

DRAFT

**Riverside City College
REVISED Program Review and Plan
Current as of August 18th, 2015**

Introduction

This document provides *work instructions* for the Program Review and Plan. These instructions are intended to be used with the Program Review Template and provide additional information and details regarding the revised process.

Program Review Cycle

The Program Review cycle is a 5 year cycle. During the first year of this cycle, each discipline or department will complete the program review template. During the subsequent four years, each discipline and / or department will complete an annual update monitoring, evaluating, and assessing their program review, providing updates, revisions, and additions as necessary.

Template Distribution and Training

The program review process is still in draft as of August 18th, 2015. The team that developed this draft includes: Susan Mills, Mazie Brewington, Rita Chenoweth, Hayley Ashby, Paul O'Connell, and Wendy McEwen. The template is being designed in MS Word, but the final results will be input using the TracDat planning and assessment software.

As the College begins a 5 year Strategic Planning cycle, the revised Program Review process is designed to better link discipline and department level review, planning, and resource requests to the College's Strategic Plan. In the past, unit plans have been the primary way that disciplines and departments detailed on-going or future projected and / or initiatives. The revised Program Review process eliminates this unit planning process and is designed to include the operational implementation of a discipline's or department's 5-year strategic plan in alignment with the College's Strategic Plan.

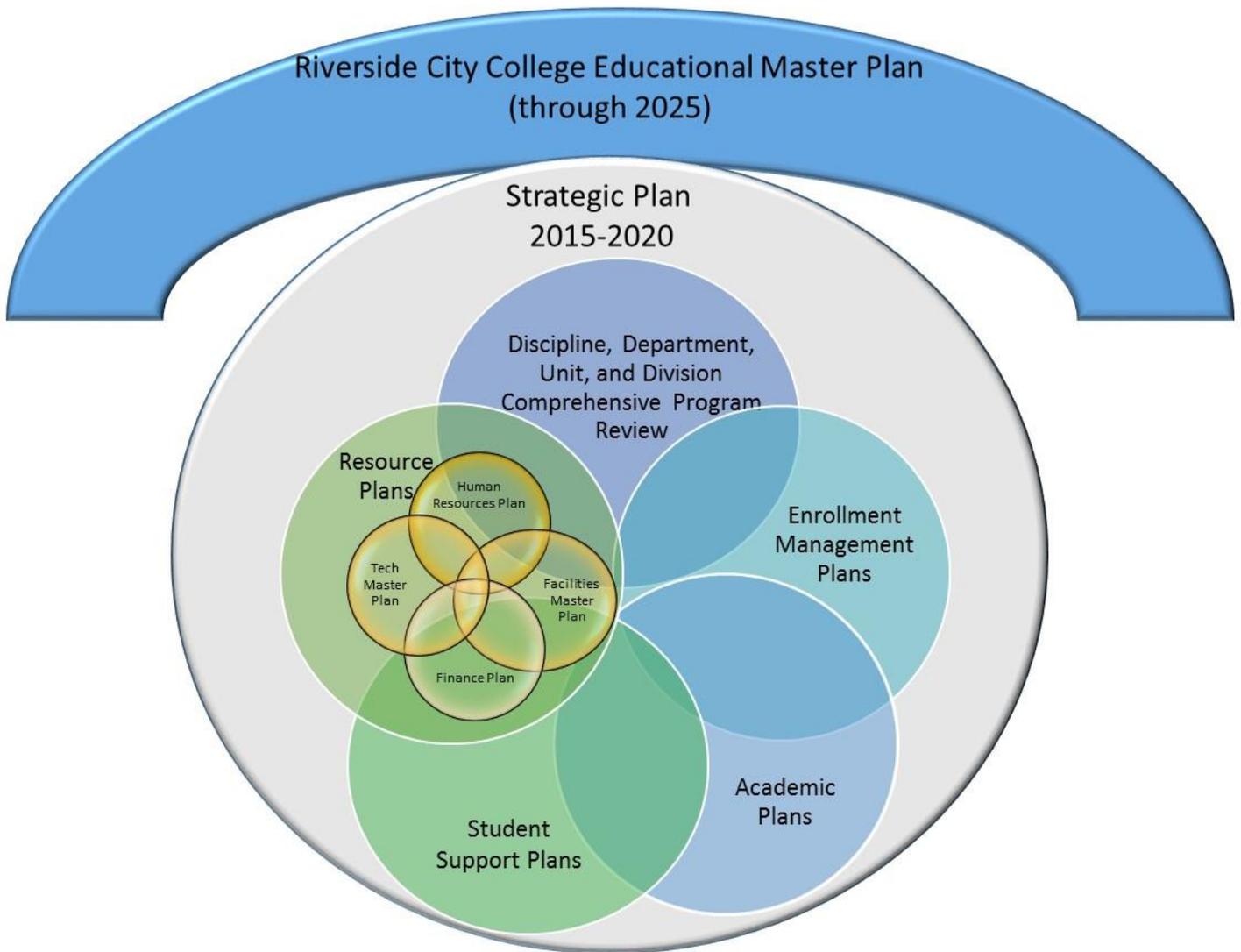
A draft of the Program Review template and work instructions were distributed to each of the LC's and the SPEC in April, 2015. The documents were also distributed and briefly discussed at a SPEC retreat on May 22nd.

The Program Review template is designed to be completed using key guidance documents including the Educational Master Plan, Strategic Plan, Enrollment Management Plan, and Resource Plans. While these plans are still under development, the most recent versions are posted on RCC's Strategic Planning website: <http://www.rcc.edu/about/president/strategic-planning/Pages/Strategic-Planning.aspx>.

DRAFT

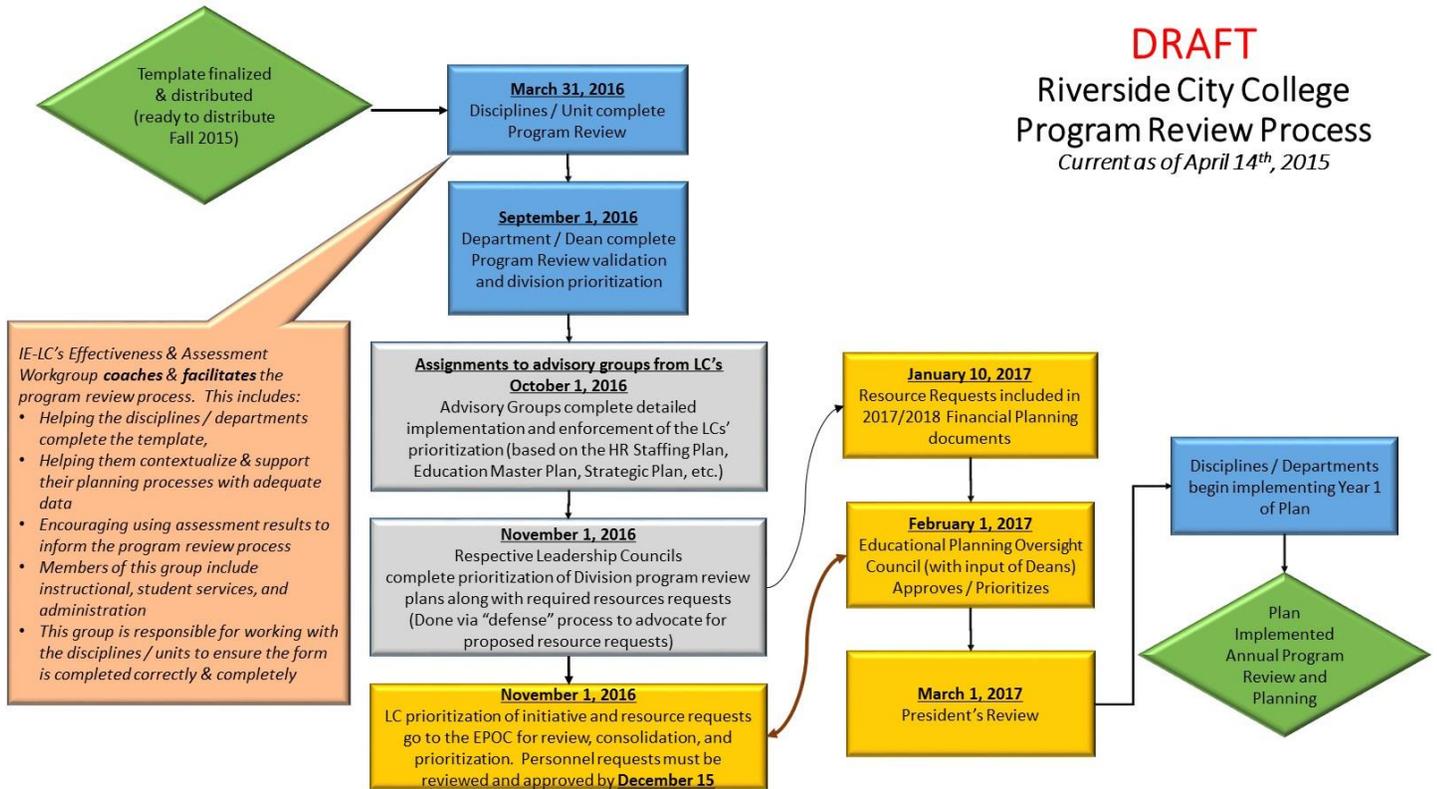
The August 2015 FLEX days will include training on the proposed revised program review process. A small number of instructional and non-instructional departments will also participate in the Fall 2015 program review pilot process. The program review workgroup anticipates that a final draft of the template will be completed in mid-Fall 2015 and go through an approval process along with the other Strategic Planning documents.

The graphic below provides a visual representation of the relationship between the planning documents which provide a framework for Riverside City College. The Educational Master Plan provides direction and guides College planning. The Strategic Plan operationalizes the Enrollment Management Plan. A discipline or department’s program review operationalizes their strategic plan in alignment with the College’s Strategic Plan. The Resource Plans and the Enrollment Management Plan inform the program reviews as well as the Strategic Plan.



Program Review Process Overview

DRAFT
 Riverside City College
 Program Review Process
 Current as of April 14th, 2015



Discipline and / or Department Process and Support (first blue □ on the process map)

Each discipline and / or department will begin working on completing the program review in late Fall, 2015. The process will include extensive coaching and facilitation by members of the Institutional Effectiveness Leadership Council (IE-LC) and support from the Office of Institutional Effectiveness (OIE). Each discipline will be assigned a specific program review coach.

While completion of the program review should include all members of the organization, the IE-LC recommends that each discipline or department designates one person who will have primary responsibility for coordinating the completion of the review and communicating with the IE-LC team. *In many cases for instructional programs, this may be the department chair or for non-instructional programs, the department director.*

Each **instructional** discipline will receive data from the Office of Institutional Effectiveness. These reports are designed to help facilitate conversations about student engagement, success, and course design. Reports distributed by the OIE will include:

DRAFT

Internal Documents

- Enrollment Management / Course Reports including enrollment, retention rates, and success rates
 - o As recommended by the ACCJC, these reports will be disaggregated by age, gender, race/ethnicity, socio-economic status, delivery mode, faculty type, instructional site, cohort group, and any other categories relevant to the College (Honors students, Completion Counts, Puente, etc.) (Guide to Evaluating Institutions, 2013).
- Number of degrees and or certificates awarded by type
 - o As with the course reports, these reports need to be disaggregated
- Subsequent enrollment in four year colleges – numbers as well as disaggregated by degree awarded, race/ethnicity, gender, subsequent college, etc.
- Faculty teaching reports including FTES and WSCH
- Results from the Community College Survey of Student Engagement (CCSSE)
 - o As with the course reports, these reports need to be disaggregated as much as possible – by student characteristics as well as course characteristics
 - o Community College Survey of Faculty Engagement (CCSFE) results will be compared to student results
- Updated metrics from the Strategic Plan Key Performance Indicators aligned with the 5 College Strategic Goals
- Internal Scan – October 2014

External Documents

- External Scan – October 2014
- Job Market and Labor Report – May 2015

Note that additional reports can be requested through the Office of Institutional Effectiveness.

Each **instructional** discipline will also be able to utilize reports developed through their discipline and / or departments during the program review development discussions:

- Schedule of courses
- Course-level Student Learning Outcomes as well as assessment results of these SLO's
- Program Learning Outcomes as well as assessment results of these PLO's
- Relationship between SLO's and General Education Student Learning Outcomes (GESLO's)
- Course map including where skills are introduced, developed, or mastered (including relationships between SLO's and PLO's)
- Prior years' program reviews and unit plans

Each **non-instructional** department will also receive data from the Office of Institutional Effectiveness (OIE). These reports are designed to help facilitate conversations about student engagement, success, and student services. Reports distributed by the OIE include:

DRAFT

Internal Documents

- Number of degrees and or certificates awarded by type
- Subsequent enrollment in four year colleges – numbers as well as disaggregated by degree awarded, race/ethnicity, gender, subsequent college, etc.
- Results from the Community College Survey of Student Engagement (CCSSE)
- Updated metrics from the Strategic Plan Key Performance Indicators aligned with the 5 College Strategic Goals
- Internal Scan – October 2014

External Documents

- External Scan – October 2014

Note that additional reports can be requested through the Office of Institutional Effectiveness.

Each **non-instructional** department will also be able to utilize reports developed through their departments during the program review development discussions:

- Prior years' program reviews and unit plans
- Service Area Outcomes and assessment results
 - o Many non-instructional departments or units have not yet developed Service Area Outcomes. These must be developed as part of the initial program review process.
- Collaboration and communication between Student Services and Academic Services as SAO's are defined and evaluated is important.

Between the fall's template distribution and the due date, the disciplines and / or departments will coordinate with the IE-LC and / or the OIE receiving support, additional data as needed.

Completion of the program review will include a review and update of the past activities using prior years' unit plans. The review will also including a year-by-year plan for the next 5 years in alignment with the College's Strategic Plan goals. Part of this planning will include setting targets and developing action plans which will be reviewed and updated yearly.

Disciplines and / or departments must have their program review completed no later than March 31st, 2016.

Department / Dean Review

Once each of the disciplines and / or departments completes the program review, the final products are provided to the respective deans or non-instructional department directors.

DRAFT

The non-instructional department directors and instructional deans have the responsibility of:

- Reviewing the program review plans and working with the discipline / department, IE-LC, and OIE to address and remedy any gaps in supporting data or logic regarding resource requests or five-year strategies
- Creating an effective dialog within the division to discuss division priorities and priority alignment with the College's Strategic Plan
- Collaborating on a final "prioritized" list of resource requests based on guidelines from the College's Strategic Plan, Educational Master Plan, Enrollment Management Plan, resource plans, and the mission of the discipline, department, and division
 - o The Fall 2015 pilot will include discussion on how divisions can prioritize resource requests.
 - o The Program Review workgroup will also work with the LC's in Fall 2015 to help each LC and Resource Committee determine the best ways to consolidate and prioritize resource requests from discipline and department level to division level.
- Creating a consolidated program review and plan for the Division including prioritized resource requests and their alignment with the strategic goals.
 - o The specific template for the consolidated plan will be developed during the pilot process in Fall 2015.
 - o TracDat will be used to help the disciplines and departments consolidate prioritized lists into division lists.
- Planning for interdisciplinary or inter-department programs
- Planning for expansion of or new programs

Dean and Department Director review and revision must be completed no later than September 1st, 2016.

Leadership Council Processes

Once the deans and department directors have completed consolidating and prioritizing their plans, these plans will be provided to the respective Leadership Councils:

- All instructional plans will be provided to Academic & Career / Technical Program and Instructional Support Leadership Council (ACTPIS)
- All Student Services plans will be provided to Student Access and Support Leadership Council (SAS)
- All Business Services and other non-instructional department plans will be provided to Resource Development Administrative Services Leadership Council (RDAS)

Each respective LC has the responsibility to:

- Collaborate with their LC members, deans, and department chairs to address and remedy any gaps in supporting data or logic regarding resource requests or five-year strategies

DRAFT

- Facilitate an effective dialog discussing priorities and priority alignment with the College's Strategic Plan
 - o *One important aspect to note is that ACTPIS will have the responsibility for reviewing, consolidating, and recommending operational planning (and funding) priorities for ALL of the academic divisions. This will require a substantial commitment of time from the ACTPIS members as well as support from the division deans.*
- Provide guidance for each division's identified and prioritized projects / initiatives as identified in the consolidated program review documents, ensuring their alignment and compliance with resource advisory group guidelines.
 - o Human Resources Advisory Group (HRAG)
 - o Physical Resources Advisory Group (PRAG)
 - o Technology Advisory Group (TAG)
 - o Financial Resources Advisory Group (FRAG)
 - o Note that each of these Advisory Groups has created a plan providing guidance for standards in their respective areas. These advisory groups will work with the disciplines, departments, divisions, and LC's to help coordinate the alignment of program review projects / initiatives with the guidance and standards.

In order to meet personnel hiring deadlines, substantial work will have to be done by the Leadership Councils and the Advisory Groups during October. Each of the LC's must determine which of their initiatives and resource requests will be highest priorities and which may be scheduled for consideration in subsequent years. Determining an equitable process with detailed responsibilities is key to effectively evaluating initiatives.

LCs' review and revision must be completed no later than November 1st, 2016.

Strategic Planning Executive Council Role (first yellow on the process map)

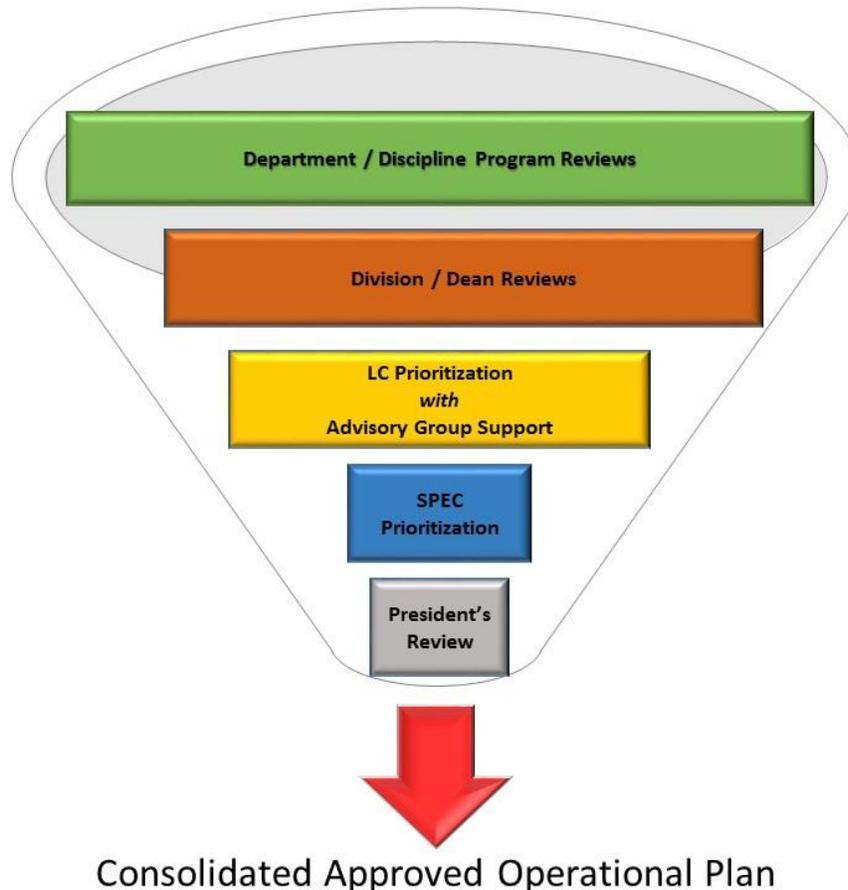
Beginning November 1st, the Strategic Planning Executive Council (SPEC) will review each of the LC's prioritized plans and discuss which initiatives / projects will receive precedence for funding and support in 2017/2018. At this point, there are no rubrics designed to facilitate this prioritization. *It is possible that through the revisions of the program review process, each of the LC's creates a rubric which can be used to help the LC prioritize initiatives / projects and any related resources requests.*

During November, the SPEC must prioritize initiatives and align personnel requests with these initiatives. **All personnel requests must be finalized and approved no later than December 15th, 2016** in order to allow for adequate hiring time for July 1st, 2017 starts.

DRAFT

Additional discussion, collaboration, and prioritization of the consolidated program review initiatives and resource requests will occur between January 1st, 2017 and March 1st, 2017 for inclusion in the 2017/2018 budget.

One way to visualize the Program Review process is that of a funnel. The process begins with more than 70 program reviews at the discipline and / or department level. The final product – at the bottom of the funnel – is an operational one-year plan including funding and prioritization of initiatives / projects aligned with the College's Strategic Plan.



Program Review Process Years 2-5

Once the initial program review process has been completed, each discipline and / or department will be asked to complete an update each year, monitoring, evaluating, assessing, and revising the program review yearly plans. This update will be done via TracDat using an abbreviated version of the Program Review template.

DRAFT

Each instructional and non-instructional discipline / department will receive the same coaching, facilitation, and data support from the IE-LC and the OIE.

This update process may include answering question such as:

- 1) What progress has been made towards the established goals and / or targets?
- 2) Do new goals and / or targets need to be established?
- 3) Have there been any significant changes to the discipline and / or department which merit substantive change in the five year plan? If so, how is the discipline and / or department responding?

This update will follow the same timeline as the year one process.

Process Assessment, Evaluation, and Monitoring

In addition to the Program Review processes, Riverside City College must also include methods to collect information on and evaluate the effectiveness of our evaluation processes. We must:

- 1) Assess the program review process including the participation, training, timeline, and alignment with the Strategic Plan
- 2) Evaluate the process
 - a. To what degree were the goals achieved?
 - b. What is the degree of integration of the discipline, department, or unit's program review and planning process with the Strategic Plan?
 - c. How efficiently are resources being used?
 - d. How effective is faculty and staff development initiatives?
- 3) Monitor the process
 - a. Internal indicators need to be identified which will help the College with on-going monitoring of our planning processes.

The Office of Institutional Effectiveness in partnership with the Institutional Effectiveness Leadership Council will work to assess, evaluate, and monitor our program review and planning processes.

Conclusion

As noted in the beginning of this document, the purpose of these work instructions is to provide an avenue for further conversation and collaboration regarding an effective design of a program review and plan. The intent is to create a process which not only allows for reflection, but aligns assessment and program review with strategic planning.

Because this process will not provide a plan until the 2017/2018 academic year, a strategy must be developed allowing for resource requests for 2015/2016 as well as 2016/2017. This strategy should be developed as soon as possible to allow for communication and discussion prior to summer break.