College of the Redwoods
Program Review Committee
2018-2019 Final Report

Executive Summary

The work of the Program Review Committee (PRC) is essential to documenting institutional planning, evaluation and assessment, and resource needs throughout the district. 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 the district continue to organize professional development opportunities for all programs and service areas to better use data to inform strategic planning. Though substantial progress has been made thus far, and the district should be acknowledged for its efforts, program review reports as a whole would benefit from even more consistent data-driven planning and decision-making.

Over the past year, the PRC continued to perform its 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

College of the Redwoods
Program Review Committee
2018-2019 Final Report

I. Introduction

The College of the Redwoods' Program Review Committee (PRC) reviews and evaluates annual and comprehensive[1] program review reports from all subject and service areas. 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 providing a framework for developing and documenting quality improvement plans district-wide. 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 2018-2019 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 20 annual and 7 comprehensive reviews.[2] Student Development service areas submitted 14 reviews with the addition of the Multicultural Center completing a review for the first time this year. Administrative areas submitted 14 reviews with the VP of Student Development and the VP of Instruction reporting separately since last year.

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). Below are descriptive statistics, general observations, and overarching themes derived from this year's instructional, student development, and administrative program reviews.

III. Instructional Program Reviews

Highlights from the Instructional Program Reviews this year include:

- The AJ Program received a Gold Star Award from the Chancellor's Office for recognition of its positive impact on students' employment earnings outcomes in programs aligned with the "Doing What Matters" sectors
- The Biological and Environmental Sciences program partnered with the University of California to offer California Naturalist certification to successful students in Bio 20
- The Business program developed the Venture Collaborative Project (now rebranded as Startup Humboldt), a collaboration between CR, HSU, SBDC, HCOE, and Blue Lake Rancheria
- The Mathematics and English programs have implemented the requirements under AB705
- The Registered Nursing and Career Mobility program received Gold Star recognition from the Chancellor's Office for a career education program with Strong Workforce outcomes

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[1] Comprehensive Reviews are completed on a 4-year rotating cycle.
[2] Comprehensive reviews included analyzing data trends, such as enrollments, equity and completions.

- The Welding, Construction Technology, and Fine Arts programs have worked together on the "Tiny House" project, to get that ready for a roll out in the 2019/2020 academic year

Annual instructional reviews continue to clearly describe how their individual program supports the mission of the College. The level of documenting of assessment activities in the Instructional reports this year was about the same as last year, but the PRC saw major improvements in individual program's evaluation of previous plans.[3] Planning in the instructional reviews was not quite as strong this year, because some programs continue to document resource requests without clear ties to assessment or program planning. The PRC will continue to educate program review report authors about clearly linking plans and assessment to resource requests in the upcoming year. Program review authors should also provide alternative plans for unfunded resource requests in their reports. This will be especially important if the PRC is asked to assess and rank the programmatic plans at some point in the future.

The increase in the quality of Comprehensive instructional reviews from last year to this year was significant. That said, because the sample includes entirely different programs each year, it is hard to draw a conclusion when comparing samples from year-to-year (each program completes a Comprehensive review once every four years). Overall, the number of excellent scores increased in all categories. All programs completing a comprehensive review should be commended for the high-quality work submitted.

Table 1: Instructional Program Reviews (Annual)

	Program Information	*Assessment*	*Previous Plans*	*Planning*
E	85%	50%	45%	35%
S	15%	35%	40%	35%
D	0%	15%	15%	30%
(E) Exemplary, (S) Satisfactory or (D) Developing.				n = 22

Table 2: Instructional Program Reviews (Comprehensive)

	Program Information	*Data*	*Assessment*	*Previous Plans*	*Planning*
E	100%	71%	57%	50%	57%
S	0%	29%	43%	50%	29%
D	0%	0%	0%	0%	14%
(E) Exemplary, (S) Satisfactory or (D) Developing.					n = 6

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[3] See Appendix B for a detailed comparison of 2017-2018 and 2018-2019 data.

Taken together, there remains room for growth in terms of planning for the next year. The committee would like to encourage program review authors not simply to list resources with no measurable outcomes and no clear sense of an alternative plan if a requested resource is not received. Instead, it would be more beneficial for program personnel to identify programmatic plans whose effectiveness can be measured and that contain contingencies should the plan not be fulfilled.

The PRC would like to commend all authors on their efforts to report effectively on the health of their programs. The PRC would specifically like to recognize the Noncredit program this year for the most significant single-year improvement in their Program Review. Lastly, the PRC would also like to praise the following programs for exceptional submissions, and recommend that authors for all programs review them as a benchmark for program analysis and improvement:

Fine Arts

- The Mission of program clearly aligns with the mission of the college. The program's function identifies the program`s impact on the college, the local community, and 4-year institutions in California and Oregon.
- Sufficient assessment activity has taken place on the college's established cycle which includes student and program learning outcomes. The assessment findings are linked to program changes related to resource needs.
- Most plans were carried out and their impacts described. With the exception of #4 (the "Feasibility of Fine Arts Entrepreneurial program"), a clear explanation of why a planning action did not occur was given.
- All actions are directly linked to institutional goals, and actions are not written as resource requests. Expected impacts are thorough and detail impacts both on students and the program as a whole.

Physical Sciences

- The mission of the program clearly aligns with the mission of the college and it identifies the program's impact on the college and community. Clear and concise.
- A significant amount of assessment activity has taken place on the college's established cycle which includes student and program learning outcomes. Assessment findings are used to inform planning and program changes.
- Past actions were carried out and evaluated, and their impact is clearly described with relevant data.
- Program planning actions are linked to stated institutional goals and these are discussed thoroughly. Planning actions are clearly based on assessment findings. Planning actions show the expected impact on the program.

Instructional Program Review Themes

Considerable Improvement over Last Year's Reviews: It was evident from the PRC's presentation to the Board last year that an alarm was being sounded regarding the overall quality of reviews being submitted. It was evident from the quality of this year's reviews that the alarm

was heard. The improvement in quality allowed the PRC to better evaluate the planning, assessment, and overall health of various programs.

Resource Requests as Planning Actions and the Overall Resource Request Process: The Committee has realized there may be a need to further categorize program planning into some general areas such as: instructional improvement, safety, compliance, and facilities. The committee has realized that not all requests can be effectively documented by assessment

The PRC would like to explore how District integrates the processes of program review and resource ranking. The Committee would like to encourage the District to articulate the process of how program review informs the budget planning process with clear guidelines on how that will work. This would support programs that are doing excellent planning work.

The PRC recognizes that the District has devoted time and resources to the creation of a Budget Action Committee and looks forward to its final recommendations.

Challenges Facing Disciplines without Full-Time Faculty: The difficulties faced by instructional programs without full-time faculty were clear, specifically in the areas of curriculum development, planning, and assessment. The committee believes that increased administrative oversight of the program review process could improve some of the challenges these programs face and the quality of the program review documents submitted by these areas.

Health, Safety, and Infrastructure Issues: The Committee noted issues that the District must address, rather than the PRC itself, because they transcend the individual programmatic focus of the PRC. These should be addressed beyond the program review process. Placing issues like these in the Program Review document as "resource requests" means that infrastructure needs that impact multiple programs are in danger of being overlooked (i.e. DN Library Roof).

Issues for Programs Undergoing Revitalization: The PRC recognizes considerable overlap between the instructional programs struggling with planning and assessment and the programs currently going through the AP 4021 Program Viability Committee (PVC) process. The one thing that stuck out this year was that the PRC identified the same programs for the PVC process as did other entities around the District. In essence, the PRC process has validated and corroborated that the programs currently undergoing PVC review and recommendation are, indeed, the ones that ought to be going through that process.

IV. Student Services Program Reviews

Highlights from the Student Services Program Reviews this year include:

- The Athletics program continues to attract a racially and ethnically diverse student demographic, and serves that population partially through its Cap & Gown courses
- The CalWORKS, TRiO, and DSPS programs continue to have higher-than-district-average student persistence rates
- The Counseling/Advising program has secured a full-time HSU transfer representative who has a permanent space in the office on the ground floor of the Student Services Building
- The Enrollment Services program created a "Welcome Center" in the Student Services Building

- Many of the Student Services programs made great strides in extending services to students in Pelican Bay State Prison

This year's student services program reviews continued to improve from the previous year. The number of programs that ranked as Exemplary in planning increased by 26% from last year.

Table 3: Student Services Program Reviews

	Program Information	Data	Equity Data	Assessment	Previous Plans	Planning
E	79%	40%	57%	50%	54%	57%
S	21%	7%	7%	29%	38%	21%
D	0%	36%	36%	21%	8%	21%
(E) Exemplary, (S) Satisfactory or (D) Developing.						n = 14

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:

Trio

- 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.
- The program has been consistently successful in its central indicators. The program also has a detailed student equity strategy that directly affects their measurable indicators of success.
- Planning actions are directly linked to stated institutional planning activities. Planning actions show the expected impact on the program and student learning and can be measured.

DSPS

- DSPS' program mission and primary function remain unchanged from previous academic year. The program used the verbiage provided in the College's mission statement when stating how the DSPS program mission supports the College's mission.
- DSPS assessed all three outcomes every year and the findings are used to inform planning and program changes.
- Three of the seven Program Plans were personnel requests. It may be more helpful to describe which program indicator those positions will help improve.
- Planning actions specifically and overtly linked to stated institutional planning actions. Planning actions are clearly based on assessment findings regarding persistence rates.

Student Development Program Review Themes

Reliance on Satisfaction Surveys as Assessment Tools: The PRC realizes that this is an important measure of assessment in student service areas, but wants to encourage these areas to explore other forms of assessment that may be more reliable. If these areas rely on these types of assessment the Committee would like to see more information about sample size and other quantitative data metrics.

A Need for Additional Professional Development Opportunities: 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. The PRC recognizes efforts by Human Resources over the past year to increase and improve professional development opportunities for staff.

Improving essential services in order to improve persistence and retention and achieve equity for all students: Student services reviews stated a desire to achieve equity for all students. Several areas (including counseling and DSPS) indicated significant involvement in the Retention Alert program that identifies and contacts students in need of additional support. The PRC recognizes the importance of these efforts as the College strives to meet the goals outlined in the *Vision for Success*.

V. Administrative Services Program Reviews

Highlights from the Administrative Services Program Reviews include:
- The Communications/Marketing/Print Services area organized the North Coast Homeless and Housing Insecurity Summit which led to the creation of the scholarship award
- The Community Education/Contract Training/Cooperative Education program collaborated with a number of local entities, including logging companies and county agencies, and with the ECE, AJ, and Business programs on campus to develop offerings that align with their needs in the areas of Truck Driving certification, Auto Body Collision Repair, Medical Assisting Certification, and POST requirements
- The Human Resources area upgraded to a new system that improves the college's efforts to recruit diverse pools of applicants and has greatly increased the number of professional development opportunities available to college personnel
- The President's Office led the effort to create a long-term, transparent budget planning process
- The VP-Administrative Service Area has taken great efforts to ensure that the District remains in compliance with ACCJC Standards III.D.6, III.D.7, and III.D.9 and that the District had a "clean audit opinion and no material findings"
- The VP-Instruction Area secured the Innovation Award that allowed the college to expand its services to students in Pelican Bay State Prison, including hiring a full-time English faculty member in that facility

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

	Program Information	*Assessment*	*Previous Plans*	*Planning*
E	64%	43%	21%	14%
S	36%	36%	64%	64%
D	0%	21%	14%	21%
(E) Exemplary, (S) Satisfactory or (D) Developing.				n = 14

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 that the District provide 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 report effectively 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. The PRC recommends that program authors review DE's and the VPI's submissions as guides 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 overtly link to stated institutional planning actions and are discussed. None of the Program Plans are stated as resource requests.

Distance Education
- The program clearly aligns with the college's mission to "provide accessible and relevant" education.
- Program uses thorough and detailed discussion of IR data and student and faculty surveys to assess outcomes.
- Past plans were carried out or are in progress; overall impact is described for some actions, only estimated for others. No abandoned plans; actions not completed have sufficient explanation.
- Plans are actionable and are listed alongside institutional goals.

Administrative Services Program Review Themes

The PRC observed the following themes: (these were the same themes identified last year):

Insufficient Data to Assess Quality of Service Areas: Reviews showed a need for quantitative data, not only 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.

A Need for More Professional Development Opportunities: 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 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 likely facilitate discussion on pedagogical innovation, improve service to students, increase staff morale, and continue building an organizational culture that values innovation and change.

In upcoming Administrative reviews, the PRC would welcome information from these areas as to what types of professional development area personnel engaged in during the year and what impact that development training had on the operations of the area.

VI. Overarching Themes in Program Review

Considerable Improvement over Last Year's Reviews: The PRC's presentation to the board last year sounded an alarm regarding the overall quality of Reviews being submitted. The improved quality of this year's reviews demonstrates that this alarm was heard. The improvement in quality allowed the PRC to better evaluate the planning, assessment, and overall health of various programs. This has elevated the importance of the section of the review document that requires the program to tie their program mission to that of the College.

Administrative Oversight of the Program Review Process: The committee noted that there was a significant increase in administrative oversight during the creation and submission of program review reports. Unlike the previous year, all of the program review reports contained an administrative "signature" that is indicative of the kind of oversight the PRC called for in last year's final report summary.

Authentic Strategic Planning: One issue that seems to persist is the need for program review authors to more closely align planning with assessment, where applicable. Because the PRC recognizes that some plans and actions may arise out of day-to-day program operations, the PRC recommends that program review authors clearly indicate in the planning tab that, where necessary, they are initiating new program plans not derived directly from assessment. In working toward improved alignment between assessment and planning, it may be necessary to accommodate for those planned actions that emerge alongside existing plans and assessment schedules. In the future, the PRC may make modifications to the template that make distinctions between assessment-driven planning and ad hoc planning.

Visibility of Programmatic Plans: The Committee noticed that plans were increasingly presented more clearly, and were increasingly more complex than simple resource requests. This allowed the committee to more easily identify specific plans, and better understand overall program progress.

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. A subcommittee of the PRC will work on this over the summer.

Additionally, the Committee has been asked to assist in the process of integrating the Chancellor's Office Vision for Success (VFS) goals into the program review process. The PRC will include a specific part of the "Planning" tab in the review document that asks program personnel to reflect specifically on the program's plans to address VFS goals.

In order to close the loop on our own processes, the PRC has developed and submitted a detailed list of template revisions to the Director of Institutional Research this year. These suggested revisions include the inclusion of reporting on the College's Vision for Success goals and changes to the "Planning" page that require program review authors to prioritize their individual plans and offer some specific ideas about how the plan's effectiveness will be measured.
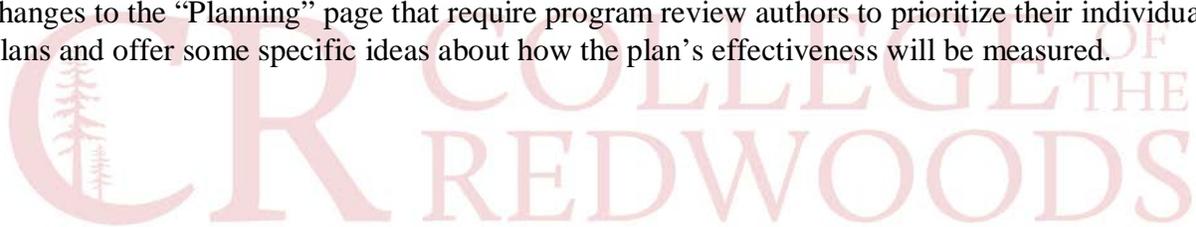
Appendix A: 2018-2019 Program Review Rubrics

College of the Redwoods
PRC Administrative Services Evaluation
Rubric

(Revised 4/2018)

	Exemplary	**Satisfactory**	**Developing**
Mission/Program Information	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; Seems to lack administrative oversight.
Critical Reflection of Assessment Activities	A significant amount of assessment activity has taken place on the college's established cycle which includes 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, in general, is not being done within the college's established cycle; Assessment explanations are not clear.
Evaluation of Previous Plans	Past actions were carried out and evaluated, and their impact is clearly described with	Impact of actions are clear with some relevant data described;	Current action status is unclear; The impact of the action were not

	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.	An action may not have occurred but there is an explanation as to why the action was not completed.	evaluated with relevant data, and there is no plan for evaluation in the future; Status of incomplete plans is not explained sufficiently.
Program Planning	Planning actions specifically and overtly link to stated institutional planning actions, and are discussed; 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.	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 Most planning actions are not stated as resource requests.	Institutional plans are not linked to program planning actions; Planning actions are not tied to assessment results and are stated as resource requests; The impact of actions on program and student success is not discussed adequately or cannot be measured

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

	Exemplary	Satisfactory	Developing
Mission/Program Information	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; Seems to lack administrative oversight.
Data Analysis/Program Indicators	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.
Critical Reflection of Assessment Activities	A significant amount of assessment activity has taken	Enough assessment activity has taken place such that the	Insufficient assessment activity was completed for the program

	place on the college's established cycle which includes student and program learning outcomes; Assessment findings are used to inform planning and program changes; Assessment explanations are thorough and detailed.	program can reflect on what it has learned; Assessment findings are linked to program changes; Assessment explanations are clear.	to reflect on assessment-based changes; Assessment findings are not linked to program changes; Assessment, in general, is not being done within the college's established cycle; Assessment explanations are not clear.
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 and Discipline Planning	Planning actions specifically and overtly link to stated institutional planning actions, and are discussed; planning actions are not stated as resource requests Planning actions are clearly based on assessment findings; Planning actions clearly show	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/student learning and can be measured. Most planning actions are not	Institutional plans are not linked to program planning actions; Planning actions are not tied to assessment results and are stated as resource requests; The impact of planning actions on program/student learning is not discussed adequately or

	the expected impact on the program/student learning and can be measured.	stated as resource requests.	cannot be measured.

College of the Redwoods
Program Review Committee
2018-2019 Final Report

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

	Exemplary	Satisfactory	Developing
Mission/Program Information	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; Seems to lack administrative oversight.
Data Analysis-General/Program Indicators	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 are described in detail; Student equity data is thoroughly discussed.	Data is complete and some comparative comments regarding program or discipline changes are present; Factors impacting student achievement and learning are clearly stated; student equity data is discussed briefly.	Some data may be missing or is unclear; Comparative analysis is absent or sparse regarding program or discipline changes and/or factors impacting student achievement and learning; student equity data is not discussed or is unclear.
Critical Reflection of Assessment Activities	A significant amount of assessment activity has taken place on the college's established cycle which includes student and program learning outcomes; Assessment findings are used to	Enough assessment activity has taken place such that the program can reflect on what it has learned; Assessment findings are linked to program or discipline changes;	Insufficient assessment activity was completed for the program to reflect on assessment-based changes; Assessment findings are not linked to program changes;

	inform planning and program or discipline changes; Assessment explanations are thorough and detailed.	Assessment explanations are clear.	Assessment, in general, is not being done within the college's established cycle; Assessment explanations are not clear.
Evaluation of Previous 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 Planning	Planning actions specifically and overtly link to stated institutional planning actions and are discussed; planning actions are not stated as resource requests 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; Most planning actions are not stated as resource requests.	Institutional plans are not linked to program or discipline planning actions; Planning actions are not tied to assessment results and are stated as resource requests; The impact of actions on program or discipline/student learning is not discussed adequately or cannot be measured.

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

2017-2018

Instruction — Annual Reviews

Instruction	Program Info	Data	Assessment	Previous Plans	Planning
Excellent	17	N/A	12	4	11
Satisfactory	4	N/A	9	12	9
Developing	1	N/A	1	6	2
% E	77%	N/A	55%	18%	50%
%S	18%	N/A	41%	55%	41%
%D	5%	N/A	5%	27%	9%
n=22					

Comprehensive

	Program Info	Data	Assessment	Previous Plans	Planning
Excellent	5	*2*	3	1	2
Satisfactory	2	*3*	3	4	5
Developing	0	*1*	1	2	0
% E	83%	40%	50%	17%	33%
%S	17%	60%	33%	67%	67%
%D	0%	0%	17%	17%	0%
n=6					

Student Services

	Program Info	Data	Equity Data	Assessment	Previous Plans	Planning
Excellent	13	8	8	6	5	4
Satisfactory	0	4	4	4	7	9
Developing	0	1	1	3	1	0
% E	100%	62%	62%	46%	38%	31%
%S	0%	31%	31%	31%	54%	69%
%D	0%	8%	8%	23%	8%	0%
n=13						

Administration — 2015-16

	Program Info	Data	Equity Data	Assessment	Previous Plans	Planning
Excellent	8	0	N/A	7	3	7
Satisfactory	3	0	N/A	4	7	5
Developing	1	0	N/A	1	2	0
% E	67%	N/A	N/A	58%	25%	58%
%S	25%	N/A	N/A	33%	58%	42%
%D	8%	N/A	N/A	8%	17%	0%
n=12						

2018-19

Instruction — Annual Reviews

Instruction	Program Info	Data	Assessment	Previous Plans	Planning
Excellent	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

	Program Info	Data	Assessment	Previous Plans	Planning
Excellent	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 — 2015-16

	Program Info	Data	Equity Data	Assessment	Previous Plans	Planning
Excellent	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						

Administration — 2015-16

	Program Info	Data	Equity Data	Assessment	Previous Plans	Planning
Excellent	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						

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