MiraCosta College

PROGRAM REVIEW AND PLANNING HANDBOOK

Revision 5, Spring 2022

Developed by the MiraCosta College
Institutional Program Review Committee

Approved by the Administrative Committee and Academic Senate, Spring 2022

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Introduction of Program Review and Planning

Purpose of Program Review and Planning

MiraCosta College is committed to improving, expanding, and maintaining quality programs and services to support student learning and success. Program Review and Planning is the process through which constituencies on campus take stock of their successes and challenges, and identify ways in which they can more effectively meet their goals and the college's goals developed within the institution's Long-Term Planning Framework. The process applies to all programs/units, instructional, support, and hybrid (any combination thereof), that perform annual Program Review and Planning to assess effectiveness in meeting college standards, accreditation standards, and advancing the district's mission. The Program Review and Planning process is an integral part of institutional effectiveness and a critical driver of planning and budget/resource allocation, as well as other college processes.

The MiraCosta College Integrated Planning chart below incorporates both MiraCosta College Long-Term Planning Framework with the annual Program Review and Planning process.

MiraCosta College Integrated Planning
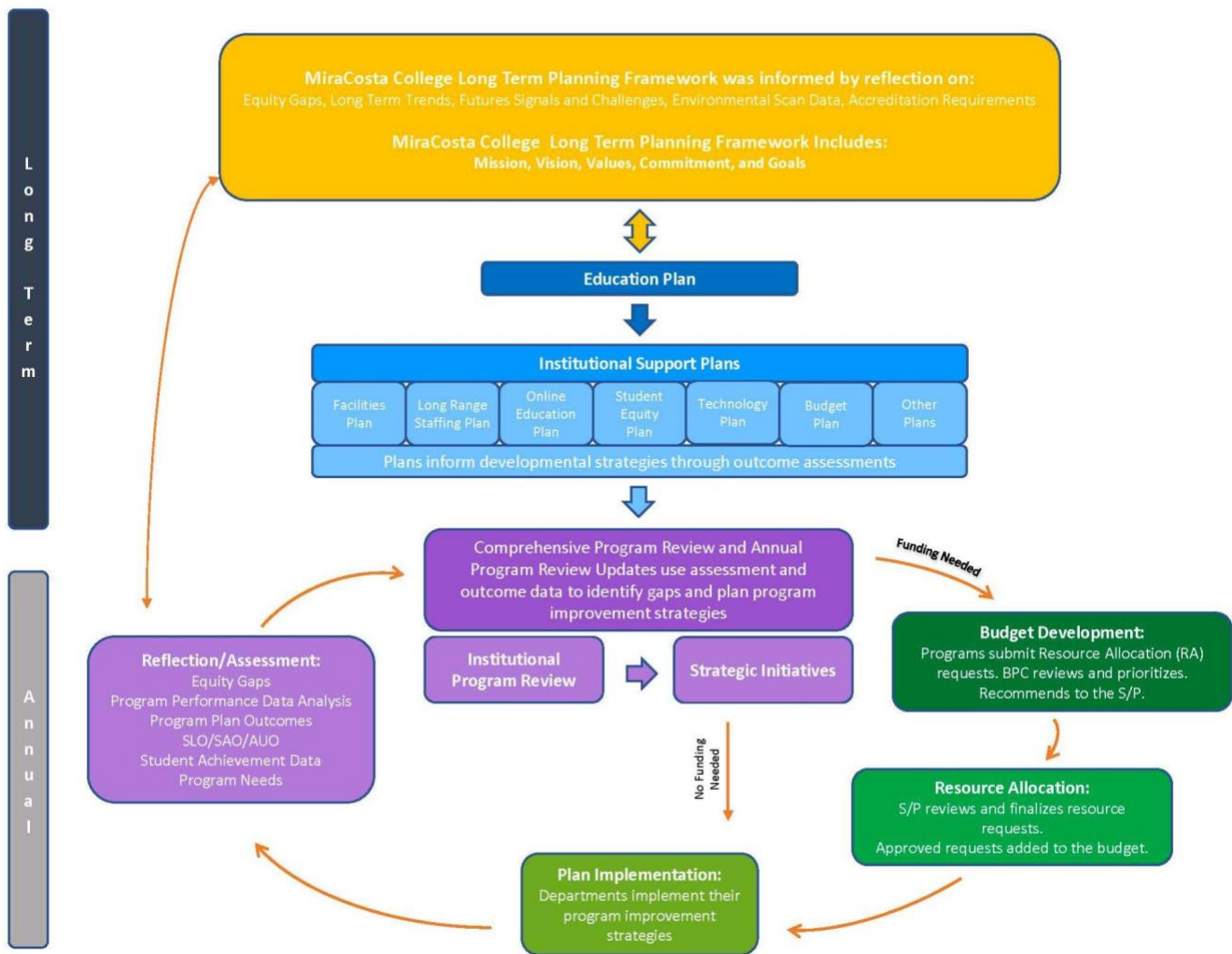
Accreditation Commission for Community and Junior Colleges (ACCJC) Standards

MiraCosta College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). MiraCosta College embraces accreditation as an ongoing process designed to promote educational quality and institutional effectiveness. As a regionally accredited institution, MiraCosta College adheres to all ACCJC standards regarding the program review, planning, and resource allocation process including but not limited to the standards I.B.5, I.B.9, III.D.2, and III.D.3.

> **Standard I.B.5.** *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

> **Standard I.B.9.** *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

> **Standard III.D.2** *The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

> **Standard III.D.3** *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

Institutional Policy Regarding Program Review and Planning

MiraCosta College Board Policy 4020: Program, Curriculum, and Course Development, Administrative Procedure 4021: Program Discontinuance, and Administrative Procedure 3250: Institutional Planning are implemented to ensure that the Program Review and Planning process continues to comply with applicable standards and guidelines established by the ACCJC and Title 5. As such, the college has a three-year cycle, in which instructional, support, and hybrid programs/units (and/or any combinations thereof) undertake a Comprehensive Program Review in the spring every three years, with Annual Program Review Updates in the years in between. Resource allocation is conducted annually in the fall.

Institutional Program Review Committee (IPRC)

Institutional Program Review Committee's Mission Statement

The Institutional Program Review Committee (IPRC) recognizes the need for a process that encourages meaningful review of relevant data that appropriately reflects program/unit performance along with stated standards and encourages robust planning to improve, expand, and/or maintain programs/units.

IPRC Role and Function in Program Review and Planning

IPRC is responsible for formulating and recommending to the appropriate councils any policies and procedures related to the Program Review and Planning process and its associated standards, in cooperation with other governance committees (as required), and for ensuring incorporation of student learning outcomes assessment into academic Program Review and Planning. IPRC is also responsible for assisting in the execution of the Program Review and Planning process, supporting the quality of program/unit reviews, regularly assessing the effectiveness of this process, and seeking feedback to ensure that the process supports programs/units and meets the rigor of accreditation standards.

IPRC works with other entities within the college to support the Program Review and Planning process. The following is a list of these entities and their responsibilities in the process:

Office of Research, Planning & Institutional Effectiveness (RPIE) – RPIE has primary responsibility for storage and retrieval of Program Review and Planning related data. It is the responsibility of program/unit administrators to ensure RPIE is empowered to collect, store, and report any needed program/unit data.

Program/Unit Authors – These individuals are responsible for seeking and reviewing appropriate data that allows them to sufficiently reflect on their program's/unit's successes and challenges required by the Program Review and Planning process. Authors are also responsible for ensuring adherence to the Program Review and Planning process timeline.

Program/Unit Administrators – A program/unit administrator refers to the individual who is assigned to program/unit oversight for more than one program/unit. The program/unit administrators represent the various levels of administration and supervision in effect around the college and they are responsible for working with program/unit authors to ensure that data are adequate to allow authors to sufficiently assess the fulfillment of program/unit standards. In addition, program/unit administrators may collaborate with program/unit authors to assist in the planning component of the process. The program/unit administrators are also responsible for ensuring adherence to the Program Review and Planning process timeline. Examples of program/unit administrators titles include dean, manager, director, vice president, and president.

Outcomes Assessment Committee (OAC) – This committee is responsible for facilitating meaningful dialogue and assessment practices that support the ongoing improvement of student learning and institutional effectiveness. In addition, OAC provides planning, support, facilitation, communication, and leadership that will promote the achievement of college goals pertaining to outcomes assessment. Lastly, the committee supports ongoing compliance with accreditation requirements, and the appropriate documentation of evidence.

Budget and Planning Committee (BPC) – This committee is responsible for formulating and recommending to the appropriate councils any policies and procedures related to institutional, strategic, and integrated planning, accreditation, grants and gifts, and budget management and preparation. BPC is also responsible for recommending tentative and final budgets, strategic and master plans, grant proposals, and resource allocation processes to the appropriate council(s) or to the Vice President, Administrative Services.

IPRC, OAC, and BPC interface as needed in different components of the program review, planning, and resource allocation to ensure the long-term health of the college's planning framework.

Program Review and Planning Procedure at MiraCosta College

Program Review and Planning Procedure

As a requirement of accreditation, the MiraCosta College's Program Review and Planning process can be summarized in a format of the following:

- *Program/Unit Data Review*
- *Program/Unit Reflection*
- *Program/Unit Planning*
- *Program/Unit Evaluation*
- *Program/Unit External Peer Review*
- *Program/Unit Validation*
- *Continuous Process Improvements*
- *Resource Allocation*
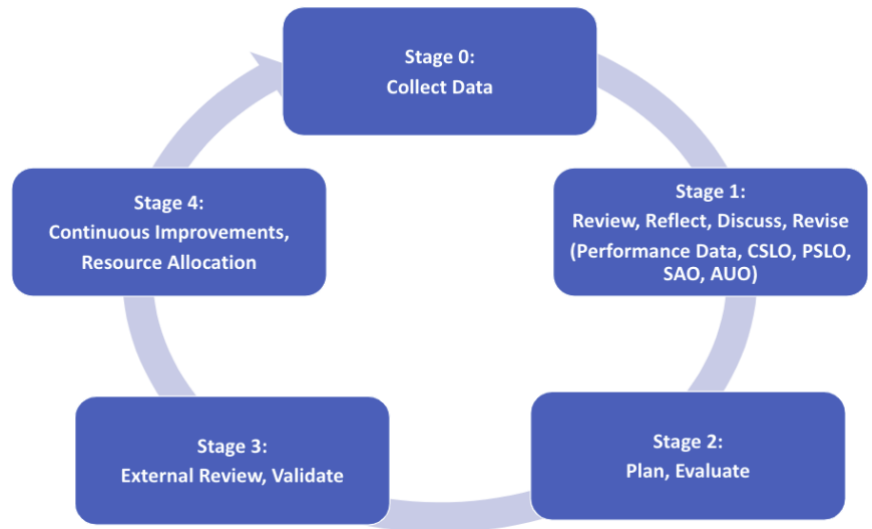
The process documents each program's/unit's reinforcement and advancement of the District's mission, program's/unit's standards, and accreditation standards.

In the spring, program/units authors and program/units administrators are strongly encouraged to work collaboratively during the Program Review and Planning process to reflect and plan to a level that meets the expectations of all program/unit stakeholders. In the succeeding fall, if applicable to the program/unit, program/unit author continues with the process by submitting resource requests which are associated with the action plans that were developed as a result of the previous spring's program/unit review and planning.

MiraCosta has adopted Anthology (Campus Labs), an online system used as a platform to document the Program Review and Planning process. In addition, Anthology is used to enter, track, and monitor the Student Learning Outcomes Assessment.

Program/Unit Data Review

It is the responsibility of all programs/units to ensure there is appropriate data (qualitative and quantitative) to measure program/unit performance. Programs/Units have developed plans to ensure these measurements occur and are suitably completed in this process. Instructional, support, and hybrid programs/units undertake a Comprehensive Program Review in the spring every three years on a rotating basis, with Annual Program Review Updates in the years in between. In addition, as specified in Ed. Code 78016, Career and Technical Education (CTE) programs/units complete an additional two-year report in the odd-numbered years.

Instructional, Support, and Hybrid Program/Unit Data Review

These programs/units are provided with data that allows them to evaluate their performance against their respective standards. For more information regarding various performance measures that exist for each program/unit category please refer to Appendices B through D.

- **Instructional Programs/Units**: Review program/unit student learning outcomes (PSLO) and/or course student learning outcomes (CSLO) assessment data, accessed through Anthology (Campus Labs). Review student achievement (course success and retention and awards completion), enrollment data (enrollments, FTES, efficiency metrics, and faculty counts), and student profile data are provided by dashboards created by RPIE. Student data can be disaggregated by important student characteristics with analyses of disproportionate impact. Enrollment data can also be disaggregated by important section characteristics (e.g., modality).

- **Support Programs/Units**: Review program/unit service area outcome (SAO) and/or administrative unit outcome (AUO) assessment data, accessed from their respective repositories. Review participation rates and program/unit comparisons to college-wide data are provided in dashboards created by RPIE, working with the datasets provided by the respective departments. All data is disaggregated by important student characteristics.

- **Hybrid Programs/Units**: Review program/unit student learning outcomes (SLO) assessment data accessed through Anthology and/or SAO-specific results accessed from their repositories. Review participation rates and program/unit comparisons to college-wide data are provided in dashboards created by RPIE, working with the datasets provided by the respective departments. All data is disaggregated by important student characteristics. Review student achievement (course success and retention and awards completion), enrollment data (enrollments, FTES, efficiency metrics, and faculty counts), and student profile data are provided by dashboards created by RPIE. Student data can be disaggregated by important student characteristics with analyses of disproportionate impact. Enrollment data can also be disaggregated by important section characteristics (e.g., modality),

The data submitted in the program/unit review needs context to be interpreted. The program/unit authors provide comparisons to past trends, college-wide data, and regional/state data as needed for further framing. Special attention should be given to identifying gaps in participation and/or achievement by disproportionately impacted student groups, consistent with the District's commitment to racial justice, equity, diversity, inclusion, and community. Additional data can be provided as appropriate to program/unit outcomes and improvement.

Career and Technical Education Biannual Program Data Review

CTE biannual program reviews conducted in spring will be included in the *Program Data Review* section of all CTE programs' program reviews.

- This will only occur in odd years (e.g. 2021, 2023, etc).
- Office of Research, Planning & Institutional Effectiveness (RPIE) will provide labor market data for use in the biannual and annual program review process (type and form of data to be determined in consultation with the CTE Dean and faculty).
- CTE Deans will submit copies of the final CTE biannual review for program/unit review authors to attach to their *Program Data Review* section. An example form is included in Appendix F.

Any improvement plans attached to CTE biannual program reviews must be included as a unique *Program Planning* in the annual program review in the fall following the spring CTE biannual program review. As required by California Education Code section 78016, copies of CTE biannual program reviews will be maintained in the Office of Instruction for public inspection upon request.

Program/Unit Reflection

In the *Program/Unit Reflection*, the authors analyze and discuss their data in relation to their program's/unit's respective standards and the institution's goals. The author's intimate connection to the program/unit allows the author to present a unique perspective on the *Program/Unit Reflection*. In addition, in the *Program/Unit Reflection*, the author discusses any dialogue and/or collaboration that occurs within and/or across divisions related to data trends, data analysis for improvement, improving student success, closing the equity gap, student learning outcomes, and the effectiveness of internal processes and procedures. Lastly, the *Program/Unit Reflection* prompts, in part, any requested or necessary planning to expand, improve, or maintain performance.

For program/unit learning outcomes, a section of the response is dedicated to a brief narrative of assessment results, which is made public on the MiraCosta College website. There are multiple areas of reflection that contain standards whose fulfillment represents the effective programmatic advancement of the college mission and accreditation standards. The areas of reflection are subdivided into program/unit review reflection modules in Anthology (Campus Labs) and are tailored to each program/unit category to gain a robust reflection on the program's/unit's respective standards. For more details regarding each reflection and the Comprehensive Program Review prompts for each category see the links available under the IPRC Canvas Website.

Comprehensive Program Review Reflection Modules by Program Category		
Hybrid	**Instructional**	**Support**
Program Performance	Program Performance	Program Performance
Course and Program Learning Outcomes	Course and Program Learning Outcomes	Learning, Services Area, and/or Administrative Unit Outcomes
Learning, Services Area, and/or Administrative Unit Outcomes	Program Resources	Program Resources
Program Resources	Program Personnel	Program Personnel
Program Personnel	Program Curriculum	Dialogue and Collaboration
Program Curriculum	Dialogue and Collaboration	Reflection and Goal Development
Dialogue and Collaboration	Reflection and Goal Development	Program/Unit Rating
Reflection and Goal Development	Program/Unit Rating	
Program/Unit Rating		

Program/Unit Planning

In the *Program/Unit Planning* section, program/unit plans are derived primarily from two sources: the Long-Term Planning Framework and reflection of program/unit data against their respective standards. All plans have a standardized format to document their goals and action plans. The plan format is embedded through "Goals/Action Planning" modules in Anthology (Campus Labs) to provide authors with a SMART framework (Specific, Measurable, Attainable, Relevant, and Time-bound) that also aligns with BPC resource allocation rubrics. Programs/Units are allowed to have as many goals and action plans as they can capably manage. All programs/units develop their goals and action plans to address either (1) institutional objectives in the Long-Term Planning Framework or (2) expansion, improvement, or maintenance of their programs/units as supported in the *Program/Unit Reflection* section of the Program Review and Planning process.

Program/Unit Evaluation

The responsibility of the *Program/Unit Evaluation* rests on the program/unit assessment by the program/unit chair/director and program/unit administrator. After the completion of the *Program/Unit Reflection* section, program/unit chair/director and program/unit administrators will assign scores in the Comprehensive Program Review "New Program/Unit Rating Item" module only. The score reflects the program's/unit's effectiveness in meeting the mission of the college in all areas of review and the program's/unit's effectiveness in developing plans that appropriately address the areas to improve or expand. In the instances where this scoring is not in agreement, IPRC reconciles discrepancies in consultation with the program/unit through instructional, support, or hybrid subcommittees.

Program/Unit External Peer Review and Program/Unit Validation

The Institutional Program Review Committee is responsible for monitoring and ensuring the quality of program/unit reviews. This includes, but is not limited to, the following:

- **Monitors** the completion and quality of the program/unit review every year and keeps a record of programs/units that do not fulfill their program/unit review requirements.
- **Validates** the program/unit that met the mission of the college.
- **Routes** the list of Validation Programs/Units to appropriate Councils (Administrative and Academic Senate) for approval.
- **Forwards** to the Academic Affairs Committee a list of academic programs/units that were not validated.
- **Evaluates** program reviews to identify areas in which improvements can be made.
- **Identifies** exemplary program reviews that are shared with constituencies across the college.
- **Provides** professional development and support opportunities that are targeted towards the areas that need improvement.

In addition, if a program/unit review is identified as needing substantial improvement, outreach efforts are made to the program/unit chair/director and/or program/unit administrator.

Continuous Improvement

In an effort to improve the Program Review and Planning process, IPRC solicits feedback from all program/unit authors to inform continuous quality improvements. The following questions will be asked of all program/unit authors:

- How can the Program Review and Planning process be improved to better serve your program/unit and its stakeholders?
- How easy was it to access data?
- Was the process useful? How?
- How widespread was participation within the program/unit and/or other programs/units?
- How robust was participation with program/unit administrators?
- How was this program/unit review cycle compared to the previous cycle?

These questions are updated with this handbook as the Program Review and Planning process matures and improves.

IPRC, through the work of a subcommittee, also evaluates a random sample of Program Review and Planning submissions to assess the quality of *Program/Unit Data Review, Program/Unit Reflection, and Program/Unit Planning* sections to additionally inform the continuous improvement efforts. Appendix E is the table used to guide the work of the committee, which includes exemplary characteristics of a robust and meaningful Program Review and Planning. The results of this internal evaluation are used to update this handbook and identify areas to target for training and support.

Resource Allocation

MiraCosta College Program Review and Planning process is integrated with *Resource Allocation* to support its mission, enhance the institutional effectiveness, and academic quality. If applicable to the program/unit, the program/unit author completes the "Resource Requests" module in Anthology (Campus Labs) in the fall to seek new funding for faculty, classified staff, and other operational expenses (supplies, services, and equipment). Such requests must be associated with the *Action Plans* that were developed as a result of the previous spring's program/unit review and planning. Program Review and Planning gives the opportunity to establish a strong basis to request funds for upcoming academic years. Robust analysis of data, reflection on data, and goals for the future lay the groundwork to put in a strong proposal for funds.

RESOURCE ALLOCATION PROCESS & FLOWCHART
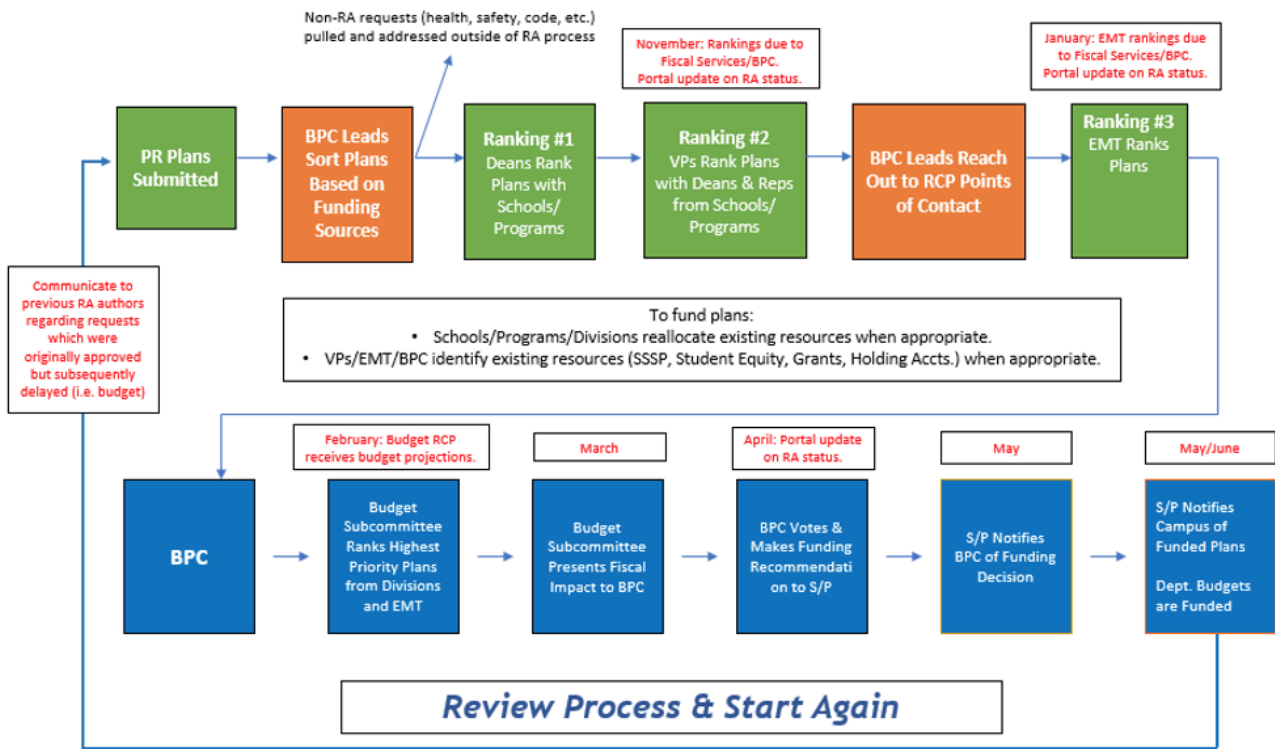
Legend BPC—Budget & Planning Committee   EMT—Executive Management Team   PR—Program Review   SSSP—Student Success & Support Program
        CMP—Comprehensive Master Plan   EnManP—Enrollment Management Plan RCP—Resource Category Plan S/P—Superintendent/President
        DC—Department Chair   FMP—Facilities Master Plan   SEP—Student Enrollment Plan VP—Vice President

Draft. 04.23.21

Program Review and Planning Cycles

This is accomplished using a Comprehensive Program Review and Planning in a three-year cycle. For each program/unit, a Comprehensive Program Review occurs every three years, with Annual Program Review Updates occurring every year in-between, and Resource Requests occur annually.

CTE biannual program reviews conducted in spring will be included in the *Program Review* section of all CTE programs' program reviews. This will only occur in odd years (e.g. 2021, 2023, etc).

Program Review and Planning Process Timeline

There are four stages of review as part of the Program Review and Planning process. Please refer to the Program Review and Planning process timeline table for due dates.

Stage 0 - Collect Data

In this stage the program/unit ensures there is appropriate data (qualitative and quantitative) to measure program/unit performance. The deadline for this stage is in the fall.

- Instructional program/unit review performance data is automatically uploaded by RPIE.
  - Instructional Program Review Data Dashboard.
- Support program/unit author submits Student Services program/unit review performance data to RPIE.
  - Student Services Program Review Data Dashboard.
- The program/unit author uploads course SLO results into Anthology (Campus Labs) Outcomes.
  - Instructions to Upload Outcomes Assessments Results by OAC, and
  - Anthology (Campus Labs) Outcomes.

Stage 1 - Review, Reflect, Discussion, and Revise

In this stage the program/unit authors will use their program/unit review data to review, reflect, and complete all the program/unit review reflection modules found in Anthology. The author uses this time to discuss and collaborate with other programs/unit members and the program/unit administrator. IPRC is available as a resource during this time. The deadline for this stage is in the spring.

Review and Reflect: In this step, the program/unit author completes the first draft of the program/unit review, by completing all the reflection modules in the *Comprehensive (3-Year) Program Review* or an *Annual Program Review Update* in Anthology (Campus Labs) Planning.

Dialogue and Collaboration: This step invites and encourages a discussion with other individuals within the program/unit, this discussion includes outcomes appropriate to the program/unit (SLOs, AUOs, SAOs). The author may edit the program/unit review upon any recommendations or discovery.

Administrative Revision: This step invites and encourages a discussion with individuals who have oversight of the program/unit. This discussion should include outcomes appropriate to the program/unit (SLOs, AUOs, SAOs). The author may edit the program/unit review upon any recommendations or discovery and finalize the program/unit review.

Stage 2 - Program/Unit Evaluation and Program/Unit Planning

In this stage the program/unit chair/director and program/unit administrator evaluate the program's/unit's performance. During this stage, the *Goals/Action Planning* modules are unlocked in Anthology (Campus Labs) and the program/unit author completes/updates the "Program/Unit Goal" modules and "Action plan" modules. The deadline for this stage is in the spring.

Program/Unit Evaluation: During this stage, the program/unit chair/director and administrator reviews the program review. In addition, for programs/units scheduled a Comprehensive Program Review, the program/unit chair/director and the program/unit administrator rate the program's/unit's performance using the Comprehensive Program Review "New Program/Unit Rating Item" module in Anthology, as detailed in the section *Program/Unit Evaluation*.

Program/Unit Planning: The program/unit author adds/updates *Goals/Action Planning* modules and links to support the "Action Plans" module to the corresponding "Program/Unit Goal*"* module, links to support the "Program/Unit Goal" module to their corresponding *Program/Unit Review Reflection* modules in Anthology (Campus Labs). The program/unit administrator may make suggestions about the program's/unit's goals and action plans. The author may edit the *Goals/Action Planning* upon any recommendations or discovery and finalize the *Program/Unit Planning*.

Stage 3 - Program/Unit External Peer Review and Program/Unit Validation

This stage represents the review of the quality of the program/unit review by IPRC. IPRC documents the Validation of all the programs/units that effectively reinforce and advance the mission of the college.

Stage 4 - Resource Allocation

During this stage, the program/unit chair/director completes the *Resource Requests* module in Anthology (Campus Labs), if applicable to the program/unit. Full-time faculty requests are completed at an earlier date than other resource requests. The *Resource Requests* module items are associated with the *Action Plans* module items that were developed as a result of the previous spring's program/unit review. The request is completed when the *Resource Requests* modules items are linked to support the corresponding program/unit review *Action Plan* module item. The deadline for this stage is in the fall. Please refer to the Resource Allocation Timeline under the BPC Portal.

Program Review and Planning Resources

Helpful Links Related to Program Review and Planning

[Institutional Program Review Committee - Webpage](#)

The Institutional Program Review Committee webpage provides information regarding the committee's mission, responsibilities, composition, meeting schedule, agenda, and minutes.

[Institutional Program Review Committee - Canvas Website](#)

To enroll or access the IPRC Canvas course please use the above link. The IPRC Canvas site provides additional resources to assist the author in the Program Review and Planning process. Authors may find the following, but are not limited to:

- Program Review and Planning Deadlines
- Comprehensive Program Review and Planning Three-Year Rotation Schedule
- Program Review Training and Workshops
- Instructions to Authors
- Comprehensive Program Review and Anthology Tutorials
- Annual Program Review and Anthology Tutorials
- Resource Allocation and Anthology Tutorials
- Program/Unit Establishment, Modification, or Removal Request Form
- Comprehensive Program Review Prompts for Instructional, Support, and Hybrid programs

[MiraCosta Program Review Data Dashboard - Website](#)

The Program Review Data Dashboard provides data for Instructional and Student Services Program Review.

[MiraCosta Strong Workforce and CTE Data Dashboard - Website](#)

The Strong Workforce and CTE Data Dashboard provides data on the Strong Workforce, CTE Outcomes, and Labor Market.

[Program Review and Planning - Anthology (Campus Labs) Website](#)

This link directs you to the Program Review and Planning Dashboard in Anthology.

[Office of Research, Planning & Institutional Effectiveness - Webpage](#)

The Office of Research, Planning & Institutional Effectiveness webpage provides information regarding their mission, responsibilities, contact, Data Dashboards, Integrated Planning, accreditation, and College-Level Data.

[Outcomes Assessment Committee - Webpage](#)

The Outcomes Assessment Committee webpage provides information regarding the committee's mission, responsibilities, composition, meeting schedule, agenda, minutes, and OAC Handbook.

[Budgeting and Planning Committee - Webpage](#)

The Budgeting and Planning Committee webpage provides information regarding the committee's mission, responsibilities, composition, meeting schedule, agenda, minutes, and BPC Handbook.

Definitions

Program/Unit – A program/unit is any logical planning unit within the college that combines resources, staff/faculty, and/or curriculum (as appropriate) to deliver a service towards a stated outcome.

Program/Unit Categories – Programs/Units are categorized strictly according to the applicable areas of *Program/Unit Reflections* and *Program/Unit Data Review* and this categorization have no bearing on existing organizational or divisional structures.

Instructional Programs/Units – A category of programs/units that combine resources, personnel, curriculum, and students that lead to measurable outcomes of performance, including student learning outcomes. See Appendix A Program Categorization.

Support Programs/Units – A category of programs/units that combine resources and personnel that lead to measurable outcomes of performance, including student learning outcomes, service area outcomes, or administrative unit outcomes. See Appendix A Program Categorization.

Hybrid Programs/Units – A category of programs/units that combine resources, personnel, curriculum, and students that lead to measurable outcomes of performance, including student learning outcomes and/or service area outcomes, or administrative unit outcomes. See Appendix A Program Categorization.

References

AP3250: Institutional Planning

AP4102: Career and Technical Education

MiraCosta College Student Learning Outcomes and Assessment Handbook

MiraCosta College Long-Term Planning Framework which includes the college mission, vision, values, goals, commitment, and all planning and operational planning documents (Educational Plan, Online Education Plan, Facilities Master Plan, Staffing Plan, Technology Plan, Equity Plan, Budget Plan, etc)

BP4020: Program Curriculum and Courses

AP4021: Program Discontinuance

Institutional Program Review Committee website: http://www.miracosta.edu/governance/iprc/index.html

Standards from the Accrediting Commission for Community and Junior Colleges (ACCJC) and Western Association of Schools and Colleges

State of California Education Code

Title 5 §53200 – Academic and professional matters; Standards and policies regarding student preparation and success

Education Code Title 5 §51022 – Instructional Programs

Title 5 §54200 – Student Equity Plans

MiraCosta College Budget and Planning Committee Resource Allocation Rubrics for BPC and Division

History

The Academic Senate and College Council approved the modified program review model and transition timeline in spring 2018. The new process and forms were configured into the Campus Labs Planning platform, now "Anthology", Planning module. The process recommended by the IPRC and approved by the College separates the processes in time. Each unit of the College now undergoes a comprehensive program review every three years during the spring semester and conducts abbreviated updates annually in years two and three. The resource allocation process is conducted annually in the fall. Resource requests should be associated with the action plans that were developed as a result of the previous spring's program review. Training on the process and goal of program review will continue on a regular basis. This recommendation has been resolved.

Appendices

Appendix A: Program Categorization

Instructional Programs		
Accounting	Earth Sciences	Literature
Administration of Justice	Economics	Mathematics
Adult High School	Education	Media Arts and Technologies
Anthropology	English as a Second Language	Music
Art	English, Pre-transfer	Noncredit ESL
Astronomy	English, Transfer	Noncredit Short Term Vocational
Automotive Technology	Ethnic Studies	Noncredit, General
Biology	Film	Nursing and Allied Health
Biotechnology	Geography	Oceanography
Business	Geology	Philosophy
Chemistry	History	Physical Science
Child Development	Honors Scholar Program	Physics
Communication Studies	Horticulture	Political Science
Community and Workforce Education	Hospitality	Psychology
Computer Science	Humanities	Reading
Computer Studies and Information Technology	International Languages	Religious Studies
Dance	Kinesiology, Health, Nutrition, and Athletics	Sociology
Design	Linguistics	Theatre

Support Programs		
Academic Information Services	First Year Forward	Public Information Office
Academic Senate	Fiscal Services	Purchasing
Admissions and Records	Health Services	School Relations and Diversity Outreach
Athletics and Intramurals	Human Resources	Service Learning
Campus Police	Institute for International Perspectives	Student Equity
Campus Assessment, Response and Evaluation (CARE)	Institutional Advancement	Student Life and Leadership
Classified Senate	Noncredit SSSP	Student Success and Student Support (SSSP)
Community Learning Center	Office of Business and Administrative Services	Testing Services
Dual Enrollment	Office of Instructional Services	Transfer Center, previously under Hybrid
Extended Opportunity Programs and Services	Office of RPIE	Veteran Services
Facilities	Office of Student Services	
Financial Aid	Office of the President and Board of Trustees	

Hybrid Programs		
Career Studies and Services	Library	Student Accessibility Services
Counseling	Math Learning Center	TASC
Interdisciplinary Studies	Online Education	Writing Center
Learning Communities Program	STEM Center	

Appendix B: Program Review Data for Instructional Programs

Each instructional program has access to a series of online dashboards that allow users to explore their data at the district level down to the individual course. Trend information is available to programs based on a semester or annual basis for all metrics.

Dashboard Title	Data/Measure	Definition
Enrollment and Efficiency	Enrollment (includes Annual growth/decline)	The number of times students register for a given class and stay past census.
	Fill Rate	The percentage of seats occupied over the total seats available (i.e. course size maxima).
	Section Counts	The number of sections of a given parent course offered within the selected timeframe.
	Average Students per Section	The number of enrollments is divided by the total number of sections offered.
	Full-Time Equivalent Students (FTES)	The total number of weekly student contact hours (WSCH) that result in the equivalent number of full-time students.
	Full-Time Equivalent Faculty (FTEF)	The total number of weekly faculty contact hours (WFCH) that result in the equivalent number of full-time faculty.
	Weekly Student Contact Hours (WSCH)	The total number of hours each course is regularly scheduled to meet during a week multiplied by the number of students enrolled.
	WSCH per FTEF	This is an efficiency metric that indicates how many WSCHs are generated for the equivalent of a full-time faculty member.
	The number of Full-Time and Associate Faculty	
	Annualized FTEF	The full-time equivalent faculty total divided by 2. Used in the calculations of the percentage of FTEF generated by associate faculty.
	Percent Part-Time	The total annualized FTEF minus the number of full-time faculty divided by the total annualized FTEF.
	Percent Part-Time with Additional Hire	Simulated figure was created to indicate the percentage of FTEF that would be taught by part-timers if the program successfully hired another full-timer.
Success and Retention	Success Rate	Percentage of passing grades out of all graded enrollments. Passing Grades in Credit Courses: A, B, C, CR, P Passing Grades in Noncredit Courses: A, B, C, CR, D, P
	Retention Rate	Percentage of non-W grades out of all graded enrollments.

Dashboard Title	Data/Measure	Definition
	Success/Retention by Disaggregated Groups	The calculations above are disaggregated by the following categories: ● Ethnicity ● Gender ● Age ● First-Generation Status ● Economically Disadvantaged Status ● Student Accessibility Status ● Foster Youth ● Sexual Orientation ● Full-Time/Part-Time ● Education Goal ● Campus ● Course Modality
	Success/Retention by Courses with and Without Support	Specific courses offer multiple versions that are taught with and without a supplemental support course. This tab allows users to compare the rates of the supported and unsupported sections.
	Disproportionate Impact	Specific demographic groups that have a success rate that is significantly lower than that of the group average are considered to be disproportionately impacted. This table disaggregates the different levels of disproportionate impact based on the previously mentioned disaggregation groups.
Student Profile	Unduplicated Headcount	The number of individual students enrolled in a given time period. Disaggregations include: ● Gender ● Age ● Disability Status ● Ethnicity ● Residency ● Educational Level ● First-generation status ● Educational Goal ● Academic and Career Pathway (ACP) ● Food Insecurity ● Housing Insecurity ● Transportation Barriers ● Admit Type ● Economically Disadvantaged Status ● Full-Time/Part-Time Status ● Sexual Orientation ● Gender Identity ● Transgender Status
Degrees and Certificates	Number of Awards Granted in a Given Year	The total number of degrees, certificates, and diplomas in a given year. Data can be disaggregated by: ● Award Type ● Program Review Category ● Age ● Gender ● Ethnicity
	Number of Graduates in a Given Year	Students may earn multiple awards in a year. This is an unduplicated count of individual students earning at least one award in a given year. The same levels of disaggregation are available to both graduates and the number of awards granted.

Additional Program-Specific Measures

<table>
<tr><th colspan="3">Career and Technical Education</th></tr>
<tr><th>Review Area</th><th>Data/Measures</th><th>Definition</th></tr>
<tr><td>Program Performance</td><td>Job Placement Rates</td><td>The number of students who are employed in the year following completion of a certificate program or degree, overall certificate program, or degree completers (Peer group measure comparison and trend available).</td></tr>
<tr><td>Program Learning Outcomes</td><td>No additional measures</td><td></td></tr>
<tr><td>Program Resources</td><td>No additional measures</td><td></td></tr>
<tr><td>Program Personnel</td><td>No additional measures</td><td></td></tr>
<tr><td rowspan="2">Program Curriculum and Students</td><td>Labor Market Data*</td><td>Labor Market Information (LMI) is used to help faculty design courses and awards to best align with local career and occupational pathways and employer/industry needs. LMI can be obtained through the Center of Excellence for Labor Market Research.</td></tr>
<tr><td>Advisory Board Meeting*</td><td>Advisory Boards consist of employers, industry representatives, and others who meet regularly to provide advice/information to CTE program faculty regarding current employment standards and any curriculum revision. Advisory Board Meetings are documented in coordination with the School of Career Education dean's office.</td></tr>
</table>

*The Labor Market Data and Advisory Board Meeting do not provide data/measurements in regards to the program effectiveness

Appendix C: Program Review Data for Support Programs

Student services programs are by nature very unique. Unlike instructional programs that have metrics that can be applied to every program, each student service serves a different student population and has its own operational needs. For this reason, the majority of the data referenced in student services program reviews comes from the programs themselves.

The office of research planning and institutional effectiveness provides a set of metrics to the services designed to indicate how closely the students who participate in a given program resemble the entire student body. So for each metric listed in the table below, there will be one bar representing students in the program and one bar representing students in the entire credit program.

One additional unique feature to this dashboard is the display of a "participation rate." This is a simple ratio comparing the proportion of students in a given program with the proportion of students collegewide. Programs may use this participation rate as an indicator of whether or not they should consider additional outreach to that population.

The participation rate is calculated by dividing the proportion of students in a demographic group by the proportion of students in that same demographic group collegewide. A participation rate of 1.00 means that the proportion of students in a program mirrors that of the collegewide population. Rates less than 1.00 mean that the proportion of students is smaller in a program than the overall population and rates greater than 1.00 mean that the proportion of students in the program is greater than what is seen in the collegewide population.

The general criteria for evaluating participation rates are as follows:

Participation Rate Range	Description
Above 1.00	Over-Representation – The proportion of students in this group is greater in your program than in the credit college population.
1.00	Balanced Representation – The proportion of students in this group matches the proportion of students in the credit college population.
0.90-0.99	Adequate Representation – The proportion of students in this group is similar in your program and the credit college population.
0.80-0.89	Some Underrepresentation – The proportion of students in this group is slightly lower in your program than in the credit college population.
Below 0.80	Underrepresentation – The proportion of students in the group is lower in your program than in the credit college population.

It is important to note that there is no "correct" participation rate. Some services support specific populations where we would expect to see overrepresentation. For example, the Veterans program has an overrepresentation of students who are affiliated with the military. We would expect to see that because the purpose of their program is to support that student population. We would not expect that program to feel the need to increase the participation of students who are not affiliated with the military. However, it is different for a program that serves students across the college. The library is a program that serves all students. If their

data showed an underrepresentation of military students, they may wish to do additional outreach to that population to ensure that their program was providing adequate support to that population.

Tab Label	Data/Measure	Definition
Main Page	Program Students	An unduplicated count of students participating in a program at least once during an academic year.
	Program Contacts	The number of times students utilize a given service during an academic year. The purpose of this metric is to gauge the volume of students participating in the program. Not every program tracks contacts as it is more valuable to some programs than others. For example, counseling is very interested not only in the number of students receiving appointments but also in the number of appointments utilized by students. But a program like athletics may not wish to count the number of times students had contact with their program.
	Gender	Students' self-reported gender.
	Ethnicity	Students' self-reported ethnicity.
	Age Category	Students are grouped by their age as of a specific academic year.
Gender and Ethnicity	Ethnicity and Gender	This is a crosstabulation between students' ethnicity and gender.
Gender Identity and Sexual Orientation	Transgender Status	Percentage of students in a given program indicating that they are transgender.
	Gender Identity	Students' self-reported gender identity
	Sexual Orientation	Students' self-reported sexual orientation.
Academic Characteristics	Educational Status	The highest level of education completed.
	Admit Type	The description of a student enrollment status as of the first semester within a given year: High School Student – Students who are taking classes while currently enrolled in high school. First-Time Student – Students who are enrolling in any college for the first time. Transfer Student - Students who have attended college elsewhere, but are enrolling at MiraCosta for the first time. Returning Students - Students who have previously attended Mira Costa but are now enrolled after an absence of a semester or more. Continuing Students - Students who were enrolled in the previous academic year and have continued taking classes without a break. Unknown - Students must enroll in a fall or spring semester to be assigned and admit type. Students who enroll only in summer terms or use a service without being enrolled have an unknown admit type.
	Degree/Certificate/Transfer seeking	Percentage of students indicating that their purpose for attending Mira Costa is to earn a degree, a certificate or transfer to a four-year institution.

Tab Label	Data/Measure	Definition
Economic Characteristics	Economically Disadvantaged Status	Students are considered economically disadvantaged if they receive a Pell Grant or a CalPromise waiver within a given academic year.
	Food Insecurity	Students are considered food insecure if they have difficulty procuring or paying for food at any point during a given academic year.
	Housing Insecurity	Students are considered housing insecure if they have difficulty finding and or paying for reliable housing at any point in a given academic year.
	Transportation Insecurity	Students are considered transportation insecure if they have difficulty finding and or paying for reliable transportation to and from school.
Additional Characteristics	Student Accessibility Services (SAS – formerly DSPS)	Percentage of students provided support by the SAS program.
	Foster Youth	Percentage of students who are former members of the foster youth system.
	First-Generation College Students	A student is considered a first-generation college student if neither parent nor guardian graduated from college.
	Military Affiliation	The metric for military affiliation is disaggregated into two categories: Military Service - Active duty or veteran service member. Military Dependent - a dependent of an active duty or veteran service member. Students can be both military service members and military dependents simultaneously, so these metrics are not mutually exclusive. Military affiliation is a largely self-reported status and students do not need to be receiving military benefits to be included in this category.

Appendix D: Program Review Data for Hybrid Programs

Core Hybrid Measures
The core data to be used by Hybrid Programs is the same as those measures that appear in Appendix B for Instructional Programs.

Additional Program-Specific Measures

Library			
Review Area	**Data / Measures**	**Measure comparison**	**Trend**
Program Performance	Database usage	College, Peer group	Y
	Circulation statistics	College, Peer group	Y
	Student survey responses	College, Peer group	Y
	Faculty survey responses	College, Peer group	Y
Program Resources	Volumes	Professional standards (ALA, ACRL); Statewide comparisons	Y
	Databases		Y
Program Personnel	No additional measures		
Program Outcomes			
Program Curriculum and Students			

Appendix E: Characteristics of Exemplary Program Reviews

Criterion	Exemplary	Acceptable	Developing
Reflection	The program review clearly and thoroughly addresses and analyzes all of the standards and there is a clear focus on student success and program improvement.	The program review addresses the standards and there is some focus on student success and program improvement.	The program review minimally addresses the standards and there is limited focus on student success and program improvement.
Dialogue	Discussion leading to plans is robust, includes faculty (if applicable), supervisors, and/or staff, and occurs across disciplines/departments and/or in multiple venues.	Some dialogue occurs among faculty (if applicable), supervisors, and/or staff, within the department/division.	The reflections demonstrate little or no dialogue within the program/division.
Alignment with the mission statement and Long-Term Institutional Goals	Clear and strong evidence that the program is aligned with the college mission and specific Long-Term priorities.	There is some evidence that the program is aligned with the college's mission and specific Long-Term priorities.	Not clearly aligned with college mission or Long-Term planning.
Use of data	- The use of data is strongly tied to decision-making. - Plans include data from multiple sources to make critical findings. - Discussions include a review of the previous year's findings. - Data innovates and creates new solutions to program improvement. - Discussions include qualitative and quantitative data. - Data inquiry includes trend and longitudinal analysis and disaggregation based on diverse learners and other critical areas (e.g., gender, ethnicity, online learners, etc.)	- The use of data makes some ties to decision-making. - Plans include data to make critical findings. - Discussions may include some qualitative or quantitative data. - Data attempts to address program improvement.	- The use of data makes minimal ties to decision-making. - Plans may include data to make plans. - Data is not tied to program improvement.
Student/User-Focused	Student success analysis includes a thorough examination of the following: - Student-focused - Clearly identifies and addresses the needs of its students/users. - Program has moved from reviewing findings to trying new ideas. - Program is active in student success efforts.	- Program identifies the needs of its students/users. - Program considers student success efforts.	- Program minimally or does not identify their users or their needs. - Student success efforts are not evident.
Outcome Assessment (CSLOs, SAOs, AUOs, and PSLOs)	- Outcomes are clearly identified, measured, and analyzed. - The program has closed the assessment loop. - Evidence for analysis is drawn from multiple sources. - Program is reflective and provides a critical assessment of the role played in student learning and achievement.	- Outcomes are identified and measured. - The program has yet to close the assessment loop. - Evidence from more than one source is not addressed. - Program considers the assessment of the role played in student learning and success.	- Outcomes not addressed in program review reflection or plans. - The student learning and achievement are not addressed.

Criterion	Exemplary	Acceptable	Developing
Plans	- All plans directly link to gaps addressed in the reflection module. - A clear assessment of the plan is provided and a timeline is included. - The plans clearly demonstrate innovation and creativity to substantiate the hiring request of staff/faculty, or other resources. - Reflections include meta-evaluations of the previous year's plans.	- All plans have some connection to gaps addressed in the reflection module. - An assessment of the plan and timeline is provided. - Reflections include some discussion on previous year's year plans.	- Plans do not connect to the reflection module. - An assessment of the plan and timeline is not included. - Reflections of previous year's year plans are not addressed.

Appendix F: CTE Biannual Program Review Form

MIRACOSTA COLLEGE
CAREER & TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW
Spring Term (Odd Years)

Program: _____

1. Purpose of this Program

Significantly Changed Purpose in the Last Two Years	Minor Changes in Purpose in the Last Two Years	No Changes in Purpose in the Last Two Years

(Description, mission, target population, etc.)

2. Demand for this Program

High Demand	Adequate Demand for our students	Low Demand

(Labor market data, advisory input, etc.)

3. Quality of this Program

Highest Quality	Meets Student Needs	Needs Significant Improvement

(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

4. External Issues

Benefits From and Contributes to External Issues	Complies with External Issues	Not Consistent with External Issues

(Legislation, Title 5, Licensing, CCCCO mandates, Perkins, , etc.)

5. Two-Year Plan

Significant Growth Anticipated	On Track for Next Two Years	Need Significant Changes and/or Increased Resources to Continue

(Recommendations, project future trends, personnel and equipment needs, etc.)
Attach Improvement Plan if necessary and agreed to with Dean of CTE
NOTE: Programs with degrees and/or certificates with no completers over three consecutive years must submit an improvement plan.

CTE Two Year Reviews will be presented to Courses and Programs Committee for review and comment in the semester the reviews are completed.

Signatures:

_____   _____
Albert J. Taccone, Ph.D.   Date
Dean, School of Career and Technical Education

_____   _____
Faculty   Date
To Board of Trustees on (date) _____

Appendix G: Program Validation Cover Sheet

MIRACOSTA COLLEGE

Institutional Program Review and Planning

Program Validation

MiraCosta College Mission Statement

MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves. MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and lifelong learning opportunities.

The following programs have been shown to effectively meet the mission of the college as evidenced by their rigorous and thoughtful reflection on performance against broad and comprehensive standards:

[Insert Validated Program Names]

_____	_____	_____	_____
IPRC Co-Chair Signature	Date	IPRC Co-Chair Signature	Date

Appendix H: MiraCosta College Mission, Vision, Commitment, Institutional Values, and Goals.

MIRACOSTA COLLEGE

MISSION

MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves.

MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities.

VISION

MiraCosta College will be a leader and partner in transforming lives and communities through learning.

COMMITMENT

MiraCosta College is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated. MiraCosta College takes institutional responsibility for closing the equity gap for disproportionately-impacted populations including Latinx and Chicanx communities, Black and African American communities, Native Hawaiian and Pacific Islander communities, Native American communities, lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual (LGBTQIA+) communities, veteran communities, former foster youth, adult students, and students from low socioeconomic statuses. MiraCosta will continue to serve all constituents with values rooted in equity, diversity, inclusion, and community.

INSTITUTIONAL VALUES

Community / Diversity & Inclusion / Equity / Excellence / Innovation
Institutional Accountability & Responsibility / Integrity / Mutual Respect
Student-Centeredness / Sustainability & Stewardship

INSTITUTIONAL GOALS

GOAL 1: MiraCosta College will provide equitable access, enhance student success and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity.

GOAL 2: MiraCosta College will meet identified external community needs by collaborating with community and industry partners to develop strategies that provide workforce solutions, prepare students to be active global citizens, and provide opportunities for cultural educational enrichment.

GOAL 3: MiraCosta College will foster academic excellence by strategically developing a culturally competent, adaptive, innovative and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real world experience; and intentional professional development for the college community that is responsive to a changing world.

GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources by deploying strategies that invest in our employees to reach their full potential, maintain a sustainable and transparent financial model, and reduce the environmental impact of our physical resources.

Revised 6/22/21