

# Comprehensive Program Review Orientation for New IEC Members Fall 2024

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# ORIENTATION OUTCOMES

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- Describe the purpose of program review and how it is integrated into college-wide planning and resource allocation
- Describe the Comprehensive Program Review processes and timelines
- List characteristics of a program goal
- Identify available support resources



# Purpose of Comprehensive Program Review

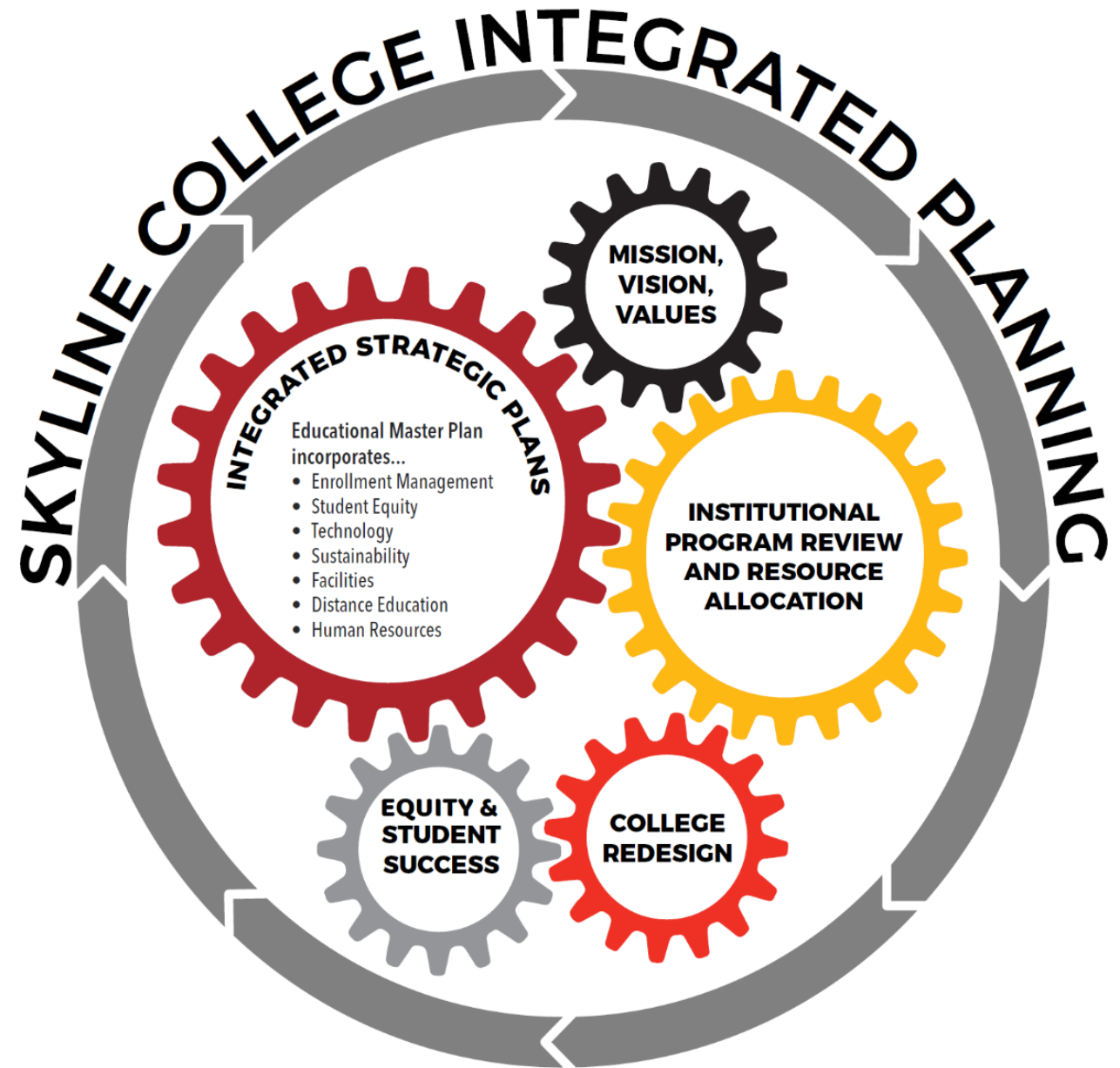
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- Articulate how a program supports the actualization of the Mission-Vision-Values
- Evaluate program effectiveness, particularly its impact on student learning
- Forge or refine plans to address areas of improvement
  - Instruction: curricular revisions, course sequencing, partnerships...
  - Student/ Learning Support Services: outreach and how services are provided...
- Identify and document needed resources to strengthen program effectiveness
- Document past efforts, current conditions, and future anticipated changes

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“Integrated planning is a sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change...

[Integrated Planning - SCUP](#)



# Major CPR changes since 2020

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- Institutional Effective Committee (IEC) providing ongoing, collegial support
- Dean's role more consistent in being actively engaged
- Two new templates: instruction and student/learning support services
  - Equity integrated throughout the document
  - Student voice component
- Cycle: CPR is a three- semester process
- Share Outs: Poster Session & Panel Discussion format

# Program Review instruments

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Comprehensive Program Review (CPR) every seven years

Program Review Updates (PRU) approximately every two years

Annual Resource Request (ARR) Optional



Administrative Leadership Unit review (ALUR)

# Comprehensive Program Review Sections

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Connection to the College

Current Status

Access

Effectiveness

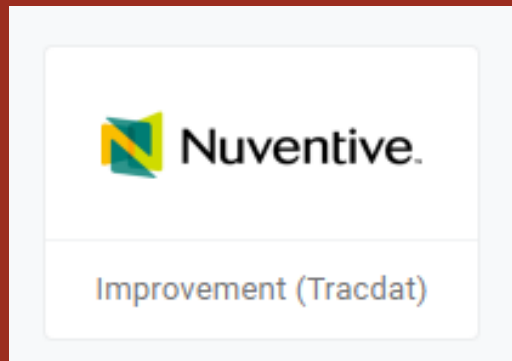
Key Findings/

Goals and Resource Requests

# CPR Platform

## Nuventive Platform

- Mission/Vision/Values–How does your program align with the MVV?
- Single-Sign On w/SMCCCD Credentials
- Comprehensive Program Review Tool
  - CPR Narrative
  - Data/ Other Dashboards
  - Goals
  - Resource Requests



Single-sign On

The screenshot displays the Nuventive Platform Premier Edition interface for 'SKY Sample - Dept'. The dashboard includes a navigation bar, a header with the Nuventive logo and 'Improve Analytics', and a main section titled 'Course SLO Assessment'. It features a summary table, a details table, and two charts: 'SLOs with Results' and 'Students Successful'.

**Summary Table:**

Course	SLOs	Assessment Methods	Results	Action Plans	All SLOs Assessed (2022-2025)	Students Assessed	Students Successful	% of Students Successful
SKY ART 104	3	3	3	2	✗	123	113	91.9%
SKY ACTG 110	3	1	1	1	✗	50	40	80.0%

**Details Table:**

Course	SLO	Assessment Method Category	Academic Year Assessed	Result Type	Students Assessed	Students Successful	% of Students Successful
SKY ART 104	Critical Thinking		2021- 2022	Criterion met	24	22	91.7%
	Digital Communication		2020- 2021		74	71	95.9%
SKY ACTG 110	Key terms of the SLO	Lab	2022 - 2023	Criterion met	25	20	80.0%
	Curricunet second SLO						
	Shazam	Capstone	2021- 2022	Criterion met	50	40	80.0%

**SLOs with Results Chart:** A donut chart showing 2 SLOs with results (33.3%) and 4 SLOs without results (66.7%).

**Students Successful Chart:** A gauge chart showing 89.9% of students successful.



# Student/ Learning Support Services: Additional Data

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## Considerations:

- compliance reports to the federal or state government
- reports to the California Community Colleges Chancellor's Office
- required reporting to grantors
- pertinent college-wide survey results
- program specific survey results or focus group insights

**When possible, provide more than the current year's data to identify trends.**

Data Indicator	Data Collection Tool	Example
<b>Counseling appointments in student service unit</b>	Sars Anywhere Location History Reports	Career Center provides data on the number of students who had a Career Counseling appointment.
<b>Events, Workshops, &amp; Activities</b>	Google Sign In Sheets; Form Stack; Attendance Sheets; Zoom Webinar Registrations	ASSC offered over 20 cultural learning sessions. They collect workshop participation data in Zoom, Excel, & other software.
<b>Public Contacts</b>	Sign In Sheets; Registration Forms	Sparkpoint manages their public contact data in their Efforts to Outcome system.
<b>In – Center Visits</b>	Sign In Sheets; Enrollment Management Systems; Google Forms	<p>The Dream Center has community members sign in when they visit the center to develop a referral system. This data is collected through Google Forms.</p> <p>The Assessment Center has students' complete surveys after placement services rendered.</p>
<b>Inreach/Classroom Presentations</b>	Roster Reports; Excel Sheets; Sign In Sheets; Zoom Participant Reports	The Transfer Center presents its services to students during classroom lecture hours. They also table during peak traffic hours.
<b>System &amp; Process Usage Reports</b>	Software Data Reporting Tools; Banner; Credentials, Inc	<p>Admissions and Records collects data on the number of graduation petitions submitted in a year through advanced Banner Reports.</p> <p>Assessment Center/Career Services provides a system usage report for My Majors on the number of students who completed the Assessment within a year.</p> <p>Educational Access Center uses software reporting to provide data on the number of students who accessed Alternative Media.</p>

# CPR Goals, Implementation Steps, & Measures

CPR TERM	DEFINITION
Goal	A statement of intended outcomes or results
Implementation Steps	A plan of action over the next couple of years to achieve a goal, ideally including a timeline
Measure(s)	Specific targeted objectives which capture the impact on student learning, student achievement, and/or program effectiveness, and which can be integrated or separate from the goal statement

# Example of CPR Goals, Implementation Steps, & Measures

S.M.A.R.T. Planning	EOPS/CARE
Goal	Increase number of unduplicated EOPS/CARE students served by 5% each year
Implementation Steps	<ul style="list-style-type: none"><li>• Increase visibility of student programs on campus and in community</li><li>• Develop stronger partnerships with on-campus faculty , staff, programs, and departments (e.g., streamline collaborative processes with programs such as PSP and TRiO to strengthen a seamless experience for shared students)</li><li>• Maintain high-quality, wrap-around, and over-and-above support services</li></ul>
Measure(s)	An increase by 5% of the number of unduplicated EOPS/CARE students

# What if you need resources to pursue a goal?

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- Submit your resource request by **November 15** within the Platform.
- Explain how the resource is critical to achieving the goal.
- Loop in your dean.



# IEC CPR Team Timeline

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## Second Semester Evaluation, Curriculum revisions, & Planning

- (Instructional Programs & S/LSS with Courses – Review and submission of course outlines of record, and course sequencing recommendation if applicable)
- **October 14** – Consultation with current cohort about program evaluation
- **November 4** – Workshop on Program Goals
- **November 15** – (Optional Annual Resource Request)

# IEC CPR Team Timeline (cont'd)

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## Third Semester – Evaluation & IEC/CC/CTTL Consultations

- **February:** (Current cohort's submission of full CPR draft for review by IEC)
- **February 24:** Full Draft Consultation with current cohort
- **March 28:** (CPR Full Draft due)
- **April 16, 2:10 – 4 pm:** (Curriculum Workshop co-hosted by Curriculum Committee and CTTL for the new cohort)
- **April 14 & 28, 2 – 4 pm:** 2024 – 2025 Cohort CPR Share Outs (in-person)

# Resources

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- Program Review: Karen Wong, Chris Gibson & Simantini Karve
- Program Review Feedback: IEC CPR Team
- Data: Wendy Lee, Zahra Mojtahedi & Ingrid Vargas
- Curriculum Committee: Rick Hough & Division Reps
- CTTL Instructional Designers: Andrea Fuentes & Bianca Rowden-Quince
- Librarians: Elle Dimopoulos, Vincent Kang, Pia Walawalkar (ZTC Resource)
- Program Dean
- [Comprehensive Program Review](#) website





“Assessment information is of little value if it is not shared with appropriate audiences and used in meaningful ways.”

- Trudy Banta and Catherine Palomba's *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*, 2015, p. 215

