

Cosumnes River College

Program Overview and Forecast The Program Review Process

Guidelines for Report Preparation

Background

The Program Overview and Forecast (PrOF) model has been designed by the College Planning Committee as the program review process for Cosumnes River College. It is an essential component of our institutional planning and development process and is integral to accreditation. PrOF has been designed to allow faculty and staff to examine their programs in relation to the College's Mission and Goals as expressed by the Strategic Plan, Cultural Competence and Equity Plan, and the College-Wide Student Learning Outcomes. It has also been designed to integrate Program Student Learning Outcomes into the program review process to ensure that the College is in compliance with accreditation standards. The Program Overview and Forecast model supports our systematic planning and decision-making processes to lead to high quality programs and services for our students.

Purposes of Program Overview and Forecast (PrOF)

1. To provide a mechanism for the on-going review and renewal of programs that:
 - Improve the quality of instruction and services. This includes both classroom instruction and services to students outside of the classroom.
 - Update programs and services
 - Assess program performance
 - Assist programs to identify needed improvements and enhancements
2. To guide the College's planning and decision-making processes that:
 - Inform resource allocation decisions
 - Provide data and information to assess planning effectiveness
3. To ensure the alignment of the College's mission, goals, and priorities to the practices and priorities of its programs and services.
4. To meet accountability and reporting mandates and document a systemic and systematic planning and resource allocation process.

PrOF Assumptions:

1. Program Review is an ongoing process directed to program and institutional improvement.
2. Program Review is a process designed to support discussions within programs and across constituencies with a focus on improving the program.

3. Program Review is not an end unto itself. It is a major input to the colleges planning and improvement processes and to the allocation of resources. It enhances both the program's and the college's accountability.
4. Program Review uses data as an essential part of the review and decision-making process.
5. Program Review is used to identify initiatives to improve quality.
6. Program Review is adaptive, respectful, reflective, and evolving.

PrOF is not used for justifications or rationales for program reductions or elimination. Program elimination is governed by the product of the Program Discontinuance process.

Guidelines for the completion of the various sections of the PrOF form.

I. **Program Identification**: This is a key section of PrOF. The intent is for programs to functionally identify themselves. Therefore Program reflects the role and function of a particular set of courses or activities. It does not necessarily reflect a particular catalog description of a program or award or a delineation of courses. Some programs may be combinations of disciplines whereas other disciplines may be delineated into several programs for the purposes of PrOF. Programs may be classroom instruction or services to students. This process is intended for both Instructional and Student Services programs.

II. **Strategic Planning**: There are two major sections to the Strategic Planning section of this report.

- Section 1 addresses the college's **Strategic Plan**. The intent is for programs to address how they contribute to or address the strategic goals of the college. Programs should identify a composite response to the major goals of the strategic plan rather than responding to specific goals. **Form 1** is used to develop this response.
- Section 2 addresses the college's **Cultural Competence and Equity Plan**. Various aspects of this plan are applicable to different programs. Programs are asked to identify the components of the CC&E plan that are relevant to their program , assess their program in relation to these components, and identify any planning implications based on this assessment. **Form 2** is available for this response.

III. **College-Wide Student Learning Outcomes**

The College-Wide Student Learning Outcomes are identified in **Form 3**. When these forms were developed, it was intended that they would serve the college through several review cycles. Therefore form 3 identifies an Assessment, an Analysis, and the development of Planning Implications. **At this point, it is expected that the Assessment will only reflect an initial assessment of the program in relation to the college-wide SLO's. It is expected that there will be no analysis for this cycle.** However programs may wish to identify some planning implications based on their initial assessments.

IV. **Program Student Learning Outcomes**

It is expected that programs are only just now developing Program SLO's. **As was the case for the college-wide SLO's, it is expected that for this initial cycle, programs will have only developed a few of their Program SLO's, although some programs are further along than others.** Program SLO's have always been considered an iterative process. The expectation is that assessments, the status of those assessments, and the response plans will be accomplished in the next few years. Therefore, much of [Form 4](#) will be blank for this initial cycle. However, it is also expected that there will be a significant amount of analysis for the next cycle.

V. **Data Review and Analysis**

[Form 6](#) has been designed to assist programs with their data accumulation and analysis. Programs must use data as a key element for their review. However not all data elements are available or applicable for all programs. Some programs, such as those that provide services to students such as Counseling, Library, and some specialized categorical programs like DSPS and EOPS, will not have traditional measures available such as enrollment or productivity. However they do have unique program data available that can be used instead of the measures identified. Programs may also have data available that is not reflected in the form. This additional data should be identified and analyzed. Programs should identify relevant and available data elements, identify trends and anomalies in those data, and identify the implications that those trends and anomalies present. This data review is similar to the review that was required in the last program review cycle.

There is also a section in form 6 so that programs can identify data that they would have liked to have had but was not accessible or available. Programs should identify that data so that the college can make it available for future reviews.

VI. **Curriculum Review Report**

[Form 7](#) and [Form 8](#) are used to identify the status of a program relative to Course SLO's and align courses to the Program SLO's. **As was the case with the College-wide SLO's, it is expected that most progress of these two aspects of the review will be preliminary and tentative at this time.** However, there is also an expectation that significant progress will be demonstrated in the next review.

VII. **[Program Delivery](#) and Support Services Review**

This section of the report was developed to give programs an opportunity to address issues related to the delivery of a program and the support systems that contribute to student success. Included in this section are opportunities to address delivery options (including issues related to distance education) and support services. The response system has been set up to identify the issue, identify strengths and weaknesses, and identify implications that will impact future plans.

VIII. **Program [Strengths](#) and Challenges**

There are three components to this section of the review. Section a is used to reflect on accomplishments since the last review. Section b can be used to address any significant changes since the last review (facilities, program, staffing, etc). Section c identifies planning implications for these issues.

IX. Planning Agenda

Section IX of the report contains the Planning component of PrOF. It is designed so that programs will be able to identify both the short term and long term plans that have resulted from their review and the various planning implications contained in that review. **Since a number of the prior sections of the review are based on very preliminary data, it is expected that some of the planning elements included in the near and long term forecasting sections of the report may not have substantial content at this point.** However as was identified earlier, there should be substantial content in this section of the report in the next cycle.

a. **Near Term Forecasting and Planning**

The near-term forecast and planning section has sections available for programs to identify plans that have developed as a result of the planning implications in the following sections:

- Strategic Plan
- Program SLO
- Equity (CC&E)
- Curriculum
- Internal program adjustments
- Delivery Options
- Cooperative programs
- Short term staffing plans
- Short term budget plans (Current budget cycle)
- Other needs.

b. Long Term Resource Planning

The long term planning section of the report is intended to assist the college and the program in their long-term strategic planning. These include:

Long-term budget issues (beyond the current budget cycle)

- Long Term Staffing based on program changes and expansion
- Long Term facilities needs
- Other needs.

Although there are no specific long term requirements, this section of the report does provide an opportunity for the program to identify anticipated needs that the college needs to consider in its long-term planning (beyond five years).

Milestones

A program review milestones schedule is included for planning purposes. Programs should use this schedule to ensure that they are able to move through the review process in a timely manner to provide stability to the work demands of programs. However, programs will be asked to identify their programs by the end of February so that the College Planning Committee is able to get a perspective on how programs are being structured for review.

**Preliminary Program Identification:
February 24 to the College Planning Committee.**

Program Review Report
Program Overview and Forecast (PROF)

Progress Milestones

Date	Program Review Component	Form (If applicable_
February 10	Program Identification (I)	Preliminary Program Identification to be submitted to College Planning Committee by February 24, 2005
February 24	Strategic Planning (II)	Form 1 (Strategic Plan Assessment and Planning Priorities) Form 2 (Cultural Competence and Equity Plan Assessment and Planning Implications)
February 24	College-Wide Student Learning Outcomes (III)	Form 3 (College-wide Student Learning Outcomes)
March 31	Program Student Learning Outcomes(IV)	Form 4 (Program SLO Matrix) Form 5 (Program SLO Alignment Matrix)
March 31	Data Review and Analysis (V)	Form 6 (Data Review and Analysis)
March 31	Curriculum Review Report (VI)	Form 7 (Curriculum Review Matrix)
April 21	Program Delivery and Support Services Review (VII)	
April 28	Program Strengths and Challenges (VIII)	
May 12	Planning Agenda and Action Plan (IX)	
May 19	PrOF Final Report Due	