College of the Redwoods
Program Review Committee
2014-15 Program Review Committee Executive Summary

Program Review Committee Evaluation

All programs submitted a program review to the committee. Of the 29 instructional programs, 9 completed a comprehensive review, and 20 completed an annual review. Eleven student development and administrative programs submitted reviews.

The program review committee evaluated each program using a rubric similar to the attached rubric for instruction. Here are general observations for instructions, student development, and administrative reviews.

Instructional Program Reviews
% receiving ratings (E) Exemplary, (S) Satisfactory, or (D) Developing

Mission			Assessment			Previous Plans			Planning			Resource Requests		
E	S	D	E	S	D	E	S	D	E	S	D	E	S	D
79%	14%	7%	20%	43%	37%	41%	47%	12%	29%	57%	14%	28%	61%	11%

Instructional programs received the most "Exemplary" ratings for stating how their program functions to support the mission of the college. Ratings of "Developing" were given most frequently in the assessment and planning sections.

The quantity and quality of formal student learning outcome assessments improves each year. This year, programs such as Mathematics and Forestry and Natural Resources did an exemplary job of assessing student learning outcomes and providing evidence of group dialogue to drive improvements as a result of program assessment. However, the critical reflection of assessment activity demonstrated that there is still unevenness in using assessment results across programs. Some programs demonstrated assessment activity that did not yield actionable results to improve the program. Other programs were still working on getting through their two-year assessment cycle. Of the programs that did have actionable assessment findings, some did not include related action plans in the planning section.

Moving to a longer assessment cycle could help. Fewer reporting requirements are expected to free up time and energy so that assessment efforts lead to more meaningful discoveries. Changes to the 'closing the loop' process in assessment might also help. A process that more easily directs faculty to identify needed changes, and follow-up on those changes will provide actionable plans within program review.

The development of plans in program review is becoming an expected part of what is necessary to justify a resource request. Programs such as Biological and Environmental Sciences and Automotive Technology did an exemplary job linking to institutional planning and assessment. The majority of programs who received a rating of "Developing" was because the plans did not tie into the assessment and evaluation of past plans, or institutional planning. Plans to improve student learning were sometimes present independent of assessment findings, and assessment findings were sometimes offered without an action in the planning section to improve student learning. Some programs could also improve by including additional description as to how plans would be measured for impact.

Planning could be improved by emphasizing 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.

Student Development Program Reviews
% receiving ratings (E) Exemplary, (S) Satisfactory, or (D) Developing

Data			Assessment			Previous Plans: Progress			Planning			Resource Requests		
E	S	D	E	S	D	E	S	D	E	S	D	E	S	D
36%	45%	18%	18%	64%	18%	64%	36%	0%	64%	36%	0%	55%	45%	0%

Student development programs received the most "Exemplary" ratings in the planning sections. Most programs provided a comprehensive set of plans that could be assessed and that linked to institutional plans. The rating of "Developing" was given most frequently in the data analysis and assessment sections.

Data analysis was uneven across programs. While several programs, such as Enrollment Services, did an exemplary job analyzing key performance indicators to inform planning, some programs provided data that was difficult to interpret, or that was not tied to any meaningful analysis to enhance the program. The program review committee believed that the instructions in the template could be made clearer in this section, which could help prompt authors to include a more thorough discussion of discoveries through analysis. Exemplary programs, such as DSPS who did an excellent job analyzing their data and commenting on factors that impact student achievement and student equity initiatives, can be used as models to train other programs.

Critical analysis of student learning and program outcomes was also uneven in that some programs did a much better job of linking results to improvement or action plans for future improvements. The Child Development Center did exemplary work in this area, and will be used as a model program to help demonstrate how assessment results can be used for improvement. Similar to the planning section, changes to the assessment portion of the template are expected to help authors provide more meaningful and focused self-evaluations. Additional training or possibly a refinement to the closing-the-loop process could also help. This process, which is essential to a critical evaluation of assessment results, has been confusing for student development.

Administrative Services & Presidential Area Program Reviews
% receiving ratings (E) Exemplary, (S) Satisfactory, or (D) Developing

Data			Assessment			Previous Plans: Progress			Planning			Resource Requests		
E	S	D	E	S	D	E	S	D	E	S	D	E	S	D
0%	100%	0%	18%	36%	45%	55%	27%	18%	70%	20%	10%	80%	0%	20%

Administrative services areas received a rating of "Exemplary" most frequently in the planning section. Plans were thorough, could be evaluated, and tied to institutional plans. The rating of "Developing" was given most frequently in the assessment section.

The quality of the assessment activity in several administrative services areas was of concern to the committee. In many cases, the committee was uncertain if the program was at the developing or satisfactory level. This highlights the need for the program review committee to use a more sensitive (possible 5-point) rating scale.

Administrative programs appear to need help developing program outcomes, selecting instruments to assess their outcomes, and critically analyzing results of their assessments to inform planning.

Administrative programs are making progress, but do not appear to have been engaged in outcome assessment as long as the other areas. The program review committee has recommended they receive additional assistance from members of the assessment committee, including institutional research, to help form outcomes, identify useful indicators, and report 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.

Administrative services can also work on submitting their program reviews in a timely and complete fashion. This has improved over the years, but still has room to get better.

Program Plans to Increase Persistence

2014-2015 was the first year that the theme in the Institution's Annual Plan (Increasing Persistence) was addressed. Each program was asked to describe how at least one of their program plans was expected to increase persistence. Each program described important work that they plan to or have already accomplished to help students persist from one semester to another. Several patterns emerged across the responses. The two actions engaged by the most programs were as follows.

- Offer courses according to a predictable 2-year schedule. To do so, programs identified staffing and other resources needed to make such scheduling a reality.
- Updating program curriculum. Updates were described to streamline the requirements needed to complete, more closely align skill development with the course sequence, and to provide curriculum that better fosters skills desired in industry.

Programs also stressed the importance of counseling and advising so that students are:

- Aware of degree requirements, and receive consistent guidance about which courses to take at what time to reach their desired education goal.
- Aware of the degree and certificate options available, and aware of the value of each. Several programs noted that faculty are uniquely qualified to communicate the value of completing one of their programs.

Within the classroom, programs noted the need to focus plans on improving the experience for students in terms of:

- Upgrades to facilities to provide a more comfortable and safe environment.
- Upgrades to equipment so that students have a reliable hands on experience that prepares them for the workforce.

A few programs with consistently high persistence rates talked about continuing what they do to foster a sense of community for students and staff. This included:

- Holding a series of events each year for current students and alumni in the program

- Increasing faculty collaboration with counseling and advising to promote early declaration of the program

Recommended Improvements

The program review committee has worked with Information Systems staff to develop program review template forms for all programs so that they can be submitted on the web instead of using word documents. Authors will submit their reviews using the web template form next year. Moving to a web template should help the planning committees to more efficiently review resource requests. This also allows assessment and prior planning information to be pre-loaded into the template, which reduces work for authors.

Instruction

- Make the courses and programs included in the dataset more prominent.
- Work with program review authors to emphasize the importance of linking assessment results, discoveries from analysis of achievement data, and evaluation of past plans to the development of new plans.
- Move the Office of Instruction and Student Development program review to the administrative area.
- Review subject structure of programs and considering breaking out by degree/cert so that each AA- and AS-T are considered a program.

Student Services

- Revise the prompts in the data and assessment sections so that they more clearly direct the author's response.
- Provide examples of exemplary data analysis and assessment activity performed by CR programs.

Administrative Services

- Institutional Research in collaboration with the Assessment Committee will work with authors to develop program outcomes, identify assessment instruments, analyze results, etc.
- The importance of submitting complete and timely program reviews will be emphasized by administrative leadership.
- Move the Non-Credit program review to the Instructional template.
- Add Distance Education as a program using the Administrative template.

	Exemplary	Satisfactory	Developing
Mission	Aligns with the mission of the college; Identifies the program's impact on the college; Clear and concise	Aligns with the mission of the college; Scope and reach is present but limited; Clear and concise	Fails to align with the mission of the college; Identifies functions of the program but not the greater purpose
Data Analysis – General	Insightful commentary regarding factors that may have contributed to the data outcomes; Analysis lends itself to potential action plans for improvement;	Sufficient explanation regarding district comparison/trend; No comment was required based on the instructions; Possible factors impacting the program were discussed, but it is unclear how they motivate planning actions	Analysis was absent, although required based on instructions (e.g., comparison to district)
Data Analysis – Student Equity Groups	Student equity group differences were clearly identified; Potential factors leading to student equity differences were discussed; Potential actions for improving student equity was discussed;	Equity group differences within the program were identified; Differences compared to the district were identified; Analysis was limited or absent	Equity data indicated large differences across equity groups, but differences were not indicated; Analysis was absent
Assessment	Program improvements evaluated by reflecting on a significant amount of assessment activity that has taken place; Assessment findings are directly linked to specific program changes; Program changes based on assessment findings were evaluated for improvement (loop closed).	Enough assessment activity has taken place such that the program can reflect on what it has learned; Assessment findings are loosely linked to program changes; Future evaluation of assessment driven changes is provided	The amount of assessment activity was inaccurately reported; Assessment findings are not linked to program changes; Insufficient assessment activity completed for the program to reflect on assessment-based changes

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	Exemplary	Satisfactory	Developing
Evaluation of Past Plans	Past actions were carried out and evaluated, and their impact is clearly described	Current status of actions taken is clear; Impact of action has not been evaluated, but evaluation plan is included; Clear explanation as to why the action was not completed	Actions taken do not reflect actions from past year; Current action status is unclear; The impact of the action was not evaluated, and there is no plan for evaluation in the future
Program Plans & Resource Requests	Planning actions directly link to stated institutional planning actions; Actions are clearly based on assessment findings; Actions lead to impacts that can be measured; Every resource request has a corresponding action linked to a plan or assessment results	Planning actions are loosely related to institutional planning actions; Planning numbers are listed but action items are not stated; Unclear how expected impact will be measured; Evaluation of the action is discussed, but unclear if it has been incorporated into assessment plan; Every resource request has a corresponding action linked to a plan or assessment results	Institutional plans are not linked to program planning actions; Planning actions are not tied to assessment results; Resource requests are not tied to specific planning action

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