

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

Background and Guidelines Information

Round Three 2012-2016



Office of Educational Services

Web Resources:

<http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

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I. Introduction and Background Information

Introduction

All existing instructional units at each of the colleges have as of 2007 submitted a comprehensive instructional program review document. These documents need to be updated on a four-year cycle. The intent of our ongoing Program Review process is to **revise** the existing document to reflect the changes and new goals of the program. Each unit is encouraged to access the prior review and edit it appropriately.

What Is Instructional Program Review?

There are **two parts** to the Instructional Program Review Process:

- **Comprehensive Instructional Program Review**, occurring approximately every four years (based on a rotation in which $\frac{1}{4}$ of the units report each year), focuses on each discipline's courses, pedagogy, assessment plan, and future goals and objectives related to the improvement of student learning.
- **Annual Instructional Program Review/Unit Plan Update** asks each discipline to address its needs for resources (faculty, space, equipment, etc.) on each college and to provide a report on outcomes assessment activities for the prior year.

The intrinsic purpose of this review process is **to help instructional units clarify and achieve their goals and to align those goals with strategic planning**. In addition, the process aids instructional units in:

- Strengthening programs through self-improvement and self-determination;
- Strengthening the bonds within the college community and fostering cooperation with non-instructional units;
- Providing systematic feedback on student learning;
- Generating continuous and ongoing dialogue about how student learning can be enhanced through program and service improvements;
- Evaluating their contribution to achieving the district goals and strategic initiatives.

The most important extrinsic purpose of this document and the annual review is for the unit to receive the resources needed (equipment, staff, classrooms, etc.) to improve student learning. **The Comprehensive Instructional Program Review builds the curricular foundation for the annual report's resource requests on each college.**

Guiding Principles

In November 2000, a committee of faculty and administrators was formed to revise the District's Program Assessment and Planning Process. The committee's work was discussed at an Academic Senate meeting in April 2001 and the Program Review Committee was formalized shortly thereafter. The committee indicated to the Senate that the following **principles** should guide the design and implementation of the Program Review process:

- **Flexibility:** the process needs to be open and flexible enough to accommodate differences among instructional units
- **Collegiality:** the process should be a faculty-driven, collaborative process guided by a spirit of open and honest inquiry
- **Relevance:** the process should result in answers to important and relevant questions for units
- **Practicality:**
 - Final documents should be as short as possible (12–20 pages, not including attachments, or appendix, for single-discipline reviews (e.g., political science); 15–30 pages for multi-

discipline reviews (e.g., groupings of related disciplines such as business, real estate, accounting, etc.)

- Analyze **relevant** data to support resource request.
- **Effectiveness:** the process should result in a clear sense of direction and accomplishment for participants. To facilitate the implementation of plans and the accomplishment of goals, resource needs identified through the self-study process will be linked with budgeting, facilities, human resource planning, and the district's strategic initiatives.

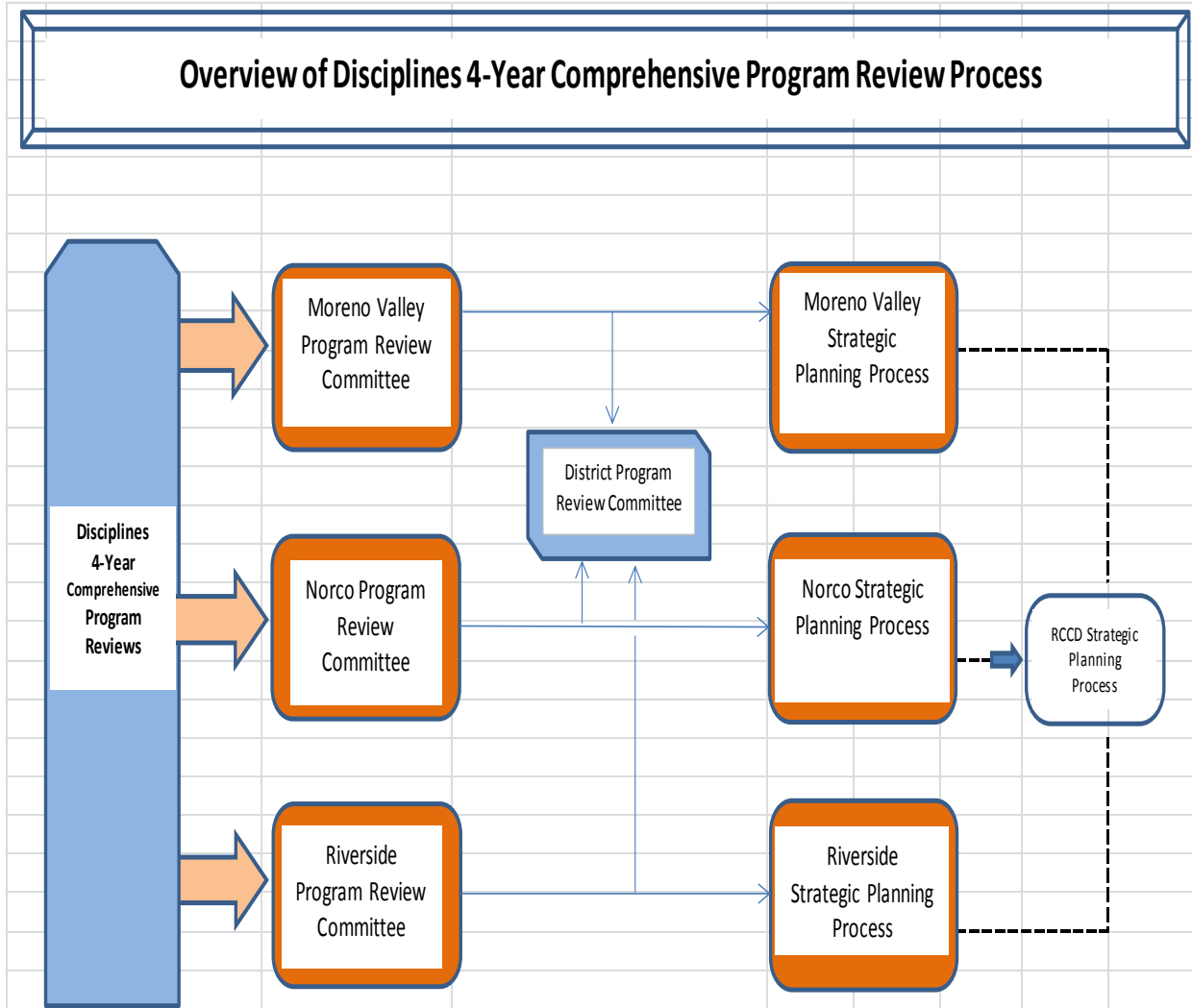
The committee also incorporated the state Academic Senate's statement pointing out that, "the principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily to further their own growth, and to identify weak performance and assist programs in achieving needed improvement..." ("Program Review: Developing a Faculty Driven Process," Spring 1996).

In developing this process, the committee also identified the following **inappropriate uses** of the program review process:

- It is not a process for evaluating individual performance.
- It is not a process for eliminating programs. Decisions about discontinuing programs should be made through an alternative process designed to address discontinuation issues directly.
- It should not be, or appear to be, an adversarial process between faculty and administration. The process should lend itself to developing more effective programs through dialogue and collaborative efforts.
- It should not be merely an exercise to fill out a document that sits on a shelf. It should have real impacts on program effectiveness and resource allocation decisions.

How Program Review Integrates with Strategic Planning

Planning – Program Review documents are intended to be key drivers informing the district and each college’s strategic planning process. Completed Comprehensive and Annual Program Reviews will be shared with the department chairs, relevant college Strategic Planning and the District Strategic Planning Committee (DSPC) and made available to the entire college community online. See flow chart below showing the process of the Comprehensive Program Reviews.



Strategic Plans: Program Review provides a means through which units set goals and objectives that support the district and college’s strategic plans, through focusing on the student as a learner. Program review and assessment is the cornerstone of academic planning. The following are the currently adopted goals of the District and the colleges.

District Strategic Plan 2008-2012

http://www.rccd.edu/administration/educationalservices/ieffectiveness/Documents/StrategicPlan_2008-2012_FINAL.pdf

- Student Access
- Student Success
- Service to the Community
- System Effectiveness
- Financial Resource Development
- Organizational and Professional Development

Moreno Valley College Plan http://www.mvc.edu/files/MVC_Strategic_Plan_2010-2015.pdf

- Academic Programs
- Student Services
- Life-Long Learning
- Financial Resources
- Technology
- Professional Development
- Facilities
- Student Learning Outcomes

Norco College Plan: <http://academic.rcc.edu/norco/spc/docs/Norco%20Strategic%20Plan%202008-2012.pdf>

- Increase Student Retention, Persistence and Success
- Improve The Quality of Student Life
- Increase Student Access
- Enhance Academic Programs and the Learning Environment to Meet Student and Community Needs
- Enhance Institutional Effectiveness

Riverside City College Plan:

<http://www.rcc.edu/riverside/riversidestp/files/RCCStrategicPlan200914100510.pdf>

- Student Access and Support
- Responsiveness to the Community
- Culture of Innovation
- Resource Development
- Organizational Effectiveness

II. Comprehensive Instructional Program Review Process

The normal timeframe for the **Comprehensive Instructional Program Review** process is one academic year. The process consists of three major steps:

- I. Revision Process
- II. Review Process
- III. Publication and Discussion of the Findings

Units conducting program reviews will have support from a number of sources. Units should schedule meetings with the support groups as needed:

- **Research and Analysis Support Team** - Institutional Research staff will assist participants with the analysis and review of relevant data for the review. Please see Appendix A for readily available data lists.
- **Resource Support Team** – Vice Presidents of Business Services, Grants, and Office of Strategic Communications and Relations (marketing) staff will assist participants with the exploration of their desired strategies and the means by which they can implement them to achieve their goals.
- **College Program Review, Assessment and Curriculum Committees** – Each college has their own Program Review, Assessment and Curriculum committees which can provide assistance in processing their forms.

A **college-based refresher-training** will:

- Remind instructional units about the program review process, student learning outcomes assessment, and the role of program review in strategic planning.
- Review available data and analysis techniques.
- Refresher on how to update curriculum

As many members of the unit as possible should attend the training. Each unit should select a **program review lead person** who will communicate with the Program Review Committee(s) and provide organizational leadership for completion of the review.

In October or November the **unit representatives** will present their review to their College Program Review Committee. These Committees will review and accept their College's Program Reviews and forward them to the District for posting to the web. The information from these Program Reviews will then be integrated by each College into their Strategic Planning Processes.

The accepted Program Reviews which represent disciplines on more than one College will be forwarded to the District Program Review Committee for a final review process prior to posting. This review will assure that each of the disciplines on the colleges have:

1. Verified the updated CORs
2. Communicated and cooperated with their colleagues on matters of general interest to provide continuity of academic programs within the District.

The College Program Review Committee will be comprised of faculty, staff and administration from the College.

At a minimum, the College Program Review Committee should have:

- Faculty representatives (chosen by each college's Academic Senates);
- The Student Outcomes Assessment Coordinator (faculty member)
- Chief Instructional Officer from each college or their designee
- The Vice President of Student Services, and the Vice President of Finance, Vice President of Career Technical Education or their designees.
- Program Review committee meetings are open and additional faculty are encouraged to participate

The committee will be chaired by a faculty member elected by the committee.

The District Program View Committee will be comprised of faculty, staff, and administration. At a minimum, the District Program Review Committee should have:

- Three Faculty Chairs (one from each College Program Review Committee);
- The Associate Vice Chancellor of Educational Services
- The Dean of Institutional Research

These Committees will recommend either full or conditional acceptance of program reviews. Conditional acceptance will require the unit to make specified revisions to the report to gain full acceptance.

The comprehensive self-study process will be completed by each unit at least once every **four** years based upon rotation set by the District Program Review Committee.

Completed self-studies will be placed online and are available to each of the College Program Review Committees, the District Program Review Committee, the Curriculum Committees, the Office of Academic Affairs, the College and District Strategic Planning Committees, and in some cases the Board of Trustees. Additionally, presentations of program review findings may be made to the Board of Trustees, Cabinets, and the Academic Senate.

Timeframe for a Typical Comprehensive Instructional Program Review

Spring

- Attend refresher-training at beginning of semester on Flex Day.
- Develop detailed task list and timeline
- Review data packet on :
<http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>
 - Additional data provided upon request from Institutional Research
 - Please submit requests to http://academic.rccd.edu/ir/request_form.html at least 30 days before you need the data or analysis.
- Review strategic plans
- Review Educational Master Plans
- Discuss self-study guide and questions within the unit
- Gather any additional information the unit deems necessary
- Update course outlines and submit through CurricUNET
- Engage in dialogue about discipline SLOs, course SLOs, their connection to GE SLOs and strategic plans.

Late Spring and/or Summer

- Prepare draft documents resulting from dialogue within the unit

August/September (Discipline or Unit Meeting)

- Review and finalize the Program Review document

October/November

- Submit draft document to the Program Review Committee

November (Program Reviews can be submitted anytime during the fall semester, but the final submittal date to the College Program Review Committee is November 1st)

- Revise document if needed and resubmit to the Program Review Committee

Appendix A

Extra data is available at

<http://www.rccd.edu/administration/educatoralservices/ieffectiveness/Pages/ProgramReview.aspx>

(see Annual Program Review Data.)

1. Demographic information (ethnicity, gender, age group, enrollment status)
2. Course Enrollments by time of day offered for each term
3. Counts of sections offered by term
4. Student Retention by course by term.
5. Student Success rates (two measures) by term
6. FTES generated by course and term
7. Weekly Student Contact Hours by course and term
8. Full-Time Equivalent Faculty by course and term
9. Percentages of student enrollments taught by Full-Time and Part-Time faculty for course and term
10. Class enrollment by course and term
11. Grade point averages and grade distributions by course and term
12. Student success rates (two measures) by Demographics by term
13. Degrees and certificates awarded, if applicable

Additional information and assistance with data analysis is available upon request. Please fill out a request form from http://academic.rccd.edu/ir/request_form.html