

Institutional Effectiveness Committee (IEC) Member Guide

WHAT IS THE IEC?

It is the “College Council Standing Committee charged with the coordination of the college’s comprehensive program/unit review process”

(AP 3251 Institutional Effectiveness)

WHAT DOES THE IEC DO?

The IEC reads and provides feedback on Instructional Program and Non-Instructional Unit Comprehensive Cyclical Reviews. IEC members also develop Broad Recommendations for campus-wide improvement. These recommendations are vetted and approved by the IEC and then sent to the College Council.

WHAT HAPPENS AT THE IEC?

- The IEC is made up of Faculty, Managers, Classified Staff, and Student Representatives, with Faculty making up roughly half of the membership. As a subcommittee of College Council, it is co-chaired by a Faculty member and a Manager.
- Members serve renewable 2-year terms.
- From the membership, five teams are formed with diverse representation throughout. Each team features a team leader and four members.
- The members (Reviewers) of each team will read the various elements of a Review and provide feedback based on a common rubric.
- The team leader (or designee) will act as a Reconciler, taking Reviewer feedback and compiling it into a summary report, which will then be presented at an IEC meeting and approved.
- Once the summary report is approved, the co-chairs will draft and send a letter with feedback to the Program Review Authors.

WHO WRITES PROGRAM/UNIT REVIEWS?

All instructional programs (Certificates, Local AA Degrees, Associate Degrees for Transfer-ADTs) are required to conduct comprehensive program reviews, and will be written by departmental faculty in the field of the degree or certificate. All non-instructional Units, including Division offices, will write comprehensive Unit Reviews. Due to distinction of purpose, Instructional Program Reviews and Non-Instructional Unit Reviews have different Review Templates.

WHAT DOES A PROGRAM REVIEW LOOK LIKE?

The software platform used is Taskstream. Authors access Taskstream to write their reviews, and IEC Team Members, or Reviewers, access it with anonymous Reviewer Accounts to read and score the reviews. The Program Review is broken up into six elements, which are briefly described below:

Introduction- This is a text field entry in which authors will describe their program(s) so that readers of the review will have an idea about what your program is like. Details should include a brief history of the program/discipline and its current format, description of the program (Certificate(s), Degree, etc.) its sequence, and also its relationship to other programs offered by the college. Finally, the authors should document who participated in the review.

Mission Statement- A mission statement for the program should be a concise description of why the program exists. In other words, what is the core function of the program, and who are its key stakeholders?

Program Outcomes- Program-Level Outcomes are required for all Certificate and Degree Programs. This is the area where they are documented. They will also be used in the next element. This element is provided to the Program Review authors. They do not need to complete it.

Curriculum Map- Curriculum Maps take the Program-Level Outcomes and the Courses in sequence for the program and create a matrix of how each course contributes to the Program-Level Outcomes. Courses can **Introduce, Practice, or Reinforce** Outcomes.

Components, Outcomes & Measures- This element is the heart of the program evaluation process. It is set up with a standard structure of Components, which are aligned with the Evaluation sections of the Annual Updates (***Evaluation A: Overall Effectiveness Based on Success & Retention; Evaluation B: Demographics and Improved Equity; Evaluation C: Consistent Enrollment Based on Demand; Evaluation D: Faculty/Staff and Program Needs; Evaluation E: Student Learning Improvement***) and under each Evaluation Component one or more specific Outcomes relating to the Evaluation are provided. For each Outcome, authors will create at least one Measure, to describe how the Program has achieved the outcome. Each Measure consists of a description, involving relevant data and analysis of it along with a Target. Authors will also write measures for the Program Outcomes in this section.

Review Findings and Recommendations- This element is closely linked with the previous element in that for each Measure that is created in the above element, authors will provide Findings, or a brief report of what was learned from the data analysis and whether the stated Target has been achieved. Authors also have the opportunity to develop a Recommendation for Improvement for each Measure. The final piece of the review is Overall Recommendations for Improvement, which should be a short list of actionable and achievable ways to improve the program for the next cycle. Overall Recommendations for Improvement should be listed in numeric order.

DO AUTHORS HAVE ANY DATA OR RESOURCES AVAILABLE TO THEM?

YES! There is an element inside each workspace that contains several sets of data and other resources to assist in conducting a thorough and data driven evaluation process:

- **Data Sets by Subject:**
 - Overall Success and Retention
 - Success and Retention by Ethnicity
 - Success and Retention by Gender
 - Sections by Time of Day and Fill Rate
 - Sections by Faculty Assignment
 - Fulltime Equivalent Faculty and Fulltime Equivalent Students
 - Degrees and Certificates Awarded
 - Labor Market for CTE
- **College-Wide Data**
- **Distance Education Data**
- **Veterans Data**
- **Rosemead Data**
- **Additional Resources:**
 - Funding Sources
 - Labor Cost Calculators
 - Campus Climate Survey Summary
 - Community Needs Assessment Summary
 - Chancellor's Office Vision for Success Executive Summary
 - CCCCCO Datamart Wage Tracker
 - CSU Transfer Information
 - UC Transfer by College Major
 - In-State Private and Out-of-State Transfers

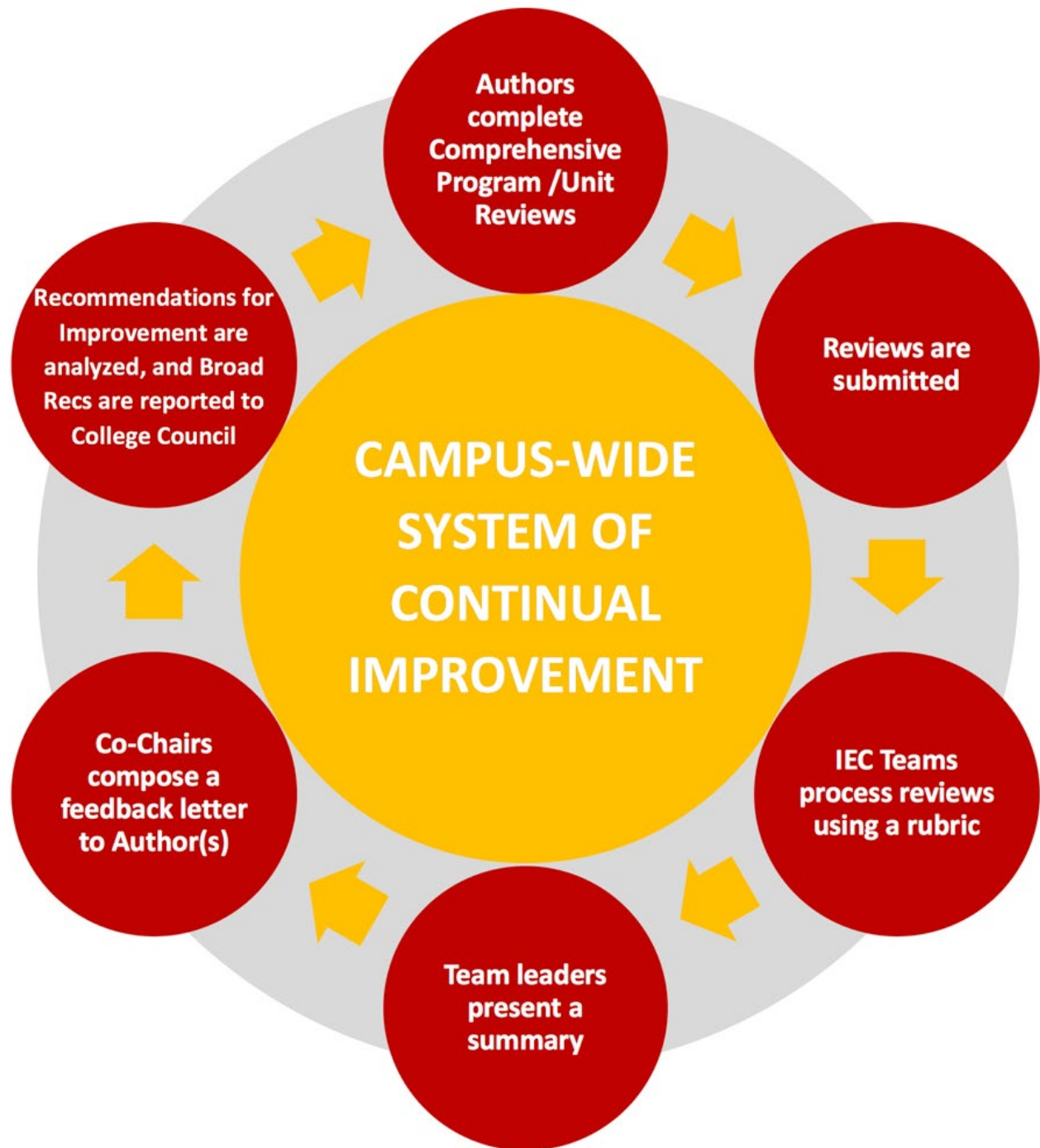
DOES EVERYONE DO PROGRAM/UNIT REVIEWS EVERY YEAR?

NO! All reviews are on a Multi-Year Cycle. The Calendar for Unit/Program Reviews can be found online at:

<https://pasadena.edu/integrated-planning/program-review/calendar.php>

Yearly Review Cycles are set up so that Authors will complete reviews during the Spring and Summer terms and IEC Teams will read and provide feedback for the reviews starting in the subsequent Fall term.

Program/Unit Review Process Flowchart:



RUBRICS USED BY IEC WHEN THEY READ REVIEWS AND PROVIDE FEEDBACK:

MISSION STATEMENT:

	Exemplary	Acceptable	Developing	Missing
Purpose	Comprehensive; both broadly defines program and includes specific purpose.	Defines the program and includes some specific purpose.	Too general to distinguish the program or too specific to encompass the entire program mission.	Missing.
Aligns with College Mission Statement	Mission clearly aligns with the College Mission statement.	Mission somewhat aligns with the College Mission statement.	Mission doesn't align with the College Mission statement.	Missing.

COMPONENTS, OUTCOMES, AND MEASURES:

	Exemplary	Acceptable	Developing	Missing
Measures	All measures directly link to outcomes.	Most measures directly link to outcomes.	Fewer than half of the measures directly link to outcomes.	Missing.
Use of Data	All measures identify appropriate data for analysis.	Most measures identify appropriate data for analysis.	Fewer than half of the measures identify appropriate data for analysis but others are missing.	Missing.
Targets	All measures identify acceptable targets and a rationale for the target is included.	Most measures identify acceptable targets and a rationale for the target is included.	Fewer than half of the measures are missing acceptable targets and a rationale for the target.	Missing.

FINDINGS AND RECOMMENDATIONS FOR IMPROVEMENT:

	Exemplary	Acceptable	Developing	Missing
Summary of Findings	All findings include detailed information and analysis of the measure.	Most findings include detailed information and analysis of the measure.	Fewer than half of the Findings include detailed information and analysis of the measure and many are incomplete.	Missing.
Recommendations for Improvement (for each Finding)	All Findings include recommendations that are directly related to the Findings.	Most Findings include recommendations that are directly related to the Findings.	Fewer than half of the Findings include recommendations and these are anecdotal and not directly related to the Findings.	Missing.
Overall recommendations for program improvement	All program improvement recommendations are relevant, concise, and actionable.	Most program improvement recommendations are relevant, concise, and actionable.	Fewer than half of the program improvement recommendations are relevant, concise, and actionable.	Missing.