The Program Review Process

The Program Review process has five separate but integrated efforts occurring simultaneously:

1. The Comprehensive Instructional Program Reviews
2. The Annual Instructional Program Reviews
3. The Student Services Program Reviews
4. The College Administrative Unit Annual Program Reviews
5. The District Administrative Unit Annual Program Reviews

Instructional Program Review Background Information

Instructional Program Review process is a collaborative goal-setting and assessment process designed to assist faculty, staff, and administrators across the district with improving and refining student learning.

Program review details the discipline’s commitment to student learning, integrates the discipline’s goals with the district’s mission, goals, and strategic initiatives, and provides support for the discipline resource needs. Through program review, those needs are aligned with district strategic planning.

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.

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 ¼ 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 Program Review Update** asks each discipline to address its needs for resources (faculty, space, equipment, etc.) on each campus and to provide a report on outcomes assessment activities for the prior year.

The following principles 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.

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### Timeframe for a Typical Comprehensive Program Review

**Spring**

- Develop detailed task list and timeline
- Review data packet on [http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm](http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm)
  - Additional data provided upon request from Institutional Research
    - Please e-mail requests to David.torres@rcc.edu at least 30 days before you plan to analyze the data.
    - Please e-mail requests for assistance with long-range planning projections (such as the McIntyre Report) to Kristina.kauffman@rcc.edu
- Discuss self-study guide and questions within the unit
- Gather any additional information the unit deems necessary
- Update course outlines and submit to Curriculum Committee if needed
- Engage in dialogue about discipline SLOs, course SLOs, their connection to GE SLOs and district strategic initiatives.

**Summer**

- Prepare draft documents resulting from dialogue within the unit

**August/September** (Discipline or Unit Meeting)

- Submit remaining Course Outlines of Record to Curriculum Committee for final approval if needed
- Review and finalize assessment report
- Review and finalize the Program Review document
- Submit draft of assessment report to DAC (Section E of the Program Review Document) – Contact Sheryl.Tschetter@rcc.edu for assistance
October/November

- Submit draft document to the Program Review Committee (including course outlines)

November/December

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

Program Review and the District Strategic Initiatives 2005 – 2010

Program review and assessment are the cornerstone of academic planning. The district has recommended strategic initiatives that embrace the following concepts:

- Increase Student Access
- Increase Course Retention
- Increase Successful Course Completion
- Increase Student Term-to-Term Persistence
- Improve Student Learning Outcomes
- Increase the Number of Awards, Certificates and Transfers
- Improve the Quality of the Student Experience
- Develop a Comprehensive Enrollment Management Program

Program review provides a means through which units set goals and objectives that support the district’s strategic initiatives, through focusing on the student as learner.

How Program Review Integrates with Strategic Planning and Assessment

Planning – Self-study documents are intended to be key drivers informing the District and each campus’ strategic planning process. Completed Comprehensive and Annual program reviews will be shared with the department chairs, relevant campus Strategic Planning and the District Strategic Planning Executive Committee (SPEC) and made available to the entire college community online. A flow chart showing the overall linkages between program review and other aspects of planning (campus processes will vary) follows:
Overview of District Strategic Planning Process Structure

This chart does not offer details about individual campus processes. Additional charts by campus and district more accurately illustrate flow and feedback loops.
Norco Campus
Ranking Process
January 2008
(Processes may vary by campus)
District Level Program Review and Budgetary Linkages

In January, Associate Vice Chancellors and Deans who directly report to Vice Chancellors and the Chief of Staff meet to review their draft reports and determine if there are opportunities for collaboration that will enhance efficiency, effectiveness and reduce costs. Where these opportunities exist they are reflected in final unit reviews.

In November, Executive Cabinet creates final budget prioritization and distinguishes operational from strategic planning requests.

In December, Vice Chancellors review requests and prepare their prioritized budget requests.

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Conclusion

Objective #4 of the Educational Master Plan states:

“One hundred percent of RCC Norco Campus academic programs will be reviewed in 3 years, and ongoing program reviews will be conducted each academic year.”

This objective has been met with both the Comprehensive Instructional Program Review and the Instructional Annual Program Review processes currently in place.