

**College of the Redwoods
Program Review Committee
2019-2020 Executive Summary**

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Executive Summary

The work of the Program Review Committee (PRC) is essential to building the foundation upon which College of the Redwoods develops, identifies, and documents quality improvement plans district wide. This report summarizes the committee's findings and highlights overarching themes and areas for improvement.

Program review reports have continued to improve in quality this year; however, areas for additional improvement still exist.

The committee would like to commend program review authors for their hard work and to recommend that professional development opportunities continue to be available to personnel in all program and service areas on how to use data to inform strategic planning. Though there were significant improvements over last year, program reviews as a whole will continue to benefit from more consistent data-driven planning and decision-making.

Over the past year, the PRC continued to perform its core responsibilities including, but not limited to, the following:

- Ensuring that each of the college's programs clearly identifies itself and its role in the context of the overall college mission
- Evaluating and analyzing the data that is embedded within the comprehensive program reviews
- Monitoring programmatic compliance with the college's established assessment and curricular review cycles
- Establishing that program personnel have adequately reflected upon and documented the impact of the previous year's plans
- Determining that proposed program plans are informed by program assessment and, if applicable, other factors like safety, compliance with outside agency requirements, etc.
- Recommending programs that it identifies through its review process for submission to the Program Viability Committee for more careful review, analysis, and recommendations

In the 2019-2020 academic year, the committee also gained some new responsibilities related to the district's budget planning processes. In addition to their usual review of program submissions the committee was tasked with evaluating and ranking program plans that contained resource requests. In order to do so, the committee developed a rubric for evaluating non-personnel resource requests (the prioritization and ranking of staff and faculty requests is handled through separate processes outlined in the college's policies and procedures). The PRC ranked the submitted plans in accordance with the established rubric and forwarded its rankings to the Dean's Council for those members to determine what plans could be funded through discretionary and categorical budgets controlled by the Deans and Directors. After that process, the plans and resources that remained unfunded were routed to Expanded Cabinet for further funding review, informed by the PRC's plan ranking. The PRC believes that this is a transparent, collegial, objective, and collaborative manner through which to support the college's efforts to allocate resources fairly and openly. Because this was the first iteration of this process, committee members discovered that earlier consultation with technology and facilities personnel is still needed for technology-based and facilities-dependent plans and resources that are submitted through the program review process.

Additionally, the Budget Advisory Committee (BAC) began using the committee Executive Summaries to inform their decision-making and analytical processes.

I. Introduction

The College of the Redwoods' Program Review Committee (PRC) reviews and evaluates annual and comprehensive¹ program review submissions from all subject and service areas. The PRC leads and facilitates authentic assessment of College programs to improve student success and coordinate integrated planning. The work of the PRC is essential to building the foundation on which College of the Redwoods develops, identifies, and documents quality improvement plans and goals. The process also informs the provision of District funds in order to implement identified plans related to larger district planning goals.

This report documents the important work of the PRC during the 2019-2020 Academic Year, including detailed analyses of submissions and Committee recommendations for future program review submissions.

II. Overview and Assessment of Program Review Submissions

Instructional programs submitted 16 annual and 9 comprehensive reviews.² Student Service areas submitted 14 reviews and Administrative areas submitted 15 reviews.

The PRC used specialized rubrics to review each program review submission (Appendix A). Each criterion in the rubric aligns with a section of the program review template. Sections are evaluated and assigned a rating of Exemplary (E), Satisfactory (S) or Developing (D) and, in some cases, combinations thereof (i.e. Satisfactory/Developing). Additionally, this year the PRC utilized a new Plan Ranking Rubric that evaluated Programs' plans that contained non-personnel resource requests. Below are descriptive statistics, general observations, and overarching themes derived from this year's Instructional, Student Services, and Administrative program reviews.

III. Instructional Program Reviews

Highlights from the Instructional program reviews this year include:

- The California Consortium of Addiction Programs and Professionals certified the college's Addiction Studies program and the number of certificate completers almost tripled
- POST re-affirmed the accreditation the Basic Law Enforcement Academy's accreditation
- The National Institute for Automotive Service Excellence affirmed the college's program for the full five-year term
- Faculty in Biological Sciences have completed work that will extend their offerings to students in Pelican Bay State Prison as well as pre-nursing students who can only attend college at night
- The Business program has initiated a local "Internship Program" for students
- The Construction Technology program, in coordination with the Art and Welding programs, laid the groundwork for the completion of the "Tiny House" project during this academic year, in a noteworthy interdisciplinary effort.

¹ Comprehensive Reviews are completed on a 4-year rotating cycle.

² Comprehensive reviews included analyzing data trends, such as enrollments, equity and completions.

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- The English Composition and Mathematics programs have implemented the AB705 requirements that include revising existing transfer-level courses as well as creating support courses for those transfer-level courses. Student success rates in English 1A remained the same as in prior years, despite that students were not going through the pre-collegiate sequence of courses to get to the English 1A class.

Annual instructional reviews continue to reflect a strong understanding of how their individual program supports the mission of the College. Instructional program reporting of assessment activities and evaluation of previous plans was consistent with last year’s reviews.³

The consistent quality of Comprehensive Instructional reviews from last year to this year was noteworthy, because they remain overwhelmingly in the Exemplary/Satisfactory range. Nevertheless, because the sample includes entirely different programs each year, it is hard to draw a conclusion when comparing samples from year-to-year. All programs completing a comprehensive review should be commended for the high quality of submitted work.

Table 1: Instructional Program Reviews (Annual)

	<i>Program Information</i>	<i>Assessment</i>	<i>Previous Plans</i>	<i>Planning</i>
E	94%	56%	50%	56%
S	6%	44%	44%	44%
D	0%	0%	11%	11%
<i>(E) Exemplary, (S) Satisfactory or (D) Developing.</i>				n = 16

Table 2: Instructional Program Reviews (Comprehensive)

	<i>Program Information</i>	<i>Data</i>	<i>Assessment</i>	<i>Previous Plans</i>	<i>Planning</i>
E	78%	56%	22%	44%	33%
S	22%	44%	78%	44%	56%
D	0%	0%	0%	11%	11%
<i>(E) Exemplary, (S) Satisfactory or (D) Developing.</i>					n = 9

The PRC noted that some program review reports could be strengthened next year’s planning by not simply listing resources with no measurable outcomes, but also by providing alternate plans for resource requests not granted in the previous year.

The PRC would like to commend all authors on their efforts to effectively report on the health of their programs. The PRC would like to commend the Noncredit program this year for the significant single-year improvement in their program review. Lastly, PRC would also like to praise the following

³ See Appendix B for a detailed comparison of 2018-2019 and 2019-2020 data.

programs for exceptional submissions, and recommend that authors for all programs review them as a benchmark for program analysis and improvement:

English Composition

- The mission of the program is clearly aligned with the mission of the college. The program functions clearly demonstrate the impact it has on the college and the surrounding community. Committee members recognize the hard work put into revising the English pathway students take in order to reach their desired goal.
- The critical reflection of assessment activities is clear and concise. All assessment is on track with the 4-year cycle and all course outlines are up to date. This report provides absolute connections of assessments to program outcomes/changes. Committee members see the amazing work on the implementation of AB705.
- Status of all plans is clear and impacts are clearly stated and supported by data.
- All plans clearly stated and applied to assessments with data provided. None of the listed plans are stated as resource requests.

Math

- The mission of the program clearly aligns with the mission of the college. The function identifies the program and discipline's impact on the college and community.
- In completing the outcome assessment and faculty reflecting on other variables such as enrollment this led to actionable plans and demonstrates responsiveness to the effect of legislation and new policy on student enrollments and course sequencing. All program assessment led to the recommendation for mathematics faculty consultation and assistance in the drop-in writing center and guidance is now being provided to STEM students about approaching writing projects in their Science and Math courses.
- Past actions were carried out and evaluated (or termination of action was explained). The impacts of these plans are clearly described in terms of student access, increased compliance with regulations, best practices improved technology support, and student resource support.
- Planning actions specifically and overtly link to stated institutional planning actions and are discussed. Planning actions are not stated as resource request and based on assessment findings of institutional outcomes #1 and 2. actions clearly show the expected impact on the student learning and are measurable in terms of program data, enrollments, completion rates, student support and success, student access, and test performance.

Social Sciences

- Exceptional example of Guided Pathways efforts in the “Vision for Success” area.

Instructional Program Review Themes

Ongoing Improvement in Instructional Reviews: Instructional reviews continue to improve in overall content and analysis. This greatly assists the district in its planning processes and allows for a wider assessment of the overall health of the instructional programs.

Plan Ranking/Resource Ranking Process: This year was the pilot for a new process of ranking resource requests in concert with program planning. PRC members, representing all college stakeholder groups, applied a rubric to program plans that are tied to requested resources. The ranked plans and resources

then went to Dean’s Council to see what could be funded via discretionary funds. The remaining unfunded plans went to Expanded Cabinet for further consideration. The process went well overall, but the technology and facilities consultation piece requires further work to become more efficient and practical.

Program Review and the College’s PVC Process: The Program Review Committee’s process to recommend programs for consideration through the college’s established procedures outlined in AP 4021 continues to suggest that the district is doing a good job identifying the right programs to go to the Program Vitality Committee. The same programs that the PRC identified as candidates for that process had already been recommended by other entities for review under AP 4021. This consistency is a sign that the district as a whole is sending appropriate programs through the PVC review process.

IV. Student Services Program Reviews

Highlights from the Student Services Program Reviews this year include:

- The Child Development Center continues to have a high degree of student parent success and completion, indicating that its services are valuable to the district’s overall goals by providing a valuable service to students with children
- The Welcome Center, through Counseling/Advising, streamlined its processes and served a large number of students
- Counseling/Advising also streamlined the online orientation for new students and has worked closely with mathematics and English faculty to support the implementation of AB 705 and Guided Pathways initiatives
- DSPS student persistence and completion rates remain well above district averages
- Financial aid implemented the use of electronic forms, which has had a significant, positive effect on the efficiency of the office, has improved access for students, and has eliminated most of the equity barriers
- The Multicultural & Diversity Center developed and began its Ambassador Program

This year’s student services program reviews were consistent with those from the previous year.

Table 3: Student Services Program Reviews

	<i>Program Information</i>	<i>Data</i>	<i>Equity Data</i>	<i>Assessment</i>	<i>Previous Plans</i>	<i>Planning</i>
E	53%	60%	53%	43%	27%	53%
S	47%	33%	40%	57%	73%	47%
D	0%	7%	7%	0%	0%	0%
<i>(E) Exemplary, (S) Satisfactory or (D) Developing.</i>						n = 15

The PRC would like to commend all authors on their efforts to effectively report on the health of their service areas and would like to highlight the following exceptional programs, and recommend that program review authors review them as a guide to overall program improvement:

Enrollment Services

- The program’s mission is clear and aligns with that of the College. The program has clearly defined, measurable goals that support student success and achieve equity.
- A significant amount of assessment has been done, and programmatic changes have been made based on the results. These changes were made even if, based on assessment, the sample size of students is too small to make meaningful sense of the data. The committee appreciates the efforts to increase the sample size noted in this program review tab.
- Past planning actions’ impacts are clearly described with relevant data and information. It is also clear why certain planning actions did not occur and the resulting impact(s) on the program.
- Planning actions are specifically linked to institutional plans and assessment findings, and are not simply stated as resource requests. Expected planning actions are measurable—i.e. “increase student satisfaction”, “more students will receive financial aid” and “more students would be completing the process.”

Student Services Review Themes

Professional Development: Nearly all Student Service areas identified a need for professional development for staff. Increased access to better training for all college employees in all service areas will facilitate discussion on pedagogical innovation, improve service to students, increase staff morale, and continue building an organizational culture that values innovation and change.

Applicability of Assessment Outcomes to Student Services Areas and Other Data Sources: Student Service area reviews, as a whole, demonstrated significantly greater reliance on and more critical reflection of assessment data this year than in the past. The committee encourages personnel in these areas to continue this kind of thoughtful reflection on quantitative assessment metrics and to use it to inform program planning and changes.

Program Highlights Section: PRC members recommend that a section be included for documenting program highlights on the first tab of the Student Service Area template.

V. Administrative Services Program Reviews

Highlights from the Administrative Service Program Reviews include:

- Communications/Marketing/Print Service efforts to promote Career Education programs proved a success in increasing enrollments
- Communications/Marketing/Print Service led the conversion from RAVE to Everbridge, that greatly assisted the district and students during the PG&E fall shutdowns
- Dining Services partnered with the College’s farm to offer locally-sourced food in the Café
- Information Systems and Institutional Research implemented Project Glue that is essential for the implementation of the requirements of AB 705 by facilitating student “Multiple Measures” assessment.
- The Office of the President has led the district in maintaining a sanction-free accreditation status and developing a long-term budget planning process.
- The Vice President-Administrative Services led the effort that resulted in the clean audit with no material findings.

- The Vice President-Instruction led the efforts to transition to the fully online bookstore, the efficient functioning of the Program Viability Committee, and the transition to eLumen for curriculum, catalog, and assessment.
- The Vice President—Student Development acquired a Humboldt State University “transfer specialist” to maintain a regular office on the CR campus.
- Workforce & Community Education significantly increased the number of students served

Administrative reviews showed steady progress in the areas of planning and assessment, which indicates that programs integrated last year’s recommendations. Scoring in the evaluation of previous plans and program information sections decreased slightly overall.

Table 4: Administrative Services Program Review

	<i>Program Information</i>	<i>Assessment</i>	<i>Previous Plans</i>	<i>Planning</i>
E	67%	47%	40%	27%
S	33%	27%	40%	53%
D	0%	27%	20%	20%
<i>(E) Exemplary, (S) Satisfactory or (D) Developing.</i>				n = 15

Although tremendous gains were made, the PRC recognizes there is still difficulty for areas not directly involved in student learning to develop outcomes that relate meaningfully to student success. The PRC recommends providing additional assistance to help areas develop appropriate and measurable indicators and report on their results.

The PRC would like to commend all authors on their efforts to effectively report on the health of their service areas and would like to commend Distance Education, which showed tremendous growth from last year in the area of assessment; and we recommend that program authors review DE’s submission as a guide to overall improvement in writing program reviews.

Vice President of Instruction

- Program mission clearly aligns with the mission of the college.
- A significant amount of assessment activity has taken place. The assessment findings were used to inform planning and program changes: i.e. new bookstore. Assessment explanations are thorough and detailed.
- Past actions were carried out and evaluated, and their impact (or lack thereof) was clearly described. These are clear plans, not resource requests. Great explanations of the status and impact of each.
- Planning actions are evaluated and are clearly linked to stated institutional planning actions. None of the Program Plans are simply stated as resource requests.

President’s Office

- The program mission clearly aligns with the mission of the college; this program’s mission is to support all other programs so that they can, in turn, most effectively support the college mission themselves. The scope and reach of function identify the program’s impact on the college, community, and service areas. The section is clear and concise.

- A significant amount of assessment activity has taken place on the college's established cycle, which includes program outcomes. Assessment findings are used to inform planning and program changes. Assessment explanations are thorough and detailed.
- Past actions were carried out and evaluated, and their impact is clearly described with relevant data.
- Planning actions specifically and overtly link to stated institutional planning actions and are evaluated. Planning actions are not stated as resource requests. Planning actions are clearly based on assessment findings. Actions clearly show the expected impact on the program and student success and can be measured.

Administrative Services Program Review Themes

Applicability of Assessment Outcomes to Student Services Areas and Other Data Sources: Reviews showed a need for more quantitative data, in addition to surveys, to assess program performance and inform planning and quality improvement. Administrative areas should continue to work with the Assessment Committee and IR to develop measurable and appropriate student-level outcomes to inform planning.

Professional Development: Nearly all Administrative Service areas identified a need for professional development for staff. The business office and IT both indicated that employees require relevant training to stay up to date on current and best practices. HR and the President's Office both highlighted efforts to increase access to better training for all college employees in order to maintain, improve, and enhance skills to better serve students inside and outside of the classroom.

Providing support for a staff and faculty professional development programs will facilitate discussion on pedagogical innovation, improve service to students, increase staff morale, and continue building an organizational culture that values innovation and change.

VI. Overarching Themes in Program Review

Continuing Improvement over Last Year's Reviews: PRC members recognized that, overall, the submitted reviews were more substantial and analytical than those from the previous year. This improvement in the amount of analysis in the reviews has allowed the PRC to evaluate planning, assessment, and the overall health of the different programs more effectively and accurately.

Development of an Integrated and Transparent Resource Allocation Process Tied to Planning: This year was the pilot year for the new budget planning and resource allocation process. The PRC's use of an established rubric for evaluating programmatic plans facilitated a more transparent and collaborative budget allocation process. PRC members will evaluate the effectiveness of this new process and implement changes to its procedure in the next academic year. Chief among the items to address is the technology and facilities consultation part of the process.

Improvements in Assessment and Data-Driven Planning: PRC members noted, especially with Student Services areas, the increased use of quantitative data within assessment to inform planning actions. PRC

members commend all program personnel for moving toward more data-conscious assessment and directly using that to inform programmatic plans.

Program Indicators for Administrative Areas: Committee members believe that “program indicators,” as are used in the Student Services reviews, might be better in the Administrative areas instead of “area outcomes.”

Placement of Distance Education: Committee members agree that Distance Education should either not be a separate program at the college or, if it is a separate program, it ought to be housed in the “Instructional” area.

VII. Committee Recommendations and Process Revisions

The Program Review Committee continually focuses on improving the quality and efficiency of the program review process. Consistent with this, the committee is considering the development of concise, yet detailed, instructions and targeted assistance for authors who would like to improve their submissions.

In accordance with the continuous improvement mission, PRC members have reviewed all of the program review process “author feedback” from the last three years to determine areas of improvement to the process.

Committee members will also determine the best ways to improve the program ranking process, that is directly tied to the district’s resource allocation.

Appendix A: 2019-2020 Program Review Rubrics

**College of the Redwoods
PRC Administrative Services Evaluation
Rubric**

(Revised 4/2018)

	Exemplary	Satisfactory	Developing
Mission/Program Information	<p>Program mission clearly aligns with the mission of the college;</p> <p>Scope and reach of function identifies the program’s impact on the college and community or service areas;</p> <p>Clear and concise.</p>	<p>Program mission aligns with the mission of the college;</p> <p>Scope and reach of function is present;</p> <p>Clear and concise.</p>	<p>Program mission does not align with the mission of the college;</p> <p>Identifies function but not the reach of function;</p> <p>Seems to lack oversight.</p>
Critical Reflection of Assessment Activities	<p>A significant amount of assessment activity has taken place on the college’s established cycle which includes program learning outcomes;</p> <p>Assessment findings are used to inform planning and program changes;</p> <p>Assessment explanations are thorough and detailed.</p>	<p>Enough assessment activity has taken place such that the program can reflect on what it has learned;</p> <p>Assessment findings are linked to program changes;</p> <p>Assessment explanations are clear.</p>	<p>Insufficient assessment activity has been completed for the program to reflect on assessment findings and make changes;</p> <p>Assessment findings are not linked to program changes;</p> <p>Assessment, if being done, is not on the established cycle;</p> <p>Assessment explanations are not clear.</p>
Evaluation of Previous Plans	<p>Past actions were carried out and evaluated, and their impact is clearly described with</p>	<p>Impact of actions are clear with some relevant data described;</p> <p>An action may not have occurred but</p>	<p>Current actions are not being evaluated;</p> <p>The impact of actions is not clearly described.</p>

	<p>relevant data;</p> <p>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.</p>	<p>there is an explanation as to why the action was not completed.</p>	<p>there is no plan for the future;</p> <p>Status of incomplete actions explained sufficiently</p>
Program Planning	<p>Planning actions specifically and overtly link to stated institutional planning actions, and are discussed; planning actions are not stated as resource requests</p> <p>Planning Actions are clearly based on assessment findings;</p> <p>Actions clearly show the expected impact on the program and student success and can be measured.</p>	<p>Planning actions are linked to institutional planning actions;</p> <p>Most planning actions are based on assessment findings;</p> <p>Most actions show the expected impact on the program and student success and can be measured</p> <p>Most planning actions are not stated as resource requests.</p>	<p>Institutional planning actions are clearly stated in the program plan</p> <p>Planning actions are clearly based on assessment results and resource requests</p> <p>The impact of planning actions on the program and student success is clearly discussed and measured</p>

College of the Redwoods
PRC Student Development Evaluation
Rubric
(Revised 4/2018)

	Exemplary	Satisfactory	Developing
Mission/Program Information	<p>Program mission clearly aligns with the mission of the college;</p> <p>Scope and reach of function identifies the program’s impact on the college and community or service areas;</p> <p>Mission and function are clear and concise.</p>	<p>Program mission aligns with the mission of the college;</p> <p>Scope and reach of function is present;</p> <p>Mission and function are clear and concise.</p>	<p>Program mission does not align with the mission of the college;</p> <p>Does not identify program’s impact on college or community;</p> <p>Mission and function are unclear or incomplete.</p>
Data Analysis/Program Indicators	<p>Data is complete and insightful; commentary was given regarding factors that may have contributed to program changes;</p> <p>Factors impacting student achievement and learning were described in detail;</p> <p>Student equity outcomes or initiatives were thoroughly addressed.</p>	<p>Data is complete and some comparative comments regarding program changes were present;</p> <p>Factors impacting student achievement and learning were clearly stated;</p> <p>Student equity was discussed.</p>	<p>Some data is missing or unclear;</p> <p>Comparative comments are absent or insufficient;</p> <p>Factors impacting student achievement and learning were not clearly stated;</p> <p>Student equity was not discussed.</p>
Critical Reflection of Assessment Activities	<p>A significant amount of assessment activity has taken place on the college’s established cycle which includes student and program</p>	<p>Enough assessment activity has taken place such that the program can reflect on what it has learned;</p> <p>Assessment findings are linked</p>	<p>Insufficient assessment activity was completed to reflect on program changes;</p> <p>Assessment findings are not linked</p>

	<p>learning outcomes;</p> <p>Assessment findings are used to inform planning and program changes;</p> <p>Assessment explanations are thorough and detailed.</p>	<p>to program changes;</p> <p>Assessment explanations are clear.</p>	<p>linked to p</p> <p>Assessment being done established</p> <p>Assessment not clear.</p>
Evaluation of Previous Plans	<p>Past planning actions were carried out, evaluated, and their impact is clearly described with relevant data;</p> <p>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.</p>	<p>Impact of planning actions are clear with some relevant data described;</p> <p>A planning action may not have occurred but there is an explanation as to why the action was not completed.</p>	<p>Current pl status is un</p> <p>The impac actions we with relev no plan fo future;</p> <p>Status of I not explain</p>
Program and Discipline Planning	<p>Planning actions specifically and overtly link to stated institutional planning actions, and are discussed; planning actions are not stated as resource requests</p> <p>Planning actions are clearly based on assessment findings;</p> <p>Planning actions clearly show the expected impact on the program/student learning and can be measured.</p>	<p>Planning actions are linked to institutional planning actions;</p> <p>Most planning actions are based on assessment findings;</p> <p>Most planning actions show the expected impact on the program/student learning and can be measured.</p> <p>Most planning actions are not stated as resource requests.</p>	<p>Institution linked to p actions;</p> <p>Planning a assessment stated as r</p> <p>The impac on program not discuss cannot be</p>

College of the Redwoods
PRC Instructional Committee Evaluation
Rubric
(Revised 4/2018)

	Exemplary	Satisfactory	Developing
Mission/Program Information	<p>Mission of program or discipline clearly aligns with the mission of the college;</p> <p>Function identifies the program and discipline's impact on the college and community or service areas;</p> <p>Clear and concise.</p>	<p>Mission of program or discipline aligns with the mission of the college; Scope and reach of function is present;</p> <p>Clear and concise.</p>	<p>Program or discipline does not align with the mission;</p> <p>Identifies function of discipline but not impact;</p> <p>Seems to lack a clear function.</p>
Data Analysis-General/Program Indicators	<p>Data is complete and insightful; commentary was given regarding factors that may have contributed to program or discipline changes;</p> <p>Factors impacting student achievement and learning are described in detail; Student equity data is thoroughly discussed.</p>	<p>Data is complete and some comparative comments regarding program or discipline changes are present;</p> <p>Factors impacting student achievement and learning are clearly stated; student equity data is discussed briefly.</p>	<p>Some data may be missing;</p> <p>Comparative analysis regarding program or discipline and/or factors impacting student achievement and learning data is not discussed.</p>
Critical Reflection of Assessment Activities	<p>A significant amount of assessment activity has taken place on the college's established cycle which includes student and program learning outcomes;</p> <p>Assessment findings are used to</p>	<p>Enough assessment activity has taken place such that the program can reflect on what it has learned;</p> <p>Assessment findings are linked to program or discipline</p>	<p>Insufficient assessment activity completed for the college's established cycle;</p> <p>Assessment findings are not used to program change</p>

	<p>inform planning and program or discipline changes;</p> <p>Assessment explanations are thorough and detailed.</p>	<p>changes;</p> <p>Assessment explanations are clear.</p>	<p>Assessment, in within the colle,</p> <p>Assessment exp</p>
Evaluation of Previous Plans	<p>Past actions were carried out and evaluated, and their impact is clearly described with relevant data;</p> <p>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.</p>	<p>Current status of actions taken is clear;</p> <p>Impact of actions are clear with some relevant data described;</p> <p>An action may not have occurred but there is an explanation as to why the action was not completed.</p>	<p>The impact of th with relevant da evaluation in th</p> <p>Status of Incom sufficiently.</p>
Program and Discipline Planning	<p>Planning actions specifically and overtly link to stated institutional planning actions and are discussed; planning actions are not stated as resource requests</p> <p>Planning Actions are clearly based on assessment findings;</p> <p>Planning actions clearly show the expected impact on the Program and discipline/student learning and can be measured.</p>	<p>Planning actions are linked to institutional planning actions;</p> <p>Most planning actions are based on assessment findings;</p> <p>Most planning actions show the expected impact on the program or discipline/student learning and can be measured;</p> <p>Most planning actions are not stated as resource requests.</p>	<p>Institutional pla or discipline pla</p> <p>Planning action results and are s</p> <p>The impact of a discipline/stude adequately or ca</p>

**Program Review Committee
Plan Ranking Rubric
(August 2019)**

Category	No (0)	Low (1)	Medium (2)	High (3)
Necessary to achieve an Institutional Goal or Institutional Objective	Has no alignment with an Institutional Goal or Institutional Objective	Has minimal alignment with Institutional Goal or Institutional Objective	Has moderate alignment with an Institutional Goal or Institutional Objective	Has strong alignment with an Institutional Goal or Institutional Objective
Ranking by Program Review authors	Low ranking	Low to mid ranking	Mid to High Ranking	High Ranking
Identified as a need based on assessment. <i>For Instructional Program this would be SLOs.</i>	Has no link to assessment.	Has minor link to assessment	Has moderate link to assessment	Has strong link to assessment.
Number of students affected	No student affected.	Impacts smaller focused group of students	Impacts many students in multiple areas	Impacts students district wide
Improves institutional efficiency	Has no cost/benefit value	Has low cost/benefit value	Has moderate cost/benefit value	Has high cost/benefit value
Meets a safety or legislated mandate	Has no link to safety or mandate	Has low or indirect link to safety or mandate	Has moderate link to safety or mandate	Has strong link to safety or mandate
Criticality of the request	If unfunded there will be no disruption or service	If unfunded will have minor impact on service	If unfunded will have moderate impact on service	If unfunded will have major impact on service

Appendix B: Year-to-Year Comparison of Program Review Submissions

2018-19 Instructional Reviews						
Instruction	Program Info	Data	Assessment	Previous Plans	Planning	
Annual Reviews						
Exemplary	17	N/A	10	9	7	
Satisfactory	3	N/A	7	8	7	
Developing	0	N/A	3	3	6	
% E	85%	N/A	50%	45%	35%	
%S	15%	N/A	35%	40%	35%	
%D	0%	N/A	15%	15%	30%	
n=20						
Comprehensive						
Exemplary	7	5	4	3	4	
Satisfactory	0	2	3	3	2	
Developing	0	0	0	0	1	
% E	100%	71%	57%	50%	57%	
%S	0%	29%	43%	50%	29%	
%D	0%	0%	0%	0%	14%	
n=7						
Student Services						
	Program Info	Data	Equity Data	Assessment	Previous Plans	Planning
Exemplary	11	8	8	7	7	8
Satisfactory	3	1	1	4	5	3
Developing	0	5	5	3	1	3
% E	79%	40%	57%	50%	54%	57%
%S	21%	7%	7%	29%	38%	21%
%D	0%	36%	36%	21%	8%	21%
n=14						

2019-2020 Instructional Reviews			
Instruction	Program Info	Data	Assessment
Annual Reviews			
Exemplary	15	N/A	9
Satisfactory	1	N/A	7
Developing	0	N/A	0
% E	94%	N/A	56%
%S	6%	N/A	44%
%D	0%	N/A	0%
n=16			
Comprehensive			
Exemplary	7	5	2
Satisfactory	2	4	7
Developing	0	0	0
% E	78%	56%	22%
%S	22%	44%	78%
%D	0%	0%	0%
n=9			
Student Services			
	Program Info	Data	Assessment
Exemplary	8	9	8
Satisfactory	7	5	6
Developing	0	1	1
% E	53%	60%	53%
%S	47%	33%	40%
%D	0%	7%	7%
n=15			

Appendix B: Year-to-Year Comparison of Program Review Submissions

Administration						
	Program Info	Data	Equity Data	Assessment	Previous Plans	Planning
Exemplary	9	N/A	N/A	6	3	2
Satisfactory	5	N/A	N/A	5	9	9
Developing	0	N/A	N/A	3	2	3
% E	64%	N/A	N/A	43%	21%	14%
%S	36%	N/A	N/A	36%	64%	64%
%D	0%	N/A	N/A	21%	14%	21%
n=14						

Administration			
	Program Info	Data	Assessment
Exemplary	10	N/A	7
Satisfactory	5	N/A	4
Developing	0	N/A	4
% E	67%	N/A	47%
%S	33%	N/A	27%
%D	0%	N/A	27%
n=15			

