

Program Review 2016-2017 Cycle: Institution-Level Peer-Review Ratings for Self-Study Sections

***Peer-review rubric ratings from eleven programs were averaged**

Programs will be required to do follow-up reporting for SECTION AVERAGES (yellow-shaded cells) with ratings below “3”. All ratings of a peer review committee are averaged to form the section averages. Black-shaded cells will not be scored by reviewers.

I. PROGRAM PURPOSE		Totals
A. BRIEF OVERVIEW OF PROGRAM		
B. PROGRAM ACHIEVEMENTS OVER THE REVIEW PERIOD		
C. MISSION AND VALUES		
1a. The program describes its unique mission and relates this mission with the broader mission of LCCC.	3.29	
2a. The program provides articulated values statements.	3.26	
2b. The program describes the process through which it shares its mission and value statements across internal and external stakeholders.	3.03	
2c. The program describes how it aligns its mission and value statements with internal and external stakeholder needs.	3.07	
2d. The program provides at least one example that demonstrates how mission and value statements are used for guiding program activities.	3.20	
D. PROGRAM COMPETENCIES AND OUTCOMES		
1a. The program provides a list of its program-level learning competencies and operational outcomes.	3.38	
1b. The program provides at least one example of how its learning competencies align with program values.	3.21	
1c. The program provides at least one example of how its operational outcomes align with program values.	3.11	
SECTION AVERAGE	3.19	
II. PROGRAM DESIGN		
A. CURRICULUM DESIGN		
1a. The program describes its process for developing, reviewing and updating the curriculum ensuring it is current and relevant for the field and level of education.	3.24	
2a. The program describes how the program curriculum is designed with the consideration of stakeholder needs and with attention to alignment with professional standards or best practices to ensure a balance of rigor and relevance.	3.30	
3a. The program provides the program course sequencing as listed in the current college catalog.	3.12	
3b. The program provides a complete current curriculum map.	3.07	
3c. The program describes how the program sequencing demonstrates a logical scaling up of student learning competencies.	3.01	
4a. The program provides a list of current Academic Standards approved MCORs, and from this list provides at least one example that demonstrates how its course-level student learning competencies are aligned with program-level competencies.	3.00	

5a. The program describes (justifies) why it has selected the general education coursework or activities that appear in its degree or certificate program course sequencing and how they support program-level competencies.	3.29
6a. The program describes the process used for ensuring routine involvement of full-time faculty in discussions and actions regarding the curriculum.	3.29
7a. The program describes how curriculum changes are communicated to full-time faculty, part-time (adjunct) faculty, and student services entities, such as Admissions and Advising.	3.09
B. CURRICULUM DELIVERY	
1a. The program describes the relevant instructional methods, such as current technologies, used for the delivery of program curricula and to support students. It also describes the diverse types of instructional methods used, such as lecture, project-based learning, laboratory exercises, and/or integrative technology.	3.15
2a. The program provides an explanation for the times and modalities in which it delivers program components and courses. The program describes how it evaluates the current and potential options for offering the curriculum so that they match student needs.	3.23
3a. The program describes its process(es) for ensuring consistency in course elements across all modalities of its course offerings and identifies strategies used such as student learning competencies, summative common course assessments, and standardized syllabi.	3.10
4a. The program describes how its instructional delivery engages students in learning and identifies a diversity of strategies used such as flipped classroom, group projects, laboratory activities, and research.	2.95
5a. The program describes the partnerships and non-program resources used to provide co-curricular opportunities for students' engagement with each other and with external communities through methods such as service learning, internships, clinicals, study abroad, civic engagement and non-traditional work-based opportunities (e.g., job shadowing).	3.25
SECTION AVERAGE	3.149297
C. RESPONSE TO STAKEHOLDER NEEDS	
1a. The program provides a comprehensive listing of its stakeholder groups. Examples of stakeholders include: students, employers, clinical supervisors, advisory committees, LCCC academic advisers, general education faculty, accreditation agencies, state agencies, and secondary teachers in concurrent enrollment experiences.	3.23
2a. The program describes its process for using its stakeholders' feedback to make adjustments in its curriculum such as faculty curriculum meetings or retreats to structure improvements based on feedback.	3.09
2b. The program provides at least one specific example of how gathered feedback was used to improve or revise the program's curriculum since the previous review.	3.33
3a. The program has an advisory committee and describes its composition and provides a history of the active advisory committee's activities over the review period.	2.89
4a. Provide a brief description of effective recruitment strategies the program uses to connect with potential students such as high school visits, website development, etc. based on stakeholder needs.	3.12

D. BACCALAUREATE INSTITUTION PARTNERSHIP	
Note: This section is required for AA/AS degrees and any other programs, if applicable.	
1a. The program provides evidence of partnerships with baccalaureate institutions that result in curricular alignment, coherent pathways, and efficient student transfer.	3.33
1b. The program provides rationale for why these institutions should be considered primary transfer destinations for the program's students.	3.24
2a. The program describes a process for sustaining these partnerships and for developing and reviewing articulated curricula on a regular basis.	2.76
2b. The program provides at least one example of how these partnerships have resulted in informed adjustments to the curricula.	2.62
3a. The program provides at least one current, signed program articulation agreement with a baccalaureate granting institution.	3.15
E. STRATEGIC PARTNERSHIPS, COLLABORATIONS AND INDUSTRY ALIGNMENT	
1a. The program provides evidence of partnerships with members of business and industry sectors, and/or internal campus units, and/or baccalaureate four-year institutions.	3.10
1b. The program describes its process(es) for sustaining these partnerships.	3.15
2a. The program provides evidence of partnerships developed to support co-curricular opportunities for students. The program describes the process for reviewing program curricula and developing opportunities for associated co-curricular activities, such as internships, clinicals, or job shadows within current strategic partnerships.	3.09
2b. The program provides at least one example of how these partnerships have resulted in informed adjustments to the curricula, and/or enhancements to the students' educational experience.	3.08
SECTION AVERAGE	3.082803
F. PROGRAM FACULTY	
1a. Program faculty are proficient in instructional delivery, including assessing student learning at all levels. The program uploads its faculty members' curriculum vitae and other applicable documents.	3.33
1b. The program provides at least one example that highlights a faculty member's demonstrated proficiency in instructional delivery.	3.17
2a. The program has faculty who are engaged in professional development. The program provides at least one example that highlights a faculty member's demonstrated engagement in professional development that supports student learning or program outcomes.	3.26
3a. The program has faculty who engage in service to the community. The program provides at least one example that highlights a faculty member's service to the community.	3.28
G. PROGRAM FACILITIES AND RESOURCES	

1a. The program describes its facilities and resources, such as library and technology, and explains how they meet the functional needs and goals of the program.	3.19
2a. The program describes a process for routinely reviewing the facilities and resources for functionality.	3.15
2b. If facilities and resources have been deemed inadequate, the program outlines the process it followed to make this determination.	N/A
2c. The program provides at least one example of how the program has improved the facilities and resources based on evidence gathered through its routine review.	3.24
3a. If the program uses online components, it describes the current program's technology and support in order to be successful.	3.29
SECTION AVERAGE	3.237216
III. CONTINUOUS IMPROVEMENT	
i. CONTINUOUS IMPROVEMENT IN STUDENT LEARNING	
A. FEEDBACK/DATA SYSTEMS	
1a. The program lists its program-level student learning competencies.	3.20
1b. The program provides evidence demonstrating it has identified, used and/or developed appropriate feedback/data system(s) that produce evidence of student proficiency on program competencies.	2.98
1c. The program has included a recent sample of student learning data generated through this feedback system(s).	2.86
2a. The program describes how it monitors (or plans to monitor) and analyzes its data trends over time to inform its assessment planning and improve student learning.	3.09
3a. The program describes how it presents and communicates evidence of student proficiency on competencies among faculty, staff, and stakeholders.	2.96
3b. The program provides at least one example that supports the described process.	2.75
B. ASSESSMENT PLANNING	
1a. The program summarizes at least two of the program's current or recently completed assessment plans and identifies which student learning competencies they are targeting.	2.87
1b. The program provides a rationale of how it has used relevant and objective evidence of student learning from its feedback system to justify the creation of its assessment plans.	2.86
1c. The program demonstrates how its assessment plans include: (1) goals or competencies, (2) strategies, (3) data gathering methods, and (4) evaluation processes.	2.65
C. REVISED PLANS AND STRATEGIES	
1a. The program provides a summary of how it has been successful in accomplishing the goals or in producing the competencies that it has set within its assessment plans.	2.80

2a. The program provides at least one example of changes implemented to the program and/or its courses as a result of their assessment planning since the last review.	2.92
2b. The program demonstrates how student learning, as defined by student proficiency on established learning competencies, has improved over time as a result of the program's assessment planning efforts.	2.65
2c. The program provides at least one example of how it changed its assessment planning to strengthen its usefulness to the program for monitoring, maintaining, or evaluating performance on student learning competencies.	2.83
SECTION AVERAGE	2.878671
ii. CONTINUOUS IMPROVEMENT IN PROGRAM OPERATIONS	
A. FEEDBACK/DATA SYSTEMS	
1a. The program lists its operational outcomes.	3.13
1b. The program provides a sample of data from other (non-KPI) feedback resources like employer surveys, etc. to assess its efficacy. The program also analyzes these data and describes how it is meeting or not meeting its expectations for performance on these measures.	3.01
2a. The program provides a recent sample dataset (provided by IR) that the program uses to assess its operational efficacy in these areas: i.) program demand, ii.) student success, iii.) transfer preparation, if applicable, iv.) job readiness, and v.) program efficiency and other relevant KPI measures related to program operations. The program analyzes these data and describes how it is meeting or not meeting its expectations for performance on these KPI measures.	3.21
3a. The program describes how program efficacy is communicated with program faculty, staff, and stakeholders. The program provides at least one example that supports the described process.	3.09
B. PROGRAM OPERATIONAL PLANNING	
1a. The program summarizes at least two operational plans it has implemented and identifies which operational outcomes they are targeting.	2.95
1b. The program provides a rationale of how it has used relevant and objective evidence of program efficacy from its feedback system to justify the creation of its assessment plans.	2.95
2a. The program illustrates how its operational plans are aligned with their identified program operational outcomes and institutional or school priorities, and/or accreditation, as appropriate for the growth of the program.	3.15
3a. The program demonstrates how its operational plans include: (1) goals or outcomes, (2) strategies, (3) data gather methods, and (4) evaluation processes.	2.97
C. REVISED PLANS AND STRATEGIES	
1a. The program provides a summary of how it has been successful in accomplishing established operational outcomes and/or producing the outcomes established within the program's operational plans.	2.99
1b. The program also provides at least one specific accomplishment in goal attainment as a result of implementing operational plans such as discovering better strategies over time.	2.93

2a. The program demonstrates how the program's efficacy has improved over time as a result of the program's operational planning efforts.	2.98
2b. The program provides at least one specific improvement made as a result of operational planning to improve the program's operational efficacy such as effectiveness, efficiency, and stakeholder satisfaction.	3.01
2c. Using the assessment plan located here or a plan provided by the program, provide at least one example of how it has been changed to strengthen its usefulness to the program for monitoring, maintaining, or evaluating performance on program operational outcomes.	2.71
SECTION AVERAGE	3.004662
iii. CONTINUOUS IMPROVEMENT AS A RESULT OF PROGRAM REVIEW	
A. FEEDBACK/DATA SYSTEMS	
1a. The program provides a description of how the program has analyzed and synthesized the information from its most recent program review to ascertain how well it currently meets LCCC's standards.	2.98
2a. The program provides a summary of how its analysis and synthesis of the program review data and information have shaped either one or more of its action plans or shaped its section on program review findings.	2.71
3a. The program describes how it presents and communicates evidence from the program review among themselves and, as appropriate, with their stakeholders. The program provides at least one example that supports the described process.	2.95
B. ACTION PLANNING	
1a. The program provides at least two evidence-based action plans based on areas identified for improvement for the next five years as a result of this current academic program review. The program describes how each of its action plans are a result of the discoveries made during the development of the program's review, including analysis of data.	2.91
2a. The program demonstrates how its action plans represent actions the program wants to achieve over the next five years, typically incorporating two to six goals, and include: (1) goals, (2) strategies, (3) time lines, and (4) evaluation process.	2.83
C. REVISED PLANS AND STRATEGIES	
1a. The program summarizes the success the program has had in accomplishing the goals, and/or in producing the outcomes that have been set within the action plans identified in the program's PREVIOUS program review.	3.18
1b. The program provides at least one example of accomplishments in goal attainment as a result of implementing those plans.	3.09
2a. The program demonstrates how the program has improved over time in meeting the LCCC standards as a result of the program's past action planning efforts.	3.25
2b. The program provides at least one specific improvement made as a result of its past action planning to improve the program's alignment with the LCCC standards as a result of this review.	3.31

<p>2c. The program provides at least one example of how it changed its action plans over time to strengthen their usefulness to the program for monitoring, maintaining, or evaluating performance on program learning competencies or program operational outcomes.</p>	<p>3.38</p>
<p>D. SUMMARY OF PROGRAM REVIEW FINDINGS</p>	
<p>1a. Program provides a bullet listing of its 1. Strengths, 2. Concerns, 3, Opportunities, and 4. Challenges for student learning.</p>	<p>3.22</p>
<p>1b. Program provides a bullet listing of its 1. Strengths, 2. Concerns, 3, Opportunities, and 4. Challenges for program operations.</p>	<p>3.28</p>
<p>SECTION AVERAGE</p>	<p>3.090271</p>
<p>PROGRAM REVIEW AGGREGATED RATING (Completed by Institutional Effectiveness staff)</p>	<p>Rating</p>