

(DRAFT for comment) RCE PROGRAM SURVEY

As part of planning associated with regionalization initiatives, you have been identified as an individual with the ability to provide substantive detail about your programmatic area. The information you provide will be used to help assess programmatic options across the District. This information will also be used to help inform decision-making related to regionalizing specific programs and areas of study as a way to share resources, expertise and enhance existing programmatic strengths in a way that supports ONE Maricopa. In any given area of study and for each college housing those programs, CTE and degree programs in related fields will be evaluated alongside one another. Decisions flowing from this information-gathering process will be data-driven and evidence-based. To aid in this process, please provide complete answers to the items in each section and cite any data sources/references as appropriate. Thank you for your time and your expertise in support of this work.

Program:

College:

CTE or Degree:

Program Director:

Prepared by:

Submitted on:

Vetted by/Other contributors:

1.0 Program Metrics:

1.1 Unique Factors for the College/History

Understanding the ways in which a program has established its identity within MCCCCD and how it contributes to your College's overall mission are critical factors in understanding its impact in the immediate and larger community. This item intends to capture 1) how the program is positioned within the college and across the district; 2) its unique contributions relative to other program offerings 3) historical context and 4) other unique program attributes.

- What specific attributes of the program would you say distinguish it from other similar programs in the district / state / nation?

200 word limit

- In the space provided, what would you say makes this program unique to the MCCCCD system?

200 word limit

- Has this program received any awards, certifications, or accreditations (could ask separately for state, national, etc)?

- Yes
- No
- If YES, please list below:

- To the best of your knowledge, how would you rate the overall reputation of the program in your college?

<i>A well respected, Signature program</i>			<i>A typical program</i>		<i>Not Very Well Known</i>
5	4	3	2	1	

- Please provide any additional comments in the space provided below:

50-100 word limit

- To the best of your knowledge, how would you rate the overall reputation of your program across the MCCC system?

<i>A well respected, Signature program</i>			<i>A typical program</i>		<i>Not Very Well Known</i>
5	4	3	2	1	

- Please provide any additional comments in the space provided below:

50-100 word limit

- How long has the program operated?

- Less than 1 year
- 1-3 years
- 4-6 years
- 7-10 years
- 11 or more years
- Don't Know

- Briefly describe the program's history and how the program began.

200 word limit

- Are there other program attributes that make this program unique? If so, please detail below:

200 word limit

1.2 Design of Existing Program Curriculum and Offerings

This item captures how the program is structured in terms of curriculum and instruction and, in particular, the specific elements of the program that illustrate the depth and the breadth of the programmatic content and the ways in which these elements enhance what is offered to students.

- Briefly describe the curricular components

200 word limit

- How is instruction typically delivered to students?
 - In-class only
 - Online only
 - Hybrid (mix of in-class and online instruction)
 - In-class with additional lab hours
 - Practicum only
 - Work-study
- Briefly describe how the program's instructional approach (listed above) enhances the skills and abilities students learn? (For example, is the in-class typically lecture-based or mixed with experiential learning etc.?)

200 word limit

1.3 Program Enrichments and Supports

This item identifies the degree to which the program provides students with a comprehensive system of supports and/or wrap-around services to extend learning opportunities that foster meaningful and relevant engagement beyond the classroom.

- Does the program provide additional enrichments and supports to extend learning opportunities for students?
 - Yes
 - No
- If YES, please describe in the space provided below:

200 word limit

- Briefly describe what steps the program has taken over the last 3 years to reflect 1) the changing needs of its constituents/students, 2) technological advances, 3) developing innovative and forward-looking curricula and programmatic supports:

200 word limit

- How well would you say these programmatic elements enhance the overall quality of the program?

Very Well *Somewhat* *Not Very Well*
5 4 3 2 1

1.4 Workforce Development Contribution for Strategic Industry/Career Paths

This item accounts for the ways in which the program has been intentional in fulfilling a gap in the college/district's program offerings in order to meet industry, employment, community, and/or economic demands at a local or regional level. This item measures the degree to which the program contributes to 1) providing a well trained and qualified workforce in high-volume sectors and/or emerging careers or advanced industries; 2) alignment with regional economic development planning and how that alignment has occurred.

*** DATA PULL *** --- by DO staff

- Number of jobs by region / program
- Enrollment in program by region
- Median wage
- Number # of openings
- education required

1.5 Addresses Access & Inclusiveness

This item informs the ways in which the program supports access and principles of inclusivity among students that encourages connections between the program, special populations, the College, and the regional community it serves.

- To the best of your knowledge, are there other similar programs offered at other nearby MCCCCD campuses?
 - Yes
 - No
 - If YES, which campuses? *(please check all that apply)*
 - Chandler-Gilbert CC
 - Estrella Mountain CC
 - Gateway CC
 - Glendale CC
 - Maricopa Skills Center
 - Mesa CC
 - Paradise Valley CC
 - Phoenix College
 - Rio Salado College
 - Scottsdale CC
 - South Mountain CC
 - Southwest Skills Center
- To the best of your knowledge, are there other similar programs offered at other nearby postsecondary institutions, trade schools, etc not part of MCCCCD?
 - Yes
 - No
 - If YES, which ones? Please list in the space provided below:

50 word limit

- In terms of scheduling and accessibility, how would you rate the degree to which there are sufficient program offerings in terms of *when* they are offered (days/times of the week vary), *where* (multiple locations or one site only), and *how* (online, ground, hybrid)?

Very Accessible *Somewhat* *Very Limited*
 5 4 3 2 1

- Overall, to the best of your knowledge, how would you describe the availability of public transit options available to students? This includes the number and frequency of public bus routes and access to light rail, their proximity to the College, etc.

Very accessible to public transit *Somewhat* *Very limited access to public transit*
 5 4 3 2 1

- Does your program make scholarships available to students who might otherwise *not* have the opportunity to participate in the program?
 - Yes
 - No
 - If YES, please describe below?

200 word limit

- To the best of your knowledge, is the program offered as dual enrollment to students currently enrolled in high school?
 - Yes
 - No
 - If YES, please list the high school(s) below:

1.6 Accounts for Regulatory Risks

This section seeks to capture the administrative and accountability checks required of your program for regulatory /technical purposes. Please list them in the space below:

- Does your program have to comply with specific regulatory / technical requirements, accountability and/or administrative checks?
 - Yes
 - No
 - If YES, please 1) list below *and* 2) describe how you meet the requirements.

200 word limit

2.0 Student Success & Outcomes

This item intends to capture programmatic outcomes that demonstrate what students should be able to do upon completion of the program.

- In the space below, briefly describe how the program defines success for students and constituents. What evidence does the program utilize to indicate the degree to which your program is successful?

200 word limit

- Additional data to help gauge student success and outcomes can include:

*** DATA PULL *** --- by DO staff

- Student Completion Rate for core required courses --- (student concentration = 3 + courses)
- Enrollment - FTSE & Headcount
- Course Offerings/scheduling/formats/dual enrollment
- Number of awards (AA, AGED, CLL)
- Number of transfers to accredited postsecondary institutions (*reflects the degree to which students meet transfer requirements and are prepared to enroll in a four-year institution*).
- Licensing and certification requirements
- Promotes Student Engagement – needs definition. Specific measure(s) TBD

3.0 Resource Use:

Captures what resources are required in terms of funding, infrastructure, institutional program costs, fees and how these resources are used to operate the program. *Please attach the following financials information to this submission.*

- Cost per FTSE
- Cost per headcount
- Program cost / sq ft, employee FTE etc.
- Course Fees
- Personnel including dedicated residential/adjunct ratio
- Equipment Costs - Utilities/Facilities /Maintenance and Replacement
- Requirements for Space/Equipment/IT
- Donations
- Grants received to support the program

4.0 Community Resources and Partnerships:

This item captures the degree to which the program utilizes partnerships and collaborations and how these relationships contribute to the overall quality of the program and their value-add to the College.

- Please list any existing corporate, educational, community or individual partners and the contribution that each partner provides to the overall program in the space below:

200 word limit

- Please list any Advisory Boards your program collaborates with in the space below:

200 word limit

5.0 Opportunity Analysis: To be completed by DO staff ...or survey respondent ??

** These areas can also be thought about as scoring criteria (perhaps in rubric form) based on the information provided in the survey for evaluation purposes **

- *Optimization of ONE Maricopa Infrastructure* – How well is the program integrated within and supportive of the District’s mission to meet student success and provide meaningful, flexible opportunities in an efficient and effective manner. Does the program collaborate with other Colleges in the District, share resources, staff, and students?
- *Scaling Opportunities* – Is there a need/desire to scale up the program to meet student/industry/community needs? Can the program be scaled up at other colleges and maintain fidelity and consistency if implemented elsewhere without substantial cost increases to the district? Is there an employment need among employers in surrounding communities in other College service areas across the district?
- *Addresses a Current or Emerging Student Success Need* – Are students expressing an interest in the program as evidenced by consistent enrollment and completion of the program? Does their enrollment reflect their desire to develop skills and abilities that will allow them to become a productive contributor to a globally competitive economy?
- *Addresses a Current or Emerging Community Need* – Was the program established to meet an explicit need within its community? What specific community need does this program meet? Has the program been flexible and responsive in terms of curriculum, instruction and access in order to respond to changing needs within the community it serves?
- *Addresses a Current or Emerging Workforce Development Need* – How well aligned is the program with local employers’ needs? Does the program provide area employers with a qualified workforce based on their expressed needs? (Evidence can be based on the number of available jobs and the number of degrees and certificates awarded by the College). Was the program established to meet future workforce needs based on emerging industry trends?
- *Positively Adds to Reputation or Aligns with College/ District Identity* – How well regarded is the program across the district? Is it a program that is recognized as a unique, high quality opportunity for our students? Does it represent a model program statewide or nationally; based on what awards, accreditations, scaling up, etc?
- *Increases Competitiveness with External Institutions* - The number of awards and certificates relative to other postsecondary institutions based on IPEDS data that reflect how well the program / College is providing a competitive program

(DRAFT) Survey Administration Plan

It is intended that the completed Survey Tool be gathered from each participating program and analyzed in relation to the other programs by the “RCE Evaluation Committee.” The survey can be administered online using surveymonkey.com. Links to the survey can be created and emailed directly to each intended respondent to help maximize response rates. A mock-up of the survey tool can be created, tested and edited as needed prior to going live. Survey responses will be collected by research staff as a downloadable file using an existing surveymonkey.com export tool, which allows staff to clean, code and analyze all responses as needed for scoring and/or evaluation purposes.

The analysis may be open-ended or scoring may be used as an evaluative aid. If scoring is preferred by the RCE Evaluation Committee, the following scoring approaches may be considered—

Possible Scoring Approaches

Quantitative Responses:

All quantitative responses (e.g. Likert scales, data, figures) can be scored and ranked as needed using a variety of methods. For example, the suggested *High, Typical and Low* ranking point values can be assigned as 3 points, 2 points or 1 point respectively. Thresholds can be derived from quantitative responses using mean scores and standard deviations (above/below the mean) and assigning a particular point value for each category.

Qualitative Responses:

Open-ended items will be coded to evaluate their relative value according to rubric to be developed. The rubric can assign a particular score according to a pre-defined set of criteria for each category. For example

Scoring & Weighting:

To help evaluate each program on balance three approaches to scoring the survey are provided below.

Option 1: **Ranking Score** –Each of the five categories (*Program, Student Success, Resource Use, Community Resources & Partnerships, and Opportunity Analysis*) can earn a total point value so that each category can be scored as **independently** as *High, Typical or Low*. In each category, the total points earned is compared to the thresholds as follows:

Rating (point value)	Total Pts
High (3 pts)	12-15
Typical (2 pts)	7-11
Low (1 pt)	0-6

Ranking Scoring

Category	Total Score	Points Possible	Ranking	Ranking Score
Program	9	10	High	3
Student Success	5	10	Typical	1
Resource Use	6	10	Typical	1
Community Resources & Partnerships	5	10	Typical	1
Opportunity Analysis	5	10	Typical	1
Points Possible		50		15
Total Score (rounded)	25	50		7 points

Final Determination	Typical
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Option 2: **Overall score** - In addition to the scoring approach in option 1 above, the points earned in each category can be summed together to create a total point value to compare against a threshold for a final determination based on an overall score of *High, Typical or Low*. Point totals in each section will be summed and compared against the total number of points possible. This summed score will be compared to the performance thresholds for each category and assigned a final determination as follows:

Points Possible

High	36-50
Typical	21-35
Low	0-20

Overall Score

Category	Total Score	Points Possible
Program	9	10
Student Success	5	10
Resource Use	6	10
Community Resources & Partnerships	5	10
Opportunity Analysis	5	10
Points Possible		50
Total Score (rounded)	25	50
Final Determination	25 points	Typical

Option 3: **Weighted Grading** - This approach is the most balanced because it allows the relative contribution of each section to be considered to evaluate the program overall. For colleges, perhaps Student Success Outcomes should be considered more heavily, and thus weighted appropriately to reflect its relative importance. In this approach, 1) each section will be graded and scored independently; 2) each section will be given an appropriate proportional weight to total 1.0. For example

Points Possible

High	8-10
Typical	5-7
Low	1-4

Category	Total Score	Weighted Value (equal weight)	Weighted Score	Total Score	Weighted Value (proportional weight)	Weighted Score
Program	9	0.2	1.8	9	0.4	3.6
Student Success	5	0.2	1	5	0.3	1.5
Resource Use	6	0.2	1.2	6	0.1	0.6
Community Resources & Partnerships	5	0.2	1	5	0.3	1.5
Opportunity Analysis	5	0.2	1	5	0.1	0.5
Points Possible 25 / 10	25					7.7

Total Score (rounded)	6	8
Final Determination	Typical	High

- What is the purpose of the program? Why does it exist?
- How has the purpose changed in recent years?
- How do you expect this purpose to change in the near future?
- What are the most important goals of the program?
- List the key functions of the program.

2. External/Internal Demand

- Who are the key users of the program?
- How do you measure the user demand for the program?
- How has the user demand for the program changed in recent years?
- How is the user demand for the program likely to change in the near future? Why?
- List other departments on campus with which your program has the most continual interaction and explain briefly the nature of those interactions.
- List other departments on campus that are providing a service or function similar to the one provided by your program.

3. Quality

- What benchmarks do you use to measure your program's quality?
- How does your program compare to those benchmarks?
- How is the quality of the program measured and by whom?
- What were the accomplishments of the program in the past two years?

4. Cost-Effectiveness

- What benchmarks do you use to measure your program's cost-effectiveness? How does your program compare with those benchmarks?
- List the attempts made by the program within the past three years to cut costs and/or operate more efficiently.
- Attach an organizational chart that identifies every employee of the program and includes a list of the top three or four functions carried out by each employee.
- Identify the revenues or other resources generated by the program.
- Break down all direct costs associated with the program. (A required format was provided.)

5. Opportunity Analysis

- What functions within the program could be automated, performed elsewhere in the university, performed by an outside contractor, consolidated, or eliminated?
- What additional revenue generation is possible by the program?
- What additional cost-saving opportunities can you recommend for your program?
- What are your peers at other institutions doing that Drake is not but should be doing?
- What would it take to make the program exemplary? (Explain and provide a cost estimation.)
- If you could start fresh and totally restructure the program (and/or your department), how would you do it?

SOURCE:

http://www.nacubo.org/Business_Officer_Magazine/Magazine_Archives/April_2007/Keeping_Programs_and_Resources_in_Sync.html