

FOR YOUR REFERENCE ONLY

TO BE UPDATED

Peralta Community College
District

Laney College

Instructional
Program Review
Handbook

Fall 2012

Table of Contents

Purpose and Goals	1.
Components in the Process	2.
The Instructional Program Review Team	3.
Core Data Elements	4.
The Instructional Program Review Narrative Report	5.
Checklist of Tasks	9.
Definitions	10.
Attachments	
<i>College Goals and benchmarks</i>	A.
<i>SLO/PLO/Assessment/Course update information</i>	B.
<i>Resource request forms</i>	C.

Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions.
- Inform integrated planning at all levels in the College.
- Ensure that educational programs reflect student needs and encourage student success.

Components in the Process

The Instructional Program Review process consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions are consistent with the national movement toward learning assessment and the WASC/ACCJC Accreditation Standards. They direct faculty to examine the curricular, pedagogical, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Program Review process include:

- The Instructional Program Review Team
- Core data elements
- Completion of an Instructional Program Review Narrative Report

Additionally, four attachments are provided to help link the Instructional Program Review findings to annual strategic or integrated planning. The attachments are:

- Attachment A: Laney College 2012-2013 Goals and Benchmarks.
- Attachment B: The *SLO/PLO and assessment /course update list*, which summarizes the courses and programs that require further updating.
- Attachment: C1 The *Instructional Program Review Resource Needs Reporting Template* in which to summarize key resource needs.
- Attachment: C2: The *Facilities Needs Template*, which enables the department to list the facility needs in order of priority within a particular category.

Thus, the recommendations and priorities from the Instructional Program Review process feed directly into the development of departmental and/or unit plans.

In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Instructional Program Review Team

Each discipline, department or program at the college will assemble an Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair or Program Coordinator, if applicable.
- Division Dean
- Two additional faculty members, if possible.
- All faculty members within a department are encouraged to participate in the Instructional Program Review process, although participation is not mandatory.

The Instructional Program Review Team will review the core data elements and course outlines and complete the Instructional Program Review Narrative Report.

-
- The Instructional Program Review Team Chair will share the recommendations and priorities with the other Colleges that have completed a comparable disciplinary program review. This will occur at District-wide disciplinary meetings.

-
- Once the narrative report is completed, the Executive Vice President of Student Learning will summarize the recommendations and priorities of all instructional units and submit the summary to the College President, the College's planning and/or budget committees (if applicable) and the Vice Chancellor of Educational Services.

Core Data Elements

1. The Vice Chancellor of Educational Services, with the assistance of the Associate Vice Chancellor of Institutional Research and Planning, will provide the following data to the college.
 - Degrees and certificates for each program or department awarded by major, ethnicity, and sex for the last three years.
 - Transfer rates by discipline, if applicable, for the last three years.
 - Enrollment data for each department (unduplicated) for the last three years, including the current semester, by age, gender, ethnicity and special populations.
 - Enrollment data for courses by time of day for the last three years.
 - Retention rates by course and department for the last three years.
 - Persistence rates by course and department/program for the last three years.
 - FTES per FTEF by course and department/program for the last three years.
 - Grades by course and discipline for the last three years.

2. The Office of Academic and Student Affairs will provide the following data to each department or program.
 - A list of active courses in the department that require SLOs and assessments.
 - A list of active Programs that require PLOs and assessments.
 - A list of active courses that require updating and curriculum review.
 - Core data elements aggregated by department.

The Instructional Program Review Narrative Report

1. College: *Laney College*

Discipline, Department or Program: _____

Date: _____ **(Due by November 15, 2012)**

Members of the Instructional Program Review Team: _____

2. Narrative Description of the Discipline, Department or Program:

Please provide a general statement of primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

See Attachment A for the overview of the Strategic Priorities and Goals of Laney College.

3. Curriculum:

- a. Is the curriculum current and effective? Have course outlines been updated within the last three years?
- b. Please indicate how many active courses are in the department inventory.
- c. How many of those have been updated in the last 6 years?
- d. If courses have not been updated within the last 6 years, what plans are in place to remedy this?
- e. Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?
- f. What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?

- g. What steps has the department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?
- h. If applicable, describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes? (Note: if your department has no certificate or degree offerings and does not offer a course as part of one of the College's associate degree programs, then skip questions 3.h. and 3.i.)
- i. Provide one program level outcome, and the assessment tool that will be used to measure the program level outcome this fall 2012 and spring 2013.

Recommendations and priorities

See Attachment B for listing of the courses in your discipline/department. If applicable, this document also lists the certificate and degree programs offered. Be sure to check the appropriate boxes and submit completed forms as part of this Program Review.

4. Instruction:

- a. Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?
 - b. How does the department maintain the integrity and consistency of academic standards within the discipline?
 - c. Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? Identify factors that are affecting enrollments.
 - d. Are courses scheduled in a manner that meets student needs and demand? Please describe the criteria and consideration's used in the scheduling process.
 - e. Recommendations and priorities.
-

5. Student Success:

- a. Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?
- b. Identify common challenges to learning among your students? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?

Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

- c. Recommendations and priorities.

Use the Program Review data applicable to your department supplied by your dean. In addition, the following link, (<http://web.peralta.edu/indev/research-data/documents/>), will take you to more data that you may find helpful as you study the overall efforts and impact of your unit. Please either embed or attach referenced data.

6. Human and Physical Resources (including equipment and facilities)

- a. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.
 - b. Describe your current utilization of facilities and equipment.
 - c. Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?
 - d. If your department experienced a reduction in resources, describe the impact that reduction would have on the overall educational quality of your unit and the College.
 - e. How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?
 - f. What does the department recommend that the college do to maintain quality educational programs and services?
 - g. Please provide any other recommendations and priorities. (Use the appropriate request forms within Attachment C.)
-

7. Community Outreach and Articulation

For Career and technical Education Programs:

- a. Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How are you assessing this?

- b. Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?
- c. What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

What are the employment projections (numbers of replacement and new positions) for these job titles over the next 10 years using the California Employment Development Department Labor Market Information? (<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1004>)

- d. What industry trends are most critical for the future viability of the program? What are the implications of these trends for curriculum development and improvement?

For transfer programs:

- e. Describe the department's efforts in meeting with and collaborating with local 4-year institutions. How is the program preparing students for upper division course work?
- f. Has there been a Transfer Model Curriculum identified for your program? Has it been implemented? If not, what are the plans to do so?

For all instructional programs:

- g. Describe the department's efforts to ensure that the curriculum responds to the needs of the constituencies that it serves.
- h. Please indicate how many of the full and part-time faculty have been evaluated in the last three years. For faculty that have not been evaluated in the last three years, what are your plans to become current.
- i. Recommendations and priorities.

Checklist of Tasks

1. The Office of Instruction at each College will establish the schedule for completion of the Instructional Program Review at the beginning of the academic year or the semester in which the Instructional Program Review will occur. The schedule will include a timeline and deadlines for completion.
2. The Division Dean, in conjunction with the Department Chair (or lead faculty in the discipline) will assemble the Instructional Program Review Team.
3. The Instructional Program Review Team will review and analyze the Core Data Elements.
4. The Instructional Program Review Team will assemble and review the course outlines.
5. The Instructional Program Review Team will complete the Instructional Program Review Narrative Report.
6. The Instructional Program Review Chair will submit the narrative report, electronically, to the Division Dean. The Dean will review the report and forward it the Vice President of Instruction at the College.
7. The Instructional Program Review Chair will share the recommendations and priorities with the other Colleges that have completed a comparable disciplinary program review at District-wide disciplinary meetings.
8. The Instructional Program Review Team will develop an action plan based upon the recommendations and priorities from the Instructional Program Review that feeds directly into the College's integrated planning process.
9. The Executive Vice President of Student Learning will compile a summary of recommendations and priorities from all the Instructional Program Review Narrative Reports and submit the summary to the College President, the College's planning and/or budget committees (if applicable), and the Vice Chancellor of Educational Services.

Definitions

Department/Program: For the purpose of the Instructional Program Review, a department/program is defined as a course or series of courses which share a common Taxonomy of Programs (TOP) number at the four digit level of specificity. TOP is a classification system for academic programs in the California Community Colleges.

WSCH (Weekly student contact hours): The number of class contact hours a course is scheduled to meet per week in a given semester. A “full load” of study is considered to be 15 WSCH for two semesters, or 30 WSCH.

FTES (Full Time Equivalent Student): This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 WSCH (class hours) per week for 35 weeks (one academic year) generates 1 FTES. Thus:

1 FTES = 15 WSCH for two semesters = 30 WSCH.

Since a standard semester meets for 17.5 weeks, it follows that

1 FTES = 15 WSCH x 17.5 weeks x 2 semesters = 525 class contact hours.

FTES for a class = (Enrollment) x WSCH x 17.5 / 525 = (Enrollment) x WSCH / 30

Example: 25 students in a class that meets 3 hours per week:

FTES = $25 \times 3/30 = 75/30 = 2.5$

FTEF (Full Time Equivalent Faculty): Also known as load equivalency.

1 FTEF = 1 instructor teaching 15 “equated hours” per week for 1 semester.

One lecture hour = 1 equated hour. One lab hour = .8 of one equated hour. For lecture classes, equated hours = class contact hours. For lab classes, equated hours = 0.8 x class contact hours.

Example: An instructor teaching a lecture class that meets 3 hours per week for 1 semester:

FTEF = $3/15 = .2$

Example - An instructor teaching a lecture class that meets 3 hours per week and a lab class that meets 5 hours per week: FTEF = $(3 + 5 \times .8)/15 = 7/15 = 0.47$

FTES/FTEF – Productivity: FTES/FTEF is a measure of the productivity of a class or group of classes (e.g, department, division, special program, college).

Interpretation: FTES/FTEF = number of full time students per full time faculty member

Example: 40 students taking a lecture class that meets 3 hours per week:

$$\text{FTES} = 40 \times 3 / 30 = 4$$

$$\text{FTEF} = 3/15 = 0.2$$

$$\text{FTES/FTEF} = \text{Productivity} = 4/0.2 = 20$$

In this example, Productivity = 20 and Enrollment = 40, and so Productivity = Enrollment/2.

This is true whenever class contact hours = equated hours:

$$\text{FTES/FTEF for a lecture class} = \text{Enrollment}/2.$$

DSCH - Daily student contact hours (applies only to DSCH designated classes):

Number of class hours a course is regularly scheduled to meet each day. DSCH total for a class is obtained by multiplying DSCH by the number of students actively enrolled in the class and then multiplying by the number of days the course is scheduled to meet (CLM) in the semester.

Successful Course Completion Rate for a Class: Number of course completions with grade A, B, C or Pass divided by Total number of course completions.

Course completions = A, B, C, D, F, I, W, Pass, No Pass, In Progress, Report Delayed.

Retention Rate for a Class: Class completion with grade other than W divided by Census Enrollment (CW1) not counting non-graded courses.

Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade.

Persistence Rate Fall to Spring: Number of students enrolled in at least one course in Fall Semester who then enrolled in at least one course in Spring Semester divided by Number of students enrolled in Fall Semester at census date

College Drop Rate: Number of students who dropped all classes, including W grades, divided by Students enrolled at census date.

Student Learning Outcomes: The desired knowledge, skills, abilities, and attitude that a student attains as a result of engagement in a particular set of collegiate/academic experiences.

