Norco College
PROGRAM REVIEW MEETING MINUTES
September 26, 2019
IT 218

Members:
Dr. Alexis Gray…………..Social & Behavioral Sciences (Co-chair)
Dr. Greg Aycock…………Dean of Institutional Effectiveness
Nicole C. Brown…………Office of Academic Affairs
Dr. Kaneesha Tarrant …. Interim Vice President of Student Services
Caitlin Welch …………… Office of Institutional Effectiveness
Dr. Laura Adams……….. Social & Behavioral Sciences
Dr. Khalil Andacheh……. Social & Behavioral Sciences
Dr. Tim Russell…………. Social & Behavioral Sciences
Kris Anderson……………Communications
Joseph DeGuzman……...Math
Beverly Wimer………….. Sciences & Kinesiology
Farshid Mirzaei ………… Business, Engineering, Informational Technology
Jose M. Sentmanat …… Arts, Humanities & World Languages

Members Absent:
Dr. Samuel Lee…………Vice President, Academic Affairs (Co-chair)
Dr. Jason Parks…………Dean of Instruction
Stephen Park…………….Math
Dr. Michael Collins……...Vice President, Business Services
Damien Saelak………….ASNC

A. **Approval of Agenda – September 26, 2019** MSC: T. Russell/ F. Mirzaei
   *Committee Approved.

B. **Approval of Minutes – May 23, 2019** MSC**:** L. Adams/ J. DeGuzman. *
   Committee approved.

C. **Action Item:**
   1. **Review committee charge/membership schedule and place in the governance of structure model.** Our charge is to receive and review program reviews for the academic senate. The Academic Sentae gave us this charge over Instructional Program Reviews but we use the same committee and model for all of the areas on Campus. We will review our statement of Purpose as it relates to the work that we are actually doing. Dr. Adams discussed Nuventive updates that can link in webpages and other updates that will be coming soon. We are hopeful to have managed services. Student Services department should be included in all Nuventive discussions. Beverly Wimer indicated that she will be retiring this year and will be finding a replacement member.

2. **Timeline and Flow chart Graphics *Attachment*** Presented in faculty FLEX this year. Apologies were made for the process being out of order. Voted on acceptance by the committee. Vote was unanimous. MSC: K. Anderson/ J. Sentmanat *Approved.

3. **Revise the Program Review Committee Statement of Purpose for clearer ties to the strategic master plan on our Program Review goals.** MSC: K. Anderson/ G. Aycock. Approved. Changed highlighted in red.
   Old:
   We establish guidelines, tools, and content requirements for the Program Review process at Norco College. We review and evaluate the ==annual and comprehensive== unit reviews to facilitate intentional self-evaluation and planning in order to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning.
   New:
   We establish guidelines, tools, and content requirements for the Program Review process at Norco College. We review and evaluate the program review and annual update unit reviews to facilitate intentional self-evaluation and planning in order to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning.

D. **Discussion Items:**
   1. **Resource Allocations Process through Program Review document from the April meeting *Attachment* -- Time line substituted for this document as Dr. Lee was not present to advocate.**
   - **Student Services PDF: *TABLED**
   - **Administrative PDF:** MSC: J. Sentmanat/ L./ Adams. Approved
   - **Instructional PDF:** MSC: G. Aycock / B. Wimer. Approved.

   2. **Review of key sections of the ISER that discuss program review. *Attachment provided*** ISER attachments are listed in Program Review share point site for review and to submit comments to Kris Anderson and Dr. Gray. Short ISER document lists basics and the longer ISER document has more detail. Committee members are to familiarize themselves with the document and be prepared to comment if necessary.

E. **Information Items:**

   1. **New Co-Chair:** It was announced that Dr. Lee will be the new administrative co-chair to expand his role in the new 19/20 academic year and Dr. Fulbright will no longer be an active member. The Program Review committee website will be updated to reflect the change along with working on addressing issues quickly as well as work on a more strategic plan to move/grow forward.
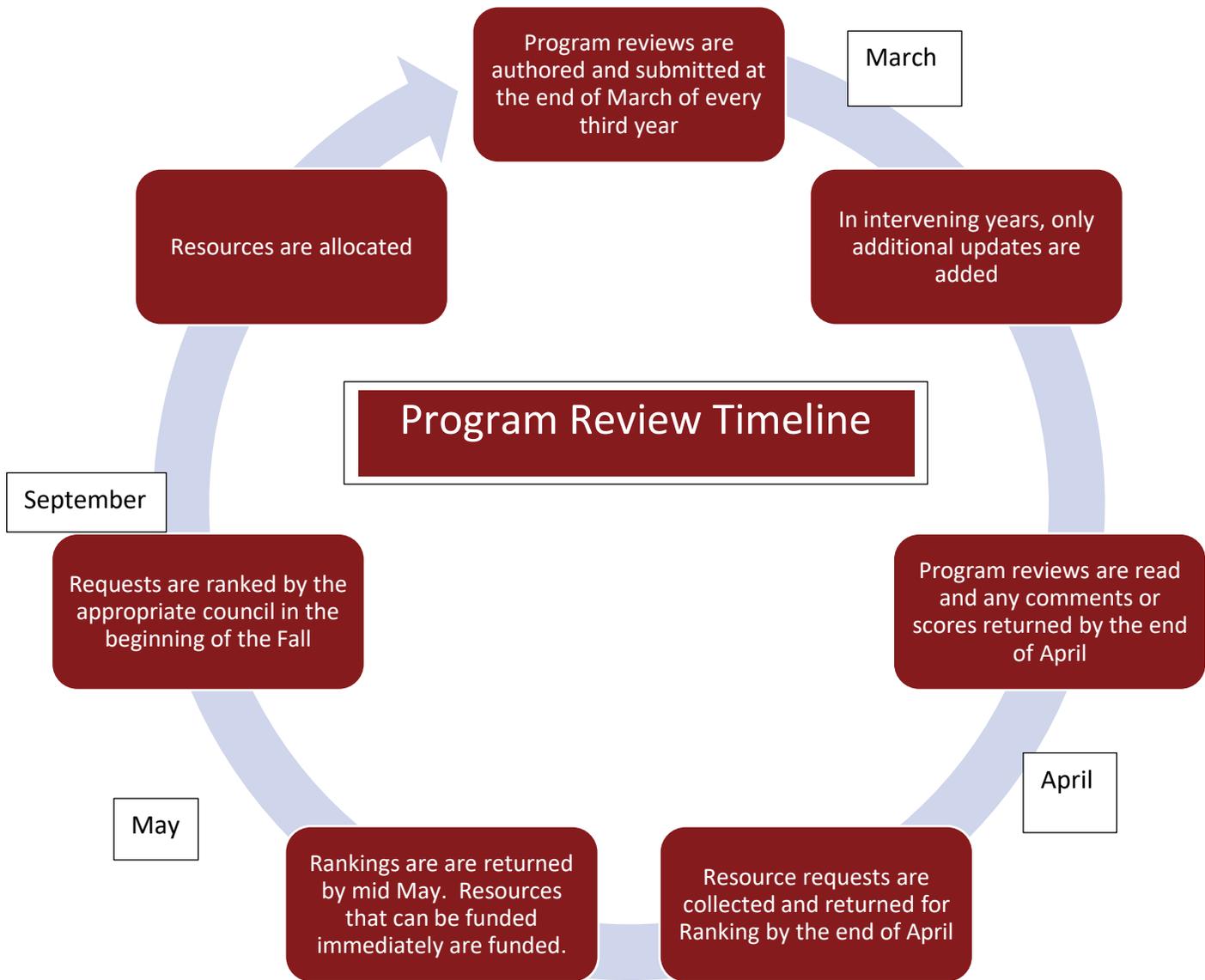
F. Good of the Order:

1. The November 21st meeting <u>MIGHT</u> be reschedule because of a special author attending for Read 2 Succeed that is booked during the same time.

Next Meeting: October 24, 2019 in IT 218 from <mark>12:50 pm to 1:50 pm</mark>.

Program Review Committee Statement of Purpose
We establish guidelines, tools, and content requirements for the Program Review process at Norco College. We review and evaluate the program review and annual update unit reviews to facilitate intentional self-evaluation and planning in order to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning.

Program Review Timeline

March

Program reviews are authored and submitted at the end of March of every third year

In intervening years, only additional updates are added

April

Program reviews are read and any comments or scores returned by the end of April

Resource requests are collected and returned for Ranking by the end of April

May

Rankings are are returned by mid May. Resources that can be funded immediately are funded.

September

Requests are ranked by the appropriate council in the beginning of the Fall

Resources are allocated

State of the Unit

Sub Units served (ie Facilities)
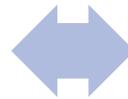
SAO: past, current, future

Goals

Progesss towards previous goals

New Goals
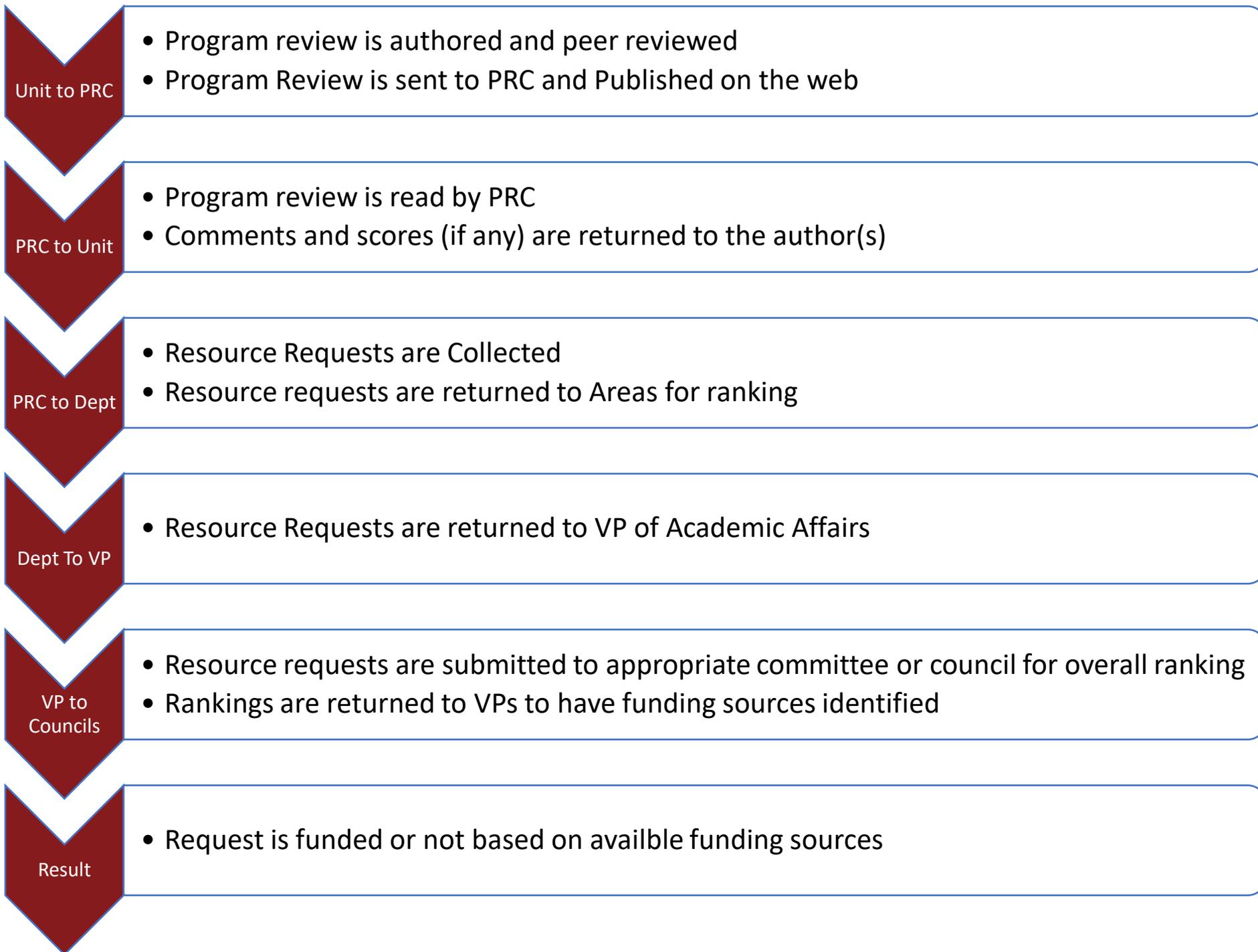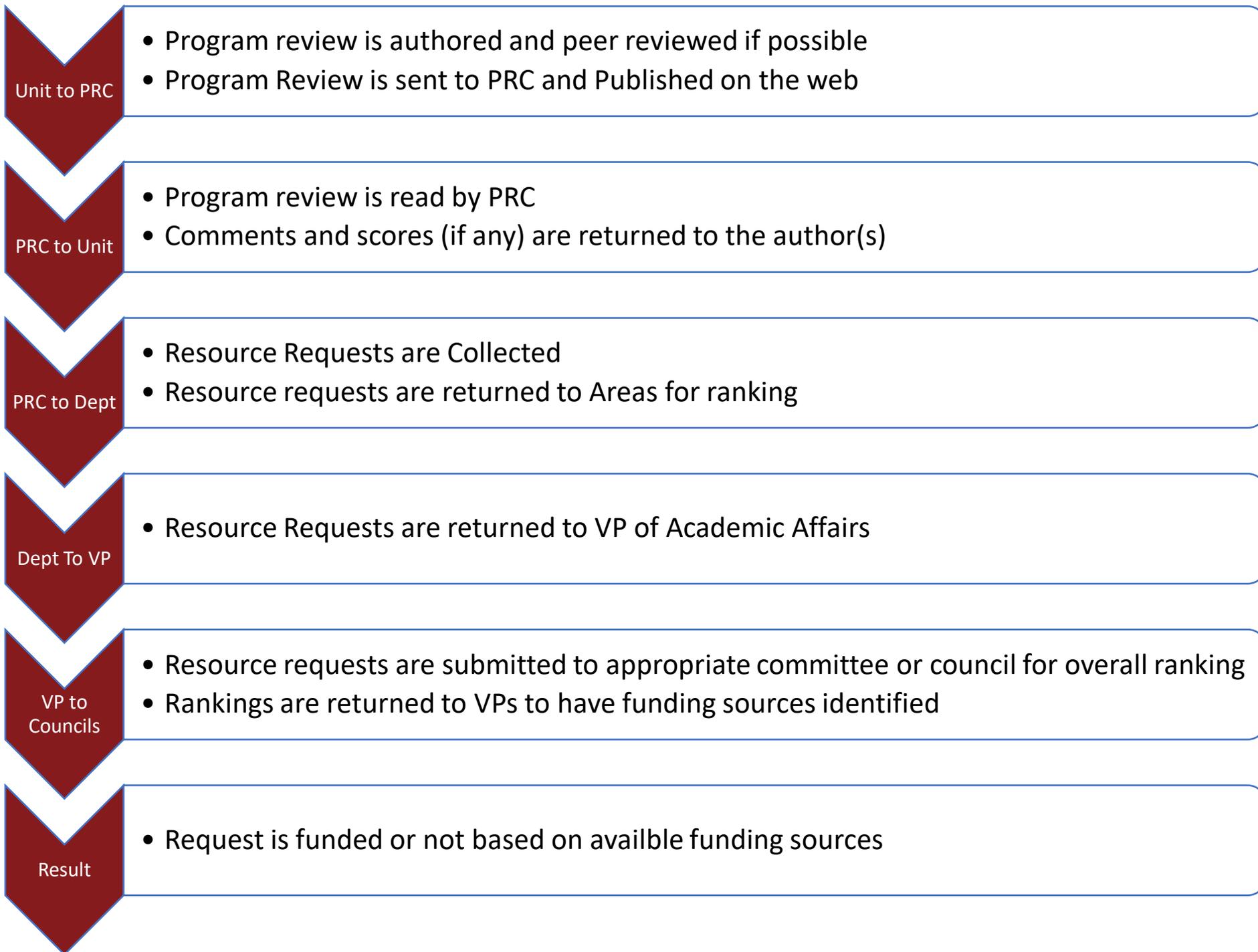
How does it all fit within the larger college goals?

Resource Requests

Driven by Data

Past Request results impact within the unit

Unit to PRC
- Program review is authored and peer reviewed
- Program Review is sent to PRC and Published on the web

PRC to Unit
- Program review is read by PRC
- Comments and scores (if any) are returned to the author(s)

PRC to Dept
- Resource Requests are Collected
- Resource requests are returned to Areas for ranking

Dept To VP
- Resource Requests are returned to VP of Academic Affairs

VP to Councils
- Resource requests are submitted to appropriate committee or council for overall ranking
- Rankings are returned to VPs to have funding sources identified

Result
- Request is funded or not based on availble funding sources

State of the Unit

Success, Retention, Efficiency

Cucrriculum Currency

Assesment: past, current, future

Certificates, Awards, Degrees

Goals

Progesss towards previous goals

New Goals

How does it all fit within the larger college goals?

Resource Requests

Driven by Data

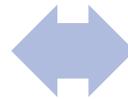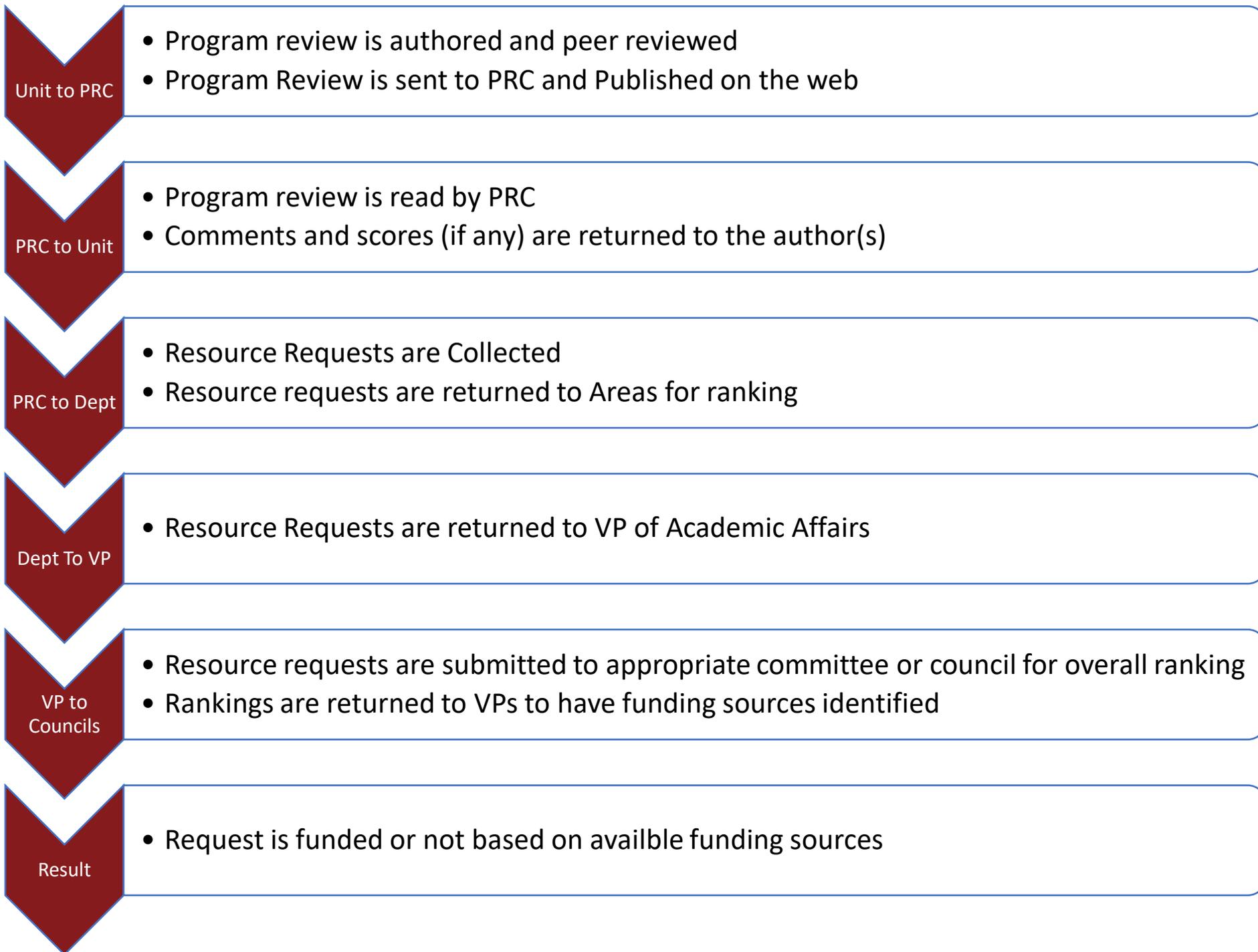Past Request results impact within the unit

Unit to PRC
- Program review is authored and peer reviewed if possible
- Program Review is sent to PRC and Published on the web

PRC to Unit
- Program review is read by PRC
- Comments and scores (if any) are returned to the author(s)

PRC to Dept
- Resource Requests are Collected
- Resource requests are returned to Areas for ranking

Dept To VP
- Resource Requests are returned to VP of Academic Affairs

VP to Councils
- Resource requests are submitted to appropriate committee or council for overall ranking
- Rankings are returned to VPs to have funding sources identified

Result
- Request is funded or not based on availble funding sources

State of the Unit

Populations served

Program Progress

SAO/SLO: past, current, future

Goals

Progesss towards previous goals

New Goals

How does it all fit within the larger college goals?

Resource Requests

Driven by Data

Past Request results impact within the unit

Unit to PRC
- Program review is authored and peer reviewed
- Program Review is sent to PRC and Published on the web

PRC to Unit
- Program review is read by PRC
- Comments and scores (if any) are returned to the author(s)

PRC to Dept
- Resource Requests are Collected
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Dept To VP
- Resource Requests are returned to VP of Academic Affairs

VP to Councils
- Resource requests are submitted to appropriate committee or council for overall ranking
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Result
- Request is funded or not based on availble funding sources

Standard I.A: Mission

3.   The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard [Excerpt only]

Norco College's programs and services are aligned with its mission through several aspects of the integrated planning process as outlined in the Strategic Plan and Process and in the Facilities Master Plan documents (3-03_StrategicPlan_2013-18 , 3-04_NorcoCollege-FMP-2013). To ensure alignment occurs in decision-making, planning, and resource allocation, all programs and services are required to show how their goals and resource requests align with the college mission and Educational Master Plan goals through the program review process, as shown in program review documents (3-05_PR-ANT-Goal Align-5-10-18, 3-06_PR-PSY-Goal Align-5-9-18, 3-07_ProgramReviewStart-2018). Another process which addresses alignment of the mission with planning and decision-making is the seven-part evaluation procedure for planning and budgeting (3-08_NC-Policy_2010-01).

Analysis and Evaluation [Excerpt only]

As evidenced by college planning documents, the college mission is foundational to programs and services offered, as well as to the College's planning, resource allocation, and decision-making processes. The integrated planning process, including program review, uses the college mission and institutional goals as a guide for resource allocation and strategic directions on an annual basis, and the seven evaluation procedures ensure that mission alignment in decision-making, resulting in resource allocation, remains core to the process.

I.B: Assuring Academic Quality

4.   The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard [Excerpt only]

The use of data is integral to Norco College's institutional processes which, in turn, are focused on supporting student learning and achievement. All instructional, student services, and administrative units utilize program review as their primary tool for needs assessment, planning, and resource allocation, as shown in the Strategic Planning Cycle, as shown in the Norco College Strategic Plan, 2013-2018 (4-01_SP-p6-2013-18) and the Resource Allocations Process from Program Review, revised in_____ (4-02_evidence). Data on student achievement are central to the program review process. As evidence of the centrality of data to this process, a review of any program review documents shows that all units review longitudinal trend analyses of student success, retention, completion of degrees, and numbers of students still in progress toward completion. Examples can be found in the

Commented [AK1]: Document is in process, spring 2019.

Commented [AK2R1]: Flow charts going to PR Committee in September

instructional ==program review== for anthropology ([4-03_ANT-PR-Data-Analysis-2018](#)) and in the student services ==program review== for SSS-Rise ([PR-SSS_Rise-Assessment](#)). In addition, instructional ==program reviews== must summarize student learning outcome data, and units use both SLO and achievement data in justifying requests for resources, as illustrated in the responses to the ==program review== template question regarding the impact of resources requested that is found in the 2018 comprehensive ==program review== in anthropology ([4-04_INST-PR-Report-ANT-Spr18](#)). This example of data-centric institutional processes is indicative of the data-guided culture at Norco College as a whole.

Analysis and Evaluation [Excerpt]

The College's institutional processes, ==program review== being central, all utilize student achievement data as a guide for institutional improvement, especially as connected to resource requests. Assessment was more easily identified in ==program reviews== in 2016 and 2017, but in transitioning to an electronic program review form for 2018, the College realized at the end of the first iteration of the cycle that assessment data was not connected. The College had moved forward with the new software for ==program review== because the same software was used for assessment, and the College was told by the software creators that there would be better integration than in the past. But the new software did not connect assessment data in ==program review== in a meaningful way. The College is in the process of working with software to establish a clearer connection for assessment within ==program review== and expects to have this completed before the next ==program review== cycle in 2021, as shown in minutes from the Assessment Committee in fall 2018 ([4-11_NAC-Minutes-4-26-18](#), [4-12_NAC-Minutes-9-12-18](#), [NAC-minutes-10-10-18](#)). Although assessment data was imported into the 2018 ==program review== documents only as a pdf attachment, faculty commented on their assessments over the previous three years, and that section provided an opportunity to record a summary of assessment activities. Also, the Assessment Committee produced its annual assessment report as usual.

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.

Evidence of Meeting the Standard [Excerpt only]

To assess accomplishment of the college mission, all academic, student services, and administrative units engage in program review on a three-year cycle. ==Program review== involves both long-term and annual planning. [Standard I.A.3](#) shows that, as part of the planning process, units are asked to show how goals and resource allocation requests support the Educational Master Plan goals, thereby explicitly linking each unit's requests and proposals to the stated goals of the College's mission. In fact, the ==program review== template begins with presentation of the college mission and vision ([5-01_INST-PR-WebPage-2019](#), [5-02_StudentS-PR-WebPage-2019](#), [5-03_AdminS-PR-WebPage-2019](#)). ==Program review== documents from any of the College's units provide solid evidence of this connection. For

example, unit goals in the 2018 comprehensive program reviews for psychology, the Assessment Center, and College Police show how an instructional, student services, and administrative unit completes the program review template by providing links to strategic planning goals and objectives (5-04_PSY-PR-Report-2018, 5-05_ASSE_CTR-PR-Report-2018, 5-06_CollegePolice-PR-Report-2018). Also, the resource requests for the psychology instructional unit show how these requests are mapped to strategic planning goals and objectives (5-07_PSY-PR-ResourceRequest-2018).

Analysis and Evaluation

Documents and reports show that the College engages in regular program review as well as assessment of SLOs and student achievement. Findings from program reviews are published and made accessible to multiple stakeholders within the College through the College's website. In fact, with the College's new three-year cycle for program review, begun in spring 2018, there was 100 percent submission of program reviews from units at the College. Program review data are disaggregated by program type and mode of delivery.

7.   The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard [Excerpt only]

The process of completing instructional, student services, and administrative program review also provides an opportunity to review policies and practices. As described in program review documents, program reviews are conducted on a triannual basis and include analysis of changes within the unit as well as new resource needs as part of the College's strategic planning process (7-05_INST-PR-WebPage-2019, 7-06_StudentS-PR-WebPage-2019, 7-07_AdminS-PR-WebPage-2019). In addition, the Program Review Committee regularly evaluates program review processes. For example, in April 2019, the committee reviewed a first draft of a document titled Resource Allocations Process through Program Review (7-08_PRCminutes-April 25, 2019), a discussion that continued into the fall 2019 committee meeting (7-09_PRC-mins-fall2019).

Commented [KA3]: For evidence, we should cite the PR process (a document?) that explains these steps. --Also resource allocation process

Commented [AK4R3]: PR process document draft—check PR Committee minutes for April 25, 2019 →As of August 2019, PR process graphics in process. Follow up after September PR Committee meeting

Commented [AK5]: Will need to add evidence when available

Analysis and Evaluation

Norco College takes several steps to evaluate its policies and practices, in particular, reports on Educational Master Plan strategic goals and objectives as well as surveys and utilization of the program review process, to assure that policies and practices are effective in supporting academic quality and accomplishment of the College's mission.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates <mark>program review</mark>, 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)

Evidence of Meeting the Standard

The Strategic Plan and Process combines <mark>program review</mark>, key planning processes, and resource allocation to provide institutional goals spanning multiple years. As documented in the Strategic Plan 2013-2018 (extended to 2019), steps in the comprehensive planning cycle arise from the College's mission, vision, and values, and are driven by institutional goals and evaluations (9-01_SP-PlanningCycle-2013-18). This process enables the College to evaluate its progress towards achieving its mission and provides a transparent platform of Norco College's targets and goals.

To accomplish its mission and improve institutional effectiveness and academic quality, the College conducts <mark>program review</mark> on a regular basis, as described in Standard I.B.5. Beginning in the 2017-2018 academic year, the College implemented a three-year cycle, with optional annual updates primarily for resource requests, as shown in the <mark>Program Review Committee</mark> minutes of March 23, 2017 (9-02_PR-Minutes-cycle-3-23-17) . The combination of the instructional, Student Services, and administrative <mark>program reviews</mark> engages all major units of the College to assess each program's strengths, weaknesses, planning, and resource allocation. As explained in Standard I.A.3, each unit aligns its goals with strategic planning goals. <mark>Program review</mark> also requires units to state the program's personnel, equipment, technological, and facility needs and anticipated costs for the next two or three years. Each unit is also required to state the justification for the need and how it aligns with the Educational Master Plan, as explained in Standard I.A.3 and shown in the <mark>program review</mark> resource requests for counseling (Student Services), the Deans of Instruction/Instruction program review (administrative), and anthropology (instructional) (9-03_Counseling-Resource-PR-2018, 9-04_DOI-Instruction-PR-2018, 9-05_ANT-PR-2108) Units are also expected to list any long-term needs (two-three-five years out) that are anticipated to cost more than $20,000 (<mark>9-06_evidence: example/request from one PR</mark>). Program review enables the College to have short- and long-term budget and resource allocation planning.

Analysis and Evaluation

The College's Strategic Plan and Process has supported broad-based, systematic evaluation and planning through integration of <mark>program review</mark>, institutional planning, and resource allocation into a comprehensive document that aims to achieve the College's mission and improve institutional effectiveness and academic quality.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Academic quality and institutional effectiveness are core themes at Norco College, as demonstrated through robust and pervasive dialog regarding student achievement and student learning outcomes. SLOs have been defined and are on a cycle of assessment which provides feedback to instructional and student support services. SLOs and student achievement data are part of program review and integral to the assessment of mission accomplishment. In order for the College to continuously improve, institution-set standards are set at both floor and aspirational levels, and these data are used to organize institutional processes. In order to identify potential gaps at a more granular level, SLO and achievement data are disaggregated by student subgroups. In addition, policies and procedures related to services, resource allocation, and governance processes are assessed on an annual basis. Planning processes and resource allocation decisions, both current processes and those undergoing revision in 2019, are based on program review, and results of all processes, including student learning and achievement are communicated broadly to the College at large and to the local community.

Standard II.A: Instructional Programs

2.   Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

The District's Curriculum Handbook specifies the rigorous curriculum development, approval, and modification process followed by the College to ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Curriculum development is faculty driven (2-01_CurriculumHandbook-pg21-25_2014), and a workflow process indicates the participation of faculty disciplines and departments, library, articulation officer, the vice president of Academic Affairs, College and District curriculum committees, and the Board of Trustees (2-02_CurriculumHandbook-pg25-27,33-34_2014). The same process is followed for courses and programs. All course outlines of record (CORs) that are developed or modified through this process include course descriptions, student learning outcomes, and course content at the appropriate level, whether precollegiate or transfer level, as shown in the CORs for Psychology 9 and for Math 35 (2-03_COR-PSY9-12-11-18, 2-04_COR-MAT35-11-13-18) .

Distance education courses also follow the curriculum development, approval, and modification process in the Curriculum Handbook (2-05_Handbook pages referencing DE). The handbook provides important materials such as regulations and best practices for achieving substantive and regular interaction with students (2-06_CurriculumHandbook-

pg61-66-2014), as well as a thorough process for adding distance education mode of delivery to a course outline (2-07_CurriculumHandbook-pg67-72-2014).

Faculty also participate in program review and assessment. Faculty conduct regular program reviews following a triennial process. As shown in the Program Review Committee minutes of March 23, 2017, instructional program review is conducted by academic disciplines every three years, with optional annual updates (2-08_PRC-Minutes-3-23-17). This new process for 2017-2018 replaced the previous three-year cycle during which the timeline for comprehensive program reviews was staggered among the disciplines, with annual program reviews submitted in the intervening years. Academic departments are given the freedom to determine the most effective method of conducting program review for their disciplines. A history of instructional program reviews, available on the Instructional Program Review webpage, shows that the process is consistently followed. Links to program review documents are available on this page (2-09_INST-PR-Webpage-2019).

Through the program review process, faculty conduct regular reviews of their curriculum. An example of curriculum review can be seen in the 2018 instructional program reviews for world languages (2-10_INST-PR-WOR-COR-Review-2018) and administration of justice (2-11_INST-PR-ADJ-COR-Review-2018). In addition, faculty conduct regular assessment of student learning outcomes using achievement data that informs curriculum revisions, improvement of instruction efforts, and support services necessary to improve student learning, as shown in the review and update section of the 2018 program review for early childhood education (2-12_INST-PR-EAR-SLO-Prog-2018). Assessments of student learning outcomes and the subsequent faculty responses are maintained in the Nuventive Improve database (2-13_Nuventive-SLO-EAR-2019).

Results of program reviews are used in planning. For example, math and English faculty identified the need for a math lab/center and a writing support center; both disciplines included these data-supported needs in their program review documents (2-14_MAT-RR-ProgramReview-2019, 2-15_ENG-RR-ProgramReview-2019). Math faculty also discussed their proposal in person with College administrators and English faculty submitted a written proposal (2-16_WritingCenterProposal-2018). In response, as an interim step, the College expanded services for math and English students in the Learning Resources Center, as described in Standard II.B.1, including expanding tutoring services to the STEM Center on campus, as shown on the Math and Science Success Center Tutoring page (2-17_MathScienceCtr-Webpage-2019).

Analysis and Evaluation

Through the curriculum process and program review, faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty use program review, assessment, and the curriculum processes to continuously improve instructional courses and programs, ensuring program currency, improving teaching and learning strategies, and promoting student success. In fact, at the start of the current three-year program review cycle in 2017-2018, the College experienced 100 percent of all units submitting their program reviews. Program

review, as a procedure at the College, undergoes continuous review and revision for improvement to support program and discipline needs. As part of these improvement efforts, in spring 2019 the Program Review Committee began developing an updated document describing the program review process (2-18_PRC-minutes-20190425), and the discussion continued into fall 2019, with introduction of descriptive templates (2-19_evidence: templates). Furthermore, the curriculum process and document was revised with input from the colleges' distance education committees, as shown in the revised Curriculum Handbook (2-20_evidence).

> **Commented [AK7]:** Add minutes when available

> **Commented [AK8]:** Available after the PRC September meeting?

> **Commented [AK9]:** May want to describe DE revisions in Curriculum Handbook once revised handbook is available—fall 2019

16.   The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

As described on the Program Review Committee's webpage, program review is conducted on a regular basis "to facilitate intentional self-evaluation and planning in order to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning" (16-01_PR-Committee-Webpage-2019). shows the College's three-year program review process.

Standard II.A.2 explains how faculty exercise collective ownership in utilizing program review to continuously improve instructional courses and programs. Program reviews follow a three-year process; faculty conduct triennial instructional program review by academic discipline with optional annual updates (16-02_PR-3yrProcess-Minutes-3-23-17). In 2017-2018, this process replaced the previous three-year cycle during which the timeline for comprehensive program reviews was staggered among the disciplines, with annual program reviews submitted in the intervening years. An archive of instructional program reviews since 2015, available on the Instructional Program Review webpage (16-03_instructional-PR-webpage), shows that program review is a regular process.

Program assessment, course-level assessment, and general education learning outcomes assessment are also part of the process of regularly evaluating and improving the quality and currency of instructional courses and programs. As explained in Standard II.A.2, assessment for course-level outcomes (SLOs) and systematic program learning outcome (PLO) assessment occur every six years; every SLO for every course and PLO for every program has an initial assessment and closes the loop within six years (16-04_evidence: assessment rotation).

> **Commented [AG10]:** Program Review should probably be highlighted here, especially the focus (with examples) on continuous improvement.

> **Commented [AK11R10]:** Note: Will add examples of improvement (maybe English or ECE from 2016 and/or 2018 CPRs?). May need to obtain suggestions of PRs to use.

> **Commented [AK12R10]:** Perhaps already covered in the paragraph (mostly in green font) below

> **Commented [AK13]:** This should already be in the SharePoint for II.A

For program review, units must plan systematic updates to their curriculum/programs and submit modifications (major/minor) to the Curriculum Committee at least every six years, which is described in Standard II.A.2. As described in Standard II.A.1, all new programs and classes are vetted by the Curriculum Committee through a faculty-directed process, both at

the College and District levels. Major modifications also must be approved through the curriculum process, a process detailed in the Curriculum Handbook (16-05_CurriculumHandbook).

Continuous improvement is the goal of program review and assessment. As a result of these processes, faculty in a discipline submit modifications to curriculum, which are vetted by the College and District Curriculum Committee. This response is shown in the example of the Curriculum/COR Review report for English in the 2018 program review document (16-06_PR-ENGLISH-CurriculumRPT-2018), which reflect faculty members' collaboration to assure relevancy, appropriateness, and currency of courses and programs. Instructional units also present goals in their program reviews, based on the unit evaluation. Planning for the future as well as changes and improvements in programs as a result of assessment and program evaluations can be seen, for example, in the 2018 program review for psychology (16-07_PR-psychology-2018). Institutional changes and improvements that have occurred as a result of program reviews are discussed in Standard II.A.2.

Analysis and Evaluation

Through program review, curriculum, and assessment, the College regularly evaluates and improves the quality and currency of all instructional programs at the institution, regardless of delivery mode or location. Although the College meets the Standard, further work is in progress to strengthen the program review process in the ongoing work of continuous improvement. In spring 2019 the Program Review Committee began developing an updated document describing the program review process (16-08_PRC-minutes-20190425), and the discussion continued into fall 2019, with introduction of descriptive templates (16-09_evidence: templates). Stronger clarification of the connections between program review and institutional planning will be a key goal of the fall 2019 strategic plan and governance process development. These processes show how the College systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Conclusions on Standard II.A. Instructional Programs

Program review, along with curriculum and assessment processes, support continuous quality improvement in all of the College's instructional programs, regardless of location or means of delivery, including pre-collegiate and college-level curriculum. As part of continuous improvement, the College took a fresh look at the program review and planning process as part of the strategic planning and governance process assessment and development in fall 2019. The faculty-led curriculum process ensures that instructional programs are offered in fields of study consistent with the mission and appropriate to higher education, and that all degree programs includes a component of general education. To support this important process, the Curriculum Handbook was revised in 2019. In addition to curriculum, assessment, ensures that courses and degrees are the culmination of student attainment of identified student outcomes.