NORCO COLLEGE
PROGRAM REVIEW MEETING MINUTES
May 26, 2016
IT 218

Members:
Dr. Alexis Gray……..Social & Behavioral Sciences
Dr. Gail Zwart……Business, Engineering & Information Technologies
Beverly Wimer……Math and Science
Kris Anderson……Communications
Quinton Bemiller……Arts, Humanities, & World Languages
Dr. Carol Farrar……..Dean of Instruction
Dr. Sarah Burnett……..Social & Behavioral Sciences
Dr. Tim Russell……..Social & Behavioral Sciences
Dr. Dominique Hitchcock……..Arts, Humanities & World Languages
Dr. Khalil Andacheh……..Social & Behavioral Sciences
Beth Gomez……Vice President, Business Services

Members Absent:
Dr. Diane Dieckmeyer……..Vice President of Academic Affairs

Dr. Kevin Fleming……..Dean of Instruction, Career and Technical Education
Dr. Laura Adams……Social & Behavioral Sciences
Dr. Koji Uesugi……..Dean of Student Services
Dr. Monica Green……..Vice President of Student Services
Miriam Torres……..ASNC
Thelma Montiel……..ASNC

Committee Support Administrator:
Nicole C. Brown……Office of the Dean of Instruction

A. **Meeting called to order at 2:05 p.m.** .

B. **Agenda Approved – May 26, 2016** (MSC: B. Wimer/Q. BeMiller) Committee Approved.

C. **Approval of Minutes – April 21, 2016 (**MSC: G. Zwart/B. Gomez) Abstained: G. Aycock. Committee Approved.

D. **Action Item:**

1. **Comprehensive Program Review Submissions:**

a) **ART: Overall average score: 2.94 *Approved to move forward***

b) **BUSINESS MANAGEMENT/MARKETING: Overall average score: 2.85 *Approved to move forward***

c) **COMPUTER INFORMATION SYSTEMS AND COMPUTER: Overall average score: 2.77 Some COR's were out of date. *Approved to move forward***

d) **CONSTRUCTION TECHNOLOGY: Overall average score: 2.13 COR sheet was blank and resource request need stronger linages and amounts. *Approved to move forward***

e) ~~**ENGINEERING, MANUFACTURING, ARCHITECTURE: Overall average score:**~~

f) **ENGLISH: Overall average score: 2.77 The dates on the COR's were not included. Requests for equipment was 'general' and not specific. *Approved to move forward***

Comprehensive Program Review Submissions (continue):

- **g) ESL : Overall average score: 2.32 The data wasn't broken down by ethnicity. Did not 'copy/paste' chart data. *Approved to move forward***
- **h) GAM (SIMULATIONS & GAME DEVELOPMENT): Overall average score: 2.76**
- **i) MANUFACTURING & ELECTRONICS TECHNOLOGY: Overall average score: 1.04 The tables were empty/ and not were unable to determine the tables. No responses in section for Long Term resource planning under Staff needs for "Short term/long term goals'; No data supporting Equipment requests section; blank sections for Professional and Organizational Development, Student Support Services; Library and Learning Resource Center; Other needs. Suggestion for author to look at a prior report to see how to correctly complete at comprehensive program review report. There is a disconnect on what is being asked and what was presented. Committee recommended to send back to author to be revised and returned back no later than October 1, 2016. MSC: S. Burnett/ Q. BeMiller *Committee refused report and will send back to author for revisions***
- **j) THEATRE ARTS: Overall average score: 2.57 Needs to update his COR's *Approved to move forward***

E. Discussion Item:

1. **Revise the Academic Senate statement of purpose for the District Program Review Committee. The Academic senate will revise the charge for the District level committee instead of disbanding it.**

2. **Quinton BeMiller will discuss his findings of pulling program review reports from different colleges and provide that information to the committee. Quinton sent out a email to the committee members regarding his preliminary findings after looking into how other community colleges handle Program Review. For now, he has focused on Chaffey College, College of the Canyons and Pasadena City College. He sent the e-document so our committee can click on links if they wish to review in more detail. There are large similarities between the three colleges. They all have in common an online document to complete and submit. They do not have an annual report. Chaffey has an e-form and SLO checklist and can create department level reports. They have an "e-form" SLO checklist which the assessment committee members complete as they score assessment portions of Program Review. These forms get sent to Institutional Effectiveness so that the college can have data on the level of accomplishment of all departments/ disciplines — (qualitative).**
   They have already faced the same issues we are facing now and they have overhauled their approach to Program Review. Dr. Gray encouraged the committee to please read and provide suggestions to be ready by the September 2016 meeting.

3. **Assessment of PRC: Please complete the email survey that went out later this week! Thanks to all that already participated.**

4. **ACCJC requirements on Program Review: Kris Anderson performed research and Nicole will send out her findings to the committee.**

F. Information Item:

1. **Review draft APR reviewers (Continued): Nicole provided an updated reviewers list since some comprehensive reports have been turned in as annual program review reports.**

2. **TracDat: This September, please expect a discussion in regards to moving our forms to this online system. It may resolve an issue regarding documenting our assessment data. We might be able to link it and tie it together in one location. This can increase efficiency in researching for reporting.**

3. **NAS (Continued): The district committee isn't supportive of the district committee being disassembled. The argument is that the district program review committee isn't serving a purpose and they have not been showing consistency among the college's program review committees. We have no administrator at the district either.**

4. **Total Cost of Ownership (TCO) spreadsheet. A fifth bullet under the 'Program Review data' with a redirection hyperlink has been added to the Annual Program Review website.**

G. Good of the Order: Dr. Gray has offered to serve as Program Review committee chair for one more year (academic year 2016/2017) and asked that someone take over for the 2017/2018 and beyond.

Next Meeting: TBD, FALL, 2016

Program Review
Q. Bemiller
5/26/16

Chaffey College

1. I did not see annual reports. It appears as though reports are made every three years and data is added to the reports as time goes on. The document appears to be a form which can be completed online and submitted online. One adds to it over the three year period, like a living document. Program Review/Assessment Committee members ("readers") can add comments to the document online at any time.
2. They have used Curricunet as a platform for program review and assessment in the past.
3. They have an "e-form" SLO checklist which the assessment committee members complete as they score assessment portions of Program Review. These forms get sent to Institutional Effectiveness so that the college can have data on the level of accomplishment of all departments/disciplines—(qualitative).
4. They have already faced the same issues we are facing now and they have overhauled their approach to Program Review.
5. Their Program Review includes questions about Enrollment Numbers for each Discipline/Unit.
6. Their Program Review differentiates day and evening classes and online classes for success, retention.
7. Their Program Review asked many more questions than ours. Basically, to complete their Program Review, one must really think critically and provide thoughtful answers which cover a spectrum of analysis.
8. The Program Review e-form provides spaces throughout the document for Program Review Committee members to give feedback.
9. The document has few charts/graphs data. Instead, one looks at the data separate from the report and comments on it-- the report is the analysis of data and does not include all the data itself.
10. Goals are made for three year cycles.
11. Their Program Review form asks for Completed Professional Development activities to be listed and commented on.
12. Responsibilities for all parties were outlined in a chart-- everyone has a role in assessment and program review.
13. Even Deans have to do their own Program Review, to explain what their office accomplishes. The Bookstore-- everyone! If it is a "thing" an entity of any kind, it must do Program Review.

Examples:
http://www.chaffey.edu/slo/psr/11_12/Chemistry%202011.pdf
http://www.chaffey.edu/slo/psr/11_12/English%202011.pdf
http://www.chaffey.edu/slo/psr/11_12/Vice%20President%20of%20Business%20Services%202011.pdf
http://www.chaffey.edu/slo/psr/11_12/Dean%20of%20Health%20Science%202011.pdf
http://www.chaffey.edu/slo/psr/11_12/CISCO%202012.pdf
http://www.chaffey.edu/slo/psr/11_12/Bookstore%202011.pdf
http://www.chaffey.edu/slo/psr/11_12/Spanish%202011.pdf

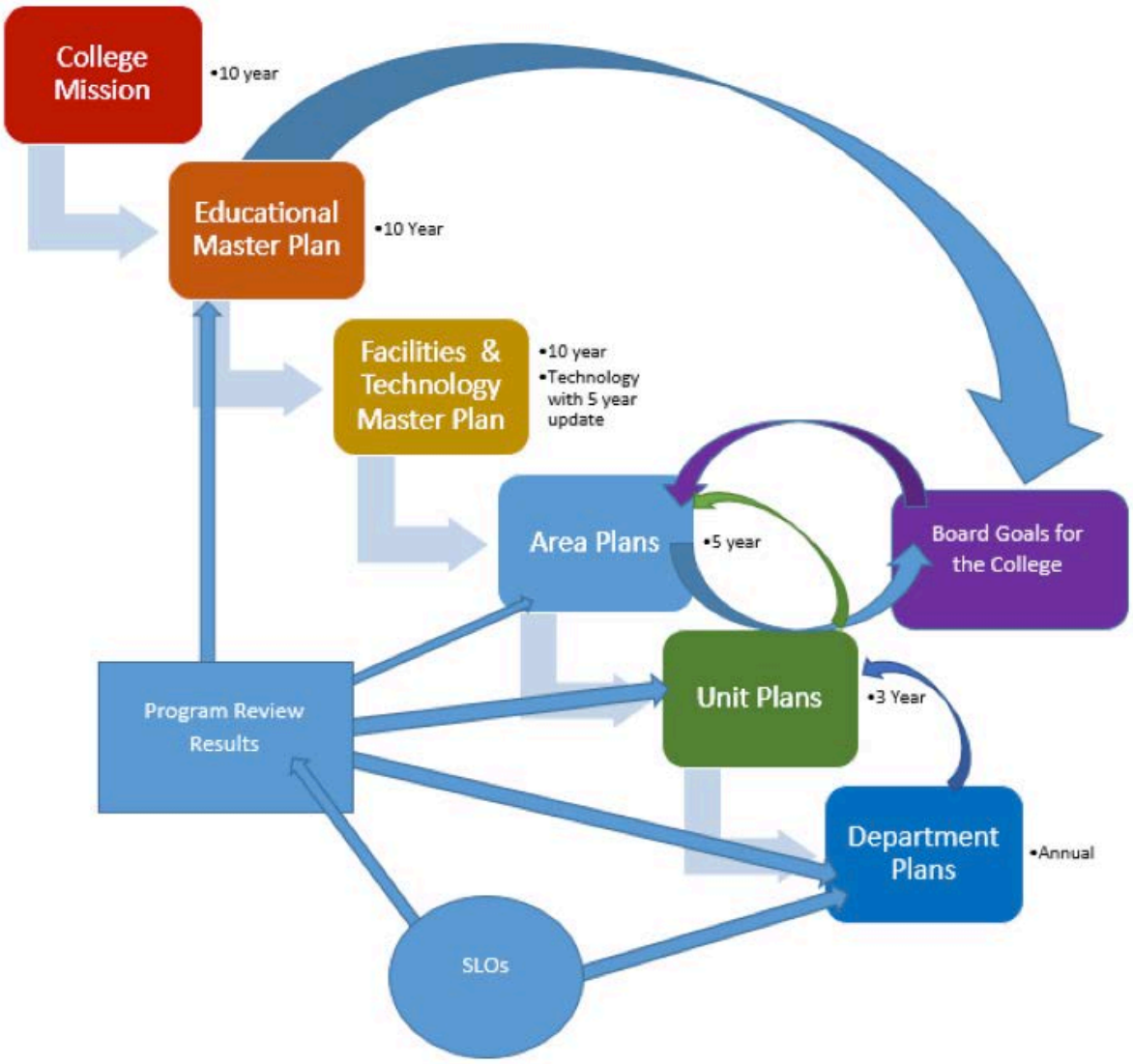
College of the Canyons

1. They have Year 1, Year 2 and Year 3 – the idea is to continue to build on program goals with updates each year, starting over every three years (similar to Chaffey).
2. Each department/discipline/office/program/administrator, etc. has its own "mission".
3. Each unit completes Program Review—even Academic Senate, Deans, Distance learning, and so on.

https://www.canyons.edu/Offices/AcademicSenate/Documents/2015_16-%20Administrative%20Program%20Planning%20and%20Review.pdf
https://www.canyons.edu/Offices/PIO/Accreditation/EvidenceAlpha/Academic%20Program%20Review%20Year%203%20Update%20Workshop%20Description%20and%20Handout%20(E.869).pdf
https://www.canyons.edu/Offices/PIO/Accreditation/EvidencebyNumber/17%20Academic%20Program%20Review%20Template%20Year%203%20Update%20(2013-14)%20(E.17).pdf
https://www.canyons.edu/Offices/AcademicSenate/Pages/Academic-Program-Review-Committee.aspx
https://www.canyons.edu/Offices/PIO/Accreditation/EvidencebyNumber/330%20ISP%20Program%20Review%202013-14%20(E.330).pdf
https://www.canyons.edu/Offices/PIO/Accreditation/Requests091214/Q02%20(09-12-14)%20Library%20Program%20Review%202012-13%20(E.539).pdf
http://www.canyons.edu/Offices/DistanceLearning/Documents/DLProgRev.pdf

Pasadena City College

1. They have an Institutional Effectiveness Committee
2. Their criteria for the program Review Process:
   - Flexibility: The process should be open and flexible in order to accommodate differences among instructional, student and learning services, administrative services, governance and executive units.
   - Collegiality: The process should be an honest, collaborative process decided upon by mutual agreement and guided by a spirit of openness and inquiry.
   - Innovation: The process should support creative approaches to achieving the college mission.
   - Relevance: The process should focus on the required components of the program review process and the important and relevant questions being addressed by the writers of the program review.
   - Practicality: Evaluations of program reviews should be as succinct as possible, while addressing all components of the program review structure.
   - Effectiveness: The process should provide useful feedback and recommendations to the program reviewers regarding program effectiveness, improvement, and viability.
   - Accountability: The process utilized by the IEC should demonstrate transparency and accountability in accordance with the IEC Policy # 2560 and the mission of the IEC.
3. They use TaskStream to submit and mangage reports.
4. The Intitutional Effectiveness Committee operates much like Curriculum Committee. They review each document, discuss it and throw it back to the writer if something needs to be done better. They vote on whether or not to accept the report. They provide feedback and recommendations to the writer. Theya l;so give feedback and recommendations to the college based on what they find in the Program Review Reports.
5. Not every unit reports each year. They report every few years, staggered.
6. They make the connection between Program Review and ACCJC clear. There is the sense that Program Review activities are feeding into good outcomes with the ACCJC.
7. They also create Department/School level reports—"Unit Accountability Management Plan".



http://www.pasadena.edu/accreditation/documents/planning/2012-15-Unit-AMP-School-of-Humanities-and-Social-Sciences.pdf

https://folio.taskstream.com/folio/preview.asp?switchArea=8&RedirectPath=%2FFolio%2FWebView%2FPreview%2Faycgzd00prhkh7eqzkfohqca%3F&tcid=axckza00pjzifvhwh6eczgflhp&folder_id=athgzd00ahz5erc1hkfohlhe&pl_id=2&bypassSwitch=1

Program Review and Accreditation

The short version

Since program review is essential for institutional self-evaluation, it is a fundamental piece in what the Accrediting Commission for Community and Junior Colleges calls "an ongoing and systematic cycle" of

- Evaluation, re-evaluation, and improvement;
- Integrated planning;
- Resource allocation.

Program review as a vital part of *evaluation, re-evaluation, and improvement*:

- Eligibility for accreditation and accreditation standards require evaluation of
  - student learning outcome data from educational program reviews
  - quantitative and qualitative data disaggregated for analysis by program type and mode of delivery
- Accreditation eligibility and standards not mentioning program review directly
  - disaggregation and analysis of learning outcomes and achievement for subpopulations of students, along with strategies to address performance gaps
  - systematic evaluation to continuously improve and maintain currency of instructional courses, programs, and services
- Evidence for institutional self-evaluation includes "evidence of quality program review."

References to program review as a part of *integrated planning*:

- Eligibility for accreditation and accreditation standards cite integrated planning as part of a systematic cycle beginning with evaluation, and standards specifically require that an institution "integrates program review, planning, and resource allocation" for "short- and long-range needs."
- Evidence of institutional planning includes program reviews.

Program review as a part of *resource allocation:*

- Eligibility for accreditation and accreditation standards cite resource allocation as part of a systematic cycle beginning with evaluation and integrated planning, and standards specifically require that "the institution integrates program review, planning, and resource allocation into a comprehensive process."
- Evidence connects program review to the budgeting and resource allocation processes

More details

Since program review is essential for institutional self-evaluation, it is a fundamental piece in what the Accrediting Commission for Community and Junior Colleges calls "an ongoing and systematic cycle" of

- Evaluation, re-evaluation, and improvement;
- Integrated planning;
- Resource allocation.

Program review as a vital part of *evaluation*, *re-evaluation*, *and improvement*:

- Among the criteria needed to meet the Eligibility Requirements for Accreditation, an institution needs to provide documentation of "student learning and achievement" through, among other materials, "student learning outcome data from educational program reviews" (ER 11).
- Standard I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
- Standard I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
- Standard I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
- Standard II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to ensure currency, improve teaching and learning strategies, and promote success.
- Standard II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.
- *Evidence* required for the accreditation Institutional Self Evaluation includes "evidence of quality program review" as follows:
    - Program review cycles/timelines
    - Policies on curricular review
    - Evidence that SLO assessment data are used for institutional self evaluation, planning, and improvement of teaching and learning
    - Action taken (improvements) on the basis of program review

- Connection to the budgeting and resource allocation processes
- Impact on institutional effectiveness, educational quality, and student success

Evidence for student support services must include "student support services program reviews (including student learning outcomes assessment data and analysis)."

References to program review as a part of *integrated planning*:

- Among criteria to meet Eligibility Requirements for Accreditation, "The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation" (ER 19).
- Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.
- *Evidence* of institutional planning includes program reviews.

Program review as a vital part of *resource allocation*:

- Among criteria to meet Eligibility Requirements for Accreditation, "The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation" (ER 19).
- Standard I.A.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.
- Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.
- *Evidence* connects program review to the budgeting and resource allocation processes.

Some further information from the ACCJC Manual for Institutional Self Evaluation

The ACCJC Manual for Institutional Self Evaluation identifies the key role of program review in preparing a self-evaluation:

> The Commission expects institutions to:
>
> - design and implement an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, re-evaluation, and improvement,
> - analyze its programs and services while paying particular attention to program review data, student achievement data, and student learning outcomes data, and
> - take action to improve based on the analysis supported by adequate sources of data and other evidence and make improvement plans when warranted.

In fact, the Manual for Institutional Self Evaluation provides this overview:

> During the institutional self evaluation process, the institution should reflect on the extent to which it has:
>
> 1. designed and implemented an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, re-evaluation, and improvement,
> 2. considered its programs and services while paying particular attention to program review and achievement of student learning outcomes,
> 3. prepared and implemented institutional plans for improvement supported by adequate sources of data and other evidence, and
> 4. established its own institution-set standards of performance regarding student achievement and student learning.