



Program Review

Getting Started

Meeting Dates

Long Term Cycle

Program Review Templates

- Instructional
- Non-Instructional

Getting Started

Is your Program Review due in the upcoming year? Here is what you need to know and steps to take.

August

1. Download the current version of the Program Review Template (see left column).
2. Academic Programs
 - **Program Review Data** – Enrollment and success trends for all courses in the program. Email your Dean to request that request that this is sent to you.
 - **Subject Trend Data** - Go to <https://ir.kccd.edu/program-review/cc/subject/>. Locate your discipline and open the report, which provides aggregated trends for courses in that discipline. Note that this report is discipline-specific. It may include courses that are not in the program and exclude courses from other disciplines that are in the program. This data is most relevant for programs that have all (or almost all) courses in a single discipline as program requirements.
 - **Perkins Core Indicators** (CTE Only) – Go to https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx. Select 6 Digit TOP Codes, Cerro Coso Community College, the fiscal year, and your TOP code. Create a report for each of the five years that are addressed in your other program review data sets.
 - **Economic Outlook Data** (CTE Only) – Download (or ask your Faculty Chair to download) an EMSI Occupation Overview for your program's occupation. Locate other labor market information from appropriate sources that are relevant for your program's occupation.
 - **Student Learning Outcome Data** - Have all program-level and course-level student learning outcome results in hand. The program learning outcomes should have been assessed in the preceding year, and all course learning outcomes should also have been assessed since the last program review.
3. Administrative Units
 - Have all of your key performance indicators and administrative outcome results in hand, which should have been assessed the prior year.

September

1. Attend the Program Review Training in the Fall (you'll receive an invitation).

September – December

2. The responsible party writes the Program Review document.
3. The responsible party should consult with the overseeing administrator early in the process for input about the Program Review.
4. CTE Program Reviews should be presented to their advisory committee for feedback.
5. Input from any other important stakeholders is recommended during this process.

Spring Semester

Program Reviews are evaluated and approved during the Spring term through the following process:

1. **Submission.** The Program Review is submitted to the Program Review Chair ([Suzie Ama](#)) at the beginning of Spring semester or at least 7 days prior to a scheduled meeting. (See the link to Meeting Dates in the left column.) The Program Review Committee evaluates the completeness and appropriateness of the document, using a rubric that is provided to responsible parties during the September training.
2. **First Program Review Committee Meeting.** During the first review, the Program Review Committee meets with the responsible party to discuss its findings and make recommendations for improvement.
3. **Revision.** The responsible party makes recommended changes, working with [Sylvia Sotomayor](#) if help is needed with formatting.
4. **Resubmission.** The responsible party submits revised Program Review to [Suzie Ama](#) at least 7 days prior to a scheduled meeting.
5. **Second Program Review Committee Meeting.** The Program Review Committee meets with the responsible party to verify that changes were made. If so, the Program Review is approved. If not, further recommendations are made, and Steps 4-6 are repeated. Occasionally, a Program Review will be ready for final approval at the first meeting, and Steps 4-6 are not necessary. Usually, 2 meetings are needed for a Program Review to be approved.
6. **Academic Senate.** If the Program Review pertains to an academic program, the responsible party submits the program review to the Academic Senate, and the proposer presents a summary of key findings to the Academic Senate, which votes to affirm. If the Program Review is not academic, skip this step.
7. **College Council.** The responsible party submits the Program Review to the college President or Academic Senate President for presentation at the following College Council meeting. College Council votes to approve or not approve.
8. **Publishing.** After approval from College Council, the responsible party submits the document to [Sylvia Sotomayor](#) for publishing to the college web site.

Cerro Coso Community College
3000 College Heights Blvd.
Ridgecrest, CA 93555-9571

CAMPUSES & CENTERS

Ridgecrest/IWV Campus
Cerro Coso Community College
3000 College Heights Blvd.
Ridgecrest, CA 93555-9571

Phone: (760) 384-6100
Fax: (760) 384-6270

Parking
Campus Info (including maps)
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COLLEGE

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Institutional Effectiveness
Institutional Research
Curriculum Instruction Council
Faculty and Staff

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Meeting Dates

2017-2018 Program Review Committee Dates

Meeting	Deadline for Submission
September 8 10:30 - 12:00 PM EW 207 video w/Bishop 197 and Mammoth 228	September 1 Send to Suzie Ama, sama@cerrococo.edu
October 6 10:30 - 12:00 PM EW 207 video w/Bishop 197 and Mammoth 228	September 29 Send to Suzie Ama, sama@cerrococo.edu
November 17 10:30 - 12:00 PM EW 207 video w/Bishop 197 and Mammoth 228	November 10 Send to Suzie Ama, sama@cerrococo.edu
February 2 10:30 - 12:00 PM EW 207 video w/Bishop 197 and Mammoth 228	January 26 Send to Suzie Ama, sama@cerrococo.edu
February 9 10:30 - 12:00 PM EW 207 video w/Bishop 197 and Mammoth 228	February 2 Send to Suzie Ama, sama@cerrococo.edu
February 23 10:30 - 12:00 PM EW 207 video w/Bishop 197 and Mammoth 228	February 16 Send to Suzie Ama, sama@cerrococo.edu
March 9 10:30 - 12:00 PM EW 207 video w/Bishop 197 and Mammoth 228	March 2 Send to Suzie Ama, sama@cerrococo.edu
April 6 10:30 - 12:00 PM EW 207 video w/Bishop 197 and Mammoth 228	March 30 Send to Suzie Ama, sama@cerrococo.edu
May 4 10:30 - 12:00 PM EW 207 video w/Bishop 197 and Mammoth 228	April 27 Send to Suzie Ama, sama@cerrococo.edu

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Parking
Campus Info (including maps)
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COLLEGE

- Accreditation
- Institutional Effectiveness
- Institutional Research
- Curriculum Instruction Council
- Faculty and Staff

- Facebook
- Twitter
- YouTube

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- Student Right to Know
- Site Disclaimer
- Report Ethics Violations

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[Program Name]

Instructional Program Review Instructions

1. Start with Current Information

- Early in the Fall of the Program Review year, Faculty Chairs should request and obtain the program review data set from the Office of Academic Affairs.
- All program student learning outcomes should have been assessed during the preceding year.
- All course student learning outcomes should have been assessed during the preceding program review cycle. If there are brand new courses that have yet had their first assessment cycle completed, this is accommodated by there being a minimum of 85% compliance for course assessment. Program Reviews will not be accepted if this minimum is not met.
- All official course outlines of record in major courses should be reviewed and up to date.

2. Content Guidelines

- Refer to the italicized prompts following each section, and delete the prompts before submission.
- 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.
- Address various teaching modalities (online, iTV, etc.) where appropriate throughout the document.
- Address nuances relevant to all campuses where appropriate throughout the document.

3. 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.
- Remove this instruction page before you submit the final document.

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

Write the Executive Summary lastly. Use the first page of the document to write a one-page executive summary of the program review that summarizes the program's history 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?



[Program Name]

[Program Name]

[Department]

Cerro Coso Community College

[Proposing Faculty or Staff Member]

[Date]



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Approved by PR, 4-26-16



[Program Name]

Executive Summary

[Provide a brief history of the program to establish context for the current review. Summarize the program's key strengths, areas needing improvement, and actions to be taken in the future. This should be written lastly, after the body of the document has been written and taking the documents analysis and conclusions into account.]



[Program Name]

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?]



[Program Name]

Part 2 – Appropriateness

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 materials. 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?]



[Program Name]

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 committee 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. (Resource: 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



[Program Name]

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?]



[Program Name]

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. Achievement of Program Learning Outcomes

[List each program learning outcome, target level of performance, assessment method, date of assessment, and recent assessment results. Add rows as needed.]

PLO 1:	
Target:	
Assessment Method:	
Assessment Date:	
Recent Results:	
PLO 2:	
Target:	
Assessment Method:	
Assessment Date:	
Recent Results:	

[Deleting the sample data below, edit the following table to indicate the assessment history of each PLO. Add rows, as needed.]



[Program Name]

Assessment History Summary							
SLO #	Target	Semester	Met?	Semester	Met?	Semester	Met?
PLO 1	85%	FA14	No	FA15	TBD		
PLO 2	85%	FA14	Yes	FA14			
PLO 3	85%	FA14	Yes	FA14			
PLO 4	85%	SP15	Yes	SP14			

a. Gaps and Improvements Made

[For each outcome that did not meet its target, please list the program learning outcome, the full text of the learning outcome, the target, and the result. Then identify what the department determined was the reason for the gap, describe the intervention applied to improve the outcome, when the outcome was reassessed, and the reassessment’s result.]

b. Summary of Program Learning Outcome Achievement

[Please summarize student performance in achieving program learning outcomes. Questions for analysis: Overall, how well are students achieving the stated learning outcomes? What significant patterns exist in learning outcomes? Were any changes to curriculum or instruction recommended or made despite courses meeting their targets? How extensive is dialogue about learning outcomes in the department? Describe the culture of assessment within the department and how adjuncts are involved in this dialog.]

4. Achievement of Course Student Learning Outcomes

[Deleting the sample data, edit the following table to include all courses that are required or elective for the program. Edit, as needed to accommodate each SLO for each course, and the SLO’s target. Provide information about each SLO’s assessment history during the past 5 years. If an SLO has been assessed more than 3 times, indicate only the last 3 times it was assessed. Add rows, as needed.]

5-Year Assessment History								
Course	SLO #	Target	Semester	Met?	Semester	Met?	Semester	Met?
ABCD C101	SLO 1	75%	FA13	No	SP14	Yes	FA14	Yes
	SLO 2	75%	FA13	Yes	FA14	Yes		
	SLO 3	75%	FA13	Yes	FA14	Yes		
ABCD C201	SLO 1	85%	SP10	Yes	SP14	Yes		
	SLO 2	85%	SP10	Yes	SP14	Yes		
	SLO 3	85%	SP10	Yes	SP14	No	SP15	Yes

a. Gaps and Improvements Made

[For each outcome that did not meet its target, please list the course number, the full text of the learning outcome, the target, and the result. Then identify what the department determined was the reason for the gap, describe the intervention applied to improve the outcome, when the outcome was reassessed, and the reassessment’s result.]



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[Program Name]

b. Summary of Student Learning Outcome Achievement

[Please summarize student performance in achieving the stated student learning outcomes at the course level. Questions for analysis: Overall, how well are students achieving the stated learning outcomes for the courses? What significant patterns exist in learning outcomes among these courses? Were any changes to curriculum or instruction recommended or made despite courses meeting their targets? How extensive is dialogue about student learning outcomes in the department? Describe the culture of assessment within the department and how adjuncts are involved in this dialog.]

5. Assessment Schedule for Next Program Review Cycle

[List all PLOs and SLOs and indicate when they will be assessed in the next Program Review cycle. PLOs must be assessed in Year 4, which is the year prior to the next Program Review being due. It is recommended that SLOs be assessed in years 1 and 2 so if SLO targets are not met, there is opportunity in years 2 or 3 to make improvements and reassess. There is the institution expectation that if outcomes are not met, improvements are made and the outcome is reassessed as soon as possible. Delete the sample data below and append the table to accommodate all PLOs and SLOs for the program.]

	Year 1	Year 2	Year 3	Year 4
PLOs				
PLO 1				x
PLO 2				x
PLO 3				x
PLO 4				x
SLOs				
ABC C101				
SLO 1	x			
SLO 2	x			
SLO 3	x			
ABC C102				
SLO 1		x		
Etc...				

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.]



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[Program Name]

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. Response to Previous Strategies

[Describe how the strategies 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)*

4. Two-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:

Action Plan for Achieving Two-Year Strategies

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

4. Five-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]

Action Plan for Achieving Five-Year Strategies

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



[Program Name]

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. Identify where SLO Reports for all courses within the program(s) can be accessed.
2. Identify where PLO Reports for all courses within the program(s) can be accessed.
3. Advisory Committee Meeting minutes (*CTE Only*)
4. Others, as appropriate, such as department minutes, employer surveys, marketing brochures



Non-Instructional Program Review Instructions

1. Start with Current Information

- Early in the Fall of the Program Review year, Faculty Chairs should request and obtain the program review data set from the Office of Academic Affairs.
- All administrative unit outcomes should have been assessed during the preceding year.
- All course student learning outcomes, if applicable, should have been assessed during the preceding program review cycle. If there are brand new courses that have yet had their first assessment cycle completed, this is accommodated by there being a minimum of 85% compliance for course assessment. Program Reviews will not be accepted if this minimum is not met.
- All official course outlines of record (COR), if applicable, should be reviewed and up to date.

2. Content Guidelines

- Refer to the italicized prompts following each section, and delete the prompts before submission.
- 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.
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3. Customize the Program Review Document

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4. Attach Evidence

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5. Write an Executive Summary

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[Department/Unit Name]

[Department/Unit Name]

Cerro Coso Community College

[Proposing Manager]

[Date]



[Department/Unit Name]

Executive Summary

[Provide a brief history of the program to establish context for the current review. Summarize the program's key strengths, areas needing improvement, and actions to be taken in the future. This should be written lastly, after the body of the document has been written and taking the documents analysis and conclusions into account.]



[Department/Unit Name]

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. 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. 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. 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. 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?]



[Department/Unit Name]

4. Department Relationships and Impact

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

7. Department Costs/Revenues

[List the costs of providing the department services. If the department also has a revenue stream, estimate future revenues based on past revenues and evidence-supported projections. What is the net 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 3 – Currency

1. Staffing

[Describe the current level of staffing for the department. 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. Does the department faculty and staff partake in common professional



[Department/Unit Name]

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. 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. 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? 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?]

Part 4 – Achievement of Administrative Unit Outcomes

1. Achievement of Administrative Unit Outcomes

[List each administrative unit outcome, target level of performance, assessment method, date of assessment, and recent assessment results. Add rows as needed.]

AUO 1:	
Target:	
Assessment Method:	
Assessment Date:	
Recent Results:	
AUO 2:	
Target:	
Assessment Method:	
Assessment Date:	
Recent Results:	

[Deleting the sample data below, edit the following table to indicate the assessment history of each AUO. Add rows, as needed.]





[Department/Unit Name]

		Assessment History Summary					
SLO #	Target	Semester	Met?	Semester	Met?	Semester	Met?
AUO 1	85%	FA14	No	FA15	TBD		
AUO 2	85%	FA14	Yes	FA14			
AUO 3	85%	FA14	Yes	FA14			
AUO 4	85%	SP15	Yes	SP14			

a. Gaps and Improvements Made

[For each outcome that did not meet its target, please list the full text of the AUO, the target, and the result. Then identify what the department determined was the reason for the gap, describe the intervention applied to improve the outcome, when the outcome was reassessed, and the reassessment’s result.]

b. Summary of Administrative Unit Outcome Achievement

[Please summarize performance in achieving the stated administrative unit outcomes. Questions for analysis: Overall, how well is the department/unit attaining AUOs? What significant patterns exist in the attainment or gaps in these outcomes? Were any changes to policies or procedures made in response to outcome results? How extensive is dialogue about AUOs in the department? Describe the culture of assessment within the department and how staff are involved in this dialog.]

2. Achievement of Course Student Learning Outcomes

[If the department/unit does not have student learning outcomes, indicate N/A in the next three sections.]

[Deleting the sample data, edit the following table to include all courses that are associated with this program. Edit, as needed to accommodate each SLO for each course, and the SLO’s target. Provide information about each SLO’s assessment history during the past 5 years. If an SLO has been assessed more than 3 times, indicate only the last 3 times it was assessed. Add rows, as needed.]

			5-Year Assessment History					
Course	SLO #	Target	Semester	Met?	Semester	Met?	Semester	Met?
ABCD C101	SLO 1	75%	FA13	No	SP14	Yes	FA14	Yes
	SLO 2	75%	FA13	Yes	FA14	Yes		
	SLO 3	75%	FA13	Yes	FA14	Yes		
ABCD C201	SLO 1	85%	SP10	Yes	SP14	Yes		
	SLO 2	85%	SP10	Yes	SP14	Yes		
	SLO 3	85%	SP10	Yes	SP14	No	SP15	Yes

3. Assessment Schedule for Next Program Review Cycle

[List all AUOs and SLOs (if applicable) and indicate when they will be assessed during the next Program Review cycle. It is recommended that they are assessed early in the cycle so if targets are not met, there is opportunity to make improvements and reassess. There is the institution expectation that if outcomes





[Department/Unit Name]

are not met, improvements are made and the outcome is reassessed as soon as possible. Delete the sample data below and append the table to accommodate all AUOs and SLOs for the program.]

	Year 1	Year 2	Year 3	Year 4
AUOs				
AUO 1	x			
AUO 2		x		
AUO 3		x		
AUO 4	x			
SLOs				
ABC C101				
SLO 1	x			
SLO 2	x			
SLO 3	x			
ABC C102				
SLO 1		x		
Etc...				

a. Gaps and Improvements Made

[For each outcome that did not meet its target, please list the course number, the full text of the learning outcome, the target, and the result. Then identify what the department determined was the reason for the gap, describe the intervention applied to improve the outcome, when the outcome was reassessed, and the reassessment’s result.]

b. Summary of Student Learning Outcome Achievement

[Please summarize student performance in achieving the stated student learning outcomes at the course level. Questions for analysis: Overall, how well are students achieving the stated learning outcomes for the courses? What significant patterns exist in learning outcomes among these courses? Were any changes to curriculum or instruction recommended or made despite courses meeting their targets? How extensive is dialogue about student learning outcomes in the department? Describe the culture of assessment within the department and how adjuncts are involved in this dialog.]

Part 5 – Action Plans

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. How does the department measure effectiveness and efficiency? Have previous goals been accomplished? How are staff meetings and





[Department/Unit Name]

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? How is the Unit Plan being used by the department for planning and evaluation?]

2. Current Strengths

[Summarize what the department is doing well. Is there room for improvement in these areas of strength? What is needed to maintain these strengths?]

3. Improvements Needed

[What would improve the department/services? What is currently not working or not working well?]

4. Response to Previous Strategies

[Describe how the strategies 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)*

5. Two-Year Department 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:]

Action Plan for Achieving Two-Year Strategies

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

6. Five-Year Department 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.]

Action Plan for Achieving Five-Year Strategies



[Department/Unit Name]

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



[Department/Unit Name]

Part 6 – Supporting Documentation

1. **Quantitative Performance Measurements of Unit**
2. **Qualitative Performance Measurement of Unit**
3. **Copy of the Department's Most Recent Unit Plan.**
4. **Identify where SLO Reports for all courses within the program(s) can be accessed.**
5. **Identify where PLO Reports for all courses within the program(s) can be accessed.**

Cerro Coso Community College

Rubric for Rating Program Reviews

	Good and Acceptable	Needs Minor Improvement	Needs Much Improvement
Executive Summary	<ul style="list-style-type: none"> Executive Summary concisely and clearly describes program or department's key strengths, areas needing improvement, and actions to be taken. 	<ul style="list-style-type: none"> Executive Summary describes program or department's key strengths, areas needing improvement, and actions to be taken. 	<ul style="list-style-type: none"> Executive Summary inadequately describes program or department's key strengths, areas needing improvement, and actions to be taken.
Part 1 – Relevance	<ul style="list-style-type: none"> All required sections of this part completely and accurately reflect content in corresponding college documents. Each section includes discussion about the continued relevance those definitions. There is depth of analysis that is comparable to the suggested questions for analysis. 	<ul style="list-style-type: none"> All required sections of this part completely and accurately reflect content in corresponding college documents, with minor differences in content (perhaps referencing an older version). Each section includes discussion about the continued relevance of those definitions. The discussion is brief and omits important considerations for analysis. 	<ul style="list-style-type: none"> Required sections of this part are missing, incomplete, or significantly inaccurate compared to corresponding college documents. There is a significant lack of discussion about the relevance of those definitions. There is little to no discussion about relevance.
Part 2 - Appropriateness	<ul style="list-style-type: none"> Data is complete, accurate, and persuasive. Descriptions for all sections are well developed with multiple sentences of clear explanation and numerous specific details in support. There is depth of analysis about appropriateness and currency that is comparable to the suggested questions for analysis. 	<ul style="list-style-type: none"> Relevant data is presented. Descriptions are developed with explanation and specific details in support. 	<ul style="list-style-type: none"> Data is absent, weak, or irrelevant. Descriptions are hurried, one-dimensional, or inappropriately brief, or specific details may be lacking. There is little to no discussion about appropriateness and currency.
Part 3 – Currency	<ul style="list-style-type: none"> Data is complete, accurate, and persuasive. Descriptions for all sections are well developed with multiple sentences of clear explanation and numerous specific details in support. There is depth of analysis about appropriateness and currency that is comparable to the suggested questions for analysis. 	<ul style="list-style-type: none"> Relevant data is presented. Descriptions are developed with explanation and specific details in support. The discussion about appropriateness and currency is brief and omits important considerations for analysis. 	<ul style="list-style-type: none"> Data is absent, weak, or irrelevant. Descriptions are hurried, one-dimensional, or inappropriately brief, or specific details may be lacking. There is little to no discussion about appropriateness and currency.

Part 4 - Achievement	<ul style="list-style-type: none"> • SLOs or AUOs are oriented around the final outcome of student learning or the experience of service recipients. Outcomes are measurable. • Appropriate assessment tools were used, and the SLO Assessment data is complete, detailed, and convincing. • If gaps were identified, there is deep analysis about why the gaps exist and a clear plan to improve outcomes, including dates of implementation. 	<ul style="list-style-type: none"> • SLOs or AUOs are mostly oriented around the final outcome of student learning or the experience of service recipients. Outcomes are mostly measurable. • Appropriate assessment tools were used, and the SLO Assessment data is included; information is almost complete and progress toward assessment is ongoing. • If gaps were identified, there is cursory analysis about why the gaps exist and a general plan to improve outcomes, but specifics about plan implementation are lacking. 	<ul style="list-style-type: none"> • SLOs or AUOs are more accurately described as goals or objectives and lack orientation around the final outcome of student learning or experience of service recipients. Outcomes are not measurable. • Inappropriate assessment tools were used, and SLO Assessment data is missing or unconvincing. • If gaps were identified, there is a significant lack of analysis about why the gaps exist and/or no plan to improve outcomes.
Part 5 - Planning	<ul style="list-style-type: none"> • Current program strengths and improvements needed are clear and evidence-based and reflect an in-depth discussion within the program with specific examples cited. • There is critical analysis of how student learning outcomes can be improved and how outcomes can be more effectively measured. • SLO/AUP Assessment is the driving force of goal-setting and action plans. • Goals are clearly related to the mission of the program and college; they are clearly stated, a time frame is provided, and assignment of responsibility is evident. 	<ul style="list-style-type: none"> • Current program strengths and improvements needed are based on available evidence. • There is cursory discussion of how student learning outcomes can be improved and how outcomes can be more effectively measured. • Three- and six-year program goals can be traced back to SLO/AUP Assessment data. • Goals reasonably relate to the problems identified; they are satisfactorily stated based on the analysis and evidence cited; they present what needs to be done but may lack precise action plans 	<ul style="list-style-type: none"> • Strengths and weaknesses are not cited or not based on evidence. • There is a lack of analysis of how student learning outcomes can be improved and how outcomes can be more effectively measured. • Three- and six-year program goals cannot reasonably be traced back to SLO/AUP Assessment data. • Goals may be unsupported, incomplete, impractical, or unmeasurable.
Overall Impression	<ul style="list-style-type: none"> • The document is cogent; all parts work together to produce a coherent vision; improvement of student learning is strongly in evidence throughout. • The document is accessible and easy to read. It is thorough, but also concisely communicated. • It clearly tells a story of what has transpired in the program since the last program review. 	<ul style="list-style-type: none"> • The document is generally acceptable; parts relate to each other, but document feels like an exercise in completion rather than a work plan for improvement of student learning. • The document is fairly accessible and readable. It perhaps overlooks some important issues for analysis. It perhaps is redundant or fluffy in places. • It generally tells a story of what has transpired in the program since the last program review, but could benefit from a few points of clarification. 	<ul style="list-style-type: none"> • The document is unsatisfactory; parts are disunified or incoherent; improvement of student learning is an afterthought; minimal standards of professional work not met. • The document is difficult to read due to redundancy or density of unnecessary content. • There is not a clear story of what has transpired in the program since the last program review.

Program Review Committee Members:

Put a check mark in the appropriate column for each criterion. Refer to the rubric above. Use a separate page for each program review

Program: _____

	Good and Acceptable	Needs Minor Improvement	Needs Major Improvement
Executive Summary			
Part 1 – Relevance			
Part 2 – Appropriateness			
Part 3 – Currency			
Part 4 - Achievement			
Part 5 - Planning			
Overall Impression			

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Comments

(Please elaborate on what is needed to improve this Program Review)