College of the Redwoods
Program Review Committee
2016-17 Program Review Committee Executive Summary

Program Review Committee Evaluation

Instructional programs submitted a total of 30 reviews: 24 annual and 6 comprehensive. (Comprehensive reviews included analyzing data trends, such as enrollments, equity and completions.) Student Development service areas submitted 14 reviews; and Administrative areas submitted 13 reviews. Student Equity submitted its first (or baseline) review, and several student service areas had managers doing their first program reviews.

The Program Review Committee reviewed programs using the attached rubrics, which are matched to each section of the program review template. Below are data and general observations for instruction, student development, and administrative programs:

Instructional Program Reviews *% receiving ratings (E) Exemplary, (S) Satisfactory, or (D) Developing*				
Annual Program Reviews				
	Program Info/Mission	***Assessment***	***Previous Plans***	***Planning***
% E	83%	33%	29%	33%
% S	17%	54%	54%	63%
% D	0	13%	17%	4%
Percentages are based on 24 annual program reviews.				

Comprehensive Program Reviews					
	Program Info/Mission	***Data Analysis***	***Assessment***	***Previous Plans***	***Planning***
% E	67%	17%	17%	17%	17%
% S	33%	33%	67%	33%	67%
% D	0	50%	17%	50%	17%
Percentages are based on 6 comprehensive program reviews. Comprehensive program review cycle is every five years.					

Annual Instructional programs continue to do a good job reflecting how their program supports the mission of the college. Assessment reporting is stable, with no real overall increase or decrease on the annual reviews; however, the quality of assessment declined slightly, while remaining satisfactory overall for the comprehensive program reviews submitted in this reporting period.

Evaluation of previous plans and planning have both improved overall, indicating a better understanding of how planning integrates with programs and college plans. Reflection of how the comprehensive programs support the mission of the college remains stable, but the quality of data analysis conducted by the comprehensive review authors dropped significantly; with half of the reviews in the developing stage of analysis, compared to only 14% from the last program review cycle. Evaluation of previous plans declined in quality with 50% at developing, indicating a lack of analysis or completion.

A comparison of the comprehensive programs completed this year to their annual review from 2015-16 cycle shows that five of the six programs (83%) either remained consistent or improved in their overall quality while only one review actually reflected a decline in quality.

The PRC still sees some inconsistencies in tying assessment results to planning, in both annual and comprehensive programs. Some of this likely stems from the change in assessment outcome reporting from a two year period to a four year period. There remains room for growth in terms of evaluating previous plans and planning for the next year and tying assessments and annual planning together in comprehensive reviews. Many plans are still listed as resource requests with no measureable outcomes and no alternate plans if a requested resource is not received.

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The PRC recognizes that many instructional program reviews reflect the voice of various authors, creating some discrepancies in overall analysis.

The PRC would like to compliment all authors on their efforts to effectively report on the health of their programs and praise the following programs for exceptional summarization in all or various areas; and recommend all authors review them as a guide to overall program improvement:

Comprehensive reviews:

- *Math:*
  - Data Analysis provided insightful commentary regarding factors that may have contributed to the data outcomes.
  - Equity analysis included potential factors and actions leading to student equity differences.
  - Both course-level and program-level assessment reports are robust, and clearly described changes. Future plans are indicated as a response to assessment activities. Successful implementation of previous plans as a response to past assessment activities is also described in this report.
  - Planning actions were directly linked to stated institutional planning actions; are clearly based on assessment findings; clearly showed the expected impact on program/student learning and are measureable.
- *Humanities:*
  - Evaluation of Previous Plans included excellent and concise descriptions of the impact of the actions on the program.

Annual Reviews:

- *Biology*
  - Assessment analysis included excellent reflection on program changes and improvements linked to assessments.
  - The impact of previous plans was measured and clearly communicated.
  - Numerous plans were each linked to specific strategic goals; each one can be measured and there is ample narrative of how assessment is linked to program actions.

Instructional Summary:

- Improvements needed include: analyzing and summarizing assessments, reporting on results of outcomes, showing how program improvements and planning are tied to assessment results; basically, closing the loop.
- The PRC identified a continuing need to improve in the evaluation of previous plans; specifically, discussion on the status of how previous planning action(s) affected program improvement, as well as any negative impact on student success for actions not completed. In some cases, planning and the program seem to be disconnected, the plans were not measureable, or were not really a "plan," but a resource request.
- In some cases there is still misunderstanding on developing plans: actions should directly link to stated institutional plans and/or be clearly based on assessment findings. Plans should clearly define the expected impact on a program and/or student learning and must be measureable. Program plans should not be expressed as personnel or resource requests. To provide exemplary use of planning, describe how a plan will be accomplished if the resource is not provided.

**The 2016-17 Instructional rubric is an addendum to this report.*

Instructional Planning Themes:

Plans and planning included a variety of overlapping themes. For example, collaboration overlapped with marketing, professional development, access and certificate and degree development**.** Most of these plans speak to the 2014-15 theme of persistence, as well. The top themes included the following:

- ***Collaboration and pathways:***
  - Collaboration between disciplines to create courses and pathways to assist students with degree/certificate completion, such Biology pathway for nursing students.
  - Collaboration with other sites to offer a greater number of courses, especially those that increase degree/certificate completion.

  - Collaboration with outside accreditation and targeted career groups to improve instruction, align programs and certificates better, and afford students a more direct pathway into their careers.
  - Collaboration with the community to determine current skills needed.
  - Collaboration with noncredit to ensure successful transition into credit courses and enable struggling students additional support.
  - Collaboration with counseling and advising to increase counseling understanding of programs.
- ***Access for students:***
  - Plans to improve access for students included developing online/hybrid courses for distance learning, adapting courses for students at institutions like Pelican Bay, strategies to support developmental students as they progress through, for example, English 1A,
  - Working with other sites to provide necessary courses for advancement to degrees and certificates
  - Researching software and online systems that provide learning and assessment modules for students in basic skills and pre-transfer level courses.
  - Plans included increased marketing and workshops for professional development for instructors, students and the community
- ***Certificate and degree development***
  - Six disciplines provided plans for developing new ADTs or certificates, and reviewing current degrees for quality and validity.

Student Development Program Reviews *% receiving ratings (E) Exemplary, (S) Satisfactory, or (D) Developing*						
	Program Info	**Data**	**Equity Data**	**Assessment**	**Previous Planning**	**Planning**
% E	64%	36%	43%	21%	21%	71%
% S	36%	57%	50%	29%	64%	21%
% D	0	7%	7%	50%	14%	7%
Percentages are based on 12 completed program reviews. Equity data was included in student services reviews.						

Student Service areas program reviews remain constant or improving in tying their indicators, assessments and planning together. Only the evaluation of previous plans saw a decline, but this may be a reflection of having new baseline reviews and new authors. Student Services overall continues to show an understanding of the planning and review of plan process.

Equity was addressed and showed improvement or satisfactory progress in most reviews.

Student Equity completed their first "baseline" review this year. The Veterans program submitted their first, baseline review, independent of Enrollment Management; as did the CalWORKS program. Distance Ed completed a student services template last year, but it was decided the administrative template was more appropriate. This accounts for the difference in the number of submitted reviews.

The PRC would like to compliment all authors on their efforts to effectively report on the health of their programs and would like to praise the following exceptional programs; and recommend authors review them as a guide to overall program improvement:

- DSPS authors for an exemplary review, especially analysis of previous plans: Based on the rubric, the status of all actions is clear; although not all actions were completed, there were clear explanations why; the impact is described with relevant data. There are future plans to complete unfinished actions. *T*heir assessment analysis is thorough and detailed and includes justification for program changes.
- Counseling/Advising authors in equity, assessment and planning.
- Enrollment Services authors in data analysis, equity and planning.

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Student Development Summary:

- Generally provided good analysis of indicators and reflection of assessment activities and equity.
- Some services areas need to improve their resolution of previous plans, based on assessment of indicators and current planning. The assessment portion of the template is expected to help authors provide for meaningful program improvement.
- Linking planning to indicators, assessment data and/or institutional plans improved greatly.
- Some student service areas worked with the assessment committee to create more measureable and effective student learning outcomes.

**The 2016-17 Student Service Areas rubric is an addendum to this report*

Student Development Planning Themes:

- Student development service areas planning goals vary, but an obvious theme is to improve outreach and communication, by obtaining tools and programs that allow for more extended outreach programs, increased communication and the ability to better inform both returning students and future students.

Administrative Services & Presidential Area Program Reviews *% receiving ratings (E) Exemplary, (S) Satisfactory, or (D) Developing*				
	Program Info	**Assessment**	**Previous Planning**	**Planning**
% E	85%	46%	31%	15%
% S	8%	46%	62%	69%
% D	8%	8%	8%	15%

Administration reviews showed a 50% increase in providing program information that links to the college mission and student success. Overall assessment activity declined slightly. The Previous Planning sections increased overall in proficiency of reporting, indicating an understanding of tying previous years to current indicators. Administrative Services programs need to improve linking their plans to assessment processes.

Administrative Areas Summary:

- The program review committee recognizes there is still difficulty for areas not directly involved in student learning to develop outcomes that relate meaningfully to overall student success. The PRC recommends providing additional assistance to help form outcomes, identify useful indicators, and report on their results. The main goal is that the administrative areas understand how their assessments can help uncover areas of the program in need of improvement, and how that can lead to future plans.

**The 2016-17 Administration Areas rubric is an addendum to this report*

Administrative Areas Themes:

- Planning goals by the various CR administrative departments is varied and numerous; however, the broad theme is to improve efficiencies within processes required in each department. Improving efficiencies in one service area, can create a domino effect of improved processes in other areas. For example, keeping grounds and facilities looking neat and well-kept increases both employee and student pride in this institution; creating facilities in other locations can improve access for students, as well. Increased efficiencies in technology can lead to implementation of tools to assist both staff and students, also increasing persistence and allowing faculty more time for instruction. Improvement of faculty and employee orientations and diverse professional development options allow employees the ability to more effectively handle classes and students. Improved safety on campus offers both increased institutional pride and a higher standing in the community.

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Program Review Process Improvements

The online template initiated in 2015-16 has streamlined the program review process greatly. Online templates are evaluated annually and improvements are made in order to facilitate the most effective and efficient program review process possible for the college.

Authors who provided feedback via the template generally find it easy to use. Completed reviews are still not printable until the review cycle has been finalized; this may not change. At the end of the cycle, authors are able to print to a PDF format that includes all text.

The PRC has implemented several processes already, and other changes are under discussion with IT/IR for feasibility. It was determined early in the year that all reviews need to be completed or have their staffing requests submitted by October 31st. This is important to facilitate faculty prioritization in a timely way to begin the process of hiring qualified faculty early in the spring, if approved. Resource requests need to be completed in early November to expedite the ranking process for resource requests to inform budget.

The Program Review Committee evaluated and made revisions to the rubrics utilized in evaluating programs; creating consistent language between all three rubrics. These will be available for the 2017-18 process.

Following the 2016-17 process the committee provided suggestions for improving the templates, from both the PRC and authors, which are being submitted to IT/IR for feasibility. Changes that can be made, will be made; discussion those that cannot will be ongoing.

A request to have the program review templates available in the summer, pending IT's revision timeline, was made and PRC agreed.

It is recommended the comprehensive review process be moved to a four year cycle to match the assessment cycle.

Program Review Committee Recommendations

Templates:

- The Program Review Committee has created and submitted a detailed list of possible template revisions to IR. Some of these revisions include clarifying instructions, possible additions or renaming of tabs and fields, and where applicable, using the same language for all area templates. In addition, the Budget Planning Committee submitted requests that would help simplify the ranking process and those will be submitted with the PRC requests.
- Below are some general recommendations for each of the areas for program and review improvements.

Instruction

- Continue to emphasize to program authors the importance of tying the assessment, data, planning, and resource requests sections together. Assessment and evaluation of student achievement and past planning should inform plans for the upcoming year, which can result in the need for additional resources.
- Program review committee representatives may attend division and/or department meetings to refresh and provide skills for better program reporting, including a Tips and Tricks document created by the program review committee to aid in tying assessments to planning, creating plans and reviewing prior planning.
- Move comprehensive reviews to a four year cycle to match the assessment cycle.
- Suggestion to disaggregate data for online and face to face courses for analysis.
- Use consistent language in instructions for all templates: e.g. actions/plans
- The PRC discussed recommending two programs undergo the AP 4021, Program Revitalization or Discontinuation process.

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Student Services Areas

- Continue to work with the Assessment Committee to develop student learning outcomes.
- Utilize IR to generate performance indicator data for assessment and program planning.

Administration Areas

- Continue to improve planning and assessment sections, either with assistance of the Assessment Committee or Program Review Committee members.
- Collect and analyze data to support their review summaries whenever possible.
- Include narrative of area improvements and/or plans for improvement based on assessment of indicators.
- Utilize IR to generate performance indicator data for assessment and program planning.

All Areas:

- Explore ways to institutionalize integration of program review data into the program level assessment dialog campus-wide.

Feedback from Program Review Authors:

All program preview templates include a section for author feedback. The Program Review committee incorporates suggestions into their overall process improvement discussions.

Feedback was constructive and thoughtful, ranging from clarification of instructions to including prompting authors to be more collaborative with others throughout the college and service areas. Overall, faculty and staff satisfaction with the templates and process is positive.

The Program Review Committee is committed to continuous quality improvement, and welcomes feedback and suggestions from all areas of its constituency.

College of the Redwoods
Instructional Committee Evaluation Rubric
(r3/24/17)

	Exemplary	Satisfactory	Developing
Mission	Mission of program or discipline clearly aligns with the mission of the college; Function identifies the program and discipline's impact on the college and community or service areas; Clear and concise.	Mission of program or discipline aligns with the mission of the college; Scope and reach of function is present; Clear and concise.	Program or discipline mission fails to align with the mission of the college; Identifies functions of the program or discipline but not the greater purpose.
Data Analysis – General	Data is complete and insightful; commentary was given regarding factors that may have contributed to program or discipline changes; Factors impacting student achievement and learning were described in detail.	Data is complete and some comparative comments regarding data Program and discipline changes were present; Factors impacting student achievement and learning were clearly stated.	Some data may be missing or is unclear; Comparative analysis was absent or sparse regarding program or discipline changes and/or factors impacting student achievement and learning.
Assessment	A significant amount of assessment activity has taken place which includes student and program learning outcomes; Assessment findings are used to inform planning and program or discipline changes; Assessment explanations are thorough and detailed.	Enough assessment activity has taken place such that the program or discipline can reflect on what it has learned; Assessment findings are linked to program or discipline changes; Assessment explanations are clear.	Insufficient assessment activity completed for the program or discipline to reflect on assessment-based changes; Assessment findings are not linked to program or discipline changes; Assessment explanations are not clear.

College of the Redwoods
Instructional Committee Evaluation Rubric

	Exemplary	Satisfactory	Developing
Evaluation of Past Plans	Past actions were carried out and evaluated, and their impact is clearly described with relevant data; An action may not have occurred but there is a clear explanation as to why the action was not completed and the resulting impact on the program or discipline.	Current status of actions taken is clear; Impact of actions are clear with some relevant data described; An action may not have occurred but there is an explanation as to why the action was not completed.	The impact of the action was not evaluated with relevant data, and there is no plan for evaluation in the future; Status of Incomplete plans are not explained sufficiently.
Program and discipline Plans	Planning actions link to stated institutional planning actions and are discussed; Planning Actions are clearly based on assessment findings; Planning actions clearly show the expected impact on the Program and discipline/student learning and can be measured.	Planning actions are linked to institutional planning actions; Most planning actions are based on assessment findings; Most planning actions show the expected impact on the program or discipline/student learning and can be measured.	Institutional plans are not linked to program or discipline planning actions; Planning actions are not tied to assessment results; The impact of actions on program or discipline/student learning is not discussed adequately or cannot be measured.

College of the Redwoods
PRC Student Development Rubric
(r 3/24/17)

	Exemplary	Satisfactory	Developing
Program Information/ Mission	Program mission clearly aligns with the mission of the college; Scope and reach of function identifies the program's impact on the college and community or service areas; Mission and function are clear and concise.	Program mission aligns with the mission of the college; Scope and reach of function is present; Mission and function are clear and concise.	Program mission fails to align with the mission of the college; Identifies functions of the program but not the greater purpose.
Data Analysis	Data is complete and insightful; commentary was given regarding factors that may have contributed to program changes; Factors impacting student achievement and learning were described in detail; Student equity outcomes or initiatives were thoroughly addressed.	Data is complete and some comparative comments regarding program changes were present; Factors impacting student achievement and learning were clearly stated; Student equity was discussed.	Some data may be missing or is unclear; Comparative analysis was absent or sparse regarding ~~data~~ program changes and/or factors impacting student achievement and learning; Student equity was not discussed or was unclear.
Assessment	A significant amount of assessment activity has taken place which includes student and program learning outcomes; Assessment findings are used to inform planning and program changes; Assessment explanations are thorough and detailed.	Enough assessment activity has taken place such that the program can reflect on what it has learned; Assessment findings are linked to program changes; Assessment explanations are clear.	Insufficient assessment activity was completed for the program to reflect on assessment-based changes; Assessment findings are not linked to program changes; Assessment explanations are not clear.

College of the Redwoods
PRC Student Development Rubric
(r 3/24/17)

	Exemplary	Satisfactory	Developing
Evaluation of Previous Plans	Past planning actions were carried out, evaluated, and their impact is clearly described with relevant data; A planning action may not have occurred but there is a clear explanation as to why the action was not completed and the resulting impact on the program.	Impact of planning actions are clear with some relevant data described; A planning action may not have occurred but there is an explanation as to why the action was not completed.	Current planning action(s) status is unclear; The impact of the planning actions were not evaluated with relevant data, and there is no plan for evaluation in the future; Status of Incomplete plans is not explained sufficiently.
Program Plans	Planning actions link to stated institutional planning actions, and are discussed; Planning actions are clearly based on assessment findings; Planning actions clearly show the expected impact on the program and/or student success and can be measured.	Planning actions are linked to institutional planning actions; Most planning actions are based on assessment findings; Most planning actions show the expected impact on the program and/or student success and can be measured.	Institutional plans are not linked to program planning actions; Planning actions are not tied to assessment results; The impact of planning actions on program and/or student success is not discussed adequately or cannot be measured.

College of the Redwoods
PRC Administrative Services Rubric
r3/24/17

	Exemplary	Satisfactory	Developing
Mission	Program mission clearly aligns with the mission of the college; Scope and reach of function identifies the program's impact on the college and community or service areas; Clear and concise.	Program mission aligns with the mission of the college; Scope and reach of function is present; Clear and concise.	Program mission fails to align with the mission of the college; Identifies functions of the program but not the greater purpose.
Assessment	A significant amount of assessment activity has taken place which includes student and program learning outcomes; Assessment findings are used to inform planning and program changes; Assessment explanations are thorough and detailed.	Enough assessment activity has taken place such that the program can reflect on what it has learned; Assessment findings are linked to program changes; Assessment explanations are clear.	Insufficient assessment activity completed for the program to reflect on assessment-based changes; Assessment findings are not linked to program changes; Assessment explanations are not clear.
Evaluation of Past Plans	Past actions were carried out and evaluated, and their impact is clearly described with relevant data; An action may not have occurred but there is a clear explanation as to why the action was not completed and the resulting impact on the program or area.	Impact of actions are clear with some relevant data described; An action may not have occurred but there is an explanation as to why the action was not completed.	Current action status is unclear; The impact of the action were not evaluated with relevant data, and there is no plan for evaluation in the future; Status of incomplete plans is not explained sufficiently.

College of the Redwoods
PRC Administrative Services Rubric
r3/24/17

	Exemplary	Satisfactory	Developing
Program Plans	Planning actions link to stated institutional planning actions, and are discussed; Planning Actions are clearly based on assessment findings; Actions clearly show the expected impact on the program and student success and can be measured.	Planning actions are linked to institutional planning actions; Most planning actions are based on assessment findings; Most actions show the expected impact on the program and student success and can be measured.	Institutional plans are not linked to program planning actions; Planning actions are not tied to assessment results; The impact of actions on program and student success is not discussed adequately or cannot be measured.