

Merced College

Program Review Handbook



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Program Review

Table of Contents

[Introduction to Program Review](#)

What is Program Review?
Why Do We Engage in Program Review?
What is the Program Review Process at Merced College?
How is a Program Defined at Merced College?

[Instruction](#)

Credit and Noncredit Programs
Instructional Support Services

[Evaluation of Program Review Process](#)

[Glossary of Terms](#)

Introduction to Program Review

The purpose of the *Integrated Planning, Program Review and Shared Governance Handbook* is to:

- Describe the purposes, scope, and structure of the integrated planning and program review process;
- Suggest thoughtful preparations for the process;
- Provide instructions for preparing and submitting the comprehensive and annual program review and annual planning forms; explain the evaluation processes for both program review and annual planning;
- Describe the institutional priorities process that relies on the program review and annual planning documents;
- Describe the evaluation of the integrated planning and program review process itself.

The *Handbook* is reviewed and revised annually by the Assessment Review Committee (ARC) and EMPC, in response to users' requests for clarification and enhancement. Changes are proposed to EMPC and approved by College Council and Superintendent/President.

For definitions of terms used in this *Handbook*, please refer to the Glossary of Terms.

Program Review

As the internal (students' needs) and external (economy, discipline, etc.) environments change, it is important to assess our practices to ensure that we are meeting the outcomes and goals of the College and that our programs are designed to ensure fulfillment of the mission and student success. Program review is a dynamic process.

The program review process is a means for the College to ensure that it is meeting institutional student learning outcomes and the College's strategic plan goals and objectives. As such, it is important for you to demonstrate how the outcomes defined by your program, whether student learning outcomes (SLOs) or service area outcomes (SAOs), correlate with the institutional outcomes and strategic plan goals. SAOs differ from SLOs in that the focus is on service effectiveness. For example, an SAO might measure the effectiveness of new online registration tools. Also, within Instruction, course SLO assessments represent one method to determine if the program outcomes are being met. Other tools used to assess the success of program

outcomes include identified program SLOs, student success, retention, persistence, and other data. As you use these measures to write your program review, you have the opportunity to update the outcomes to meet the ever-changing needs of students and the discipline.

Additionally, it is important that you identify the equipment, supplies, and personnel resources needed to meet the outcomes.

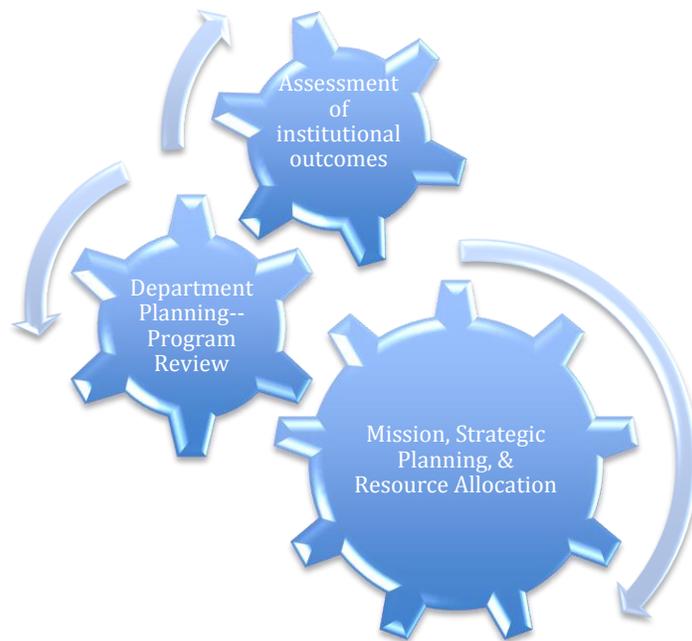
Engagement in program review process

Program review is the process through which we question: *How well are we doing what we said we were going to do.* The program review process allows all units, whether instructional or non-instructional, to review how well they are able to carry out the goals of the department, as well as evaluate how well the department has aligned itself within the larger frame of the District's mission, Strategic Plan goals and objectives, and institutional student learning outcomes. The self-evaluation process should drive planning at the department/program level, and through the integrated planning process at the institutional level as well.

Title 5 identifies program review as a "process for self-study and improvement by the faculty for the benefit of students" (Academic Senate for California Community Colleges, Resolution 09.05). Additionally, program review is mandated by the Accrediting Commission for Community and Junior Colleges (ACCJC). The expectations set forth by ACCJC are outlined in the [2012 Standards](#), as well as in the [rubric](#) published by the ACCJC in 2007. ACCJC's goal is that institutions will perform at the *Sustainable Continuous Quality Improvement* level defined in the rubric:

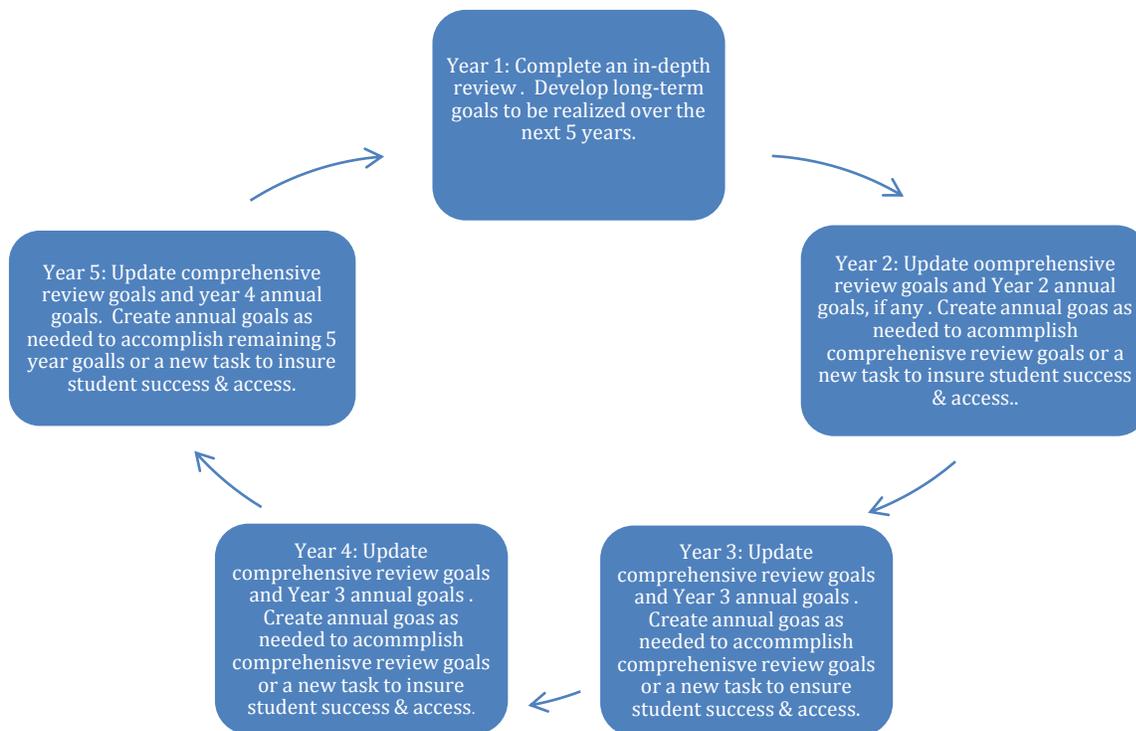
- Program review processes are ongoing, systematic, and used to assess and improve student learning and achievement;
- The institution reviews and refines its program review processes to improve institutional effectiveness;
- The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning (*ACCJC Rubric for Evaluating Institutional Effectiveness, Part I: Program Review*).

Each department or unit has its own cyclical planning process, and these smaller planning processes feed directly into the larger collegewide master planning process and resource allocation. The assessment of institutional outcomes must also occur in order for the districtwide planning process to complete its cycle. As the graphic below indicates, there really is no end to the process—once the cycle has circled completely, it begins again. If each unit is working effectively, then the success of each unit will contribute to the overall effectiveness of the College.



Process for Program Review

Merced College’s program review cycle includes both comprehensive reviews and annual updates. Below is a graphic showing the correlation between the comprehensive and annual reviews.



The planning process begins with the smallest unit. The review will be completed and submitted to an area dean, director, or manager. The original reviews and the summary documents will be reviewed by the appropriate program review peer committee. Once the peer evaluation has been completed, the reviews will move to one of the master planning committees. Once at the master planning committees, the documents will be reviewed and used as evidence to determine the priority of items requested through resource allocation and to provide direction for institutional planning. A compilation of all the review summaries will then go to EMPC, where a college-wide review will be completed. Thus, the program review process is critical to the College’s strategic planning and resource allocation processes.

Definition of Program

Program has several different meanings at Merced College, depending on the area.

For the purposes of Instructional Program Review, a program within **instructional areas** is defined as a group of courses with some characteristics in common such as the following (Academic Senate, *Resolution 12-11*):

1. Serve a common purpose in terms of the reasons that students take them, for example:
 - prepare for college-level work in a major (Basic Skills);

- satisfy a general education requirement for graduation or transfer (that is, students would choose alternatives among the grouped courses);
 - offer similar occupational training (CSA, T-Tech, Human Services);
 - usually or often taken as a sequence.
2. Are directed toward a degree or certificate:
 - required for an associate degree or a certificate.
 3. Address a common discipline:
 - are grouped under the same TOP code;
 - example: Speech or Geography.
 4. Serve a common group of students, for example:
 - Puente Program or Honors Program.

Non-instructional areas define a program in terms of department. For example, within Student Services, Disabled Student Programs & Services (DSPP) is a program.

Basically, the goal is to review a program in a way that makes sense by determining the best fit. For example, if there were two Student Services departments that shared a great deal of information, it might make sense to review them as one program, making sure to discuss both departments in the review. The key is that all areas of the college should be involved in the program review process.

Program review is an integral component of the integrated planning process at Merced College. It is critical that the document be prepared collaboratively by the members of the department, and even by those outside the department. Careful attention needs to be paid to evidence supporting the goals, plans, and resources identified within each review.

Instructional Program Review

Introduction

Because Program Review is an integral part of the planning and resource allocation process, the program review timeline is linked to the resource allocation calendar. Instructional program reviews are started in the fall semester and completed in early spring semester, **no later than the end of March**. This allows time for the peer review process to occur between March and the end of the semester to ensure that program reviews are ready to be used in the integrated planning, program review, and resource allocation processes that will continue at the start of the fall semester.

The review process begins at the faculty level. Although one faculty member may be responsible for entering the information into the module, all discipline faculty need to participate. Institutional Research provides data relevant to each program for the faculty to analyze and incorporate into the review process. It is recommended that this be an ongoing topic at cohort or discipline meetings.

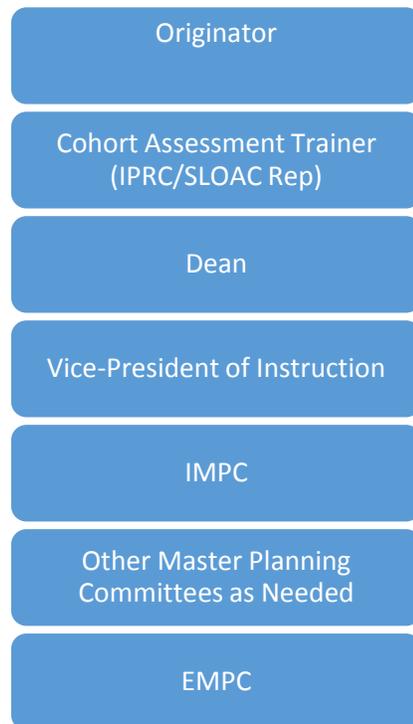
Once a review has been completed and submitted using the electronic program review module, the review is evaluated by the cohort assessment trainer (CAT). CATs represent the Instructional Program Review and Student Learning Outcomes Assessment Committee (IPRSLOAC). CATs assess each program review in their cohorts to determine if they are complete and comprehensive, or if further work is needed. If a CAT does not support a review, the review and the CAT's comments about the review (included on the CAT Rubric) are returned to the originator(s) of the review for revision of the report.

Upon completion of revisions, the review is submitted to IPRSLOAC. At this point, the area dean is required to read each review, complete a rubric for each review, and compose an area summary for all program reviews in the area. The dean may recommend edits and/or additions to the program review document, but the faculty member is not required to make the recommended changes. If the faculty member chooses not to make the recommended changes, the dean may submit a minority addendum. The Vice President of Instruction also looks over

all program reviews. However, the recommendations should result in a stronger program review document. The area summaries are then forwarded to IMPC for “review, approval, and resource request prioritization” (Academic Senate, *Resolution 12-11*). Once launched in the CurricUNET program review system, completed program reviews are available for viewing at any time in the integrated planning, program review, and resource allocation process.

Because IPRSLOAC is a subcommittee of the Academic Senate, all actions taken by IPRSLOAC are reported to the Academic Senate. From IMPC, the report is forwarded to the various master planning committees and to ARC for review and use in the integrated planning process.

The following chart shows the program review approval process. The CAT and dean may suggest revisions to the program review document.



What resources are available to me as I begin to draft my program's self-study?

The *Handbook* will guide you through both the program review process and the CurricUNET Program Review Module, where you will input your report.

To help facilitate the program review process, a CAT is available to answer questions and guide you to necessary resources. The IPR coordinator is also available to assist you in the completion of your IPR report. Please utilize the services and expertise these individuals can share. The coordinator can help answer many of your questions and/or run interference if you are having problems with the data, interpretation of questions, formatting, etc.

An instructional program review (IPR) [website](#) is available via the MC4Me portal. This website is a key resource for completing your program's self-study and includes helpful options that may be accessed from the IPR home page. Critical links include: Program Data Sets; Glossary of Terms; Web Resources (i.e., surveys, labor market information), etc.

Thank you for your time and willingness to improve student success at Merced College. If you need assistance in completing your program review follow this link:

<https://mc4me.mccd.edu/IPR/default.aspx>.

General Suggestions for a Successful Process

1. Begin the process early. The program review process should start in fall and conclude no later than the end of March.
 - a. Identify the lead faculty and/or committee that will lead the charge **by the end of the spring semester for a review to begin in fall.**
 - b. Create a timeline of activities and tasks.
 - i. Plan ample time to collect and analyze needed data and time to discuss issues related to planning and program review.
 - ii. Make sure your timeline includes time to draft, review, receive feedback on, and revise your responses.
2. Invite all relevant constituencies to participate in the process. This could include, but is not limited to:
 - a. Faculty from all sites—Merced, Los Banos, and other off-campus sites;
 - b. Advisory committee members;
 - c. Instructional Deans;
 - d. Students;
 - e. Student Services programs with which you have partnerships.
3. Please answer all questions thoughtfully, fully, and accurately, but be as concise as you can.
4. If you are stuck at any point in the process, contact your CAT or one of the SLO/PR coordinators.
5. Please define any acronyms you use in your documents, so that the readers can understand your meaning.

Instructional Program Review Evaluation Criteria 2012-13	
Overall	<ul style="list-style-type: none"> • Identifies program type (annual or complete) and year. • All sections are complete. • Document is well written. • Evidence of dialogue is pervasive throughout the document.
<i>Section I: Description of the Program</i>	
Program Mission	<ul style="list-style-type: none"> • Has a mission statement that defines its purpose and scope. • Makes its mission statement and goals readily available to students and the rest of the campus community. • Program mission is connected to the Merced College mission.
Program History & Description	<ul style="list-style-type: none"> • Describes history of program development and evolution, including changes or growth in other programs that have significantly impacted the program. • Provides a comprehensive description of the program included in the review.
Resources	<ul style="list-style-type: none"> • A thorough explanation of facilities and equipment, and technology used by the program is included in the review. • All sites and modalities are considered in the explanation. • The extent to which these resources meet program needs is discussed.
Staffing	<p>Program staffing is clearly described with regards to:</p> <ul style="list-style-type: none"> ▪ FTEF for both full- and part-time faculty; ▪ Actual number of full-time faculty; ▪ Actual number of part-time faculty; ▪ Number of support staff; ▪ Reassigned time for program managers, coordinators, or other; <p>An organization chart is included where appropriate.</p>
Professional Development	<ul style="list-style-type: none"> • Professional development activities undertaken by faculty and staff in the program have been included. • Professional development expectations for the faculty and staff in the program have been defined. • Professional development needs, if any, have been identified.

Curriculum	<ul style="list-style-type: none"> • All courses in the program are current according to Title 5 (every six years for non-CTE courses and every two years for CTE courses). • Changes, updates, or revisions to degrees, certificates, mission statement, and/or SLOs are explained. • Recommended course sequence is up-to-date and an explanation of how it is advertised to students is included.
Section II: External Factors (Not all sections will apply to all programs)	
External Factors	<ul style="list-style-type: none"> • External factors are identified and the impact the factors have on the program is explained.
Advisory Committee	<ul style="list-style-type: none"> • Advisory Committees are identified and the role(s), membership, and how the committee's recommendations are implemented is included.
External Reviewer	<ul style="list-style-type: none"> • External reviewers are identified, their functions are explained, and the reviewer's findings are included. • An explanation of the impact of reviewer's findings on the program is included.
Grant Restrictions	<ul style="list-style-type: none"> • Grants and grant goals are identified. • Each grant goal is connected to a program goal. • A summary of activities related to grant goals is included.
Section III: Reflection on Prior Program Review	
Response to Prior Year's Goals	<ul style="list-style-type: none"> • Description of the progress that has been made towards each program goal from the previous review is provided.
Section IV: Identification of Outcomes	
Program Student Learning Outcomes Grid	<ul style="list-style-type: none"> • All courses within the program are mapped to the program SLOs and to relevant Institutional SLOs. • SLO Grid is current, following any changes to courses, course SLOs or program SLOs.
	<ul style="list-style-type: none"> • Program Assessment Matrix is current to facilitate the completion of course and program SLOs.
Section V: Review of Data (Quantitative and Qualitative)	
Access	<ul style="list-style-type: none"> • Demographics of students served in the program(s) are identified (age, gender, ethnic/racial breakdowns, etc.) • Program demographics are compared across different sites, times, and modalities.
Program Assessments: SLOs	<ul style="list-style-type: none"> • The findings of student learning outcomes assessments completed since the last review are discussed.

	<ul style="list-style-type: none"> • Program SLOs are assessed for each comprehensive review
Program Assessments: Other Outcomes and Measures	<p>Required data is included:</p> <ul style="list-style-type: none"> • Retention • Success
Section VI: Analysis of Data and Evaluation	
Student Access	<ul style="list-style-type: none"> • Key findings of student demographics are analyzed and explained (when possible).
Program Assessments: SLOs	
Program Assessments: Other Outcomes	<ul style="list-style-type: none"> • Required data is analyzed and an evaluation is provided. • Optional: results of other outcomes identified in section 5C are analyzed and clear conclusions have been drawn from the findings.
Overall Program Evaluation and Improvement	<ul style="list-style-type: none"> • The strengths and weaknesses of the program are identified. • The conclusions drawn in this section are based on a careful and precise analysis of all components of the review.
VII: Planning for 5 Years	
Goals	<ul style="list-style-type: none"> • Goals are based on the conclusions made in <i>Overall Program Evaluation</i> section. • When necessary, goals from previous year have been carried forward to current year. • Goals are connected to program student learning outcomes, the Merced College Strategic Plan and /or institutional learning outcomes when applicable. • Each action plan is complete, including timelines, persons responsible, means of assessment, and benchmarks for each goal • Necessary resources are identified. Explanations of how the resource will help the program to achieve the goal are included. Quotes are included when appropriate.

Instructional Program Review Peer Rubric

Program		Cohort/ Area	
Reviewer		Date of Review	
<i>Section</i>	<i>Meets Expectation s (Yes/No/NA)</i>	<i>Recommendations/Commendations</i>	
<i>Overall</i>			
<i>Program Mission</i>			
<i>Program History & Description</i>			
<i>Resources</i>			
<i>Staffing</i>			
<i>Professional Development</i>			
<i>Curriculum</i>			
<i>External Factors</i>			
<i>Reflection of Prior Program Review</i>			
<i>Identification of Outcomes</i>			

<i>Review of Data (Quantitative & Qualitative)</i>		
<i>Analysis of Data & Program Evaluation</i>		
<i>Planning for 5 Years</i>		

Instructional Dean Rubric

Program Title:				
Area/Dean:				
Date of Dean Review:				
Overall Comments:				
New Resource Requests:	Documentation Supports			Recommendations
	Yes	No	N/A	
Faculty/Classified				
Software Instructional or General				
Faculty Development				
Program Certification				
Equipment				
Facilities				

Evaluation of Planning and Program Review Process

In order to improve the program review process, your help and suggestions are instrumental. We ask that all parties responsible for preparation of the program reviews have input into the evaluation process.

These questions are included in the CurricuNET module and should be completed *prior* to submission of the comprehensive program review or annual planning document. The responses will be used to implement changes to the review outlines and the review processes.

1. Was the time frame for completion of the program review adequate? *Yes or No* If not, explain.
2. Was the review module clear and understandable? *Yes or No*
 - a. If not, explain and offer suggestions for improvement.
3. Was it easy to use? *Yes or No*
 - a. If not, explain and offer suggestions for improvement.

1. Were the questions relevant? *Yes or No*
 - b. If not, please explain and offer suggestions for improvement.
2. Did you find the program review process to have value? *Yes or No*
 - c. If not, please explain and offer suggestions for improvement.

3. Was the data you reviewed complete and presented in a clear format? *Yes or No*

4. Would you like additional data? *Yes or No*
 - d. If yes, please identify the additional data needed.

5. Please offer any comments that could improve and/or streamline program review.

Instructional Program Review Dean's Summary

The purpose of this summary is to provide an overview of each instructional area and initiate the integrated planning process. This summary should encapsulate the findings of each program review in the area and identify common goals. The dean's summary will be reviewed in IMPC and forwarded to EMPC for use in the integrated planning and resource allocation processes. The dean's summaries will also be sent to the Assessment Review Committee (ARC) for use in districtwide dialogue concerning the program review process.

- How many reviews were completed in the area?
- How many programs are identified in the area?

What were the major findings from the reviews? Please focus on the overall strengths and weaknesses of the programs in terms of improving student learning, as outlined in the original program review documents.

What types of resource requests needed to improve student learning are identified in the reviews? (i.e., technology, staff development (including training needs), other equipment, faculty positions, classified support positions, etc.)

From the dean's perspective, is there any relevant program information (not included in the program reviews) that should also be considered for planning purposes, again with concern to student learning?

Program Review: VPI Review and Recommendation
Version 1.0

Program Title:				
Date of VPI Review:				
Overall Comments:				
New Resource Requests:	Documentation Supports			Recommendations
	Yes	No	N/A	
Faculty/Classified				
Software Instructional or General				
Faculty Development				
Program Certification				
Equipment				
Facilities				