



**PROGRAM REVIEW HANDBOOK
FOR
INSTRUCTIONAL PROGRAMS**

Produced by the Institutional Planning Committee

March 2008

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Program Review

This document contains the College of Marin rationale for conducting program review. It includes our agreed-upon definition of program review and an overview explaining why we conduct program reviews. The handbook includes a copy of the college mission and goals that drive the planning and budgeting we do for our programs. Further, the handbook outlines the procedure we follow in reviewing programs, illustrates the way the committees use portions of the review to rank specific needs in such areas as facilities, equipment and staffing, and sets the calendar for the review process. The handbook is the companion document to the electronic template we use for conducting our program reviews.

Definition

Program review is a systematic process involving the collection, analysis, and evaluation of quantitative and qualitative data about an academic program, student service or program, or an administrative work plan. The process is designed to identify strengths and to offer opportunities for program or administrative work plan improvement. It is a means for determining the effectiveness of the units and the administration of the academic and non-academic functions, including, but not limited to: instruction, student services, and administrative tasks. Program review focuses on the goals of the institution, its academic and student services programs, and its administrative work plans.

Overview

We see program review as an opportunity to celebrate the things we do well at the College of Marin. We are a unique school, nestled in one of the wealthiest counties in the nation, a college on basic aid, where 80% of our high school graduates go on to college and 60% of those college-bound students attend four-year schools. The remaining 40% attend community colleges and licensing and training programs. It is not surprising, given the social economic status (SES) of Marin County residents, that a high proportion of adults in the county have college degrees. And yet, we also have an education gap in the county between our high SES residents and the growing population of new immigrants. Hispanics are the fastest growing cohort in the County and an increasing number of high school graduates from this community are entering the College of Marin.

All of these demographic factors contribute to the unique role the college plays in our community and the emphasis we place on providing a quality service. Input measures, such as WSCH, teaching load, ADA, or enrollment trends, emphasize quantity over quality. They do not tell the full story of our college. As a basic-aid district in a county that emphasizes a college education, the College of Marin can and should address *output* measures, or those factors that demonstrate the quality service we provide our unique community. Success is measured by our transfer students, by the number of degrees earned, the number of semesters it takes to reach a degree or transfer goal, the certificates and licenses earned, our success at moving our basic skills and ESL students into transfer programs, and the quality of the life-long learning opportunities we offer our highly

educated adult population. It is measured by the level of competence achieved by the students we serve and their success after they move on from their College of Marin experience. These measures demonstrate our strength and our vital contribution to this community and should be the focus of program review.

To best evaluate our work in these areas and to focus on output measures, we have organized our program review efforts around these four areas:

1. Transfer programs in Natural Sciences, Health and Human Services, and Liberal Arts
2. Career and Occupational Training
3. Basic Skills and English as a Second Language
4. Life-Long Learning and Emeritus College

We have focused our research questions around qualitative and quantitative measures of output and we have prompted program review participants to think about what they need in order to continue doing what they do well, to improve our output and to grow and strengthen transfer, career education, basic skills and ESL, and life-long learning.

Through program review, we evaluate academic programs according to the manner in which students experience them. A cohort of students comes to the college with expectations of transfer, degree or certification, skills improvement, help in making life choices, or enrichment. Are they able to achieve their end goal in a timely manner? That is essentially the goal of the college and the measure of our success.

With the exception of life-long learning, our goal is to get students in and out of our school in a reasonable amount of time with the skills, degrees or requirements they need to go on to the next step in their lives. Through program review we evaluate our ability to meet this goal and consider ways to improve our performance. Ultimately, through program review, we celebrate our success and that of our students.

Strategic Plan

Mission, Vision, Values, Goals and Strategic Initiatives

Through program review the college determines if its programs are meeting its mission, vision, Values, Goals and Strategic Initiatives. The following Strategic Plan was agreed upon by the college senates, the governance committees and the Board of Trustees.

Mission Statement

College of Marin's commitment to educational excellence is rooted in our mission to provide excellent educational opportunities for all members of our diverse community by offering:

- preparation for transfer to four-year schools and universities;
- workforce education;
- basic skills improvement;
- intellectual and physical development; and life-long learning; and
- cultural enrichment.

The College of Marin is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment with a strong foundation of sustainability, which will instill environmental sensitivity in our students.

Approved by the Board of Trustees on March 11, 2008

Our Vision

College of Marin will be a premier educational and cultural center that provides programs of the highest caliber to meet the needs of an increasingly interconnected global society. Our vision will be guided by our values.

Statement of Values

Student and Community Centered Education

We promote student success by providing programs and services that are learner centered and reflect the changing needs of our students and surrounding community.

Academic Excellence and Innovation

We are dedicated to academic excellence and encourage innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence. We continually evaluate the effectiveness of our programs.

Collaboration and Open Communication

We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

Diversity

We cherish a learning environment that celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty and staff. We will provide open access and strive to remove barriers to student success.

Sustainability

We will apply environmentally sustainable and green principles in our college community to ensure the future of our planet.

Accountability

We will be accountable for our decisions and actions on behalf of the students, college and community. Our decisions will be academically, fiscally and environmentally responsible.

College of Marin Goals and Objectives

The following chart shows the alignment of the College’s six goals and strategic initiatives with the eight objectives from the 2006-07 Educational Master Plan, which were addressed by the current round of Program Reviews.

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| GOAL #1: | |
| Institutional Excellence. The Board believes that superior results originate in high aspirations. Therefore, the Board's basic and most important goal for the College is to excel in every activity it undertakes. By so doing, it will achieve a position of local, state and perhaps even national prominence. | |
| Strategic Initiative(s): | |
| <ol style="list-style-type: none"> 1. Support program innovation, new technologies and modernization of facilities. 2. Review and revise Board Policies and Administrative Procedures. 3. Demonstrate good stewardship with physical and human resources. 4. Implement, monitor, and revise Strategic Plan so planning drives resource allocation and all College plans are linked to strategic planning. | |
| Objectives: | |
| Create and maintain coordinated planning processes; (excellent planning) | Create and maintain a supportive, sustainable physical environment (excellent facilities) |
| Objectives from 2006-07 EMP: | |
| <u>VI. As a “learning organization,” investigate our institutional and instructional performance</u> by continually gathering and analyzing both qualitative and quantitative data as appropriate. As part of program review, use evidence of effectiveness, in an ongoing and systematic cycle of goal clarification, performance evaluation, and implementation of improved methods, to more fully accomplish our organizational mission. | <u>VIII. Create a physical environment that is inviting</u> to students, generates pride in the community, adheres to green principles, and supports the College’s Mission, Goals and Initiatives. |
| <u>VII. Develop and implement sound and coordinated planning processes</u> Develop and implement sound and coordinated planning processes, utilizing data gathered through Program Review, and other data sources, to support institutional, instructional, and student support service goals, and to promote achievement of student learning outcomes. | |

GOAL #2:

Academic Excellence. The College must offer its students rigorous, high-quality curricula including degree and certificate programs in lower division arts and sciences and in vocational and occupational fields; remedial instruction; English as a Second Language instruction; support services which help students succeed at the postsecondary level; adult noncredit education; and community services courses and programs, in keeping with state mandates. Academic excellence in all of the College's curricula and support services is at the core of the College's environment. The curricula must remain current and challenging

Strategic Initiative(s):

1. Provide annual program reviews for transfer and occupational/workforce programs, student services for data driven planning and budget decision making.
2. Develop Student Learning Outcomes at the institutional, division and department levels of the college.
3. Establish enrollment growth plan.

Objectives:

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| Develop, implement and support programs that fit with students' needs and schedules | Develop, implement and support excellent curriculum (current, relevant, diverse) | Develop, implement and support excellent support services (access, quality) | Develop, implement and support excellent social activities for students |
|---|--|---|---|

Objectives from 2006-07 EMP:

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|---|--|--|--|
| <u>V. Identify and address workforce development needs</u> , including: vocational technology programs that have ancillary enrollment, partnerships with four-year colleges and industries, and specific training needed by government agencies, industry and business. | <u>I. Enhance and maintain educational excellence in General Education and Transfer offerings</u> by providing: high quality instruction, excellent faculty and student support services, rich curricular diversity, well-scheduled offerings, and strong relations with four-year institutions. | <u>I. Enhance and maintain educational excellence in General Education and Transfer offerings</u> by providing: high quality instruction, excellent faculty and student support services, rich curricular diversity, well-scheduled offerings, and strong relations with four-year institutions. | <u>II. Develop and maintain a supportive learning environment</u> where individuals will be most likely to fulfill their personal and professional goals and expectations. |
| <u>III. Respond to changing demographics and community need</u> by incorporating flexibility into: scheduling, facilities usage, curriculum development, and faculty assignment. | | | |

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| GOAL #3: | |
| Faculty and Staff Excellence. For the College to excel, it must attract and maintain a faculty and staff of the highest quality, one that functions within an environment of professional development and renewal, and one that focuses on and values the teaching and learning process. | |
| Strategic Initiative(s): | |
| <ol style="list-style-type: none"> 1. Support professional and staff development initiatives and activities. 2. Provide on-going training opportunities for faculty and staff. | |
| Objectives: | |
| Attract and support high quality faculty and staff | Provide ongoing professional development for faculty and staff (focused on teaching and learning) |
| Objectives from 2006-07 EMP: | |
| <u>I. Enhance and maintain educational excellence in General Education and Transfer offerings</u> by providing: high quality instruction, excellent faculty and student support services, rich curricular diversity, well-scheduled offerings, and strong relations with four-year institutions. | <u>II. Develop and maintain a supportive learning environment</u> where individuals will be most likely to fulfill their personal and professional goals and expectations. |

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| GOAL #4: | |
| Community Responsiveness. The College must offer broad curricula to meet the needs of students. It must select areas of special interest and need to the communities it serves. | |
| Strategic Initiative(s): | |
| <ol style="list-style-type: none"> 1. Create new programs and community partnerships. 2. Participate in community clubs, organizations and events (when possible). | |
| Objectives: | |
| Foster connections and partnerships with community groups and educational institutions | Conduct and use community needs assessments |
| Objectives from 2006-07 EMP: | |
| <u>IV. Encourage broader community involvement</u> in and use of the college by means of curricular offerings in a variety of formats, as in the creation of a community cultural center, in cultivating partnerships with K-12 educators, and by establishing appropriate advisory committees. | <u>III. Respond to changing demographics and community need</u> by incorporating flexibility into: scheduling, facilities usage, curriculum development, and faculty assignment. |

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| GOAL #5: | |
| Diversity. The community college is the primary opportunity for people of great diversity to come together for growth and development. The College has an absolute obligation to bring together people of different ages, races, and ethnic backgrounds, male and female, at different levels of development, in an atmosphere of equal opportunity and tolerance. | |
| Strategic Initiative(s): | |
| <ol style="list-style-type: none"> 1. Support equal opportunity and tolerance. 2. Establish mechanisms to support student and staff diversity. | |
| Objectives: | |
| II. <u>Foster access for students of all backgrounds</u> | Foster an inclusive, accepting campus climate |
| Objectives from 2006-07 EMP: | |
| <u>III. Respond to changing demographics and community need</u> by incorporating flexibility into: scheduling, facilities usage, curriculum development, and faculty assignment. | <u>IV. Encourage broader community involvement</u> in and use of the college by means of curricular offerings in a variety of formats, as in the creation of a community cultural center, in cultivating partnerships with K-12 educators, and by establishing appropriate advisory committees. |

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| GOAL #6: | |
| Fiscal Responsibility. The Board and the Administration must operate the College in a fiscally sound way. Together, they must limit expenditures to those that relate directly to the College’s mission, goals and objectives; maintain a prudent level of reserves; and generate new sources of revenue to supplement state funding allocations. | |
| Strategic Initiative(s): | |
| <ol style="list-style-type: none"> 1. Establish a reserve above the 5% state minimum. 2. Create plan to fund the Unfunded Retiree Liability. 3. Create Asset Management Plan. | |
| Objectives: | |
| Create annual budgets informed by program review data, as well as other institutional plans and initiatives | |
| Measures: | |
| Program review sections: <ul style="list-style-type: none"> o Instructional Equipment o Other Expenses o Staffing o Facilities | Annual budget proposal |

Program Review Process

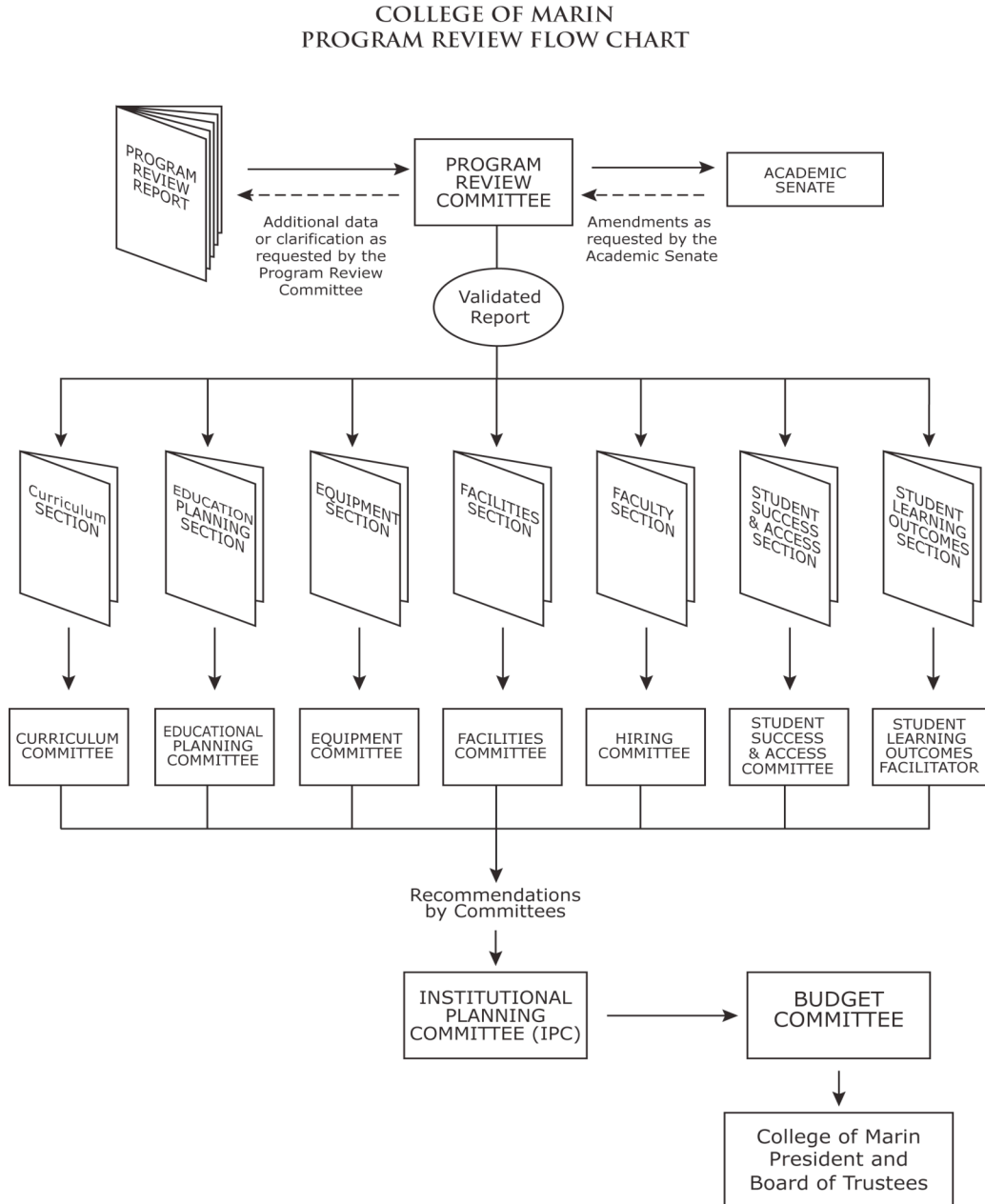
The process for program review falls under the purview of the Institutional Planning Committee (IPC) and the Academic Senate and is as follows:

- 1) Faculty and staff involved in programs provide the definition for the program under review.
- 2) Participants meet with the Program Review Committee (a committee of the Academic Senate) and the Data Advisory Group, a committee of the Office of Organizational Development & Planning and staffed by faculty, administrators, and staff with expertise in research to consider data needs, including questionnaires, data templates and other research.
- 3) Participants complete the program review template according to the timeline stated in this handbook.
- 4) A completed report is submitted to the Program Review Committee in electronic format.
- 5) After review by the Program Review Committee, if requested, participants present their report in person to answer the committee's questions.
- 6) Once approved by the Program Review Committee, specific sections of the report are forwarded to the appropriate committees as illustrated in the attached flow chart.
- 7) The committees use the report to make recommendations to the Institutional Planning Committee (IPC) regarding program priorities and funding. Each committee uses a rubric, designed by the committee, to rank program priorities according to criteria set by the committee.
- 8) The SLO facilitator and the Education Planning Committee (a sub-committee of IPC) review the student learning outcomes and goals for each program review and prepare responses and feedback for the programs using scoring rubrics.
- 9) IPC reviews the recommendations from the respective committees and determines priorities for funding of staff, technology, facilities, and equipment.
- 10) Recommendations from IPC, the Education Planning Committee, the SLO facilitator and the Curriculum Committee are forwarded to each program review team.
- 11) Program funding priorities are sent to the Budget Committee by IPC.
- 12) The Budget Committee determines what priorities can be met and which funds can be used for meeting specific program needs.
- 13) A report of the priorities set by IPC and funding recommendations prepared by the Budget Committee are sent to the President and the Board of Trustees and posted on the college web site.
- 14) Final reports are used by IPC and the governance committees in the strategic planning process, and to make changes to the program review template as well as to inform data gathering for the coming year's reviews.

- 15) Program review is a yearly process for all instructional and non instructional programs. One of the four core areas including transfer, basic skills/ESL, life-long learning, and career/occupational will be reviewed each year.

Flow Chart

Once the report has been submitted, reviewed and approved by the Academic Senate Program Review Committee, portions are sent to governance committees, the SLO facilitator, and the Curriculum Committee for review. The program review is used by these bodies to make recommendations to IPC and the Budget Committee regarding program priorities and funding. Relevant sections of the program review template are distributed in the following manner in Figure 1.



Calendar for Instructional Programs

Program Review follows a one-year cycle. Programs will begin reviews at the beginning of spring semester and complete the process in fall of the following school year. This time line will make it possible for reviews to be used to set budget priorities for the school year following completion of the review. The timeline for reviews is as follows:

| TIMELINE | ACTION | RESPONSIBLE PERSON/S |
|--|---|---|
| July | <ul style="list-style-type: none"> ➤ District begins spending off tentative budget ➤ Agree to a common set of data to be used to be used by programs in coming year's program reviews | <ul style="list-style-type: none"> ➤ Fiscal Services/District ➤ DAG and Research Office |
| August (by last week of the month) | <ul style="list-style-type: none"> ➤ Board of Trustees adopts final budget ➤ New program review cycle begins ➤ DAG provides Data Packets to programs under review | <ul style="list-style-type: none"> ➤ Board of Trustees ➤ All programs including one of four student pathways ➤ Data Advisory Group and Research Office |
| September (2 nd Monday of the month) | <ul style="list-style-type: none"> ➤ Review data, establish priorities based on district and program goals, current community forces, directions from the Board, IPC, and the Academic Senate ➤ Respond to prompts in template and update all information | <ul style="list-style-type: none"> ➤ Programs under review in conjunction with dept. chairs, leads, Program Review Committee ➤ Programs review participants with Program Review Committee and SLO Facilitator |
| October (by end of month) | <ul style="list-style-type: none"> ➤ Program review participants complete template ➤ All program reviews submitted to the Program Review Committee electronically | <ul style="list-style-type: none"> ➤ Program review participants ➤ Program review participants and Program Review Committee |
| November (by end of month) | <ul style="list-style-type: none"> ➤ Reports reviewed for completeness and initial assessment, conduct interviews as needed ➤ Sections of completed templates distributed to appropriate committees ➤ Committees make initial assessments and begin ranking according to rubrics ➤ Assess data packets, review and refine assessment tools. | <ul style="list-style-type: none"> ➤ Program Review Committee ➤ Program Review Committee ➤ Committees: Curriculum, Facilities, Instructional Equipment, Ed. Planning, FTF Hiring, Student Success & Access, IPC, SLO Facilitator ➤ Data Advisory Group and Research Office, SLO Facilitator |

| TIMELINE | ACTION | RESPONSIBLE PERSON/S |
|--|--|---|
| December (completed by mid-month) | <ul style="list-style-type: none"> ➤ Recommendations from committees sent to IPC ➤ IPC reviews and ranks program needs, interviews conducted as necessary ➤ Begin preparation of budget information ➤ Needs assessment data sent to Education Planning for master planning ➤ Provide Board, President, College Council and governance committees with a district-wide perspective and a summary of overall trends ➤ Begin review of planning strategies for coming year ➤ Compilation of Data Packets for coming year based upon feedback for current year reviews ➤ Feedback to programs for budget development and future planning | <ul style="list-style-type: none"> ➤ All committees and SLO Facilitator ➤ Institutional Planning Committee (IPC) ➤ Budget Committee/Fiscal Services ➤ Education Planning Committee ➤ Education Planning Committee ➤ Educational Planning, IPC, Program Review Committees, SLO Facilitator ➤ DAG and Research Office ➤ IPC |
| January (begin 2 nd week of Jan.) | <ul style="list-style-type: none"> ➤ IPC submits needs assessment and budget priorities to Budget Committee ➤ Budget Committee/Fiscal Services begin projections for next fiscal year budget ➤ Determine project funding – feasibility and cost and infrastructure needs based upon program review data ➤ Progress report to Board - monthly | <ul style="list-style-type: none"> ➤ Institutional Planning Committee (IPC) ➤ Fiscal Services & Budget Committee ➤ Budget Committee ➤ Vice President of Student Learning |
| February | <ul style="list-style-type: none"> ➤ Continue budget planning based upon program review data ➤ Begin collecting data for coming year's review ➤ Review and revise strategic plan and college-wide priorities based on district and program goals, current community forces, directions from the Board, and the Academic Senate ➤ Open comment period for members of the community to address priorities and planning strategies set for the coming year | <ul style="list-style-type: none"> ➤ Budget Committee & Fiscal Services ➤ Data Advisory Group (DAG) and Research Office ➤ IPC, Education Planning, Program Review Committee ➤ District wide |

| TIMELINE | ACTION | RESPONSIBLE PERSON/S |
|--------------------------------|---|---|
| March | <ul style="list-style-type: none"> ➤ County releases projections for next fiscal year ➤ Review and revise rubrics for evaluating needs assessments and adherence to college goals and submit to IPC | <ul style="list-style-type: none"> ➤ Budget Committee working with Fiscal Services ➤ Committees: Curriculum, Facilities, Instructional Equipment, Ed. Planning, FTF Hiring, Student Access & Success, IPC |
| April | <ul style="list-style-type: none"> ➤ Review and refine mission, goals, assessment criteria ➤ Review and revise template as needed | <ul style="list-style-type: none"> ➤ Program Review Committee and Education Planning ➤ All governance committees, Curriculum and Staffing committees |
| May | <ul style="list-style-type: none"> ➤ Updates to Educational Master Plan as needed ➤ Forward Budget Committee recommendations to President/Superintendent | <ul style="list-style-type: none"> ➤ Educational Planning Committee ➤ Budget Committee & Fiscal Services |
| June (2 nd week) | <ul style="list-style-type: none"> ➤ Board approves tentative budget ➤ Board study session on program review with report to board on priorities and planning strategies for coming year | <ul style="list-style-type: none"> ➤ Board of Trustees ➤ Vice President of Student Learning |

Review of the Four Student Pathways

We measure success by our ability to address the desired outcomes for cohorts of students - transfer, career/occupational, life-long learning, and basic skills/ESL. As a result, we have planned a four-year review cycle around these four student cohorts. Each year we will conduct a macro-review of one of the four student pathways as noted below. This review of the four major student pathways fulfills our college wide goals to achieve academic excellence and community responsiveness for these specific cohorts of students.

Four-Year Cycle for Four Cohorts

Spring 2009 Student Pathway Review:

Community Education/Life-long Learning Programs

Spring 2010 Student Pathway Review:

Career and Occupational Training Programs

Spring 2011 Student Pathway Review:

Basic Skills and ESL (credit and non credit programs)

Spring 2012 Student Pathway Review:

Transfer Program

APPENDICES

Appendix i

Base Line Year 2007-2008

Programs Completing Review by February 2008

1. Basic Skills Initiative
 2. Biology Field Program
 3. Computer Science
 4. English as a Second Language (Credit, Noncredit, and Intensive Programs)
 5. English Skills (Assessing and Skill Building Courses)
 6. English Basic Skills
 7. English/Humanities
 8. Journalism (A.A. Degree Program)
 9. Media Services
 10. Modern Languages
 - a. American Sign Language, Chinese, French, Italian, Japanese, Spanish,
 - b. Non Credit Languages
 11. Multimedia Studies (A.S. Degree Program, Career and Local Skill Certificates)
 12. Nursing (A.S. Degree Program, Nursing Degree)
 13. Technology Work Plan (Administrative Review)
 14. Testing Center (Student Services)
 15. Transfer Programs
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Programs Completing Review by May 2008

1. Automotive Collision Repair & Auto Technology
2. Behavioral Sciences
 - a. Anthropology, Behavioral Science, Psychology, Sociology
3. Business and Information Systems
 - a. Business Office Systems, Business, Computer/Information Systems, Real Estate, Statistics
4. Communications
 - a. Communications, Speech, Film/Video
5. Community Education & Life-long Learning

6. Counseling
7. Court Reporting
8. Dental Assisting
9. Early Childhood Education
10. Environmental Landscaping
11. Fine and Visual Arts
 - a. Art, Architecture, Ceramics, Design, Applied Interior, Drawing, The Gallery, Jewelry, Painting, Photography, Sculpture
12. Health Center
13. Library
14. Life and Earth Sciences
 - a. Biology, Physical Geography, Geology
15. Physical Sciences
 - a. Astronomy, Computer Science, Physics, Chemistry, Engineering, Mathematics
16. Machine and Metals Technology
17. Mathematics
18. Medical Assisting
19. Other Non-Credit
20. Performing Arts
 - a. Dance, Drama, Music
21. Physical Education/Athletics
 - a. Health Education, Rehabilitation Fitness, P.E., Intercollegiate Athletics
22. Social Sciences
 - a. Economics, Education, Social Science, History, Ethnic Studies, Political Science

Appendix ii Education Master Plan Program Review

COLLEGE OF MARIN PROGRAM REVIEW PLAN

Approved by the Academic Senate December 7, 2006

Approved by the Board of Trustees December 12, 2006

PROGRAM REVIEW ELEMENTS AND PROCESSES

Program Review is a systematic process involving the collection, analysis, and evaluation of quantitative and qualitative data about an academic program, student service program, or an administrative work plan. The process is designed to identify strengths and to offer opportunities for program and administrative work plan improvement. It is a means for determining the effectiveness of the ancillary units and the administration of the academic and non-academic functions including but not limited to instruction, student services, and administrative tasks. Program Review recognizes the goals of the institution, its academic and student services programs, and its administrative work plans as the focus of Program Review.

Program review will not be used to justify discontinuance or termination of programs.

An institutional review process could include the review of all programs and administrative work plans. This perspective is consistent with the planning and goal setting process. The units, offices, or areas undertaking program or administrative work plan review will include but not be limited to: ancillary task units, administration of the academic and non-academic functions, instruction, student services, plant operations, and administrative offices.

This program review document will continue to change and evolve as we work through the pilot process. It can, and will, be addressed and modified by all those involved in the process – faculty, students, administration, and classified staff.

This document outlines the basic steps for performing Program Review.

I. Instructional and Student Services Programs and Administrative Work Plans are defined as follows:

- A. Goal-directed:
 - 1. Serving the needs of a specific and defined population or a particular function of the college (operational, non-instructional, defined need).
 - 2. Satisfying a government regulation.

- B. Composed of work processes that operate through “closely linked tasks” which are organized to achieve a specific critical goal.

- C. Examples:
 - 1. Instructional Programs
 - a. Football Program
 - b. Nursing Program
 - c. Self-paced Math Lab
 - d. Behavioral Sciences Field Program
 - e. English Composition Sequence
 - 2. Student Services Programs
 - a. DSPS
 - b. EOPS
 - c. Counseling
 - 3. Work Plans

- a. Enrollment Improvement Plan
- b. Technology Work Plan
- c. Unit Plan for Organizational Development Office
- d. Process of MIS reporting to the state
- e. Administrative Work Plans

III. Elements of Program Review Requiring Clarification and Strategic Planning

These elements include setting criteria, goals and subordinate goals, cycles of implementation, performance measures and assessment focuses, and ways of choosing methods of research, measurement and evaluation. Each program or work plan defines what is being reviewed at the beginning by program/work plan participants. Variation is expected among programs/work plans.

- A. The criteria to decide what programs or work plans need to be reviewed are:
 1. The program's importance to the functioning of the institution – as identified by those involved.
 2. Participant concern for growth or decline in program
 3. Significant changes in the field affecting the program
 4. If requested by the related department or departments
 5. If a problem is perceived but not identified or understood
- B. Subordinate goals should be defined for each program/work plan that should be reviewed.
- C. Cycles of training and implementation of Program Review should be outlined:
 1. Who will be trained?
 2. How will training be funded?
 3. Who manages Program Review?
 4. Who participates and in what capacity?
 5. What affects our capacity to participate?
 6. Identify the tasks of Program Review:
 - a. Who does what?
 - b. Who is responsible for what?
 7. Design process for full participation by those involved, including staff, students, faculty, and administrators.
- E. Performance measures used to evaluate specific instructional programs, student services programs, and work plans must be selected by those participating in the program review.

In the public sector, including public colleges, three broad performance measures may be used in evaluating organizational goal achievement. Data derived from applying these evaluative performance measures can lead to organizational learning. The performance measures are qualitative effectiveness, quantitative effectiveness, and economic effectiveness. Using a single assessment measure, or combinations of these measures, it is possible to evaluate goal achievement in the following ways:

1. Quality unrelated to quantity or cost
2. Quantity unrelated to quality or cost*
3. Costs unrelated to quantity or quality*
4. Quality and quantity but unrelated to cost*
5. Quality and cost but unrelated to quantity*
6. Quantity and cost but unrelated to quality (efficiency)*
7. Quality and cost ratios (cost-effectiveness)
8. Quantity and cost ratios (efficiency and benefit minus cost)
9. Quality and quantity and cost ratios (efficiency, cost-effectiveness & benefit minus cost)
(* indicates limited value)

- F. Programs under review will be supported in their data collection by such elements as:
 1. Identifying how different software packages could help or how they may need to be modified to support program review.
 2. Identifying personnel responsible for data collection and analysis.
- G. The following data collection strategies may be used to evaluate instructional and student services programs.
 1. Strategic Decision One: Choosing the Focus of Assessment

- a. All evaluations are comparative. We compare across time, or one group with another, or one strategy or teaching method with another. For example, participants can compare change over time, i.e. enrollment demographics from 1995 to 2005, or student performance with or without benefit of a particular teaching strategy, i.e. a lecture versus a lecture with a PowerPoint presentation. The basic strategies of comparative assessment are:
 - i. A before-the-course lesson/experience – after-the-course lesson/experience comparison of learning.
 - ii. A comparison of performance to a legitimated standard (i.e., nursing board exams for nurse licensure).
 - iii. A group X versus group Y comparison (a benchmarking or “best practice” or any inter-group comparison).
 - iv. A method-1 (lecture) versus method-2 (problem focused) comparison.
 - v. An historical comparison examining past versus current levels of student accomplishment.
- vi. A comparison of actual levels of effectiveness versus theoretical models of likely or possible levels of effectiveness.
 - vii. Other comparisons that programs may identify as relevant and appropriate.
- b. The “levels of impact” considerations include:
 - i. Effects that can be assessed at skill, course, major, service, work process, aggregate (groups of disciplines) or institutional levels.
 - ii. Effects at micro levels that are more diverse and demanding to assess but provide the data that can be utilized for faculty/course/service/work process improvement.
 - iii. Example: Examining student mastery of content, skills, processes, concepts and/or technologies.
- c. Effects at institutional levels have less clarity and utility at departmental, course and skill levels, but they may have greater utility in the public arena.
 - i. Example: Examining rates of student retention, program completion or transfer are indirect indices. However, upper division success, graduate school success, and or employment success are more powerful indirect indices of learning.
- 2. Strategic Decision Two: Choice of Research Method(s)
 - a. Once a focus for assessing institutional outcomes has been chosen, program participants select one or more options from among several assessment methods as described below.
 - b. The research method choices are diverse and include but are not limited to the following options:
 - i. Subjective and objective methods, or combined methods (triangulation)
 - ii. Examining immediate, short-term or longer-term more durable outcomes
 - iii. Utilizing survey, case history, field observation, correlation, quasi-experimental or experimental research methods, or combinations of methods (triangulation)
- 3. Strategic Decision Three: Selecting Forms of Measurement
 The measurement choices include several options:
 - a. Quality assessments (with inter-rater reliability)
 - b. Measuring the amount or frequency of the desired effect/outcome
 - c. Measuring time and its relationship to the desired effects/outcomes by assessing their speed, duration or latency
 - d. Measuring the strength, intensity or durability of the desired effects/outcomes
 - e. Measuring the variability of the desired effects/outcomes using combined measures (triangulation) of desired effects/outcomes such as speed and frequency, latency and variability, etc.

- f. Other measurement choices selected by the program participants.
- H. Program participants are not limited to but may use the following data collection strategies:
1. Simple Forms of Effectiveness Evaluation
 - a. The first form of effectiveness evaluation is qualitative alone.
 - i. This form requires identification of examples of different level of quality within a task domain (i.e., the creation of performance standards) and the identification of differential indices for different levels of performance.
 - ii. For example, identifying indices for different levels of timeliness and accuracy in official reports to the college, the community and the state. These quality indices are forms of “benchmarking.”
 - b. The second form of effectiveness evaluation is a quantitative but non-economic and non-qualitative look at effectiveness.
 - i. For example, this analysis might require calculating the percentage of assigned non-instructional work product produced by an office in a given time interval (i.e., the number of state reports completed).
 - ii. This is a simple quantitative effectiveness assessment.
 2. Combined (Dual) Forms of Effectiveness Evaluation
 - a. The third form is a combined qualitative and quantitative (but non-economic) look at effectiveness.
 - i. This analysis requires calculating the percentage of a work product produced by an office or a work process meeting the standards of acceptable to superior completed task accomplishment.
 - ii. This is a non-economic complex effectiveness assessment.
 - b. The fourth form is a combined quantitative and economic look at effectiveness.
 - i. This analysis requires calculating the percentage of a work product produced by a non-instructional office or a work process, the time interval required, and the costs involved with achieving this outcome.
 - ii. This is an efficiency assessment.
 3. A Complex (Triangulated) Form of Effectiveness Evaluation: The Cost-Effectiveness Assessment
 - a. The fifth form is a complex combined qualitative, quantitative and economic look at effectiveness across different quality levels.
 - i. This analysis requires calculating the percentage of a work product produced by a non-instructional office or work processes, meeting each quality standard (i.e., acceptable to superior completed tasks), the time intervals required, and the costs incurred while achieving each level of outcome.
 - ii. This is a cost-effectiveness assessment.

IV. Planning Terminology

1. Goals: Relatively permanent statements of major accomplishments the college will achieve. Usually reviewed in Strategic Planning cycles of 3 and 6-year reviews.
2. Objectives: Created to achieve the college goals. These direct action and connect a set of related activities.
3. Activities: The specific steps to achieve an objective
4. Responsible Party: These are the individuals or group with authority for each objective and activity. The Responsible Parties should clearly articulate a hierarchy in accomplishing each activity.
5. Resources Needed: Identification of financial, human, facility, or other resources needed to complete a goal, objective or activity
6. Expected Outcomes: The clearly articulated projected products or results.
7. Evaluation Criteria: The standards and methods by which the goals, objectives, and activities will be judged to have been completed successfully.
8. Completion Date: In “plans”, the date the objective or activity is expected to be completed. In “evaluation of plans”, the date the objective or activity is accomplished.

IV. Program Review Process (a step by step guide)

A. Determine the Unit/Program Function/Mission

B. Select Performance Measures (see II. E. and/or Appendix A)

The following are examples of performance measures:

1. Qualitative Alone
2. Qualitative (non-economic) Effectiveness
3. Combination of Qualitative and Quantitative Measures
4. Combination of Qualitative and Economic Measures
5. Complex Combined Qualitative, Quantitative and Economic Measures of Effectiveness
6. Other performance measures identified by program participants

C. Evaluate Program Based on Comparative Analysis

Comparative assessment basic strategies are detailed on page 3 – II. G. 1)

D. Document Findings

1. Record answers to the evaluation question(s) asked.
2. Develop new questions to ask and answer.

E. Create a Feedback Loop

Since a feedback loop has many meanings, the response will vary depending on the purpose of the evaluation effort.

1. If a writer of Program Review desires to include a feedback loop (e.g., in a work plan), then the writer should propose the feedback loop (e.g., in Tech Work Plan, the feedback loop is described as being a report to the Tech Committee to show that work has been done.)
2. If a writer of Program Review receives feedback, it could be from a committee (e.g., IPC or a subcommittee of IPC or another participatory governance committee) that has the responsibility of:
 - a. Gathering program reviews, perhaps to see if program review standards have been met (as in the process a curriculum committee uses when reviewing course proposals) and
 - b. Forwarding recommendations, including resources allocation recommendations (budget, equipment, supplies, etc.) or offers of voluntary consultation.
 - c. Or a feedback loop could be created between the area undergoing program review and a related area.
3. In discipline review, both meanings can be incorporated in relevant ways, if they are not already, i.e. Curriculum Committee gives feedback through Tech review and through discussion at the meeting; it either approves or declines to approve course outlines and external feedback is also provided through articulation.
4. Consultation and experimentation are encouraged to provide both suggestions for improvement as well as identify resources that could enable improvement.
5. An instructional program or administrative plan not meeting its stated goals may require a plan for improvement that:
 - a. Shows specific steps to be taken, expected outcomes and timelines.
 - a. Considers what will happen should the plan be successful (program growth, stabilization).
 - b. Considers what will happen should the plan be unsuccessful (a modified plan, additional resources, program restructuring).
6. Part of the feedback loop includes resources to be used for improvement, modification, or redesign including:
 - a. Additional staffing
 - b. Reassigned time to work on specific areas of concern
 - c. Staff Development
 - d. Additional or better facilities/equipment
 - e. Additional budgeting
 - f. Planning and outreach
7. The primary purpose of program review is college planning, resource allocation and continuous improvement. Program review and administrative work plans can safeguard against the administration's arbitrary and unilateral reduction of programs by providing a means to insure that all programs and administrative work plans are thoroughly reviewed and given an opportunity to restructure, redesign and grow.

V. Modification, Revision, and Review of this Document

- A. Text describing criteria for program restructuring, maintenance and expansion is being written by IPC and upon completion, will be presented for review through the governance process.
Criteria will be set that outlines:
 - 1) The factors program participants will use to determine if a program is meeting its goals
 - 2) The methods that will be used for revitalizing, expanding or restructuring programs which are in decline
- B. The IPC recognizes that changes will and can be made to our Program Review document as we learn more about this process and about our programs and our ability to evaluate their effectiveness.

Appendix iii Memorandum of Understanding

DRAFT #3 5/06/07

PROGRAM REVIEW MEMORANDUM OF UNDERSTANDING College of Marin Academic Senate/Administration/Board of Trustees

The College of Marin Academic Senate and the College of Marin administrative leadership agree that the following statements reflect a mutual understanding of a program review philosophy and related activities at the college. Program Review, as applied to academic programs, is to assist faculty in their efforts at improving instruction. Program Review, and faculty professional development, are integrated and focused on increasing the quality of instruction provided at the College of Marin.

I. What is Program Review

Program Review is a systematic process involving the collection, analysis, and evaluation of quantitative and qualitative data about an academic program, student service program, or an administrative unit. Program Review recognizes the goals of the institution, its academic and student services programs, and its administrative units as the focus of Program Review.

II. What is the purpose of Program Review?

The purpose of Program Review is to document and improve the college's programs. The process is designed to identify strengths and to offer opportunities for program and administrative unit improvement. It is a means for determining the effectiveness of the ancillary units and the administration of the academic and non-academic functions, including but not limited to instruction, student services, and administrative tasks.

III. Who develops the processes of Program Review?

The process of Program Review is developed by the members of the administrative unit or the academic program going through Program Review. Additional support will be provided by the Data Advisory Group, the college research department, and the Institutional Planning Committee.

IV. Who conducts Program Review

Program Review is conducted by the members of the administrative unit or the instructional program going through Program Review. Faculty members involved in Program Review volunteer as participants and faculty who choose not to participate shall not be penalized.

V. What will Program Review be used for?

At College of Marin, ongoing Program Review will be used to influence long and short term planning, set priorities for sustaining and growing programs and services to students, and assist in setting budget priorities. More specifically, Program Review will help us:

- Improve services and better plan and implement educational programs
- Design and improve programs and administrative units
- Undertake long term planning at the institutional level
- Identify shared definitions and measurable benchmarks for evaluating programs
- Understand the needs of student cohorts and evaluate whether programs and services meet their needs
- Align and coordinate courses across disciplines
- Align and coordinate courses and programs with external institutions' requirements
- Continuously reflect, refine and modify institutional practices
- Plan, prioritize, and budget using Program Review findings

VI. What will Program Review not be used for?

Effective assessment relies upon a climate of trust and freedom of inquiry. Data gathered in support of Program Review shall be aggregated so as to remove the identity of any students, faculty, and/or staff.

Therefore, College of Marin:

- Will not use program review data for program/discipline reduction or elimination.

- Will not use assessment punitively or as a means of determining faculty or staff salaries or rewards. The purpose of assessment is to evaluate programs and administrative units, not to reward or punish faculty or staff.
- Will not use any single mode of assessment to answer all questions or strictly determine program decisions.
- Will not use assessment in a way that will impinge upon the academic freedom or professional rights of faculty. Individual faculty members must continue to exercise professional judgment in matters pertaining to their classroom.
- Is not expected to assess **all** programs or administrative units in order to learn about the effectiveness of our overall functioning; a subset may be sufficient.
- Will not assume that assessment is only quantitative. While quantitative measures can be useful, they cannot provide a thorough or accurate picture of the college's programs and administrative units.
- Will not use assessment merely to be accountable to outside parties.
- Will not use program review for evaluation of faculty.

VII. What is the college's role in Program Review?

Program Review can significantly enhance the college's ability to fulfill our mission and goals. Consequently, the college supports Program Review as a valued and important activity and provides successful models for developing assessment. The college provides research resources and research expertise to assist in conducting Program Review. Upon Request, the Data Advisory Group (made up of faculty research experts) and the district research office will provide training and assistance for faculty conducting a Program Review.

Individual faculty, at their choice, shall be trained in the use of research strategies of their choosing and training oversight shall be the purview of the Academic Senate. The district shall provide remuneration for faculty undergoing training.

VIII. What assessment tools will be used in Program Review?

When faculty chooses assessment tools, we will:

- Always seek multiple methods of assessment rather than relying on any single method.
- Assess the ongoing progress of students' experience at College of Marin.
- Assess the long term impact of changes to programs and services.
- Assess those conditions that each faculty member involved in Program Review considers to be important and valuable.

IX. What standard data will be included in each Program Review?

Data summary developed by the Data Advisory Group will be common to all Program Reviews as outlined in the Program Review document.

Assessment may include multiple measures. As such, the measures used by programs may vary across the college. Specific measures may depend upon both the student cohorts and the methods of assessment most appropriate for specific programs.

In conclusion, if faculty members choose to participate in the program review process, they shall control the process of Program Review in their own programs. This process includes the selection of the methods chosen or designed for assessment, administration of the assessment, analysis of the assessment data, and use of the assessment results.

Further, if and when a program goes through program review, time lines for completion of the program review will be agreed upon jointly by the Institutional Planning Committee, the Data Advisory Group and the program review participants.

This agreement shall be subject to change or termination only by mutual agreement between the Board of Trustees and the Academic Senate.

President, Academic Senate

College of Marin Vice President of Academic Affairs

College of Marin President

College of Marin President Board of Trustees