

**San Diego Community College District
San Diego Continuing Education**

**Office of Institutional Effectiveness
Program Review Process
& Procedures Guidelines**

2008-2010

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SAN DIEGO CONTINUING EDUCATION PROGRAM REVIEW GUIDELINES 2008 - 2010

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SAN DIEGO CONTINUING EDUCATION PROGRAM REVIEW GUIDELINES 2008 - 2010

Foreword:

Institutional Effectiveness is a measure of summary assessments of the institution's progress in meeting its stated mission and goals on an institution-wide level. Program effectiveness (program review) is a formative assessment of how specific programs are meeting their goals within the institution. Continuing Education reviews its programs annually using an annual Summary Data Table and every six years through a full program preview process. When completed, these quantitative and qualitative assessment measures are documented annually in the San Diego Continuing Education Office of Institutional Effectiveness: Institutional Effectiveness Report.

Program review works best when:

- the programs it seeks to improve have clear, explicitly stated purposes.
- it is ongoing and not episodic.
- educators are responsive to students and the public by periodically reviewing programs
- the process is undertaken in an environment that is receptive, supportive and enabling.

Sources for this document were abstracted from:

Toolkit for Program Improvement, 2007 – 2008: Moorpark College

New Directions for Higher Education, Winter, 1997;

AP&P Program Review Guidelines, 2006: Miracosta College

Overview - Program Review Process

Program Review provides information for initiating, expanding, reducing, consolidating, and discontinuing programs. The process is intended to build upon previous cycles. It is intended to afford free exchange of information in a positive collegial atmosphere, allowing each discipline to evaluate its own areas of strength and weakness in order that Continuing Education can set priorities to meet the needs of students, faculty and the campus community.

I. Goals—Program Review

- To provide data and program assessments for the continuous development of the Academic Master Plan and the Continuing Education Strategic Plan
- To develop quantitative data and qualitative evidence for each instructional discipline to assess whether it is fulfilling the vision, mission, and strategic goals of Continuing Education.
- To recommend effective and efficient utilization of college resources, including the prioritizing of new faculty positions.
- To ensure quality learning outcomes in all instructional areas.
- To address the California Community Colleges Chancellor's Office accountability indicators.
- To prepare materials that will be useful in accreditation self-studies.
- To continuously improve institutional effectiveness.

II. Annual Review of Data - Guidelines

Each year the Program Chairs and faculty will comment briefly on their annual summary data (quantitative information); Please refer to form A. The summary table presents six years of information on total FTES, cost/FTES, rates of successful retention, and enrollments. This brief data review and commentary will be completed by each discipline and submitted to the appropriate dean via the program chair no later than March 1, of each year. Additionally, copies of all discipline data review and summary forms will be submitted to the Academic Senate.

III. Sixth-year Program Review Guidelines

Programs are assigned reporting deadlines in keeping with the six-year cycle required for accreditation. The PRC will prepare final recommendations in a written summary report to the Vice-President of Instruction. The Vice-President of Instruction will present PRC findings and recommendations to the Executive Governance Council for review and approval. The EGC will forward its findings to the Academic Senate and the President's Council for final reviews.

Programs will develop Program Action Plans based on the recommendations of the PRC, including activation dates, and incorporate these Action Plans into their next six (6) year cycle. Please refer to the Program Action Plan Form.

Sixth year Program Review report is a key assignment in eight (8) parts. Each discipline within the program crafts a chapter that succinctly addresses all eight parts of the assignment. The report must be submitted electronically to the Institutional Effectiveness Office.

All programs will submit a Program Review Report that addresses the following:

Part 1: Interpreting Quantitative Information (Form A)

This section consists of an analysis of six years of data in each program's annual summary data. The analysis will explain how the information relates to the CE-wide figures, and what plans the program has for improvement where appropriate.

Every program chair/dean will receive a printed copy of the Annual Summary Data Table, Form A, which contains the following elements:

- FTES (Full Time Equivalent Student) by discipline.
- Cost/FTES by discipline where possible.
- Course enrollment by discipline.
- Successful retention by discipline.
- Certificates awarded.

Part 2: Course Reassessment (Form B)

Program / Discipline specialists review curriculum within the program to determine whether content, goals and objectives have changed substantially. In addition, to verify if courses contain the following:

- Student Learning Objectives (SLO's).
- Expected Student Learning Results (ESLR's).
- Multicultural themes, namely the interaction of diverse students.
- Computer technology.
- Reflect business/industry standards, if appropriate.

Part 3: Goals and Achievements (Measures of Success)

Continuing Education (CE) annually updates Goals and Objectives in its Strategic Plan and lists the program's goals in relation to the mission and strategic goals of CE. Please refer to the CE Web Page for specific information on goals and objectives and the Strategic and Educational Master Plans.

Part 4: Environmental Scan

An external environmental scan is defined as a SWOT (strengths, weaknesses, opportunities, threats) analysis of the campus and community environment. It should include the following: a profile of incoming and outgoing students, a report about feeder schools and transfer institutions, discussion about competition from other colleges and enumeration of employment opportunities. Career Technical programs must address labor market trends (past and present) including salaries students can expect upon program completion.

Part 5: Discipline Trends/Issues

Discuss current trends and issues in your program's discipline, e.g., influence of technology, evolving and changing areas of specialization and theoretical advances. How do they affect your program or your own professional development?

Part 6: Textbooks and Materials

Program chairs will comment on the range of textbooks and materials which apply to their areas of interest/responsibility/specialization.

Faculty is also requested to inform the program chair/dean of those items they feel should be removed; items that may need to be discarded including those in poor condition and beyond repair, and /or obsolete.

Part 7: Response to Previous PRC Recommendations

Program chairs and deans will respond in writing to previous PRC recommendations for improvement, if applicable.

Part 8: Alternate Methods of Instruction

If the program offers courses in on-line or self-paced modes, the program will:

- report on student satisfaction with non-traditional delivery methods;
- report on the impact on facilities use;
- document the number of sections per term of each course, the enrollment trends, the rates of course completion and other relevant program information;
- summarize the faculty needs for training and support;
- report how many enrolled students from our district, other districts and other locations are taking face to face and on-line classes in the Continuing Education service area.

Schedule for Six-year Program Review

The CE Office of Institutional Effectiveness will provide the dates for the Program Review Cycle, six (6) year program review.

IV. Off-cycle Program Review

Because Program Review is a six year cycle, the PRC recognized the importance of adopting a procedure to review programs with unplanned circumstances that arise during the six-year period between full reviews. Off-cycle program reviews are reviews that may be scheduled as needed to continuously improve the institution.

Process

The PRC will review and approve requests for off-cycle program reviews. Program chairs, or deans may initiate the requests; their request should be supported by quantifiable data documenting the need. The following are examples of circumstances that call an off-cycle program review: sustained changes for enrollment patterns or retention rates; changes in workplace demands; changes in institutional resources required to support the program.

Schedule

Off-cycle program reviews can be requested and conducted at any time during the year.

Guidelines

The program dean requesting the off-cycle program review will support the request to the PRC with data and information related to the program. If PRC concurs that an off-cycle program review is justified, the committee will notify the appropriate program or department and provide guidance concerning the topics to be addressed in the review.

Colleague Resources:

For assistance, or if you have program review questions, please contact the Office of Institutional Effectiveness for consultation:

Ray Ramirez, Dean
Office of Institutional Effectiveness
San Diego Continuing Education
Mid-City Campus
3792 Fairmount Avenue
San Diego, CA 92105-2204
(619) 388-4500 Fax ((619) 388-4590
rramirez@sdccd.edu

Annual Review of Data Table Form A

Continuing Education - Program Review Annual Data Review - Six Year Program Review

____ Annual Data Review
____ Six-Year Program Review

Annual Summary Data Tables
Program Review 2008/2009

Annual Summary Data

	03/04	04/05	05/06	06/07	07/08	08/09
FTES						
Blank						
CE total						
Cost						
Blank						
CE total						
Cost/FTES						
Blank						
CE total						
Successful Retention						
Blank						
CE total						
Course Enrollment						
Blank						
CE total						
Certificates						
Blank						
CE total						
HS Diplomas						
Blank						
CE total						

Percent Change from Prior Years

	03/04	04/05	05/06	06/07	07/08	08/09
FTES						
Blank						
CE total						
Cost						
Blank						
CE total						
Cost/FTES						
Blank						
CE total						
Successful Retention						
Blank						
CE total						
Course Enrollment						
Blank						
CE total						
Certificates						
Blank						
CE total						
HS Diplomas						
Blank						
CE total						

Signature of Discipline Specialist

Date

Signature of Program Chair

Date

Signature of Program Dean

Date

Please attach comments on a separate page

Annual Review of Data Form A

Continuing Education - Program Review Comments and Narrative Description

FOR FACULTY USE

Program: _____

Discipline: _____

Academic Year: _____

A. Please review your program data (**Form A**)

1. Comment on Annual summary Data Table -

What are the factors that have resulted in growth or decline in the following areas:

- FTES/CE Total
- Cost/CE total
- Retention/CE Total
- Enrollment/CE Total
- Certificates Awarded/CE Total
- High School Diplomas Awarded/CE Total

B. Continuing Education Total Data Comparisons

1. Comment on percentage change from prior year(s) -

What are the factors that have resulted in greater changes in the following areas:

- FTES/CE Total
- Cost/CE total
- Retention/CE Total
- Enrollment/CE Total
- Certificates Awarded/CE Total
- High School Diplomas Awarded/CE Total

C. Summary Narrative - Description of discipline or programs

Please attach all of your responses in a separate document and submit them to your program chair and program dean

COURSE REASSESSMENT PROGRAM REVIEW

Form B

Continuing Education - Program Review FOR FACULTY USE

The attached list of courses has been reviewed by the program within the last 3 years and found appropriate. Their content and objectives has not changed substantially. In addition, they contain”

1. The Course Goals and Objectives.
2. The Student Learning Objectives (SLO's).
3. The Expected Student Learning Results (ESLRs).
4. When appropriate - multicultural themes, namely the interaction of diverse people.
5. When appropriate - computer technology, namely informational databases.
6. When appropriate - business / industry standards.
7. When Appropriate - articulation with district colleges: City, Mesa, Miramar.

Note:

Courses that have been revised to add these criteria or have been otherwise changed substantially must be submitted to the Vice-president of Instruction's Office.

Date of Program Action: _____

SIGNATURES:

Discipline Specialist **Date**

Program Chair **Date**

Discipline Specialist **Date**

Program Chair **Date**

TEXTBOOK & MATERIALS COLLECTION REVIEW

Form C

Continuing Education - Program Review
FOR FACULTY USE

Program: _____

Discipline: _____

Date of Program Action: _____

Discipline Specialist: _____

Discipline Specialist: _____

Program Chair: _____

Program Chair: _____

The program has reviewed the textbooks and materials and has recommended the titles in the attached list for withdrawal from the program's collection or selected the attached list of titles for addition to the program collection.

Additional Notes: _____

To be submitted to the PRC for Program Review purposes.

PROGRAM REVIEW SUMMARY

Form D

Continuing Education - Program Review • 6th Year

FOR PRC USE

Program: _____

Discipline: _____ Date _____

	Successfully Completed	Incomplete
1. Annual Data Review	<input type="text"/>	<input type="text"/>
2. Course Reassessment	<input type="text"/>	<input type="text"/>
3. Result of Program Assessment Activity	<input type="text"/>	<input type="text"/>
4. Average Class Size	<input type="text"/>	<input type="text"/>
5. Department/Individual Goals & Achievement	<input type="text"/>	<input type="text"/>
6. External Scan	<input type="text"/>	<input type="text"/>
7. Scholarship/Discipline Trends	<input type="text"/>	<input type="text"/>
8. Textbook/Materials Review	<input type="text"/>	<input type="text"/>
9. Response to Previous PRC Recommendations	<input type="text"/>	<input type="text"/>
10. Alternative Methods of Instruction (e.g. Online Distance Education, etc.)	<input type="text"/>	<input type="text"/>
11. Course Articulation Agreement	<input type="text"/>	<input type="text"/>

	1	2	3	4	5	6
Academic Year(s)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1. Certificates of Completion	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Certificates of Achievement	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Other Awards: (High School Diploma, etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

PROGRAM REVIEW SUMMARY

Form D

Continuing Education - Program Review
FOR PRC USE

Program: _____

Discipline: _____ Date _____

Summary Evaluation

A. Student Success

_____ Exceptional _____ High _____ Satisfactory _____ Low

B. Value

_____ Exceptional _____ High _____ Satisfactory _____ Low

C. Cost/FTES

_____ Exceptional _____ High _____ Satisfactory _____ Low

D. Viability/Sustainability

_____ Exceptional _____ High _____ Satisfactory _____ Low

PRC ACTIONS & RECOMMENDATIONS

_____ Validate _____ Validate with Written report on topic(s)

_____ Not Validate: Warning and Necessary Action

_____ Not Validate: Begin Program Discontinuance

PROGRAM REVIEW SUMMARY

Form E

Continuing Education - Program Review FOR PRC USE

Date: _____ To: _____

Program: _____

The PRC has reviewed a request by: _____

Name(s) of Requesters

that the above referenced program be considered for an off-cycle Program Review. The committee has reviewed the request and concurs that such a review is appropriate based on the information submitted (copy attached).

Based on this information, the committee requests that you conduct an off-cycle program review by considering these concerns and meeting with the committee to address the issues listed below. Please submit your response in writing to the Office of Institutional Effectiveness by _____ for discussion at the PRC Meeting scheduled for

Due Date

_____ on _____

Location and date of the PRC Meeting

Signature: _____ Date _____

Ray Ramierz, Dean
Institutional Effectiveness
San Diego Continuing Education

PROGRAM REVIEW CHECKLIST

San Diego Continuing Education

ANNUAL REVIEW DATA

1. Annual Summary Data Form A
2. Comments on Form A

OFF-CYCLE PROGRAM REVIEW

1. Initiate as Needed
2. Criteria is the same as the Six (6) Year Program Review.

6th YEAR PROGRAM REVIEW

1. Annual Summary Data Form A
2. Focus in detail on draft trends over past six (6) years
3. Course Reassessment - Form B
4. Summarize results of program activity
5. Complete an Internal scan pertinent to the discipline.
6. Analyze the scholarship/discipline trends current in the field
7. Review the textbook and materials collection for all programs
8. Respond fully to previous PRC recommendations.
9. Analyze alternative delivery systems.

DEFINITIONS

Accountable	To be obliged or required to account for, to explain, to provide reasons for, to describe or report the worth or importance of something.
Apportionment Income	The State funding per FTES.
Articulation	A process or plan of transfer or course credit from one school or college to another.
Assessment	The systematic process of setting goals or asking questions, gathering information, interpreting findings, and using both to improve the effects of the college experience on student learning and development
Audit	A formal, often periodic checking of records or reports to verify their accuracy.
Cost/FTES	The cost to generate one FTES in a program or discipline (expenses FTES).
Course Enrollment	The course enrollments listed in the Annual Summary Data Table (—Form B are counts of permanent grades (A-F, Cr, NC, I, IP, RD, MW, W). There is also a Course Enrollments file that lists first-day, census, and end of term enrollments. Not all first-day and census enrollments result in a permanent grade.]
Criteria	Standards of forming a judgment.
Data Elements	A generic term referring to any item or variable already measured or to be measured. A database is made up of data elements.
Database	A repository of information. A collection of characteristics about a population or sample.
Direct Expenses	The expenditures, including salaries, benefits, supplies, and equipment, incurred by a program or discipline.
Duplicated Count	A total number based on a way of numbering that allows for repeats such that a single individual may be counted more than once.
Evaluation	The process for determining the value, worth or merit of at or part of a program.
FTEF	Full Time Equivalent Faculty (FTEF) is based on 15 formula hours (lecture hour equivalents). For example, a 3 hour lecture class is valued at .20 FTE ($3/15 = .20$).
FTES	Full Time Equivalent Student (FTES) is the unit of measure based on student attendance patterns used by the State in the formula for the apportionment of funds. 525 WSCH = 1 FTES

Goal	A statement, general or abstract, of desired states in human conditions or social environments; e.g. students will be satisfied with counseling related courses.
GPA	Grade point average.
Growth Trend	The percent change in FTES from the prior year.
Indirect Expenses	Incurred costs that are not directly required nor necessarily caused by the ongoing operation of a particular program or activity.
Inservice Training	Training taken while the participants are employed.
Longitudinal	Measurement of something over a period of time, usually years.
Measures	Those variables that can be observed, reviewed or appraised to determine whether an objective developed from a goal has been attained.
Method	An orderly procedure, process, or manner, or way of doing anything.
Number of Courses	Total number of course sections offered by program or CE – wide.
Objectives	Very specific, operational statement. Statements made in measurable or behavioral terms. At a minimum an objective states who will do what, by when, and to what level of performance.
Operational Plan	An implemented plan or one capable of being implemented; a specific, detailed description of what will be done.
Population	The entire group about which one wishes to draw some' conclusion or make some inference.
Program Income	Apportionment income generated by program or discipline.
Successful Retention	A student is considered successfully retained in a section if the student successfully completed the course.
Survey	A data gathering instrument; e.g. a written questionnaire or interview.
Target Population	Persons or groups to which interventions are directed; e.g. students seeking information and skills that will help them make better career choices.
TOP Code	The Taxonomy of Programs (TOP) is a classification system for instructional programs at the California Community Colleges. Each course offered is assigned a TOP Code number. Courses which are within the same instructional program share a common TOP code number.
Unduplicated Count	A total number not permitting repeats. An individual or action may be counted only once.

EXPLANATION OF TERMS USED IN THE PROGRAM REVIEW

SUMMARY—FORM A

CRITERIA

Value

Exceptional Meets a need or provides a service in some **unique or unusual manner**.

High Meets a need or provides a service in a **superior manner**.

Satisfactory Meets a need or provides a service in an **acceptable manner**.

Low **Fails** to meet a need or provide a service in an acceptable manner.

Cost/FTES

High Significantly higher.

Medium Similar.

Low Significantly lower.

Viability /Sustainability

High Above the college rate based on a six-year period.

Medium At the college rate based on a six-year period.

Low Below the college rate based on a six-year period.

Definitions Unlisted

CARE	Cooperative Agencies Resources for Education
Load	Load is a measure of the in -class hours devoted by discipline specialists based on the method of instruction.
Loading Factor	The percentage of available class seats filled at census week (10% of each term).
Questionnaire	An instrument designed to measure something; e.g. a survey form for use I polling student attitudes.
SPOL	Strategic Planning On-Line (SPOL) is a web-based, comprehensive tool that effectively assists academic institutions in providing an environment for inclusive strategic planning, in improving effectiveness and accountability through strategic planning, project budget development and assessment, and in assessing accreditation compliance.
Successful Retention	A student is considered successfully retained in a section if the student successfully completed the course, that is, received an A, B, C, or CR. For a section, discipline, or college wide, the grades are counted and a successful retention rate is derived. The sum of all the As, Bs, Cs, and CRs is divided by the sum of all the grades assigned, excluding IPs, Is and RDs. (IPs, Is and RDs are not included in successful retention because it is not known whether they will be replaced by a successful grade.)

Example

Suppose there were 30 students enrolled in a section of Biology with 10 receiving a W, 15 an A, and 5 receiving an F. The successful retention rate is 15 (As) divided by the sum of all grades assigned. Excluding any IPs, Is or RDs. (15 As plus 5 Fs plus 10 Ws). The successful retention rate is equal to $15 / 30 = 1 / 2$ or 50%.

Student Success

Exceptional

Student population is **exceptionally successful** in course completion, certificate or associate degree completion, job placement, or in meeting some other student-oriented goal or objective (i.e. obtaining financial aid, scholarships, admission to other institutions of higher education, etc.)

High

Student population is **highly successful** in course completion, certificate or associate degree completion, job placement, or in meeting some other student-oriented goal or objective (i.e. obtaining financial aid, scholarships, admission to other institutions of higher education, etc.)

Satisfactory

Student population is **successful** in course completion certificate or associate degree completion. job placement, in meeting some other student-oriented goal or objective (i.e. obtaining financial aid, scholarships, admission to other institutions of higher education. etc.)

Low

Student population has a **low success rate** in course completion, certificate or associate degree completion placement, or in meeting some other student-oriented or objective (i.e. obtaining financial aid. scholarships, admission to other institutions of higher education, etc.

WSCH

(Weekly Student Contact Hours)

The number of hours scheduled to meet during the week multiplied by the number of students enrolled at census. Example: (1) Suppose there were 30 students enrolled in a Biology section (a regular weekly census class), on census day. This class met for two lecture hours and one lab hour each week. This section's WSCH is $3 \times 30 = 90$.