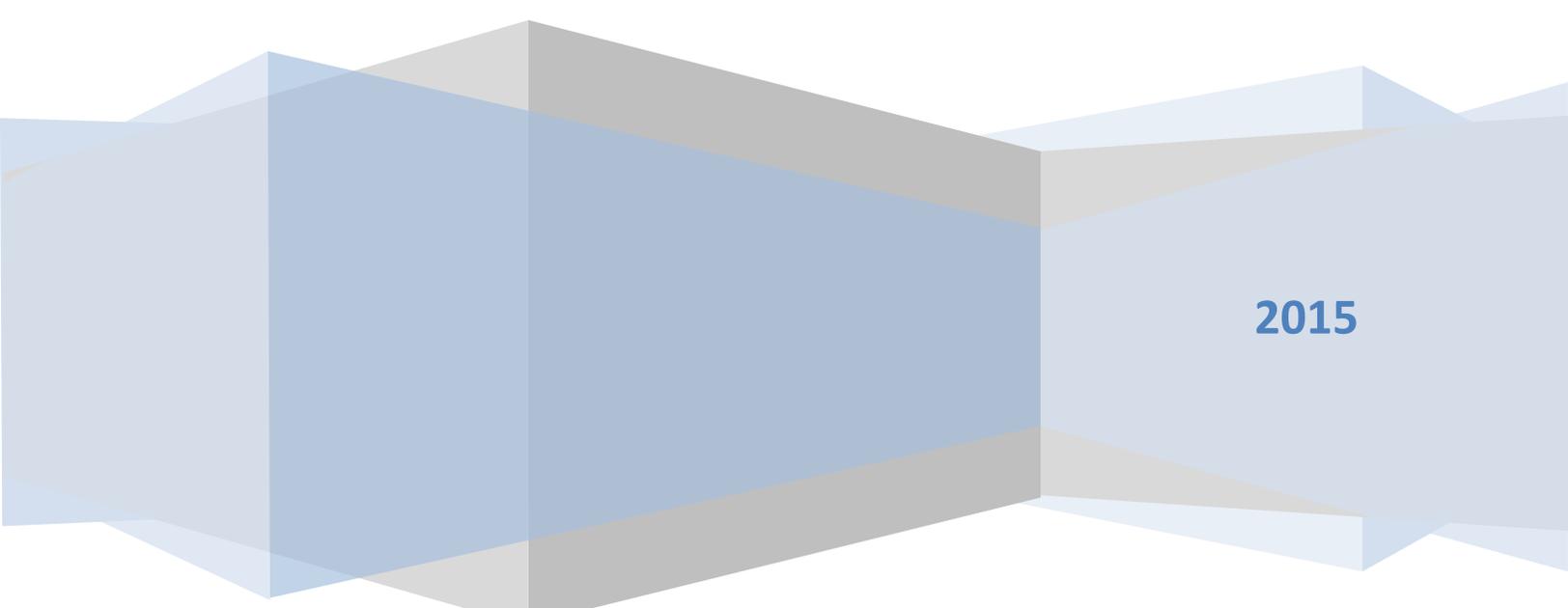# Program Review Processes for Career and Technical Education

Inland Empire/Desert Region Community Colleges

Prepared by the Desert Regional Consortium of Community Colleges

2015

Background and Study Scope

In accordance with Education Code, Section 78016, "Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

(1) Meets a documented labor market demand.

(2) Does not represent unnecessary duplication of other manpower training programs in the area.

(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students."

Education Code states that program review process shall include the review and comments by the local Private Industry Council, which should review and provide comments prior to any decision by the appropriate governing body. The document also specifies that any program that does not meet the requirements (1) through (3) above shall be terminated within one year. All findings of the program reviews are required to be made available to the public. Education Code, Section 78016 can be found in Appendix A.

The Desert Regional Consortium of Community Colleges commissioned this study to identify how community colleges in the region are approaching their CTE program review on local levels and to what extent their processes meet the specified Education Code requirementss. The consortium's purpose is that this information will be helpful for districts designing or revising their CTE program review approaches and processes in light of changing industry and community needs, economic uncertainty, evolving institutional missions and visions, and increased emphasis on career and technical education.

In order to conduct this study, the research team identified available policies, procedures, handbooks, forms, or any other documents at each of the regional community college districts that provide guidance on program review process and outcomes. The inventory matrix of available guiding documents was developed to categorize the individual college processes, evaluate them against the Education Code requirements, and discover commonalities and differences in approached between districts and colleges.

The research team also utilized the board policy language from Santa Rosa Junior College that specifies program review process and ties it to program discontinuance as required by the Education Code referenced. This policy was used as a "best practice" benchmark as it represents local governing board's guidance on program review that meets the Education Code requirements. The policy is provided in Appendix B to this report.

Further, the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges stipulates that a college must include evidentiary data to support a quality program

in their Institutional Self Evaluation Report.[1] The manual for institutional self-evaluation states "the information should be supported by analysis in terms of its alignment with the institutional mission and how the outcome of the data analysis will impact the future planning and development of the institution. In this case, the following components are considered necessary for a quality program review:

- ❖ Program review cycles/timelines

- ❖ Policies on curricular review

- ❖ Evidence that SLO assessment data are used for institutional self-evaluation, planning, and improvement of teaching and learning

- ❖ Action taken (improvements) on the basis of program review

- ❖ Connection to the budgeting and resource allocation processes

- ❖ Impact on institutional effectiveness, educational quality, and student success

A good-faith effort was made by the research team to identify all program review process guides related to program review. The research team was not able to obtain program review guidance documents for all regional colleges. These colleges are likely to have program review/evaluation processes in place, but online searches and outreach to these colleges by the research team did not yield any results.

After conducting the document analysis, the research team contacted Deans of the twelve regional community colleges responsible for career and technical education programs (referred to as "CTE Deans" in this report) for in-depth interviews. Eleven of the 12 regional CTE Deans participated in hour long one-on-one interviews reflecting on their colleges' process for program review. This report summarizes the findings from both the document analysis and the qualitative interviews.

Types of Program Review Documents

The guiding principles of California Community Colleges are complementary institutional documents – Board policies and Administrative Procedures. A 2012 publication details these principles stating "In California, local boards of trustees have the authority to set the overall policy—consistent with state and federal law—of colleges within their districts. The primary mechanism for doing so is through the adoption of written policy documents. Board policies (BPs) are typically broad statements of how colleges and districts should be organized and function; more detailed documents called administrative procedures (APs), sometimes called administrative regulations or simply regulations, are used by administrators, faculty, and other staff to guide implementation of adopted board policies."[2]

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[1] Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges. *Manual for Institutional Self Evaluation*. Located at http://www.accjc.org/wp-content/uploads/2015/10/Manual_for_Institutional_Self_Evaluation_Oct_2015.pdf

[2] http://www.asccc.org/content/canned-policy-and-procedures-community-college-league-california%E2%80%99s-cclc-board-policy-and

Board policies follow the policy and procedure system developed by the Community College League of California; The District, Board of Trustees, General Institution, Academic Affairs, Student Services, Business and Fiscal Affairs, and Human Resources. The Academic Affairs section of the system houses requirements for program review.

In the Desert/Inland Empire region, four of the twelve community colleges have a board policy or administrative procedure for program review – Barstow, College of the Desert, Mt. San Jacinto, and Victor Valley. Only one of the twelve colleges has a policy or procedure that is specifically for the review of Career and Technical Education (CTE) programs. While the majority of colleges are not considering the development of policies or procedures for CTE program review, three colleges are considering or are in the process of creating at least one. At College of the Desert, the Outcomes and Assessment Committee is developing an addendum to the existing Program Review Update report specifically for CTE programs. Copper Mountain and Moreno Valley colleges are also exploring the creation of CTE specific program review policies and/or procedures.

Although not all regional colleges have formal board policies or administrative procedures, 10 of the 12 offer some form of guiding document – handbook, instruction form, template for faculty for use in review of their programs.

Program Review Purpose and Uses

Program Review Purposes

California Education Code dictates that CTE programs be reviewed to ensure they meet labor market demand and lead students into employment after successful program completion. To this end, colleges report one of the purposes of program review on their campus is to assess strengths and weaknesses of existing programs in order to make improvements that lead to successful outcomes. Other reported purposes for program review are identifying the need for additional program funding of resources (equipment, materials, increased staffing, etc.) and aligning programs with district or college strategic plans.

By education code mandates, CTE programs must be aligned with labor market needs and assessed accordingly. Regional colleges were asked about differences in program review for CTE and non-CTE programs. One major difference, according to respondents, is the review cycle – 2 years for CTE and three or more years for non-CTE programs. Other reported differences include:

- Program Review is shared with industry advisory committees for CTE but not for instructional programs
- Some CTE programs have to meet certain standards that are specific for CTE (e.g. ratio of faculty to students)
- A review of external regulations is done for CTE programs but not for other programs

Riverside City College suggested that CTE programs should have an industry validation component and because of the nature of equipment need for some CTE programs, these programs need to be evaluated differently or separately.

According to CTE Deans, existing program review processes have room for improvement. Five of the twelve Deans feel that their process works for them while two indicated it did not. Another two Deans responded that some aspects of the process works while others could be improved.

Table 1 - Does the current program review process work well?

Response	Number of Responses
Yes	5
No	2
Yes and No	2
No response	2

Regardless of whether or not existing program review processes work for each of the Deans, more than half provided recommendations for how the process could be improved on their campus. Three respondents would like to see labor market information included and considered in the process. Others would like to see CTE programs evaluated differently considering the nature of their courses and equipment/technology needs; for example, programs that link to external accrediting bodies should not be required to be evaluated at the local level and competition from non-CTE programs for funding should be removed.

Recommendations for Program Review Process Improvements:

❖ *CTE Programs that have their own accrediting bodies should be excluded from college program review as they already go through a more rigorous evaluation process. It's unnecessary duplication. E.g. paramedics, radiology tech, respiratory tech.*
❖ *Use Taskstream – easier to read information and print reports.*
❖ *Help faculty understand the importance and purpose; improve by aligning programs to labor market needs; using money toward what local community needs.*
❖ *Provide an overall 360 degree process for effective evaluation of our CTE program; incorporate labor market data*
❖ *For CTE programs, Annual Instructional Program Review should be expanded by adding one-page evaluation sheet that would address the requirements of Ed Code 7816, which includes labor demand, quality, etc.*
❖ *Faculty members are putting time and effort into the review, but often there is no follow-up. We are currently moving to a more useful template. We need to know whether what we are doing is working, whether students are successful, whether CTE programs have new needs to stay relevant (e.g. new equipment). Generally, is the program effective?*
❖ *CTE programs should be assessed separately because they have different needs. It is hard to compete for resources with transfer programs.*

One of the important factors in evaluating program effectiveness and relevancy to the local labor market is the level of program being considered. Using the California Community Colleges' Taxonomy of Programs (TOP)[3] codes, colleges can identify occupations that programs are training toward. A more general TOP code (4-digits) corresponds to a fairly broad set of related occupations while a more specific TOP code (6-digits) typically correlates to more defined occupations. Colleges can offer multiple degree and certificate options under the same 6-digit TOP code. In the region, colleges are not consistently using the same level of TOP code for evaluation. Most colleges do not review detailed programs, but rather disciplines. Six colleges use the 4-digit TOP level, three evaluate programs at the discipline level, and one utilizes multiple levels for the program review.

Figure 1 - Levels of Program Review
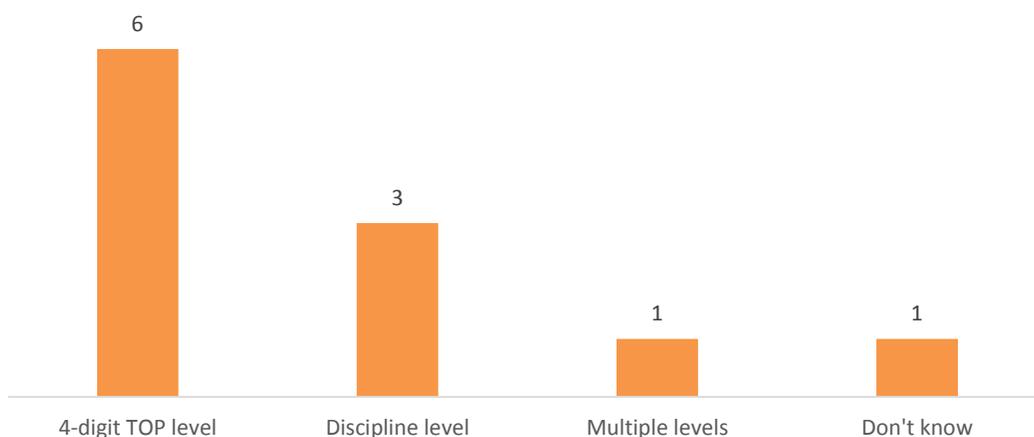
Program Review Uses

Program review is mandated by the Education Code for the purpose of ensuring alignment of community college programs to the local or regional labor market. Additionally, individual campuses utilize program review for multitude other reasons. Although reported in slightly different terms, the purposes were similar between institutions. Alternate uses of program review include:

❖ *program assessment*; strengths, weaknesses, equipment and staffing needs, and labor market alignment
❖ *fiscal planning*; resource allocation, staffing, budgeting
❖ *strategic planning*; accreditation, college mission alignment, department mission alignment

Program Review Process

Inland Empire/Desert region colleges adhere to differing cycles of program review, ranging from annual to five-year. Most colleges that reported multiple year cycles mentioned the use of annual updates to the more comprehensive reviews. Two colleges utilize a two-year review, two colleges are on a three-year cycle, three colleges maintain a four-year cycle, and three colleges maintain five-year

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[3] http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6_2009_09corrected_12.5.13.pdf

comprehensive reviews. The remaining three use an annual review. All colleges follow the cycles closely with the exception of Moreno Valley College who noted that changes in administration have contributed to program review cycles lacking in total compliance.

The process of program review at regional colleges includes similar steps with comparable parties involved. Overall, college process flow includes a form or template provided by the college with Institutional Effectiveness/Institutional Research staff populating the form with collected data. Generally, a department and faculty will be next in the process. Faculty has the responsibility of completing the remaining data required for the program review form, the Dean of the department would next review the completed form. Typically, the Program Review Committee is next in the process.

The Program Review Committee roles differ across colleges; sample tasks of a PR Committee are to prioritize resources, identify deficiencies in programs and point them out to the departments who authored program review, post exemplary reviews, provide faculty workshops on program review, evaluate rigor and quality of instruction, and develop overall program recommendations. These tasks are representative of several but not all colleges (only nine of the 12 colleges provided responses to this question). Lastly, at two colleges, the Vice-Presidents review the submissions.

In addition to asking about the general process flow for Program Review, colleges were queried to understand if they included documentation of data, the review of data and collection of feedback from a Program Review Committee, and recommendations for follow-up actions. Unanimously, all colleges include the documentation of data and review and feedback from a committee. Eight of the responding colleges do also incorporate recommendations for follow-up while three do not (Table 2).

Table 2 - Inclusion of General Steps in Program Review Processes at Desert Region Colleges

College	Documentation of data?	Review of data and feedback from a PR committee?	Recommendations for follow-up actions?
Barstow	Yes	Yes	No
Chaffey	Yes	Yes	Yes
Crafton Hills	Yes	Yes	Yes
Copper Mountain	Yes	Yes	Yes
Desert	Yes	Yes	Yes
Moreno Valley	Yes	Yes	Yes
Mt. San Jacinto	Yes	Yes	Yes
Norco	Yes	Yes	No
Riverside City	Yes	Yes	No
San Bernardino Valley	Yes	Yes	Yes
Victor Valley	Yes	Yes	Yes

Colleges that responded "no" to the inclusion of the follow-up actions into their colleges' program review processes provided the following explanations:

- *The program review committee provides feedback on the submitted program review only.*
- *Recommendations are not procedurally required. Rubric scores assume areas for improvement, but no specific comments are provided.*
- *We are lacking the plan of action. There has been a lot of staff turnover in the Office of Academic Affairs, which could have contributed to this disconnect.*

Upon completion, nine colleges make program review summaries publicly available while two do not. Six of the nine that do make the documents available post them to the colleges' website and the remaining three house them on internal sites (Figure 2).

Figure 2- Public Availability of Program Review Summaries

Yes	9
No	2

The composition of the Program Review Committee is another factor of the process that is not mandated. One college is working on the development of a committee but all others report a mix of members. All committees include faculty, five comprise Deans, and only Crafton Hills and Mt. San Jacinto have a student representative (Table 3).

Table 3 - Program Review Committee Membership

College	CTE PR Committee Members
Barstow	Dean of Instruction- CTE/Workforce and Economic Development, Faculty of each department, SLO Coordinator, Dean of Research provides data for the committee.
Chaffey	Tri-chair committee (faculty, classified staff, and administrator) plus readers.
Crafton Hills	Faculty, VPs, classified staff, Deans, Academic Senate Co-chair, Student senate appointee, and institutional researcher
Copper Mountain	Faculty, division chairs/coordinators, Deans, and all other division chairs/coordinators.
Desert	At this time, there is no committee specifically designated to review CTE programs.
Moreno Valley	Faculty representation, Deans, classified staff
Mt. San Jacinto	Administration, faculty, staff, and students
Norco	2 co-chairs (faculty and administrator). Composition: 45% faculty, 45% administrators, 10% staff. Composition is publicly posted.
Riverside City	Faculty
San Bernardino Valley	Chair, mostly faculty, plus deans (CTE is not always represented)
Victor Valley	Comprised of only faculty

All but one college feel that the current membership of their committees works in practice. Some challenges with the committee and membership are:

❖ Currently most CTE faculty are part-time. Having few full-time in the CTE programs impacts the commitment and time that is spent in completing program reviews.
❖ CTE is different and it is hard for most people to understand specifics of CTE. Committee asks a lot of questions.
❖ To get faculty to serve and meet deadlines
❖ Need more engagement from faculty and follow-up from the college
❖ CTE gets low priority in allocation of resources.

In addition to inquiring about the make-up of the Program Review Committee, colleges were asked if Academic Senate is incorporated into the program review process. Half of regional colleges involve a member of the Academic Senate into their program review. For colleges that do report inclusion of Academic Senate, their role is as approver or review of program review forms, processes, and/or findings. Colleges that do not officially include a representative of Academic Senate report that the Senate is indirectly represented via faculty involvement (Table 4).

Table 4 - Academic Senate Representation

College	Yes	No	In what capacity?
Barstow	x		Academic Senate approves the Program Review forms and process. Also, Academic Senate has representation on the Program Review Committee and Institutional Effectiveness Committee (which the Program Review Committee is a sub-committee of)
Chaffey		x	Not directly, but faculty senate approves the readers of PR, PR committee. Faculty members are responsible for the review.
Crafton Hills		x	Not directly, but faculty are involved
Copper Mountain		x	There are senate members that look at it separately as part of a different group of faculty and staff. This group meets and looks at program reviews once they are all submitted
Desert	x		The Outcomes and Assessment Committee (OAC) is a standing Academic Senate committee and the OAC is constantly modifying and reviewing all aspects of both program review processes.
Moreno Valley		x	
Mt. San Jacinto	x		They sit on the PR committee
Norco	x		Program Review Committee is a standing sub-committee of Academic Senate
Riverside City	x		Program Review has to get vetted by Academic Senate
San Bernardino Valley	x		Any recommendations or actions have to go to Consensus Agenda for Academic Senate. Academic Senate has to concur with any recommendations.

Education code requires that program review demonstrates need for a program, non-duplication, and program effectiveness. Labor market need is unclearly defined in the mandate and does not directly state the need for inclusion of industry input. Regardless, seven colleges do include comments or input from an industry advisory while three do not and one includes it indirectly (Figure 3).

Figure 3 - Industry Advisory Input in Program Review
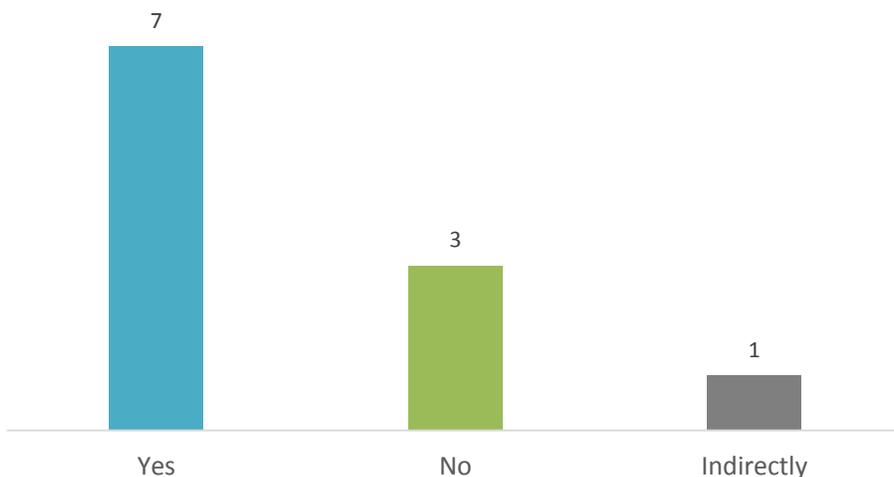
Two of the colleges that do not consider advisory input stated reasons as 1) Program Review is approved in advisory meetings and 2) Review is done for a discipline not a specific program of study. All colleges that do not currently include advisory input agree that it should be considered in CTE Program Review.

Finally, colleges were given the opportunity to suggest other steps that might be considered in program review to make it a quality process. Responses were mixed, representing membership consideration, data inclusion, and process revisions. Specifically, respondents suggested:

- Having members who are more knowledgeable on CTE programs. We should have immediate opportunity to discuss the program review committee feedback.
- Open workshops to help out the faculty that start early in the semester.
- Labor market data is not included in actual program review document.
- The only improvement that is recommended at this time is for a more transparent access to the Program Review report to the public on the College of the Desert website.
- Advisory committee input
- Assessments of student learning (SLOs), resource needs assessment, future goals and strategy for improvement (planning steps)
- Action plan development, resources to sustain recommendations (so need to include the review of resources), data needs to be up-to-date

Information & Criteria Utilized in Program Review

Meeting Education Code Requirements

Program review guideline documents used by colleges in the Inland Empire/Desert region do not always explicitly address or specify meeting the requirements of Education Code, Section 78016. In terms of process, four district/college program review documents specify review and comments by local industry advisory, while only two documents outline a process to terminate a program if it doesn't meet the criteria.

In terms of information considered in the review of CTE programs, half of the documents reviewed explicitly state utilizing Labor Market Information (LMI) data in the program review, while seven of the eight documents specify looking at demonstrated student completion (Table 5).

Table 5 – Meeting Education Code, Section 78016 Requirements

Ed Code Requirements Related to Process	Number of district/college program review documents specifying each criteria (Source: document analysis) TOTAL: 9	Number of colleges in the region meeting each criteria in practice (Source: Interviews with CTE Deans) TOTAL: 11
Process		
Process to terminate (if program doesn't meet criteria) (b)	2	2
Process includes review and comments by the local Private Industry Council (c)	4	6
Written summary of each review is publicly available (e)	3	9
Information Considered		
LMI (a1)	5	9
Other training program in the area (a2)	3	3
Demonstrated employment outcomes (a3)	1	5
Demonstrated student completion (a3)	8	9

Labor Market Information (Demand):

A majority of the regional colleges incorporate labor market information (LMI) into the review of CTE programs. Most colleges generally consider the same LMI indictors that are requested by the Chancellor's Office in the new program approval process, i.e. the indicators of job demand and job growth (current job openings, future demand for the occupations a program trains for, anecdotal labor market information gleaned from the meeting with local industry advisories, etc.). In most cases, institutional researchers provide necessary information to the faculty that are reviewing the program, but in some cases faculty access Employment Development Department's Labor Market Information

Division (EDD LMID) or the California Community Colleges' Centers of Excellence for Labor Market Research (COE) information on their own.

Table 6 represents the colleges that collect LMI for program review, including the types of data they look at and who compiles it.

Table 6 – Labor Market Information Practices in Program Review Processes

College	Data Points Considered	Who Compiles?
Barstow	Industry advisory input	The office of CTE/Workforce & Economic Development
Chaffey	LMI indicators and anecdotal information	Institutional Research
Crafton Hills	Information required by accrediting body, information from LMID, COE and professional organizations	Faculty
Copper Mountain	Information from employers in the area, information provided by COE for the CTE EF projects	Faculty
Riverside CCD • Moreno Valley • Norco • Riverside City	LMI data used was from the State of California EDD job forecast and the Occupational Projections for the County of Riverside area. The new template for program review requires the same metrics as reported to CCCCO during program approval	Department Chairs/full-time faculty or Dean (in the future, process might include the LMI data compiled by Institutional Research)
San Bernardino Valley	Job demand, openings, forecast for 5 and 10 years out	Institutional Research
Victor Valley	State and regional labor market data	Institutional Research

Other Training Providers in the Area (Supply)

Only three out of eleven colleges interviewed explicitly reported that they consider other training providers in the area during the program review process for CTE. These colleges are Barstow, Crafton Hills, and Moreno Valley.

Student Employment Outcomes

About half of all community colleges in the region include student employment outcomes during the CTE program review. This is one of the Ed code metrics that is challenging to obtain as these data are not readily available or collected in a consistent way. In most cases, such data are only available for Perkins funded programs. Some colleges report it through anecdotes provided by faculty. CTE Dean at Riverside City College is hoping to receive student employment outcomes data by participating in the CTE Employment Outcomes Survey (EOS) conducted by Santa Rosa Junior College on annual basis (Table 7).

Table 7 – Colleges Considering Student Employment Outcomes in Program Review

College	Yes	No	Data Source
Barstow	X		Anecdotal evidence
Chaffey		X	
Crafton Hills		X	Perkins core indicator data only
Copper Mountain	X		Perkins core indicator data
Desert		X	
Moreno Valley	X		Anecdotal evidence
Mt. San Jacinto		X	No process for ascertaining such data
Norco		X	
Riverside City		X	No data available. Investing in CTE EOS.
San Bernardino Valley	X		Unclear
Victor Valley	X		Anecdotal evidence

Student Completion Data

Nearly all Desert Region community colleges look at student completion of programs and/or courses during their program review processes. Two colleges that do not report including student completion data are College of the Desert and Mt San Jacinto. When asked about specific metrics used to define student completion, interviewed Deans report mostly looking at the number of certifications and associate degrees awarded per program or discipline. Other metrics mentioned are successful course completion (by discipline), successful course completion (by course), and Perkins defined data.

Other Vital Indicators

Overall, CTE practitioners at regional colleges feel that there are a number of important indicators that should be considered during the review of CTE programs but are not addressed in the current processes. Depending on what is already included in the review at each college, the following is the summary of the additional metrics that the regional CTE Deans feel are vital to program review:

- **Skills builder outcomes** - ability to track employment of students not completing programs but who obtain employment in the field or those who achieve upward mobility outcomes (skills builders)
- **Perkins core indicators** – tracking the same indicators (skills attainment, employment, non-traditional student indicators, etc.) for all CTE programs, not only those that actually receive Perkins funds
- **Labor market data**
- **Employment outcomes**
- **Industry advisory comments**
- **Student goals and attainment** – reviewing student goals and their related completion
- **Student equity** – reviewing how a program meets the objectives of the student equity plan
- **Cost** – including total cost of program, amount of equipment in dollar value and upkeep costs
- **Outside accreditation or certification agencies**
- **Technology needs** – review of the latest technology, including its currency based on employer needs and estimated timeline for replacement

Program Review Metrics

The metrics that community colleges utilize to assess programs during the program review process vary, but there are many that are consistently present across all colleges. Those metrics that are included in the review by all 11 regional colleges are related to the requirements of the ACCJC accreditation for Quality Program Review. They are SLO assessment data, curriculum currency, student success (retention rates, completion rates), and alignment with colleges' strategic planning. These evaluation metrics are for all programs at each college and are not specific to CTE disciplines.
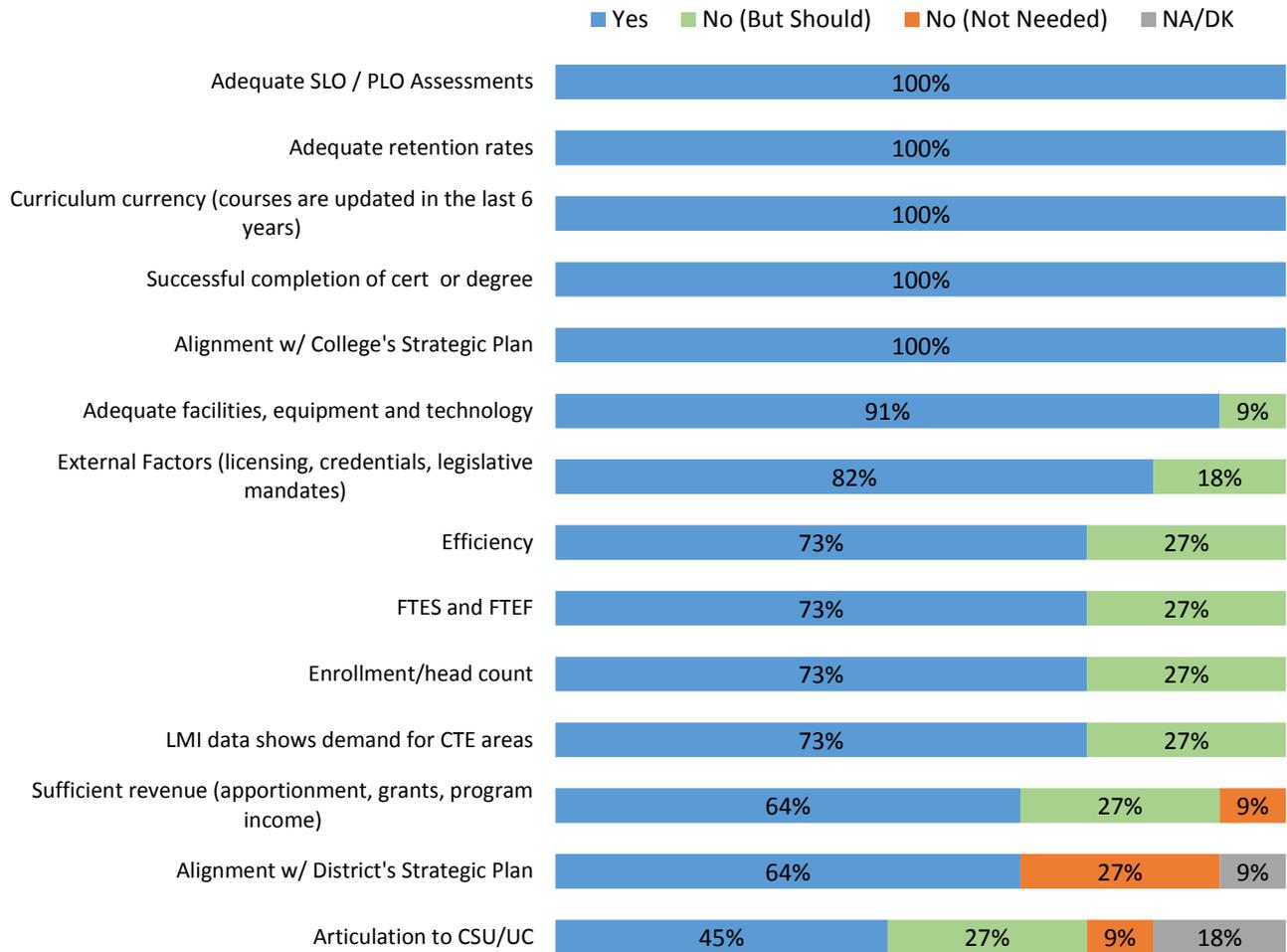
There are a number of program review metrics that are addressed by the majority of the regional community colleges in the Inland Empire/Desert area but absent from the processes at some colleges. These metrics are adequate facilities, equipment and technology; external factors, such as licensing, credentialing, and legislative mandates; efficiency; FTES and FTEF metrics; enrollment/headcount; and LMI data. CTE Deans at the colleges where these metrics are not currently reviewed feel they should be included in a quality program review. While most of these metrics (enrollment, efficiency, student counts, etc.) are common evaluation data points for all programs in various stages of institutional planning, some metrics (external factors, technology needs, and LMI) are specifically important for assessing CTE programs.

Most respondents also agree that assessment of sufficient funding to run the program should be included into program review (and two-thirds of colleges already do that) with the caveat that such data should be used carefully not to put categorically funded programs at a disadvantage. Many CTE programs are grant funded and some generate additional revenue to cover the cost. This funding allows these programs to maintain costly labs, keep current with the rapidly changing technologies in the industry, and provide evening/weekend class options for students that are incumbent workers. However, most (if not all) of these programs still need apportionment funding to ensure high standards and sustainability.

Responses on the alignment of program goals with the District's strategic plan were split. CTE Deans at one-college districts reported that this is already part of their program review because a district strategic plan and a college strategic plan are one and the same. CTE Deans of those community colleges in the region that are part of multi-college districts felt that alignment with the District's strategic plan is unnecessary – a college's strategic plan should remain the main guiding and planning document for academic programs.

Not surprisingly, articulation to California State University (CSU) system, University of California (UC) system, or other 4-year institutions is not unanimously embraced by CTE Deans as a metric for program review across all programs. Five regional community colleges already include the articulation data into their program review processes and many deans feel it is important to consider. However, many of them commented that this should not be done for all CTE programs, only for those that are transfer oriented CTE programs (Figure 4).

Figure 4 – What Program Metrics are Currently Reviewed or Should Be Reviewed

Legend: ■ Yes ■ No (But Should) ■ No (Not Needed) ■ NA/DK

Metric	Yes	No (But Should)	No (Not Needed)	NA/DK
Adequate SLO / PLO Assessments	100%			
Adequate retention rates	100%			
Curriculum currency (courses are updated in the last 6 years)	100%			
Successful completion of cert or degree	100%			
Alignment w/ College's Strategic Plan	100%			
Adequate facilities, equipment and technology	91%	9%		
External Factors (licensing, credentials, legislative mandates)	82%	18%		
Efficiency	73%	27%		
FTES and FTEF	73%	27%		
Enrollment/head count	73%	27%		
LMI data shows demand for CTE areas	73%	27%		
Sufficient revenue (apportionment, grants, program income)	64%	27%	9%	
Alignment w/ District's Strategic Plan	64%		27%	9%
Articulation to CSU/UC	45%	27%	9%	18%

Follow-up Actions

Depending on the purpose and the use of Program Review in college processes, the actions resulting from the Program Review vary by college. At the majority of colleges in the Inland Empire/Desert region, the most common follow-up actions based on program review are related to budgeting and funding planning. Below are the follow-up actions mentioned by CTE Deans in interviews:

- **Funding prioritization and resource allocation**. Program Review allows faculty and administrators to determine the needs of a department/discipline for improving the program, which included funding, technology upgrades (equipment and tools), staffing needs, etc. These needs are then ranked in relation to all other programs and departments at a college and funding priorities are determined. However, because the funding priorities are ultimately determined by the top management of a college, there is often a feedback loop missing in the

process, whereas faculty members that worked on the program review do not receive any explanation regarding why their requests for funding or additional resources are not met.

- **Improving the program**. Program Review might identify possible administrative and instructional areas of improvement that do not related to additional funding needs. For example, possible actions can be taken to change course prerequisites, change a sequential pattern of course offerings, better align courses with labor market trends, and provide preparation for licensing or certification exams as part of the program.
- **Improving SLOs and meeting accreditation standards**. As every college in the region includes a review of SLO assessment in the their Program Review processes, this information is used to provide specific feedback on program level outcomes and make sure program quality is in line with the accreditation standards.
- **Identifying opportunities for growth**. Program review could potentially identify areas of additional labor market need. In this case, such information could start the process of new program development and ultimately result in new offerings (usually, certificates) for students.
- **Recommending "struggling" programs for discontinuance review.** A few colleges in the region allow program review information to be used to recommend a program that is not performing well for possible discontinuance. In practice, this is a rare case. Most colleges come up with a set of improvement recommendations for a "struggling" program rather than recommend for discontinuance (unless there is a clear indication that a CTE program is not meeting labor market needs).

As demonstrated, there is a wide range of possible follow-up actions that colleges take. The program review handbooks and other guidance documents do not specify any actions. This is likely due to the lack of documented policies and procedures at community colleges that would list standard follow-up actions that program review committees could determine for each program.

Link to Program Vitality/Discontinuance

Among other objectives, this research attempted to determine whether there is a link between program review and program vitality/discontinuance processes at community colleges in the region. CTE Deans were asked if their college's program review process specifies an option to recommend a program for vitality/discontinuance review. The summary of their responses (Figure 4) indicates that most colleges do not establish a link between their program review and program vitality/discontinuance. Two colleges who responded that such a link exists between these two processes are San Bernardino Valley and Moreno Valley. San Bernardino Valley College's CTE Dean reports that based on the information from the program review a college can select from the following list of potential program decisions: continuation, improvement or revitalization, reduction, discontinuance, or abeyance. These follow-up actions were specified in the program vitality/discontinuance policy. However, at the time of the research this program vitality/discontinuance policy and procedure was in draft form and had not been approved by the Governing Board. Moreno Valley College's CTE Dean did not point to a specific policy but mentioned that in practice a program could be recommended for a discontinuance review based on the demand data. One college (Barstow) did not provide a yes or no response to this question, reporting

that the program review process asks CTE programs to discuss the fiscal viability of the program, which could provide an indirect link to program vitality review (Figure 5).

Figure 5 – Response Count to the Question
"Does your program review process specify an option for program discontinuance?"
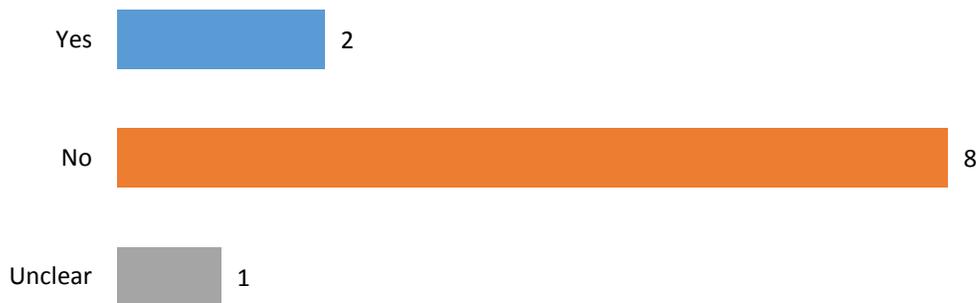
While there is currently no direct link established between the program review and the program vitality/discontinuance at most colleges in the region, many CTE Deans agree or mostly agree that program review should specify a recommendation for possible discontinuance/vitality review. Most respondents feel that program review processes at their colleges are systematic, faculty driven, and include a sufficient amount of data points, and therefore would provide a reasonable basis for initial program evaluation. The following are some of the specific comments from the interviewees:

"[Program review] is faculty driven, so such a link between program review and recommendation for program discontinuance review could probably be established".

"Maybe [such link should be established], it might trigger a look at [program discontinuance]. However, our Academic Senate is still developing a discontinuance policy and process."

"The link is not clearly stated; it is an available option though. We have a separate board policy for discontinuance."

"Although there is a Board of Trustees Administrative Procedure regarding Program Discontinuance, there is no specific language in the 5-year Program Review which makes recommendation for program discontinuance. However, the underlying process in program discontinuance procedure utilizes the 5-year Program Review as the catalyst for discussion for program discontinuance."

"Yes [the link should exist]. Program review is a systematic review and evaluation that provides objective process for decision-making. We use the same process for funding so if program review decides program is not worthy of funding then why are we keeping it?"

"Yes, there should be a recommendation to trigger the discontinuance review, not discontinuance. Moorpark College has an exemplary process. Their evaluation rubric already incorporates follow-up action recommendations."

"Yes, [the link should exist] as long as it is faculty driven and there is industry input. However, caution should be taken."

Desired Follow-up Actions/Determinations

Inland Empire/Desert CTE Deans were polled about potential follow-up actions (also called determinations) that should be specified in a Program Review policy or procedure for CTE Programs. They were asked about three potential decisions that could be made by the program review committee at the end of the program review process, including "recommendation for program vitality", "revitalization program", and "vital program (no action)". Only one-third of those interviewed agreed that there should be a clearly stated determination of recommendation for program vitality or the confirmation of a vital program. Most interviewees (eight of 11) agreed that a revitalization plan is a desired follow-up action for CTE program review (Figure 6).

Figure 6 – Number of respondents who agree with the follow-up actions to be specified in Program Review process for CTE programs

Category	Value
Recommendation for program vitality/ discontinuance	4
Revitalization program	8
Vital program (no action)	4

Some of the comments offered by the CTE deans regarding these three determinations included the following:

- Rebuttal period should be included for more thorough documentation before recommending for vitality review. There should also be an appeal process.
- Helpful resources for implementation of revitalization plan should be provided to faculty.
- There should be other follow-up action/determination options offered, such as program reduction, and program abeyance (or suspension).

Summary Observations & Recommendations

Based on the available documentation and the interviews with CTE Deans of colleges in the region, the following are the general observations about the program review processes as documented and in practice:

- The analysis of the available documentation on program review processes and evaluation criteria reveals that some colleges have handbooks and forms available for program review, but no documents that would summarize the program review process from A to Z and evaluation criteria. These handbooks/ forms at some colleges look more like self-evaluation forms, rather

than documentation of outcomes. Forms typically include such sections as program overview and goals, resources, student access, student success, and planning for improvement.

- The uses of Program Review, aside from those dictated by Education Code, are many. Most colleges utilize program review for strategic planning, budgeting, and program assessment. Many campuses also use the Program Review content to make the case for new equipment, staff, or other resources in addition to analyzing program strengths and weaknesses and checking for alignment with department or college strategic plans. This also helps colleges meet accreditation standards related to a quality program review.

- Nearly all colleges include the documentation of data, feedback from the Program Review committee and recommendations for follow-up actions, with a few exceptions. Although not specified, the inclusion of these steps across the board demonstrates a common belief that these are necessary components in the process. However, across currently documented program review processes in the region, there is little connection between program review and evaluating for program vitality.

- Program review processes at all regional colleges are faculty driven and receive support from Institutional Research and input from administration. Although the process flow and committee membership make-up are not mandated, colleges generally demonstrated similarities in these two areas. Nearly all committees include faculty, Deans, and Institutional Research/Effectiveness staff. Two campuses incorporate the student perspective and only a few specify the role of a Vice President. Academic Senate (AS) is represented in the program review process in one form or another at nearly every college. The roles for the AS representative are not consistent across all campuses.

- Among the information required by Ed Code for two-year review of CTE programs, nearly all colleges are including LMI and student completion data, while only a few consider other training providers in the area and the student outcomes data. Student outcomes data is challenging to obtain; it is primarily available for programs funded by Perkins or at the colleges that participate in the CTE Employment Outcomes Survey. There is inconsistency in the level of review for programs, from 4-digit TOP Code to discipline level.

- CTE programs are rarely called with a separate set of processes or evaluation metrics. Overall, colleges feel that labor market data should be included in the program review process in a formal way. Education code states that CTE programs should meet a documented labor market need but the criteria for evaluation of that need are not made clear.

Recommendations

The research team recognizes that each college determines their own processes for program review that are within their local governing policies and procedures. While this report is not attempting to provide specific recommended actions, there are some broad recommendations for community colleges to consider when looking at their current program review processes, including:

1. **More formalized program review document.** As mentioned, only a few colleges specify program review process in a formal administrative procedure. The online forms and the handbooks on program review do not always address all aspects of the program review, especially the process. Hence, many colleges would benefit from a better documented program review process, whether it is an approved administrative procedure tied to a board policy or a more enhanced process guide. Such a document should specify the steps and roles of program review, as well as the connection of program review to other policies and procedures. It would also specify the criteria used consistently for evaluating the programs, committee membership, program review cycle, etc.

2. **Checking whether or not program review process meets Ed Code Section 78016 requirements.** Many requirements of the mentioned Ed Code are being met by most community colleges in practice, but colleges are encouraged to assess their program review processes against each requirement. For example, Ed code mandates that Program Review documents be made publicly available but not all colleges adhere to this requirement. To assist colleges in assessing their program review policies, they can use the following check-list:

   Does the Program Review Process for CTE Programs include each of the following?
   - ☐ *A link to a follow-up action related to program vitality review*
   - ☐ *Review and comments by the local Private Industry Council*
   - ☐ *Publicly available written summary of each review*

   Does the Program Review for CTE Programs consider the following information?
   - ☐ *Labor Market Information (demand)*
   - ☐ *Other training providers in the areas (other "supply")*
   - ☐ *Employment outcomes of students*
   - ☐ *Student completion data*

3. **Inclusion of consistent metrics for program review.** Information that regional community colleges consider during their program review generally meets the accreditation requirements for quality program review, such as the inclusion of SLO/PLO assessments, alignment with college's strategic plan, curriculum currency, etc. Many colleges also consider other important data points about their programs, but not every college includes those. Regional colleges are therefore encouraged to review the information they consider in program review against this recommended list of metrics (compiled from both best practice program review processes and CTE dean interviews):
   - o SLO/PLO assessments
   - o Retention rates
   - o Curriculum currency (updated courses in the last 6 years)
   - o Completion of certificate/degree
   - o Alignment with college's strategic plan
   - o Facilities, equipment and technology

- o External factors (licensing, credentialing, legislative mandates)
- o Efficiency
- o FTES and FTEF
- o Enrollment/headcount
- o LMI data
- o Funding / revenue and program cost
- o Articulation to CSU/UC

4. **Calling out CTE evaluation needs**. It is acknowledged by CTE deans that CTE programs might have additional evaluation needs based on both Ed Code requirements for 2-year review and the nature of career and technical programs. Colleges are recommended to examine their program review policies to make sure that specific requirements of CTE programs are considered in the program review process. One of the challenges is that many CTE programs might need to be reviewed on a more detailed program level than discipline or 4-digit TOP code level as CTE programs could be very diverse, even within the same 6-digit TOP code. The other consideration is the inclusion of additional evaluation criteria/data/metrics that only apply to a 2-year program review for CTE programs.[4] Colleges might consider developing a separate list of evaluation metrics to consider during program review of only CTE programs.

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[4] Example is Moorpark College that has a one-sheet evaluation check list for CTE Programs specifically.

Appendix A – Education Code Related to CTE Program Review

EDUCATION CODE: SECTION 78015-78016.5

78015. (a) (1) The governing board of a community college district, prior to establishing a vocational or occupational training program, shall conduct a job market study of the labor market area, as those terms are defined in Section 52301.5, in which it proposes to establish the program. The study shall use the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information. The study shall include a California Occupational Information System supply analysis of existing vocational and occupational education or training programs for adults maintained by high schools, community colleges, and private postsecondary schools in the area to ensure that the anticipated employment demand for students in the proposed programs justifies the establishment of the proposed courses of instruction.
   (2) The governing board of the community college district shall make copies of each job market study available to the public.
   (b) Subsequent to completing the study required by this section and prior to establishing the program, the governing board of the community college district shall determine whether or not the study justifies the proposed vocational education program.
   (c) If the governing board of the community college district determines that the job market study justifies the initiation of the proposed program, it shall determine, by resolution, whether the program shall be offered through the district's own facilities or through a contract with an approved private postsecondary school pursuant to Section 8092.

78016. (a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:
   (1) Meets a documented labor market demand.
   (2) Does not represent unnecessary duplication of other manpower training programs in the area.
   (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.
   (b) Any program that does not meet the requirements of subdivision
   (a) and the standards promulgated by the governing board shall be terminated within one year.
   (c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
   (d) This section shall apply to each program commenced subsequent to July 28, 1983.
   (e) A written summary of the findings of each review shall be made available to the public.

Appendix B – Santa Rosa Junior College Program Review, Evaluation, Revitalization and Discontinuance

I.   EVALUATION

PROCESS A.   Cycle of

Evaluation

1.   Academic Affairs, in consultation with supervising administrators, will develop and maintain an evaluation cycle so that each certificate and major is evaluated at least once every six years. Whenever possible, all certificates and majors within a particular discipline will be evaluated in the same year. The supervising administrator may change the rotation if necessary to evaluate certificates sooner if evidence suggests a concern.

2.   The evaluation process will utilize an evaluation rubric and timeline mutually agreeable to the Vice President of Academic Affairs and the President of the Academic Senate.

3.   The Vice President of Academic Affairs will provide a list each year to the Academic Senate and the Academic Affairs Council of the certificates and majors identified for evaluation along with copies of the evaluation rubrics.

4.   Academic Affairs will provide District-compiled data relevant to evaluating each certificate and major.

B. Supervising Administrator Evaluation

1.   The supervising administrator, in consultation with the appropriate department chair and/or program coordinator, will evaluate the vitality of certificate/majors in his/her area of supervision based on the established criteria.

2.   The supervising administrator will recommend to the Vice President of Academic Affairs what actions need to be taken as outlined in this procedure.

C. Review by the Academic Affairs Council

The Academic Affairs Council will review all rubrics for certificates/majors under evaluation in that cycle

and will make a recommendation to the Vice-President of Academic Affairs regarding each certificate or major with a proposed deadline for actions to occur.

D. Review by the Academic Senate Evaluation Committee

1.   The Academic Senate Evaluation Committee, appointed by the Academic Senate President, will include members that represent the following instructional areas whenever possible: Career and Technical Education, Liberal Arts and Sciences, Student Services, and representatives from multiple sites.

2.   The Academic Senate Evaluation Committee will evaluate certificates or majors in the six- year rotation cycle using the rubric information, District compiled data, PRPP documents, and consideration of the recommendations made by the Academic Affairs Council.

3.   The Evaluation Committee may invite faculty members and/or administrators to provide further clarifications to the items on the rubric form, as needed.

4.   The Evaluation Committee will recommend follow up actions as outlined in this procedure that may concur with or differ from the AAC recommendations. The committee makes its recommendations to the Vice President of Academic Affairs, including a proposed deadline for actions to occur.

5.   The Vice President of Academic Affairs or designee(s) will meet with the President of the Academic Senate and the Academic Senate Evaluation Committee to review and discuss their recommendations.

E. Determination

The Vice President of Academic Affairs, after considering the recommendations from the Academic Affairs Council and the Academic Senate Evaluation Committee, will determine what follow up action will be taken and set a deadline for actions to be completed. Possible actions include:

1.   Vital certificate or major, no further action needed

2.   More information is needed

3.   Voluntary discontinuance

4.   Revitalization

5.   Evaluation Report required

6.   Other

II. FOLLOW UP ACTIONS

The Academic Affairs Council, the Academic Senate, and the Vice President of Academic Affairs may recommend any of the follow up actions listed below.

A. Vital certificate or major; no further action needed. No further action is required; however, the Academic Affairs Council and Senate Evaluation Committee may offer commendations or suggestions for improvement.

B. More information needed. The Academic Affairs Council and/or the Academic Senate Evaluation Committee will identify the specific information that it needs to make an informed

recommendation and specify a timeline for providing that information. The supervising administrator will assure that the required information is provided.

C. Voluntary discontinuance. The supervising administrator will submit to the Vice President of Academic Affairs minutes of a department meeting in which a consensus was reached or a vote was taken to voluntarily discontinue and evidence that the advisory committee (if any) was consulted.

D. Revitalization

1.   If a certificate or major is recommended for revitalization, the department chair, program coordinator (if any), and appropriate faculty members will draft a revitalization plan in consultation with the supervising administrator. The plan will include specific outcomes to be achieved, a timeline, and requests for necessary resources. Resource requests may include:

▪Funds for increased marketing and outreach;
▪Funds for faculty recruitment;
▪Facilities or equipment or funds for facilities or equipment;
▪Fees for outside consultants;
▪Professional development to support faculty and staff in responding to current needs, along with funds to support such endeavors, and/or
▪Additional staff.

2.   The supervising administrator and Dean III (if any) may accept the plan or recommend changes.

3.   The revitalization plan will be submitted to the Vice President of Academic Affairs who will send a copy of the plan to the Academic Senate Evaluation Committee for review. The Senate Evaluation Committee may recommend accepting the plan or may recommend changes. The committee may consult with faculty and administrators as needed.

4.   The Vice President of Academic Affairs, after considering recommendations of the supervising administrator, the Dean III (if any), and the Senate Evaluation Committee, will make the final decision about implementation. The Vice President will authorize the plan to move forward.

5.   The supervising administrator will ensure that the revitalization plan remains on track and that the timelines are being met. The supervising administrator will consult with the Dean III (if any) and the Vice President of Academic Affairs to secure their support for any changes.

6.   If the revitalization plan timeline is not met, the supervising administrator will notify the Dean III (if any) and the Vice President of Academic Affairs. The Vice President of Academic Affairs may extend the timeline for the revitalization plan or bring the program back to Academic Affairs Council and the Senate Evaluation Committee for reconsideration and possible discontinuance.

E. Evaluation Report

1.   An Evaluation Report is required before a certificate or major is discontinued (except for voluntary discontinuance) or if a course of action is not clear and alternatives need to be identified and considered. The supervising administrator will coordinate the writing of the Evaluation Report, involving the department chair, program coordinator (if any), and discipline faculty identified by the chair.

2.   Information for the report may be gathered from a variety of sources, including Program and Resource Planning data and analysis, District-compiled data, and data and information from outside sources. Assistance in gathering data may be requested from the Office of Institutional Research.

3.   The Evaluation Report will include a plan of action to address both the opportunities and

challenges faced by the current certificate/major. This plan will specify:

a. Goals, objectives, and specific strategies;
b. Proposed timeline;
c.   Responsible persons to ensure goals/timelines are met;
d. The measurable evidence that will determine if goals, strategies and actions have been accomplished.

4. If there is no consensus on a plan of action, alternatives must be presented.

5. The Evaluation Report will describe any negative impacts on the community, the students, and/or other disciplines that relate to these certificates and majors if the certificate/major were to be discontinued.

6. The Vice President of Academic Affairs and the President of the Academic Senate will agree on the format of the report.

F. Other Actions

When none of the above options represents the best course of action, the Academic Affairs Council and/or the Academic Senate Evaluation Committee may recommend a different course of action.

III. CERTIFICATE OR MAJOR DISCONTINUANCE

A. Recommendation to Discontinue

1. Based on a review of the Evaluation Report, the Vice President of Academic Affairs, in consultation with appropriate instructional deans or directors, may make a recommendation to the Superintendent/President to discontinue a certificate or major, accompanied by supporting rationale.

2. The Vice President of Academic Affairs will notify the Superintendent/President, the Academic Senate, the faculty collective bargaining agent(s), the classified collective bargaining agent, and the department chair of the recommendation to discontinue. The Vice President of Student Services will also be notified in order to anticipate possible impacts on students.

3. The Superintendent/President will forward his/her recommendation to discontinue a certificate or major to the Board of Trustees for their action.

B. If the Board of Trustees Accepts Recommendation to Discontinue:

1. The supervising administrator, the faculty collective bargaining agent(s) AFA, the classified collective bargaining agent, and Human Resources Department will work with affected faculty and staff to ensure compliance with relevant contracts.

2. The Vice President of Academic Affairs, supervising administrator, and Director Public Relations (PR) will develop a plan to notify the public of the discontinuance.

3. The supervising administrator, discipline faculty members, and Office of Institutional Research (OIR) (as needed) will develop a survey of existing students to assess their needs. The supervising administrator will assure that the survey is administered and analyzed and will develop a plan and timeline for phase out. The supervising administrator will notify the Counseling Department of the plan and timeline to ensure that student education plans will include the most up-to-date information.

4. The Vice President of Academic Affairs and Academic Senate President (jointly or separately) will endorse the plan and timeline to ensure it addresses students' needs.

5.   The supervising administrator will administer the plan and assure that effected students are notified of the intent to discontinue.

6.   Students that have catalog rights and are unable to complete the certificate/major during the established timeframe will be provided alternative options by the appropriate department chair and/or program coordinator.

7.   Contract faculty members who may be displaced by the discontinuance of a certificate or major may be eligible for the compensated Special Education Leave or unpaid Educational Leave as outlined in the collective bargaining contract.

8.   The Dean of Curriculum and Educational Support Services will notify the Chancellor's Office of the intent to discontinue a certificate or major.

C.   If the Board of Trustees Declines Recommendation to Discontinue

If the Board declines the recommendation to discontinue a certificate or major, the process for program revitalization outlined in Section II.D of this procedure will be followed.

IV. CERTIFICATES OR MAJORS WITH PROVISIONAL APPROVAL OR DENIAL

A.   Certificates or majors that have been granted provisional approval by the Chancellor's Office and do not met the terms of the provisional approval within the specified time period will be inactivated and removed from the catalog and the SRJC District Web site.

B.   The Vice President of Academic Affairs will notify the Vice President of Student Services, Admissions and Records, and the Academic Senate President.

C.   Every effort will be made to assist students with catalog rights to either complete the certificate or major or to find an alternative program of study.

D.   Certificates or majors that are not approved by the Chancellor's Office will not be implemented.

V.   TEMPORARY SUSPENSION OF CERTIFICATES AND MAJORS

A.   In the event of impending or urgent budget reductions or other situations beyond the control of the District that may affect the District's ability to offer particular certificates or majors, the District will document the situation and provide evidence to the Academic Senate. The Academic Senate Evaluation Committee and the Academic Affairs Council will convene to consider all existing certificates and majors for possible temporary suspension.

B.   The following criteria will be considered:

1.   The value of the certificate or major relative to labor market demand in the region or to the transfer needs of students;

2.   The score that the certificate or major received or would receive on the evaluation rubric;

3.   The financial viability of the certificates or majors;

4.   Other criteria mutually agreed upon by the Vice President of Academic Affairs and the President of the Academic Senate.

5.   The Vice President of Academic Affairs, in consultation with the Academic Senate President, will recommend to the President/Superintendent those certificates and /majors proposed for suspension,

and establish a date by which the certificate or major will be reviewed again in order to reinstate it or to continue the suspension with a date to reinstate.

6.   The President/Superintendent will recommend to the Board certificates or majors to be suspended. Upon approval by the Board, identified certificates and/or majors will be suspended until the date established for reinstatement or continued suspension.

APPENDIX: CRITERIA FOR EVALUATION OF CERTIFICATE OR MAJOR VITALITY

A certificate or major that fails to meet one or more of these criteria may require further action.

1.   **Alignment with the District's Strategic Plan.** The certificate/major aligns with the current goals and objectives of the District strategic plan.

2.   **Articulation or Labor Market Demand:**
     ▪The transfer major articulates with transfer institution(s) in California, especially the CSU and UC systems; or

     ▪The career and technical job market data shows projected employment stability or growth (both number of job openings and percentage growth) in the related occupations for the most recently captured ten-year period of employment growth for Sonoma or the nine county Bay Area, as relevant, as determined by the California Employment Development Department.

3.   **Adequate Facilities, Equipment and Technology**: The District is able to provide adequate facilities, equipment, and technology to allow students to meet the student learning outcomes for the certificate or major.

4.   **Sufficient Revenue**: The certificate or major has sufficient revenues generated by apportionment revenue, grants, partnerships, entrepreneurial activities, or other sources to maintain its vitality and to support the vitality of the District.

5.   **Successful Certificate or Major Completion**: Data demonstrates that students are seeking out and successfully completing the certificate or major.

6.   **Head count:** Student head count (duplicated) at first census in the required courses in the major show stable or increasing enrollments over the past eight semesters (summers excluded).

7.   **Curriculum Currency**: The course outlines of record for courses in the certificate or major have been updated within the past six academic years (inclusive of the evaluation year).

8.   **Retention rates:** The retention rates indicate that reasonable numbers of students are completing the required courses in the certificate or major. The retention rate is defined as the percent of students enrolled at first census that persist to the end of the course with a grade of A, B, C, D, Credit, Pass or Incomplete.

9.   **Enrollment Efficiency:** Enrollment efficiency meets District-established targets using fall and spring data only. Enrollment efficiency is defined as the percentage of seats filled at first census based on class limit (not room capacity).

10. **Student Learning Outcomes Assessments.** Assessments of student learning outcomes for course, certificate, and majors demonstrate efforts to improve student learning within the last three years (or more, if desired).