# Los Medanos College Program Review

**February 6, 2018**

## Roles, Responsibilities, and Processes

The purpose of this document is to codify our **current** decision making and resource allocation processes at the College and the roles and responsibilities within the program review processes.

The purpose of these narratives and flowcharts is to ensure appropriate dialog and to clarify how all constituent groups currently participate in decision making.

The College values the contributions of all constituencies, and these narratives and flowcharts promote those contributions while ensuring that we comply with Title 5 requirements, as described on the following pages.

## Program Reviews Cycle

Los Medanos College (LMC) conducts a comprehensive program review of all its instructional, student services, and administrative programs/units every five years. A five-year cycle was selected to align with the Title 5 requirement of updating all course outlines of record (COORs) at least once in five years, and our course and program level assessment cycles. Year 1 of each cycle is designated as a Comprehensive Program Review year; our last Comprehensive Program Review was in 2012-2013 and we are currently in the process of conducting a Comprehensive Program Review in 2017-2018. This review will include Program Level Student Learning Outcomes for Cycle 1: 2012-2017. (Annual updates throughout Cycle 1 included only course level assessments.)

## Changes to Program Reviews Process

The Planning Committee is leading the college in making significant changes to our Program Review process. Feedback from the college community, gathered during an intensive flex workshop and follow up survey, validated changes initially proposed by the Planning Committee. One significant change is to the frequency of our updates to the Comprehensive Program Review. Rather than annual updates, we are changing to updates in years 3 and 5 of our 5 year cycle. This will give programs and units more time to achieve goals and objectives set in the Comprehensive Program Review before being asked to report on them; it will also allow greater focus on implementing activities designed to achieve the objectives.

In addition, the Comprehensive Program Review template has been substantially revised with the input of our deans, department chairs and Vice President of Instruction and Student Services. The current template is designed to be a practical, data driven tool that provides programs with a clear picture of the status of their programs, their outcomes, and the work that needs to be done to keep their programs current and in good standing. Relevant data has been gathered, with the help of District Research, on an expanded set of data elements, and a new format has been developed that make all data easily accessible to each program.

Aggregating data provided by individual programs and units will be a rich source of data for Planning Committee and our Shared Governance Council in assessing overall institutional effectiveness and needs over the next 5 years. Programs and units are asked to align their goals with our Strategic Planning and our Integrated Planning Goals. Looking at how institutional goals are being addressed across multiple programs and units will allow us to develop a clearer vision of how those goals can be achieved, and what resources will be needed to attain them.

## Comprehensive Program Reviews (CPR)

## Timeline, Tasks, Responsible Party, and Due Date

**July-August:**

* A variety of data will be available including student learning outcomes, student services outcomes, equity data, student success data, enrollment data, and additional research and data specific to individual units. (PIE and District Research)

**September – January:**

* Review and revise the Program Units list including PSLO and CSLO (PIE, Deans, and TLC)
* Provide training on Program Review (PIE and Deans)
* Provide training on data analysis (PIE and District Research)
* Provide training on CSLO and PSLO (TLC)
* Provide training on goal setting (PIE and Deans)
* Provide training on resource requests (CBO)

**February**

* Program Review Reports (including resource requests) due on **February 2** to the Office of Planning and Institutional Effectiveness.
* The Comprehensive Program Review (CPR) Reports will be posted on the OneDrive called Comprehensive Program Review (PIE) **before February 9**.
* The Comprehensive Program Review dialogue began.

**March**

* Deans (Instructional and Student Services) review the reports and certify that they are complete and they have discussed them with department chair/unit leads. Certification form is due on **March 15 (or before March 26)** to the Office of Planning and Institutional Effectiveness (PIE).
* PIE will forward the resource requests to the VP of Business and Administrative Services (VPBAS) by **March 19 or earlier**.
* **Between February 12 and March 15:**
	+ Administrative services unit reports will be reviewed and discussed by the President’s Cabinet
	+ Student services unit reports will be reviewed and discussed by the Student Services Managers.
	+ Instructional unit reports will be reviewed and discussed by the Instructional Deans.

**Instructional Program Review Section**

* The PIE will generate 7 reports by **March 26** or earlier for the following entities to evaluate: (1) enrollment, (2) curriculum, (3) advisory board, (4) assessment, (5) outcomes, (6) goals, and (7) resource requests. (Only the sections are applicable for the Student Services Program Review.)
* Committee, that receive charges from SGC, will include their evaluation to their year-end report to SGC.
1. Academic Senate and Office of Instruction will receive a report on (a) degree and certificate requirements and (b) course offerings. (Sections 2 and 3)
2. The Curriculum Committee will receive a report on curriculum. (Sections 4 and 5)
3. The CTE Committee and Workforce Development will receive a report on advisory board update. (Section 6)
4. The TLC will receive a report on assessment and incorporate it to its year-end report to SGC on **May 9**. (Section 7)
5. The Integrated Planning Leadership Group, Office of Equity and Inclusion, and Academic Senate will receive a report on outcomes. (Section 8)
6. The Planning Committee and the Integrated Planning Leadership Group will receive a report on goals and incorporate it to its year-end report to SGC on **May 9**. (Section 9)
7. The Office of Administrative Services will receive a report on the resource request sections and report to SGC on **May 9**.

**Student Services Program Review Section**

* …under construction

**Administrative Services Program Review Section**

* …under construction. will be discussed at cabinet meeting on Feb 7

**March and April**

**Resource Allocation Processes (Alex)**

* + Under discussion. Going through the governance process

**May**

* The Planning Committee will evaluate the Program Review process, identify improvements to the process, and implement those improvements in the next Program Review cycle. As part of this process, the Planning Committee will work collegially with: (a) the Academic Senate; (b) the Instructional Deans, Department Chairs, and Program Leads; (c) Student Services Deans and Program Leads; (d) Administrative Services Managers; (e) TLC leaders; (f) Office of Instruction and Student Services; (g) Office of Equity and Inclusion, and (h) Office of Business and Administrative Services for feedback.
	+ The draft report of the evaluation on program review process will be shared widely and seek for feedback on **May 7, 2018**.
	+ The final report will be submitted to the Shared Governance Council (SGC) for acceptance in **May 23, 2018**.

## Chart: Comprehensive Program Reviews Timeline

**Purpose**

Assess accomplishment of the College’s mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement, as well as any gaps are identified by developing Institutional-level or Inter-departmental activities/strategies.

**ACCJC Standards (to which this process contributes)**

IB1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

IB2. The institution defines and assess student learning outcomes for all instructional programs and student and learning support services. (ER 11)

IB4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

IB5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

IB6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

IB7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

IB8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

IB9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

**ACCJC Manual for Institutional-Self Evaluation**

5.4 Requirements for Evidentiary Information

iii. Evidence of Quality Program Review

* Program review cycle/timelines
* Policies on curricular review
* Evidence that SLO assessment data are used for institutional self-evaluation, planning, and improvement of teaching and learning
* Action taken (improvements) on the basis of program review
* Connection to the budgeting and resource allocation processes
* Impact on institutional effectiveness, educational quality, and student success