

November 4, 2013

# Program and Department Review Training

# Purpose of Program/Department Review

- Oversight
  - Program Vitality
- Planning/Budgeting
  - Self Reflection
    - Creating Program/Department Plans and Five Year Goals
  - Integration
    - College to Program/Department
      - What College Needs from Program/Department
    - Program/Department to College
      - What Program/Department Needs from College

# Program and Department Review Timeline

- Fall - Two Semesters Prior to Report
  - Training
- Spring – Semester Prior to Report
  - Review Report Templates
  - Review Prior Five Year and Annual Reports
  - Form Team
  - Deploy Surveys
  - Collect Data
  - Curriculum Review
  - Outcomes Review
- Spring/Fall
  - Write Report
- Fall – Report Date
- Following Report
  - Validation Report Issued by Committee
  - Integration into Planning/Budgeting Process
  - New Goals Incorporated into Annual Reports

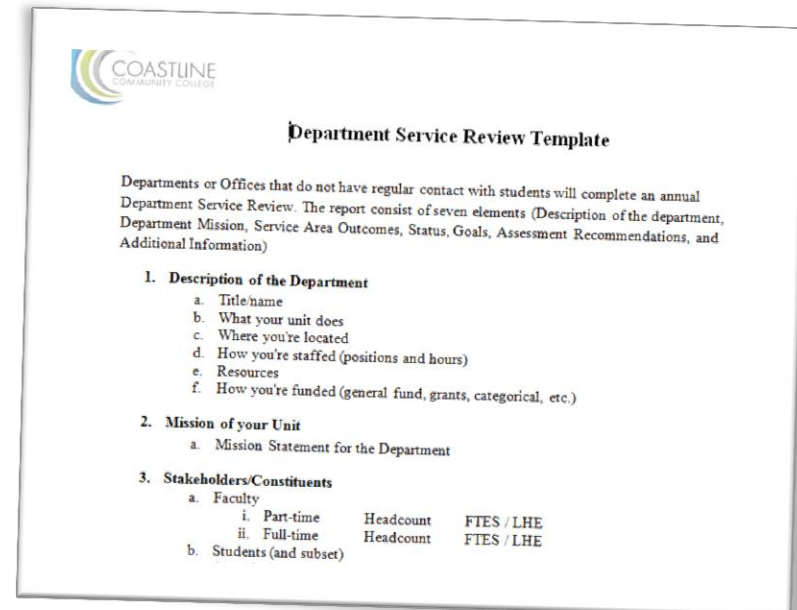
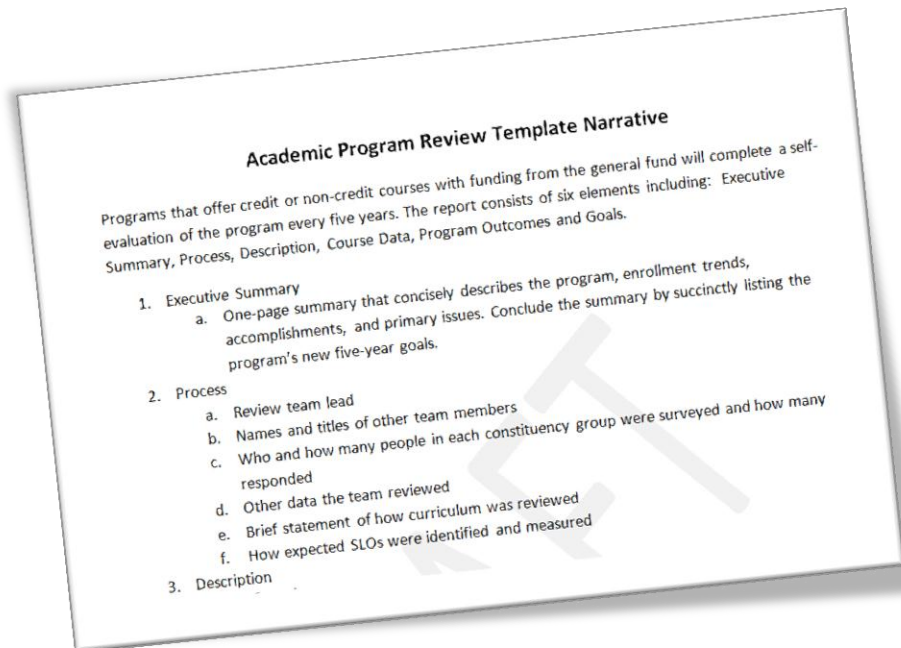
# Resources Available Online

- Program and Department Review Website:
  - <http://www.coastline.edu/about/program-review/>
    - Program/Department Review Handbook
    - Program/Department Review Report Templates
    - Prior Program/Department Annual and Five Year Reports
    - Survey Templates (Academic)
- Research Office Website:
  - <http://www.coastline.edu/about/research-planning/>
    - College Data
- State Chancellor's Data Mart
  - <http://datamart.cccco.edu/datamart.aspx>
    - Comparative State Data

# Review Report Templates

– Academic Program Review Template Narrative (Draft 1-13)

– Department Review Report Template (Draft 1-13)



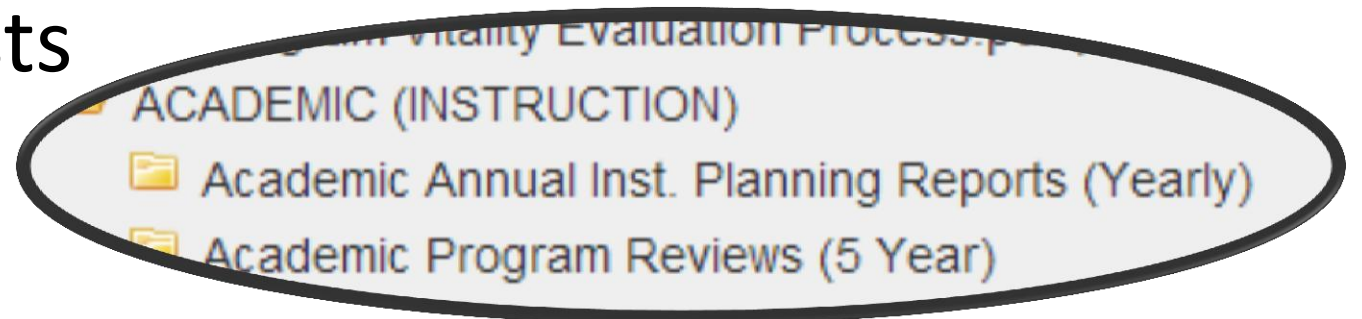
# Review Prior Five Year and Annual Reports

## –Five Year Report

- Previous Goals

## –Annual Report

- Curriculum Updates
- Updates on Five Year Goals
- Resource Requests

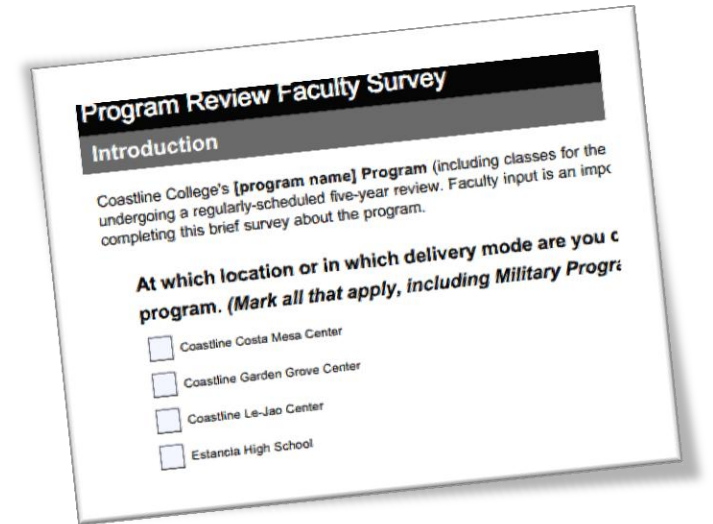


# Form Team

- Team Leader
- Academic Dean/Department Head
- Faculty/Staff
- Advisory Committee Members
- Other

# Deploy Surveys

- Constituencies to be Surveyed?
- Survey Templates
- Modify Surveys
- Research Office Creates Online Survey
  - Jorge R. Sanchez, Ph.D – Dean of Research ([jsanchez@coastline.edu](mailto:jsanchez@coastline.edu))
  - Shanon Gonzalez, Senior Research Analyst ([sgonzalez@coastline.edu](mailto:sgonzalez@coastline.edu))
- Deploy Survey Using Online Link





# Collect Data

- Enrollment Data
  - Data Cube
  - Research Office
- Cost Data
  - Dean/Head of Department
- Other

**Humanities**  
Six and a Half-Year Summary of Enrollment and FTES

PROGRAM AND COLLEGE DATA	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08	Fall 08	Spr 09
<b>FTES</b>												
Program	214.19	204.53	218.14	219.79	207.18	211.40	232.32	257.69	296.41	309.99	310.40	317.81
College	1639.79	1698.93	1668.38	1675.88	1703.25	1713.42	1844.86	2161.42	2327.36	2587.71	2570.74	2697.18
Program as % of College	13.1%	12.0%	13.1%	13.1%	12.2%	12.3%	12.6%	11.9%	12.7%	12.0%	12.1%	11.8%
<b>Program Sections</b>												
Total Sections Scheduled	75	70	76	59	72	74	79	81	84	96	88	84
Sections Cancelled	3	4	3	5	5	5	5	4	6	10	7	3
Sections (adjusted for cancelled and SSC)	42	39	44	41	45	46	50	53	53	61	56	56
Avg. Enroll. All Classes*	49	50	48	52	44	44	44	47	54	50	54	53
<small>*Average size based on Engl 097 and higher in order to avoid skewing caused by open-lab classes of SSC</small>												
<b>Seat Count at Census</b>												
Program	2528	2295	2456	2305	2289	2377	2491	2766	3195	3411	3421	3506
College	15500	16243	15776	15699	15927	16188	17220	20458	21461	23535	23493	24420
Program as % of College	16.3%	14.1%	15.6%	14.7%	14.4%	14.7%	14.5%	13.5%	14.9%	14.5%	14.6%	14.4%
<b>Seat Count at Semester End</b>												
Program	2051	1835	1979	1943	1851	1947	2061	2284	2736	2739	2840	2886
College	12673	12998	12915	12964	12829	13239	14418	17334	18534	19464	19915	20522
Program as % of College	16.2%	14.1%	15.3%	15.0%	14.4%	14.7%	14.3%	13.2%	14.8%	14.1%	14.3%	14.1%

# Curriculum Review

- Curriculum Data
  - Catalog
  - CurricUNET.com
    - Curriculum Information - <http://www.coastline.edu/about/committees-councils/committee-groups/>
    - Dan Johnson, Co-Chair Curriculum ([djohnson@coastline.edu](mailto:djohnson@coastline.edu))
    - Ann French, Committee Support ([afrench@coastline.edu](mailto:afrench@coastline.edu))
- Department Reviews Course Outlines
- Department Reviews Certificates & Majors
- Curriculum Revisions Entered in CurricUNET
- Curriculum Committee Approves

**Curriculum Committee Meeting Schedule and Annual Submission Guidelines for 2013-2014**  
Meeting Location: College Center, Time: 1:30 p.m.

	Submit Proposal in CurricUNET by	Proposal Reaches Curriculum Committee Step by	Agenda Posted	Curriculum Meeting Date	Special Comments
General Education and Transfer Courses for CSU, SETC, and UC Transfer Course Agreement	Friday August 30	Wednesday September 11	Monday September 16	September 20 (3rd Friday)	
General Education and Transfer Courses for CSU, SETC, and UC Transfer Course Agreement	Friday September 13	Wednesday September 25	Monday September 30	October 4 (1st Friday)	
General Education and Transfer Courses for CSU, SETC, and UC Transfer Course Agreement	Friday September 27	Wednesday October 9	Monday October 14	October 18 (3rd Friday)	Deadline to get revision into printed Summer 2014 Schedule
	Monday	Friday	Friday	November 15	

# Outcomes

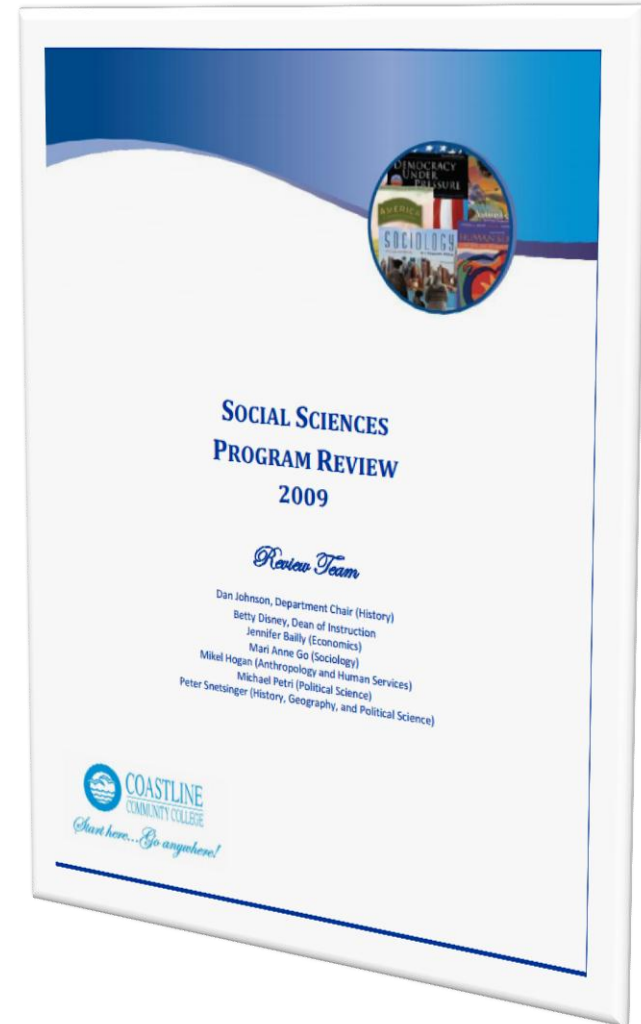
- Academic Programs
  - Student Learning Outcomes
  - Program Outcomes
  - Institutional Outcomes
- Departments
  - Service Area Outcomes
- Database: <http://seaport.coastline.edu/studentlearningoutcomes.cfm>
  - Gayle Berggren, Ph.D. – SLOs Coordinator ([gberggren@coastline.edu](mailto:gberggren@coastline.edu))
- Program/Department Reviews Outcomes
  - Suggested Revisions
  - Course SLOs Revisions submitted to Curriculum Committee
  - Program SLOs Revisions submitted to SLOs Coordinator

Course level SLOs statistics during CCC Spring 2013 for History

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Given a key economic, political, social, or cultural trend or event in U.S. women's history, develop a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	C	HIST-C121	62.50 %	25.00 %	12.50 %
Given primary and/or secondary sources relating to the history of women in the United States, analyze their meaning and usefulness as evidence.	C	HIST-C121	62.50 %	25.00 %	12.50 %
Given a key economic, political, social, or cultural trend or event in U.S. women's history, evaluate the connections between this past event or trend and the present status of women in American society.	C	HIST-C121	31.25 %	56.25 %	12.50 %
Given a key economic, political, social, or cultural trend or event in California's historical development, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	C	HIST-C150	32.14 %	35.71 %	32.14 %
Given primary and/or secondary sources relating to the history of California analyze their meaning and usefulness as evidence.	C	HIST-C150	42.86 %	28.57 %	28.57 %
Given a key economic, political, social, or cultural trend or event in California's history, evaluate the connections between this past event or trend and current conditions in California.	C	HIST-C150	50.00 %	25.00 %	25.00 %
Given a key economic, political, social, or cultural trend or event in World History to 1500, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	C	HIST-C161	57.14 %	19.05 %	23.81 %
Given primary and/or secondary sources relating to World History to 1500, analyze their meaning and usefulness as evidence.	C	HIST-C161	38.10 %	23.81 %	38.10 %
Given a key economic, political, social, or cultural trend or event in World History to 1500, evaluate the connections between this past event or trend and current world events.	C	HIST-C161	57.14 %	9.52 %	33.33 %
Given a key economic, political, social, or cultural trend or event in World History to 1500, evaluate how issues of cultural, racial, ethnic, gender, or class diversity influenced this trend or event.	C	HIST-C161	38.10 %	38.10 %	23.81 %
Given a key economic, political, social, or cultural trend or event in World History since 1500, construct a well organized argument, supported with relevant evidence, which evaluates the	C	HIST-C162	38.46 %	15.38 %	46.15 %

# Writing Report

- Divide Into Sections
- Refer to Previous Reports
- Establish New Goals
- Get Feedback from Team



# Submitting Report

- Sent to Program and Department Review Committee one week prior to scheduled date
  - Nancy Ramirez, Staff Support ([nramirez@coastline.edu](mailto:nramirez@coastline.edu))
  - Dan Johnson, Co-Chair ([djohnson@coastline.edu](mailto:djohnson@coastline.edu))
  - Nancy Jones, Co-Chair ([njones@coastline.edu](mailto:njones@coastline.edu))
- Report
  - Question and Answer, not Presentation
  - Anticipate approximately 30 minutes
  - Committee will offer suggestions and possibly request additional information

# Follow Up to Report

- If any revisions requested, submit to committee
- Committee writes Validation Report
  - Summarizes highlights of program/department report
  - Offers suggestions to help program/department
  - Summarizes key areas of achievement for program/department
- Validation Report and Annual Reports utilized in Planning and Budgeting process