Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College

Career Technical Education (CTE) Program Review Handbook

Fall 2015
Version 3.

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive 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.

- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.

- Identify effective and exemplary practices.

- Strengthen planning and decision-making based upon current data.

- Identify resource needs.

- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.

- Inform integrated planning at all levels within the College and the District.

- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.

- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The CTE Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, 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 CTE Program Review process include:

- The CTE Program Review Team

- Core data elements

- Completion of a CTE Program Review Narrative Report every three years

- Validation of the CTE Program Review Report

- Completion of three reporting templates (found in the appendix). They are:

  - The CTE *Program Review Resource Requests Template* in which to summarize key resource needs.

  - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.

  - The *Validation Process Form* in which to document the validity of the program review.

- Annual Program Updates (APUs), which review progress in meeting goals identified in the CTE Program Review, are completed in the alternate years within the CTE Program Review three year-cycle.

Thus, the recommendations and priorities from the CTE Program Review 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 CTE Program Review Team

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

- Department Chair, Program Coordinator, or discipline designee.

- Division Dean

- Two additional faculty members, if applicable.

- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.

- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

_____

The CTE Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the CTE Program Review Narrative Report.

_____

Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the CTE Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

CTE Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.

- Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.

- FTES per FTEF (productivity) by course and discipline, department or program for the last three years.

- College productivity rate for the last three years.

- Productivity for comparable CTE departments for the last three years.

- Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.

- Total degrees and certificates awarded by the college, per year, for the last three years.

- Retention rates by course and discipline, department or program for the last three years.

- Overall college retention rate.

- Retention rates for comparable CTE departments for the last three years.

- Course completion (student success) rates, by course and discipline, department or program for the last three years.

- College course completion rates for the last three years

- Faculty Demographics: Full-time/part-time, age, gender, ethnicity

- Labor Market Information and Trends:

    o Data by O*NET classification (from Career Zone California) on new and replacement job projections and wages
    o Data/Reports from Centers of Excellence (COE) on industry sectors
    o EMSI data or other sources of EDD data

Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
- A list of degrees and certificates

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.

C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

$$FTES = WSCH \times 17.5 / 525$$

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

$$FTES = 120 \times 17.5 / 525 = 4.0$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = 35/2 = 17.5.

Retention: The percent of students earning any grade but "W" in a course or series of courses. To compute retention for a class, take class completion with grade other than "W" and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

Student Success: Course completion rate with a grade "C" or better.

The CTE Program Review Report

1. College:

   Discipline, Department or Program:

   Date:

   Members of the Comprehensive Instructional Program Review Team:

   Members of the Validation Team:

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

Please provide a mission statement or a brief general statement of the 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 a description of how the discipline, department or program aligns with the college mission statement.

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years Please review the "At a Glance" reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the <u>past three years</u> as a response <u>to course and program assessment</u> results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  Improvement 1.

  Improvement 2.

  Improvement 3.

- Briefly describe three of the **most significant examples** of your discipline, department or program <u>plans for</u> <u>course and /or program level improvement</u> for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

  Plan 1.

  Plan 2.

  Plan 3.

- Describe how assessment results for Distance Education <u>courses</u> and/or <u>programs</u> compare to the results for the corresponding face-to-face classes.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

- Describe your discipline, department or program participation in assessment of <u>institutional level</u> outcomes (ILOs).

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

- How has new technology been used by the discipline, department or program to improve student learning?

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

  o Overall enrollment trends in the past three years

Please insert the data chart here

- An explanation of student demand (or lack thereof) for specific courses.

- Productivity for the discipline, department, or program compared to the college

  productivity rate.

  Please insert the data chart here

  College productivity rate _____

- Salient factors, if known, affecting the enrollment and productivity trends you
  mention above.

• Are courses scheduled in a manner that meets student needs and demands? How do you know?

• Recommendations and priorities.

_____

6. Student Success:

• Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

College course completion standard _____

Please insert the data chart here or complete the section below.

Department/discipline course completion rates:

Course 1._____   _____
            (course name and number)   rate

Course 2. ._____   _____
            (course name and number)   rate

Course 3. ._____   _____
            (course name and number)   rate

Course 4. ._____   _____
            (course name and number)   rate

ETC.

Discussion:

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

    College course completion standard _____

    Please insert the data chart here or complete the section below.

    Department/discipline Distance Education (100% online) course completion rates:

Course 1._____   _____
            (course name and number)   rate

Course 2. ._____   _____
            (course name and number)   rate

Course 3. ._____   _____
            (course name and number)   rate

Course 4. ._____   _____
             (course name and number)   rate

ETC.

Discussion:

- Describe course completion rates in the department **for Hybrid** courses (less than 100% online) for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

   College course completion standard _____

   Please insert the data chart here or complete the section below.

   Department/discipline Hybrid course completion rates:

   Course 1._____   _____
                (course name and number)   rate

   Course 2. ._____   _____
                (course name and number)   rate

   Course 3. ._____   _____
                (course name and number)   rate

   Course 4. ._____   _____
                (course name and number)   rate

   ETC.

   Discussion:

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?

- How do you assess the overall effectiveness of Distance Education course?

- Describe the discipline, department, or program retention rates *(After the first census, the percent of students earning any grade but a "W" in a course or series of courses).* for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

  College retention standard _____

  Discipline, department, or program retention rates

  Year 1._____

  Year 2. ._____

  Year 3. ._____

  Discussion:

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

- What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

_____

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount _____

  Part-time faculty headcount _____

  Total FTEF faculty for the discipline, department, or program _____

  Full-time/part-time faculty ratio _____

  Classified staff headcount _____

- Describe your current utilization of facilities and equipment.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

- # Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

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8. Community, Institutional, and Professional Engagement and Partnerships:

Part A.
- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Part B.

- What are the job placement rates for your discipline/department/program for the past three years?

- What are the projected job openings in your discipline for the next three years?

- How is the discipline/department program responding with regard to labor market demand?

- Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year.

- Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

- Does your program require state or national licensing? Please explain. What is your licensing status?

- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.).

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

- In which ways is your discipline/department/program collaborating with other community colleges in the region? What similar programs exist in the surrounding area or nearby colleges?

- Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.

Grant Name	Granting Agency	Grant Goals

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.
- How do you train instructors in the use of Distance Education platforms? Is this sufficient?

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10. Disciple, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

  Activities and Rationale:

- **Goal 2. Assessment:**

  Activities and Rationale:

- **Goal 3. Instruction:**

  Activities and Rationale:

- **Goal 4. Student Success:**

  Activities and Rationale:

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

  Activities and Rationale:

- # Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

CTE Program Review
Prioritized Resource Requests Summary for Additional (New) Resources

College:

Discipline, Department or Program:

Contact Person:

Date:

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty				
Human Resources: Classified				
Human Resources: Student Workers				
Technology				
Equipment				
Supplies				
Facilities				
Professional Development				

Other (specify)				

Appendix B

PCCD Program Review
Alignment of Goals Template

College: _____

Discipline, Department or Program: _____

Contact Person: _____

Date: _____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1.		
2.		
3.		
4.		
5.		
6.		

7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☐ 1. The narrative information is complete and all elements of the program review are addressed. ☐ 2. The analysis of data is thorough. ☐ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data. ☐ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern. ☐ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

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Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
☐ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
☐ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
☐ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____   _____
Print Name   Signature   Date

Discipline, Department or Program Chair

_____   _____   _____
Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____
Print Name   Signature   Date