Peralta Community College District

Program Continuance Appraisal

Data Collection Instructions

PCCD Office of Academic Affairs

January 23, 2019

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# Overview

The Peralta Community College District (PCCD) Administrative Procedure (AP) 4021 (2015) describes the process for “Program Discontinuance or Program Consolidation” and thus provides the framework for this process. For purposes of this process, a Program is defined as an organized sequence or grouping of courses or other educational activities leading to a defined objective such as a major, degree, certificate, career certificate, job career goal, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education. In addition to the AP, it is important to note that the aim here is not about shutting down programs but is more about a continual process of assessing program viability as a means of ensuring that our course and degree offerings align with student demand, articulation, and career readiness. PCCD AP 4021 is supported by the California Education Code and ACCJC.

The Educational Code, section 70902(b), establishes power to each locally elected board to establish policies and approve courses of instruction and educational program. Similarly, section 55130 grants each Chancellor the authority to determine if an educational program should no longer be offered as well as specifying the effective date of termination. Section 51022 requires community college district boards to approve policies, “for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Educational Code.” (Fleming, Kevin. *Maintaining Strategic Relevance*, 2015 p. 25)

In addition to state laws, the Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II.A.15 states, “when programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.” (<https://accjc.org/eligibility-requirements-standards-policies/>).

Thus it is our responsibility to ensure that we engage in a Program Continuance Appraisal process—which may result in discontinuance or consolidation—as an ongoing part of our curricular and program evaluation process. Neither this policy nor the forms used to conduct it are incorporated into the Program Review/Annual Program Update process, but occur after that process is complete as they are separate processes with differing intentions. This is noted in PCCD AP 4021, Section I.E., where it states, “The Program Review process, annual unit plans, and other strategic planning activities should be referenced and considered among sources of data and direction in this process, but it is important to emphasize that their primary purpose and use is not to target programs for discontinuance.”

# Data Collection for Discussion - Instructions

For each Program, both qualitative and quantitative factors shall be discussed in order to have a fair and complete review leading to an eventual decision to continue, continue with qualification, discontinue, or consolidate a program.

## 1. Qualitative factors

Qualitative factors are based on the mission, values, and goals of the institution, and access and equity for students. These factors include but are not limited to those listed below. Please provide information related to the following factors using the attached form.

### 1.1. Program characteristics

* **Quality of the program** and how it is perceived by students, faculty, articulating universities, local business and industry, and the community
* **Uniqueness of the program**

### 1.2. Program impact on students

* **Ability of students to complete their educational goals** of obtaining a certificate or degree, or transferring
* **Effect on students** of modifying, discontinuing, or consolidation of the program
* **Effect on disproportionately impacted students**—i.e., to what extent does the program serve different disproportionately impacted student groups?
* **Student Learning Outcomes assessment data**
* **Employment of students** (if applicable)

### 1.3. External factors that affect program success

* **Source of funding for the program** (outside vs. general funds)
* **Requirements by federal/state/accreditation or other areas** (e.g. Title IX) for the program. If there are any, these must be identified
* **Replication of programs** in the surrounding area and their efficacy
* **Local labor market and community needs**

### 1.4. Program impact on the college and/or other programs

* **Necessity of the program to maintain the mission** of the college
* **Impact on diversity** at the college
* **Impact on other programs, including transfer**, if the program is modified or closed. If there are any, please identify each one by name.
* **Impact on articulated programs**
* **Balance of college curriculum** (for example, ensuring the non-elimination of all of one type of program, such as all foreign languages)

## 2. Quantitative factors

Quantitative factors are based primarily on the Program Review/Annual Program Update where applicable. Factors that may be considered include but are not limited to those listed below. Please share Program Review results and other relevant data over the past several academic years for the following metrics using the attached form.

### 2.1. Program demand

* **Labor market demand**: vocational (related to an occupation) vs. avocational (related to minor pursuits outside of an occupation—e.g., hobbies)
* **Changes in demands** in the workforce, transfer rates, job-outs, completers and graduates, and non-completers
* **Projected demand** for the program in the future

### 2.2. Program offerings

* **Number and composition of course sections offered**
* **Frequency of course section offerings**
* **Changes in class offerings**
* **Data from the PCCD Course Ranking Index tool**, which ranks courses based on the sum of six variables: FTES, Productivity, Basic Skills attribute, Transfer attribute, Occupational or CTE attribute, and Degree attribute (degree or certificate applicable)

### 2.3. Program enrollment

* **Full Time Equivalent Students (FTES) generated**—i.e., 1 FTES equals 1 student taking a full load of classes for one academic year.
  + Official FTES reports use enrollment at census date.
* **Faculty load**, or Full Time Equivalent Faculty (FTEF) —i.e., 1 FTEF equals 1 instructor teaching 15 equated hours (faculty pay hours).
  + For lecture classes, equated hours = class contact hours.
  + For lab classes, equated hours = 0.8 x class contact hours.
* **Productivity**—i.e., FTES divided by FTEF
* **Enrollment**, where a student enrolled in a class is counted once
* **FTES composition**
* **Unduplicated student headcount** (Census Date Snapshot)

### 2.4. Student outcomes

* **Successful course completion**—i.e., [Number of course completions with grade A, B, C or Pass] divided by [Total number of course completions]
* **Retention**—i.e., [Class completion with grade other than W] divided by [Census Enrollment not counting non-graded courses]
* **Persistence**—i.e., [Number of students enrolled in at least one course in Fall Semester who then enrolled in at least one course in Spring Semester] divided by [Number of students enrolled in Fall Semester at census date]
* **Student Learning Outcomes Assessment data**

### 2.5. Program resources

* **Availability of human resources**

### 2.6. Program costs and expenses

* **Expense or annual cost per FTES**
* **Operating cost per FTES**
* **Capital outlay costs per year**

## 3. Additional Considerations

Please share additional considerations for the following metrics using the attached form.

### 3.1. Program enrollment

* If low enrollment has been a challenge for the program, please describe the following
  + **Recruitment activities**
  + **Partnerships explored**
  + **Alternative scheduling tried**
  + **Survey of program demand**
    - Workforce
    - Students

### 3.2. Student outcomes

* If low retention and/or completion has been a challenge for the program, please describe
  + **Faculty development activities conducted**
  + **Curriculum review and revision activities conducted**
  + **Student support services provided**

### 3.3. Program resources

* If program resources have been a challenge for the program, please describe
  + **Faculty quantity and expertise**
  + **Campus support**

# References

The Academic Senate for California Community Colleges. (1998). *Program Discontinuance: A Faculty Perspective*. Author: Sacramento, CA. Retrieved from <https://www.asccc.org/papers/program-discontinuance-faculty-perspective>

Peralta Community College District. (2015). *Administrative Procedure 4021: Program Discontinuance or Program Consolidation.* Author: Oakland, CA. Retrieved from <http://web.peralta.edu/trustees/files/2018/09/AP-4021-Program-Discontinuance_Consolidation-1.pdf>

# Data Collection Form

## Program Information

**College**:

**Department or Program name**:

**Department or Program chairperson's name and email**:

## 1. Qualitative factors

Qualitative factors are based on the mission, values, and goals of the institution, and access and equity for students. These factors include but are not limited to those listed below. Please provide information related to the following factors:

### 1.1. Program characteristics

**1.1.1. Quality of the program**

Please describe how the Program/Department is perceived by students, faculty, articulating universities, local business and industry, and the community. Possible data sources include but are not limited to:

* Survey questions about program quality (include the text of each relevant question, the results, each stakeholder group surveyed, and the number of respondents from each group)
* Focus group questions about program quality (include the text of each relevant question, the results, each stakeholder group that participated in focus groups, and the number of respondents from each group)
* Interview questions about program quality (include the text of each relevant question, the results, the role of each interviewee, and the number of interviewees)
* Testimonial statements (include any testimonials, the role of each person providing a testimonial)

**1.1.2. Uniqueness of the program**

Please describe what makes the program unique, compared to other programs at the college and/or similar or replicated programs at other colleges.

### 1.2. Program impact on students

**1.2.1. Ability of students to complete their educational goals**

Please describe how this program contributes to students' ability to complete their educational goals of obtaining a certificate or degree, or transferring.

**1.2.2. Effect on students** of modifying, discontinuing, or consolidation of the program

Please describe the effect that modifying, discontinuing, or consolidating this program would have on students in the program.

**1.2.3. Effect on disproportionately impacted students**

Please describe how the program serves different disproportionately impacted student groups and the extent to which it serves them.

**1.2.4. Student Learning Outcomes assessment data**

Please provide relevant qualitative assessment data related to Student Learning Outcomes achievement.

**1.2.5. Employment of students** (if applicable)

Please describe employment rates of students who go through the program.

* Possible data sources include but are not limited to:
  + Survey questions about employment after program completion (include the text of each relevant question, the results, each stakeholder group surveyed, and the number of respondents from each group)
  + Testimonial statements (include any testimonials, the role of each person providing a testimonial)

### 1.3. External factors that affect program success

**1.3.1. Source(s) of funding for the program**

Please provide a breakdown of funding sources for the program, along with the amount or percentage of funding from each source and the total funding for the program. For new or discontinued sources of funding, please enter "N/A" in the table below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Funding source** | **Current academic year** | **Previous academic year** | **2 years ago** | **3 years ago** |
| **Fund 1 (general fund)** |  |  |  |  |
| **Perkins** |  |  |  |  |
| **Strong Workforce** |  |  |  |  |
| **Equity/ SSSP** |  |  |  |  |
| **Other \_\_\_\_\_\_\_\_\_** |  |  |  |  |
| **Total funding** |  |  |  |  |

**1.3.2. Requirements by federal/state/accreditation or other areas** (e.g., CE Board) for the program.

Please list each federal, state, accreditation, and/or other requirement for the program.

**1.3.3. Replication of programs** in the surrounding area and their efficacy

Please list other programs from the surrounding area and/or online that is similar to or that replicates this program, and the efficacy of those other programs.

**1.3.4. Local labor market and community needs**

Please describe the local labor market and/or community needs that affect program success.

* Where to find this data: Use tools like those provided by LaunchBoard (<http://doingwhatmatters.cccco.edu/launchboard.aspx>) to look up data relevant to the program. For example, to find labor market data, use the Labor Market Information Library (<http://doingwhatmatters.cccco.edu/StrongWorkforce/LMILibrary.aspx>).

### 1.4. Program impact on the college and/or other programs

**1.4.1. Necessity of the program to maintain the mission** of the college

Please describe how the program maintains or advances the mission of the college.

* Where to find this data:
* Berkeley City College Mission: https://www.berkeleycitycollege.edu/wp/bccpub/files/2016/10/Mission\_Vision\_Values\_2016.pdf
* College of Alameda Mission: http://alameda.peralta.edu/about-us/mission-goals/
* Laney College Mission: https://laney.edu/about/
* Merritt College Mission: http://www.merritt.edu/wp/mission-goals/

**1.4.2. Impact on equity and diversity** at the college

Please describe how the program contributes to equity and diversity at the college.

**1.4.3. Impact on other programs, including transfer**

Please describe the impact on other programs (including transfer) if the program were to be modified or closed. If there are any, please identify each affected program by name.

**1.4.4. Impact on articulated programs**

Please describe the impact on articulated programs if the program were to be modified or closed. If there are any, please identify each affected program by name.

**1.4.5. Balance of college curriculum**

Please describe how the program contributes to a balance of curriculum at the college.

(for example, ensuring the non-elimination of all of one type of program, such as all foreign languages)

## 2. Quantitative factors

Quantitative factors are based primarily on the Program Review/Annual Program Update where applicable. Factors that may be considered include but are not limited to those listed below. Please share Program Review/Annual Program Review results over the past several academic years for the following metrics:

### 2.1. Program demand

**2.1.1. Labor market demand**: vocational (related to an occupation) vs. avocational (related to minor pursuits outside of an occupation—e.g., hobbies)

Please describe the labor market demand as it pertains to the program.

* Where to find this data: Use tools like those provided by LaunchBoard (<http://doingwhatmatters.cccco.edu/launchboard.aspx>) to look up data relevant to the program. For example, to find labor market data, use the Labor Market Information Library (<http://doingwhatmatters.cccco.edu/StrongWorkforce/LMILibrary.aspx>).

**2.1.2. Changes in demands** in the workforce, transfer rates, job-outs, completers and graduates, and non-completers

Please describe the changes in demands in the workforce, transfer rates, job-outs, completers and graduates, and non-completers over the **last** three academic years.

**2.1.3. Projected demand** for the program in the future

Please describe the projected demand for the program over the **next** three academic years.

### 2.2. Program offerings

**2.2.1. Number and composition of course sections offered**

Please provide the number and composition of course sections offered by the program over the past three academic years. Please add rows as necessary.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Name** | **Sections to be offered this year** | **Sections offered last year** | **Sections offered 2 years ago** | **Sections offered 3 years ago** |
| Course 1 |  |  |  |  |
| Course 2 |  |  |  |  |
| Course 3 |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**2.2.2. Frequency of course section offerings**

Please describe the frequency of course section offerings over the past three academic years.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Name** | **Section frequency this year** | **Section frequency last year** | **Section frequency 2 yrs ago** | **Section frequency 3 yrs ago** |
| Course 1 |  |  |  |  |
| Course 2 |  |  |  |  |
| Course 3 |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**2.2.3. Changes in class offerings**

Please list any changes made in class offerings over the past three academic years, when they took place, and the reasons for doing so.

**2.2.4. Data from the PCCD Course Ranking Index (CRI) tool**

Please rank program courses based on the sum of six variables:

* Attribute variables—Degree (degree or certificate applicable), Basic Skills, Occupational (Career Technical Education), Transfer—equal 5 if the course has the attribute, and equal 0 if the course does not.
* FTES and Productivity are given a 0-5 value depending on percentile rank:

|  |  |
| --- | --- |
| **percentile rank** | **rescale value** |
| 0 | 0 |
| 0-20% | 1 |
| 20-40% | 2 |
| 40-60% | 3 |
| 60-80% | 4 |
| 80-100% | 5 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Name** | **Course Ranking this year** | **Course Ranking last year** | **Course Ranking 2 years ago** | **Course Ranking 3 years ago** |
| Course 1 |  |  |  |  |
| Course 2 |  |  |  |  |
| Course 3 |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### 2.3. Program enrollment

**2.3.1. Full Time Equivalent Students (FTES) generated**

Please provide FTES data over the last three academic years in Table 2.3 below.

* 1 FTES equals 1 student taking a full load of classes for one academic year. Official FTES reports use enrollment at census date.

**2.3.2. Faculty load**, or Full Time Equivalent Faculty (FTEF)

Please provide FTEF data over the last three academic years in Table 2.3 below.

* 1 FTEF equals 1 instructor teaching 15 equated hours (faculty pay hours).
* For lecture classes, equated hours = class contact hours.
* For lab classes, equated hours = 0.8 x class contact hours.

**2.3.3. Productivity**—i.e., FTES divided by FTEF

Please provide Productivity data over the last three academic years in Table 2.3 below.

**2.3.4. Enrollment**, where a student enrolled in a class is counted once

Please provide Enrollment data over the last three academic years in Table 2.3 below.

**2.3.5. FTES composition**

Please describe the FTES composition in the program over the last three academic years

**2.3.6. Unduplicated student headcount** (Census Date Snapshot)

Please provide unduplicated student headcount data over the last three academic years in Table 2.3 below.

*Table 2.3*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **this academic year** | **last academic year** | **2 academic years ago** | **3 academic years ago** |
| **FTES** |  |  |  |  |
| **FTEF** |  |  |  |  |
| **Productivity** |  |  |  |  |
| **Enrollment** |  |  |  |  |
| **Undup student head count** |  |  |  |  |

### 2.4. Student outcomes

**2.4.1. Successful course completion**

Please provide *successful course completion* data over the last three academic years in Table 2.4 below.

* Successful course completion equals [Number of course completions with grade A, B, C or Pass] divided by [Total number of course completions]

**2.4.2. Retention**

Please provide *retention* data over the last three academic years in Table 2.4 below.

* Retention equals [Class completion with grade other than W] divided by [Census Enrollment not counting non-graded courses]

**2.4.3. Persistence**

Please provide *persistence* data over the last three academic years in Table 2.4 below.

* Persistence equals [Number of students enrolled in at least one course in Fall Semester who then enrolled in at least one course in Spring Semester] divided by [Number of students enrolled in Fall Semester at census date]

*Table 2.4*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **this academic year** | **last academic year** | **2 academic years ago** | **3 academic years ago** |
| **Success** |  |  |  |  |
| **Retention** |  |  |  |  |
| **Persistence** |  |  |  |  |

**2.4.4. Student Learning Outcomes Assessment data**

Please provide quantitative assessment data related to Student Learning Outcomes for the program.

* Where to find this data: This data can be found in the Program Review and/or Annual Program Update.

### 2.5. Program resources

**2.5.1. Availability of human resources**

Please describe the availability of human resources

### 2.6. Program costs and expenses

**2.6.1. Expense or annual cost per FTES**

Please provide *annual program costs per FTES* data over the last three academic years in Table 2.6 below.

**2.6.2. Operating costs per FTES**

Please provide *program operating costs* data over the last three academic years in Table 2.6 below.

**2.6.3. Capital outlay costs per year**

Please provide *capital outlay costs* data over the last three academic years in Table 2.6 below.

*Table 2.6*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **this academic year** | **last academic year** | **2 academic years ago** | **3 academic years ago** |
| **Annual cost/ FTES** |  |  |  |  |
| **Operating cost/ FTES** |  |  |  |  |
| **Capital outlay/ year** |  |  |  |  |

## 3. Additional Considerations

### 3.1. Program enrollment

If low enrollment has been a challenge for the program, please describe the following:

**3.1.1. Recruitment activities**

**3.1.2. Partnerships explored**

**3.1.3. Alternative scheduling tried**

**3.1.4. Survey of program demand** byWorkforceand/orStudents

### 3.2. Student outcomes

If low retention and/or completion has been a challenge for the program, please describe the following:

**3.2.1. Faculty development activities conducted**

**3.2.2. Curriculum review and revision activities conducted**

**3.2.3. Student support services provided**

### 3.3. Program resources

If program resources have been a challenge for the program, please describe the following:

**3.3.1. Faculty quantity and expertise**

**3.3.2. Campus support**

# Program Continuance Appraisal Rubric

**Department or Program**:

**Reviewer Code:**

## 1. Qualitative factors

Qualitative factors are based on the mission, values, and goals of the institution, and access and equity for students. Please use the rubric below to review the information provided by the Program/Department.

### 1.1. Program characteristics

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Exceeds** | **Meets** | **Does not meet** |
| **Quality of the program** | Program description includes qualitative data showing that it is viewed positively by students and faculty, as well as at least one of the following: articulating universities, local business and industry, and/or the community. | Program description includes qualitative data showing that it is viewed positively by students and faculty. | Program description includes qualitative data showing that it is viewed negatively by students and faculty, or does not include any qualitative data related to program quality. |
| **Uniqueness of the program** | Program description outlines how it has many unique characteristics, compared to other programs at the college and/or similar or replicated programs at other colleges. | Program description outlines how it has some unique characteristics, compared to other programs at the college and/or similar or replicated programs at other colleges. | Program description outlines how it has no unique characteristics, compared to other programs at the college and/or similar or replicated programs at other colleges. |

### 1.2. Program impact on students

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Exceeds** | **Meets** | **Does not meet** |
| **Ability of students to complete their educational goals** of obtaining a certificate or degree, or transferring | Report provides a large amount of qualitative evidence that the program contributes to students' ability to complete their educational goals of obtaining a certificate or degree, or transferring. | Report provides some qualitative evidence that the program contributes to students' ability to complete their educational goals of obtaining a certificate or degree, or transferring. | Report provides no qualitative evidence that the program contributes to students' ability to complete their educational goals of obtaining a certificate or degree, or transferring. |
| **Effect on students** of modifying, discontinuing, or consolidation of the program | Report provides qualitative evidence that modifying, discontinuing, or consolidating this program would have a significantly negative effect on students in the program. | Report provides qualitative evidence that modifying, discontinuing, or consolidating this program would have a moderately negative effect on students in the program. | Report provides no qualitative evidence that modifying, discontinuing, or consolidating this program would have a negative effect on students in the program. |
| **Effect on disproportionately impacted students**—i.e., to what extent does the program serve different disproportionately impacted student groups? | Report provides qualitative evidence that the program serves a significant or increasing number of students from one or more disproportionately impacted student groups. | Report provides qualitative evidence that the program serves a moderate number of students from one or more disproportionately impacted student groups. | Report provides no evidence that the program serves students from one or more disproportionately impacted student groups. |
| **Student Learning Outcomes assessment data** | Report provides qualitative evidence that the program has a significantly positive impact on Student Learning Outcome achievement. | Report provides qualitative evidence that the program has a positive impact on Student Learning Outcome achievement. | Report provides no evidence that the program has a positive impact on Student Learning Outcome achievement. |
| **Employment of students** (if applicable) | Report provides qualitative evidence that the program has a significantly positive impact on student employment. | Report provides qualitative evidence that the program has a positive impact on student employment. | Report provides no evidence that the program has a positive impact on student employment. |

### 1.3. External factors that affect program success

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Exceeds** | **Meets** | **Does not meet** |
| **Source of funding for the program** (outside vs. general funds) | 3-year trends show that the program has a consistently high or significantly increased amount of external funding. | 3-year trends show that the program has a consistent or increased amount of external funding. | Report provides no evidence that the program has external sources of funding. |
| **Requirements by federal/state/accreditation or other areas** (e.g. Title IX) for the program. If there are any, these must be identified | Report identifies and provides evidence that the program consistently meets all federal, state, accreditation, and other area requirements. | Report identifies and provides evidence that the program meets most federal, state, accreditation, and other area requirements. | Report provides no evidence that the program meets federal, state, accreditation, and other area requirements. |
| **Replication of programs** in the surrounding area and their efficacy | Report provides qualitative evidence that a) the program does not replicate other programs in the surrounding area, or b) the program replicates other programs that are not effective. | Report provides qualitative evidence that the program replicates other programs that vary in efficacy. | Report provides no evidence that a) the program does not replicate other programs in the surrounding area, or b) the program replicates other programs that are not effective. |
| **Local labor market and community needs** | Report provides qualitative evidence that the program meets a number of local labor market and community needs. | Report provides qualitative evidence that the program meets some local labor market and/or community needs. | Report provides no evidence that the program meets local labor market and/or community needs. |

### 1.4. Program impact on the college and/or other programs

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Exceeds** | **Meets** | **Does not meet** |
| **Necessity of the program to maintain the mission** of the college | Report provides qualitative evidence that the program significantly maintains or advances the mission of the college. | Report provides qualitative evidence that the program maintains or advances the mission of the college. | Report provides no evidence that the program maintains or advances the mission of the college. |
| **Impact on diversity** at the college | Report provides qualitative evidence that the program significantly contributes to equity and diversity at the college. | Report provides qualitative evidence that the program contributes to equity and diversity at the college. | Report provides no evidence that the program contributes to equity and diversity at the college. |
| **Impact on other programs, including transfer**, if the program is modified or closed. If there are any, please identify each one by name. | Report provides qualitative evidence that modifying, discontinuing, or consolidating this program would have a significantly negative effect on other programs and/or transfer, and identifies them. | Report provides qualitative evidence that modifying, discontinuing, or consolidating this program would have a negative effect on other programs and/or transfer, and identifies them. | Report provides no evidence that modifying, discontinuing, or consolidating this program would have a negative effect on other programs and/or transfer. |
| **Impact on articulated programs** | Report provides qualitative evidence that modifying, discontinuing, or consolidating this program would have a significantly negative effect on articulated programs, and identifies them. | Report provides qualitative evidence that modifying, discontinuing, or consolidating this program would have a negative effect on articulated programs, and identifies them. | Report provides no evidence that modifying, discontinuing, or consolidating this program would have a negative effect on articulated programs. |
| **Balance of college curriculum** (for example, ensuring the non-elimination of all of one type of program, such as all foreign languages) | Report provides qualitative evidence that the program significantly contributes to a balanced college curriculum. | Report provides qualitative evidence that the program contributes to a balanced college curriculum. | Report provides no evidence that the program contributes to a balanced college curriculum. |

## 2. Quantitative factors

Quantitative factors are based primarily on the Program Review/Annual Program Update where applicable. Please use the rubric below to review the information provided by the Program/Department.

### 2.1. Program demand

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Exceeds** | **Meets** | **Does not meet** |
| **Labor market demand**: vocational (related to an occupation) vs. avocational (related to minor pursuits outside of an occupation—e.g., hobbies) | Report provides quantitative evidence that shows there is significant labor market demand for the program. | Report provides quantitative evidence that shows there is labor market demand for the program. | Report provides no evidence that shows there is labor market demand for the program. |
| **Changes in demands** in the workforce, transfer rates, job-outs, completers and graduates, and non-completers | Report provides quantitative evidence that shows there have been increases in demand for the program over the past three years, through two or more of the following: workforce, transfer rates, job-outs, completers and graduates, or non-completers. | Report provides quantitative evidence that shows there have been increases in demand for the program over the past three years, through at least one of the following: workforce, transfer rates, job-outs, completers and graduates, or non-completers. | Report provides no evidence that shows there have been increases in demand for the program over the past three years, through any of the following: workforce, transfer rates, job-outs, completers and graduates, or non-completers. |
| **Projected demand** for the program in the future | Report provides quantitative evidence that shows there is a significant projected demand for the program over the next three years. | Report provides quantitative evidence that shows there is a projected demand for the program over the next three years. | Report provides no evidence that shows there is a projected demand for the program over the next three years. |

### 2.2. Program offerings

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Exceeds** | **Meets** | **Does not meet** |
| **Number and composition of course sections offered** | 3-year trends show a consistently high number and variety, or an increase in the number and/or variety, of the course sections offered. | 3-year trends show a consistent number and/or variety of the course sections offered. | 3-year trends show a decline in the number or variety of course sections offered. |
| **Frequency of course section offerings** | 3-year trends show a consistently high frequency, or an increase in the frequency, of course section offerings. | 3-year trends show a consistent frequency of course sections offerings. | 3-year trends show a consistently low frequency, or a decline in the frequency, of course sections offerings. |
| **Changes in class offerings** | Report provides quantitative evidence that changes have been made to class offerings over the past three years, as well as a relevant rationale for each change. | Report provides quantitative evidence that changes have been made to class offerings over the past three years, as well as a reasonable rationale for each change. | Report provides a) no evidence that any changes have been made to class offerings over the past three years, or b) no reasonable rationale for any changes that were made. |
| **PCCD Course Ranking** | 3-year trends show consistently high course rankings, or an increase in course rankings, according to the PCCD Course Ranking Index. | 3-year trends show course rankings that are consistently above average, according to the PCCD Course Ranking Index. | 3-year trends show consistently low, or a decline in course rankings, according to the PCCD Course Ranking Index. |

### 2.3. Program enrollment

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Exceeds** | **Meets** | **Does not meet** |
| **Full Time Equivalent Students (FTES) generated** | 3-year trends show significant program growth based on FTES. | 3-year trends show moderate program growth based on FTES. | 3-year trends show no program growth or show program decline based on FTES. |
| **Faculty load**, or Full Time Equivalent Faculty (FTEF) | 3-year trends show consistent and effective faculty load. | 3-year trends show reasonable faculty load, despite some variations. | 3-year trends show extremely high or low faculty load. |
| **Productivity**—i.e., FTES divided by FTEF | 3-year trends show consistent and effective program productivity. | 3-year trends show reasonable program productivity, despite some variations. | 3-year trends show inconsistent and/or ineffective program productivity (e.g., too many students per instructor on average). |
| **Enrollment**, where a student enrolled in a class is counted once | 3-year trends show significant program growth based on enrollment. | 3-year trends show moderate program growth based on enrollment. | 3-year trends show no program growth or show program decline based on enrollment. |
| **FTES composition** | 3-year trends in FTES composition show significant diversity in the types of students enrolled in the program. | 3-year trends in FTES composition show some diversity in the types of students enrolled in the program. | 3-year trends in FTES composition show no diversity in the types of students enrolled in the program. |
| **Unduplicated student headcount** (Census Date Snapshot) | 3-year trends show significant program growth based on unduplicated student headcount. | 3-year trends show moderate program growth based on unduplicated student headcount. | 3-year trends show no program growth or show program decline based on unduplicated student headcount. |

### 2.4. Student outcomes

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Exceeds** | **Meets** | **Does not meet** |
| **Successful course completion**—i.e., [Number of course completions with grade A, B, C or Pass] divided by [Total number of course completions] | 3-year trends show consistently high, or significant improvement in, successful course completion rates. | 3-year trends show consistently average, or moderate improvement in, successful course completion rates. | 3-year trends show consistently low, or significant decline in, successful course completion rates. |
| **Retention**—i.e., [Class completion with grade other than W] divided by [Census Enrollment not counting non-graded courses] | 3-year trends show consistently high, or significant improvement in, course retention rates. | 3-year trends show consistently average, or moderate improvement in, course retention rates. | 3-year trends show consistently low, or significant decline in, course retention rates. |
| **Persistence**—i.e., [Number of students enrolled in at least one course in Fall Semester who then enrolled in at least one course in Spring Semester] divided by [Number of students enrolled in Fall Semester at census date] | 3-year trends show consistently high, or significant improvement in, program persistence rates. | 3-year trends show consistently average, or moderate improvement in, program persistence rates. | 3-year trends show consistently low, or significant decline in, program persistence rates. |
| **Student Learning Outcomes Assessment data** | 3-year trends show consistently high, or significant improvement in, Student Learning Outcomes achievement rates. | 3-year trends show consistently average, or moderate improvement in, Student Learning Outcomes achievement rates. | 3-year trends show consistently low, or significant decline in, Student Learning Outcomes achievement rates. |

### 2.5. Program resources

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Exceeds** | **Meets** | **Does not meet** |
| **Availability of human resources** | Report provides quantitative evidence that significant human resources are consistently available. | Report provides quantitative evidence that adequate human resources are consistently available. | Report provides no evidence that adequate human resources are consistently available. |

### 2.6. Program costs and expenses

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Exceeds** | **Meets** | **Does not meet** |
| **Expense or annual cost per FTES** | 3-year trends show a consistently low or declining annual cost per FTES. | 3-year trends show a consistent annual cost per FTES. | 3-year trends show a consistently high or increasing annual cost per FTES. |
| **Operating cost per FTES** | 3-year trends show a consistently low or declining operating cost per FTES. | 3-year trends show a consistent operating cost per FTES. | 3-year trends show a consistently high or increasing operating cost per FTES. |
| **Capital outlay costs per year** | 3-year trends show consistently low or declining capital outlay costs per year. | 3-year trends show a consistent capital outlay cost per year. | 3-year trends show a consistently high or increasing capital outlay cost per year. |

## 3. Additional Considerations

Please share additional considerations for the following metrics using the attached form.

### 3.1. Program enrollment

If low enrollment has been a challenge for the program, please describe the following

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Exceeds** | **Meets** | **Does not meet** |
| **Recruitment activities** | Recruitment activities resulted in a significant increase in program enrollment | Recruitment activities resulted in a moderate increase in program enrollment | a) Recruitment activities did not result in increased program enrollment, or b) recruitment activities were not attempted. |
| **Partnerships explored** | Partnership explorations resulted in a significant increase in program enrollment | Partnership explorations resulted in a moderate increase in program enrollment | a) Partnership explorations did not result in increased program enrollment, or b) partnership explorations were not attempted. |
| **Alternative scheduling tried** | Alternative scheduling efforts resulted in a significant increase in program enrollment | Alternative scheduling efforts resulted in a moderate increase in program enrollment | a) Alternative scheduling efforts did not result in increased program enrollment, or b) alternative scheduling was not attempted. |
| **Survey of program demand** | Survey results show clear program demand from both Workforce and Students | Survey results show clear program demand from either Workforce or Students. | a) Survey results do not show any program demand from either Workforce or Students, or b) a survey was not conducted. |

### 3.2. Student outcomes

If low retention and/or completion have been a challenge for the Program/Department, please review the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Exceeds** | **Meets** | **Does not meet** |
| **Faculty development activities conducted** | Evidence showed that faculty development activities led to a significant increase in student retention and/or completion. | Evidence showed that faculty development activities led to a moderate increase in student retention and/or completion. | Evidence did not show that faculty development activities led to any increase in student retention and/or completion, or b) no faculty development activities were conducted. |
| **Curriculum review and revision activities conducted** | Evidence showed that curriculum review and revision activities led to a significant increase in student retention and/or completion. | Evidence showed that curriculum review and revision activities led to a moderate increase in student retention and/or completion. | Evidence did not show that curriculum review and revision activities led to any increase in student retention and/or completion, or b) no curriculum review and revision activities were conducted. |
| **Student support services provided** | Evidence showed that additional student support services led to a significant increase in student retention and/or completion. | Evidence showed that additional student support services led to a moderate increase in student retention and/or completion. | Evidence did not show that additional student support services led to any increase in student retention and/or completion, or b) no additional student support services were provided. |

### 3.3. Program resources

If program resources have been a challenge for the Program/Department, please review the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Exceeds** | **Meets** | **Does not meet** |
| **Faculty quantity and expertise** | Report provides evidence that the program increased the number of faculty who have expertise to meet the program's and/or students' needs. | Report provides evidence that the program increased the number of faculty, or that existing faculty gained new expertise to meet the program's and/or students' needs. | Report provides no evidence that the program increased the number of faculty, or that the program has gained or developed expertise required to meet the program's and/or students' needs. |
| **Campus support** | Report provides evidence that the program significantly increased the amount of campus support. | Report provides evidence that the program increased the amount of campus support. | Report provides no that the program increased the amount of campus support. |