Cañada College

# Program Planning Re-envisioned

2013-14

DRAFT

Reasons to Revise

Our program review/annual planning process is robust, thorough, and integrated into our planning and resource allocation processes. However, there is widespread sentiment that the annual planning document is in need of improvement. The issues are varied but at the core, the common thread is that the outcomes of the annual plan do not warrant the extensive amount of work required for completion. Furthermore, the resulting plans frequently do not provide the substantive evidence needed for accreditation - one of the driving reasons for the program review process.

The purpose of the 6-year comprehensive program review has also come to question. The original intent was for the annual plan to be significantly simpler and serve as the basis for the comprehensive review. However, over time, the annual plan has evolved to become virtually indistinguishable from the comprehensive review (see Appendix A for a comparison of the two documents). In fact, the only remaining significant differences between the two are: the comprehensive review is presented to a college-wide forum, and, the comprehensive review is submitted to the Board of Trustees as an informational report. It is time to either eliminate the comprehensive review, or to return to original intentions and to greatly simplify the annual plan. If the latter, it is recommended that the comprehensive review cycle be shortened to a 3-year cycle.
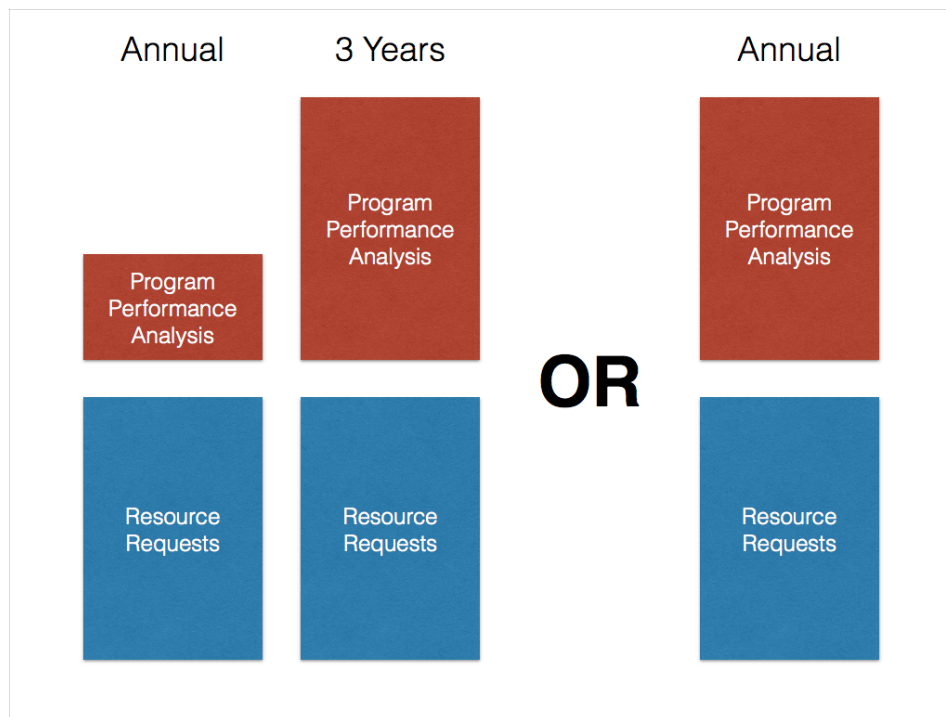
Guiding Principles

1. The required analyses must be useful and meaningful to faculty and governance bodies.

2. The resource requests must be reviewed, acted upon and feedback returned.

3. The required components must meet a program, institutional, or accreditation need.

4. Programs should not be required to submit information that could simply be obtained by running a report for another data source.

5. The required components should be likely to meaningfully change on an annual basis. If not, then it should not be included in an annual plan.

Designed Simplicity (choose which items to include in the annual plan)

Required Component	Annual Program Plan	Comprehensive Program Review
Executive Summary		X
1. Mission		X
2. Articulation		X
3. Labor Market		
4. Curricular Changes		X
5. Progress Report		
6. Impact of Resource Allocations		X
7. Productivity (Connection & Entry)		X
8. Effectiveness (Progress & Completion)		X
9. Transfer Success		X
10. Equity		X
11. SLO Assessment		X
12. PLO Assessment		X
13. Strategic Action Plans		X

Required Component	Annual Program Plan	Comprehensive Program Review
14. Reassigned Time	X	X
15. Personnel	X	X
16. Instructional equipment	X	X
17. Information Technology	X	X
18. Facilities	X	X
19. Professional development	X	X
20. Research	X	X
21. Grant funding	X	X

Organized Simplicity

The planning documents might be organized into four sections:

- **Program Context** (Program Information)

- **Looking Back** (Changes, Progress & Impacts)

- **Current State** (Productivity & Effectiveness Analysis)

- **Looking Ahead** (Plans and Resource Requests)

Comprehensive Program Review

Program Title _____

Lead Contact Person _____

Writing Team _____

Executive Summary

Please summarize your program's strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees. (1000 word limit)

Program Context

1. **Mission:** Please identify how your program aligns with the college's mission by selecting the appropriate check box(es):

   __ Career Technical Education, __ Basic Skills, __ Transfer, __ Lifelong Learning

   If your program has a mission statement, include it here.

2. **Articulation:** Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

3. **Labor Market:** Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs should identify the dates of their advisory group meetings.

Looking Back

4. **Curricular Changes:** List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

5. **Progress Report:** Provide your responses to all recommendations received on last year's annual plan and report on progress made on previous action plans and toward your 3-year strategic goals.

6. **Impact of resource allocations:** Describe the impact to-date that each new resource (reassigned time, staff, equipment, facilities, research, funding) has had on your program and measures of student success.

Current State of the Program

7. **Productivity (Connection & Entry):**
   A. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates citing quantitative data and specific tables from the data packets.

B. Evaluation: What changes could be implemented, including changes to course scheduling (times/days/delivery mode/number of sections), marketing, and articulation to improve these trends?

8. **Effectiveness (Progress & Completion):**

   A. Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and specific tables from the data packets.

   B. Observation: For online courses describe any significant differences in the success and retention of students taking online courses compared to face-to-face courses.

   C. Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes could be implemented to improve these trends?

9. **Transfer Success:** How well does your program prepare students for transfer? Cite specific data.

10. **Equity:** Examine the demographic characteristics of the students in your program. How is your program contributing to achieving the college's current Student Equity initiatives?

11. **SLO Assessment:**

    A. Are all course SLOs being systematically assessed at least once/4 years? Describe the coordination of SLO assessment across sections and over time.

    B. Summarize the dialogue that has resulted from these assessments. What are some improvements in your courses that have been implemented through SLO assessment? Cite specific examples.

12. **PLO Assessment:**

    A. Describe your program's Program Learning Outcomes assessment plan.

    B. Summarize the major findings of your program's PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

Looking Ahead

13. Strategic action plans:

    A. How will you address the opportunities for improvement that you identified above in Articulation, Labor Market, Productivity, Effectiveness, Transfer, Equity, and PLO Assessment? Identify timelines for implementation, responsible party, resource requirements.

Action Plan	Timeline	Responsible party	Resources required

Resource Requests

14. **Reassigned Time:**

    A. Identify any reassigned time that is currently allocated to any of your program's faculty. Describe the impact (positive and negative) that this reassigned time has on your program.

    B. If you program has reassigned time, is this time still needed? Explain how the assignment supports the program and/or institutional initiatives.

    C. Include any proposals requesting new or additional reassigned time for your program. Explain how the proposed reassigned time will support the program's goals and/or institutional initiatives. Explain how the program will mitigate the adverse impact resulting from the loss of instructional faculty. Note: 3 units = 7.5 hours/week

15. **Personnel:** Describe your program's current and near-future needs for new or replacement faculty or staff. Explain how the position will improve the program and support institutional initiatives. Identify the year in which you anticipate submitting the staffing request.

16. **Instructional Equipment:**

    A. Provide a list of all equipment needed. In order to be funded, all requests must include: item name, suggested vendor and catalog number, unit price, number of items, and a brief justification/explanation for each item. Please categorize the items as either "new" or "repair/replacement".

    B. Will additional space be needed to accommodate the requested equipment? Will the requested equipment require maintenance agreements and or support personnel? If so what are the projected costs?

17. **Information Technology:**

    A. Provide a list of all software and hardware needed. In order to be funded, all requests must include: item name, suggested vendor and catalog number, unit price, number of items, and a brief justification/explanation for each item. Please categorize the items as either "new" or "upgrade".

    B. Will additional space be needed to accommodate the requested equipment? Will the requested equipment require maintenance agreements and or support personnel? If so what are the projected costs?

18. **Facilities:** Identify your program's facilities needs (custodial services, maintenance, remodeling, or new construction) and provide a brief explanation/justification. Please identify if the needs address ADA, safety, or utility concerns.

19. **Professional Development:**

    A. What professional development is needed to strengthen your program's offerings?

    B. How can CIETL support groups of program faculty and/or faculty at large, through workshops and Flex days? Explain how these activities can contribute to program success and/or support institutional plan initiatives?

20. **PRIE Research:** Identify your program's specific research needs. Explain how the research will contribute to program/student support and/or support institutional plan initiatives.

21. **Grant Funding:** Describe any projects that your program would like to pursue that are currently unfunded or not fully funded. Explain how such a project would support program needs and align with the college's strategic plans.

Appendix A

Comparison of current annual plan and comprehensive review documents

Element	Annual Plan	6-Yr Program Review
Key Findings/Executive Summary	X	X
Planning Group Writing Team Contact Person	X	X
Program Personnel	X	X
Mission & Vision	X	X
Expected PLO List with assessments	X	X
Response to previous plan	X	not applicable
Course level data from Tracdat	X	X
Outdated CORs	X	X
Patterns of Curricular Offerings	X	X
Program Data: success and demographics analysis	X	X
Future Expectations & External Impacts	X	X
PLO assessment results and proposed changes	combined with other elements	combined with other element
Action Plan	X	X
Faculty and Staff Hiring requests	X	X
Professional Development needs	X	X
Instructional Equipment needs	X	X
OPRSS needs	X	X
Facilities needs	X	X

Appendix B

List of changes to current Annual Program Plan document

Current Element	Proposed Changes
Executive Summary	This element is refined to include overall SWOT analysis.
Program personnel	These data will be incorporated into the new position hiring request form.
Program mission & vision	This element is covered by a checkbox in the program information portion of the proposed revisions. A program's mission is fairly static and is not revised annually. ACCJC only requires that all programs be aligned with the college's mission.
Patterns of Curricular Offerings	This prompt is revised to focus on substantive changes in offerings. If the offerings haven't changed, there is no reason to input the same information year after year.
Program Data: Success and Demographics Analysis	The prompts are revised and require analysis of disaggregated data.
Course level data from Tracdat	ACCJC requires us to demonstrate "dialogue" on SLO assessment results. Merely attaching a Tracdat report only demonstrates compliance with performing SLOs. What we need is to demonstrate the impact of SLOs. This prompt is revised to ask for reflection or summary of dialogue that has occurred. It prompts us to discover meaningfulness in SLOAC.
Outdated CORs	This element is deleted from the annual plan. Curriculum Committee now tracks, notifies and ensures compliance with keeping CORs up-to-date.
Expected PLOs with assessments	This prompt is revised to focus on describing the impact of PLO assessment rather than just reporting of PLOs.
Response to Previous Plan Feedback	This prompt is revised to include progress on previous goals.

Current Element	Proposed Changes
Action Plans	This prompt is revised to focus on only new action plans. It distinguishes between short-range plans and long-range goals. It includes a requirement to outline an implementation plan.
Future Expectations & External Influences	No significant changes except to add the requirement that all CTE programs address this element.
Faculty & Staff Hiring	This element is largely unchanged. A new prompt is created to address the accreditation requirement to document the impact of resource allocations.
Professional Development	The emphasis on this element should be on either campus-wide professional development or PD for groups of program faculty. Programs do not need to report PD for each and every faculty member. A new prompt is created to address the accreditation requirement to document the impact of resource allocations.
Instructional Equipment	This element has been split into Instructional Equipment and Technology/ITS but is largely unchanged. A new prompt is created to address the accreditation requirement to document the impact of resource allocations.
OPRSS Needs	This element is largely unchanged. A new prompt is created to address the accreditation requirement to document the impact of resource allocations.
Facilities Needs	This element has been elaborated to distinguish between types of facilities requests. A new prompt is created to address the accreditation requirement to document the impact of resource allocations.