

Program Review Annual Summary Fall 2015

Prepared by the Program Review Committee

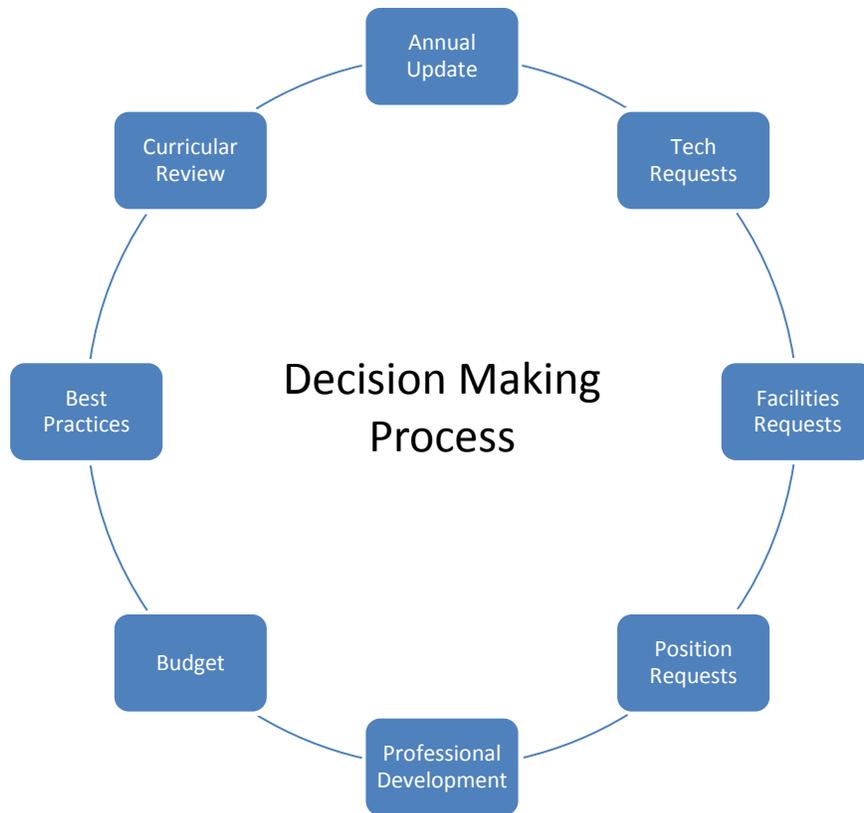
Purpose of Annual Report:

The Program Review Committee prepares an annual report for the College President, Academic Senate President, and College Council. The purposes of this report are as follows:

- To summarize themes and issues among the 61 instructional programs, 10 administrative units, 12 student affair units, and 15 academic affair units across the College. Of the completed reviews, 69 were Annual Updates and 16 were Comprehensive Reviews
- To assess the Program Review Annual Update and Comprehensive Program Review processes and the validity of their outcomes for the purpose of providing recommendations for future improvement as well as to share best practices.
- To provide information to help decision-making bodies such as the ISIT, Facilities, Assessment, Curriculum, and Professional Development committees; FCDC; College Council; and the College President in the resource allocation process.

Why do we do Program Review:

- Program review shows the entire process of how we utilize resources to serve our students.
- If you request a resource through program review (Technology/facilities/positions/professional development) you may receive it.



Outcome of Program Review Annual Update Findings: Synthesis of Common Themes and Issues:

While individual program reviews provide insightful information specific to that program, a synthesis of all programs seeks to identify common themes and issues that tend to appear among several programs, as well as to identify outliers who deviate from shared tendencies among other programs. For the 2015 reporting year, the Program Review Committee identified the following emergent themes. Themes and issues do not necessarily reflect shared experiences among all programs, but certainly emerged as common among multiple units.

- ✓ Need to provide a packet to each program area that has all documents. Often, incorrect form was filled out.
- ✓ Increased number of M & O requests
- ✓ Increased number of Technology requests

- ✓ Equity Question often left unanswered
- ✓ Budget form not submitted
- ✓ Form was not friendly to administrative units.
- ✓ Increase in overall annual update submissions
- ✓ List of programs is still not conclusive
- ✓ Need a form to request management positions
- ✓ Documents did not follow naming convention guidelines

Changes to Annual Program Review Process:

The number of instructional programs we have and the number of program reviews turned in continues to show a discrepancy. We started with a master list of 97 degrees and 41 Certificates of Achievement dated September 22, 2015. We should have received at least 97 program reviews. There are 97 programs listed on our initial read list.

PRC reviewed:

64 instructional: 61 submitted, 3 not

10 admin units: 9 submitted, 1 not

12 student affairs units: 9 submitted, 3 not

11 academic affairs units: 7 submitted, 4 not

Following the Title 5 definition (see page 6), we should have received a review of every degree and certificate we offer. If the certificates were stackable, i.e., potentially leading to a degree if the student chose to continue, they were combined with that degree in the Annual Update. Our directions in the CPR were less clear. Regardless, there should have been some program reviews of certificates that stand alone, i.e., they do not lead to a degree path. There were none.

Observations based on the process:

True in fall 2014; true in fall 2015:

- The instructional programs (degrees and certificates) we offered continued to evolve, but the Master List of Programs was a snapshot in time and often did not match current degrees and certificates.
- Some departments continue to view themselves as programs
- Using the wrong AU or CR form
- AU submitted without any forms
- There isn't a form to request management (program manager)
- Faculty and Classified requests were made using an old form
- Documents did not following naming convention guidelines
- Some program do not use the program name as listed on the document provided by the VP of instruction
- Equity question was not answered
- Budget form was not submitted
- Form was not user friendly to Admin units. It was also questioned how the admin units were informed about the process and the forms.

Concerns:

The Program Review Committee considers the following concerns as training opportunities for the next cycle.

1. Some programs had spoken to resource and staffing needs within the AU or Comprehensive without submitting appropriate forms.
2. A few programs submitted resources and staffing request forms from prior years as far back as 2013. When given the opportunity to resubmit proper forms, they did not.
3. Many conclusions were superficial.
4. Some programs did not submit an annual update
5. Some areas requested faculty, staff, and an increase in budget in order to be able to fulfill the college mission, implying that they could not do the job if the requests were not granted.
6. Overall, the responses were inconsistent. Some were very strong—there were more model examples this year. Others seemed halfhearted, as if they

were completed only because they were required. A few devoted their conclusions to a criticism of the process.

Recommendations for Future Practice:

1. Continue to track the connection between the program review process and resource allocations.
2. Develop an accurate master list of programs.
3. Develop Annual Update and Comprehensive forms that are more relevant to the following five areas: Instructional, Administration, Student Affairs, Auxiliary Services, Management
4. Develop a 3-year comprehensive cycle for Student Affairs and administrative units.
5. Committee will address the need to meet with deans of admin units and other programs to help in classifying special programs and programs that do not lead to degrees.
6. Train current and incoming FCDC members in the spring using faculty who submitted model program reviews as the trainers.
7. Develop a written policy for out-of-cycle position requests.
8. Continue to post examples of effective program review elements.
9. Advise authors to write the conclusion as though it were an abstract.
10. Supporting the need for a college researcher. Hiring of this position is in process.
11. Require initiatives like Making It Happen (MIH); Central California Community Colleges Committed to Change (C6 grant); Science, Technology, Engineering, and Mathematics (STEM); and Basic Skills Initiative (BSI) to participate in the program review process.
12. Require areas like Writing Center and Supplemental Instruction to participate in the program review process
13. Strive to ensure that direct correlation between the Budget Request Form and the Budget Request Process exists.
14. Hold a college-wide dialog about scheduling facilities for meetings, workshops, and events.
15. Develop a policy on consequences for programs that do not complete the Program Review Process.

16. Provide a document packet for each area which includes the most recent version of forms. Pre-populate the forms using the naming convention.
17. Provide a report to the President and VP regarding areas that did not submit a program review.
18. For AU/CR that are missing forms: send one email to Nan to send to FCDC, SS, and Admin svc. . The email will acknowledge receipt of the program review and request the missing forms (specifically best practices, faculty position request, classified position request, technology, and facilities).
19. Next year before program review is due, verify program title for each department. Include verification of programs that are not offered.
20. Request training on budget form.
21. Update handbook to speak to equity question and budget form.
22. Continue to provide training for administrators, department chairs, and interested employees that are specific to those areas. Offer drop-in workshops at a variety of times.
23. Need a survey to provided data for the closing the loop document.
24. Create customizable form. To do this the committee will:
 - Send PRC teams to each of the following clusters. The current form will be presented. The team will request suggested changes to the forms. Proposals will be brought back to PRC for review.
 - **Clusters:**
 - FCDC
 - Student Affairs
 - Administrative Units
 - Management (Deans)
 - CTE
25. Need for CTE form to include Gainful Employment Information

Title 5 definition of an “educational program”:

(m) “Educational program” is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

Source: 5 CCR section 55000

Barclays Official California Code of Regulations

Title 5. Education

*Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 1. Programs, Courses and Classes
Article 1. Program, Course and Class Classification and
Standards*

This report is available online at the Program Review Committee page:

<https://committees.kccd.edu/bc/committee/programreview>

The report includes the following appendices that are available online:

<https://committees.kccd.edu/bc/committee/programreview>

1. Minutes of October 20, 2015
2. Feedback on Program Review Forms 2015
3. List of Model Annual Updates and Comprehensive Reviews
4. Annual Updates
5. Comprehensive Program Reviews
6. Best Practices
7. Faculty Position Requests
8. Classified Position Requests
9. ISIT Requests
10. M & O Requests