent, consistent, and complete? Are the procedures and processes well understood and routinely observed? Would changes to any of these procedures or processes improve institutional efficiency or better address the needs they seek to address?</p> <p>Regulatory Compliance Does the program attend to and meet all various local, state, and/or federal statutory and regulatory requirements and guidelines by which it is bound, including board policy? Are audit procedures sufficient to insure compliance? Is the program effective at explaining these requirements to other programs throughout the institution and seeing that those programs do not act in ways that would compromise institutional compliance?</p> <p>Effectiveness and Initiative Is the program encouraged to seek out, to explore, and, when practicable, to implement effective ways of accomplishing its functions or fulfilling its responsibilities? Does the program promote and make use of new ideas and new initiatives designed to enhance its performance and/or efficiency? If appropriate, is the department at the leading edge among its peers at other comparable institutions?</p>
Program Outcomes	<p>Have administrative unit outcomes (AUOs), or their equivalent, been written for this program? Are the program's AUOs still relevant? Were the</p>

Attachment 4 Hybrid Standards

Reflect Area	Standards
<p>Program Performance</p>	<p>Instruction-related Standards</p> <p>Have program enrollments across the range of curricular offerings been in line with expectations, relative to collegewide trends and/or to enrollment trends in comparable programs at other educational institutions? Are the student/faculty ratios and class capacities in this program consistent with college expectations, disciplinary norms, and with sound educational practice?</p> <p>How effective is the program in attending to and promoting the success of its students in terms of, as appropriate, course completion rates, course grade distributions, degrees and certificates awarded, transfers to other institutions, assessment of course-based student learning outcomes, objective evaluation of student preparedness (assessment, placement, course and corequisites), market and industry trends, advisory board feedback, and other comparable issues?</p> <p>Program Relations (Service Area-related)</p> <p>Is the program held in high regard within the institution and by those to whom it is responsible for providing functions and services? Are clients satisfied with respect to the program's responsiveness, effectiveness, expertise, efficiency, innovation, and professionalism? Are improvements necessary within the program to enhance the satisfaction of the district's employees, external contacts and colleagues?</p> <p>Processes and Procedures (Service Area-related)</p> <p>Are the program's internal processes and procedures sufficient to attend to the tasks for which the program is responsible? Are these procedures and processes current, clear, coherent, consistent, and complete? Are the procedures and processes well understood and well observed? Would changes to any of these procedures or processes improve institutional efficiency or better address the needs they seek to address?</p> <p>Regulatory Compliance (Service Area-related)</p> <p>Does the program attend to and meet the various local, state and/or federal statutory and regulatory requirements and guidelines by which it is bound, including board policy? Are audit procedures sufficient to insure compliance? Is the program effective at explaining these requirements to other programs through the institution and seeing that those programs do not act in ways that would compromise institutional compliance?</p> <p>Effectiveness and Initiative (Service Area-related)</p> <p>Is the program encouraged to seek out, to explore, and, when practicable, to implement effective ways of accomplishing its functions or fulfilling its responsibilities? Does the program promote and make use of new ideas and new initiatives designed to enhance its performance and/or efficiency? If appropriate, is the department at the leading edge among its peers at other comparable institutions?</p>
<p>Program Outcomes</p>	<p>Program Outcomes (Both Instructional and Service Area-related)</p> <p>What types of outcomes have been written for this program? Service Area Outcomes? Administrative Unit Outcomes? Student Learning Outcomes? Have Assessment Cycles (ACs) been established and have assessments been conducted according to a timeline? How have the results been used to provide continuous improvement of the program?</p> <p>Have student learning outcomes (SLOs) been written for this program? Are the discipline and program SLOs still relevant? Were any Course or Program SLO revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record?</p>
<p>Program Resources</p>	<p>Are the offices, work areas, intranet and enterprise technology resources, storage, and other spaces as to the program sufficient in terms of square footage, location, quality, and upkeep to optimize departmental performance? Of what quality are the facilities that currently house this program and in what ways to these affect the ability of the program to achieve its objectives?</p> <p>Is the program provided with supplies, software, and equipment appropriate in kind, amount, accessib</p>

	and quality to address the needs of staff and students in the program and to meet program requirements and objectives?
Program Personnel	<p>Is the program provided with sufficient resources and opportunity to allow its staff to remain abreast of current trends and requirements, to develop proficiency and expertise, to serve onsite and online students, to learn new skills and to explore new initiatives, or to make innovative contributions to the functioning of the department?</p> <p>Is the program provided with sufficient administrative and staff support to meet its objectives and to perform to the standards that it and the college expects?</p> <p>What actions have the faculty members appointed to the program taken to remain current in the discipline? What change to the program faculty in terms of appointments, promotions, retirements, or resignations have occurred since the last review of the program?</p> <p>Is the distribution of tenured and untenured, permanent and temporary, full-time, part-time, and overload assignments appropriate and in keeping with college or disciplinary standards?</p>
Program Curriculum and Students	<p>Has the curriculum in this program been kept current and contemporary through regular reviews of and modifications to approved courses, contents of course outlines, modes of instruction, delivery, degree and certificate paths, prerequisites and corequisites, course sequencing, student learning outcomes, articulation agreements, and other comparable issues?</p> <p>Consider the profiles of students in your program and address whether this is changing over time, if there is an underlying cause driving the change, if you expect the trend to continue, and how the profiles compare your peer group and the entire college.</p>

Attachment 5 Review Data for Instructional Programs

Review Reflect Area	Data / Measures	Measure comparison	Trend
Program Performance	WSCH	CMP target, College, Peer group	Y
	WSCH/FTEF	CMP target, College, Peer group	Y
	Fill Rate	CMP target, College, Peer group	Y
	FTES	College, Peer group	Y
	Student headcount	College, Peer group	Y
	Total Course Enrollments	College, Peer group	Y
	Avg Enrollment per Section	College, Peer group	Y
	# of Course offerings per AY	College, Peer group	Y
	# of Course Sections per AY	College, Peer group	Y
	# of Unduplicated Courses in Catalog	College, Peer group	N
	Successful Course Completion	College, Peer group	Y
	Retention	College, Peer group	Y
	Avg Units Attempted per AY	College, Peer group	Y
	Avg Units Earned per AY	College, Peer group	Y
	Avg Term GPA	College, Peer group	Y
	Avg Cumulative GPA	College, Peer group	Y
	Degrees and Certificates awarded	College, Peer group	Y
	Grade Distribution	College, Peer group	N
	Student Equity	College, Peer group	Y
	Program Resources	Budget	College and Peer group
# of classified staff, FTE		College and Peer group	Y
FTEF		College and Peer group	Y
Program Personnel	FTEF FT/PT	College and Peer group	Y
	Reassigned Time	College and Peer group	Y
	FTEF FT/PT (w/o reassigned)	College and Peer group	N

and Peer group

Untenure College and Peer group

Definitions

WSCHs the total Weekly Student Contact Hours resulting from all enrollment within the program
FTEs the total Full Time Equivalent Student value resulting from all enrollment within the program
FTE is the FullTime Equivalent faculty associated with the program's

Attachment 6 Review Data for Support Programs

This section will be updated as this varied information becomes available. Programs are expected to develop plans to define and develop appropriate measures of performance to demonstrate fulfillment of standards. This information, as necessary, will then be included in the next update of this Program Review Handbook.

Attachment8 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	Dialogue 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 mission statement and EMP Institutional Goals	Clear and strong evidence that the program is aligned with college mission and specific EMP priorities.	There is some evidence that the program is aligned with college mission and specific EMP priorities.	Not clearly aligned with college mission or EMP.

Use of data

- The use of data is strongly tied to decisionmaking.
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Criterion	Exemplary	Acceptable	Developing
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MIRACOSTA COLLEGE
CAREER & TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

(2020-2021)

Signature: _____
 Date: _____

1. Purpose of this Program

Significantly Changed Purpose in the Last Two Years _____ Minor Changes in the Last Two Years _____
 (Description, mission, target population, etc.)

2. Demand for this Program

High Demand _____ Adequate Demand for our students _____
 (Questionnaire, Surveys, etc.)

Significant Improvement _____ Highest Quality _____ Meets Student Needs _____ Needs Improvement _____
 (Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

Compliant with _____ Benefits From and _____ Complies with _____ Not Compliant _____
 (Legislation, Title 5, Licensing, CCOCCO mandates, Perkins, etc.)

Unit Growth Anticipated _____ On Track for Next Two Years _____ Need Significant Changes and/or Increased Resources to Continue _____ Significant Anticipation _____
 (Recommendations, project future trends, personnel and equipment needs, etc.)

Attach Improvement Plan if necessary and agreed to with Dean of CTE

NOTE: Programs with degrees and/or certificates with no completers over three consecutive years are NOT eligible for this review.

Attachment10 Program Validation Cover Sheet

