Improving Program Review 2013

DRAFT

Revising the annual plan

Reason for Revision

Our program review/annual planning process is robust, thorough, and integrated into our planning and resource allocation processes. However, there are required elements within the planning documents that can be improved. Information that does not change on an annual basis, or that could be obtained by simply running a report, should be omitted. Resource requests need to clearly align with institutional initiatives (i.e. mission and plans) and the impact of previous resource allocations need to be reported. The review should focus less on verification/tracking and more on reflection, identification of strengths and opportunities for improvements, and planning.

Guiding Principles

The following questions should guide the design of the annual plan.

1. Is the required information useful and meaningful to faculty?
2. Is the required information needed for planning and/or resource allocation?
3. Is the element required for accreditation?
4. Who will use the information and what will be done with it?
5. Is the information already available somewhere else?
6. Is the required information likely to change each year?

Creating a First Draft

What follows is a list of 23 potential elements of a revised Annual Plan document: 10 required responses, 13 optional/conditional responses. Each of the elements was evaluated against Principles 2-4. The results of this assessment are detailed in Appendix A. Changes from the current Annual Plan document are detailed Appendix B. The purpose of this draft is to BEGIN the conversation. Every aspect of this proposal is open for debate, revision and correction.

Program Information

| Item | Prompt |
| --- | --- |
| Program Name |  |
| Program Lead | Who is the primary person to contact if there are questions about this plan? |
| Program Mission | Please identify how your program aligns with the college’s mission by selecting the appropriate check box(es): Career Technical Education, Basic Skills, Transfer, Lifelong Learning |
| Executive Summary | Please summarize your program’s strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees. (1000 word limit) |

1. Program Performance

| Performance Measure | Prompt |
| --- | --- |
| 1.1 Program Efficiency Indicators | Describe significant trends in program efficiency. Identify strengths and opportunities. Possible variables to report on include: LOAD, enrollments, number of sections, etc. |
| 1.2 Student Success Indicators | Describe significant trends in student success using disaggregated data when appropriate. Identify strengths and opportunities. Possible variables to report on include: success, persistence, retention, etc. |
| 1.3 Online Student Success Indicators | Describe any significant differences in the success of students taking online courses compared to traditional courses. Identify strengths and opportunities |
| 1.4 Student Equity Indicators | Describe any significant findings regarding the success of our diverse student body. Identify strengths and opportunities.  |
| 1.5 SLOs | Summarize highlights of how assessment of course-level Student Learning Outcomes has led to improvements in curriculum and/or student success. Cite specific examples. |
| 1.6 PLOs | Describe your program’s Program Learning Outcomes assessment plan, the results of those assessments, and proposed action plans. |

**2. Program Planning**

| Accomplishments & Plans | Prompt |
| --- | --- |
| 2.1 Follow-up | Describe your responses to any recommendations received on last year’s annual plan, and/or report on progress made on previous action plans. |
| 2.2 Curricular Changes | Identify any significant changes that have occurred in your program’s curricular offerings or schedule of offerings. Explain the rationale for these changes. |
| 2.3 Impact from outside factors | Describe how changes in community, employment needs, technology, licensing, accreditation, or transfer requirements could affect your program. (All CTE programs must respond.) |
| 2.4 Action plans | List all current action plans. Distinguish short-range plans (1-2 years for implementation) from long-range plans. For short-range plans, outline steps and timeline for implementation along with any resource requirements. |

Resource Allocation

**3. New Resource Requests**

Complete only those elements for which you are requesting resources.

| Type of resource | Prompt |
| --- | --- |
| 3.1 Personnel | Complete the appropriate Hiring Request form for new positions or replacement positions. |
| 3.2 Instructional equipment | Provide a list of all equipment needed. Include: item name, suggested vendor and catalog number, unit price, number of items, and a brief justification/explanation for each item.  |
| 3.3 Technology/ITS | Provide a list of all equipment needed along with a brief justification/explanation for each item. |
| 3.4 Facilities | Identify your program’s facilities needs (custodial services, maintenance, remodeling, or new construction) and provide a brief explanation/justification. For remodeling or new construction, please explain how the request will support institutional plan initiatives (e.g. Strategic plan, Educational Master plan, Strategic Enrollment plan). |
| 3.5 Professional development | Identify how CIETL can support groups of program faculty, and/or faculty at large, through professional development activities such as Flex day or workshops. Explain how these activities will contribute to program success and/or support institutional plan initiatives (e.g. Basic Skills, Student Equity, Strategic plan). |
| 3.6 Research | Identify your program’s specific research needs. Explain how the research will contribute to program/student support and/or support institutional plan initiatives (e.g. Basic Skills, Student Equity, Strategic plan, Strategic Enrollment plan). |
| 3.7 Grant funding | Identify how your program might use external grant funding if it were available. Explain how the proposal would support institutional plan initiatives (e.g. Basic Skills, Student Equity, Strategic plan, Strategic Enrollment plan) |

**4. Impact of Resources Received**

If your program received any of the following types of resources in the past year, please describe the impact those resources have had to-date on program/student success.

| Type of resource | Prompt |
| --- | --- |
| 4.1 Impact of Personnel | How have new personnel contributed toward program effectiveness to-date? |
| 4.2 Impact of Instructional equipment | How has new instructional equipment contributed toward program effectiveness to-date? |
| 4.3 Impact of Technology/ITS | How has new technology contributed toward program effectiveness to-date? |
| 4.4 Impact of Facilities | How have new or improved facilities resources contributed toward program/student success and/or institutional effectiveness to-date? |
| 4.5 Impact of Professional development | Describe how individual and/or faculty-wide professional development activities have contributed to program/student success to-date. |
| 4.6 Impact of Research | Discuss any significant findings from research requested by the program. Describe the impact to-date that this research has had on program/student success. |

Fate of Comprehensive Review

Redundancy of annual and 6-year plans

At one time the there were significant differences between the annual plan and the 6-year comprehensive review. The original intent was to make the annual plan a simpler version of the 6-year plan so that the comprehensive review would be less burdensome to complete. Programs would compile their annual plans and add an additional layer of reflection and long range planning. However, in order to facilitate data-driven decision-making, the annual plan has slowly evolved to become virtually indistinguishable from the comprehensive review (see Appendix C for a comparison of the two documents). In fact, the only remaining significant differences between the two are (a) the comprehensive review is presented to a college-wide forum, (b) the comprehensive review is submitted to the Board of Trustees as an informational report.

Potential Resolution

Given the redundancy between these two planning documents, the college could consider (a) eliminating the comprehensive review, (b) having programs present their annual plans on a rotating 5 year cycle\*, and (c) reporting all annual plan Executive Summaries to the Board of Trustees.

*\* Many within Academic Senate have expressed a desire to keep the oral presentations by programs as it is a good opportunity for programs to inform the greater college community of their strengths. There are currently 40 instructional programs that complete annual plans. If presentations are on a 5-year cycle, eight instructional programs would present each year.*

**Appendix A**

**Justification for inclusion of elements into the annual plan**

| Element | Required by | Used by | Comments |
| --- | --- | --- | --- |
| 1.1 Program Efficiency Indicators |  | IPC/Academic SenatePBC | Informs resource allocation decisions, PIV, and Strategic Enrollment |
| 1.2 Student Success Indicators | Accreditation | IPC/Academic SenatePBC | Informs resource allocation decisions |
| 1.3 Online Student Success Indicators | Accreditation | Distance Ed. Advisory Committee |  |
| 1.4 Student Equity Indicators | AccreditationState/Fed | Committee for Student Equity |  |
| 1.5 SLOs | Accreditation | IPC/Academic Senate |  |
| 1.6 PLOs | Accreditation | IPC/Academic Senate |  |
| 2.1 Follow-up |  | IPC/Academic Senate |  |
| 2.2 Curricular Changes | Curriculum | IPC/Academic Senate Curriculum Committee |  |
| 2.3 Impact from outside factors | AccreditationState/Fed (CTE programs) | IPC/Academic Senate |  |
| 2.4 Action plans | Accreditation | IPC/Academic Senate |  |
| 3.1 Personnel | Accreditation | IPC/Academic Senate PBC | Informs resource allocation decisions |
| 3.2 Instructional equipment | Accreditation | IPC | Informs resource allocation decisions |
| 3.3 Technology/ITS | Accreditation | Technology committee | Informs resource allocation decisions |
| 3.4 Facilities | Accreditation | Facilities committee | Informs resource allocation decisions |
| 3.5 Professional development | Accreditation | CIETL | Informs resource allocation decisions |
| 3.6 Research | Accreditation | PRIE | Informs resource allocation decisions |
| 3.7 Grant funding |  | PRIE | Informs resource allocation decisions |
| 4.1 Impact of Personnel | Accreditation | PBC | Demonstrates that resource allocation supports mission and planning |
| 4.2 Impact of Instructional equipment | Accreditation | PBC | Demonstrates that resource allocation supports mission and planning |
| 4.3 Impact of Technology/ITS | Accreditation | PBC | Demonstrates that resource allocation supports mission and planning |
| 4.4 Impact of Facilities | Accreditation | PBC | Demonstrates that resource allocation supports mission and planning |
| 4.5 Impact of Professional development | Accreditation | PBC | Demonstrates that resource allocation supports mission and planning |
| 4.6 Impact of Research | Accreditation | PBC | Demonstrates that resource allocation supports mission and planning |

**Appendix B**

**List of Changes to Existing Annual Plan Elements**

| Current Element of Annual Plan | Proposed Changes Incorporated into First Draft |
| --- | --- |
| Executive Summary | no changes |
| Planning Group/Writing Team/Contact Person | The critical information is a contact person in case clarification is needed. |
| Program personnel | These data will be incorporated into the new position hiring request form required when completing element 3.1. |
| Program mission & vision | This element is covered by a checkbox in the program information portion of the proposed revisions. A program’s mission is fairly static and is not revised annually. ACCJC only requires that all programs be aligned with the college’s mission. |
| Patterns of Curricular Offerings | This prompt (2.2) is revised to focus on changes in offerings. If the offerings haven’t changed, there is no reason to input the same information year after year. |
| Program Data: Success and Demographics Analysis | These elements do provide useful information. The prompts (1.1, 1.2) are revised to give programs flexibility to focus only on metrics that are most relevant. Specific prompts are added (1.3 and 1.4) to address required disaggregation. |
| Course level data from Tracdat | ACCJC requires us to demonstrate “dialogue” on SLO assessment results. Merely attaching a Tracdat report only demonstrates compliance with performing SLOs. What we need is to demonstrate the impact of SLOs. This prompt (1.5) is revised to ask for reflection or summary of dialogue that has occurred. It prompts us to discover meaningfulness in SLOAC. |
| Outdated CORs | This element is deleted from the annual plan. These data can be obtained by running a CurricUNET report. Curriculum Committee can create a tracking, notification and accountability system, separate from Program Review, for ensuring that curriculum is up-to-date. |
| Expected PLOs with assessments | This prompt (1.6) is revised to focus on describing the impact of PLO assessment. |
| Response to Previous Plan Feedback | This prompt (2.1) is revised to include progress on previous goals. |
| Action Plans | This prompt (2.4) is revised to focus on only new action plans. It adds a requirement to outline an implementation plan for short-range goals. |
| Future Expectations & External Influences | No significant changes except to add the requirement that all CTE programs address this element (2.3).  |
| Faculty & Staff Hiring | No changes in prompt (3.1). Required Hiring Request form needs to be revised to standardize which measures of faculty numbers and faculty efficiency must be addressed (e.g. # FT faculty : FTES ratio). A new prompt (4.1) is created to address the impact of new personnel. ACCJC requires us to show that resources allocated supports the college’s mission/strategic plan, etc. |
| Professional Development | The emphasis on this element should be on either campus-wide professional development or PD for groups of program faculty. Programs do not need to report PD for each and every faculty member. This element is divided into two prompts: (3.5) focuses on PD requests, (4.5) focuses on the impact of PD. ACCJC requires us to show that PD is evaluated and that it supports the college’s mission/strategic plan, etc. |
| Instructional Equipment | This element has been split into Instructional Equipment and Technology/ITS. This element is divided into two prompts: (3.2, 3.3) focus on equipment requests, (4.2, 4.3) focus on the impact of supplied equipment. ACCJC requires us to show that resources allocated supports the college’s mission/strategic plan, etc. |
| OPRSS Needs | This element is divided into two prompts: (3.6) focuses on research requests, (4.6) focuses on the impact of supplied research. ACCJC requires us to show that resources allocated supports the college’s mission/strategic plan, etc. |
| Facilities Needs | This element is divided into two prompts: (3.4) focuses on facilities requests, (4.4) focuses on the impact of facilities improvements. ACCJC requires us to show that resources allocated supports the college’s mission/strategic plan, etc. |

**Appendix C**

**Comparison of current annual plan and comprehensive review documents**

| Element | Annual Plan | 6-Yr Program Review |
| --- | --- | --- |
| Key Findings/Executive Summary | X | X |
| Planning GroupWriting TeamContact Person | X | X |
| Program Personnel | X | X |
| Mission & Vision | X | X |
| Expected PLO List with assessments | X | X |
| Response to previous plan | X | not applicable |
| Course level data from Tracdat | X | X |
| Outdated CORs | X | X |
| Patterns of Curricular Offerings | X | X |
| Program Data: success and demographics analysis | X | X |
| Future Expectations & External Impacts | X | X |
| PLO assessment results and proposed changes | combined with other elements | combined with other element |
| Action Plan | X | X |
| Faculty and Staff Hiring requests | X | X |
| Professional Development needs | X | X |
| Instructional Equipment needs | X | X |
| OPRSS needs | X | X |
| Facilities needs | X | X |

X Denotes comparable elements between the two documents