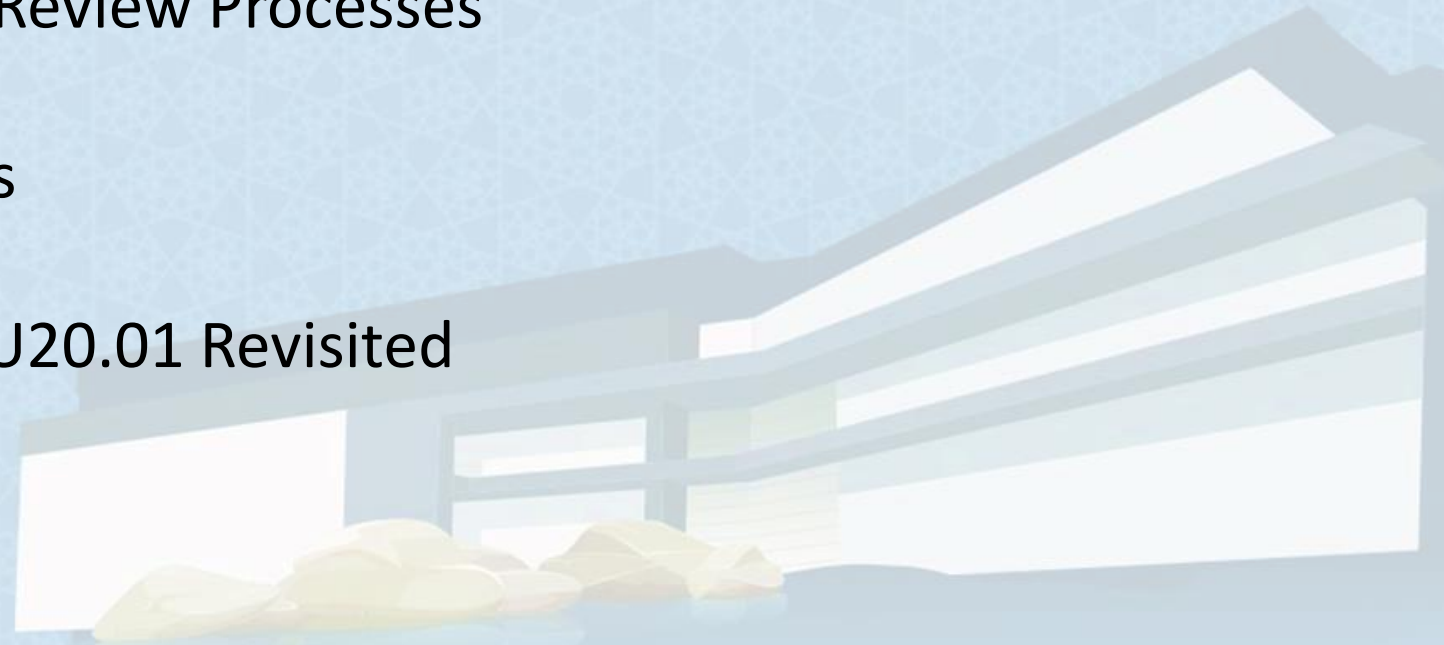# Program Review Committee

August 28, 2020

9:00am -11:00am

Program Review Agenda

- Welcome and Introductions
- Committee Charge and Membership
- Academic Senate Resolution SU20.01
- Program Review and Accreditation
- Overview of Campus Program Review Processes
- Quality Focus Essay
- Program Review Survey Results
- Needs Assessment 2020
- Academic Senate Resolution SU20.01 Revisited
- Academic Senate By-Laws
- Program Review Calendar

AP 2510 Collegial Consultation
Program Review Committee Charge:

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program Review is conducted by authorization of the SBVC Academic Senate.
 The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting 264 departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

AP 2510 Collegial Consultation
Program Review Committee Membership:

Membership is comprised of at least 3 Vice Presidents or their designees, as appointed by the President, 10% faculty representation by Division, at least 3 classified staff members as appointed by Classified Senate/CSEA, and one student.

(College Council approved revisions to charge on 3/12/14), (College Council approved revisions on 12/11/13)

Academic Senate: Resolution SU20.01 Infusion of Anti-Racism/No-Hate Education

8.19.202 Meeting Senate "Move that the committee chairs will meet with their own committees and put anti-racism on their own agendas first. Then, Professional Development will support them in their conversations on anti-racism and move forward.

Resolved, That the SBVC Academic Senate will actively infuse the anti-racism/no-hate education by:

• Integrating an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically,

• Identifying how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups and how these limitations have challenged and continue to challenge our society,

• Encouraging all members of the educational community to regularly examine assumptions and prejudices, including but not limited to racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees,

• Coordinating with organizations and concerned agencies which promote the contributions, heritage, culture, history, and health and care needs of diverse population groups, and

• Promoting a safe and inclusive environment for all;

Academic Senate: Resolution SU20.01 Infusion of Anti-Racism/No-Hate Education

8.19.202 Meeting Senate "Move that the committee chairs will meet with their own committees and put anti-racism on their own agendas first. Then, Professional Development will support them in their conversations on anti-racism and move forward.

Resolved, professional development opportunities promoting anti-racist practices - specifically addressing anti-blackness - will continue to be offered to faculty, staff, and the campus community;

Resolved, the SBVC Academic Senate will provide a framework and a plan, partnered with the campus and the District, to take action on the infusion of antiracism/no-hate education; and

Resolved, the SBVC Academic Senate recommends that the District continues to actively recruit, hire and promote positive and diverse role models on our campus and in our educational community.

Accreditation

I.B.5. The institution **assesses** accomplishment of its **mission** through **Program Review** and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative **data are disaggregated** for analysis by program type and mode of delivery.

Program Review - Program Efficacy

- Tied to Mission
- Establishes and Evaluates Goals
- Analysis and Evaluation of Student Success & Retention
- Analysis and Evaluation of Learning Outcomes - including disaggregation
- Patterns of Service – Online, F2F
- Linked to Strategic Plan

- Success & Retention Data
- FTEs Data
- FTFE Data
- Demographic Data
- WSCH/FTFE (efficiency)
- Learning Outcomes
- Online Enrollment
- Facilities
- Professional Development
- Communication

Accreditation

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates Program Review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Program Review – Needs Assessment
- Requests for Personnel, Equipment, Budget Augmentation, Technology and Facilities
- Tied to Mission – Linked to Program Efficacy and Educational Master Plan (EMP) Sheets
- Prioritization of Resource Requests

Short-and-Long Range Planning
- Program Efficacy
- EMP Sheets
- Educational Master Plan
- Facilities Master Plan
- Strategic Plan
- Campus Technology Strategic Plan
- Professional Development Plan
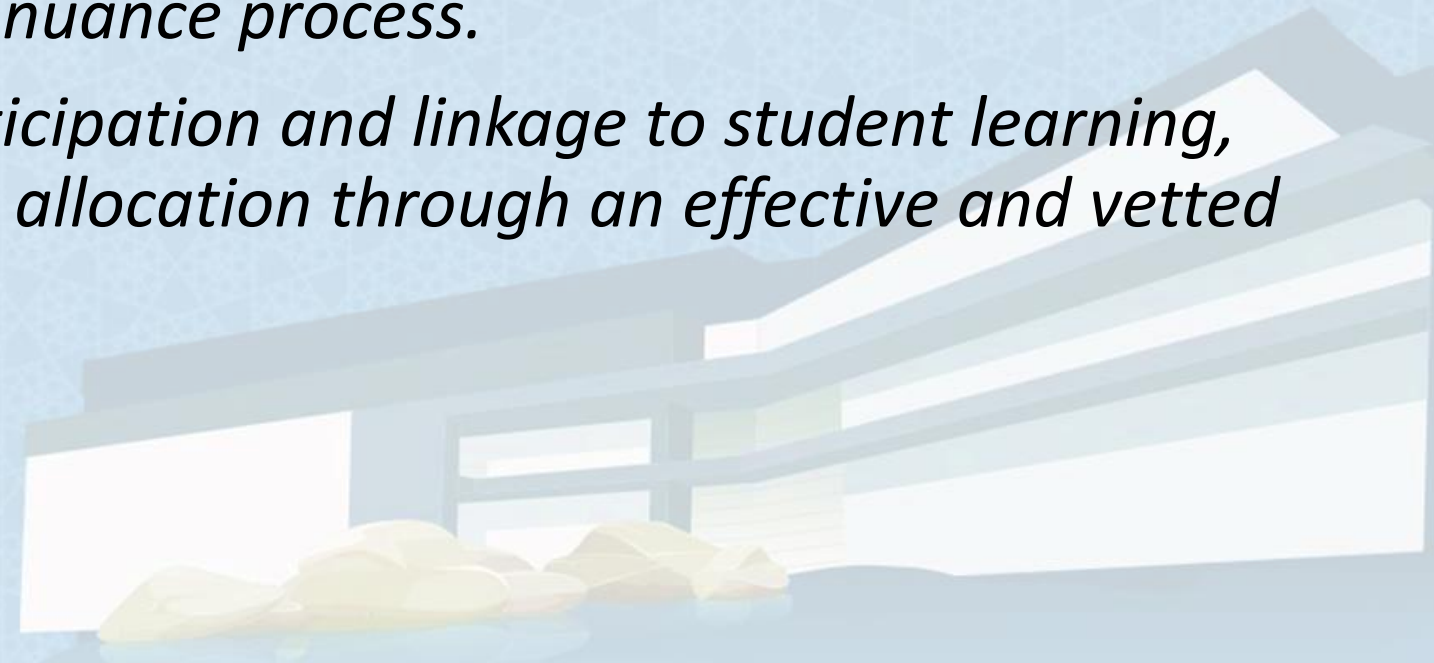
Program Review Processes

Needs Assessment
- Conducted in Fall
- Faculty, Classified Professionals, Budget, Equipment, Technology, and Facilities Requests
- Requests accompanied by an undated EMP Sheet
- Only departments in good standing with the committee may participate
- Requests prioritized by Divisions, Committee and sent to College Council
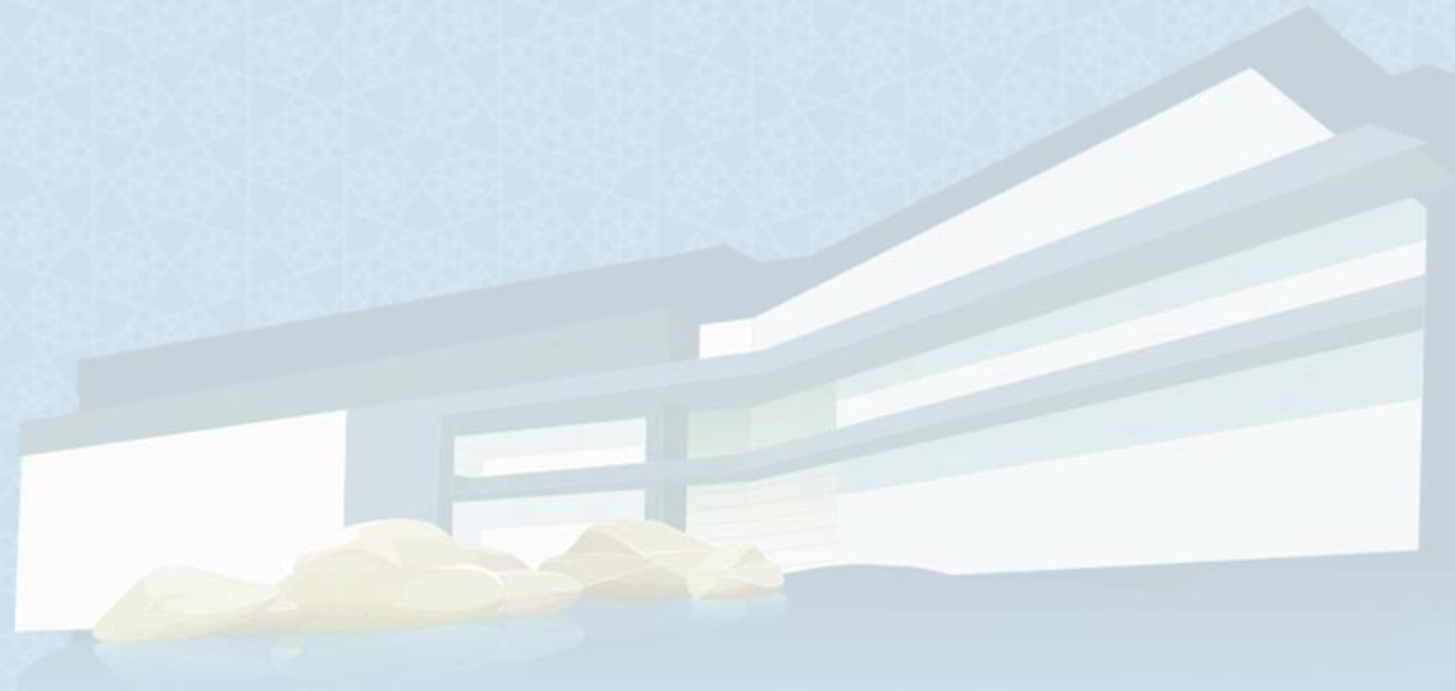
Program Efficacy
- Conducted in Spring
- All programs complete once every four years
- CTE programs have 2 year mini-review
- Tied to Mission
- Contains all Accreditation elements from Standard I.B.5

# Accreditation: Quality Focus Essay

Action Project 2: Evaluate Program Review processes to ensure Integration in planning and prioritization across the College.

- *Goal 1. Conduct an in-depth evaluation of the current Program Review process.*

- *Goal 2. Review process module for the creation of new programs.*

- *Goal 3. Review program discontinuance process.*

- *Goal 4. Ensure college-wide participation and linkage to student learning, strategic planning, and resource allocation through an effective and vetted process.*
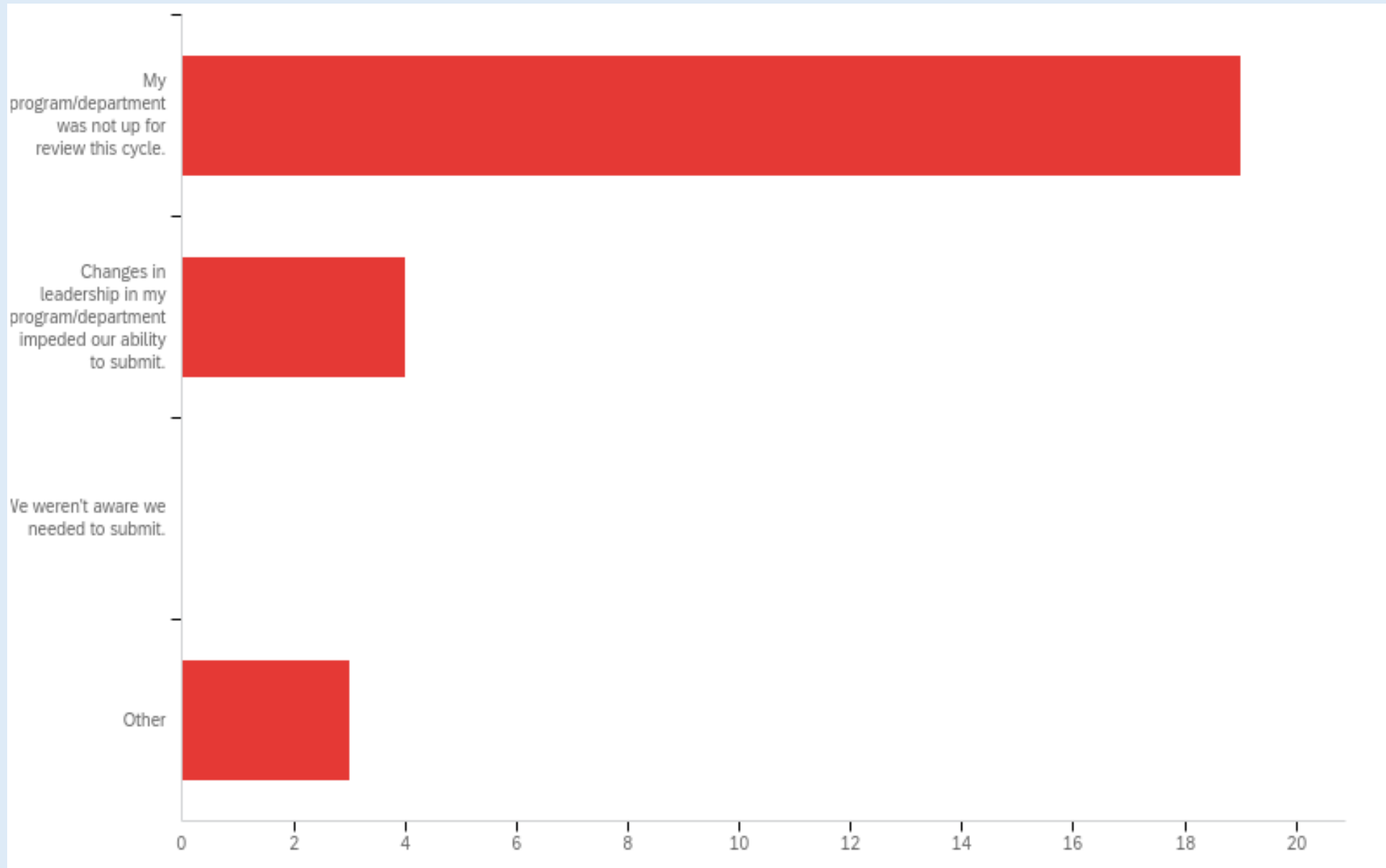
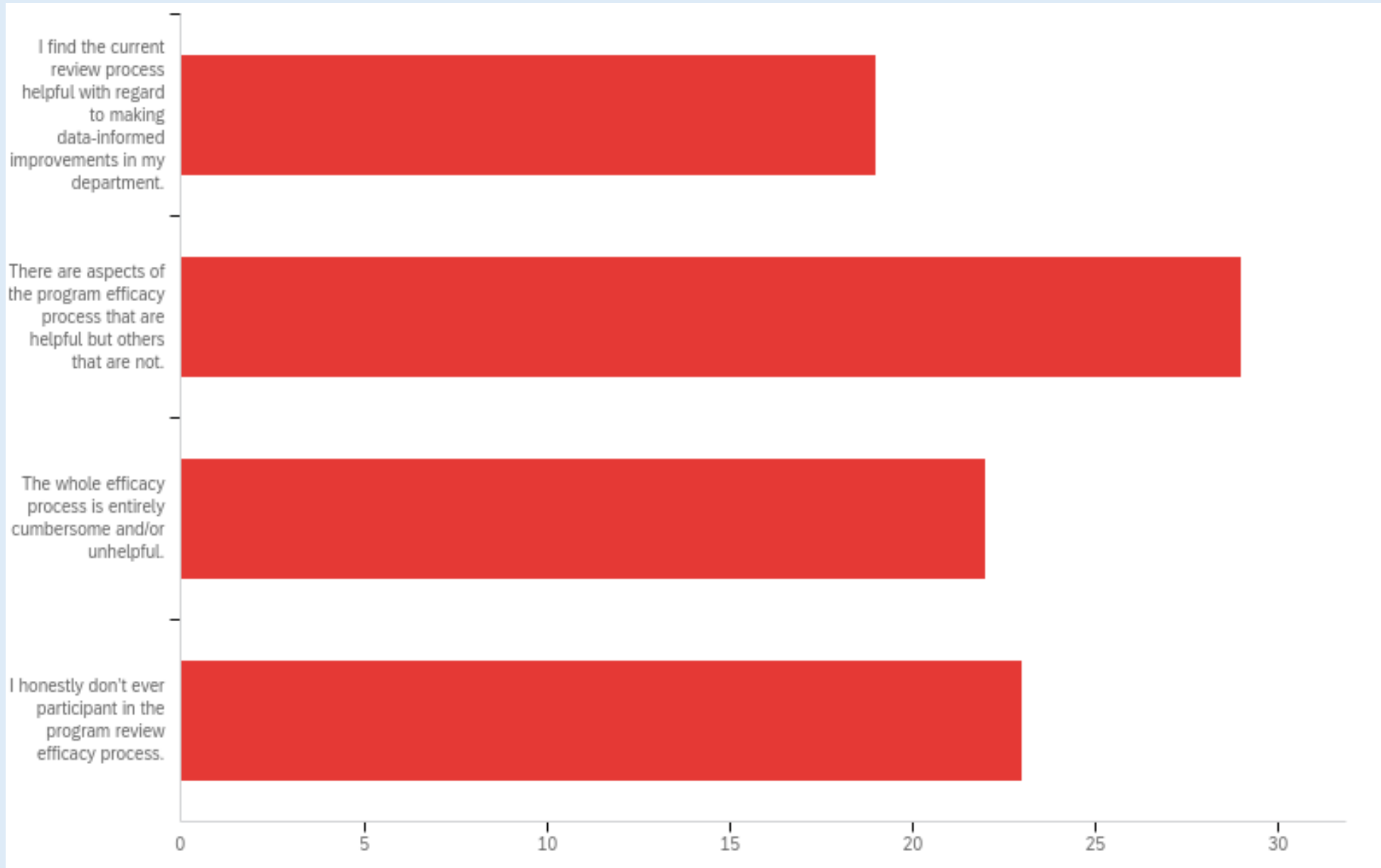# Program Review Survey: Quantitative Results Overview

Did your program or department submit for program efficacy this past spring?
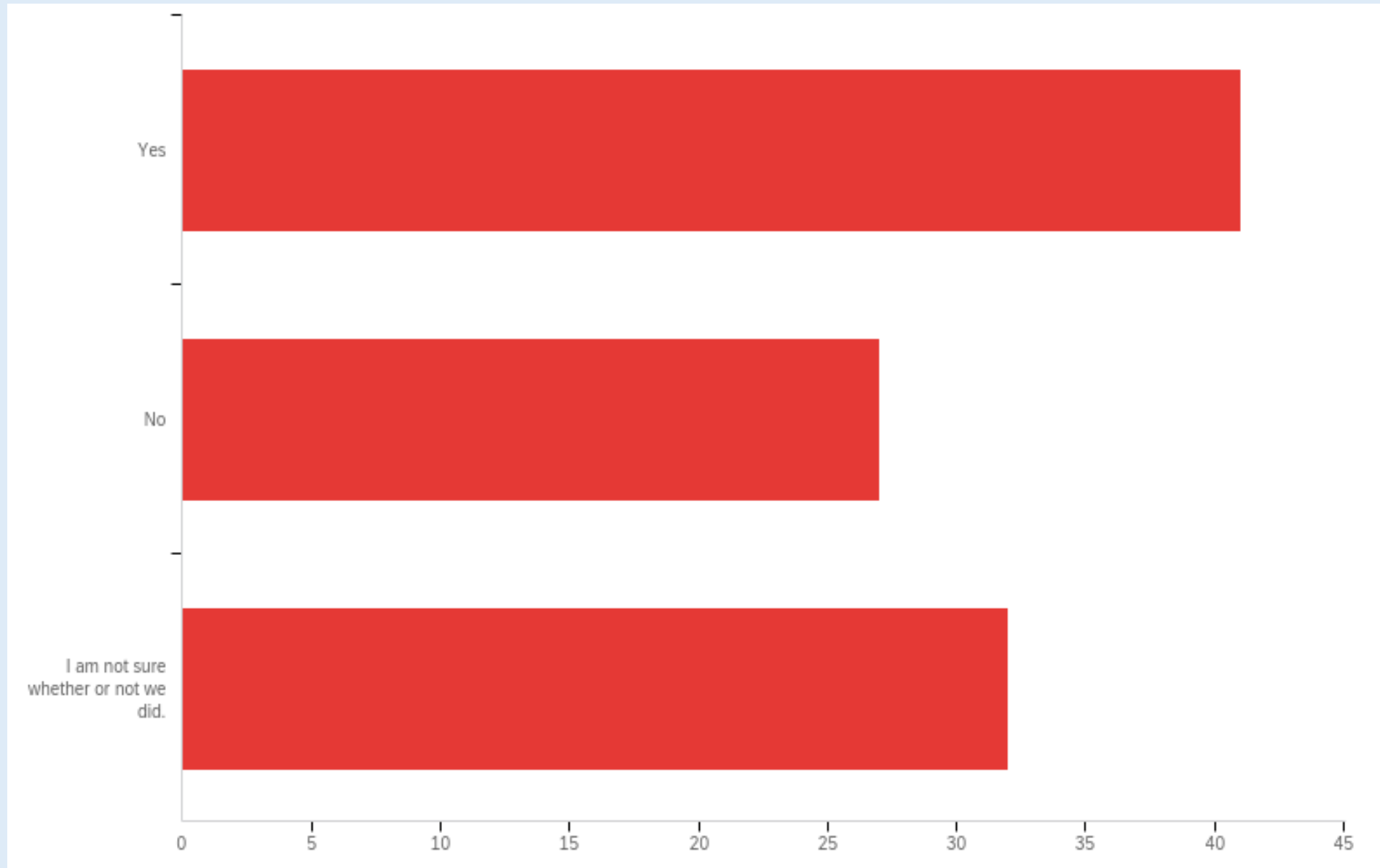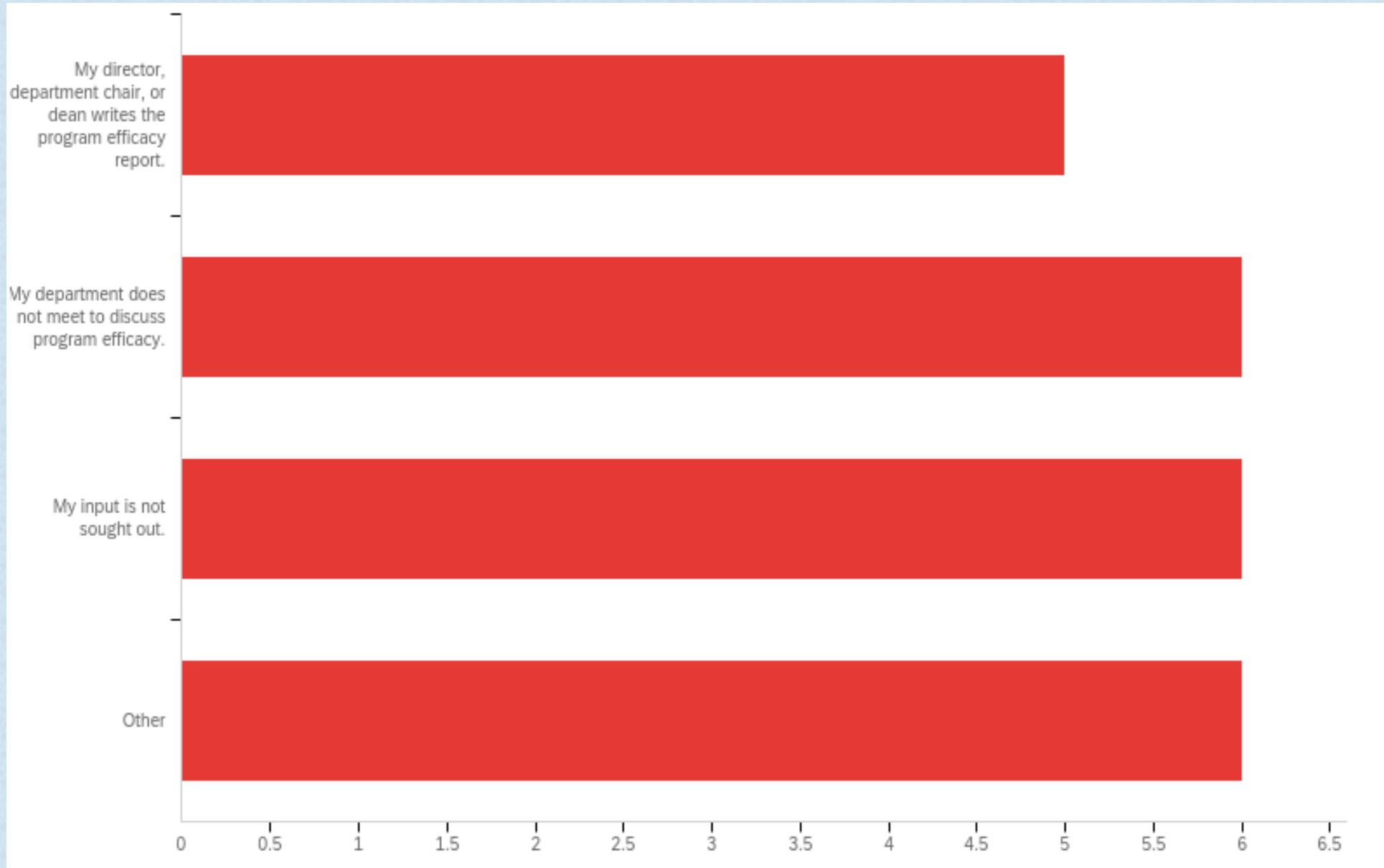
# Please let us know why your program/department did not submit for program efficacy.

Which statement most accurately describes your thoughts on the current program review efficacy process?

Could you please let us know why you don't participate in the program review efficacy process? (Check all that apply.)

Which statement most accurately describes your thoughts on the current program review forms?
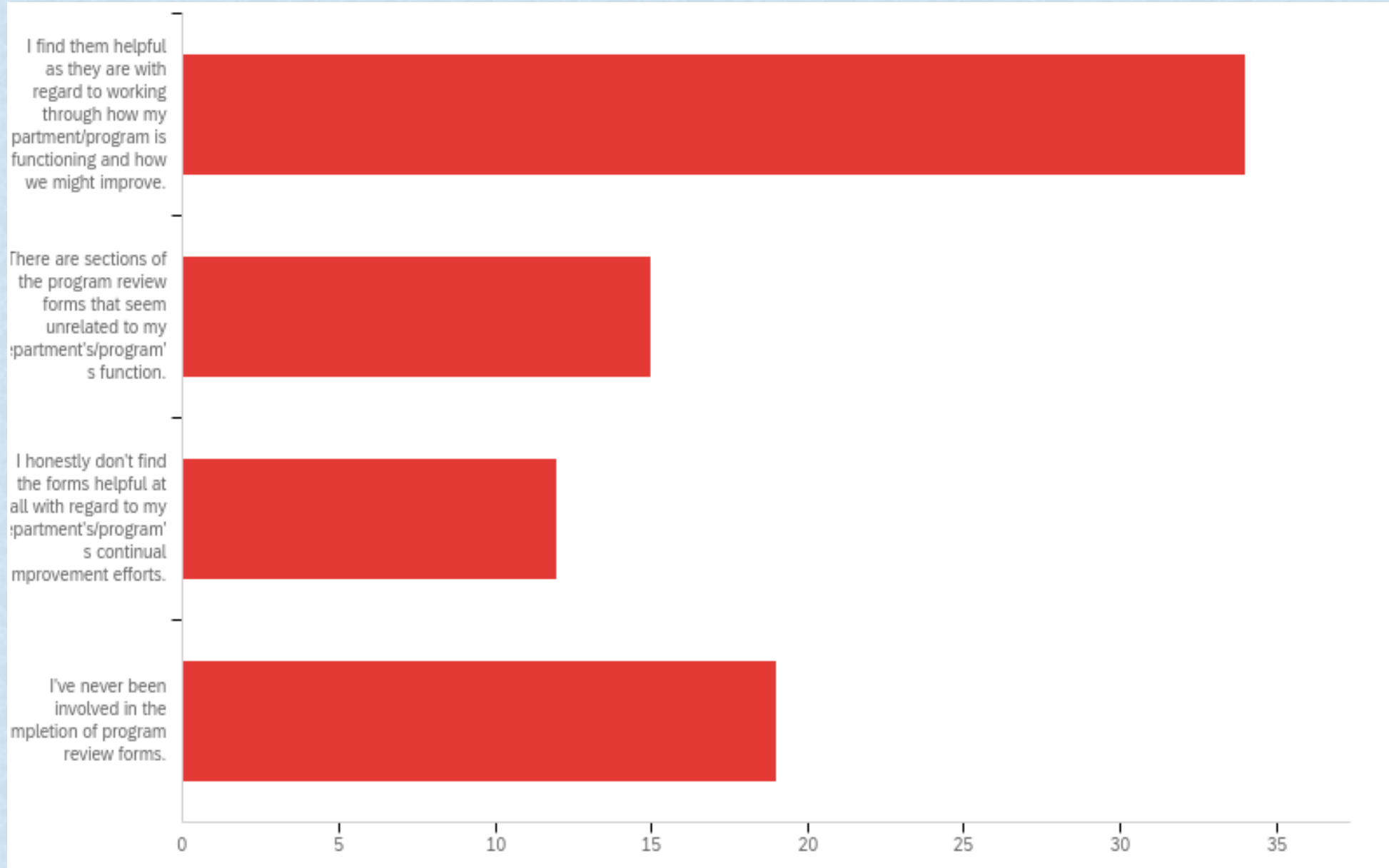
Which sections do you find unrelated to your department or your department's continual improvement efforts? (Check all that apply.)

| Answer	%	Count
EMP Sheet	4.26%	2
Demographics	6.38%	3
Pattern of Service	8.51%	4
Data/Analysis Demonstrating Achievement	4.26%	2
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	10.64%	5
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	8.51%	4
Communication	2.13%	1
Culture & Climate	6.38%	3
Professional Development	4.26%	2
Mission/Statement of Purpose	4.26%	2
Productivity	8.51%	4
Relevance, Currency, Articulation of Curriculum	17.02%	8

Which sections do you find unrelated to your department or your department's continual improvement efforts? (Check all that apply.)

| Answer	%	Count
Challenges	2.13%	1
Facilities	12.77%	6
Total	100%	47

Please rank the following criteria used by the Program Review Committee in consideration of needs assessment requests, with 1 being the most important criterion in your opinion and 10 being the least.

| Overall Rank	Criteria
1	Job market/industry demands
2	Number of full-time equivalent students (FTES) in the program
3	Number of full-time equivalent faculty (FTEF) required by the program
4	Number of degrees and certificates awarded by the program
5	Program's promotion of equity and access
6	Currency of curriculum and outcomes
7	Relation to the campus mission
8	Program efficiency as determined by WSCH/FTEF
9	Cost of program upkeep/needs request
10	Current efficacy status (i.e., continuation, conditional)

# Which statement most accurately describes your thoughts on needs assessment?
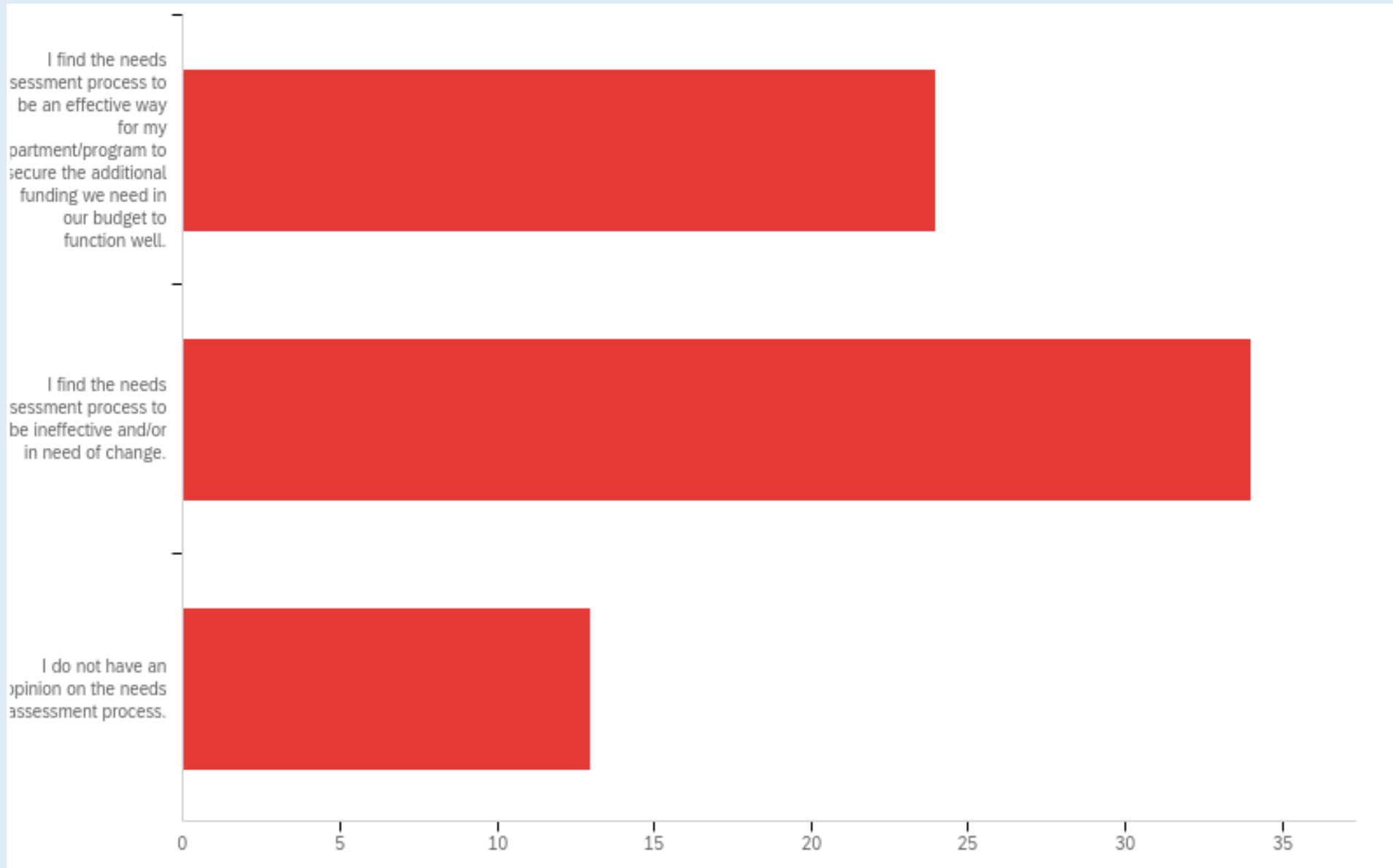
Please let us know why you find needs assessment ineffective or in need of change. (Check all that apply.)
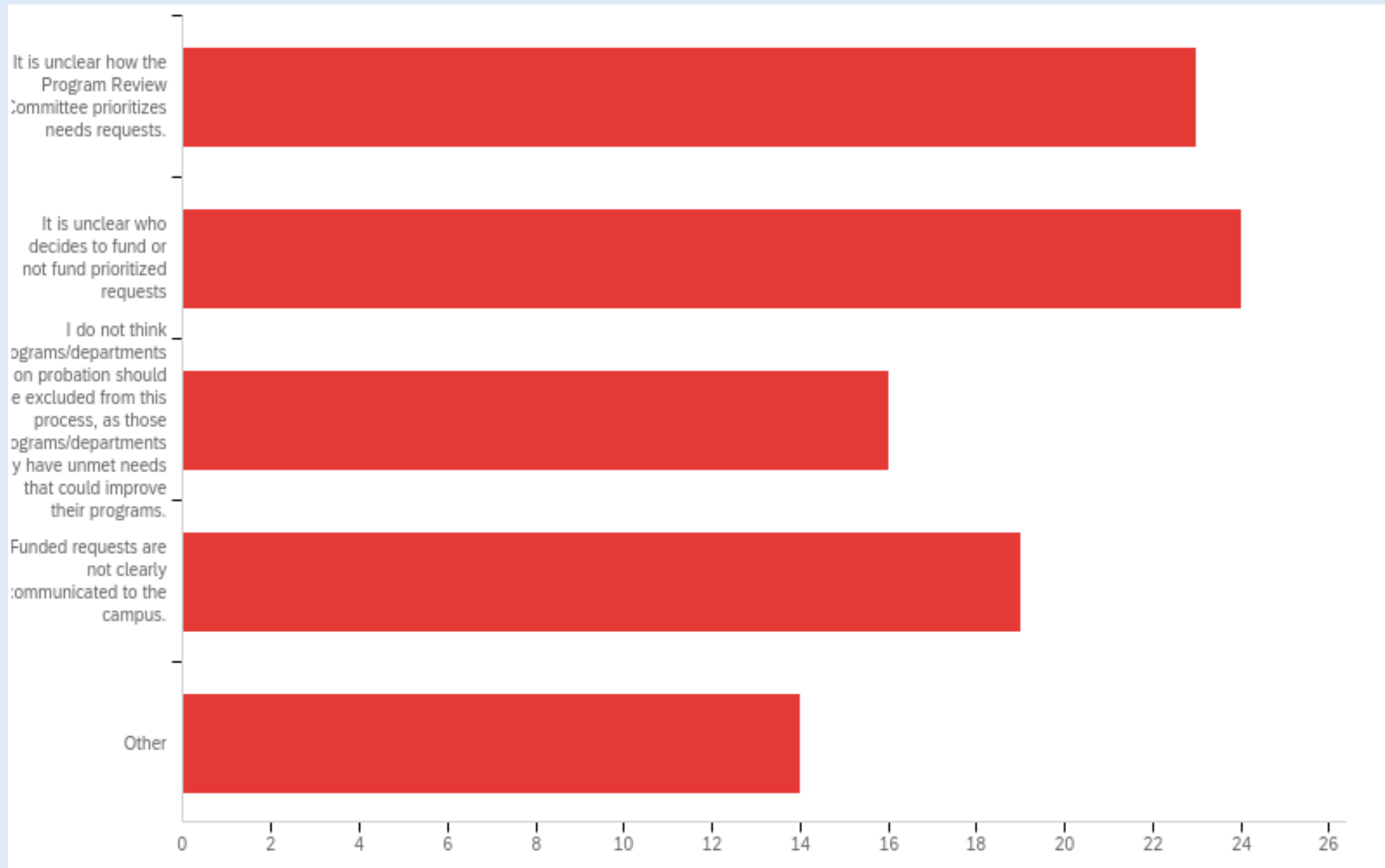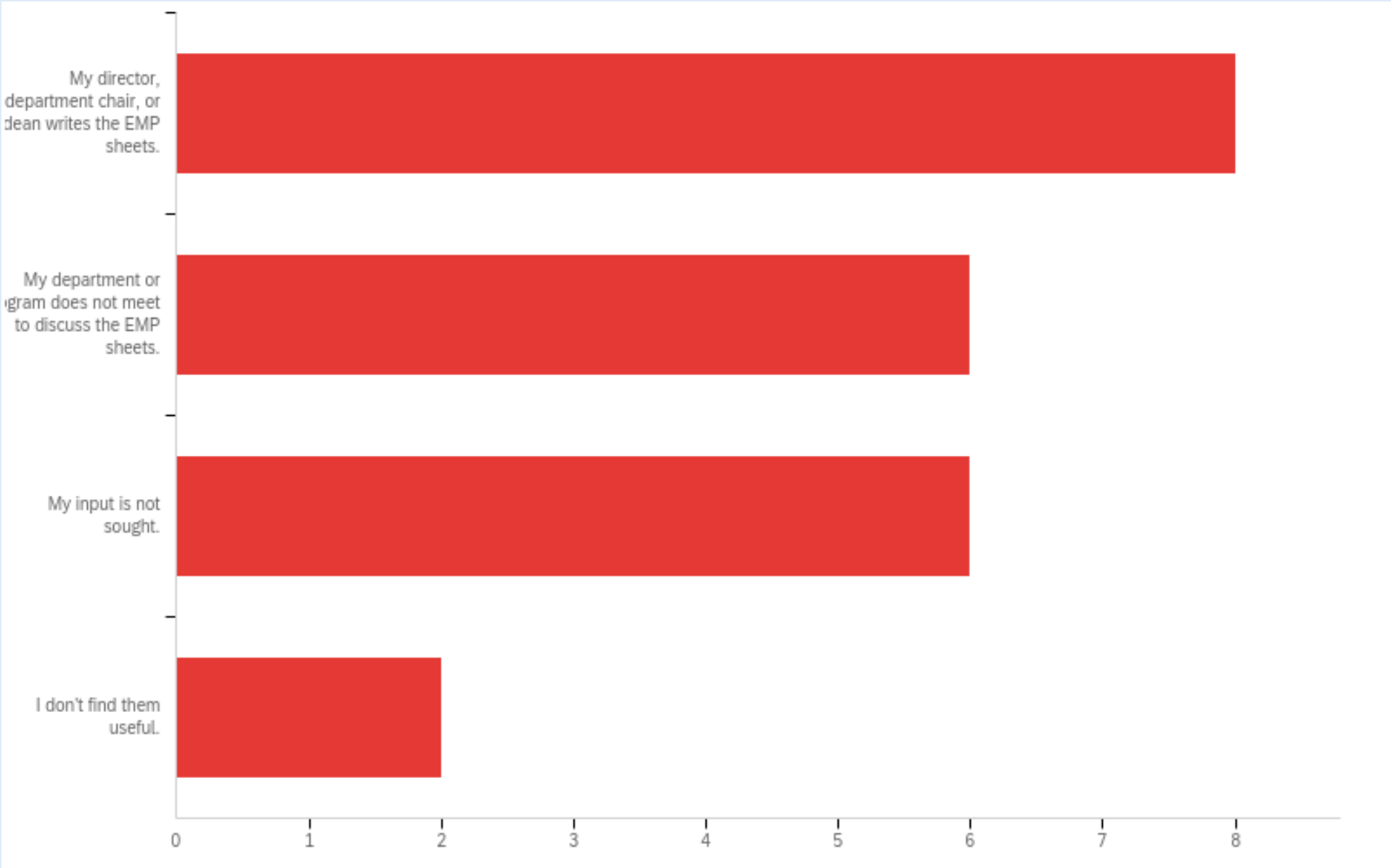
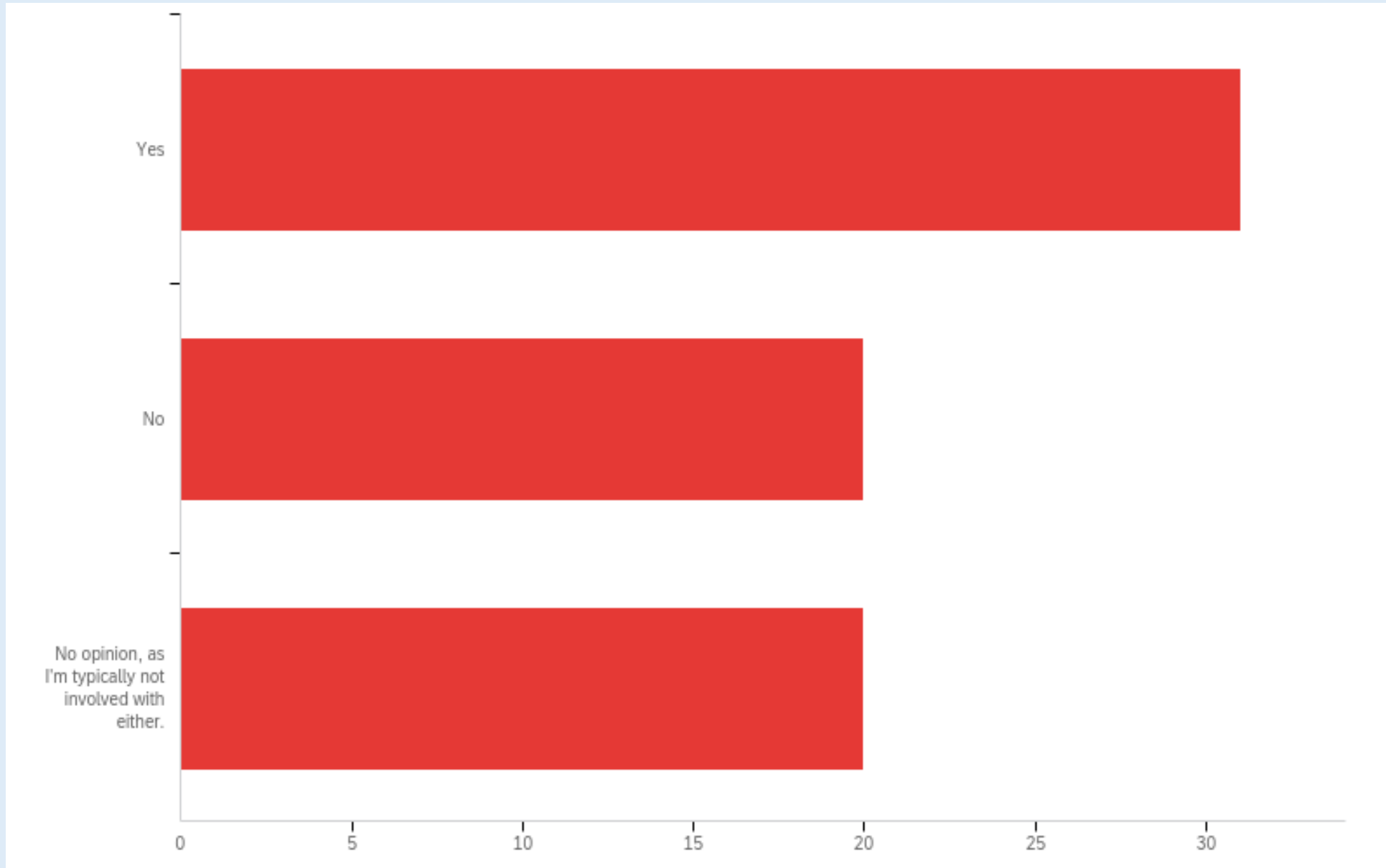# Please let us know the top contributor to your lack of opinion with regard to needs assessment.
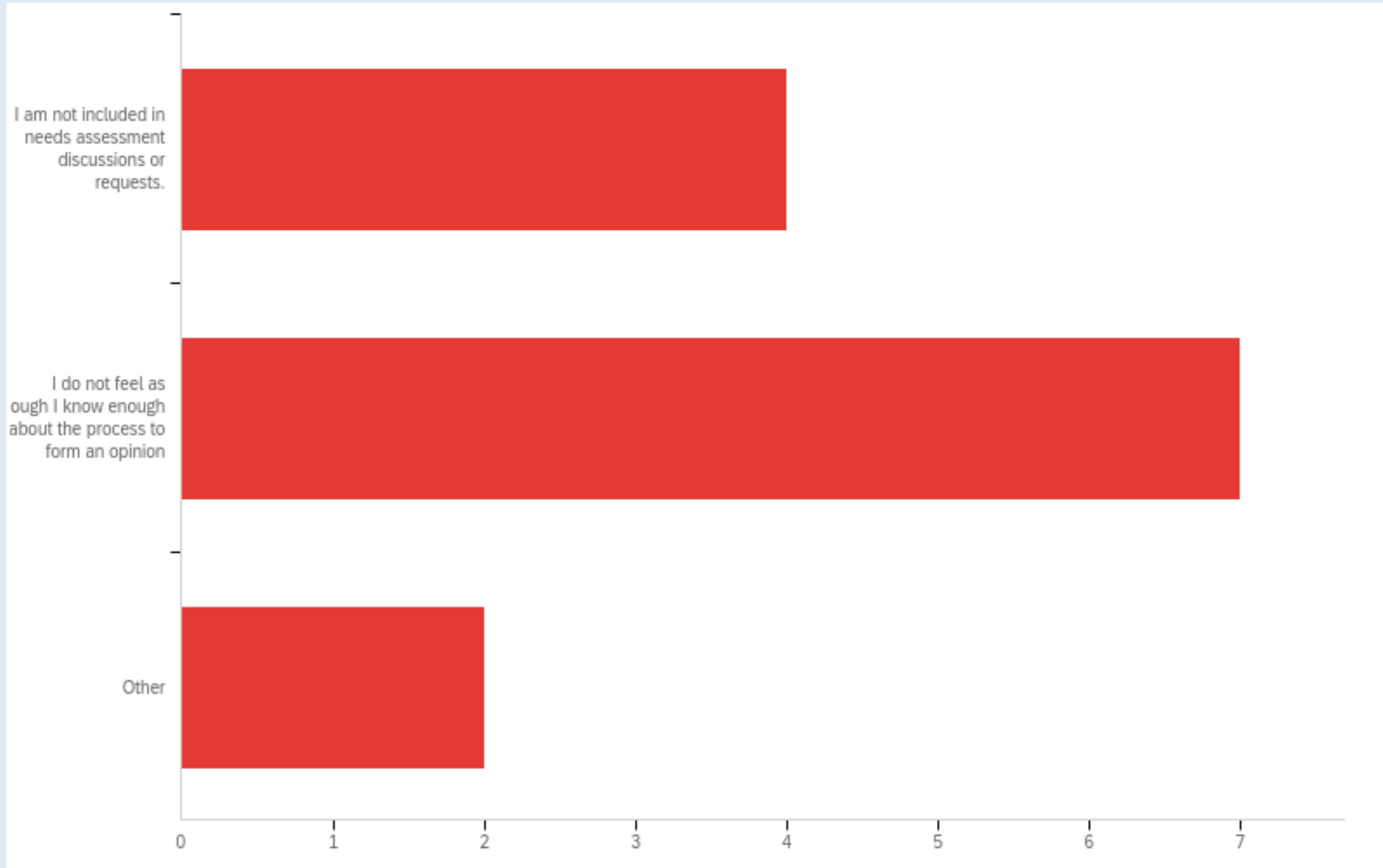
As they are now, do you find the EMP sheets helpful with regard to departmental growth or improvement?
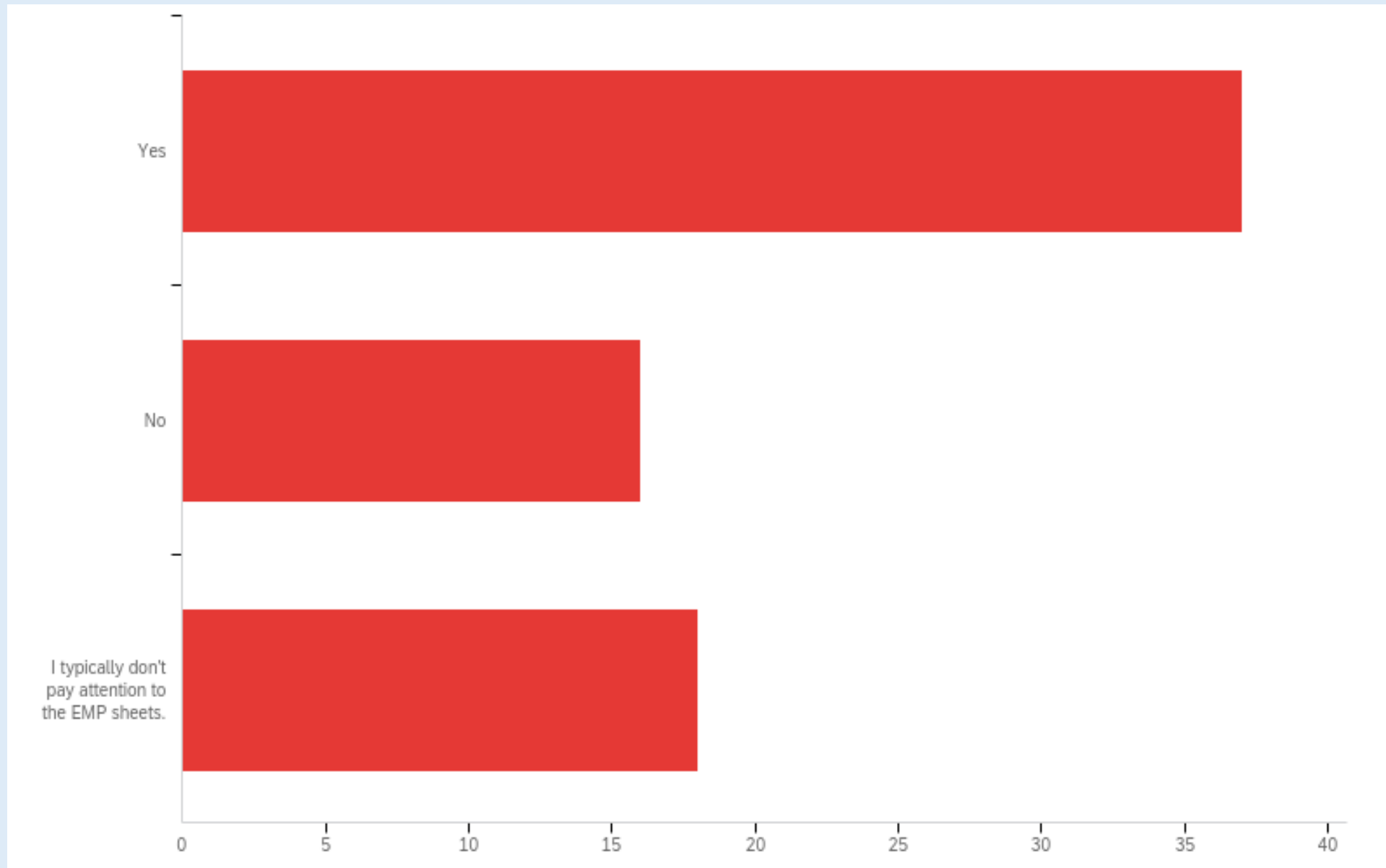
Please let us know why you don't pay attention to the EMP sheets. (Check all that apply.)

Do you feel as though the EMP sheets and program efficacy reports duplicate efforts?

How might campus provide better support for the program review process? (Check all that apply.)

Answer	%	Count
Working sessions and professional development regarding the writing of student learning outcomes (SLOs) and/or program learning outcomes (PLOs)	11.50%	36
Working sessions and professional development regarding the mapping of SLOs to PLOs (and ILOs)	11.82%	37
Working sessions and professional development regarding the use of data to make informed program/departmental improvements	12.78%	40
Provide examples of exemplar efficacy reports so as to better communicate expectations	15.65%	49
Other	4.15%	13
Working session and professional development regarding the disaggregation of SLOs	11.50%	36
Working sessions and professional development regarding the assessment the SLOs and PLOs	10.54%	33

How might campus provide better support for the program review process? (Check all that apply.)

Answer	%	Count
Working sessions and professional development regarding the overall outcomes process	11.50%	36
Working sessions and professional development regarding evaluation	10.54%	33
Total	100%	313

Program Review Survey: Initial Themes

Needs Assessment

- Program should clearly demonstrate "need"
- How much funding is available?
- Prioritization is not equitable
  - Small Departments can't compete
  - Evaluation Criteria is vague
  - Voting is subjective
  - Separate lists for instruction, student services & administrative services

Needs Assessment

- Campus need overwhelms the process
- Helpful for one-time funding
- Process stops at College Council
  - Lack of follow through
  - Prioritization lists ignored
  - Unclear what gets funded
  - No rationale for not being funded
- Non-compliant programs still get funded

Program Review Survey: Initial Themes

Data

- Difficult to obtain relevant data in a timely manner

- Accuracy of Data

- More data than what is on EMP

- Workshops on understanding and interpretation of data

- College and Statewide Data for comparison purposes

- Include data from summer session

Program Efficacy & Forms

- Lengthy and cumbersome

- Streamline and eliminate duplication

- Encourages continuous quality improvement and evaluation

- Forms can be sequenced to guide continuous quality improvement

- No true consequences or action

- "One size fits all" doesn't fit

- Program Review should guide and inform decisions made by administration

Needs Assessment 2020

- Review/Revise based on survey feedback and run Needs Assessment in Spring?

- Should Needs Assessment be tied to Equity?

- Should Needs Assessment have a Rubric?

- Should management positions go through Needs Assessment?

- Should all programs be allowed to submit Needs Assessment regardless of Program Efficacy Status?

- What about areas that don't do program efficacy? Honors Program? Committee Needs?

- Closing the Loop on Funding

Academic Senate Resolution SU20.0

- Ground Rules
  - This conversation may be uncomfortable and that's okay.
  - Practice forgiveness
- How can we incorporate anti-racism/anti-hate into Needs Assessment in FA2020?
  - Discussion
  - Challenges?
  - Benefits?
- How can we incorporate anti-racism/anti-hate into the QFE Evaluation of Program Review?
  - Discussion
  - Challenges?
  - Benefits?

Academic Senate By-Law Changes

The position of Program Review Faculty Chair carries no less than .58 reassigned time per semester, as determined by the Academic Senate, for a term of three years. *The Program Review Faculty Chair shall not serve more than two consecutive terms but may return to stand for re-election after at least one term out of the chair position*. The process for electing the faculty chair of the Program Review Committee shall be as follows:

1. An announcement stating a vacancy in the position of the Program Review Faculty Chair will be distributed to all faculty at the beginning of the spring semester (January);
2. A memo from interested faculty detailing their qualifications shall be submitted to the Chair of the Elections Committee no later than March 1;
3. The candidates will be asked to attend the next Senate meeting following the submission deadline to present their qualifications and answer any questions;
4. A vote will be taken following the presentations to select the new chair. (10.03.19)

September 4, 2020 Meeting

- Anti-Racism/Anti-Hate
  - Breakout Rooms
  - Report Out
  - Identify Themes
  - Select Theme(s)

- Finalize Needs Assessment
- More Program Review Survey Results