Program and Department Review Handbook



2018

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## Overview

Program and Department Review is an integral part of the total process of planning and budgeting at Coastline Community College (CCC). The evaluation and recommendation subsections from each program review provide the basis for informed decision-making on programs, personnel, facilities, equipment, and budget.

The Program and Department Review process is an effective vehicle for accountability and provides an opportunity for employees of CCC to actively participate in the growth of their programs, departments and the growth of the college as a whole. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

Program and Department Review has been outlined by the Western Association of Schools and Colleges (WASC) and the Accrediting Commission for Community and Junior Colleges (ACCJC) as a mechanism to build awareness, develop strategies to increase proficiency and sustainability through continuous quality improvement.

## Review Process

The Program and Department Review process at CCC follows the same pattern. All instructional programs and non-instructional departments CCC will be reviewed comprehensively once every five years, followed by annual program/department review. All reviews follow a similarly comprehensive and annual report format and instruments.

The annual and comprehensive program and department review team(s) are composed of administration, full-time and part-time faculty and staff members of the program or department being evaluated. To develop a cohesive planning document, the review teams are encouraged to have the majority of program and department members actively participate. The review team will utilize a broad range of qualitative and quantitative data as a basis for preparing and writing the review.

## Calendar

The Program and Department Review process follows a five-year calendar for comprehensive reviews followed with four annual reviews across all areas. The Annual Program and Department Reviews will not be due during the same year as the comprehensive reviews.

As means to meet the Title V standard of two years assessment of Career education programs, the programs give a presentation to the Coast Board of Trustees, which is an aggregate of research on market trends and advisory board recommendations.

## Timeline

October - April Complete curriculum review

November Institutional data set provided by Institutional Effectiveness

November Develop comprehensive program surveys with Institutional Effectiveness

November - September Conduct program and department workshops

February - April Conduct student and employee surveys (Outcomes assessment)

September 1 Comprehensive and annual review drafts due for technical reviews

September (2nd week) Technical reviews returned

October 1 Comprehensive review drafts due for content review

October 1 Annual review final documents due

October – November Comprehensive review interview

November (4th week) Comprehensive review final document due

November (4th week) Annual review validation report presentations

December Comprehensive review validation reports

December Annual Planning Report Drafted by Institutional Effectiveness

Table 1 *Program Review Calendar*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Last Review** | **Academic Program** | **17/18** | **18/19** | **19/20** | **20/21** | **21/22** | **22/23** | **23/24** |
| 2016-17 | Building Codes Technology |  |  |  |  | Fall |  |  |
| 2017-18 | Business (Accounting, Business, Economics, Management) | Fall |  |  |  |  | Fall |  |
| 2014-15 | Business Computing |  |  | Fall |  |  |  |  |
| 2015-16 | Communication Studies |  |  |  | Fall |  |  |  |
| 2014-15 | Computer Information Systems (Computer Information Systems, Computer Service Technology, Informatics) |  |  | Fall |  |  |  |  |
| 2015-16 | Education/TEACh3 |  |  |  | Fall |  |  |  |
| 2014-15 | Digital Graphic Arts |  |  | Fall |  |  |  |  |
| 2015-16 | Electronics Technology |  |  |  | Fall |  |  |  |
| 2017-18 | Emergency Management/Homeland Security | Fall |  |  |  |  | Fall |  |
| 2017-18 | English as a Second Language (ESL) | Fall |  |  |  |  | Fall |  |
| 2015-16 | English and Humanities (English, Humanities, Reading) |  |  |  | Fall |  |  |  |
| 2013-14 | Health Science (Foods & Nutrition, Gerontology, Health, Kinesiology) |  | Fall |  |  |  |  | Fall |
| 2015-16 | International Languages (Arabic, Chinese, French, Japanese, Spanish, Vietnamese) |  |  |  | Fall |  |  |  |
| 2014-15 | Mathematics |  |  | Fall |  |  |  |  |
| 2017-18 | Paralegal | Fall |  |  |  |  | Fall |  |
| 2015-16 | Philosophy |  |  |  | Fall |  |  |  |
| 2016-17 | Psychology |  |  |  |  | Fall |  |  |
| 2016-17 | Process Technology |  |  |  |  | Fall |  |  |
| 2017-18 | Real Estate | Fall |  |  |  |  | Fall |  |
| 2017-18 | Sciences (Astronomy, Biology, Chemistry, Ecology, Geology, Marine Science, Physics) | Fall |  |  |  |  | Fall |  |
| 2013-14 | Social Sciences (Anthropology, Geography, History, Human Services, Political Science, Sociology) |  | Fall |  |  |  |  | Fall |
| 2011-12 | Special Programs and Services for the Disabled |  |  |  |  | Fall |  |  |
| 2017-18 | Visual and Performing Arts (Art, Dance, Music, Photography, Theater Arts) | Fall |  |  |  |  | Fall |  |
| **Totals** | | **7** | **2** | **4** | **6** | **4** | **7** | **2** |

Table 2 *Department Review Calendar*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Last Review** | **Department** | **17/18** | **18/19** | **19/20** | **20/21** | **21/22** | **22/23** | **23/24** |
| 2014-15 | Administrative Services (Campus Safety & Emergency Services, Fiscal Services, Human Resources, Information Technology, Maintenance & Operations) |  |  | Fall |  |  |  |  |
|  | Adult Education |  |  |  | Fall |  |  |  |
| 2013-14 | Admissions and Records |  | Fall |  |  |  |  | Fall |
| 2017-18 | CalWORKs, Cooperating Agencies Foster Youth Educ. Support (CAFYES), Cooperative Agencies Resources for Education (CARE), Extended Opportunity Programs & Services (EOPS) | Fall |  |  |  |  | Fall |  |
| 2013-14 | Distance Learning and Study Aboard |  | Fall |  |  |  |  | Fall |
| 2015-16 | Dual Enrolled Program (Credits for College, Early College High School (ECHS)) |  |  |  | Fall |  |  |  |
| 2017-18 | Educational Centers (Garden Grove, Le Jao, Newport Beach) | Fall |  |  |  |  | Fall |  |
| 2016-17 | Extended Learning: Military Education, Corporate Training, Business Development, & Veterans Resource Center |  |  |  |  | Fall |  |  |
|  | Faculty Success Center |  | Fall |  |  |  |  | Fall |
| 2015-16 | Financial Aid |  |  |  | Fall |  |  |  |
| 2016-17 | Foundation |  |  |  |  | Fall |  |  |
|  | Intercultural Resource Center |  | Fall |  |  |  |  | Fall |
| 2017-18 | Library | Fall |  |  |  |  | Fall |  |
| 2014-15 | Marketing, Public Relations, Graphics |  |  | Fall |  |  |  |  |
| 2014-15 | Office of Instruction |  |  | Fall |  |  |  |  |
| 2014-15 | Office of Student Services |  |  | Fall |  |  |  |  |
| 2014-15 | Office of the President |  |  | Fall |  |  |  |  |
| 2014-15 | Research, Planning, Effectiveness, and Grant Development |  |  | Fall |  |  |  |  |
| 2015-16 | Counseling /Matriculation/SSSP (Assessment Center, Career Center, Counseling, Information Center, Transfer Center) |  |  |  | Fall |  |  |  |
| 2013-14 | Student Transfer Acceleration Roadmap (STAR) |  | Fall |  |  |  |  | Fall |
| 2016-17 | Student Life and Outreach |  |  |  |  | Fall |  |  |
| 2013-14 | Student Success Centers |  | Fall |  |  |  |  | Fall |
| **Totals** | | **3** | **6** | **6** | **4** | **3** | **3** | **6** |

## Content

The format of the Comprehensive and Annual Program and Department Reviews consist of four sections, which address program/department planning, human capital planning, facilities planning, and technology planning. The review ends with two sections related to creating new initiatives and prioritizing planning/budgetary request(s).

Section 1: Program/Department Planning

The Program/Department Planning section provides a description of the program/department, draws attention to a range of data trends (e.g., student enrollment, student academic performance, efficiency, and operational performance), metrics (e.g., survey results, career education market data, curriculum review checklist) and outcomes assessment (Student Learning Outcomes (SLOs), Program Student Learning Outcomes (PSLOs), Service Area (SAOs). Additionally, this section reflects on current and previous initiatives, Program and Department Review Committee recommendations, and external compliance. The section closes with a summary of the findings and a five-year plan for the operations of the program/department.

Section 2: Human Capital Planning

The Human Capital Planning section provides a description of the organizational structure of the program/department and delivers a reflection and annual five-year projection of personnel needs to create an evolving staffing plan. A summary is provided about professional development participation within the program/department.

Section 3: Facilities Planning

The Facilities Planning section describes the physical working environment and the location of the program/department. It delivers a reflection and a five-year projection of facilities needs that align with the Facilities Master Plan.

Section 4: Technology Planning

The Technology Planning section describes the evolution of technology across the program/department and provides a five-year projection of technology needs that align with the Technology Master Plan.

Section 5: New Initiatives

The New Initiative(s) section provides a venue for participants to support the five-year planning strategies with evidence-informed, actionable initiative(s). Additionally, this mechanism is the basis for linking initiatives across master planning documents.

Section 6: Prioritization

The Prioritization section is the venue used by the program/department to identify a prioritization of the planning/budgetary request(s) related to the initiatives.

## Program and Department Review Preparation

The leads of the Comprehensive and Annual Program and Department Reviews are responsible for fully completing each section of the report. Below is a list of items to account for when conducting the review.

* All instructional programs must follow the process for curriculum review as outlined as by the Curriculum Committee. Annually, programs will need to assess the status of courses, certificates, and degrees in preparation of the five-year comprehensive report. All curriculum needs to be assessed by the completion of the five-year comprehensive Program Review cycle
* Student learning outcome (SLOs) must be assessed based on the reporting schedule as found on the SLO website. All SLOs of active courses and programs need to be assessed and reassessed by the completion of the five-year comprehensive Program Review cycle
* Career Education programs need to assess market trends and summarize advisory board recommendations on an annual basis
* Programs and Departments should strategize with the Department of Institutional Research, Planning, and Effectiveness to update and distribute program an department surveys to students and employees

## Comprehensive Review Validation

The validation process ensures that the comprehensive review meets a standard of rigor that addresses and responds to trends with performance metrics and longitudinal datasets as a means to effectively support planning for continuous improvement. The validation of the comprehensive reviews follows a three-step process of technical assessment, content assessment/interview, and validation reporting.

Step 1. Technical Assessment

A draft of the review is submitted electronically to the Program and Department Review Committee for an initial review. A sub-committee is charged with the technical review of the document to ensure that requested criteria (e.g., Data analysis, outcomes assessment, curriculum, initiatives, and prioritization) is addressed. Additionally, the technical assessment will review the quality and academic rigor of the document. Any deficiencies completeness or academic quality within the Program and Department Review draft will be noted and returned to the review lead for revision.

Step 2. Content Assessment and Interview

Once approved by the technical assessment sub-group, the review is forwarded to the Program and Department Review Committee for content review before the committee interview. The interview consists of a 10-minute presentation and followed by a 35-minute question and answer session, with the author(s) of the document answering questions about the report and program, as means to bring clarity to the committee. Any deficiencies in content quality or depth within the draft will be addressed in the meeting, and the suggestion(s) for modification will be noted in the Committee meeting minutes. A timeline to address Committee suggestions will be established at the end of the interview and e-mailed to the review lead to incorporate the suggested modification(s).

Step 3: Validation Report

Once the committee receives the final version of the review, a validation assessment is conducted electronically by all the committee members. The instrument focuses on the utilization of data and alignment to the College mission and goals. Additionally, open-ended questions focus on the use of evidence to support budgetary request(s) associated with the planning initiatives. A report is generated based on the results of a quantitative and qualitative assessment instrument. The findings yield recommendation(s) and commendation(s) for the program or department to report on within the annual review process. The validation report is presented to the Program and Department Review Committee for review and acceptance. After being accepted, the validation report(s) and comprehensive reviews will be posted on the Program and Department Review web page.

## Annual Review Validation

Step 1. Technical Assessment

A draft of the review is submitted electronically to the Program and Department Review Committee for an initial review. A sub-committee is charged with the technical review of the document to ensure that requested criteria (e.g., Data analysis, outcomes assessment, initiative tracking and prioritization) is addressed. Additionally, the technical assessment will review the quality and academic rigor of the document. Any deficiencies completeness or academic quality within the annual review draft will be noted and returned to the review lead for revision.

Step 2. Content Assessment

The content validation process of the annual reviews is conducted by the Vice Presidents, Deans, and Department Chairs to determine if any major changes have emerged through the annual reviews. A validation report is created based on the results of a quantitative and qualitative assessment instrument completed by the Vice Presidents, Deans, and Department Chairs utilization of data and alignment to the College mission and goals. Additionally, open-ended questions focus on any major changes in the department or program and the use of evidence to support budgetary request(s) associated with planning initiatives. A summary of the findings will be presented to the respective Institutional Wing Planning Committee(s) for review.

Step 3. Validation Report Presentation

Once finalized by the Institutional Wing Planning Committee(s) a presentation of a final validation report will be presented to the Program and Department Review Committee for review and acceptance. After being accepted, the validation report(s) and annual reviews will be posted on the Program and Department Review web page.

## Integration into Planning and Budgeting

Program and Department Review Committee evaluation, validation, and recommendations from each review provides the basis for informed decision-making on programs, personnel, facilities, equipment, and budget, contributing to evidence-based planning. In this way, the results of comprehensive and annual reviews are integrated into the college planning and budgeting process.

*Figure 1* Evidence-Informed Resource Allocation Process

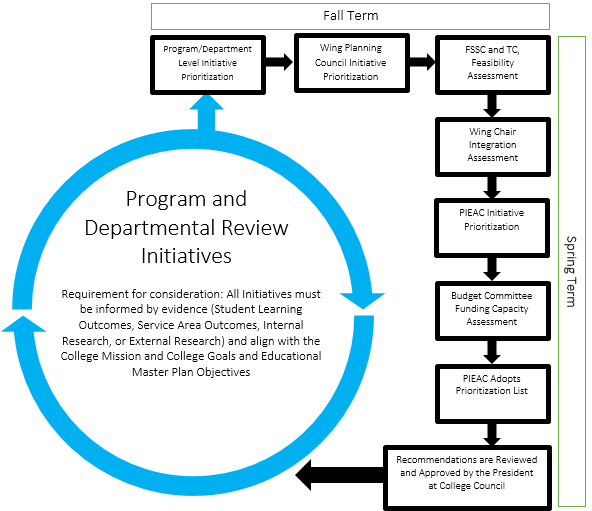


Figure 1 outlines the budget allocation prioritization process, which begins with the Program and Department Review. Through the review process, initiatives are developed to facilitate change. Initiatives use evidence (i.e., outcomes assessment, internal research, and external research) to support change and are aligned with the College Mission and College Goals and Educational Master Plan Objectives. Initiative(s) that require resources outside of the program or department budget’s capacity are forwarded to the respective Wing Planning Council. The Wing Planning Councils collectively review all prioritized requests to prioritize and determine any external funding sources that may apply to procure the prioritized resources. The Wing Planning Council prioritized a list of initiatives is forwarded to the Department of Institutional Research, Effectiveness, and Planning and are compiled into a comprehensive list. The technology and facilities related request, along with the comprehensive prioritization list, are forwarded to the Facilitates, Safety, and Sustainability Committee (FSSC) and the Technology Committee (TC) to ensure that the requests are feasible and align with the Facilities Master Plan and the Technology Master Plan. The Wing chairs meet to review the prioritized initiatives to determine if any overlap if integration exists. Once the integration assessment is conducted, the final list of prioritized requests is compiled and sent to PIEAC for prioritization.

## Accountability / Non-Compliance

To ensure that the campus constituents are aware of the process and progression, standing reports in planning, management, and council meeting will provide a flow of information. A tracking rubric will be maintained by the Department of Institutional Research, Planning, and Effectiveness to report progress on milestone completions to ensure that review teams are following the process.

Programs and departments that do not fully complete the Program or Department Review reports by the specified deadline will not be included in the budget allocation process for that year. Continued inactivity may result in administrative intervention or program vitality assessment.

## Program Vitality / Program Elimination

Programs that have entered a vitality assessment will develop action plans for ensuring that enrolled students may complete their education promptly with a minimum of disruption. The process is as follows:

1. Enrolled students will be referred to counseling to review their educational plan to determine whether courses will need to be substituted to allow for successful completion of the course of study at the College.
2. If the College cannot provide appropriate courses for completion, the student will be referred to an appropriate program at Orange Coast College or Golden West College.
3. If an appropriate program is not available within the District, the student will receive counseling assistance to explore transfer and coursework at institutions outside the District with analogous programming.