Program Review Training

Fall 2013

"Sustainable, Continuous Quality Improvement"

- "Improvement is achieved through an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation. "

- "The planning cycle begins with evaluation of student needs and college programs and services."

- "This evaluation in turn informs college decisions about where it needs to improve, and the college identifies improvement goals…."

- "Resources are distributed in order to implement these goals"

Knowing the Template

Analyzing the Data

- "Evidence tells all the stakeholders that an institution has investigated its questions and knows something about itself; it knows what it achieves."

- "The purpose of good evidence is to encourage informed institutional dialogue that engages the college community and leads to improvement of its processes, procedures, policies, and relationships, ultimately with the effect of improving student learning."

Analyzing Data

- Student Demand and Performance Data
- PLO/SLO Data
- Quantitative AUO Data
- Qualitative AUO Data
- Any evidence related to the questions the program is investigating about itself

- Caveat: departments/units have the responsibility and duty to arrange for the data they need to make informed decisions.

Drawing Conclusions/Setting Strategies

- "Dialogue should purposefully guide institutional change."
- Some tips:
  - ✓ Conclusions **must** follow from the analysis of evidence:
    - ✓ Document should tell a story
  - ✓ 3- and 6-year strategies should be:
    - ✓ Achievable
    - ✓ Measurable
    - ✓ Designed to move the program forward—improve an area, close a gap
    - ✓ Avoid phrasing of "continuing" to do something

Generating Productive Dialogue

- Some tips:
- ✓ Get started early
- ✓ Make sure all stakeholders are involved
- ✓ Keep the program's Outcomes in continual view
- ✓ Aim for intentional improvement

Maintaining Consistent Tone

- Some Tips:
- ✓ Write consistently for an outside reader, not for department faculty, the Academic Senate, or your educational administrator
- ✓ Avoid language that whines or blames; the program review evaluates where the program is now, not who did what in the past to get it there; your job is to provide a descriptive summary and analysis, not score points
- ✓ Avoid language that is self-laudatory or boostering
- ✓ Use third-person references not first-person (i.e., "the department," not "we," "us," "our," etc.)
- ✓ Be specific, definite, clear and concrete; in general, paragraphs should be direct and unfussy: topic sentences followed by sentences of evidence or explanation

ACCJC Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

Awareness

• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.

Development

• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.

Proficiency

• Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.

Sustainable Continuous Quality Improvement

• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Instructions

1. Customize the Program Review Document

   - To get into the header, double-click over [Program Name] or anywhere in the ghosted text at the top of the page. Insert program name in the place indicated. To get out, double-click anywhere on the main body of the page.

2. Consider Format

   Writers and readers of program reviews have found it easiest to manage information in a program review if the text for each numerated item is divided into two parts:

   - Descriptive Summary. A descriptive overview of the current status of each item addressing the text in <u>regular font</u>.
   - Analysis. Based on the descriptive summary, a self evaluation of each item using the questions in <u>italics</u> as a guide. The basic question is whether or not, or to what degree, the item is being met satisfactory or is in need of improvement. The questions are a *guide* of the kinds of things you might ask; you need not address them all.

   Answers need only be as long as necessary to address each item. Be specific, definite, clear, and concrete. Be concise. Avoid jargon, commentary, or jarring shifts of tone. Keep it simple. But be accurate; nothing else matters if the content seems partial, biased, or promotional. The intent is to evaluate the program honestly to determine where student achievement can be raised and quality can be improved.

3. Work from Current Information

   Before submitting the program review, all official course outlines of record in major courses should be reviewed and up to date and all SLO's recently assessed (within one or two years). It is imperative that all program learning outcomes also be newly assessed as recently as possible before the writing of the document. This provides the best and most current information for analysis.

4. Attach Evidence

   Provide all evidence that is important or pertains to the program review. Try to provide evidence in a limited number of files and in .pdf form if possible, but be as complete as you need to. Remember that several groups review the entire document.

5. Write an Executive Summary

   Use the first page of the document to write a one-page executive summary of the program review that summarizes the department's key strengths, areas needing improvement, and actions to be taken in the future. In 250 or so words, what is the most important information you want your readers to know about your program?

Executive Summary

Summarize the department's key strengths, areas needing improvement, and actions to be taken in the future.

Part 1—Relevance

1. Catalog Description

Provide the current program description from the catalog or CurricUNET.

Questions for analysis: Is the program clearly described? Does the catalog description convey the program's objectives, suggest how these differ from the objectives of other programs, and accurately state what students may expect as an outcome? Does the catalog description avoid exaggerated or unsustainable statements? Are assertions of career applicability as well as transfer applicability reasonable and capable of being documented?

2. Program Learning Outcomes

Provide the current PLO's from the catalog or CurricUNET.

Questions for analysis: Do the PLO's sufficiently capture the key knowledge and skills expected of students exiting the program? Are students prepared to transfer or enter the workforce with the knowledge and skills identified in the PLO's? How do you know? Are the PLO's realistic? Are they achievable? Can they be measured? Have the right assessment artifacts been chosen to measure the PLO's?

3. Courses/Program Matrix

Provide the list of courses from the catalog or CurricUNET as well as the program matrix from CurricUNET.

Questions for analysis: Do the course offerings provide a clear path to achieving the program learning outcomes? Does the successful completion by students of the set of courses required for the program enable them to fulfill the program objectives and meet the program objectives? Is the program well designed so the courses complement each other? Does each class have a specific role to play in helping students achieve the PLO's? Is unnecessary duplication of knowledge and/or skills avoided? How has the department structured the relationship between student learning outcomes and competency levels for degrees, certificates, programs, and courses?

4. Program Pathway

Provide the current program pathway(s) and explain why courses are offered in the semester sequence they are. Describe what mechanism the program faculty use to engage in regular dialogue about changes to the pathway.

Questions for analysis: Is the pathway suggested or mandatory? Is it arranged so that a full-time student can complete a degree program in two years or less? Are program courses scheduled by days of week, time of day, and delivery mode to allow completion by all students? Is there a difference between on ground and online pathways?

4. Conditions of Enrollment

Provide the prerequisites required for the *program* from the catalog or CurricUNET.

Questions for analysis: Do the prerequisites continue to be needed? Are they imposed by an external agency of some kind, or are they self-imposed? If the second, what statistical validation study has been accomplished to support the viability of the prerequisites?

<u>**Part 2—Appropriateness**</u>

1. Connection to College Mission

Describe how the program relates to the college mission.

Questions for analysis: How does the program fit the stated mission of the college?How does the department ensure its program is of high quality and appropriate to an institution of higher learning? Are specific parts of the college mission addressed by the catalog description?

2. Determination of Student Needs

Explain how the department determines what the learning needs of its students are. Elaborate on any special learning support needs the program has, such as job development support, tutoring, proctoring, or library mateirals. Describe how this information is kept current and incorporated into ongoing program planning.

Questions for analysis: How does the program know what the learning needs of its students are? What advisory group input, discipline dialogue, or special research is used to inform the program faculty of learning needs? For CTE programs, how is the labor market information gathered? Are special learning support needs required/desired, such as job development support, tutoring, proctoring, or library needs? How are such needs determined?

3. Place of Program in Curriculum/Similar Programs

Describe the role of the program in the overall college curriculum, including its relation to similar programs offered by the college or other organizations within the service area. If the program is transfer, summarize how the coursework required for the program substantially reflects the lower-division coursework requirements at the university.

Questions for analysis: What specific needs does the program fill that are not filled by similar programs? Are there courses in common? Do the programs compete for students? If the program is transfer, is it an SB 1440 transfer degree? If not, why not and how does the program guarantee that students are transfer-prepared for baccalaureate majors associated with the major?

4. Majors and Completers

Indicate the numbers of students who have selected this program as a major and discuss recent completer information. If the program has a definite entry point, discuss the number of students who take these courses in relation to those that complete the program.

Questions for analysis: Is the program completing an appropriate number of students? Are there apparent stop-out points where the program loses momentum? Does a difference in completion rate exist between the program offered on ground and online? Are there enough students taking the introductory classes to begin with? To what extent can the program improve in program design, student engagement, community partnerships, marketing, or professional development to raise completion ?

5. Summary of Student Demand Data

Summarize student demand data for enrollment and section trends for the courses in the program since the last program review, including full-time equivalent students (FTES), enrollments beginning/census/end, sections offered, and average section size.

Questions for analysis: Are there any trends in these areas of student demand?What do these trends suggest about needs, capacities, scheduling? Is better enrollment management needed? Program design? Marketing? Is the program consistent with the educational preparation and the diversity, demographics, and economy of its communities? How is the demand for DE courses determined?How is this information incorporated into program planning?

6. Labor Market Information and Analysis *(CTE Programs Only)*

For career technical programs, summarize and analyze current labor market information.

Questions for analysis: Are current labor market openings in the area served by the program sufficient for sustainability? Do the labor market data indicate future trends, opportunities, challenges?

7. Explanation of Employer Relationship *(CTE Programs Only)*

For career technical programs, describe the relationship if a program is being offered in close cooperation with one or more specific employers – by using that employer's facilities as training sites, for example, or structuring the program to meet the recruitment or upgrade training needs of a specific employer.

Questions for analysis: Is the employer relationship appropriately representative throughout the service area? How is the employer relationship maintained? Does the program participate in employer summits?

8. Advisory Committee *(CTE Programs Only)*

For career technical programs, describe the program's advisory committee membership, including names, job titles, and affiliations, and how they represent those within the industry who hire graduates of the proposed program. Explain what role the advisory committee plays in determining student learning outcomes. Attach minutes of advisory committee meetings as part of the supporting documentation.

Questions for analysis: Does the advisory commitee meet regularly? Is it a shaping force in the design of the curriculum? Do its members adequately represent those who would hire graduates of the proposed programs?

9. Current Cost of the Program to Students

List the costs to students of completing the program. Using the basis of a 12-unit semester, calculate the costs of tuition and fees, room and board, books, and other materials and supplies. (<u>Resource</u>: Vice President of Student Services). Also, explain if any materials fees are charged to students and how the amount of the fees is kept current and periodically revisited.

Questions for analysis: Are there any places the program could cut down on expenses for students, such as books, supplies, or other instructional materials? For CTE programs, is the cost of the program proportionate to the eventual prevailing wages? If materials fees are charged, how does the program guarantee that they are in compliance with regulations?Are materials fees indicated on the course outline?

Part 3—Currency

1. Staffing

Summarize data on staffing over the prior six semester period, including full-time and adjunct FTEF, full-time and adjunct productivity. Include the full staffing data in the supporting documentation.

Questions for analysis: What trends do the data suggest? Are current staffing levels adequate and appropriate?

2. Professional Development

Explain professional development needs of the faculty and staff in the program. Describe what mechanism the program faculty use to engage in dialogue about identifying professional development needs.

Questions for analysis: Does the program faculty partake in common professional development for the improvement of the program? Are these different for on ground and onsite? How are professional development needs met?

3. Facilities and Physical Resources

Describe the state of facilities and equipment used by the program. Explain by what criteria and with what process the department evaluates its facilities and equipment.

Questions for analysis: Are facilities safe and sufficient to support and assure the integrity and quality of the program? Is access assured for all facilities? Is equipment adequate? Is it sufficiently modernized?

4. Technology

Describe the state of technology resources used by the program. Explain by what criteria and with what process the department evaluates its technology resources. Explain how instructors receive training in the effective application of information technology required by the program.

Questions for analysis: Are technology resources sufficient enough to assure the integrity and quality of the program? How does the department make decisions about technology needs, services, facilities, hardware, and software?

5. Marketing

Aside from the program page on the college website, how else is the program publicized or marketed to potential students?

Questions for Analysis: Is the program information in marketing materials clear and accurate? Is the program described in terms of purpose, content, course requirements, and expected learning outcomes? Is gainful employment information provided (if applicable)? Is marketing needed?

Part 4—Student Achievement

1. Course-Level Student Performance Data

Summarize institutional research data on student performance since the last program review, including student success, retention, and number of certificates and/or degrees awarded. For occupational programs, note the number of students employed in the occupational field at this time.

Questions for analysis: Are there any noteworthy trends in these areas of student performance?What do these trends suggest about program effectiveness? Is a better program design required? Is a better fit needed between program outcomes and employers' needs? How effectively are delivery systems and modes of instruction facilitating student learning?

2. Employment Data *(CTE Programs Only)*

Analyze employment data from the last program review. Explain any strengths, weaknesses, opportunities or challenges presented by the data.

Questions for analysis: Are an appropriate number of completing students getting jobs or securing promotions? Are employers recognizing the value of the certificate or degree by giving promotions or paying wage differentials?Are all program outcomes continuing to be deemed necessary by employers and employees? Does the program matrix remain current: Are all courses required? Is there any unnecessary duplication of knowledge or skills?

3. Summary of Achievement of Student Learning Outcomes

Use this section to summarize student performance in achieving the stated student learning outcomes at the course level. Note: be sure to address *__all__* program courses. Information may be presented by a chart, in a table, or narratively, but student achievement in this area must be demonstrated from specific data gathered from authentic assessment at the course level.

Questions for analysis: How well are students achieving the stated learning outcomes for the courses? What significant patterns exist in student achievement?

4. SLO Gaps Identified

Summarize any gaps identified in the achievement of course-level learning outcomes noted above. These gaps might be at the program or individual course level; they might involve knowledge or skills or both; they could be the result of delivery mode, teaching methodology, or instructor type.

Questions for analysis: What differences exist in knowledge or skills between expected and actual results? Do the gaps show a trend, such as a difference between online and onsite instruction or between full-time and adjunct instructors. How can the courses with identified gaps in achievement be improved for better results?

5. SLO Improvements Planned

Based on the SLO gaps identified, what specific plans does the program have for closing these identified gaps? Indicate in chart form the course(s), the SLO('s) to be improved, the nature of the improvement, and the timeline(s) for reassessment.

Program	Course	SLO	Improvements to Be Made	Reassessment

6. Summary of Achievement of Program Learning Outcomes

Use this section to summarize student performance in achieving the stated student learning outcomes at the program level. Like with the SLO's, the information may be presented by a chart, in a table, or narratively, but student achievement in this area must be demonstrated from specific data gathered from authentic assessment.

Questions for analysis: How well are students achieving the stated learning outcomes for the program? What patterns exist in student achievement?

7. PLO Gaps Identified

Summarize any gaps identified in the achievement of program-level learning outcomes noted above. These gaps might be at the program or individual course level; they might involve knowledge or skills or both; they could be the result of delivery mode, teaching methodology, or instructor type.

Questions for analysis: What differences exist in knowledge or skills between expected and actual results? How can the program be improved for better results?

8. PLO Improvements Planned

Based on the PLO gaps identified, what specific plans does the program have for closing these identified gaps? Indicate in chart form the PLO('s) to be improved, the nature of the improvement, and the timeline(s) for reassessment.

PLO	Improvements to Be Made	Reassessment

Part 5—Action Plans

1. Analysis of Current Program Strengths

Drawing from the information and data presented in the previous sections as well as your reflections on the Questions for Analysis, write a concise summation, in narrative form, of the program's strengths.

2. Analysis of Improvements Needed

Drawing from the information and data presented in the previous sections as well as your reflections on the Questions for Analysis, write a concise narrative summation of the program's areas of improvements.

3. Three-Year Program Strategies

List the strategies to be undertaken to improve program quality and effectiveness in the next three years. The list can be in bulleted or chart form but each item should address the four following components:

- Concise description of the strategy
- Measurement of completion
- Timeline
- Role(s) responsible

4. Six-Year Program Strategies

List the strategies to be undertaken to improve program quality and effectiveness in the next six years. The list can be in bulleted or chart form but each item should address the four following components:

- Concise description of the strategy
- Measurement of completion
- Timeline
- Role(s) responsible

Part 6—Supporting Documentation

The following data is to be supplied by the Office of Institutional Research:

1. **Section Level data by *course* (5 year aggregate broken out online, onsite, combined)**
    a. Number of sections
    b. Enrollment first day, census, end of term
    c. FTES, FTEF, Productivity (FTES/FTEF)
    d. Course Retention Rate
    e. Course Success Rate
    f. Method of delivery (F2F, hybrid, ITV, online)
2. **Student Demography by *discipline* (5 years aggregate)**
    a. Headcount
    b. Age
    c. Gender
    d. Ethnicity
3. **Awards (5 years)**
4. **Others as appropriate, in consultation with the Institutional Researcher**

The following data is to be supplied by the department:

1. **SLO Reports for all courses within the program(s) (from CurricUNET)**
2. **PLO Report for each program (from CurricUNET)**
3. **Advisory Committee Meeting minutes *(CTE Only)***
4. **Others, as appropriate, such as department minutes, employer surveys, marketing brochures**

Part 1 Relevance

1. Department Mission

Provide a statement of the department mission/function. Please describe how the department connects to the Cerro Coso Strategic Goals. Briefly describe the ways in which the department contributes to learning, teaching, student service and administrative service efforts of the college.

Questions for analysis: How does the department fit with the stated mission of the college? What role does the department play in the college achieving institutional outcomes? What are the department's central functions? What are the services provided by the department? How do the goals, objectives, and functions match with the College's goals and objectives? How do these goals, objectives, and functions connect to the department's stated Service Department Outcomes?

2. Department History and Description

Provide a history of the department from its inception at the college. Provide a brief, general description of the department function.

Questions for analysis: How has the department evolved over time? What internal and external conditions have impacted the department over time? How are operations performed currently? Does the description convey the unit objectives and accurately state what service recipients can expect as an outcome? In what ways is this department particularly important to the college?

Part 2- Appropriateness

1. Organizational Chart

Provide an organizational chart that reflects the reporting and staffing structure of the unit. Include the District level where appropriate.

2. Determination of Student or Service Recipient Needs

Explain how the department determines the support needs of service recipients. Describe how the department gathers this information and assesses servant recipient needs. Describe how this information is kept current and incorporated into ongoing department planning.

Questions for analysis: How does the department know what the learning needs of its service recipients are? What advisory group input, institutional and department dialogue, or special research is used to inform the department of service recipient needs? How is input gathered from service recipients on support needs? Other departments? Are there currently service recipient support needs that are unmet? How are such needs determined?

3. Department Function

Provide a brief description of the department's functions and ways operations are currently performed. Include brief highlights of successes and accomplishments in the department's performance during this review period.

Questions for analysis: How are operations performed currently? Are procedures written down and regularly updated? By what process is the department informed of changes to Board Policy, Title V, the Student Attendance Accounting Manual, OSHA requirements, Federal Financial Aid Regulations or any other relevant policy or regulatory documents or guidelines that may impact the operations of the department? What data support assumptions about the department's effectiveness?

4. Department Relationships and Impact

Describe the relationships the department has with other departments in the college, district, or community.

Questions for analysis: How well are these relationships working or not working? Does overlap exist with any of these departments? If so, how are issues of overlap addressed? What impact does this department have on other departments and services within the college, district, or community? Are there relationships the department does not have that it should in order to serve recipients better?

5. Service Recipients

Provide a brief description of the constituents who receive and benefit from the department's services.

Questions for analysis: What is the target population being served? Who are the primary users of the department's services? Are there changes in recipients' needs?

6. Usage and Satisfaction Data

Present and analyze results from usage data and service recipient satisfaction surveys. Include a copy of the survey instrument. Qualitative and anecdotal information can be used as well as quantitative. Analyze changes in the data and identify trends over the previous five-year period. Provide contextual explanations for these changes, i.e., **interpret the data**. Include current estimations as to where these trends are heading in the next 3-5 years.

Questions for analysis: Are there any identifiable trends in the data? What percentage of currently enrolled students is served by the department? What segments of the college are served by the department? Are there identifiable explanations for these trends? How does the department ensure that students/service recipients receive the level of service they need? What trends are projected for the department? On what basis are these trends projected?

Part 3 Currency

1. Staffing
Describe the current level of staffing for the department.

Questions for analysis: *Referring? What types of training and professional development opportunities are provided to department staff? Are staff resources adequate to meet current needs? Are there conditions that may change staffing needs over the next 5 years?*

2. Professional Development
Explain professional development needs of the faculty and staff in the department. Describe what mechanism the department leadership uses to engage in dialogue about identifying professional development needs.

Questions for analysis: Does the department faculty and staff partake in common professional development for the improvement of the department? Are these different depending on site? How are professional development needs met?

3. Physical Resources
Describe the state of facilities and equipment used by the department. Explain by what criteria and with what process the department evaluates its facilities and equipment.

Questions for analysis: Are facilities safe and sufficient to support and assure the integrity and quality of the department. Is access assured for all facilities? Is equipment adequate? Is it sufficiently modernized?

4. Technology
Describe the state of technology resources used by the department. Explain by what criteria and with what processes the department evaluates its technology resources. Explain how staff receives training in the effective application of technology required by the department.

Questions for analysis: Are technology resources sufficient to assure the integrity and quality of the department? How does the department make decisions about technology needs, services, hardware, and software? What technology and/or training needs would help the department?

5. Marketing

How is the department and associated services publicized or marketed to potential students or service recipients?

Questions for Analysis: Is the department information in marketing materials clear and accurate? How are the department services communicated to the college community? Is it well communicated to the sites? Is marketing needed?

5.   Department Costs
List the costs of providing the department services.

Questions for analysis: What is the cost of operating this department? Can any of the costs be reduced through out-sourcing, sharing of facilities, sharing of equipment, creating efficiencies with other departments? Are sources of revenue other than general unrestricted funds available? What is the impact on the college budget? Does the department bring money to the college?

Part 4- Achievement of Administrative Unit and Student Learning Outcomes

1. Achievement of Administrative Unit Outcomes
Use this section to systematically address unit or department performance in achieving the stated administrative unit outcomes.

Questions for analysis: How well is the unit or department achieving the stated outcomes for the service or activity? What patterns exist in outcome achievement? What gaps exist?

2. Gaps Identified
Summarize any gaps identified in the achievement of administrative unit outcomes noted above.

Questions for analysis: What differences exist in between outcomes expected and actual results? Do the gaps show a trend? How can the department be improved for better results?

3. Revise and Update Administrative Unit Outcomes
Using the achievement information above, review the department's mission and goals and develop **3-5** primary Administrative Unit Outcomes (AUOs). Using the template (Appendix A), complete the Administrative Unit Outcomes and Assessment Plan for every AUO. Indicate those Strategic Goal that are being fulfilled through the department's expected outcomes.

Questions for analysis: What will the department provide, improve, increase or decrease? What will the service recipients be satisfied with, receive, or understand?

Department	Service	AUO	Improvements to Be Made	Reassessment

4. Achievement of Student Learning Outcomes

Use this section to systematically address student performance in achieving the stated student learning outcomes.

Questions for analysis: How well are students achieving the stated learning outcomes for the service or activity? What patterns exist in student achievement? What gaps exist?

5. Gaps Identified

Summarize any gaps identified in the achievement student learning outcomes noted above.

Questions for analysis: What differences exist in knowledge or skills between expected and actual results? Do the gaps show a trend?. How can the department be improved for better results?

6. Revise and Update Student Learning Outcomes

Using the achievement information above, review the department's mission and goals and develop **3-5** primary Student Learning Outcomes (SLOs). Using the template (Appendix B), complete the Student Learning Outcomes and Assessment Plan for every SLO. Indicate those Strategic Goals that are being fulfilled through the department's expected outcomes.

Questions for analysis: What will the department provide, improve, increase or decrease? What will the service recipients learn, feel, or do as a result of the service or activity?

Department	Service or activity	SLO	Improvements to Be Made	Reassessment

Part 5- Future Needs and Planning

1. Effectiveness and Efficiency

Describe how the department measure effectiveness and efficiency. Discuss the trends and changes affecting the department's ability to meet its mission and goals.

Questions for analysis: How does the department measure effectiveness and efficiency? Have previous goals been accomplished? How are staff meetings and retreats being used in planning and evaluation efforts? What opportunities for feedback are made available to providers and recipients? (e.g. surveys, focus groups, interviews, etc.) How is the information being gathered from students, faculty, staff, and/or advisory committees being used for planning and evaluation purposes?

Please attach a copy of the department's most recent Unit Plan. How is the Unit Plan being used by the department for planning and evaluation?

2. Current Strengths:
Summarize what the department is doing well.

Questions for analysis: Is there room for improvement in these areas of strength? What is needed to maintain these strengths?

3. Improvements Needed

Questions for analysis: What would improve the department/services? What is currently not working or not working well?

4. Response to Previous Action Plans

Describe how the goals identified in the last program review have been met. If these needs have not been met, identify what barriers were encountered in implementing the recommendations.

Provide a separate response for each recommendation indicating whether the activity was:

1. Completed (include brief explanation as to how),
2. In Progress or Pending (include brief explanation as to why),
3. Revised (include brief explanation as to why), or
4. Dropped (include brief explanation as to why)

Example:

Action Plan	Action Taken and Date
Implement tracking software for Maintenance and Operations requests.	Completed- Fall 2010 District-wide purchase of software
Develop annual process for Cleary Reporting, ensuring that all required elements are included	In-progress- Fall 2011 Information is up to date and available online, but not yet included in publications such as the Student Handbook.

5. Three-Year Department Goals

Action Plan for Achieving Three-Year Goals

- Connection to college strategic goals
- Persons responsible *(e.g. faculty, administrators)*
- Resources needed
- Timeline to be followed

6. **Six-Year Department Goals**

   Action Plan for Achieving Six-Year Goals

   - Connection to college strategic goals
   - Persons responsible *(e.g. faculty, administrators)*
   - Resources needed
   - Timeline to be followed

Part 6-Supporting Documentation

1. **Quantitative Performance Measurements of Unit**
2. **Qualitative Performance Measurement of Unit**

Part 7-Executive Summary

Write **one** paragraph that summarizes the department's **key** strengths and areas needing improvement. This paragraph will be included in an executive summary to be submitted to the KCCD Board of Trustees.

Part 1: Relevance

1. Catalog Course Description:

The Cerro Coso Community College 2012-2013 Catalog offers the following philosophy statement regarding the local General Education requirement:

Philosophy

The awarding of an Associate Degree at Cerro Coso Community College is intended to represent more than an accumulation of units. It is intended to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing, to use mathematics, to understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

Central to an Associate Degree, General Education reflects the conviction of Cerro Coso Community College that those who receive their degrees share certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College-educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. General Education should lead to better self-understanding and involve students in actively examining values inherent in proposed solutions to major social problems.

Analysis: This philosophy statement was recently revised in academic year 2011-2012 when the Vice President of Academic Affairs called a GE Task Force to

- revisit the college's general education philosophy.
- establish general education learning outcomes (GELO's).
- develop an assessment plan for measuring student achievement.

The GE philosophy needed revisiting partly because it should be reviewed not only on a regular basis as part of good practice but also more immediately because it had been several years since a catalog had been published with one in it. In addressing the philosophy, the task force returned to the original charge from the state of California regarding the minimum requirements for the Associate Degree in Title 5 section 55805 **(appendix)** and used that as a basis for the revised language.

Conclusion: The new philosophy statement is clear, is based directly on the state's founding intentions, and conveys the program's objectives of providing a well-rounded education for those students seeking an Associate Degree.

1

2. Courses:

The courses that meet the local general education requirement are divided into seven areas: natural sciences, social and behavioral sciences, humanities, language and rationality, informational competency, diversity, and health and wellness. These categories and the courses they are comprised of are shown on page 40 of the 2012-2013 College Catalog (**appendix**).

- In Area 1, Natural Sciences, students have an option of two courses (a minimum of six units), one from the subgroup Life Sciences and one from the subgroup Physical Sciences or one course (a minimum of four units lecture/lab) from either Life or Physical Sciences.
- In Area 2, Social and Behavioral Sciences, students choose two courses, a minimum of six units, from two of five subgroups: Social, Economic and Political, Historical, Interdisciplinary Studies, and Ethnic Studies.
- In Area 3, Humanities, students choose two courses, a minimum of six units, from two of six subgroups: Active Participation, Arts, Literature, Philosophy, Foreign Language, and Interdisciplinary Studies.
- In Area 4, Language and Rationality, students need to complete two courses, a minimum of six units, with a *C* or better, one course from each of the subgroups: English Composition and Analytical Thinking.
- In Area 5, Information Competency, students must take one, 1-unit course or pass a proficiency test in information competency. The course is IC C075.
- In Area 6, Diversity, students may either take one course in the Diversity subgroup or any of the other GE courses denoted with a *D* in parentheses next to the class title.
- In Area 7, Health and Wellness, students have two options to complete the requirement.

Analysis: As of the 2012-2013 Catalog, the college offers 223 courses to satisfy all categories of general education requirements. This is the total when all 1.0-unit PHED classes are considered. The number 223 reflects recent deletions and deactivations. For many years, deactivated and deleted courses were retained on the GE list because students matriculating in prior years had catalog rights, but it was determined that keeping these outmoded courses in new catalogs allowed new students to believe they could take them. New GE lists show only those courses that are active for the upcoming catalog year.

The areas chosen closely reflect state requirements and Board policy language. Natural sciences, social and behavioral sciences, humanities, and language and rationality (to specifically include 1. English composition and 2. communications and analytical thinking) are spelled out both in Title 5 language (section 55063) and Board Policy (article 4D1D). Both authorities also require at least one Ethnic Studies course to be offered in at least one of the other four areas. Cerro Coso currently has only one ethnic studies-approved course in the active catalog and offered in a regular rotation: History C209.

Of local requirements, 3 units of coursework in a health and wellness area are also specifically mandated by Board Policy (4D1F) "since an understanding of wellness is an important attribute of a generally educated person." At the college level, Cerro Coso additionally requires a course in information competency and a course in diversity. The diversity course may be double counted.

Individual courses are mapped to their respective GE areas by means of learning outcomes. It was one of the purposes of the task force to develop a method for measuring student achievement of the GELO's. The group agreed the most direct way to do this was to create a map or crosswalk of course learning outcomes to the general education outcomes: at least one course-level SLO had to match up with at least one GELO. That would not only allow GELO's to be measured—course outcomes aggregated to provide an overall achievement rate—but also establish why specific courses belong in GE areas in the first place; if a course has no SLO's that match to the area's GELO(s), it should not apply. Faculty chairs, working with their departments, completed the mapping project by the end of Spring 2012. The chart of this crosswalk was created and posted to the college's SLO website **(appendix)**.

According to Board policy, courses counted to meet this general education requirement must be completed with a grade point average of 2.0 or better.

Conclusion: A sufficient variety of options is available for students to fulfill GE requirements. As will be explained more fully below in Section 4, one deficiency in this area is how courses are approved (or disapproved) for the GE list. GE applicability is an appropriate topic for discussion at CIC—if it comes up. But nothing guides this conversation to make sure it happens. The college has no formal mechanism for approving or disapproving courses newly proposed as additions to the GE pattern.

3. General Education Learning Outcomes:

The following are the program learning outcomes for the general education pattern:

In Natural Sciences, upon successful completion of the courses in the area students will be able to

- Effectively communicate scientific results, including graphically, verbally, and in writing.
- Demonstrate competency of the Scientific Method, including the experimental and empirical methodologies characteristic of science and the modern methods and tools used in scientific inquiry.

In the Social and Behavioral Sciences area, upon successful completion of the requirement, students will be able to

- Describe the method of inquiry used by the social and behavioral sciences.
- Evaluate the operation of societies and social sub-groups.

In the Humanities area, upon successful completion of the requirement, students will be able to

- Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
- Evaluate the significance of artistic and cultural constructions.

In the Language and Rationality area, upon successful completion of the requirement, students will be able to

- Use clear and precise language to express logical thought.
- Use a complex symbol system to solve problems.

In the Information Competency area, upon successful completion of the requirement, students will be able to

- Explain the fundamentals of the research process and documentation style.
- Clearly identify types of information needed to address a research problem and evaluate the credibility of sources.

In the Diversity area, upon successful completion of the requirement, students will be able to

- Describe and analyze the effects of race, ethnicity, class, gender, sexuality, disability, and/or religion on human interactions.

In the Health and Wellness area, upon successful completion of the requirement, students will be able to

- Analyze and apply the principles of health and wellness.

Analysis: As a part of the task force project in 2011-2012, learning outcomes were identified in each of the areas of the General Education requirement. Up to that point, the college had no established GELO's and no process for evaluating the appropriateness of a course designated as fulfilling a GE option. Similar to how it proceeded with the philosophy statement, the task force returned to the original founding language in Title 5 regulations section 55063 to guide the development of learning outcomes **(appendix)**. Since program design and the definition of learning outcomes are "10 plus 1" matters, the task force limited itself to writing a first draft of the GELO's in areas 1-5 and area 7 (diversity was already created, though it had to be revised). Representatives on the task force went back to the faculty in their areas and gained agreement on the language. The GELO's were compiled as a group and then taken to Academic Senate where they were approved.

Conclusion: The college now has a mechanism to correlate courses to GELO's and reflect the goals expressed in the statement of philosophy for the local General Education pattern. Successful achievement of the outcomes is measured by SLO assessment of individual courses. Since GELO's correspond directly to SLO's, they are not assessed independently.

4. Conditions of Enrollment:

In each GE area, classes have individual advisories, prerequisites, and co-requisites. The vast majority of courses have advisories only. A handful of courses have in-discipline prerequisites, mostly math and English courses. A very few (such as BIOL C251, C255, and C261) have out-of-discipline prerequisites. In the case of Honors courses (denoted with an *H* in the title), students must be accepted to the Honors Program or have eligibility for the course as determined by the instructor in addition to the conditions for the regular section. A chart of these conditions is provided **(appendix).**

Analysis: It has long been recognized that advisories are inconsistent across the GE pattern. It is a perennial topic at CIC that some 100-level GE courses have an advisory of writing level 2, for instance, while others have writing level 1. It does not help that when the state mandated English C101 as the minimum proficiency for composition, "writing level 1" went from meaning "satisfactory completion of English 70" to "satisfactory completion of English C101." And since not all courses have been brought through CIC for this change to be made, the current catalog is a hodge-podge of cross intentions. In practice, these inconsistencies present few obstacles to students since they are advisories and not hard-and-fast prerequisites. Nevertheless, it looks confusing. To address the problem, CIC explicitly agreed in Spring 2013 to convert all requisites to course names and numbers where applicable (e.g., "English 70" instead of "writing level 2").

A related but more complex development is the recent change in Title 5 language permitting out-of-discipline prerequisites. The language requires colleges to have a plan for developing such requisites and not just embarking on isolated and scattered changes. To date, such a plan has not been developed. But its need is keenly felt, as demonstrated by PSYC C101, which tried to put a hard-and-fast prerequisite of English 70 into place starting Summer 2012. The result was a precipitous increase in success (from an average in the low 50% range to 69.7% in the fall semester) but also a precipitous drop in enrollments.

Conclusion: In the area of requisites, the college needs to convert writing, reading, and math levels to actual courses; develop an out-of-discipline prerequisite plan to comply with state regulations and give the college guidance in this crucial area; and establish a process for consistently completing validation studies across the curriculum.

5. Program Matrix:

In the following tables, numbers refer to the individual SLO's that align with the General Education Learning Objectives in each area.

Natural Sciences

	A. Effectively communicate scientific results, including graphically, verbally and in writing.	B. Demonstrate competency of the Scientific Method, including the experimental and empirical methodologies characteristic of Science and the modern methods and tools used in scientific inquiry.
Course	**Outcome(s)**	**Outcome(s)**
Life Sciences		
ANTH C121		1
BIOL C101		1,2,3,4,5,6
BIOL C105		1,2,3,4,5,6,7
BIOL C105H		1,2,3,4,5,6,7
BIOL C111		1,2,3,4,5,6,7,8,9
BIOL C112	6	1,2,3,4,5
BIOL C112H	6	1,2,3,4,5,7
BIOL C121		1,2,3,4,5,6,7,8
BIOL C122		1,2,3,4
BIOL C125		1,2,3,4,5,6,7,8,9,10
BIOL C141		1,2,3,4,6
BIOL C142		1,2,3,4,5,6
BIOL C145		1,2,3,4,5,6,7,8,9
BIOL C251		1,2,3,4,5,6,7,8,9,10,11
BIOL C255		1,2,3,4,5,6,7
BIOL C261		1,2,3,4
Physical Sciences		
CHEM C101	7	1,2,3,4,5,6,8
CHEM C111	6	1,2,3,4,5,7,8,9,19
CHEM C113		1,2,3,4,5,6,7
CHEM C113H		1,2,3,4,5,6,7,8
CHEM C221	6	1,2,3,4,5
CHEM C223	6	1,2,3,4,5
CHEM C223H	5	1,2,3,4,6,7,8
GEOG C101	5	1,2,3,4
GEOG C102	5	1,2,3,4,6
GEOG C111	5	1,2,3,4,6
GEOL C111	5	1,2,3,4,6
PHSC C101	5	1,2,3,4
PHSC C102	5	1,2,3,4,6
PHSC C105	5	1,2,3,4,6
PHSC C111		1,2,3,4,5
PHSC C112		1,2,3,4,5,6
PHSC C115		1,2,3,4,5,6,7,8,9,10