COMPREHENSIVE PROGRAM REVIEW

SPARC Training for
Programs Undergoing Review

Planning, Research and Institutional Effectiveness Office (PRIE)

Outcomes

❑ Describe what Skyline College is doing to improve the integrated planning and resource allocation cycle.

❑ Explain how the Annual Program Plan (APP), Comprehensive Program Review (CPR), and Administrative Leadership and Unit Review (ALUR) are connected.

❑ Be equipped to respond to the CPR prompts.

❑ Anticipate how to prepare for the revised CPR process.

❑ Know where to seek answers as questions arise.

Activity: Review the Prompts

❑ What question(s) do you have about the prompts?

Overview

❑ Planning Process

❑ Comprehensive Program Review (CPR) Prompts

❑ Strategic Planning Online (SPOL)

❑ Due Dates

❑ Curriculum

What is Program Review?

Program review is a self-evaluation process by which programs assess their current state, consider the environment in which the program exists, and develop strategies to enhance program effectiveness.

	Comprehensive Program Review (CPR)	Annual Program Planning (APP)	Administrative Leadership Unit Review (ALUR)
When	Every 6 years	Annually, except during CPR	Annually
Who	Program Review Team	Program Review Team	Administrator
What	Instructional and Student Service Programs	Instructional and Student Service Programs	Administrative Units
Type	Comprehensive holistic review	Focused review and progress update	Summarized review and progress update

Planning Process

Feedback Loop

Feedback will be provided through

- ❏ Curriculum
- ❏ PRIE Data
- ❏ Institutional Effectiveness Committee (IEC)
- ❏ Strategic Planning and Allocation of Resources (SPARC) Commendations and Recommendations
  - ○ Comprehensive Program Review (CPR) Rubric

II.A.1: Progress on Prior Program Objectives

❑ Briefly, what actions were implemented and why?

❑ What has been accomplished? What warrants further attention?

❑ What are their current statuses (i.e. completed, continuing, revised?)

Program Data Packet – Considerations for Data Analysis

❑ College-wide vs. Program trends

❑ Small n

❑ Identifying gaps and/or equity concerns
- Percentage Point Gap
- Additional Approaches

❑ Correlation vs. Causation

❑ www.skylinecollege.edu/PRIE

II.A.2: Progress on PSLOs (Student Services)

❑ Assuming that the same assessment method is used, what trends do you observe over time? What may account for these trends?

❑ Do the assessment methods yield what you need for program evaluation and planning?

❑ Do the PSLOs reflect key outcomes that you want students to attain upon utilizing your service?

II.A.2: Progress on PSLOs (Instruction)

❑ Analyzing course level patterns, with which courses are students exceling? With which courses and/or specific SLOs are students struggling? Are these gatekeeper courses, and/or highly enrolled?

o (Alternative) How are students fairing on licensing exams?

❑ How well do the courses align with the PSLOs?

o For disciplines that have course sequences, do the courses clearly align with the PSLOs? Are the PSLOs adequately introduced, or practiced, and do they lead to "mastery" by the last recommended course?

PSLO TracDat Report: Filters Tips for Instruction

❑ "Courses Selected" – i.e. Majors, general education, etc.

❑ "Result Types" – i.e. "not met" or "inconclusive results"

❑ "Include PLSOs with No related Course Outcomes" – to determine if a PSLO is central to many courses, and therefore is a PSLO

❑ "Include Course Outcomes with No Results" – to determine what needs to be assessed

Use information from this first report to analyze the PSLO attainment.

Upload PSLO TracDat Report to SPOL

PSLO REPORT FOR STUDENT SERVICES

PSLO REPORT FOR INSTRUCTION

(Instruction- Enter your analysis in this second report, which you'll upload to SPOL.)

TracDat Assistance:

BEPP	Cassidy Ryan, Guillermo Ortiz, Ronda Wimmer
LA	Erinn Struss
SMT	Nick Napp
SS/CA	John Skovgaard, Tiffany Schmierer
Student Services	Lorraine DeMello

IV. Considering Key Findings and Aspirations

IV.A.1 – Comprehensive view for key findings

❑ SLO Assessment

❑ Achievement Data

❑ Program equity

❑ Curriculum review

❑ Progress on prior program objectives…

IV.A.2 – How do the key findings prompt or inform the program's aspirations?
What long-term results does the program want to achieve?

V.A. Program Strategy

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program over the next six years.

❑ Establish an implementation timeline, identifying the main step(s) for each year

❑ Identify personnel who are implementing

❑ Determine how and when to evaluate the impact of the plan

V.B. Action Plan and Resource Requests

Potential Action Plans for the Next Year

- ❑ Concerted departmental discussions
- ❑ Changes in curriculum and pedagogy
- ❑ Changes in service delivery and/or outreach
- ❑ Initiation of partnerships with other areas of campus
- ❑ Professional development
- ❑ Revisions/ additions to PSLOs

Potential Action Plans for the Next Year

- ❑ Annual submission (via CPR for next year and APP for subsequent years)

PLANNING

BUDGET REVIEW

SPOL Overview

Training on SPOL will occur in Fall 2018/ Spring 2019.

https://skyline.strategicplanningonline.com/SPOLNET/Default.aspx

Suggested Presentation Content

What is working well?

❑ Describe what the program provides students, the campus and the district. (The most notable aspects)

How do we know that?

❑ Describe the effectiveness of the program in terms of data. (Success, Retention, Access, Mission, Equity, and Learning Outcomes)

What still needs work?

❑ Identify and describe the parts of the program that need modification, expansion, or improvement.

How do we go about fixing it or making it better?

❑ Specifically explain your plan to address the issues that impact students, how the college can help support the program and the resources you will need to accomplish your plan

Presentation Guidelines

Time Limits

❑ Maximum **TEN** minutes for presentation

❑ Additional **FIVE** minutes for questions

Presenters

❑ **One** or **Two** presenters

Presentation Dates and Time

❑ Thursday, March 28, 2019, 2:10 p.m. - 4:00 p.m.

❑ Thursday, April 11, 2019, 2:10 p.m. - 4:00 p.m.

Presentation Resources

For training on equipment or renting, if needed, please contact:

❑ Kamla Bucceri (Media Technician) at **x4142**

❑ Roger Marcelo (Media Coordinator) at **x4148**

For non-technical resources, please contact:

❑ Belinda Chan at **x7085**

CPR Timeline

August 1, 2018	PRIE Data Packet posted online
August 2018 to February 2019	Curriculum Review [consult with Curriculum Committee if more than 15 courses to review]
Fall 2018	PRIE Data Consultation (by Appointments) [optional]
Fall 2018/ Spring 2019	SPOL Training
November 1, 2018	PRIE Data Request [optional]
March 4, 2019	CPR Submission due in SPOL
March 14, 2019	SPARC review of CPR
March 28, 2019	CPR Presentations
April 11, 2019	CPR Presentations

III. Program Curriculum (Programs with Course Offering Only)

❑ Review and update of all courses in the program

❑ Patterns in program curriculum (i.e. strengths, issues, and plans for future course and/or program development)

Submit a Modified Course Proposal

(Course Modification) for EVERY COURSE

❑ The required method to conduct the review of your courses is to submit a "Modified Course Proposal" for every course.

❑ Limit your course modifications to five courses per Curriculum Committee meeting

❑ Spread your course modifications among two or more Curriculum Committee meetings. (Fall meetings are less busy, so start early!)

Reviewing and Updating Course Outlines

❑ Access CurricUNET to review each segment of all course outlines to make sure that all information about each course in your program is accurate and up-to-date

❑ Sections commonly updated: **lecture content, SLOs, catalog description, representative assignments, textbooks**

❑ At the very least, for transfer and CI-D purposes, update your **textbooks**. Texts should have a publication date within 5 years of the COR's original submission date or update date.

❑ Make sure that all course SLOs on CurricUNET and TracDat are identical.

Reviewing and Updating Course Outlines

Recent Standard Updates to the COR:

❑ Catalog Course Description (Pulled from CurricUNET)

❑ Equivalent Courses

❑ Recommended Preparation Justifications

❑ Length & Frequency of Writing and Reading Assignments

❑ Resources Needed

SLOs for Leveled and Sequenced Courses

Time Limits

❑ Leveled courses

FITN 334.1: Yoga I
FITN 334.2: Yoga II
FITN 334.3: Yoga III

❑ Sequenced courses

CHEM 234: Chemistry I
CHEM 235: Chemistry II

❑ When creating levels or variations of courses each course "must be distinct and have different student learning outcomes for each level or variation."

(State Chancellor's Office, Credit Course Repetition Guidelines, Nov. 2013, p. 26)

Banking Courses

❑ If a course has not been offered for 3 consecutive academic years, it should be either banked or deleted.

BANKING: to temporarily deactivate a course

❑ A course may remain banked for up to 3 consecutive academic years. During the 3rd year, faculty must decide to start offering the course again, or delete it.

(Check with **Marianne Beck** before banking any courses so that she may advise you of any impact on articulation agreements.)

❑ To reactivate a course that's been banked, submit a modified course proposal in CurricUNET.

Deleting Courses

❑ **DELETING: removes a course from the College catalog and any associated programs, and removes all articulation agreements for that course**

❑ To start offering a course again that's been deleted, it must be go through the new course proposal process.

❑ To bank or delete courses, the Division Dean and department faculty send a joint memo to the Instruction Office and the Curriculum Committee.

Questions? DON'T HESITATE to ASK for Assistance

Curriculum   Jessica Hurless   hurlessj@smccd.edu

PSLOs   Karen Wong   wongk@smccd.edu

PRIE Data   Zahra Mojtahedi   mojtahediz@smccd.edu

SPOL   Belinda Chan   chanbelinda@smccd.edu

❑ Program Review Website:

Http://www.skylinecollege.edu/programreview