



Program and Department Review Handbook 2021-2022

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Overview

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

The Program and Department Review process is an effective vehicle for accountability and provides an opportunity for employees of Coastline to actively participate in the growth of their programs, departments and the growth of the college. 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 Instructional Program Review process at Coastline follows the same pattern. All instructional programs will be reviewed comprehensively once every five years, followed by annual program reviews. All reviews follow a similarly comprehensive and annual report format and instruments.

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.

The Administrative, Service, and Support Area Department and Program Review process occurs on an annual basis, which allows for increased agility for operational and service planning. This process incorporates internal assessment, operational analysis, and short/mid-term planning.

The 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.

Annual Timeline for Program and Department Review

November – March	Templates developed and distributed by the Department of Institutional Effectiveness
February – May	Develop and conduct comprehensive program and administrative, service, and support area department/program surveys
February – August	Complete Curriculum Review (Recommended to start two years early or chunk out over five years)
February – August	Conduct program and department trainings and workshops
February – May	Presentation on Career Education (CE) programs to the Board of Trustees (every two years)
April – May	Presentation to the Academic Senate
September 1	Comprehensive instructional program and all annual reviews drafts are due for technical review
September (2 nd week)	Technical reviews returned with feedback
October 1	Comprehensive instructional program and all final annual reviews are due
October	Presentation to the Academic Senate to during the second Academic Senate meeting of the month
October – November	Complete comprehensive instruction program review interviews and initial validations
November	Administrative, Service, and Support Areas of the College Planning Wings present the report highlights to the committee
November - February	Complete annual review validations
December	Comprehensive review final reports due to the committee
February - March	Complete comprehensive review validations

Table 1 *Program Review Calendar*

Last Review	Academic Program	21-22	22-23	23-24	24-25	25-26
2017-18	Accounting		Fall			
2017-18	Biological Science and Allied Health (Biology, Ecology, Environmental Science, Marine Science)		Fall			
2016-17	Building Codes Technology	Fall				
2017-18	Business (Business, Management, Supply Chain)		Fall			
2019-20	Business Computing				Fall	
2020-21	Communication Studies					Fall
2019-20	Cybersecurity, Computer Information Systems, Computer Service Technology				Fall	
2020-21	Counseling					Fall
2020-21	Education					Fall
2019-20	Digital Graphic Applications				Fall	
2015-16	Electronics Technology					Fall
2017-18	Emergency Management/Homeland Security, Criminal Justice		Fall			
2017-18	English as a Second Language (ESL)		Fall			
2020-21	English and Humanities (English, Humanities, Reading)					Fall
2018-19	Health Science (Foods & Nutrition, Health, Kinesiology)			Fall		
2020-21	International Languages (Arabic, Chinese, French, Japanese, Spanish, Vietnamese)					Fall
2017-18	Library			Fall		
2019-20	Mathematics				Fall	
2017-18	Paralegal		Fall			
2020-21	Philosophy					Fall
2016-17	Psychology	Fall				
2016-17	Process Technology	Fall				
2017-18	Real Estate		Fall			
2017-18	Physical Science (Astronomy, Chemistry, Geology, Physics)		Fall			
2018-19	Social Sciences (Anthropology, Economics, Ethnic Studies, Geography, History, Political Science)			Fall		
2018-19	Sociology, Gerontology, and Human Services			Fall		
2017-18	Special Programs for the Disabled	Fall				
2017-18	Visual and Performing Arts (Art, Music, Theater Arts)		Fall			
Totals		4	9	4	4	7

Table 2 Administrative, Service, and Support Areas

Administrative, Service, and Support Areas
Administrative Services (Campus Safety & Emergency Services, Fiscal Services, Human Resources, Information Technology, and Maintenance & Operations)
Adult Education
Admissions and Records, Information Center, Veteran Resource Centers, and Extended Learning
Counseling
Career and Transfer Center
Distance Learning
Dual and Concurrent Enrollment Programs
Faculty Center
Financial Aid
Foundation
Institutional Effectiveness
Library
Marketing and Public Relations
Office of Instruction and College Campuses (Garden Grove, Newport Beach, Westminster)
Office of the Dean of Students (CalWORKs, Cooperating Agencies Foster Youth Educ. Support (CAFYES), Cooperative Agencies Resources for Education (CARE), Extended Opportunity Programs & Services (EOPS), Intercultural Resource Center, Student Life/Outreach, Student Equity, and Title IX)
Student Success Centers

Instructional Program Review Content

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

Section 1: Program/Department Planning

The section provides a description and purpose 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 (i.e., Student Learning Outcomes (SLOs), Program Student Learning Outcomes (PSLOs)). 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 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 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 section describes the evolution of technology across the program and provides a projection of technology needs that align with the Technology Master Plan.

Section 5: New Initiatives

The section provides a venue for participants to support the program planning strategies with evidence-informed, actionable initiative(s). Additionally, this planning mechanism links initiatives to the college mission and educational master plan goals.

Section 6: Prioritization

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

Administrative, Service, and Support Area Department and Program Review Content

The format of the Annual Reviews consists of three sections, which address department/program assessment, resource effectiveness, and planning. An executive summary highlights the key findings, successes/achievements, lessons learned, and plans moving forward this next year. The executive summary also lists the individuals involved in crafting the report.

Section 1: Department/Program Assessment

The section provides a description and purpose of the department/program, draws attention to a range of data trends and metrics (e.g., service data, efficiency, and operational performance, survey results) and outcomes assessment (i.e., Student Learning Outcomes (SLOs), Service Area (SAOs)). Additionally, this section reflects on current and previous initiatives, Program and Department Review Committee recommendations, and external compliance, and involvement in college-wide priorities.

Section 2: Department/Program Resource Effectiveness

The section provides the opportunity departments/programs to assess and recommends plans related to workload, professional, physical working/operating/service environment, and assets (e.g., equipment, supplies, technology).

Section 3: Department/Program Planning

The section focuses on summarizing of progress and achievement over the past year and is complemented with a strengths, weaknesses, opportunities, and threats (SWOT) analysis.

The section provides the opportunity for departments to document any new initiative(s) resulting from their summary of progress and achievement and to prioritize any planning/budgetary request(s) related to initiatives as they relate to the College Mission and Goals.

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.

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 using the curriculum review guideline. While faculty members are encouraged to review curriculum annually, it is recommended that the process begin two years prior to the comprehensive program review.
- 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 Effectiveness to update and distribute program and department surveys to students and employees.
- The review lead should collect program/department member feedback (survey, focus group, or meeting) to address the different components of the review to gain diverse insight.
- The report needs to be distributed at a minimum of one time to the program or department members prior to final submission. It is recommended to provide at least five business days for member(s) to provide feedback.
- The reports must include the names and titles of all participants that contributed or reviewed the report (i.e., Name, Title, Role in the report). In addition, the report needs to be sent to the respective Dean or Vice President prior to submitting to the committee.

Comprehensive Instructional Program Review Validation

The validation process ensures that the comprehensive Instructional Program Review meets a standard of rigor that addresses and responds to trends with performance metrics and longitudinal datasets 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 the final report is submitted, the review is forwarded to the Program and Department Review Committee for content review before the committee interview. The committee members will use the validation rubric to conduct an initial validation of the report and share their questions around the findings. The interview consists of a 20-minute presentation and followed by a 30-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, the final validation assessment is conducted with the validation rubric by all the committee members. 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 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 comprehensive reviews will be posted on the Program and Department Review web page.

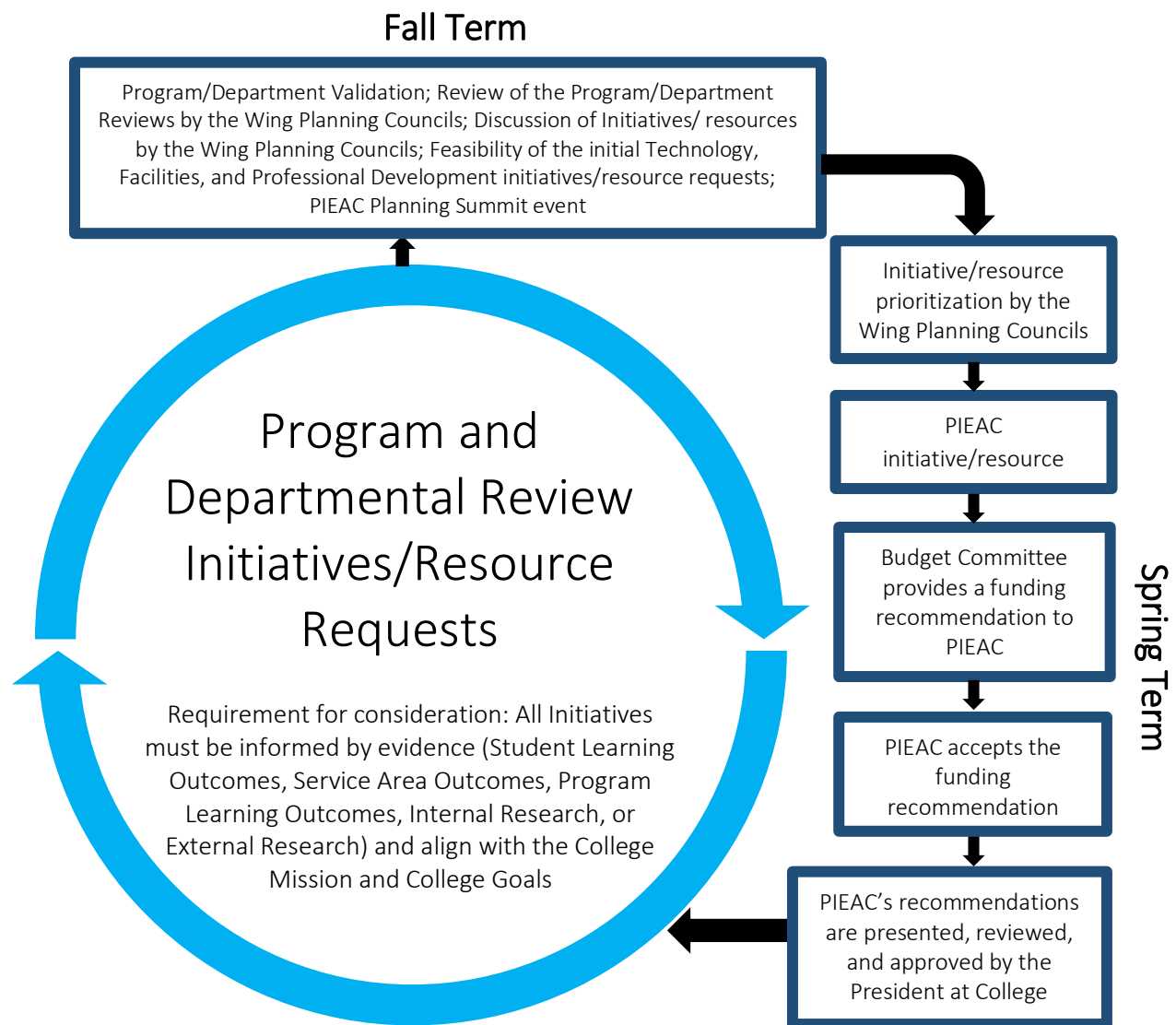
Annual Review Validation

Annual reviews are submitted electronically to the Program and Department Review Committee for validation review. The assessment seeks to measure and highlight positive outcomes and areas for improvement through a technical and content assessment. The technical validation will review the quality and academic rigor of the document. The content validation process of the annual reviews is conducted by the Program and Department Review Committee to determine if any major changes have emerged through the annual reviews. The assessment outcomes fall within the categories of below standard, standard, and above standard. There is an opportunity to provide additional comments. Instructional Program Reviews are assessed by faculty members and Administrative, Service, and Support Area Departments and Programs will be assessed by classified and administrators. A summary of the findings will be presented captured in an electronic format and shared with the lead authors of the reports. After being accepted, the 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 Evidence-Informed Resource Allocation Process



Fall Term

Sept	Program and Department Review drafts due
Sept-Dec	Wing Planning Councils Review Program and Department Reviews
Oct-Dec	Program and Department Review conducts review validations
Oct-Dec	Facilities, Technology, and Professional Development feasibility
Oct-Dec	PIEAC Planning Summit event

Spring Term

Feb-Mar	Wing Planning Council initiative/ resource prioritization
Mar-Apr	PIEAC and Budget Committee prioritization and recommendation
Apr-May	College Council for review and approval

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.