Program Review Handbook

Office of Academic Affairs & Academic Senate

Revised Summer 2009

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I. Program Review: An Introduction

Purpose of Program Review

"The purpose of program review is to foster academic excellence, to determine how to raise the quality of every department, and to provide guidance for faculty and administrative decisions in support of continual future improvement."
>   --Title 5, Sec. 51022

At Citrus College, program review provides the evidence to support planning and budget decisions. Every course is subject to program review. It is a responsibility of the Academic Senate to recommend the manner in which courses are grouped for the purposes of program review. This is a practical decision based on curriculum and budget considerations. See Appendix A to find the program review heading for each course.

Per Accreditation Standards and Title 5, Sec. 51022, the District has implemented a six-year cycle for the formal program review which is submitted to the Board of Trustees. The six-year program review develops the long-term plans for a program. Because program review should be considered a living document that is reviewed and updated each year for academic, budget and facilities planning purposes, Citrus College adopted an Annual Program Review process in Spring 2008. The annual program reviews are used by deans, faculty and administration as a rationale for budget, staff, facilities and other planning decisions. The recommendations are prioritized by Academic Affairs, then distributed to by the Faculty Needs Identification Committee (FNIC), the Curriculum Committee, the Faculty Learning Institute (FLI), the Financial Resources Committee, the Physical Resources Committee, and the College Information Technical Committee (CITC) for use in decision-making. In this way, the annual program reviews serve as the primary resource for academic, budget, and facilities master planning.

Five Criteria for Program Review

The Academic Senate and the Office of Academic Affairs have identified the five criteria by which each academic program will be evaluated: Mission, Need, Quality, Feasibility and Compliance.

- *Mission* refers to how the program fits into the College's mission.

- *Need* addresses why the program is necessary/needed.

- *Quality* addresses whether the curriculum meets District and Title V standards, whether there is faculty development, and whether the faculty minimum qualifications are appropriate.

- *Feasibility* corresponds to facility, faculty/staff and equipment needs as well as library resources.

- *Compliance* addresses whether the program is compliant with federal, state and District regulations, licenses and standards.

Please refer to the "Components of a Six-year Program Review" on page 10 for more information.

II. Program Review Process

Program Review is a constant cycle for evaluating and improving programs on campus. The cycle includes collecting data about the program, reviewing the program, recommending changes to improve the program and implementing the recommendations. All of this is embedded in the formal six-year program review while the annual reviews ensure that recommendations are acted upon as soon as possible. The following description of the process begins at the start of a six-year cycle.

Notification by Office of Academic Affairs.
The Office of Academic Affairs will notify the division deans, the Articulation Officer, the Dean of the Library, the Office of Institutional Research, the Program Review Coordinator, the Academic Senate and the Curriculum Committee of the programs to undergo the formal six-year review.

Program Review Team, Curriculum Committee Representative & Academic Senate Representative are selected.
The Academic Senate and the Curriculum Committee will select representatives for these programs at their first meeting of the Fall semester. The program faculty and dean will consult with the Program Review Coordinator to review the process and set meeting times. The program faculty, division dean, Academic Senate representative, Curriculum Committee representative, and the Vice-President of Academic Affairs constitute the *Program Review Team*. The Articulation Officer and Library Representative are also part of the process. The division dean may choose to designate a program director as his/her representative on the Program Review Team. This team is responsible for reviewing the program and drafting the summary report (as described in "Components of a Program Review" section of this handbook). Programs with a large faculty may choose to select three to five faculty members to serve on the Program Review Team and/or to draft the summary report; these faculty members and the dean would be responsible for making sure that *all* faculty in the program have the opportunity to provide input in the review and the summary report. It is recommended that programs with only one faculty member seek input from other faculty members in related programs. The program review team may also request input from adjunct faculty.

Program Data & Supporting Documentation is collected.
The Office of Institutional Research will compile the Key Performance Indicator data for each program for the Office of Academic Affairs who will then forward this information to the division dean. The Dean of Library (or their representative) will prepare a Library Resources Report for each program and forward it to the appropriate dean. The Articulation Officer will provide each division dean with a statement on the articulation status of the courses in the program. The division dean will provide course outlines, sample syllabi and course catalog pages for each course in the program. The division dean will collect and organize all of these materials in one master notebook. The dean will duplicate the materials and/or make them available for all team members.

Program Review Team reviews program data, supporting documentation and annual review worksheets/summaries, and then write the summary report based on discussion at program review meetings.

The program review team will review the previous Program Review summary report, assess the status of previous recommendations, draft new recommendations and note any commendations. They must meet at least once with the Curriculum Committee representative to discuss curriculum issues, with Senate representative to review the overall status of the program review, with the Articulation Officer to review the articulation status of the courses, and with the Student Learning Outcomes & Assessment Coordinator to review the SLOA status of the program. With input from these meetings and the data collected, the program review team will review and revise the summary report recommendations – in effect, making a six-year master plan for the program. The final draft of the program review is then submitted to the Program Review Coordinator for a technical review to ensure completeness and correct formatting. The technical review will be completed within one week of submission to the Program Review Coordinator. The Academic Senate representative checklist is forwarded to the Academic Senate President.

Office of Academic Affairs forwards the final draft of the summary report to EPC, Steering and the Board of Trustees for approval.
After the tech review, the final summary report is forwarded to the Office of Academic Affairs for review by the Educational Programs Committee. The Office of Academic Affairs will in turn then obtain the appropriate signatures for presentation to the Steering Committee and Board of Trustees for approval.

Recommendations from the formal Six-year Review are reviewed annually to act on the recommendations.
For each annual review, program faculty in consultation with their dean will address the recommendations from the previous six-year review. They should review the relevancy of the recommendation and, if appropriate, determine a plan of action to implement the recommendation as well as how it may impact other areas on campus (staffing, facilities, FNIC, etc). By the end of the six-year cycle, all recommendations should have been addressed. *It is up to the dean and program faculty to determine how frequently they should meet for the annual reviews.* At the end of the six-year cycle, these annual reviews will serve as a resource for updating the program summary report.

Annual report worksheets are used for campus-wide planning.
An electronic copy of the annual report worksheets is forwarded to the Vice President of Academic Affairs and to the Program Review Coordinator for each of the next six years in the cycle. Various committees (such as FNIC, Curriculum, FLI, the Financial Resources Committee, the Physical Resources Committee, EPC and Steering) will use this to prioritize requests and make decisions. The worksheets must be submitted electronically no later than the 12th week of the Spring semester.

> Annual Program Review
> 1. Review the recommendations and action/activities in the Six-year Review worksheets.
>   a. Revise activities and target dates as needed.
>   b. Which recommendations can be noted as fully implemented?
>   c. Are any recommendations no longer relevant?
>   d. Do any recommendations need revision?
>   e. Any new activities that should be added?

    f. Note impact (staffing, facilities, FNIC, equipment, etc.).
2. Discuss the key performance indicators. Does the data suggest new recommendations?
    a. Add new recommendations to the worksheets.
    b. Add action/activities to the new recommendations.
    c. Note impact (staffing, facilities, FNIC, equipment, etc.)
3. Create a program improvement plan for the coming year.
    a. Use the "Target Date" column on the worksheets to identify the recommendation(s) to be addressed and the activities to be completed in the coming year.
    b. Summarize this information in a brief narrative.

Program Review Roles & Responsibilities

Six-year Program Review Roles & Responsibilities

Person Responsible	Responsibilities
VP of Academic Affairs	• Meet with Program Review team to review previous recommendations and to develop & implement new recommendations based on program data and supporting documentation • Submit the Program Review to EPC
Dean	• Facilitate program review team meetings • Compile a notebook with the program review summary report and required data/supporting documentation • Work collaboratively with faculty and other administration to review previous recommendations and to develop & implement new recommendations
Academic Senate Representative (appointed by Academic Senate)	• Periodically attend program review team meetings to check on progress • Serve as liaison between the Academic Senate and the program review team • Work in conjunction with the Program Review Coordinator to ensure satisfactory progress • Complete the Senate rep checklist which documents dialogue for accreditation; this checklist is forwarded to the Academic Senate President
Curriculum Committee Representative (self-selected from area)	• Review course outlines to assure that they meet the standards developed by the Curriculum Committee • Meet with program review team to discuss curriculum-related issues/recommendations (See Appendix C for more information.) • Complete the Curriculum rep checklist which highlights what changes are needed by course; submit a copy of the Curriculum Committee representative checklist to the Curriculum Committee Chair.
Faculty	• Evaluate their program based on criteria adopted by the college and provide recommendations as needed • Work collaboratively with administration to develop and implement recommendations • Write, assess and re-evaluate program SLOs
Program Review Coordinator	• Regularly meet with the program review team and provide technical assistance to faculty and deans • Review the program review document before submission to EPC • Monitor progress of programs and report to the Academic Senate and VP of Academic Affairs • Provide necessary forms, handbooks, and other resources to the program review team • Provide training • Inform Academic Senate and VP of Academic Affairs if problems arise with a program's review
Articulation Officer	• Provides dean with the status of Articulation Agreements, program approvals and Top Code Revisions • Meets with Program Review Team at least once to discuss articulation issues/recommendations
Library	• Provides dean with Library resources report
Office of Institutional Research	• Provide dean with program Key Performance Indicator Data
Student Learning Outcomes Assessment Coordinator	• Meet with the program review team to discuss program-level SLOs, matrix of course→program, and assessment • Serve as resource to program review team

Annual Program Review Roles & Responsibilities

Person Responsible	Responsibilities
VP of Academic Affairs	• Provide Annual Program Review Worksheets to deans at the beginning of Fall Semester
Dean	• Facilitate annual program review meetings • Work collaboratively with faculty and other administration to review and implement previous recommendations as well as to develop & implement new recommendations
Faculty	• Work collaboratively with administration to evaluate and implement previous recommendations as well as to develop & implement new recommendations
Program Review Coordinator	• Provide technical assistance to faculty and deans • Monitor progress of programs and report to the Academic Senate and VP of Academic Affairs • Provide necessary forms, handbooks, and other resources to the program review team • Provide training
Student Learning Outcomes Assessment Coordinator	• Provide assistance to program review team as needed

Program Review Timelines

Six Year Program Review

April	Office of Academic Affairs notifies deans, Articulation Officer and Office of Institutional Research of programs to undergo formal review in the coming academic year.
August-September	Office of Institutional Research provides key performance indicator data to the Office of Academic Affairs for dissemination to the appropriate dean.
	Academic Senate requests representatives from Academic Senate and Curriculum Committee and forwards the names to the Program Review Coordinator and to the division deans.
	The dean organizes first meeting to review process, set meeting schedule and, if necessary, select the faculty on the program review team.
September-October	Library provides Library Resources Report to deans.
	Articulation Officer reviews articulation agreements & meets with program review team.
November	Program Review Coordinator completes technical review of report.
December	The dean organizes meeting to review the Program Review if necessary before submission to EPC.
	Office of Academic Affairs submits the Program Review to EPC.
March	Office of Academic Affairs forwards Program Review to Steering Committee.
April	Office of Academic Affairs submits Program Review to Board of Trustees for final approval.

Annual Program Review

August-September	Office of Institutional Research provides previous year key performance indicator data to all programs.
	The dean organizes meeting with program faculty; faculty and dean review new data and formulate new recommendations as necessary; faculty and dean determine how to address the recommendations.
September-November	Actions based on recommendations are identified and/or implemented
	The dean organizes meeting with program faculty to review progress on recommendations and discuss recommendations in terms of budget requests.
December	Submit Annual Program Review worksheets (electronic copy) to VP of Academic Affairs and Program Review Coordinator.

III. Components of a Six-year Program Review

The six-year Program Review has two major components: the summary report and the program data/supporting documentation. The summary report provides a broad look at the program, discusses implications of the data and addresses progress on recommendations. The program data and supporting documentation is a compilation of program-related data and documents that should be reviewed and discussed during program review and which provide evidence for commendations and/or recommendations in the summary report. A template with the correct formatting for the summary report is located on the program review website or may be requested from the program review coordinator. In addition, a Program Review Approval Signature Sheet must accompany the summary report.

Program Summary Report

The summary report consists of the following sections:

1. Executive Summary
One paragraph that answers two questions: What have you learned from this review? What do you intend to do about it? Includes a list of the review team's recommendations.

2. Faculty (full and part-time)
A list of all full-time and part-time faculty currently in the program.

3. List of Program Courses
A list of all courses in the program and their unit values. There should be a separate list for courses not offered in the last two years. If some of the courses lead to a degree, certificate or award, list those separately in this section under a heading with the name of the degree, certificate or award.   You may also note any changes to the course offerings (renaming, removal, etc.,) in this section.

4. List of Degrees
A list of degrees awarded by the program. If none are offered, indicate that as *none*.

5. List of Certificates and Awards
A list of certificates and/or awards awarded by the program; include the number of certificates or awards issued during the years since the last program review. If none are offered, indicate that as *none*.

6. List of Industry-Based Standard Certificates
A list of industry-based standard certificates awarded by the program. If none are offered, indicate that as *none*.

7. Advisory Committee/Council list
A list of the members of the advisory committee which includes their name and position in the related industry. If the program does not require an advisory committee, indicate *n/a*.

Institutional Competencies
This is a statement that the program has adopted the Institutional General Education Core Competencies of Citrus College

The (Program Title) Program has adopted the Institutional General Education Competencies of Citrus College. The General Education Competencies (as approved by Steering December 8, 2008) are as follows:

**Institutional General Education Competencies-
Part of Institutional Mission**

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring or completing a degree or certificate from Citrus College must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

1. Communication
  Reading analytically and critically   Speaking articulately
  Writing with clarity and fluency   Listening actively

2. Computation
  Math proficiency   Decision analysis
  Analyzing and using numerical data (Synthesis and evaluation)
  Application of mathematical concepts and reasoning

3. Creative, Critical and Analytical Thinking, Information Competency
  Curiosity   Analysis
  Synthesis   Evaluation
  Creativity   Research
  Learning Strategies   Problem Solving
  Decision making   Aesthetic awareness

Determine the nature and extent of the information needed
Access needed information effectively and efficiently
Evaluate information and its sources critically
Access and use information ethically and legally

4. Community/Global Consciousness and Responsibility

Respect for other beings	Cultural awareness
Ethics	Community service
Integrity	Citizenship
Interpersonal skills	Lifelong learning
Self esteem	Empathy
Personal Responsibility	Health literacy
Physical health and wellbeing	

Awareness of environmental issues and sustainable resources

5. Technology

Computer proficiency
Basic computing and word processing

6. Discipline/subject Area Specific Content Material.

8. Program Student Learning Outcomes & Assessment

Program-level SLOs are broad SLOs which apply to *all* courses in the program. They should be listed under the appropriate core competency. List only SLOs which are appropriate to the program; the program is not required to have an SLO in each of the six core competencies. However, you should be able to match each course-level SLO with a more general, program-level SLO. There is no specific format for the program-level SLOs, but you may use the "Outcome-Rationale-Assessment" model used for the course-level SLOs.

For assessment, provide information on how one or more course-level SLO is associated with a particular program-level SLO. These relationships may be listed in a table, but you may do this in any way that makes sense to you. In this way, assessment of the course-level SLO provides evidence of assessment of the program-level SLO. A sample table is listed in Appendix A.

9. Program Description / Mission

A short paragraph that broadly describes the program, courses, and intended students.

10. Program Goals and Objectives

This description of the program goals may be written as a short paragraph or as a bulleted list. It may include educational goals (i.e., "preparing students to transfer to a four-year institution" or "have students earn a degree or certificate") and more general program-specific goals or skills (i.e., "have students develop problem-solving skills" or "have students understand the nature of science").

11. Curriculum Review and Learning Outcomes Assessment

This is a table listing every course in the program, where it is on the SLO assessment cycle (writing/revision, assessment, or evaluation) and an estimated completion date for that stage of the cycle. A sample table is listed in Appendix B.

12. Degree/Certificate Review

_____

This is a listing of all degrees and certificates in the program, along with information regarding time to completion, course access/availability, SLO status, assessment status, and date of last review and revision. Attach a degree/certificate "map" that shows the planned progressive sequence of courses by semester as applicable to an on-level student entering in the fall semester and attending full-time (whenever possible). Include all mandatory and recommended/silent prerequisites in the map.

13-17. Evaluation Criteria

The five evaluation criteria should be addressed in the following order: Mission, Need, Quality, Feasibility and Compliance. Each of the five evaluation criteria can have up to three sub-headings: Commendations, Previous Recommendations Completed, and Recommendations:

> *Commendations* refer to any accomplishment or action by the program, professional achievement by individuals in the program or recognition received by the program (or someone in the program) that was not the result of a previous recommendation.
>
> *Previous Recommendations Completed* are recommendations from the previous six-year program review which have been completed or determined to be no longer applicable or relevant. The previous recommendation should be re-stated and a short paragraph below it in italics should describe how the recommendation was completed. If the previous recommendation was not completed, the short paragraph below it should describe why it was *not* completed and/or why it is no longer applicable/relevant.
>
> *Recommendations* are (1) new recommendations that come out of reviewing the program data and supporting documentation, from discussion about the program during the six-year review or from discussion during the annual reviews or (2) recommendations from the previous program review which were NOT addressed/completed by the end of the six-year cycle. Recommendations should be specific actions or goals that the program should follow through on within the next six years. Avoid recommendations that begin with the phrase "Continue to…."

If a recommendation spans more than one criteria, try to divide it into more than one recommendation and list them under the appropriate criteria; if you can't, then list it only once under the most appropriate criteria. Most recommendations coming out of the program review process fall under one these criteria; however, any recommendations that cannot be categorized by these criteria may be listed in a separate sixth criteria, "Other".

The following questions can serve as a starting point for dialogue during program review but are in no way meant to limit the discussion:

Mission: Is the program consistent with the District's mission?
- Does the program meet the District's mission and established core competencies?
- Does the program reflect the District's diversity?
- Does the program advance the institutional core competencies and learning outcomes?
- Are students succeeding in the courses/program? (lines 21-22 and/or 30-33)
- What is the demographic profile of your program (see gender, age, ethnicity, and educational goal data, pg. 5)

- How does this compare with college-wide data? (OIR will provide)

The numbering system here indicates the line in which these indicators appear in the data workbook provided by the Office of Institutional Research. See Appendix B and Appendix C for performance indicators and data workbook examples.

Need: How is the need for the program validated?
- How has the need for the program been established (i.e., labor market data, course enrollment trends, articulation requirements or agreements, advisory committee recommendations, regional agreements, etc.)?
- CTE only: Are there similar programs at other community colleges in the Los Angeles/Orange County Regional Consortium? Please discuss similarities and differences.
- What evidence supports the on-going need for this program? (line 11 - 15 and 36)

Quality: Does the curriculum meet District, state and Title 5 standards?
- Are lecture/lab units appropriate?
- Are the disciplines appropriate?
- Are course pre-requisites and co-requisites validated?
- Have the course outlines of record been reviewed and updated on a regular basis? Do all course outlines of record include Student Learning Outcomes? (See matrix)
- Does the program have a program-level Student Learning Outcomes and Assessment Cycle in place?   (See matrix)
- Does the program support State and District emphasis on critical thinking, problem-solving, and written expression?
- Are faculty minimum qualifications adequate? Is faculty development adequate?
- How do new courses/changes to courses affect articulation agreements?
- CTE: Discuss program quality, referencing core indicators, student outcomes, partnerships.-(line 37)
- What faculty development would support course and program SLOs?
- Are students succeeding in the program? (lines 21-22)

Feasibility: Do faculty, staff, facilities, equipment and library resources adequately support the program?
- Does the program have adequate communication with & support from Counseling?
- Are facilities, equipment, and library resources adequate? If you are a CTE program, how were VTEA funds used?   (line 34)
- Is it possible for a full-time prepared student to complete the program in two years? (lines 3,20)
- Can students complete courses necessary for transfer in the major? Can this be done in two years? (lines 4-10)
- Is there enough qualified faculty to support the program? Are more full-time or adjunct faculty needed? (line 16, 18, 19)
- Discuss sufficiency of program resources. (line 23 - 29)
- Are courses available in a variety of times and formats? (Days, evenings, distance education, learning communities, fast track)?

Compliance with Regulations, Licenses and Standards: Does the program meet federal, state and District agency regulations?
- Do course requisites meet Federal, State, and District requirements?
- Do the course outlines of record meet state, district and federal regulations for content?
- Do career/technical education programs have regular advisory meetings? Are advisory meeting minutes attached to the program review? (line 35, 36)
- Do facilities meet ADA, industry standard and/or OSHA requirements?
- Have Career and Technical programs completed their annual reviews?

Program Data and Other Supporting Documentation

The program data and supporting documentation should be compiled as a series of attachments in the Program Review. Copies of these may be distributed to team members during program review by the dean.

Attachment A: Curriculum Course Outlines of Record

Include copies of the course outlines of record for all courses in the program.

Attachment B: Catalog Pages & Sample Syllabi

Include copies of current catalog pages for the program and one sample syllabus for each course in the program.

Attachment C: Library Resources Report

The library resources report includes information such as the number of library orientations done for courses in the program, circulation of materials in subject area (as a percentage of total library circulation), number of materials listed by relevant Dewey call numbers, sample subject headings related to the program and the age of collections. This is provided by the Dean of Library and Information Services (or their representative).

Attachment D: Articulation Status

Include a statement from the Articulation Officer on the status of Articulation Agreements, program approvals and Top Code Revisions.

Attachment E: Academic Senate Checklist

Attach completed form.

Attachment F: Curriculum Checklist

Attach completed form.

Attachment G: Other

This attachment is necessary only if you have other documentation you would like to include in the program review. Documentation

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Program Review Approval Signature Sheet

The signatures required on the Program Review Approval Signature Sheet to be sent to the Board of Trustees are:

* Articulation Officer
* Curriculum Committee Chair
* Division Dean
* VP of Academic Affairs (after EPC approval)
* Academic Senate President (after EPC approval)
* Superintendent/President (after review by Steering Committee)

The signature sheet is available as part of the summary report template; you may also download it from the Program Review website or request it from the Program Review Coordinator.

IV. Six-year Program Review Team Checklist

- ☐ First meeting: participants include dean, faculty, program review coordinator, Academic Senate representative, and Curriculum Committee representative. (*Note:* It is recommended that programs with only one full-time faculty should consult with at least two more faculty members from related programs.)
    - o Review the program review process.
    - o Select meeting dates.
        - ▪ specify which dates to meet with Curriculum rep
    - o If it's a large department, select the Review Team which will be responsible for drafting the program summary report and getting feedback from the rest of the faculty.
- ☐ The program data and supporting documentation is compiled by the dean and submitted to the Review Team for review.
- ☐ Sections 1-11 of the summary document are drafted.
    - o Program Description and Goals are reviewed and revised as necessary.
    - o Program SLOs are written or reviewed & revised as necessary.
    - o Course SLOA Timeline is written/updated.
        - ▪ Course-level SLO Assessment is cross-referenced with program-level SLO.
- ☐ Previous recommendations are updated.
- ☐ Review Program Review data and supporting documents; revise/create recommendations as necessary.
- ☐ Meet with Curriculum Rep to discuss curriculum issues at least twice; revise/create recommendations as necessary.
- ☐ Meet with SLOA Coordinator at least once to discuss SLOA issues; revise/create Program SLOs/Timelines and/or recommendations as necessary.
- ☐ Submit Program Review to Program Review Coordinator for technical review & make revisions as necessary.
- ☐ Academic Senate representative submits a copy of the Academic Senate representative checklist to the Academic Senate President. [This was added per Roberta's recommendation for accreditation purposes.]
- ☐ Curriculum Committee representative submits a copy of the Curriculum Committee representative checklist to the Curriculum Committee Chair. [This was added per Dave Kary's request as a prerequisite for approval by the Curriculum Chair.]
- ☐ Last meeting before submitting Program Review to EPC: participants include dean, faculty, VP of Academic Affairs, Program Review Coordinator, Academic Senate representative, Curriculum Committee representative and Chair, Articulation Officer, and Dean of Library (or representative). Articulation Officer & Library Representative may suggest further recommendations.
    - o If no changes are necessary, the dean, Articulation Officer, and Curriculum Committee Chair may sign the signature sheet.
- ☐ Complete Program Review is submitted to EPC for review
    - o If requested by EPC, make revisions then re-submit to EPC.

Appendix A – List of Courses / Organizational Taxonomy

Citrus College 2009-2010 Listing of Instructional Program Reviews

PROGRAM REVIEW	EMP	EMPHASIS	DIVISION
Accounting	ACCT	Accounting	Business, CSIS, Distance Ed & Library
Administration of Justice	AJ	Administration of Justice	Social & Behavioral Sciences
Anthropology	ANTH	Anthropology	Social & Behavioral Sciences
Art	ART	Art	Fine & Performing Arts
Astronomy	ASTR	Astronomy	Natural and Physical Sciences
Automotive	ATAU	Automotive - Automobile and Light Truck Technology	Career, Technical & Continuing Education
	ATCR	Automotive Tech - Collision Repair Tech	Career, Technical & Continuing Education
	ATMH	Automotive - Medium and Heavy Truck Technology	Career, Technical & Continuing Education
	ATMO	Automotive - Motorcycle Technology	Career, Technical & Continuing Education
Biology	BIOL	Biology	Natural and Physical Sciences
Business	BUS	Business	Business, CSIS, Distance Ed & Library
	REAL	Real Estate	Business, CSIS, Distance Ed & Library
Chemistry	CHEM	Chemistry	Natural and Physical Sciences
Child Development	CHLD	Child Development	Social & Behavioral Sciences
Communications	COMM	Communications	Language Arts & Enrollment Management
Computer Science and Information Systems	CSIS	Computer Science and Information Systems	Business, CSIS, Distance Ed & Library
Cosmetology	COS	Cosmetology	Career, Technical & Continuing Education
Cosmetology - Esthetician	COSE	Cosmetology - Esthetician	Career, Technical & Continuing Education
Counseling	COUN	Counseling	Counseling
Dance	DANC	Dance	Fine & Performing Arts
Dental Assisting	DENT	Dental Assisting	Mathematics & Health Sciences
Disabled Student Programs & Services	DSPS	Disabled Student Programs & Services	Counseling
Drafting	DRAA	Drafting - Architectural	Career, Technical & Continuing Education
	DRAC	Drafting - Computer Generated Imagery (CGI)	Career, Technical & Continuing Education
	DRAM	Drafting - Mechanical	Career, Technical & Continuing Education
	ENRT	Engineering - Engineering Technology	Career, Technical & Continuing Education
Earth Science	ESCI	Earth Science	Natural and Physical Sciences
Economics	ECON	Economics	Social & Behavioral Sciences
Electronics	ELEC	Electronics	Career, Technical & Continuing Education
Emergency Management	EMER	Emergency Management	Mathematics & Health Sciences
Emergency Medical Technician	EMT	Emergency Medical Technician	Mathematics & Health Sciences
	HEAL	Health Occupations	Mathematics & Health Sciences
Energy Systems Technology	EST	Energy Systems Technology	Career, Technical & Continuing Education
English	ENGL	English	Language Arts & Enrollment Management
English As A Second Language	ESL	English As A Second Language	Language Arts & Enrollment Management
	LING	Linguistics	Language Arts & Enrollment Management
Foreign Languages	CHIN	Chinese	Language Arts & Enrollment Management
	FREN	French	Language Arts & Enrollment Management
	GER	German	Language Arts & Enrollment Management
	JPN	Japanese	Language Arts & Enrollment Management
	SPAN	Spanish	Language Arts & Enrollment Management

Citrus College 2009-2010 Listing of Instructional Program Reviews

Forestry	FOR	Forestry	Natural and Physical Sciences
Geography	GEOC	Geography - Cultural	Social & Behavioral Sciences
	GEOP	Geography - Physical	Social & Behavioral Sciences
Heating & Air Conditioning	HEAT	Heating & Air Conditioning	Career, Technical & Continuing Education
History	HIST	History	Social & Behavioral Sciences
Humanities	HUM	Humanities	Social & Behavioral Sciences
Information Technology	ENRC	Engineering - -Computer and Network Technology	Career, Technical & Continuing Education
	IT	Information Technology	Career, Technical & Continuing Education
Library Technology	LIBT	Library Technology	Business, CSIS, Distance Ed & Library
Mathematics	MATH	Mathematics	Mathematics & Health Sciences
Music - Commercial	MUSC	Music - Commercial	Fine & Performing Arts
Music - History and Theory	MUSH	Music - History and Theory	Fine & Performing Arts
Music - Instrumental	MUSI	Music - Instrumental	Fine & Performing Arts
Music - Vocal	MUSV	Music - Vocal	Fine & Performing Arts
Natural History	NAT	Natural History	Natural and Physical Sciences
Non-Credit	NC	Non-Credit	Career, Technical & Continuing Education
Nursing	NRS	Nursing	Mathematics & Health Sciences
Nursing - Registered	NRSR	Nursing - Registered	Mathematics & Health Sciences
Nursing - Vocational	NRSV	Nursing - Vocational	Mathematics & Health Sciences
Office Technology and Computer Applications	OFF	Office Technology and Computer Applications	Business, CSIS, Distance Ed & Library
Philosophy	PHIL	Philosophy	Social & Behavioral Sciences
Photography	PHTO	Photography	Fine & Performing Arts
Physical Education - Activities	PEAC	Physical Education - Activities	Physical Education & Athletics
Physical Education - Aquatics	PEAQ	Physical Education - Aquatics	Physical Education & Athletics
Physical Education - Fitness	PEF	Physical Education - Fitness	Physical Education & Athletics
Physical Education - Professional Prep	PEPP	Physical Education - Professional Prep	Physical Education & Athletics
Physical Education - Varsity Athletics	PEVA	Physical Education - Varsity Athletics	Physical Education & Athletics
Physics	PHYS	Physics	Natural and Physical Sciences
Political Science	POLI	Political Science	Social & Behavioral Sciences
Psychology	PSY	Psychology	Social & Behavioral Sciences
Public Works	PUB	Public Works	Career, Technical & Continuing Education
Reading	READ	Reading	Language Arts & Enrollment Management
Recording Technology	REC	Recording Technology	Fine & Performing Arts
Social Science	SOCS	Social Science	Social & Behavioral Sciences
Sociology	SOC	Sociology	Social & Behavioral Sciences
Speech	SPCH	Speech	Language Arts & Enrollment Management
Theatre Arts	THEA	Theatre Arts	Fine & Performing Arts
Water Technology	WATR	Water Technology	Career, Technical & Continuing Education

Appendix B – Glossary of Key Performance Indicators Data

Key Performance Indicators are important quantitative factors for refining and improving program practices. The Indicators are broadly grouped into the following categories:

- *Program Access:* indicators related to the accessibility of the program to students.
- *Program Resources:* indicators related to budgeting concerns.
- *Program Operation:* indicators related to fill rate and WSCH/FTES.
- *Program Success:* indicators related to successful completion of courses in the program.
- *Student Demographic Data:* gender, age, ethnicity and educational goals for students in the program.
- *Vocational & Technical Education Programs:* indicators specific to vocational/technical education programs which are eligible to receive VTEA funds.

Most of the data is provided for each semester (Fall, Spring, Summer, and Winter) for the six years of the program review with the exception of the following indicators which are reported annually: indicators related to budgeting, degrees awarded, certificates awarded, skills awards and licenses. The data is provided by the Office of Institutional Research based on the MIS referential database unless otherwise specified. Most of this data is available in the OLAP Cubes database.

The following questions can serve as a starting point for dialogue during program review but are in no way meant to limit the discussion:

1. **Majors** (total number of students who have declared a major in the program area)
   a. Is there an increase or decrease in the number of majors? Why?
   b. Does the program review team feel that this number accurately reflects the number of students in the program?
2. **New Majors** (total number of students who have declared a major in the program area in the current semester as reflected in the application form)
   a. Is there an increase or decrease in the number of majors? Why?
3. **Courses Offered** (total number of courses offered per semester)
   Note: The data provided here is useful for
   a. Review courses offered and compare to courses available/listed in catalog. Are there any courses not offered in that time? If not, should those courses be kept, revised, deleted, etc.?
   b. Are all courses in a sequence offered regularly?
   c. Does the program need any new courses?
   d. This is also a good time to go over course outlines for all courses and determine which, if any, need revision.

4. **Sections Offered** (total number of sections offered per semester)
   Note: This data offers a breakdown of courses as follows:
5. **Morning:** class start time before 11:59am
6. **Afternoon:** class start time between 12:00pm and 4:29pm
7. **Evening:** class start time of 4:30pm or later
8. **Weekend:** class offered on Friday evening, Saturdays or Sundays
9. **Arranged Hours:** class with an hours-arranged component

10. **Short Term:** class which is shorter than 16weeks
11. **Distance Education (full term)**: DE class offered over a full 16 week semester
12. **Distance Education (short term):** DE class which are shorter than a 16 week semester
    Note: The data provided would be useful for
    e. Review distribution of sections by time of day. Does the program show any trends (i.e., is it becoming an evening program? Or is there a need for more distance ed courses?)
    f. Examine how courses are distributed by time of day. Are all evening sections only of one course? Does a course have no morning sections?
13. **Enrollment**
14. **Weekly Student Contact Hour** (WSCH= enrollment*weekly contact hours*16.2)
    Note: For semesters prior the 16 week academic calendar, WSCH=enrollment*weekly contact hours*17.5
15. **Full-Time Equivalent Student** (FTES = WSCH/525)
16. **Full-Time Equivalent Faculty** (FTEF)
17. **Credit Reimbursement Rate** (as provided by the Business Office)
    Note: this data is provided by the business office and used to determine the program revenue.
18. **WSCH/FTEF**
19. **FTES/FTEF**
20. **Fill rate at Census** (number of students enrolled at Census/enrollment capacity expressed as a percentage)
    g. Is it high or low compared to the college average?
    h. Is there a lot of over-enrollment or under-enrollment?
21. **Course Retention** (total number of grades except "W"/all grades)
22. **Course Success** (number of A, B, C or Pass grades/all grades)
    i. Is it high or low compared to the college average?
    j. If low, what recommendations can be made to increase it?

STUDENT DEMOGRAPHIC DATA (Gender, Age, and Ethnicity)
    Note: The demographic data in each group is reported as the unduplicated headcount of student in that group
    o Does the student demographic data reflect the District's diversity? If not, is there a plan in place to address this?

Educational Goal
    o Do the program goals match the student's educational goals?

23. **Revenue: FTES* Reimbursement Rate**
24. **Total District Adopted Program Budget**
25. **Support Personnel** *(number of non-faculty and non-administrative personnel as specified in the 2000's accounts in the district budget book)*
    o *Is support personnel adequate to run the program?*
26. **Supplies**
    (funds spent on supplies as specified in the 4300's accounts in the District budget book)
    o *Are supply expenditures reasonable for the operation of the program?*
27. **Cost**
28. **Total FTES for the year**
29. **Cost per FTES**
30. **Degrees Awarded**

31. Certificates Awarded
32. Skill Awards
33. Licenses *(reported by department)*

Career & Technical Programs (VTEA Grant eligible programs) must also provide information for the following indicators

34. VTEA Grant *(VTEA Grant funds received)*
35. Industry Contributions to Program Resources *(funds, equipment or other resources provided by industry)*
36. Available Jobs (*as indicated by labor market information or industry trends*)
37. College Core Indicator Information
38. "Student Satisfaction" and "Employer Satisfaction"
   Note: This may be reported as survey results or interview transcripts and attached at the end.
39. Labor Market Data

Appendix C – Sample: Data Workbook of Performance Indicators

| Key Performance Indicator | FA 03 | FA 04 | FA 05 | FA 06 | FA 07 | FA 08 |
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
1 Majors (total)						
2 New Majors						
3 Courses Offered (total # of courses)						
4 Sections Offered (total # of sections)						
5 Morning (prior to 11:59 a.m.)						
6 Afternoon (12:00 noon to 4:29 p.m.)						
7 Evening (4:30 p.m. or later)						
8 Arranged Hour						
9 Weekend						
10 Short term						
11 Distance Education (full term)						
12 Distance Education (short term)						
13 Enrollment						
14 Weekly Student Contact Hours (WSCH)						
15 Full-Time Equivalent Students (FTES)						
Program Resources						
16 Full-Time Equivalent Faculty (FTEF)						
17 Credit Reimbursement Rate						
Program Operation						
18 WSCH/FTEF						
19 FTES/FTEF						
20 Fill rate at Census						
Program Success						
21 Course Retention						
22 Course Success						

Key Performance Indicator	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Student Demographic Data												
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female												
Male												
Not Reported												
Total												
Age												
19 or younger												
20-24												
25-29												
30-34												
35-39												
40-49												
Not Reported												
Total												
Ethnicity												
Asian												
African-American												
Caucasian												
Hispanic												
Native American												
Other												
Declined to State												
Not Reported												
Total												
Educational Goal												
AA or AS Degree												
Degree & Transfer												
Transfer (no degree)												
Certificate												
License												
Job Skills												
Personal												
Not Reported												
Total												

	Key Performance Indicator	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Resources						
23	Revenue: FTES* Reimbursement Rate						
24	Total District Adopted Program Budget						
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)						
26	Supplies (4300 in budget)						
27	Cost						
28	Total FTES for the year						
29	Cost per FTES						
	Degrees / Certificates						
30	Degrees Awarded						
31	Certificates Awarded						
32	Skill Awards						
33	Licenses (reported by department)						
	Career Technical Education Programs						
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up						
39	Labor Market Data						

Appendix D – Sample: Program-level SLOs Assessment Table

The table below indicates how a specific course-level SLO corresponds to a program-level SLO

ESL Program-level SLOs

**Core Competency #1 – Communication: Reading analytically and critically,
Speaking articulately, Writing with clarity and fluency, Listening actively**

1) Read English analytically and critically at the college level in order to participate successfully in academic classes as assessed by completion of the Citrus College reading rquirement for graduation.

2) Write in grammatically correct English with clarity and fluency in order to complete assignments in academic classes as assessed by completion of the English/ESL 100 graduation requirement or English/ESL 101 transfer requirement.

3) Speak articulately in grammatically correct English in order to participate in college classes and communicate effectively in the community.

4) Listen actively to English as spoken in the classroom in order to comprehend college lectures, and as spoken in everyday conversation outside the classroom in order to participate fully in American society.

Core Competency #3 – Creative, Critical, and Analytical thinking

5) Research and synthesize information on topics using library and Internet sources in order to complete assignments in academic classes.

6) Analyze and correct grammatical, semantic, and lexical errors in one's own English usage in order to self-correct and self-monitor.

7) Select appropriate learning strategies to improve and expand one's mastery of the English language.

Core Competency #4 – Community/Global Consciousness and Responsibility

8) Participate appropriately in an American college classroom by demonstrating cultural awareness, personal responsibility, and ethical behavior in order to achieve one's educational goals.

Matrix of Mapping Course-level SLOs with Program-level SLOs

	Core Competency #1 – Communication				Core Competency #3 – Creative, Critical, and Analytical thinking			Core Competency #4 – Community/Global Consciousness and Responsibility
ESL Program –level SLOs →	ESL #1: Reading	ESL #2: Writing	ESL #3: Speaking	ESL #4: Listening	ESL #5: Research	ESL #6: Analyzing	ESL #7: Learning Strategies	ESL #8: Participation
ESL 20: SLO #1								
SLO #2								
SLO #3								
ESL 30: SLO #1								
SLO #2								
SLO #3								
ESL 40: SLO #1								
SLO #2								
SLO #3								
ESL 100: SLO #1								
SLO #2								
SLO #3								
ESL 101: SLO #1								
SLO #2								
SLO #3								
/////	/////	/////	/////	/////	/////	/////	/////	/////
ESL 53: SLO #1								
SLO #2								
SLO #3								
ESL 54: SLO #1								
SLO #2								
SLO #3								
ESL 26: SLO #1								
SLO #2								
SLO #3								
ESL 36: SLO #1								
SLO #2								
SLO #3								
ESL 46: SLO #1								
SLO #2								
SLO #3								
ESL 56: SLO #1								
SLO #2								
SLO #3								
ESL 70: SLO #1								
SLO #2								
SLO #3								

Appendix E – Sample: Course-level SLOs Timeline

Course Number	Course Name	Last Reviewed by Curriculum Committee	*Date for next revision (six year cycle)	Last Offered	SLO's Written	**Most Recent SLO's Assessed
ASTR 115	Planetary Astronomy	Spring 2009		Summer 2009	Yes	Spring 2009
ASTR 115H	Honors Planetary Astronomy	Spring 2009		Spring 2009	Yes	Spring 2009
ASTR 116	Stellar Astronomy	Spring 2009		Spring 2009	Yes	Spring 2009
ASTR 117	Life in the Universe	Spring 2009		Spring 2009	Yes	Spring 2009
ASTR 118	Cosmology	Not yet written		N/A	Spring 2010	N/A

*Courses to be reviewed on a six year cycle per Title V.

**Results of assessment maintained by faculty with impact or needs recorded on annual program review report.

Appendix F – Information for Curriculum Representatives

In Program Review, the Curriculum Committee representative serves as a facilitator for the discussion of the program's curriculum both holistically and on a course-by-course level. The discussion with the Program Review Team should include the following:

- Pre-requisite checking for all courses in the program
- Examination of the sequence of courses
- Comparability of courses (content, pre-requisites, units, etc.) with transfer schools
- Compliance checking* for course outlines (DE/honors addenda, SLOs in course outlines, etc.)
- Examination of degrees and certificates
- Examination of Articulation Statement and/or articulation agreements

*Note to Curriculum Committee Representatives: Currently, this type of discussion requires looking at course outlines for all the courses in the program with the Program Review Team. In the future, we may have CurricuNET generate some kind of summary report that may do most, if not all, of the compliance checking.
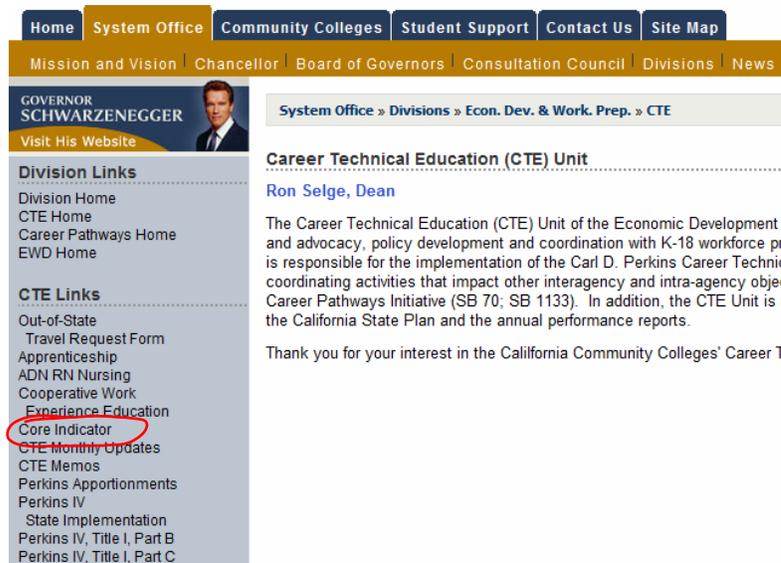
Appendix G – Accessing the College Indicator Forms from the Chancellor's Office website.

To download the College Indicator Forms, follow these steps:

- Go to the California Community College's System Office website: http://www.cccco.edu/
- Click on the system office tab then select "Divisions" from the menu on the left:

- Scroll down "Agency and Division Units" and click on "Career Technical Education" (listed under "Economic Development and Workforce Preparation"
- From the menu on the left, select "Core Indicator" then

- Click on "The Core Indicator Reports" then "Core Indicator Reports":

- On the next few screens, select the following:
  o "1. Forms"
  o Select the form to view by 2-, 4-, or 6-digit TOP code.
  o From the "College" pull-down menu select "Citrus" then slect the TOP Code from the other pull-down menu; click on the [View Report] button.
- To export, print and/or save the report, select a format and click on "Export":

Appendix H – Sample: Program Sequencing

Automotive Technology-Automobile and Light Truck program sequencing

Semester student begins program		Academic Year 1				Academic Year 2				Academic Year 3			
		Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Day Students	Fall	101 & 156	166	154 & 162 or © 151 & 168	167 © and GE	154 & 162 or © 151 & 168 ©	280 & GE	281 and 230 ©					
	Winter		101	156 and 151 or 154	166 (TTEN-167?)	if 151 in Fall-154 & 162 © if 154 in Fall-151 & 168 ©	280 and GE	162 or 168 & GE ©	167 ©	281 and 230©			
	Spring			101 & 156	166 and 167	154 & 162 or © 151 & 168 ©	GE	154 & 162 or © 151 & 168 ©	280 & GE	281 and 230 ©			
	Summer				101	156 and 151 or 154	166 and GE	if 151 in Fall-154 & 162 © if 154 in Fall-151 & 168 ©	167©	162 or 168 & GE ©	280	281 and 230©	

Semester student begins program		Academic Year 1				Academic Year 2				Academic Year 3			
		Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Evening Students	Fall	101	146 & GE	141 & 148	GE	142 & 144 ©	167© and 280	281 & 230 ©					
	Spring			101	146 and GE	142 & 144 ©	167	141 & 148 ©	280 & GE	281 and 230 ©			

© indicates semester a student could exit with a certificate of achievement--Students must see a counselor or academic advisor to process a certificate of achievement

Students may elect to take fewer classes in each semester. This will extend the time needed for program/certificate completion. Students must see a counselor for a detailed educational plan.

Courses needed (*number of sections will vary):

Fall	101*, 142, 144, 151, 154, 156, 162, 168, 230, 281
Winter	101*, 146, 166, 167, 280
Spring	101*, 141, 148, 151, 154, 156, 162, 168, 230, 281
Summer	101*, 146, 166,167, 280

fall 281 class needed as demand increases
280 is a planned course
1 and 2 unit options of 230 could be added to winter and summer

MOTO increases load on AUTO 101
MTRK will increase load on AUTO 101, 146, 156, 166 and 167

Does not include Research and Development Technician course sequencing

Water Technology program sequencing

Semester student begins program		Academic Year 1				Academic Year 2				Academic Year 3			
		Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Evening Students	Fall	WATR 150		WATR 156 & MATH 115+		WATR 151 & WATR 157* or cert elective		WATR 153* or certificate elective ©					
	Spring			WATR 150		WATR 151 & MATH 115+		WATR 156 & WATR 153* or cert elective		WATER 157* or Certificate elective ©			

* WATR 157 or WATR 153 must be completed. Students are required to take one elective from the following (BUS 151 or 152, ACCT 100, CSIS 130, PUB 155 or 160 or 161, SPCH 101 or 106)
© indicates semester a student could exit with a certificate of achievement--Students must see a counselor or academic advisor to process a certificate of achievement
Students may elect to take fewer classes in each semester. This will extend the time needed for program/certificate completion.
Students are encouraged to see a counselor for a detailed educational plan.

Minimum course offerings each semester

Fall	150, 151, 157
Winter	
Spring	150, 153, 156
Summer	

Information Technology program sequencing

Evening Students	Semester student begins program	Academic Year 1				Academic Year 2			
		Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
	Fall	ENGR 107 & PHYS 110		ENGR 104 & ENGR 108		ENGR 109©			
	Spring			ENGR 104 & PHYS 110		ENGR 107 & ENGR 109		ENGR 108©	

© indicates semester a student could exit with a certificate of achievement--Students must see a counselor or academic advisor to process a certificate of achievement

Students may elect to take fewer classes in each semester. This will extend the time needed for program/certificate completion. Students are encouraged to see a counselor for a detailed educational plan.

Minimum ENGR course offerings each semester

Fall	ENGR 107 and 109
Winter	
Spring	ENGR 104 and 108
Summer	

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