

## Why Conduct a Program Review?

Program review is a process that asks members of a department to critically assess their programs, identify necessary adjustments and design a mechanism to institute and evaluate proposed changes. It is not a “necessary evil” but a process that will help faculty clarify and achieve program goals. This is no different than how we tell our students to utilize the results of the various forms of assessment we use in class to see where their strengths and weaknesses are and where they need to take some time to strengthen their weakest areas.

To ensure that program review achieves its goals, it should be designed to ensure that there are appropriate linkages with educational planning including curriculum, budgetary processes, and accreditation. An area’s program review should feed into the college’s planning and budgeting processes in order to:

- evaluate how well a program functions in relation to its objectives, the mission of the college, the college’s institutional goals and priorities, and the needs of the community.
- strengthen planning, decision-making, and scheduling.
- encourage program development and improvement.
- improve the use of college resources.
- comply with Title 5, accreditation, and other mandated reviews.

## Program Review Process and Timeline

**Initial planning** – A workshop will be held for representatives of the programs scheduled for review during the preceding spring semester and should include as many of the members of the units as possible. The meeting will cover an orientation to the process, dissemination of basic research data, discussion of the timelines and expectations, and provide answers to any questions representatives have. Each program under review will select two representatives, where feasible, to oversee the review process.

**Program Review** – During the semester, department members will design and conduct, with the assistance of Institutional Research, surveys for additional information needed to complete their report. A draft of the report should be ready in early December for review and comment by the department members to identify areas that need further attention. The report will be submitted to the Vice President.

**Acceptance** – The Vice President conditional approval will require the area to make the necessary revisions to the report to gain full approval.

**Dissemination** – Approved program reviews will be available in the library and posted on the web if possible. Additional reports will be provided to Cabinet and the Board of Trustees.

### **Notes for Using Program Review Format**

Throughout the design of the process, the Program Review Task Force kept the following questions in mind:

- Where are we now?
- Where do we want to be?
- What do we need to do to get there?
- What evidence do we need to track our progress?

#### **Overview –**

*Program Description:* Provide a brief description of the program including the objectives. Comment on how the activities of your program support the mission and institutional goals of the College.

*Status of Previous Recommendations:* This represents a history since the last review. Examine previous recommendations and area's responses. What are the relevant institutional issues that impacted the program?

#### **Program Statistics –**

This area focuses on basic trends in the areas of *demand, offerings, scheduling, retention and success*, and the impact of these on the program. Normally a three-year cycle is used, but it is recognized that in some disciplines, the cycle may be longer due to fluctuations in the market. Also some areas like Fine Arts and Industry and Technology may want to group types of similar courses like studio art rather than list them individually.

#### **Curriculum –**

*Course and Content* – Examines the current status of the curriculum of a program. Is it in line with current practice in the field? Are there courses that are obsolete? Missing? What is the status of conditions of enrollment?

*Articulation* – Examines current status of courses with regards to articulation and identifies any problem areas.

*Instruction and Assessment* – Examines two areas, learning methods and assessment. The focus on learning methods assists in identifying the types of student-centered learning that are occurring on campus. Examples of learning methods include collaborative learning, classroom-based research, student-conducted research, Socratic method, supplemental instruction, and learning communities. Examples of assessment include evaluation of whether the learning objectives, skills, and competencies are being met and how the information gathered in this evaluation is used to improve student learning

and the overall quality of the program. This is an appropriate area in which to discuss how learning objectives of the program are reviewed and kept current.

### **Program Requirements –**

This area is a combination of looking at resources such as staffing and facilities and planning.

*Instructional support* – What other areas impact your program? Student success? What are your needs in this area?

*Facilities and Equipment* – Comment on facilities the program uses, their adequacy, your immediate needs and long-range needs. What is currency of equipment and technology in the program? How does this impact the program?

*Staffing* – Examine current staffing. Describe the strengths and weaknesses of staff as appropriate to the program's current status and future development.

*Planning* - Look both externally and internally to see what changes or trends will impact your program in the next 5 years. What changes in the discipline will impact your program? Where do you want the program to be in five years? What goals and objectives will your program set in relation to the district's mission and goals?

### **Conclusion –**

Not quite an executive summary but asks that recommendations identified throughout the review be prioritized. In addition to the recommendation, major needs are identified and strategies developed to implement recommendations and needs are to be in the conclusions.

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## I. Overview

### A. Description of Program

### B. Status of Previous Recommendations

## II. Program Statistics

### A. Demand: FTES by Course/Program

Instructions: Analyze the **FTES by Course/Program** using 1<sup>st</sup> census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.

Course	Year 1 (Term and year)	Year 2 (Term and year)	Year 3 (Term and year)

1. Given the data, can you recognize any trends in course demand in any of the Program's courses?
  
2. What are you doing to respond to trends?
  
3. Should a recommendation be written addressing the data?     Yes     No  
(If yes, list.)

### B. Offerings: Fill Rate\*

Instructions: Review and analyze the **fill rate data** (including the fill rate per course for both day and evening), provided by Institutional Research for this program for a three-year cycle and answer the following questions:

Average fill rate of courses in program: How does this program compare to:

	Year 1 (Term and year)	Year 2 (Term and year)	Year 3 (Term and year)
Day classes			
Evening classes			

1. Given the data, is the program in a growth mode?     Yes     No  
**Comment.**

2. What adjustments are indicated?  
**Explain.**

3. Should a recommendation be written that addresses the data? \_\_\_\_ Yes \_\_\_\_ No  
 (If yes, list.)

\* Percent of fill of each classes at census.

**C. Scheduling: Student Satisfaction with Scheduling**

Instructions: Complete the chart below. Indicate the time when sections of courses in the program are currently scheduled to start. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions.

Course	During the early morning before 10 am	During the late am/early pm 10am -1:55 pm	During the late afternoon 2 pm -4:25 pm	During the evening 4:30 & later	During the weekend	During the summer	Via Telecourses	Via Online

1. What (if anything) is indicated by the student satisfaction with scheduling?

2. Are there time periods of high student demand, which are not being addressed? \_\_\_\_ Yes \_\_\_\_ No  
 How could such demand be addressed?

3. Should a recommendation be written addressing this area? \_\_\_\_ Yes \_\_\_\_ No  
 (If yes, list.)

**D. Retention and Success**

**1. Retention**

Instructions: Review and analyze the data on **retention (course completion with a grade other than W)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels.

1. Given the data, what trends are observed?  
**Comment.**

2. Should a recommendation be written addressing the data? \_\_\_\_ Yes \_\_\_\_ No  
 (If yes, list.)

**2. Success Rate**

Instructions: Review and analyze the data on **success rate (students who earned a grade of A,B,C, or Credit)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels and answer the following questions:

1. What trends are observed?
2. Should a recommendation be written addressing the data? \_\_\_\_\_ Yes \_\_\_\_\_ No  
(If yes, list.)

### **III. Curriculum**

#### **A. Course and Content**

##### **1. Courses Not Offered**

Instructions: Indicate the total number of courses in the program and list all courses in the program, which are in the catalog but have not been offered in the last three years. Refer to this list to answer the following questions:

1. Given the data, are there courses that should be inactivated? \_\_\_\_\_ Yes \_\_\_\_\_ No  
**Comment.**
2. If there were courses not offered in the last three years that you do not wish to inactivate, what reasons are there to keep them active?
3. Should a recommendation be written addressing the data? \_\_\_\_\_ Yes \_\_\_\_\_ No  
(If yes, list.)

##### **2. Course Revisions and Additions**

Instructions: Utilize the Course Review Chart from the Curriculum Office to answer the following:

1. Are there course outlines that should be revised? \_\_\_\_\_ Yes \_\_\_\_\_ No  
(If yes, list.)
2. Are there courses inconsistent with current practice in the field? \_\_\_\_\_ Yes \_\_\_\_\_ No  
**Explain.**
3. Should new courses to be added to the program? \_\_\_\_\_ Yes \_\_\_\_\_ No  
**Explain.**
4. Are adjustments necessary to the conditions of enrollment (Prerequisite, Co-requisite, Recommended Preparation, and Enrollment Limitations) for a specific course to increase student success?

\_\_\_\_ Yes                      \_\_\_\_ No                      \_\_\_\_ Uncertain    **Comment.**

5. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed? (If not applicable, skip to Question 7.)

6. Are these degree and/or certificate requirements inconsistent with current practice? \_\_\_\_ Yes \_\_\_\_ No  
**Explain.**

7. Is there a need to create or delete a degree and/or certificate? \_\_\_\_ Yes \_\_\_\_ No  
**Explain.**

8. Should any recommendations be written that address the above responses? \_\_\_\_ Yes \_\_\_\_ No  
(If yes, list.)

### **B. Articulation**

Instructions: Using the California Articulation Number (CAN) Guide, answer the following questions:

1. Should any of your courses not currently included in the CAN Guide be articulated?
2. What problems, if any, are there in articulating courses?
3. Should a recommendation be written addressing above responses? \_\_\_\_ Yes \_\_\_\_ No  
(If yes, list.)

### **C. Instruction and Assessment**

#### **1. Learning Methods**

1. What learning methods are incorporated inside and outside the classroom in the program to promote student success? **Explain.**
2. Should a recommendation be written addressing above response? \_\_\_\_ Yes \_\_\_\_ No  
(If yes, list.)

#### **2. Assessment**

1. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?
  - A) Courses
  - B) Program



2. How do you use the results of the above evaluation to improve student learning and the quality of the program?
3. Should a recommendation be written addressing this area? \_\_\_\_\_ Yes \_\_\_\_\_ No  
(If yes, list.)

**IV. Program Requirements**  
**A. Instructional Support**

1. Identify key instructional support areas used by the program.

**Libraries & Programs:**

Library	Special Resource Center	Basic Skills Study Center	Library Orientation
Music Library	Puente Program	Honors Transfer Program	Other (Please list.)
Learning Resource Center Media Materials Collection	Assessment/Testing Office	Counseling	
EOP&S/CalWORKS	Transfer Center	First Year Experience	
Learning Communities	Project Success	Honors Transfer Program	

**Computer Labs & Tutoring:**

LMTC Computer Commons	SRC High Technology Center	Other Computer Lab: Please list.	Writing Center
CAI MAC Lab	Writing Lab		LRC Tutorial Program
CAI Windows Lab	Math & Science Lab		Math Tutoring
TOP Lab	Keyboarding Center		SRC Tutorial Program
Hawthorne BTC			EOP&S Tutoring
Inglewood Center			

**Faculty Support Services:**

Graphic Arts	Copy Center	Distance Education	Other (Please list.)
Media Services AV Production	Tech Services Help Desk	Teleconferences	
Media Services AV Equipment Distribution	Support Staff	Webconferences	
ECC Vehicles	ECC hosted Websites	Staff Development	
ECC E-mail			

2. Do you have some instructional support needs that are not being met? \_\_\_\_\_ Yes \_\_\_\_\_ No  
**Comment.**

3. Should a recommendation be written to address your needs? \_\_\_\_\_ Yes \_\_\_\_\_ No  
(If yes, list.)

**B. Facilities and Equipment**

1. Does the program make effective use of its facilities and equipment? **Explain.**
2. Are adequate facilities, equipment and supplies available for the program? \_\_\_\_ Yes \_\_\_\_ No  
**Explain.**
3. Are the facilities and equipment adequately maintained? \_\_\_\_ Yes \_\_\_\_ No  
**Explain.**
4. Should a recommendation be written addressing the data? \_\_\_\_ Yes \_\_\_\_ No  
(If yes, list.)

**C. Staffing**

Instructions: Analyze the data on **FTEF, adjunct FTEF, and the FT/PT ratio** for the most recent fall semester and answer the following questions:

**FTEF (full-time equivalent faculty):** # \_\_\_\_\_

**Number of full-time FTEF:** # \_\_\_\_\_

**Number of adjunct FTEF:** # \_\_\_\_\_

**FT/PT load ratio:** \_\_\_\_\_

1. How do the program numbers compare to a like semester (Fall to Fall) three years ago or the previous program review?
2. What do the program data indicate? Comment on any trends or unusual data.
3. How does the FT/PT ratio benefit or harm the program?
4. Do you have a faculty-mentoring program? \_\_\_\_ Yes \_\_\_\_ No  
**Describe.**
5. How do faculty maintain currency in their field?
6. Fill in the faculty status data below and answer the questions that follow.

Name	Reassigned time (how much in %)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)

- 6a. How does this data impact the program?
- 6b. Will this data affect the program in the future?

7. From this information, can you identify present and future staffing needs? \_\_\_\_ Yes \_\_\_\_ No  
**Explain.**
8. What is the department doing to address any future staffing needs?
9. Should a recommendation be written addressing the data? \_\_\_\_ Yes \_\_\_\_ No  
**(If yes, list.)**

#### **D. Planning**

1. Do the program faculty and other personnel have a clear idea of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful? **Explain.**
2. What data, not currently provided, would be needed in order to improve planning for the development of the program? **Explain.**
3. What major external changes or trends do you expect to be of particular relevance to your discipline in the next five years?
4. What will the implications of these changes or trends be for the program and how will the program need to respond?
5. Based upon the information above, how would you like the program to evolve within the next five years?
6. Should a recommendation be written addressing the data? \_\_\_\_ Yes \_\_\_\_ No  
**(If yes, list.)**

#### **V. Conclusion**

1. Prioritized Recommendations
2. Major Needs
3. Strategies