College of the Redwoods
Program Review Committee
2015-16 Program Review Committee Executive Summary

Program Review Committee Evaluation

All programs submitted a program review to the committee. A total of 30 instructional programs submitted reviews, 23 were annual and 7 were comprehensive (comprehensive reviews included analyzing data trends, such as enrollments, equity and completions). Student development and administrative programs submitted 12 area reviews each. Three programs reviews were new (or baseline): Non-credit/adult education, Distance Education and the Eureka TRIO program.

The program review committee evaluated each program using the attached rubric which has areas corresponding to each section of the program review template. Below are some general observations for instruction, student development, and administrative programs:

Instructional Program Reviews *% receiving ratings (E) Exemplary, (S) Satisfactory, or (D) Developing*											
Program Info/Mission			*Assessment*			*Previous Plans*			*Planning*		
E	S	D	E	S	D	E	S	D	E	S	D
77%	23%	0%	37%	47%	17%	30%	53%	17%	40%	43%	17%
-Comprehensives only - Data Analysis			*Percentages are based on 30 completed program reviews. The Data analysis percentages are based on seven comprehensive program reviews.*								
86%	0%	14%									

Instructional programs are doing a good job reporting how the program supports the mission of the college. Seven percent of programs received "developing" last year compared to zero this year. Assessments continue to improve. Thirty-seven percent received "developing" last year compared to 17% this year. However, there is still some unevenness in using assessment results across programs and tying planning to assessment outcomes. There is room for growth in terms of evaluating previous plans and planning for the next year. Both areas saw more "developing" ratings this year than last, although there were also more "exemplary" ratings this year. Some planning items were tied only to a resource request, without including measureable outcomes.

Instructional Summary/Themes:
- The most common area in need of improvement of assessment is to include some detail on why students did well and whether this occurred based on previous assessments, what change(s) may need to be made to the program based on the assessment.
- Tied to this, the Program Review Committee identified, as a theme for improvement for next year, how to create plans with measureable outcomes, tie to current planning objectives and how to analyze them for maximum efficiency in program review reporting.
- The committee discussed *Section 4.1. Evaluation of Previous Planning*: "measureable outcomes and the impact of previous planning." In some reviews, planning and the program seem to be disconnected: the plans are not measureable or are not really a "plan." There should be more analysis of the impact or the impact of the evaluation could be made clearer. The committee discussed defining what constitutes a "plan" and how it should be evaluated.

The PRC would like to compliment all authors on their efforts to effectively report on the health of their programs and recommends reviewing the following instructional reviews, which were exceptional in all areas:
- Biology/Environmental Science – Exemplary Program Review, all sections; but their assessment reports are a model for expressing meaningful language relative to improvement through the assessment cycle.
- Drafting Tech – Exemplary Program Review, all sections; but is an exceptionally good model for evaluating previous plans: concise yet informative
- Manufacturing Technology -Exemplary program review (all sections).
- Physical Science - Exemplary program review (all sections).
- CIS –Exemplary review (all sections).
- Dental Assisting – Exemplary review (all sections).

Student Development Program Reviews																	
% receiving ratings (E) Exemplary, (S) Satisfactory, or (D) Developing																	
Program Info			Data			Equity Data			Assessment			Previous Plan Progress			Planning		
E	S	D	E	S	D	E	S	D	E	S	D	E	S	D	E	S	D
67%	33%	0%	50%	42%	8%	33%	34%	33%	17%	50%	33%	17%	58%	35%	17%	58%	35%
Percentages are based on 12 completed program reviews. Equity data was included in student services reviews.																	

Student development areas, overall, are consistent and satisfactory in analyzing their programs; over 50% were excellent or satisfactory across the board. New to the student development area this year was the evaluation of equity data, which was well done overall, and creates a baseline for comparison in future years. Two programs completed new or "baseline" reviews this year and several were completed by staff new to CR. The reflection on assessment received more "developing" ratings this year than last, and the student services areas will have workshops this summer to enhance their assessment activities.

Student Development Summary/Themes:
- Generally provided good data analysis and reflection of assessment activities.
- Analysis and resolution regarding previous plans should be tied to assessment/data and to 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 would strengthen action plans.

The PRC would like to compliment all authors on their efforts to effectively report on the health of their programs and recommends reviewing the following student development reviews:
- DSPS authors for their review which was exemplary in all areas,
- Upward Bound, which was exemplary in analyzing indicators and tying to assessment, and clearly stating the impact of previous planning on student outcomes.

Administrative Services & Presidential Area Program Reviews											
% receiving ratings (E) Exemplary, (S) Satisfactory, or (D) Developing											
Program Info			*Assessment*			*Previous Plan Progress*			*Planning*		
E	*S*	*D*	*E*	*S*	*D*	*E*	*S*	*D*	*E*	*S*	*D*
42%	*58%*	*0%*	*33%*	*67%*	*0%*	*25%*	*75%*	*0%*	*42%*	*33%*	*25%*
Percentages are based on 12 completed program reviews.											

Administration program reviews have improved overall. There were fewer exemplary reviews, but there was an increase in "satisfactory" and decrease in "developing" ratings. Some changes were made with the creation of the new template: for example, data analysis was not required, although data to review the program appeared in the assessment section. Many of the administration areas received one-on-one guidance from the Office of Institutional Effectiveness as they began the review process.

Administrative Summary/Themes:
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 some continued 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.

Program Review Process Improvements

Institutional Research and ISS worked in conjunction with the Program Review Committee, Deans, staff and some faculty to develop an online template format for all program reviews. The new process was well received district-wide, even allowing for a few glitches. Online templates will be evaluated annually and improvements made in order to facilitate the most effective and efficient program review process possible for the college.

Faculty and staff found that having data and previous year plans imported into the template directly from the previous year review, as well as direct links to data and rubrics, sped up the review process. The completed reviews currently cannot be printed in total; a solution to this is in the works. The PRC Committee was also able to directly input comments into the response section and submit, which improved and reduced the committee workload quite a bit.

Future improvements will include the ability to print the completed review and revise some sections slightly for clarity of instruction. The committee discussed sending the final Executive Summary via email with links to the templates, to ensure all receive this information.

The committee also plans on utilizing the language from the rubrics directly into the committee response section, to provide consistency, and include examples for improvement.

Program Review Committee Recommendations

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 to attend division and/or department meetings to refresh and provide skills for better program reviews, 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.

Student Services Areas
- 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 programs.

Administration Areas
- Continue to improve planning and assessment sections of program review.
- Collect and analyze data whenever possible.
- Include narrative of area improvements or plans for improvement.