



PROGRAM REVIEW HANDBOOK



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Introduction

Accrediting Commission for Community and Junior Colleges (ACCJC) Standards

Compton College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The *ACCJC Accreditation Standards (2024)* document provides a number of standards related to program review:

ACCJC Standard 1.2. “The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.”

ACCJC Standard 1.3. “The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.”

ACCJC Standard 2.2. “The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students.

ACCJC Standard 2.9. “The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students.

Compton College adheres to all ACCJC standards regarding program review, and designs processes designed to ensure institutional improvement. The accreditation standards provide the foundation and guidelines for our program review process. Program review is integrated into institutional planning and resource allocation at the College.

Overview of Program Review

Program review provides faculty and staff the opportunity to reflect on the accomplishments, challenges, and overall effectiveness of the program they represent. Through the collection and analysis of quantitative and qualitative data, authors are able to assess program resources and make recommendations for enhancing program effectiveness. Program review informs the future direction of each program by facilitating regular assessment and discussion. In addition, program review affords authors a vehicle to clarify program goals, and incorporate those goals into the planning and budgeting processes at the college, through making recommendations in the Compton College planning software.

Academic program reviews are the primary vehicle through which programs assess student enrollment trends, retention and completion rates, student equity and course and program-level learning outcomes. Academic program reviews formally document any recommendations related to program resources and/or curriculum. Surveys issued

to various stakeholders (students, faculty, clients, or external advisory committees) often assess currency of curriculum, adequacy of instructional resources, and satisfaction with overall program experience. Non academic program reviews are the primary vehicle through which programs review client profiles, the delivery of services, and assess service area outcomes. The result of this process is continuous program improvement, resulting from program recommendations and budget requests, grounded in program data.

Overview of Institutional Effectiveness Committee (IEC)

Pursuant to Title 5 of the Administrative Code of California (Section 53200), program review is one of the “10+1” areas within the purview of the Compton Community College District (CCCD) Academic Senate. The CCCD Academic Senate acknowledges the program review process as overseen by the Institutional Effectiveness Committee, which is co-chaired by the senate president, or designee (the Program Review Coordinator), and one management representative. In addition to its co-chairs, the IEC is comprised of faculty from various disciplines, classified unit representatives, and designated academic and administrative deans.

As a standing committee of the Consultative Council, the IEC is a collaborative delegation by which policies and procedures related to program review are developed and revised. The CCCD Academic Senate must vote on and approve substantive changes to the IEC processes. According to CCCD Board Policy 2520, the board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5.

IEC Role and Function

The purpose of the IEC is to review and provide recommendations about each of the district’s program reviews in order to strengthen and support programs and program analysis. The committee may also review the following: Compton College Educational Master Plan, Facilities Master Plan, Staffing Plan, and Technology Master Plan, to ensure these plans and all program reviews are consistent, aligned, and current.

IEC members are expected to review program review documents prior to monthly scheduled meetings, so they can provide feedback before sending recommendations to program review authors. IEC members are assisted by the Program Review Coordinator, who organizes meetings, sets timelines, develops the program review process, assists authors, leads trainings, and provides general and data-specific support. The Program Review Coordinator is available for consultation throughout the program review process.

Program Review and Planning

Institutional Policy Regarding Program Review

Compton College has a long-standing policy regarding program review. The policy requires that every program offered at the college conduct a self-study and external review every four (4) years. The policy and related procedures are flexible and evolving to ensure that the program review process continues to comply with applicable standards and guidelines established by the college's accrediting body, the Accrediting Commission for Community and Junior Colleges (ACCJC). The current program review process meets accreditation standards and is reviewed on an ongoing basis by the Institutional Effectiveness Committee (IEC).

Role of Program Review in Institutional Planning

The current program review process includes the collection and analysis of a variety of course- and program-level assessment data. These data often reflect information related to student outcomes, program resources, and stakeholder satisfaction. As assessment results are generally used to inform and justify recommendations for program improvements, the program review process plays an important role in institutional planning and budget prioritization. Compton College's institutional planning process is based on the college mission and strategic initiatives (see Appendix A) and is guided by a variety of college-wide processes, including program review. These integrated processes serve to guide resource allocation to ensure institutional effectiveness and student success.

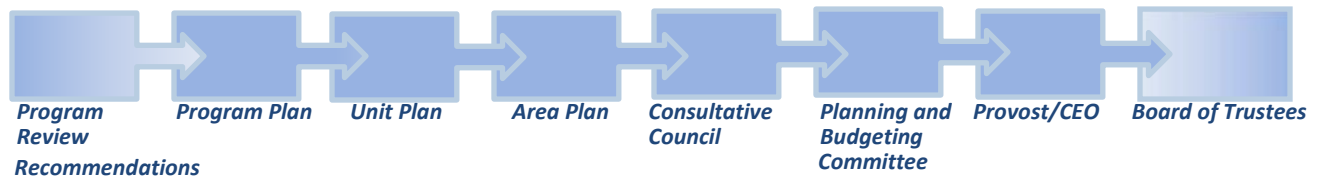
During the program review process, a variety of quantitative and qualitative data are reviewed to identify opportunities for addressing student equity, enhancing student learning, and promoting overall success in the program. Final program review documents include formal recommendations for program improvement. The program faculty may recommend curricular changes (e.g., course revisions, course requirements for certificates/degrees) which are proposed to the division and College Curriculum Committees. Other recommendations may be instructional in nature, or operational and may be directly implemented without additional cost. Program review recommendations that will incur a cost are prioritized at multiple levels of planning and considered in terms of their alignment with one or more of the college's strategic initiatives. Funding requests that originate from program review are accordingly considered within the context of the college's planning and budgeting process each year (see Figure 1 below).

The program review informs but is distinct from the annual plan that each discipline and department creates. Program review is a comprehensive assessment of student success and services over several years, while the annual plan identifies goals, priorities, and recommendations for the next academic or fiscal year. Annual plans start at the level of each program or department and roll up into unit, then area, and finally into the overall college plan for the next academic/fiscal year. This college plan should be aligned with the proposed budget for the upcoming fiscal or academic year.

At the program level, recommendations from program review are documented in the program plan which is submitted to the division dean or the department director. The dean or director, along with relevant stakeholders (faculty, staff and administrators) consider the funding requests from each program's annual plan as they develop the unit plan which includes a prioritized list of recommendations at the division level. Upon review of each division's unit plan, the dean determines the top priorities to incorporate into the area plan for academic affairs. The same process captures recommendations from student services, administrative services, human resources and departments under the President's office.

The vice presidents then collaborate to prioritize the requests in each of their area plans and to determine the college's top priorities within each of the following funding categories: 1) Staffing, 2) Software/Hardware, 3) Instructional Equipment, 4) Non-instructional Equipment, Furniture, 5) Facilities, and 6) Other. These prioritized funding requests are then presented to the Compton College Planning and Budgeting Committee, which reviews them to ensure that they align with the college mission and strategic initiatives. The final list of proposed funding allocations is incorporated into the college budget and forwarded to the President/CEO and the Board of Trustees for their approval.

Figure 1.



Program Review at Compton College

Program Review Cycles

Pursuant to institutional policy, all programs at Compton College are required to conduct a full program review every four (4) years. Program review is a self-study process designed to facilitate the following objectives:

- 1 Recognize and acknowledge program/department performance.
- 2 Assist in program/department improvement through self-reflection.
- 3 Enhance student success by offering recommendations to improve performance on program and student learning outcomes.
- 4 Provide program members the opportunity to discuss and evaluate the strengths and weaknesses of their programs/departments.

Career and technical education (CTE) programs conduct a full program review every four years, which includes supplemental questions for CTE programs. In addition, every two years (once between full reviews) CTE programs must conduct a mini-review and respond to supplemental questions for CTE programs.

The Office of Academic Affairs is responsible for supporting and monitoring the overall academic program review process. Division deans are responsible for the programs within their divisions. The Vice President of Student Services is responsible for identifying and designating authors of student service program reviews, while the Vice President of Administrative Services is responsible for assigning and monitoring the program reviews of administrative departments. The Vice President of Human Resources is responsible for the human resources review, and the Dean of Institutional Effectiveness manages the program reviews assigned under the President's Office. Included is the Program Review Cycle for 2024-2034 for all programs at Compton College (see Appendix B).

Program Review Components

Program review is designed to represent a comprehensive self-study and examination process. To ensure thorough consideration of various aspects of program effectiveness, full academic program reviews at Compton College include the following components:

- Overview of the Program
- Analysis of Research Data
- Curriculum
- Assessment and Student Learning Outcomes
- Analysis of Student Feedback
- Facilities and Equipment
- Technology and Software
- Staffing

- Future Direction and Vision
- Prioritized Recommendations

Student Service program reviews include the following components:

- Program Description
- Program Environment
- Service Area Outcomes
- Program Improvement
- Customer Service
- Conclusions and Recommendations

Administrative Service and President's Office program reviews include the following components:

- Program Overview
- Program Data
- Program Requirements
- Recommendations

The Institutional Effectiveness Committee (IEC) maintains updated program review guidelines and instructions (see Appendices C, D and E) which provide a detailed description of and guidelines for addressing each of the components identified above. As Career and Technical Education (CTE) programs are required to complete a CTE Supplemental Review every two years (once between full reviews), the full review for such programs also includes the CTE Supplemental Questions (see Appendix F for the full list of questions and required documentation).

Program Review Process and Timeline

Compton College follows a structured process which provides guidance, resources, and other support for the development of the final program review document by program faculty. The Program Review Coordinator ensures that the most updated program review materials are available on the college website. The Program Review Coordinator also conducts training sessions each semester to provide faculty an overview of the program review components, process, and timeline for completion. When applicable, training sessions will give special emphasis to data analysis.

Academic Program Review Process. The following document provides an overview of the academic program review process.

Step	Action	Time
1	Programs due for review will be notified.	February/March
2	Authors attend program review trainings, and begin working on their documents.	February/March
3	Authors complete first drafts. Student surveys results are disseminated by the Office of Institutional Effectiveness. Collaboration with program faculty, SLO Facilitators, Deans and the Program Review Coordinator, are encouraged.	March-June
4	Faculty authors submit program reviews in the campus planning software by the due date (October 1). The Program Review Coordinator schedules documents for evaluation by the Institutional Effectiveness Committee (IEC).	October 1
5	The IEC reviews submissions utilizing a rubric, with an emphasis on both content and form. Submissions are deemed “exemplary,” “proficient” or “needs improvement.”	October-December
6	Program submissions receiving a “proficient” or “needs improvement” will be provided a list of suggested revisions by the IEC. Authors with documents deemed “proficient” may make changes if they wish. Authors receiving a “needs improvement” must address the comments and resubmit their document within 30 days.	October-December
7	Documents which “need improvement” are re-evaluated by the Institutional Effectiveness Committee. If these documents are not resubmitted to the IEC within 30 days of notification, the program will be considered not in “good standing.” If a program does not submit their document within 30 days of the October 1 deadline, they are considered not in “good standing” until they do. A program remains in “good standing” during the revision process, so long as the revision is completed within 30 days of receiving notice from the IEC. After two failed revision attempts, programs will be considered not in “good standing” until their revisions are accepted by the IEC.	N/A

8	Following acceptance, the Program Review Coordinator will post the document to the college website. Finally, faculty will incorporate recommendations into their annual plan(s).	N/A
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Non-Academic Program Review Process. The following document provides an overview of the non-academic program review process.

Step	Action	Time
1	The semester prior to the program review due date, authors should request applicable data from the Office of Institutional Effectiveness, and design and administer their client/customer satisfaction survey.	February/March
2	Authors attend program review trainings.	Semester Prior to Due Date
3	Authors begin working on drafts. Collaboration with program employees, deans, supervisors, and the Program Review Coordinator, is encouraged.	Semester Prior to Due Date
4	Authors submit program reviews in the campus planning software (ELUMEN). The Program Review Coordinator schedules submissions for evaluation by the Institutional Effectiveness Committee (IEC).	December 1
5	The IEC reviews submissions utilizing a rubric, with an emphasis on both content and form. Submissions are deemed “exemplary,” “proficient” or “needs improvement.”	Following Semester
6	Program submissions receiving a “proficient” or “needs improvement” will be provided a list of comments by the IEC. “Proficient” programs may address these comments. Program documents that “need improvement” must address these comments and resubmit within 30 days.	Following Semester
7	Documents which “need improvement” are re-evaluated by the Institutional Effectiveness Committee. If these documents are not resubmitted to the IEC within 30 days of notification, the program will be considered not in “good standing.” If a program does not submit their document within 30 days of the October 1 deadline, they are considered not in “good standing” until they do. A program remains in “good standing” during the revision process, so long as the revision is completed within 30 days of receiving notice from the IEC. After two failed revision attempts, programs will be considered not in “good standing” until their revisions are accepted by the IEC.	N/A

8	Following acceptance, the Program Review Coordinator will post the document to the college webpage.	N/A
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Finalizing the Program Review Document. As described in a previous section of this document, the Program Review Coordinator is available throughout the program review process to offer guidance and support to programs scheduled for review in any given year. Additionally, program review training workshops are offered according to the schedule on the program review website. Programs must submit their documents within 30 days of the due date (October 1 for academic programs or December 1 for non-academic programs) to remain in good standing. Upon receipt of program documents, IEC members review them using a rubric (see appendix G, H or I). Program submissions are deemed either “exemplary,” “proficient,” or “needs improvement.” Program submissions receiving a “needs improvement” will be provided a list of comments by the IEC and may request a meeting with the reviewers or Program Review Coordinator for further clarification. These programs have 30 days to address these issues and resubmit to the IEC committee to remain in good standing. Programs will be considered in good standing during the revision process as long as revisions are turned in within 30 days of notification. After two failed revision attempts, programs will be considered in bad standing until their document is approved. Once approved, the Program Review Coordinator will post the document to the website.

Program Review Resources

Helpful Links Related to Program Review

Office of Institutional Effectiveness:

<https://www.compton.edu/about/institutional-effectiveness/index.aspx>

The webpages features data dashboards to all campus-relevant data, as well as contact information for requesting additional data that isn’t posted.

Compton College Program Review Webpage:

<https://www.compton.edu/about/program-review/>

The Program Review webpages provides general information regarding the program review process and contains links to regularly updated information such as:

- *Institutional Effectiveness Committee Information*
- *Program Review Handbook*
- *Program Review Timelines*
- *Program Review Training Schedule*
- *Completed Program Reviews*

Resource Contact Information

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Student Learning Outcomes (SLO) Facilitators

Each academic division designates one SLO Facilitator to assist with the coordination of course- and program-level learning outcomes assessment. SLO Facilitators are a valuable resource for completing the “Assessments and Student Learning Outcomes” component of program review. As faculty assignments are subject to change for a variety of reasons, each division office maintains the most updated information regarding its SLO Facilitator(s).

APPENDIX A

COMPTON COMMUNITY COLLEGE DISTRICT BP 1200, Rev. Nov 19, 2024 DISTRICT MISSION AND VISION

Vision

Compton College will be the leading institution of student learning and success in higher education.

Mission Statement

Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.

COMPTON COMMUNITY COLLEGE DISTRICT BP 1201, Issued Jan 13, 2025 STRATEGIC INITIATIVES

Strategic Initiatives

In order to fulfill the Compton College mission, the College has one overarching goal identified in the Compton College 2035 Comprehensive Master Plan. The goal is to accelerate completion while advancing equity and success, which is supported by three mission-centered areas of focus: Education, Student Equity and Achievement Plan, and Strategic Enrollment Management. Within these areas of focus, there are objectives (strategic initiatives) to support the attainment of the goal.

EDUCATION

Objective 1. Strengthen on-ramps to Compton College with increased focus on dual enrollment, GED, justice involved and justice-impacted, foster youth, disabled, English Language Learners, Veterans, students with dependents, working adults, and low-income students.

Objective 2. Adopt holistic, systemic practices to retain students.

Objective 3. Increase partnerships to provide students with clear, seamless pathways to noncredit and credit programs, credit-for-prior-learning, and customized educational and training opportunities (e.g., apprenticeships, internships, work-based learning) leading to living-wage employment opportunities.

STUDENT EQUITY AND ACHIEVEMENT PROGRAM PLAN

Objective 1. Increase successful enrollment of males of color students who enroll out of those who apply to the College.

Objective 2. Increase the number of Black or African American and Latino/a/x students points who enroll in and complete transfer-level English and math courses by ensuring students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term.

Objective 3. Increase the proportion of males of color students who enrolled in fall and spring terms in a selected year, excluding students who completed an award or transferred to a postsecondary institution.

Objective 4. Increase the number of males of color students in the Guided Pathways Divisions with targeted academic and personal support to promote successful course completion and persistence to the next term and resulting in enrollment in a four-year institution.

Objective 5. Increase the completion rate (i.e., number of students who attained the Vision for Success definition of completion - degree or certificate - in the selected year) for Black or African American and Latino/a/x students.

STRATEGIC ENROLLMENT MANAGEMENT

Objective 1. Increase outreach to first-time students, including traditional and nontraditional students, particularly high school dual enrollment students and adult learners for both noncredit and credit courses and programs.

Objective 2. Expand partnerships to increase access for first-time students, including traditional and non-traditional students.

Objective 3. Expand student-friendly, equity-minded practices, policies, and procedures to support increased and equitable student connections, entry, progress, and completion.

Objective 4. Set enrollment management goals, which support the Vision 2030 Goals, maximize the College's Student-Centered Funding Formula allocation, and align to the College's vision, mission, and goals.

Appendix B
Compton College
Program Review Timelines
2024-2034

Academic Program Review Submission Deadline to IEC: October 1st of the year indicated Non-
Non-Academic Program Review Submission Deadline to IEC: December 1st of the year indicated

Division	Program Review Type	Academic Program or Unit	CTE Program	Disciplines, Business Area, or Programs Included	Program Review Due		
Academic Affairs	Academic	Administration of Justice	CTE		2024 (CTE)	2026 (Full)	2028 (CTE)
Academic Affairs	Academic	Adult Education			2024	2028	2032
Academic Affairs	Academic	Art			2025	2029	2033
Academic Affairs	Academic	Auto Collision Repair and Painting	CTE		2025 (Full)	2027 (CTE)	2029 (Full)
Academic Affairs	Academic	Auto Technology	CTE		2025 (Full)	2027 (CTE)	2029 (Full)
Academic Affairs	Academic	Business	CTE		2025 (Full)	2027 (CTE)	2029 (Full)
Academic Affairs	Academic	Chemistry			2026	2030	2034
Academic Affairs	Academic	Child Development	CTE		2024 (Full)	2026 (CTE)	2028 (Full)
Academic Affairs	Academic	Communication Studies			2024	2028	2032
Academic Affairs	Academic	Computer Information Systems	CTE		2025 (Full)	2027 (CTE)	2029 (Full)
Academic Affairs	Academic	Cosmetology	CTE		2025 (CTE)	2027 (Full)	2029 (CTE)
Academic Affairs	Academic	Dance			2025	2029	2033
Academic Affairs	Academic	Earth Science			2026	2030	2034
Academic Affairs	Academic	English			2024	2028	2032
Academic Affairs	Academic	English as a Second Language			2024	2028	2032
Academic Affairs	Academic	Heating, Ventilation, A/C & Refrigeration	CTE		2025 (Full)	2027 (CTE)	2029 (Full)
Academic Affairs	Academic	History			2025	2029	2033

Division	Program Review Type	Academic Program or Unit	CTE Program	Disciplines, Business Area, or Programs Included	Program Review Due		
Academic Affairs	Academic	Honors Program			2028	2032	2036
Academic Affairs	Academic	Human Development			2026	2030	2034
Academic Affairs	Academic	Kinesiology and PE		First Aid, Kinesiology, Physical Education, Recreation	2025	2029	2033
Academic Affairs	Academic	Languages		American Sign Language, Spanish	2026	2030	2034
Academic Affairs	Academic	Library and Library Science			2024	2028	2032
Academic Affairs	Academic	Life Sciences			2024	2028	2032
Academic Affairs	Academic	Machine Tool & Manufacturing Technology	CTE		2025 (CTE)	2027 (Full)	2029 (CTE)
Academic Affairs	Academic	Mathematics			2026	2030	2034
Academic Affairs	Academic	Music	CTE	Commercial Music, Music*	2025* (Full)	2027 (CTE)	2029* (Full)
Academic Affairs	Academic	Nursing	CTE		2025 (Full)	2027 (CTE)	2029 (Full)
Academic Affairs	Academic	Physics/ Astronomy			2026	2030	2034
Academic Affairs	Academic	Political Science			2024	2028	2032
Academic Affairs	Academic	Psychology			2026	2030	2034
Academic Affairs	Academic	Social Media & Film/Video			2027	2031	2035
Academic Affairs	Academic	Social Science		Anthropology, Economics, Ethnic Studies, Women's Studies	2024	2028	2032
Academic Affairs	Academic	Sociology			2024	2028	2032
Academic Affairs	Academic	Theater			2025	2029	2033
Academic Affairs	Academic	Welding	CTE		2025 (Full)	2027 (CTE)	2029 (Full)
Academic Affairs	Academic	Workforce Development			2024	2028	2032

Division	Program Review Type	Academic Program or Unit	CTE Program	Disciplines, Business Area, or Programs Included	Program Review Due		
Academic Affairs	Administrative	Child Development Center			2025	2029	2033
Academic Affairs	Student Services	Distance Education			2026	2030	2034
Academic Affairs	Student Services	MESA/STEM Center			2025	2029	2033
Academic Affairs	Student Services	Student Success Center			2026	2030	2034
Administrative Services	Administrative	Auxiliary Services		Contract, Facilities Rental/Events, Purchasing	2027	2031	2035
Administrative Services	Administrative	Business Services		Accounting, Accounts Payable, Payroll	2026	2030	2034
Administrative Services	Administrative	Facilities, Planning and Operations			2026	2030	2034
Administrative Services	Administrative	Information Technology Services			2024	2028	2032
Human Resources	Administrative	Human Resources		Hiring/Benefits, Evaluation, Title IX/EEO	2027	2031	2035
Human Resources	Administrative	Professional Development			2025	2029	2033
President/CEO	Administrative	Community Relations			2027	2031	2035
President/CEO	Administrative	Foundation			2025	2029	2033
President/CEO	Administrative	Institutional Effectiveness			2025	2029	2033
President/CEO	Administrative	President/CEO Office			2029	2033	2037
Student Services	Student Services	Admissions & Records			2027	2031	2035
Student Services	Student Services	Assessment/Testing			2026	2030	2034
Student Services	Student Services	Athletics			2026	2030	2034
Student Services	Student Services	Black and Males of Color Success			2025	2029	2033

Division	Program Review Type	Academic Program or Unit	CTE Program	Disciplines, Business Area, or Programs Included	Program Review Due		
Student Services	Student Services	CalWORKs			2024	2028	2032
Student Services	Student Services	Campus Police			2027	2031	2035
Student Services	Student Services	Counseling		Orientation	2024	2028	2032
Student Services	Student Services	Educational Partnerships		Outreach, Promise	2027	2031	2035
Student Services	Student Services	EOP&S, CARE, NextUp			2024	2028	2032
Student Services	Student Services	Equity/Basic Needs		F.I.S.T.	2025	2029	2033
Student Services	Student Services	Financial Aid & Scholarship			2027	2031	2035
Student Services	Student Services	First Year Experience			2027	2031	2035
Student Services	Student Services	Foster & Kinship			2027	2031	2035
Student Services	Student Services	Special Resource Center			2025	2029	2033
Student Services	Student Services	Student Development			2026	2030	2034
Student Services	Student Services	Transfer/Career Center			2025	2029	2033
Student Services	Student Services	Upward Bound Math Science			2024	2028	2032
Student Services	Student Services	Veteran's Resource Center			2029	2033	2037

APPENDIX C

COMPTON COLLEGE ACADEMIC PROGRAM

REVIEW GUIDELINES AND INSTRUCTIONS

Program Review Component	Guidelines and Instructions
1. <u>Overview of the Program</u> a) Provide a brief narrative description of the current program, including the program’s mission statement and the students it serves. b) Describe the degrees and/or certificates offered by the program. c) Explain how the program fulfills the college’s mission and aligns with the strategic initiatives (see Appendix A). d) Discuss the status of recommendations from your previous program review.	<u>Overview of the Program</u> <i>If someone asked you about your program, what would you tell them? Use this opportunity to “brag” about your program offerings, accomplishments, and contributions to the college and/or the community. Describe the students and other stakeholders that you serve.</i> <i>In your response, include the number of units or courses required to complete the program.</i> <i>How do program offerings and services contribute to the college mission? In what way do program objectives align with the college’s strategic initiatives?</i> <i>What happened with the requests you had before? Are they completed, active, on hold, abandoned? How did any action or inaction on the past recommendations impact your program?</i>
2. <u>Analysis of Research Data</u> (include data provided by the Office of Institutional Effectiveness)	<u>Analysis of Research Data</u> <i>Program data is provided in the program review data dashboard, accessible via the program review webpage.</i>

Program Review Component	Guidelines and Instructions
Provide and <u>analyze</u> the following statistics/data. a) Head count of students in the program b) Course grade distribution c) Success rates (Discuss your program's success rates, addressing any performance gaps). d) Retention rates (Discuss your program's retention rates, addressing any student equity issues as applicable.) e) A comparison of success and retention rates in face-to-face classes with distance education classes f) Enrollment statistics with section and seat counts and fill rates g) Scheduling of courses (day vs. night, days offered, and sequence) h) Completion counts i) Transfer data j) Additional data compiled by faculty	<i>Identify and address any enrollment trends. Break down and describe enrollment by demographic characteristics (gender, race, age, educational goal, class enrollment time). Has there been an increase or decrease in enrollment during the review cycle?</i> <i>Are there some courses that stand out in one way or another in terms of grades?</i> <i>Analyze success for various demographics. In discussing success, address any performance gaps. If your success rates are lower for disproportionately impacted students. What is your program doing or planning to do to close performance gaps and address student equity?</i> <i>In discussing retention, address any performance gaps if your retention rates are lower for disproportionately impacted students. Analyze</i> <i>What is your program doing or planning to do to retain students who are disproportionately impacted?</i> <i>Are there any differences in success and retention rates across delivery method?</i> In discussing success and retention rates, consider using SLO assessment data as a complement, especially in cases where success is low due to large numbers of drops. <i>Identify and address any trends in fill rates. Are there particular sections that are consistently over/under filled?</i> <i>Are the times and frequencies that courses are scheduled fulfilling the need or demand for the courses?</i> <i>What number of students earn degrees and/or certificates? What number of students transfer?</i> <i>Please use the data dashboard and program awards dashboard accessible from the program review webpage:</i> https://www.compton.edu/about/program-review/ <i>The following websites contain rich data resources about your program and the college:</i> <i>Compton College Office of Institutional Effectiveness</i> https://www.compton.edu/about/institutional-effectiveness/index.aspx <i>Chancellor's Office DataMart</i> http://datamart.cccco.edu

Program Review Component	Guidelines and Instructions
j) List any related recommendations.	<i>Additional data may include survey data, test scores, career placement, etc. Requests for specific data collection can be made on the Office of Institutional Effectiveness website, or by speaking with IE staff. If you have any questions about data or its collection, please contact Institutional Effectiveness.</i> <i>If the recommendation requires funding, provide a cost estimate.</i>
3. Curriculum Review and discuss the curriculum work done in the program during the past four years, including the following: a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years. b) Explain any course additions to current course offerings. c) Explain any course deletions and inactivations from current course offerings. d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.) e) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs. 1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle? 2. Are there any concerns regarding program courses and their articulation to courses at other educational institutions?	<u>Curriculum</u> <i>Curriqunet is the database for curriculum. Log in through the MyCompton portal.</i> <i>For curriculum questions and timelines, consult your division representative to the College Curriculum Committee.</i> <i>Course deletions permanently eliminate a course, whereas inactivations put a course "on hold." An inactivated course does not appear in the college catalogue but can be relatively easily reactivated through the curriculum process. It is much easier to reactivate a course than to create a new one. Some courses are currently being inactivated because they have not been offered in the past several years</i> <i>Articulation</i> refers to an official agreement between Compton College and other institutions. If a course has been "articulated" it means that the institution acknowledges that the course is equivalent to the course offered on their campus and agrees to accept it in lieu of their course. <i>Transferable</i> means that an institution will accept a course as elective credit but does not guarantee course-to-course credit.

Program Review Component	Guidelines and Instructions
3. How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates. 4. Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies. f) List any related recommendations.	<i>Set a specific, realistic goal for degree/certificate completion rates based on your data. Discuss any factors that may impact student attainment. Discuss any program modifications (e.g., revised program criteria) that may be considered based on the data.</i> <i>As applicable, set a specific, realistic goal for licensure/certification exam pass rates based on your data. Discuss factors that may impact student pass rates. Discuss any curriculum revisions or other program modifications that may be considered based on the data. As applicable, address any action plans for maintaining/improving performance relative to standard benchmarks.</i> <i>If the recommendation requires funding, provide a cost estimate.</i>
4. <u>Assessment and Student Learning Outcomes (SLOs)</u> a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned. b) Provide a timeline for your course and program level SLO assessments. c) State the percent of course and program SLO statements that have been assessed. d) Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples. e) Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results. f) List any related recommendations.	<u>Assessment and Student Learning Outcome (SLOs)</u> <i>Discuss the SLO process and assessment results. Please note that according to the ACCJC rubric, a "sustainable" level of assessment is evidenced when student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement; there is dialogue about student learning that is ongoing, pervasive, and robust; and student learning improvement is a visible priority in the program.</i> <i>Please contact your SLO facilitator and/or the SLO coordinator for SLO alignment grids.</i> <i>Tabulate the number and percent of course and program SLO statements assessed.</i> <i>What has your program learned by assessing its SLOs and PLOs? What changes you have made after considering assessment results? In the response, describe the changes and the impact they have had on student learning and program effectiveness.</i> <i>Is the program making improvements to the SLO assessment process and raising SLO awareness with faculty and students? Have SLO assessment results been shared and discussed in meetings (e.g., faculty meetings, brown-bag lunches)? Is information about SLOs distributed via email, bulletin boards, or some form of update?</i> <i>If the recommendation requires funding, provide a cost estimate.</i>

Program Review Component	Guidelines and Instructions
5. <u>Analysis of Student Feedback</u> Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews. - Describe the results of the student survey in each of the following areas: - Student support - Curriculum - Facilities, equipment, and technology - Program objectives - Discuss the implications of the survey results for the program. - Discuss the results of other relevant surveys (if applicable). List any related recommendations.	<u>Analysis of Student Feedback</u> <i>How were the surveys distributed? What was the response rate?</i> <i>Are there any noteworthy patterns of student feedback?</i> <i>Analyze areas where students perceive the program is performing well and areas where students perceive the program could use improvement. Attach the survey report from Institutional Effectiveness in the body of the final program review document.</i> <i>Does the student feedback correlate with any of your findings in other program review areas (e.g., Curriculum, Facilities)? Are students asking for courses, services, or other items which require additional resources?</i> <i>If the recommendation requires funding, provide a cost estimate.</i>
6. <u>Facilities and Equipment</u> - Describe and assess the existing program facilities and equipment. - Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. - Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. List any related recommendations.	<u>Facilities and Equipment</u> <i>In the response, identify and fully justify any facilities and equipment needs. Discuss the viability of consolidating or sharing equipment and facilities to satisfy needs.</i> <i>What impact would not meeting these needs have on your program?</i> <i>If the recommendation requires funding, provide a cost estimate.</i>
7. <u>Technology and Software</u> - Describe and assess the adequacy and currency of the technology and software used by the program. - Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals. - Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals. List any related recommendations.	<u>Technology and Software</u> <i>In the response, identify and fully justify any technology and software needs. Discuss the viability of consolidating or sharing technology and software to satisfy needs.</i> <i>What impact would not meeting these needs have on your program?</i> <i>If the recommendation requires funding, provide a cost estimate. Be sure to include the cost of maintenance and upgrades.</i>

Program Review Component	Guidelines and Instructions												
8. <u>Staffing</u> a) Describe the program’s current staffing, including faculty, administration, and classified staff. b) Explain and justify the program’s staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals. c) List any related recommendations.	<u>Staffing</u> <i>In the response, identify and fully justify any current staffing needs. Discuss any options for addressing the needs.</i> <i>What impact would not meeting these staffing needs have on your program?</i> <i>If the recommendation requires funding, provide a cost estimate for classified staff and faculty.</i>												
9. <u>Direction and Vision</u> a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years? b) Explain the direction and vision of the program and how you plan to achieve it. c) List any related recommendations.	<u>Direction and Vision</u> <i>What are the emerging trends within the academic field or discipline? What changes have occurred in the industry since the last review cycle?</i> <i>What do you envision as an ideal future direction for your program? What is the future of your program and how do you hope to get there?</i>												
10. <u>Prioritized Recommendations</u> a) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations. <table><tr><th>Recommendation</th><th>Cost</th><th>S.I.</th></tr><tr><td>1.</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></table> b) Explain why the list is prioritized in this way.	Recommendation	Cost	S.I.	1.			2.			3.			<u>Prioritized Recommendations</u> <i>All the prioritized recommendations appearing in this list should be discussed and justified earlier in the review.</i> <i>Be sure to include the cost estimates for pertinent recommendations. The recommendations that carry a cost will be entered into the college’s data management system for program review and planning (i.e., ELumen) and must be linked to one of the college’s strategic initiatives to be considered for funding.</i>
Recommendation	Cost	S.I.											
1.													
2.													
3.													

APPENDIX D
COMPTON COLLEGE STUDENT SERVICES
PROGRAM REVIEW GUIDELINES AND INSTRUCTIONS

Program Review Component	Guidelines and Instructions
1. <u>Program Description</u> a) Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives? b) Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Effectiveness to obtain data. c) Describe how interaction with the program helps students succeed or meet their educational goals. d) How does the program interact with other on-campus programs or with off-campus entities? e) List notable achievements that have occurred since the last Program Review. f) What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?	<u>Program Description</u> <i>If someone asked you about your program, what would you tell them? Explain what the program does. What are its goals? Who is eligible? How does its function further the goals of the college (be specific and link it to the mission statement or strategic initiatives)?</i> <i>If the program does not gather this data, please contact the Office of Institutional Effectiveness to request it. This should be done the prior semester, to allow time to compile the data.</i> <i>Provide descriptive statistics such as age, ethnicity, year in college, etc.</i> <i>Explain how the program is designed to help students. For example, what service is provided, and how does that help students (if you cover this in section a, just briefly summarize). If possible, utilizing data, demonstrate the program's impact on student success or other student goals.</i> <i>Does this program work with others in order to meet a larger goal? Who are these partners and what are their roles?</i> <i>What are some of the program's successes? Describe them.</i> <i>Explain why some recommendations weren't implemented. Were they ultimately not necessary? Are they going to be implemented in the future? Please provide justification for recommendations not implemented.</i>
2. <u>Program Environment</u> a) Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why? b) Describe the number and type of personnel assigned to the program. Please include a current organizational chart. c) Describe the personnel needs for the next four years. d) Describe facilities needs for the next four years.	<u>Program Environment</u> <i>Describe the physical facilities. Is the equipment and/or technology adequate to meet the program's needs? In the response, identify and fully justify any facilities and equipment requests. Discuss the viability of consolidating or sharing equipment and facilities to satisfy needs.</i> <i>List all personnel and their roles.</i> <i>Is current staffing adequate, or are new hires necessary? Are there anticipated departures that will need to be addressed? Is the program expanding?</i> <i>Are new facilities necessary? If so, what kinds/types and why.</i>

Program Review Component	Guidelines and Instructions
e) Describe the equipment (including technology) needs for the next four years. f) Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students? g) Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?	<i>Is existing equipment adequate, or do new purchases need to be made Are there ongoing equipment needs?</i> <i>Justify the program's operating hours. Please support with data from customer satisfaction survey.</i> <i>Are there external factors that must be taken into account with regards to funding, students served, service delivery, or any other aspects of the program?</i>
3. <u>Service Area Outcomes</u> a) List and describe the program's SAO assessment results. b) How were the SAOs developed? Who was engaged in the creation of the SAOs? c) How often are the SAOs assessed and who is engaged in the discussion? d) What has been done if the SAO assessment results were not as anticipated? e) Where are the SAOs assessment results shared with staff,students, and the public? f) Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?	<u>Service Area Outcomes</u> <i>Describe the process by which the SAO's were developed. How did the program decide on this set of SAO's? Was there data involved?</i> <i>What actions have been taken to address SAO's that weren't as expected? If SAO's were as expected, what is being done to ensure continued success?</i> <i>After analyzing the findings, were there areas that the program could improve? If so, what changes were made to address program shortcomings?</i>

Program Review Component	Guidelines and Instructions
<u>4. Program Improvement</u> <i>Information should help determine where program resources should be dedicated</i> a) What activities has the program engaged in to improve services to students? b) How have program personnel used metrics to improve program services? Provide metrics from the last four years. c) If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.	<u>Program Improvement</u> <i>How can services be improved? Data derived from SAO's and the customer service survey can be addressed, as well as other data sources.</i> <i>Has the program used data to improve program services? If so, explain the data sources.</i> <i>Identify trends in the data (if any exist). Did certain groups of students perform better than others? Was the program more effective for certain students than others? If these trends exist, explain how they can be addressed.</i>
<u>5. Customer Service</u> a) How was the survey conducted? Please include a copy of the survey. b) What were the major findings of the customer service survey? c) Describe exemplary services that should be expanded or shared with other programs. d) What aspect of the program's service needs improvement? Explain how the program will address service improvements.	<u>Customer Service</u> <i>Who was it administered to (who was included in the sample)? What type of survey questions were administered (open ended questions, multiple choice questions, likert scale, etc.)? How was the survey administered (face-to-face, online, paper questionnaire, etc.)?</i> <i>Were there any trends? What did customer satisfaction look like overall? Were there any significant differences in satisfaction between respondents?</i>

Program Review Component	Guidelines and Instructions
6. <u>Conclusions and Recommendations</u> <u>(Include only information previously referenced in the program review)</u> a) Summarize the program's strengths. b) Summarize the program's areas that need improvement. c) List the program's recommendations in a prioritized manner to help better understand their importance to the program.	<u>Conclusions and Recommendations</u> <i>All the prioritized recommendations appearing in this list should be discussed and justified earlier in the review.</i> <i>Be sure to include the cost estimates for pertinent recommendations, as well as which strategic initiative they support. The recommendations that carry a cost will be entered into the college's annual plan.</i>

APPENDIX E

COMPTON COLLEGE ADMINISTRATIVE SERVICES AND PRESIDENT'S OFFICE PROGRAM REVIEW GUIDELINES AND INSTRUCTIONS

Program Review Component	Guidelines and Instructions
1. <u>Overview</u> a) Program profile. b) Status of previous recommendations. c) Continuing recommendations	<u>Overview</u> <i>The program profile should contain the program name, primary objectives, funding source(s), a profile of the students or clients served, and any other information that will provide the reader with a more complete understanding of the program. Authors should describe how the program is aligned with the college's mission and strategic initiatives. Please contact Institutional Effectiveness to obtain some of this preliminary data if you do not already have access to it. This should be done the prior semester, to allow IE time to compile the data. (If possible) Provide descriptive statistics such as age, ethnicity, year in college, etc.</i> <i>List the current status of recommendations that were provided in the last program review.</i> <i>List the recommendations that are expected to continue as a result of the program review.</i>
2. <u>Program Data</u> a) Customer/student/client satisfaction data. b) Customer/student/client outcome data. c) Campus/community collaboration d) Program data recommendations	<u>Program Data</u> <i>List and analyze the results of the student or client satisfaction survey. Based upon the analysis what program improvements should be made. Assistance from Institutional Effectiveness will be necessary to create, distribute, and tally the survey. Please make arrangements for the survey one semester prior to your due date.</i> <i>This section requires the analysis of customer, student or client program data (i.e., metrics) that has been collected over the past three years. Metrics should be thought of as program specific data such as the <u>number</u> of customer/students/clients who utilized various segments of your service over a specific period of time. Based upon the trends and performance indicator data (e.g., metrics) what changes, if any, should be made to improve the program? All program improvement must be tied to the data.</i> <i>List collaborative efforts with the campus and external community that are designed to benefit the program. Describe the effectiveness of each collaboration or partnership. Describe how the collaborative efforts can/should be strengthened and what new collaborations or partnerships should be pursued to improve the program.</i> <i>Compile all program data recommendations from A-C.</i>

Program Review Component	Guidelines and Instructions
3. <u>Program Requirements</u> a) Program support. b) Facilities and equipment. c) Staffing d) Planning e) Program requirement recommendations	<u>Program Requirements</u> <i>List campus departments that are essential to the success of this program, the impact of those departments on the program, and what is being done to strengthen the partnership between each.</i> <i>Provide a summary of the current state of the program's facilities and equipment and list recommendations if appropriate.</i> <i>Describe the adequacy/inadequacy of the program's current staffing level and the training needs of program personnel. Fill in the personnel chart * like one that follows. Discuss how the data in the chart impacts the program and its future. Are program personnel current in their field? If not, describe what is needed to maintain currency and how it will improve the program. List recommendations based upon question responses.</i> <i>Analyze external (advisory committee input, academic/trade journal articles, or other appropriate sources) and internal information to determine changes or trends that will impact the program within the next five years. Explain how the program's planning process (1) involves program staff, (2) ties into the institution's goals and student learning outcomes, and (3) is linked to budgeting.</i> <i>What data, not currently provided, would be needed to improve program development planning? Describe the type of data desired, why it will be useful, and list the possible sources, if known.</i> <i>Describe how program personnel are made aware of what is happening in the program, future program plans, external/internal changes affecting the program, and changes that need to be made to enable the program to adapt and continue to be successful.</i> <i>List all recommendations made in the Program Requirements section.</i>
4. <u>Recommendations</u>	<u>Recommendations</u> <i>Provide a prioritized list of all recommendations made throughout this program review and the cost associated with each recommendation, as well as a corresponding success indicator. Each recommendation should be linked to a strategic initiative. List the strategies program personnel will pursue to aid in the achievement of each recommendation. Enter this section into the campus planning software.</i>

***Personnel Chart**

Name	Reassigned time (show in %)	Currently on leave*	Retired in the las 2 years	F/T hired in the last 3 years	Anticipated to retire in the next years

APPENDIX F

CAREER AND TECHNICAL EDUCATION (CTE) SUPPLEMENTAL QUESTIONS

CTE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CTE supplemental questions below. Every two years (once between full program reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:

1. **How strong is the occupational demand for the program?** In your response, describe any changes in demand over the past 5 years and discuss the occupational outlook for next 5 years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.
2. **How does the program address needs that are not met by similar programs in the region?** In your response, identify any distinctive components of the program (e.g., curriculum, facilities, resources) and/or describe any unique contributions the program or its students/graduates make to the community served.
3. **What are the completion, success, and employment rates for students in the program?** In your response, identify the standards set by the program and discuss any factors that may impact completion, success, and employment rates among students in the program. Describe the status of any action plans for maintaining/improving rates relative to such benchmarks.
4. **List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates.** In your response, identify any applicable performance benchmarks set by regulatory agencies and describe the status of any action plans for maintaining/improving pass rates relative to such benchmarks.
5. **Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates?** Use data from student surveys, employer surveys, and other sources of employment feedback to justify your response.
6. **Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program?** Describe the status and impact of any advisory committee recommendations.

California Education Code 78016 requires that the review process for CTE programs includes the review and comments of a program's advisory committee. **Provide the following information:**

- a. Advisory committee membership list and credentials
- b. Meeting minutes or other documentation to demonstrate that the CTE program review process has met the above Education Code requirement.

APPENDIX G

INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC) ACADEMIC PROGRAM REVIEW FEEDBACK RUBRIC

This rubric is used by Institutional Effectiveness Committee (IEC) members to provide feedback on submitted program review drafts.

Program Reviewed

Review Date

Reviewer Name(optional)_

Recommendation

Section 1 – Overview of the Program

Does the overview succinctly describe the program and its degree and/or certificate offerings?

☐ Yes

☐ No

Is the program and its objectives aligned with the college mission and strategic initiatives?

☐ Yes

☐ No

Does the program overview sufficiently address the status of recommendations from previous reviews?

☐ Yes

☐ No

Comments/Questions:

Section 2 – Analysis of Research Data

	<i>Check here if item is sufficiently addressed in the data analysis?</i>	<i>Do the data appropriately support any related program recommendations?</i>	<i>Comments/Questions</i>
Head Count	☐	☐ Yes ☐ No ☐ N/A	
Course Grade Distribution	☐	☐ Yes ☐ No ☐ N/A	
Success Rates	☐	☐ Yes ☐ No ☐ N/A	
Retention Rates	☐	☐ Yes ☐ No ☐ N/A	
Distance Education (success and retention)	☐	☐ Yes ☐ No ☐ N/A	
Enrollment Statistics	☐	☐ Yes ☐ No ☐ N/A	
Scheduling	☐	☐ Yes ☐ No ☐ N/A	
Improvement Rates (if applicable)	☐	☐ Yes ☐ No ☐ N/A	
Completion Counts (Associate degrees, Associate degrees for transfer, certificates)	☐	☐ Yes ☐ No ☐ N/A	
Transfer data	☐	☐ Yes ☐ No ☐ N/A	

Additional Data	☐	☐ Yes ☐ No ☐ N/A	
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Does the analysis of institutional research data set a standard for success and provide an explanation? ☐ Yes ☐ No

Comments/Questions:

Section 3 – Curriculum

Does the program review include an updated timeline for reviewing all courses on a 6-year cycle? ☐ Yes ☐ No

Does the review describe any curriculum revisions related to course offerings (e.g., new courses, course deletions and/or inactivations)? ☐ Yes ☐ No

Does the review address courses offered via distance education? ☐ Yes ☐ No

Does the review describe and set goals for any degrees and/or certificates offered by the program? ☐ Yes ☐ No

Does the review describe any applicable licensure/certification exams, graduate pass rates, and any action plans for maintaining/improving performance relative to standard benchmarks? ☐ Yes ☐ No

Comments/Questions:

Section 4 – Assessment of Student Learning Outcomes

Does the program review include a representation of the alignment of course SLOs, PLOs, and ILOs?

☐ Yes

☐ No

Does the program review include an updated timeline for course- and program-level outcomes assessment?

☐ Yes

☐ No

Does the review report and address the % of course- and program-level outcomes assessed?

☐ Yes

☐ No

Does the review sufficiently discuss how assessment results have led to changes in instruction, curriculum, and/or other aspect of the program? If *No*, please explain.

☐ Yes

☐ No

Does the review sufficiently discuss how the program assesses the effectiveness of any changes that have been implemented as a result of assessment? If *No*, please explain.

☐ Yes

☐ No

Does the review describe how the program has refined and improved its SLOs and assessment process (including a description of how the program dialogues about SLO assessments)? If *No*, please explain.

☐ Yes

☐ No

Other Comments/Questions:

Section 5 – Analysis of Student Feedback

Does the review analyze the results of IRP data and accurately describe the results of student feedback?

☐ Yes

☐ No

Does the propose review actions and/or resources needed by the program that are based on student feedback?

☐ Yes

☐ No

Comments/Questions:

Section 6: Facilities and Equipment

Does the program review identify immediate (1 – 2 years) needs related to facilities and equipment?

☐ Yes

☐ No

Does the program review identify long-range (2 – 4+ years) needs related to facilities and equipment?

☐ Yes

☐ No

Do all recommendations related to facilities and equipment which require funding include cost estimates?

☐ Yes

☐ No

Does the review provide sufficient evidence to justify recommendations and funding requests?

☐ Yes

☐ No

Comments/Questions:

Section 7: Technology and Software

Does the program review identify immediate (1 – 2 years) needs related to technology and software? ☐ Yes ☐ No

Does the program review identify long-range (2 – 4+ years) needs related to technology and software? ☐ Yes ☐ No

Do all recommendations related to technology and software which require funding include cost estimates? ☐ Yes ☐ No

Does the review provide sufficient evidence to justify recommendations and funding requests? ☐ Yes ☐ No

Comments/Questions:

Section 8: Staffing

Does the program review identify immediate (1 – 2 years) needs related to staffing? ☐ Yes ☐ No

Does the program review identify long-range (2 – 4+ years) needs related to staffing? ☐ Yes ☐ No

Do all staffing recommendations which require additional funding include cost estimates? ☐ Yes ☐ No

Does the review provide sufficient evidence to justify recommendations and funding requests? ☐ Yes ☐ No

Comments/Questions:

Section 9: Direction and Vision

Does the program review explain relevant changes in the academic field/industry using evidence?

☐ Yes

☐ No

Does the review describe how those changes will impact the program?

☐ Yes

☐ No

Comments/Questions:

Section 10: Prioritized Recommendations

Does the program review present a prioritized list of recommendations?

☐ Yes

☐ No

Does the review explain the process or manner by which the recommendations were prioritized?

☐ Yes

☐ No

Are costs included for each recommendation, when necessary?

☐ Yes

☐ No

Is each recommendation linked to at least one of the college's strategic initiatives?

☐ Yes

☐ No

Is each recommendation discussed and justified in a previous section of the review?

☐ Yes

☐ No

Comments/Questions:

CTE Supplemental Questions (if applicable)

Rating of Program Review

☐

Exemplary

The program review was extremely well written; concise and grammatically correct with few to no spelling errors. A model program review that is ready to be posted online for a public audience.

☐

Proficient

The program review was adequately written; lengthy or vague at times or included some grammatical and spelling errors. Corrections may be made prior to posting online for a public audience.

☐

Needs Improvement

The program review was poorly written or incomplete; too lengthy or vague or too many grammatical and spelling errors throughout the document. The program review needs to be rewritten and resubmitted.

Appendix H
Compton College Institutional Effectiveness Committee (IEC)
Student Services
Program Review Feedback Rubric

Program Description	Excellent	Meets Expectations	Needs Improvement	Comments
Description of program. Linkage to College's mission statement, statement of values, or strategic initiatives.				
Description of students served by the program. Source of data referenced.				
Description of how interaction with program helps students succeed or meet their educational goals.				
Description of program interaction with other on-campus programs or with off-campus entities.				
Listing of notable achievements that have occurred since last Program Review.				
Listing of prior Program Review recommendations not implemented and its impact on the program and students.				

Program Environment	Excellent	Good	Needs Improvement	Comments
Description of program environment including the program's location and resources to provide required programs and services to staff and students.				
Description of personnel assigned to the program. Inclusion of organizational chart.				
Description of program personnel needs for the next four years.				
Description of program facilities needs for the next four years.				
Description of program equipment needs for the next four years.				
Description of program hours of operation and explanation if hours of operation meet the needs of staff and students.				
Description of external factors that affect the program. Explanation of how the program addresses external factors.				

Service Area Outcomes (SAOs)	Excellent	Meets Expectations	Needs Improvement	Comments
Listing of program's SAOs.				
Description of how SAOs were developed and who engaged in their development.				
Description of how SAOs were assessed and who engaged in the discussion.				
Discussion of SAO assessment results especially if they were not anticipated.				
Description of where SAO assessment results are shared with staff, students, and the public.				
Discussion on SAO assessment results that indicate the need to change or modify components of the program.				

Program Improvement	Excellent	Meets Expectations	Needs Improvement	Comments
Description of program activities aimed at improving services to students.				
Description of how program personnel have utilized metrics from the last four years to improve program services.				
Explanation of patterns in student success, retention, persistence, graduation, and transfer as they relate to student characteristics and program objectives including planned responses or changes.				
Customer Service	Excellent	Meets Expectations	Needs Improvement	Comments
Explanation of how the customer service survey was conducted. Inclusion of survey in appendix.				
Explanation of major findings of customer service survey.				
Description of exemplary services that should be expanded or shared with other programs.				
Description of the programs' services that need improvement including how the program will carry out the improvements.				

Conclusions and Recommendations	Excellent	Meets Expectations	Needs Improvement	Comments
Summarization of program's strengths.				
Summarization of program's areas needing improvement.				
Listing of program's recommendations in a prioritized manner.				

Rating of Program Review

- ☐ **Exemplary**
The program review was extremely well written; concise and grammatically correct with few to no spelling errors. A model program review that is ready to be posted online for a public audience.
- ☐ **Proficient**
The program review was adequately written; lengthy or vague at times or included some grammatical and spelling errors. Corrections may be made prior to posting online for a public audience.
- ☐ **Needs Improvement**
The program review was poorly written or incomplete; too lengthy or vague or too many grammatical and spelling errors throughout the document. The program review needs to be rewritten and resubmitted.

Appendix I

Compton College Institutional Effectiveness Committee (IEC)

Administrative Services and President's Office

Program Review Feedback Rubric

This rubric is used by the Administrative Services Program Review Committee to provide feedback on program review drafts.

Section 1 – Overview of the Program

Does the overview succinctly describe the program? Yes No

Does the overview describe the students/clients the program serves, using applicable data gathered during the time frame of the program review? Yes No

Does the overview discuss the status of previous program recommendations? Yes No

Is the program aligned with the college mission and strategic initiatives? Yes No

Specific comments for section 1:

Section 2 – Analysis of Program Data

	<i>Is data present in each area, and carefully analyzed?</i>	<i>Is data used to effectively and accurately support the program recommendations?</i>
Customer/ Student/Client Satisfaction		
Customer / Student / Client Outcome Data		
Customer / Campus / Community Collaboration		
Customer / Program Data Recommendations		

Specific comments for section 2:

Section 3 – Program Requirements

	<i>Is each category adequately discussed?</i>	<i>*If applicable - Is data used to describe each category (If not applicable, put N/A)?</i>
Program Support		
Facilities and Equipment		
Staffing		
Planning		
Program Requirement Recommendations		

Specific comments for section 3:

Section 4 – Recommendations

Is the list of recommendations prioritized? Yes No

Is the prioritization explained? Yes No

Are costs included for each recommendation, when necessary? Yes No

Is each recommendation linked to a strategic initiative? Yes No

Is each recommendation discussed and justified in a previous section of the review? Yes No.

Specific comments for section 4:

Rating of Program Review

☐

Exemplary

The program review was extremely well written; concise and grammatically correct with few to no spelling errors. A model program review that is ready to be posted online for a public audience.

☐

Proficient

The program review was adequately written; lengthy or vague at times or included some grammatical and spelling errors. Corrections may be made prior to posting online for a public audience.

☐

Needs Improvement

The program review was poorly written or incomplete; too lengthy or vague or too many grammatical and spelling errors throughout the document. The program review needs to be rewritten and resubmitted.

APPENDIX J

Glossary of Terms

Headcount (Students)

The number of individual students enrolled in at least one program course after census date. Individuals are counted only once (referred to as an *unduplicated headcount*).

Student Demographics (Gender, Ethnicity, Academic Level, Educational Goal, etc.) Student-reported demographic data from their admissions application. This data does not get updated unless the student reapplies.

Age/Age Group

Age of the student, calculated at the beginning of the given term.

Class Load

Full-time status is indicated for any students who are enrolled in 12+ units for the semester, as of the first census date. Part-time status is indicated for any students with less than 12 units.

Time of Classes

Daytime classes are any classes beginning on weekdays before 4:30PM. Night classes are any classes beginning after 4:30PM. Classes are considered Weekend classes if they include a Saturday or Sunday meeting time. Classes are considered Unknown if there is no set meeting time, as in Distance Education or Work Experience courses.

Course Grade Distribution

The statistical distribution of all grades received for a given course. From left-to-right, the columns in this table represent: calendar **Year** the course was taught, **Course** abbreviation, instruction **Method** (lecture, laboratory, distance education, etc.), number of **Weeks** the course is held, **Grade** counts, the **Total** number of grades for the course, and the **Success** and **Retention** rate for the course.

Success Rate

The percentage of students enrolled at first census who receive an A, B, C, or P as a final course grade. Inc P grades (IA, IB, IC, IPP) are also considered passing success by the Chancellor's Office. Inc NP (ID, IF) are not considered success but are still included in retention rates. The **Program Success Standard** is calculated as the average between the lowest program success rate over the past five years and the average program success rate over the past five years.

Retention Rate

The number of students who remain enrolled through the end of a course, out of all students who were enrolled at census date. This is essentially the percentage of students who *did not withdraw or drop*.

Program Participation

Graph showing the annual number of sections (bars) and students (blocks) for a given program.

Course Fill Rate

The number of seats taken by students in a course section divided by the capacity of the section (multiplied by 100).