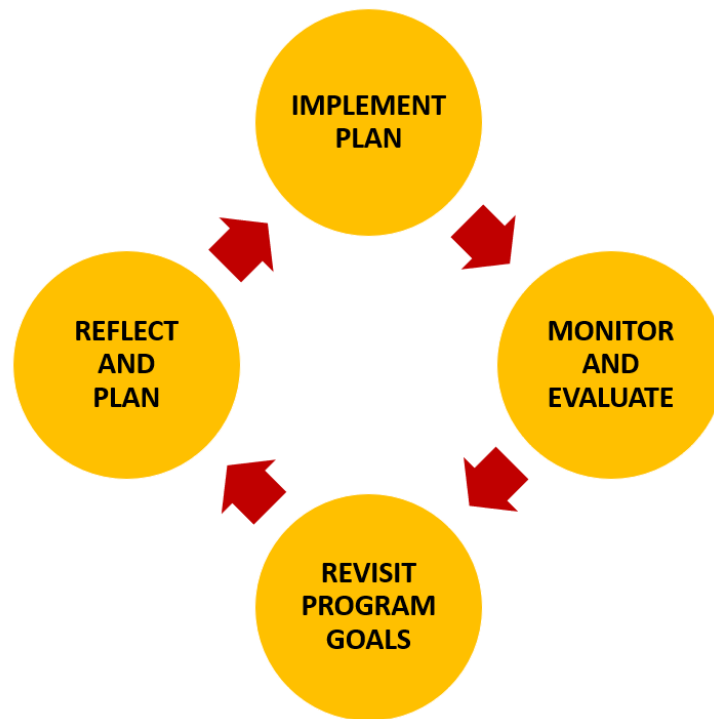


PROGRAM REVIEW HANDBOOK



**FACILITATED BY
THE INSTITUTIONAL EFFECTIVENESS COMMITTEE
2024**

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PROGRAM REVIEW: AN EVALUATION AND PLANNING TOOL

Program Review is a self-evaluation process by which program faculty and staff assess the extent to which they are meeting their mission, consider the environment in which their program exists, and develop strategies to enhance program effectiveness. It also is an opportunity to consider how their program can manifest the College's [Mission/ Vision/ Values](#) - and by extension the [Education Master Plan](#), in its practices.

	CPR	PRU	Dean's ALUR
WHAT	Comprehensive Holistic Review and Long - Term Plan for Programs	Focused Review and Update on Goals for Programs	Review and Update on Division- Level and Prioritized Program Goals
WHEN	Every seven years, due by the Friday before spring break or April 1, whichever comes first	Twice between CPR cycles, due by Nov 15	Annually, due by March 15
WHO	Instructional and Student Service Program Faculty and Staff	Instructional and Student Service Program Faculty and Staff	Deans

CPR, PRU, ALUR: How do They Relate?

Skyline College uses three different instruments in an ongoing cycle of program review: Comprehensive Program Review (CPR), Program Review Update (PRU), and Administrative Leadership Unit Review (ALUR).

The CPR and PRU are completed by instructional and student service program faculty and staff. The CPR involves a thorough analysis of the program and its environment every seven years. It is a three – semester process to accommodate dialogue both within and

beyond the program faculty and staff, including the Office of Planning, Research, Innovation and Effectiveness (PRIE), Institutional Effectiveness Committee (IEC), Curriculum Committee (CC), Center for Transformative Teaching and Learning (CTTL), and dean. The PRU is a more focused update to the CPR, approximately every two years. CPRs and PRUs completed by programs within the division inform the ALUR.

The ALUR is completed by administrative units. The approach varies based on unit structure but involves a summarized assessment of the unit as a whole by the Dean. The assessment may consolidate information across multiple programs (e.g., departments within an instructional division) or across the functions of the unit as a whole (e.g., PRIE). Drawing from the Annual Resource Requests (ARRs), the ALUR also includes a prioritization of division -level resource requests. The VPs then prioritize resource requests and forward them for consideration by the relevant committees. The [Integrated Planning and Resource Allocation Cycle](#) illustrates the aforementioned process.

CPRs, PRUs, and ALURs all result in action plans that inform and support resource requests submitted through the ARR. In combination, all are intended to enhance program and overall institutional effectiveness.

How do CPR/ PRU/ ALUR inform annual resource requests (ARRs)?

Resource requests are submitted through a separate process called the Annual Resource Request (ARR) that is linked to program review. Due by November 15, resource requests are submitted through the Nuventive Improvement Platform (a.k.a. the "[Platform](#)") and should be completed in consultation with the dean. They must be connected to the relevant program goal that was generated through the CPR/ PRU.

Annual Resource Requests (ARRs) are optional: they need not be submitted if a program is not requesting funds or other resources.

COMPREHENSIVE PROGRAM REVIEW (CPR) OVERVIEW

Oriented to student-facing programs, program review takes place over three semesters, starting in the spring semester. For example, if a program is scheduled for 2024-2025, program review begins in spring 2024, continues in fall 2024, and wraps up in spring 2025.

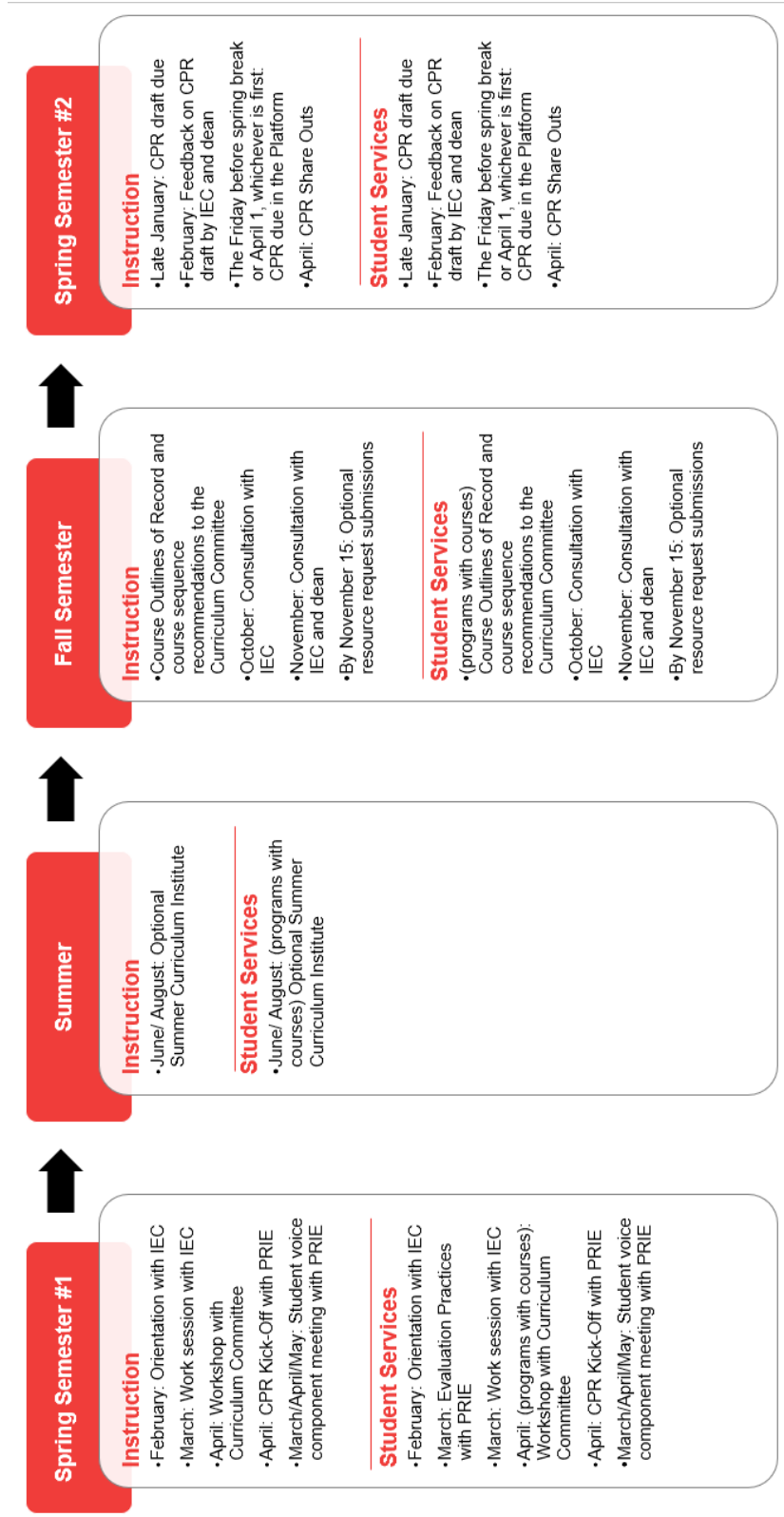
The CPR due date is by the Friday before spring break, or April 1, whichever comes first. It is to be submitted in the Nuventive Improvement Platform (a.k.a. the "[Platform](#)").

A report is then run by the Office of Planning, Research and Institutional Effectiveness (PRIE), who requests signatures from the following individuals:

- By the end of April – (Instructional Programs only) Curriculum Committee Chair(s) attest that the Curriculum Committee (a) approved course modifications as well as degree/certificate modifications, (b) received degree and certificate maps and (c) if applicable, consulted with the program faculty/ staff to forge a plan to complete remaining curriculum-related tasks.
- By the end of May – Program dean attests that s/he (a) approves the CPR, (b) confirms that all CPR sections are complete, (c) attests that s/he reviewed and discussed the CPR with program faculty/ staff, and (d) if applicable, consulted with the program faculty/ staff to address areas in need of improvement (e.g., enrollment, outcomes assessment, curriculum updating, etc.).
- By the end of June – Division VP attests that s/he reviewed the CPR.

The signed CPR is posted on the [Program Review website](#).

Timeline for Comprehensive Program Review



CPR Timeline: Thought Partners

Following is a description of the steps from the preceding timeline for programs undergoing comprehensive program review.

Spring Semester #1: CPR Orientation and Workshops

February: To launch the comprehensive program review, the Institutional Effectiveness Committee (IEC) will host a CPR Orientation. Per the “flipped classroom,” program faculty/staff are encouraged to review the CPR template prior to the Orientation and to pose initial questions and concerns there. In addition, program faculty/ staff will learn how to navigate the online Nuventive Improvement Platform (a.k.a. the “[Platform](#)”)- including where to access program data packets, and other pertinent CPR information.

Early March for Student Service Programs: A representative or more from each student service program will meet with the office of Planning, Research, Innovation and Effectiveness (PRIE) to discuss their program’s evaluation practices and needs. The intent is to identify which current practices are well suited for the Comprehensive Program Review as well as identify ways PRIE can support this process, whether it be creating additional methods and/or processing existing student level data, such as disaggregating.

March: A CPR work session will be facilitated by the IEC tri-chairs so that program faculty/staff can begin to draft responses to questions and gain experience navigating in the [Platform](#). For instructional program faculty/staff, this session will serve as a precursor to the April workshop co-hosted by the Curriculum Committee and the IEC; preliminary data analysis will provide insight about student access and success overall and with each course.

April for Instructional Programs: A representative or more from each instructional program will participate in a workshop pertaining to curriculum- related tasks that is facilitated by the Curriculum Committee. It will serve as the launch to the optional – though highly recommended, Summer Curriculum Institute.

April: All full-time faculty/ staff and stakeholders will meet with PRIE to launch the CPR. There are two primary purposes for this meeting. One is to think of the CPR from a holistic perspective. What is the direction they’d like to take the program and why? What questions and/or concerns do they want to explore through the CPR? A second is to plan how to tackle the CPR. They’re encouraged to make use of the suggested timeline of completion: [Instruction](#) & [Student/Learning Support Services](#).

March/ April/ May: Program faculty/ staff should meet with PRIE to create and/or revise an existing student voice component so it is ready for the Fall semester.

Fall Semester: Thought Partners

Faculty/ staff will receive formative feedback throughout the generation of the CPR from their designated IEC CPR Team as well as ongoing support from PRIE staff. Throughout the process, they're also encouraged to connect with their dean, and for instructional programs, the Curriculum Committee and instructional designers. This process should allow for time to integrate relevant feedback prior to submission.

(Optional) September: An optional review workshop will be offered by PRIE on how to navigate the [Platform](#), which may include updating the status of past goals and using of the dashboards.

October: Program faculty/ staff will meet with their IEC CPR Team to discuss initial insights about program effectiveness: strengths and potential areas of improvement.

(Optional) October/ November: Program faculty/ staff are encouraged to meet with their dean about goals, particularly if resources are needed to implement. Resource requests are to be submitted in the [Platform](#) by November 15, and need to be connected to a goal and have a documented rationale.

November: Program faculty/ staff will meet their IEC CPR Team to discuss draft program goals and how they emerged from the evaluation of the program's effectiveness. This way the IEC CPR Team will have a sense of which direction a program is heading.

Spring Semester #2: Thought Partners and CPR Submission

January: CPR draft due in the [Platform](#) for feedback

February: Program faculty/ staff will meet with their IEC CPR Team to receive feedback on the whole draft.

February: Program faculty/ staff are encouraged to also meet with their dean to receive feedback on the whole draft.

The Friday before spring break or April 1, whichever comes first: Complete the CPR in the [Platform](#).

Spring Semester #2: CPR Share- Outs

CPR Share - Outs are a primary means for faculty/ staff to broaden awareness about their program while forging connections across the College to collectively contribute to fulfilling the College Mission/Vision/Values. Management's attendance is essential so that they, too, can identify ways in which they can support these efforts.

Open to the entire campus and hosted by the Institutional Effectiveness Committee during their April meetings, the purposes of the Share Outs are to:

- celebrate program successes with the Skyline College community;
- engage in conversational dialogue to share experiences, mitigate programmatic and initiative silos, and identify collaborative opportunities with campus colleagues and programs; and
- illuminate prevalent themes and issues for further discussion with College leadership and the College as a whole.

The Share Outs consist of a poster session and panel discussion. During the poster session, audience participants can circulate among the featured CPR program faculty/ staff to learn about the program, their future goals, shared efforts, and potential collaborations. The panel discussion will involve the same CPR programs, with a moderator facilitating the dialogue with each other and with the audience.

(Instructional Programs) Optional Summer Curriculum Institute

The Summer Curriculum Institute (CI) is intended to support instructional program faculty/ staff with updating course outlines of record. For programs which lead to degree(s)/ certificate(s), it also involves reviewing recommended course sequences.

Instructional program faculty / staff are highly encouraged to take advantage of the following resources afforded through the Office of Instruction:

- a thought partner in the form of a Curriculum Committee member and/or instructional designer;
- two curriculum-related workshops that bookend the CI: the first is held during final exam week, and the other is held on the College's opening flex day;
- limited hourly compensation, which can be accessed if at least one program representative attends both workshops, though all are encouraged to attend.

Program faculty/staff have discretion over how they'd like to distribute the funds, whether for program meetings and/or individual work.

If program/ faculty staff take advantage of these resources, they should be poised to submit updated course outlines of record to the Curriculum Committee per their schedule, and by the CPR due date.

Requests to Delay CPR

Only in extenuating circumstances and on a case-by-case basis will requests to delay the CPR be considered. Why? It is very difficult to accommodate changes since the CPR schedule is quite compressed, with a high number of programs that the Institutional Effectiveness Committee supports annually. In addition, for instructional programs, the Curriculum Committee needs to be in a position to support the revision and approval of updated course outlines of record.

Step 1: Before requesting a delay, faculty/ staff must consult with their dean to see about alternative arrangements to support their engagement in the CPR.

Step 2: If faculty /staff secure approval by their dean to delay the CPR, they should contact the IEC tri-chairs as soon as possible to request a delay from the Institutional Effectiveness Committee.

Step 3: IEC tri-chairs will consult with the Curriculum Committee since CPR delays impact curriculum review workloads, and also relevant vice president, to arrive at a decision and plan.

Step 4: If the delay is approved, the program will remain in the same cohort for subsequent PRUs and CPRs. Typically a delayed program will complete a program review in the subsequent program review cycle unless other considerations take precedent. Instructional program faculty may need to complete the curriculum component in their scheduled cohort; the Curriculum Committee ultimately have the final say.

PROGRAM REVIEW UPDATE (PRU) OVERVIEW

A Program Review Update is due twice between CPR cycles by November 15. The primary intent is to review and update program goals, and report on outcomes assessment results and related action plans.

Programs will be alerted the preceding spring semester and invited to participate in workshops to support them in completing the PRU, and navigating the [Platform](#). Program faculty/ staff are encouraged to work with their dean, and can reach out to [Karen Wong](#) for assistance.

Once submitted in the [Platform](#), a PRU report is run by the Office of Planning, Research and Institutional Effectiveness (PRIE), who requests the dean's signature by February 1. The dean is attesting that s/he (a) reviewed and approves the PRU, and (b) confirms that all PRU sections are complete.

The signed PRU is posted on the [Program Review website](#).

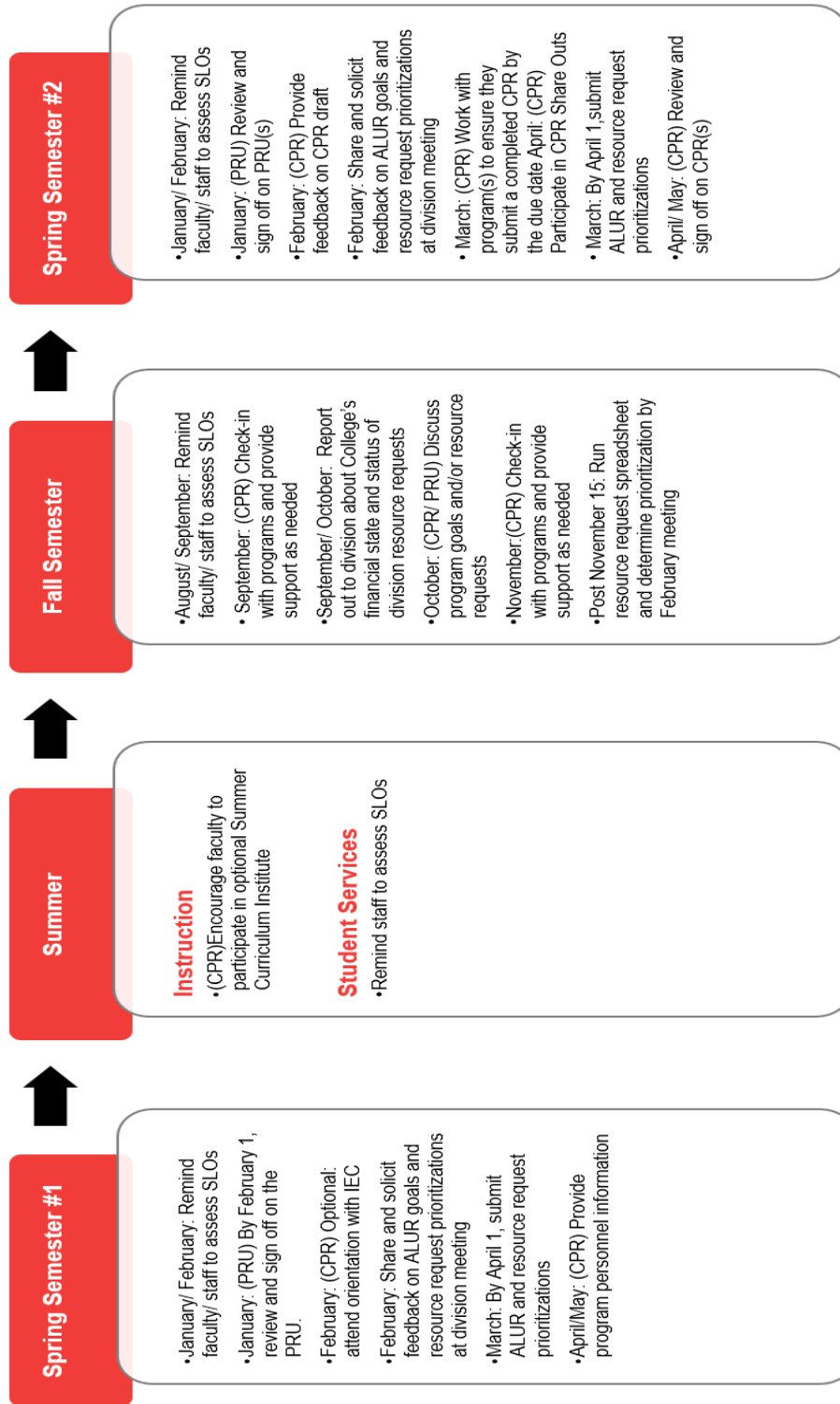
PROGRAM REVIEW AND THE RESOURCE ALLOCATION PROCESS

1. By November 15, programs submit Annual Resource Requests (ARR) via the Nuventive Improvement Platform (a.k.a. the "[Platform](#)"). Resource requests must be connected to a program goal and have a documented rationale. Faculty/staff should consult with their dean about approximate costs, funds type, and level of need. For levels of need, deans should establish their own scale, as it's primarily for their own reference.
2. After November 15, deans run division level resource request excel spreadsheets from the [Platform](#) to serve as their own internal worksheets for reviewing and tentatively prioritizing resource requests. Final resource request prioritizations must be submitted by March 15th as part of the dean Administrative Leadership Unit Review (ALUR).
 - a. Since resource requests are optional, the offices of Planning, Research, Innovation and Effectiveness (PRIE) and Administrative Services do not send reminders to programs who do not submit.
 - b. Deans may extend the Nov 15 deadline due to extenuating circumstances unforeseen by a particular program, but need to have submitted resource requests by the deadline in order to be considered for prioritization in the dean ALUR.
3. Prior to the submission of the ALUR (e.g., February/ early March), deans should use division meetings in part to discuss division goals that will go into their ALUR, as well as solicit feedback on resource request needs and their tentative prioritizations. Information may include current budget status of the College and District as communicated through the Strategic Planning and Allocation of Resources Committee (SPARC), an update of the availability, if any, of discretionary funds and grants, which items will be forwarded for college-wide

and district-wide consideration, and distinctions between one-time and ongoing augmentations.

4. Based on their judgement, the information available and the aforementioned discussion, deans will finalize and submit their ALUR and resource requests to PRIE and Administrative Services.
5. After submitting the ALUR, deans should report back to divisions about the ALUR and the final resource prioritization.
6. Any personnel, instructional equipment, technology and/or facilities requests that have been forwarded through the ALUR must be accompanied by the relevant request forms to the appropriate committees by their deadlines.
7. In April/ May, vice presidents report to the Strategic Planning and Allocation of Resources Committee (SPARC) about their goals, related division goals and resource prioritizations.

Timelines for Deans for CPR(s), PRU(s) and ARR(s)



TIMELINE FOR DEANS (CPR, PRU, ARR)

Following is a description of the steps from the preceding timeline for deans on the Comprehensive Program Review (CPR), Program Review Update (PRU) and Annual Resource Requests (ARRs).

Spring Semester #1

January/ February: (All programs) Remind faculty and/or staff to update student learning outcome (SLO) assessments and results.

January: (PRU) By February 1, review and sign off on the Program Review Update (PRU), (a) approving the PRU, and (b) confirming that all PRU sections are complete.

February: (CPR- optional) Attend the Comprehensive Program Review (CPR) Orientation with the Institutional Effectiveness Committee (IEC).

February: (All programs) Provide an update about resource requests and solicit input prior to submitting the Administrative Leadership Unit Review (ALUR) at a division meeting.

March: By April 1, submit ALUR and resource prioritization spreadsheet to Administrative Services and PRIE.

April/ May: (CPR) Provide program personnel information and discuss as appropriate.

Summer

(Instructional Programs) Encourage faculty to take advantage of the optional Curriculum Institute and be available to assist faculty with curricular related questions.

(Student Service Programs) Remind staff to update SLO assessments and results if not updating during the Fall/Spring semesters.

Fall Semester

August/ September: (All programs) Remind faculty and staff to update SLO assessments and results.

September: (CPR) Review programs' progress on and engagement with CPR and reach out to offer support as needed.

September/ October: Report out to divisions about College's financial state and status of division resource requests.

October: (CPR/ PRU) Connect with program staff that are scheduled for CPR/PRU about goals and/or resource requests.

November: (CPR) Review programs' progress on and engagement with CPR and reach out to offer support as needed.

Post November 15: (All programs) Run resource request excel spreadsheet from the Nuventive Improvement Platform (a.k.a. the "[Platform](#)") and determine prioritization in time for February division meeting.

Spring Semester #2

January/ February: (All programs) Remind faculty and/or staff to update SLO assessments and results.

January: (PRU) By February 1, review and sign off on the PRU, (a) approving the PRU, and (b) confirming that all PRU sections are complete.

February: (CPR) Provide feedback on the CPR draft(s).

February: (All programs) Provide an update about resource requests and solicit input prior to submitting the Administrative Leadership Unit Review (ALUR) at a division meeting.

March: (CPR) Work with program(s) to ensure they submit a completed CPR by April 1 or the preceding Friday, whichever comes first.

March: By April 1, submit ALUR and resource prioritization spreadsheet to Administrative Services and PRIE.

April: (CPR) Participate in the CPR Share Outs.

April/ May: (CPR) Review and sign off on the CPR, (a) approving the CPR, (b) confirming that all CPR sections are complete, (c) attesting that you reviewed and discussed the CPR with program faculty/ staff, and (d) if applicable, consulted with the program faculty/ staff to address areas in need of improvement (e.g., enrollment, outcomes assessment, curriculum updating, etc.).