

MEMORANDUM

To: Department Chairs and Management staff

From: College Planning Committee, Norv Wellsfry Chair

Subj: Clarifications regarding Program Review:

Several questions were raised during the PrOF Training sessions and in a review of PrOF with the Managers Council. The following information may be useful in your preparation of the PrOF for your programs.

The Milestones that were attached to the Guidelines document represents guideposts to the completion of the PrOF. They are not requirements of the Planning Committee. They were included at the request of the Senate to provide guidance to programs as to the sequence and timing of the various aspects of PrOF. The only submission requirements for PrOF is to advise the Planning Committee by February 24 as to the composition of “Programs” and the final submission of the PrOF document at the end of the Spring semester.

In all cases, *the most valuable part of the PrOF is section IX, the development of planning agendas*. These planning agendas will be used to develop the unit plans which will be used for resource allocation requests. They will also support the revision to the College’s strategic plan and other planning processes. The various sections of the PrOF process have been designed to help programs identify their strengths and challenges, to identify the planning implications that result from this identification, and to assist them in developing their plans.

The first three sections of the report, unit responses to the College’s Strategic Plan (Form 1), the College’s Cultural Competence and Equity Plan (Form 2), and the College-wide Student Learning Outcomes (Form 3) have seemed to cause significant concern. The college’s programs are its most fundamental organizational unit. The measurement of a program’s contribution to the assessment and accomplishment of these College-wide goals is a critical source of information in the College’s overall measurement of its success in meeting these identified outcomes. The assessment of the College-wide SLO’s is a college-wide responsibility. However, the basic source of this assessment is program level data. The responses that programs provide will assist the College in its effort to assess and analyze these plans and goals.

Program responses to these sections of the program review should come from the perspective of informing the College of the status of these plans, goals, and outcomes. Since the goals and outcomes of the College are addressed at their most basic level through programs, it is appropriate that programs should provide this basic source of data.

Strategic Plan:

As was noted in the training sessions, the program responses to the Strategic Plan Goals are at a comprehensive level. Programs should identify which goals they are able to address and provide information as to how they measure their contribution to these goals and supportive evidence that supports this measurement.

Cultural Competence and Equity:

The Cultural Competence and Equity plan was developed to identify the Colleges goals in this crucial arena. As with the strategic plan, programs should identify those goals that are most relevant to them and identify how they will assess their contributions to these goals. Because this plan was just recently adopted, there is not an expectation that there will be any assessment of achievement during this cycle. However it is the College's intent to have assessments for the next cycle. You will note that the assessment and planning implications of this form are shaded and there is not expectation that programs will respond to these sections in this review cycle.

College-wide Student Learning Outcomes:

In the PrOF document, the 5 major learning expectations have been listed as the College-Wide Student Learning Outcomes. This was done to permit the broadest possible responses to these general categories. Following is a new table with the Learning Expectations, the Outcomes associated with these expectations, and a model for potential responses. It is hoped that this will be of value for this section of the report. It should also be re-iterated that programs are not expected to have assessed nor developed planning implications at this point in the cycle. Therefore these sections have been shaded in form 3. It is expected that during the next cycle (in three years), assessments will have been conducted that will lead to an identification of planning implications as the programs develop their response plans based on their assessments. A number of the measures identified below are already included in the College-wide SLO sections of the SLO Handbook (available at: [HYPERLINK "http://research.crc.losrios.edu/CRC%20College-wide%20SLOs.pdf"](http://research.crc.losrios.edu/CRC%20College-wide%20SLOs.pdf) <http://research.crc.losrios.edu/CRC%20College-wide%20SLOs.pdf>). This handbook is a significant resource to assist programs to address these issues.

Other Refinements to the PrOF document:

The form numbering sequence has caused some confusion. Therefore forms 4 and 5 will now be used to address Program Student Learning Outcomes. Form 6 will be used for data. Additionally, the assessment and planning implications sections of form 4 have been shaded. As is the case with the Cultural Competence and Equity Plan and the College-wide SLO's, there is no expectation that assessments and planning will have been accomplished in this program cycle. However, programs should be identifying some or all of their Program SLO's during program review. The assessments and response plans will be implemented over the next three years. Form 5 should be used as a preliminary matrix to identify which courses in a program support the various Program-SLO's.

Data Review: Not all of the data identified in Form 6 (Data Review) are available from the research office. Some of this data is resident in Division Offices. When the decision was made to use a more functional definition of program, it was unknown exactly how programs would cluster. Therefore, the only way to present some of the data was at a more consolidated level. In many cases, the College's data retrieval system is not yet able to provide the course level data that may be desired by some programs. As program identifications become more discrete, further refinements in the data will be developed. In the interim, programs should respond to this data in the most appropriate way possible. In order to do an appropriate overview of a program and to be able to develop some basic planning assumptions, programs should look at as much data as is available to them so that their plans (in section IX of the report) are realistic and based on solid assumptions. Programs should respond comprehensively to the data outlined in this section of the report. Some data elements may not be available. They have been outlined so that programs would have a better sense of the types of data that should be analyzed for this report. This form has also provided space for programs to identify additional data they would like to have available but that may not have been accessible or existent. The most important part of this aspect of the overview is to identify trends and anomalies in the data and to identify the planning implications for those data. For instance, a program that has been experiencing significant growth may be able to identify needs for additional staff and facilities. This same data might also be used to identify needed changes in budget allocations. When the unit plans are developed, these data will then support requests for increased allocations.

If there are further questions regarding PrOF, please contact Norv Wellsfry at [HYPERLINK "mailto:wellsfn@crc.losrios.edu" wellsfn@crc.losrios.edu](mailto:wellsfn@crc.losrios.edu) . Regular problem solving sessions have been scheduled for the First and Third Thursday of each month in the CASSL. Additionally, other assistance is available upon request.

(In this section of the PrOF document, programs should identify how they will measure these outcomes, if relevant to their program, and identify the outcomes that they will address)

1. Graduation Competencies

Students will experience an academically rigorous learning environment that challenges them to develop the critical verbal, written, and quantitative skills needed to analyze complex issues.

As the result of a variety of learning experiences, students will be able to:

- 1a. Use quantitative reasoning (e.g. mathematics) to solve problems.
- 1b. Express ideas and facts clearly and completely in a variety of written formats.
- 1c. Comprehend and analyze written material and evaluate arguments from reading material.
- 1d. Speak and listen critically and recognize the value of a wide range of communication styles.
- 1e. Use the English language proficiently.

Examples:

We will measure outcomes 1a, 1b, and 1e with these indicators:

- Identify courses that utilize mathematics as a tool to solving problems and analyze the success rates in those courses.
- Analyze the success rates in courses that are dependent on reading and evaluating arguments in written materials. examination that fulfill graduation competencies
- SLO's measuring quantitative or written skills in specific courses and programs (e.g. Business 310, Psychology 330, etc.) (1a, b, c)

2. General Education

Students completing any of the GE patterns will develop an understanding of the basic concepts and major modes of inquiry used in a variety of disciplines.

As the result of a variety of learning experiences, students will be able to:

- 2a. Articulate an awareness of a variety of disciplinary perspectives and the relevance of these perspectives to one's own life.
- 2b. Correctly utilize the basic vocabulary of several disciplines.
- 2c. Utilize, at a basic level, the tools of inquiry and information acquisition of several disciplines.
- 2d. Demonstrate the intellectual skills, creative capabilities, values, and attitudes that will make them effective learners and citizens.
- 2e. Demonstrate an awareness of the connections between disciplines.

We will measure outcome 2d with these indicators:

We will measure:

- Identify courses with Course SLO's that include specific characteristics that contribute to effective learning and measure the success rates in those courses.

3. Program completion

Students completing a degree, disciplinary transfer program, or certificate will develop a depth of understanding, including critical cognitive, psychomotor and affective skills, in at least one

As the result of a variety of learning experiences, students will be able to:

3a. Use of the modes of analysis and critical thinking in the major discipline of study * as applied to significant problems.

3b. Communicate a complex understanding of content matter of the major discipline of study.

3c. Demonstrate competence in the skills essential to mastery of the major discipline of study.

3d. Use information resources to gather discipline-specific information.

3e. Explain the importance the major discipline of study in the broader picture of society.

- *“major discipline of study” = the discipline in which the student completes a transfer program or certificate*

We will measure outcomes 3c and 3d with these indicators:

We will measure:

- The number of students successfully completing programs in the transfer or occupational disciplines
- Assessment of disciplinary SLO's in advanced courses in a discipline.
- Demonstration of information competency
- Number of students moving through sequences of courses within the disciplines, beyond the “gate-keeper” courses. (3a, b, c, d, e)
- Assessments that measure the success of students after leaving CRC – e.g. follow up studies, current employment data, and CalPass data.

4. Student development as self-reliant learners

Students will make progress toward becoming engaged and self-reliant learners demonstrating

As the result of a variety of learning experiences, students will be able to:

- 4a. Actively engage in intellectual inquiry beyond that required in order to pass classes.
- 4b. Identify personal goals and pursue those goals effectively.
- 4c. Confidently seek out the information and resources needed to develop academically and personally.
- 4d. Incorporate what is learned at school into daily life and use this information to make positive personal, educational and career choices
- 4e. Utilize skills from the “academic tool kit” including time management, study skills, etc.

4f. Be actively involved in campus life and express a sense of engagement with the campus

We will measure outcomes 4a, 4b, and 4d with these indicators:

We will measure:

- Participation in “extra” courses and course activities such as honors courses, field courses, tutoring, etc.
- Participation in non-required activities that emphasize intellectual discourse such as student clubs related to the program and college-wide student clubs.
- Number of students utilizing student services in successful goal development and career assessment. (4b, c, e)

5. *Society, ethics and pluralism*

Students will become more prepared to contribute to a diverse democratic society with a

As the result of a variety of learning experiences, students will be able to:

5a. Participate in the larger community beyond campus in a positive manner demonstrating an understanding of personal responsibility in the larger context.

5b. Undertake thoughtful consideration of divergent points of view and utilize multiple perspectives in considering information.

5c. Develop a foundation for cultural pluralism, a rejection of previous personal prejudices, and knowledge of and comfort with others unlike themselves.

5d. Recognize the ethical dimensions of decisions and actions as well as demonstrate the ability to engage in the ethical reasoning necessary to exercise responsibility as an ethical individual, professional, local, and global citizen

5e. Demonstrate civility, empathy, interpersonal competence, social responsibility, and

We will measure outcomes 5a, and 5d with these indicators:

We will measure:

- Participation in campus activities that serve the campus and the larger community, e.g. tutoring children, student government, service learning, Earth Day, volunteer events, etc.
- Identification of courses with specific content regarding ethical decision making and measure the successful completion of those courses.

- Variables that indicate conflict resolution and personal responsibility – e.g. incidents of students fighting, conflict resolution by student government bodies, student

