

COMPREHENSIVE PROGRAM REVIEW

SPARC Training for Programs Undergoing Review

Planning, Research and Institutional Effectiveness Office (PRIE)

Curriculum Committee Chair

Outcomes

- ❑ Explain how the Annual Program Plan (APP), Comprehensive Program Review (CPR), and Administrative Leadership and Unit Review (ALUR) are connected.
- ❑ Be equipped to respond to the CPR prompts.
- ❑ Know where to seek answers as questions arise.

Overview

- Planning Process
- Comprehensive Program Review (CPR) Prompts
- Strategic Planning Online (SPOL)
- Curriculum
- Presentation
- Timelines

What is Program Review?

Program review is a self-evaluation process by which programs assess their current state, consider the environment in which the program exists, and develop strategies to enhance program effectiveness.

	Comprehensive Program Review (CPR)	Annual Program Planning (APP)	Administrative Leadership Unit Review (ALUR)
When	Every 6 years	Annually, except during CPR	Annually
Who	Program Review Team	Program Review Team	Administrator
What	Instructional and Student Service Programs	Instructional and Student Service Programs	Administrative Units
Type	Comprehensive holistic review	Focused review and progress update	Summarized review and progress update

Feedback and support through...

- Division Dean
- Curriculum Committee (for instructional programs)
- Strategic Planning and Allocation of Resources (SPARC)
- PRIE

CPR Tentative Timeline

Summer 2019	Course Offering Report provided via email
Aug 2019	PRIE Data Packet posted online
Aug 2019 to Feb 2020	Curriculum Review
Fall 2019	PRIE Data Consultations and/or Requests [optional]
Oct 2019	PRIE PSLO Reports
March 2, 2020	CPR Submission due in SPOL
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April 2020	CPR Presentations

Program Data Packet – Considerations for Data Analysis:

- College-wide vs. Program trends
- Small n
- Correlation vs. Causation

Visit:

Related Links: PRIE Program Data Packet

[http://www.skylinecollege.edu/
prie/programdata.php](http://www.skylinecollege.edu/prie/programdata.php)

Program Review

Overview

Administrative
Leadership Unit Review
(ALUR)

Annual Program
Plan (APP)

**Comprehensive Program
Review (CPR)**

Completed ALUR/ APP/
CPR Documents and
Schedule

Strategic Planning
Online (SPOL) Login

Contact Us

Related Links

**PRIE Program Data
Packet**

Strategic Planning
Online (SPOL)

Comprehensive Program Review

CPR Submissions (via SPOL)

CPR Prompts

CPR Timeline

The Skyline College Comprehensive Program Review (CPR) is an integral piece of the planning and resource allocation processes. The Comprehensive Program Review is based on the previous five years of Annual Program Plans (APP), aligning the APP with the CPR. CPR is a process which examines all academic, student programs at the College to help determine the overall effectiveness of the institution.

Through this process, faculty/staff have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty/staff will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. The Annual Program Planning document can serve as the basis for completing the six-year Comprehensive Program Review.

The CPR process is situated in the **Strategic Planning and Allocation of Resources Committee** (SPARC), with programs undergoing curriculum review, student learning outcome review, and program data review through the **Curriculum Committee**, the **Institutional Effectiveness Committee and the Planning, Research and Institutional Effectiveness** (PRIE) office. SPARC will meet with the designated leaders about their CPRs and provide feedback on a **rubric**. Then CPR presentations will take place in SPARC in spring term, with all campus constituents invited to attend.

Resources for Submitting Comprehensive Program
Review

CPR Report Sections

I: Program Profile

II: Assessment, Analysis & Findings

III: Program Curriculum

IV: Reflection

V: Strategy for Program Enhancement

II.A.2: Progress on PSLOs (Student Services)

- Assuming that the same assessment method is used, what trends do you observe over time? What may account for these trends?
- Do the assessment methods yield what you need for program evaluation and planning?
- Do the PSLOs reflect key outcomes that you want students to attain upon utilizing your service?

II.A.2: Progress on PSLOs (Instruction)

- ❑ Analyzing course level patterns, with which courses are students exceling? With which courses and/or specific SLOs are students struggling? Are these gatekeeper courses, and/or highly enrolled?
 - (Alternative) How are students fairing on licensing exams?
- ❑ How well do the courses align with the PSLOs?
 - For disciplines that have course sequences, do the courses clearly align with the PSLOs? Are the PSLOs adequately introduced, or practiced, and do they lead to “mastery” by the last recommended course?

Upload PSLO TracDat Report to SPOL

PSLO REPORT FOR STUDENT SERVICES

PSLO REPORT FOR INSTRUCTION

Step One: Karen will send you the first report by October 1.

Step Two: You will need to enter your findings on a second report, which you'll upload to SPOL.

TracDat Assistance: Tiffany Schmierer, Ronda Wimmer, Michael Cross

V.B. Action Plan and Resource Requests

Potential Action Plans for the Next Year

- Concerted departmental discussions
- Changes in curriculum and pedagogy
- Changes in service delivery and/or outreach
- Initiation of partnerships with other areas of campus
- Professional development
- Revisions/ additions to PSLOs



PLANNING

Potential Action Plans for the Next Year

- Annual submission (via CPR for next year and APP for subsequent years)



BUDGET REVIEW

SPOL Overview

Training on SPOL will occur in Fall 2019/ Spring 2020, upon request

<https://skyline.strategicplanningonline.com/SPOLNET/Default.aspx>

Suggested Presentation Content

What is working well?

- ❑ Describe what the program provides students, the campus and the district. (The most notable aspects)

How do we know that?

- ❑ Describe the effectiveness of the program in terms of data. (Success, Retention, Access, Mission, Equity, and Learning Outcomes)

What still needs work?

- ❑ Identify and describe the parts of the program that need modification, expansion, or improvement.

How do we go about fixing it or making it better?

- ❑ Specifically explain your plan to address the issues that impact students, how the college can help support the program and the resources you will need to accomplish your plan

Presentation Guidelines

Time Limits

- Maximum **TEN** minutes for presentation
- Additional **FIVE** minutes for questions

Presenters

- One** or **Two** presenters

Tentative Presentation Dates and Time

- Thursday, April 9, 2020, 2:10 p.m. - 4:00 p.m.
- Thursday, April 30, 2020, 2:10 p.m. - 4:00 p.m.

Presentation Resources

For training on equipment or renting, if needed, please contact:

- Kamla Bucceri (Media Technician) at **x4142**
- Roger Marcelo (Media Coordinator) at **x4148**

For non-technical resources, please contact:

- Belinda Chan at **x7085**

III. Program Curriculum (Programs with Course Offering Only)

- Review and update of all courses in the program
- Patterns in program curriculum (i.e. strengths, issues, and plans for future course and/or program development)

Submit a Modified Course Proposal

(Course Modification) for EVERY COURSE

- The required method to conduct the review of your courses is to submit a “Modified Course Proposal” for every course.
- Limit your course modifications to **five courses per Curriculum Committee meeting**
- Spread your course modifications out across the Curriculum Committee meetings. (Fall meetings are less busy, so start early!)

Reviewing and Updating Course Outlines

- ❑ Access CurricUNET to review each segment of all course outlines to make sure that all information about each course in your program is accurate and up-to-date
- ❑ Sections commonly updated: **lecture content, SLOs, catalog description, representative assignments, textbooks**
- ❑ For transfer and CI-D purposes, update your **textbooks**. Texts should have a publication date within 5 years of the COR's original submission date or update date.
- ❑ Make sure that all course SLOs on CurricUNET and TracDat are identical.

Reviewing and Updating Course Outlines

Recent Standard Updates to the COR:

- Catalog Course Description (Pulled from CurricUNET)
- Equivalent Courses
- Recommended Preparation Justifications
- Length & Frequency of Writing and Reading Assignments
- Resources Needed

SLOs for Leveled and Sequenced Courses

Time Limits

Leveled courses

FITN 334.1: Yoga I

FITN 334.2: Yoga II

FITN 334.3: Yoga III

Sequenced courses

CHEM 234: Chemistry I

CHEM 235: Chemistry II

When creating levels or variations of courses each course “must be distinct and have different student learning outcomes for each level or variation.”

(State Chancellor’s Office, Credit Course Repetition Guidelines, Nov. 2013, p. 26)

Banking Courses

BANKING: To temporarily deactivate a course

If a course has not been offered for 2 consecutive academic years, it should be either banked or deleted.

A course may remain banked for up to 2 consecutive academic years. During the 2nd year, faculty must decide to start offering the course again, or delete it.

*(Check with **Marianne Beck** before banking any courses so that she can check the impact on articulation agreements.)*

To reactivate a course that's been banked, submit a modified course proposal in CurricUNET.

Deleting Courses

- ❑ **DELETING**: removes a course from the College catalog and any associated programs, and removes all articulation agreements for that course
- ❑ To start offering a course again that's been deleted, it must be go through the new course proposal process.
- ❑ To bank or delete courses, the Division Dean and department faculty send a joint memo to the Instruction Office and the Curriculum Committee.

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Questions? DON'T HESITATE to ASK for Assistance

Curriculum	Jessica Hurless	hurlessj@smccd.edu
PSLOs	Karen Wong	wongk@smccd.edu
PRIE Data	Zahra Mojtahedi	mojtahediz@smccd.edu
SPARC Consultation	Ingrid Vargas	vargasi@smccd.edu
SPOL	Belinda Chan	chanbelinda@smccd.edu

□ Program Review Website:

[Http://www.skylinecollege.edu/programreview](http://www.skylinecollege.edu/programreview)