

# **LOS MEDANOS COLLEGE**

## **GUIDE FOR INSTRUCTIONAL PROGRAM REVIEW AND PLANNING**

**JULY-AUGUST 2006**

This guide has been prepared to help programs complete the program review and planning documents. The guide will be organized around the sections contained in the program review and planning document. For each section there will be an introduction, tips, advice on getting help, and a description of the deans' evaluation criteria.

## I Analysis and Questions

Program review and planning begins with the collection and analysis of program data by the research office and instructional deans. Three year program trends will be provided in the areas of enrollment at census, productivity (FTES/FTEF), success rates, retention rates (first census to end of term), persistence (raw numbers and percents) for sequential English and Math courses, number of degrees and certificates and full time and part time FTE. Core Indicators will be provided for occupational programs. The deans will look at program curriculum in terms of breadth, currency and scheduling. Another area that will be considered is program outreach/articulation with feeder and transfer institutions.

### Tips:

- Address each question completely.
- More data is available through the web based program called COGNOS. The address is <http://siren.4cd.net/cognos>
- There may be important trends the deans miss or ones the program wishes to examine. Please feel free to conduct a comprehensive examination!
- The whole point is to improve the program.

### Need Help?:

- The deans are more than happy to assist you.
- The research office will help with questions regarding the data and will produce other data you might need.
- There are many on campus with experience in statistical analysis. Even the president was a research coordinator at one point in his career.

### Deans' Evaluation Criteria:

- All significant questions are addressed.
- Extent to which the program explains the significant trends.
- Important questions are addressed in the planning objectives.

## **II. ADVISORY BOARD RECOMMENDATIONS**

### ***Tips:***

- Every occupational program is required by the California Ed Code to have an active Advisory Board.
- The Board is required to meet at least once every academic year.
- The composition of the Advisory Committee should be broad representing different segments of the industry your program educates students for.
- The members of the Advisory Board should be actively working in the relevant industry.
- Include a list of members, their title, organization and contact information with the program review documentation. Members of the Advisory Board should be effective contributors to your program in terms of curriculum development, student job and internship placement, give you advise on program direction.
- Submit the last year or two year's copies of the meeting agendas and minutes of each Advisory Board meeting to the Office of Instruction.

### ***Deans' Evaluation Criteria:***

- That the program has an advisory board
- That it meets at least once every year
- That it has a broad industry representation

### ***Need Help?***

- Contact other occupational department chairs to learn about their advisory committee
- Discuss it in the Occupational Education Committee

### III. Assessment of Program-level Student Learning Outcomes

#### PROGRAM-LEVEL STUDENT LEARNING OUTCOMES

*What should the student know or be able to do at the end of the program? To answer this question, the department needs to develop a working definition of “program” relative to its course offerings. For example, a department might define one set of overarching student learning outcomes for the program that are relevant to all of its course offerings. Another option is to define several sets of program-level student learning outcomes specific to different academic goals. For example, a department might have one set of program SLOs for the “major” and a separate set of program SLOs for a sequence of courses that is part of a certificate.*

##### *Tips:*

- Work with your deans if there is some question regarding the definition of “program”.
  - Program-level student learning outcomes should be collaboratively written by faculty in the department. Writing these outcomes can be a good opportunity for faculty to identify or revisit key themes and goals that run through the program.
  - Program student learning outcomes describe broad and fundamental abilities that the program is designed to foster in students. Describe these abilities in 3-8 overarching learning outcomes.
  - If appropriate, align program SLOs with the Institutional SLOs for General Education, Occupational Education, Developmental Education, Student Services, and Library & Learning Support Services. For a list of these outcomes, see the page 2 of the Course Outline of Record form on the Curriculum Committee website.
  - Student learning outcomes should be measurable. However, if some of the outcomes valued by your department are difficult to directly measure, include these anyway. It is better to state what the department values than to focus solely on what is easy to measure.
  - Many professional organizations have developed student learning outcomes that may be a good starting place for discussion of program-level SLOs in your department.

##### *Need help?:*

- For examples of program-level SLOs, see sample course outlines on the Curriculum Committee website.
- Attend one of the workshops offered during the fall by the Teaching and Learning Project, TLP.
- Contact the Coordinator/s of the TLP (Myra Snell and Nancy Ybarra) for help facilitating department discussions around the writing of program SLOs or for feedback.

*Deans' evaluation criteria:*

- *Three to eight clearly stated Program SLOs.*
- *Program SLOs are aligned with appropriate Institutional SLOs.*

## **REVIEW**

Not required for this program review cycle.

## **PLAN**

*New accreditation standards require that the college document the assessment of program-level student learning outcomes and the use of such assessment for program improvement. In this section the department will pick at least one of the program's student learning outcomes and outline a plan for the assessment of student learning within and at the end of the program.*

*Tips:*

- Develop assessment plans collaboratively with other faculty in the program, so that everyone is on the same page when it comes time to implement the plan.
- Start small. For your program's first foray into assessment, focus on a learning outcome that is an integral part of existing courses that comprise the major or program.
- Now that you have chosen an SLO to assess, identify ways the program can examine student learning to determine whether students have attained the outcome. All assessment plans should include *direct measures* of student learning through an assessment of student work. For example, faculty might analyze student work on a final exam or final project in a course at the end of the program. Describe the program's plan for developing or choosing an assignment or other assessment instrument for assessing student achievement of the program's SLO.
- In addition to direct measures of student learning, you may want to identify and track indirect measures of learning such as success rates, persistence rates, or numbers of certificates completed. You may also choose to incorporate qualitative measures of student, faculty, or advisory board perception of student learning gathered through surveys, interviews, or focus groups.
- At each step consider how the results of the assessment might be used to improve student learning in the program.

If your department offers courses that are part of the LMC General Education requirements, you may be able to dovetail your program assessment plan with the college's assessment of the Institutional GE SLOs. This could save you time and effort. Contact the Coordinators of the TLP (Myra Snell and Nancy Ybarra) for details.

If your program-level SLOs are aligned with the Institutional Occupational Education SLOs, you may be able to dovetail your program assessment plan with other occupational programs. This could save you time and effort. Contact the Coordinators of the TLP (Myra Snell and Nancy Ybarra) and the Chair of the Occupational Education Committee (Len Price) for details.

***Need help?:***

- Attend one of the workshops offered during the fall by the Teaching and Learning Project, TLP.
- Contact the Coordinator/s of the TLP (Myra Snell and Nancy Ybarra) for help facilitating department discussions around the development of assessment plans.

***Deans' evaluation criteria:***

- ***An assessment plan that outlines how the department will directly measure student learning over the next three years.***

## IV. Curriculum

Curriculum is the basic material of a program. Besides the faculty's desire for quality curriculum, there are accreditation and Title V regulation requirements for up-to-date course content that meets students' needs. Course outlines define the learning outcomes and content common to all sections of the course, regardless of when, where or how the course is taught or who teaches it.

### REVIEW

#### *Tips:*

##### *Tips for addressing Accreditation Standard II.A.2.c:*

- “breadth” of the program: Compare your course offerings to comparable community colleges in California. Does your program offer the full range of standard curriculum?
- “depth, rigor” across sections of a course: If your program offers sections of the same course taught by different instructors, discuss how the program works to insure that comparable depth and rigor is maintained across sections. Are courses held to an appropriate standard for college?
- “synthesis of learning” for GE courses: If your program offers General Education courses, discuss how your program works to insure that the five GE Student Learning Outcomes (formerly known as GE Criteria) are meaningfully and systematically incorporated into the curriculum.
- “synthesis of learning” for sequential courses: discuss the ways in which your program is more than a discrete sequence of disconnected courses. How is your program designed to encourage synthesis of knowledge and ability?
- Is the program's content packaged and scheduled in a way that students can complete the program in a reasonable amount of time?

##### *Tips for addressing “up-to-date” curriculum:*

Analyze your course outlines. Do the course-level student learning outcomes reflect comparable expectations at four-year institutions or industry standards for certification? Do modes of instruction and curricular materials reflect current research in learning and in the discipline?

##### *Tips for updating course outlines:*

- The office of instruction has completed a list of course outlines including the last time of update. If there are only a few that need to be updated, these should be done this next year. If there are more than a few, a plan for updating the outlines should be made a priority. The faculty should deactivate any courses no longer offered.
- Download the new course outline form and instruction booklet from the Curriculum Committee website on the intranet.
- Updated course outlines must be completed and submitted to your dean by November 1 in order to meet the catalog deadline.

***Need help?***

- For help completing the new course outline form, see the instruction booklet and samples of completed forms on the Curriculum Committee website.
- For one-on-one help, contact Curriculum Committee members, Myra Snell or Nancy Ybarra.
- For information about deadlines, contact Curriculum Committee Chair, Ken Alexander.

***Deans' evaluation criteria:***

- Review addresses breadth, depth, and comprehensiveness of course offerings in the context of standard curriculum offered at comparable community colleges and includes a plan to address any issues.
- Full-time students with college-level skills can complete the A.A./A.S. degree in two years.
- Department outlines a specific plan for updating course outlines.



## **V. Program Resources and Development**

Programs need to be adequately staffed, equipped, budgeted, and have sufficient facilities. The data and analysis provided by and for the program will be used in request proposals to SGC and other groups for project funding, staffing, equipment and facilities.

### **Tips:**

- The data provided by the research office has a three-year trend of full and part-time FTE. COGNOS has more data if a longer time period would be helpful. See your dean or researcher for help if you need it.
- Besides flex activities offered by the college and district, there are many conferences, workshops, etc. around the state. Visits to other colleges are always informative for programs – even if it through their website.
- Describe how information is shared with the rest of the members in the program.
- With the addition of the new buildings there will be a great need for planning by many programs. State funding does not adequately cover equipment and other facility needs and therefore other funding sources must be sought. Look ahead five to ten years and determine the program needs. Will classrooms need “smart” equipment or remodeling? Is the program curricular delivery headed towards more computer assistance?
- Budgets have not always kept up with growing programs. Supplies/materials and inter-program charges need to be augmented or rebalanced. Look at the ending program balance for the past few years and consider future needs.

### **Need help?**

- The deans are always willing to help out. Use them!
- There are faculty representatives on various committees that can give advice. For example, SGC, planning, Box 2A, ...

### **Deans' evaluation criteria**

- Accuracy and sound arguments for full-time hires.
- Comprehensiveness in staff development description.
- Reasonable identification of equipment, budget and facilities. Clarity in connection to needs.