

2009-2010 INSTRUCTIONAL PROGRAM REVIEW GUIDELINES



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**DEL MAR COLLEGE
INSTRUCTIONAL PROGRAM REVIEW
GUIDELINES**

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This document is available on the Del Mar College website at:

<http://app.weaveonline.com/delmar/login.aspx>

I. INTRODUCTION

A. Overview

This manual contains guidelines and a calendar for conducting Instructional Program Reviews (IPRs) at Del Mar College.

IPRs—analytical “self-studies”—are vital to ensuring the long-range success, vitality, and quality of programs offered at the College. Programs are typically reviewed on a five-year cycle. If issues arise that merit a review—as recommended by the chair and/or the dean and/or the VPI—a program may be reviewed on a more frequent cycle. If a program is on any other status, it will be reviewed to an appropriate extent each year.

The IPR process consists of five basic steps: selecting a committee, assessing a program, creating a report, receiving evaluation, and conducting follow-up. The entire process, from beginning to end, usually takes 16 months to complete.

B. Purpose

The purpose of an Instructional Program Review is to:

1. Ensure that the appropriate missions of the College, the division, the department, and program are being fulfilled;
2. Assure the excellence and on-going enhancement of instructional programs;
3. Identify program needs so that resources may be adequately budgeted and provided;
4. Prompt curriculum and/or staff development;
5. Revise program content or delivery to address changing educational needs;
6. Reaffirm the need for and viability of the program;
7. Build upon the program's strengths and promote its continued well being; and
8. Help prepare the College for periodic reaffirmation of accreditation.

C. FAQ's

This manual will help answer the most frequently asked questions about program review:

- Why conduct a review of an academic program?
- When are reviews conducted?
- Who is responsible?
- When is everything due?
- What are the steps to completing a Program Review?
- How do participants prepare?
- Where can data be found for a program?
- What is submitted?
- What is the difference between Program Reviews and annual assessment reports?
- What happens after the Program Review is completed?

II. AT A GLANCE

A. Calendar

For the Program Review process to be a success, it is critical to achieve specific activities by their deadlines. Below is a calendar of the entire Program Review process.

Academic Year 2009-2010

DATE: 2009	ACTIVITY
By May 1, 2009	The Vice President of Instruction (VPI) notifies deans and Director of Institutional Research and Effectiveness of the programs to be reviewed for the 2009-2010 academic year.
By May 15, 2009	Chairpersons for Instructional Program Review Committees are appointed by the deans.
By September 1, 2009	The VPI distributes a copy of the guidelines and calendar to the Instructional Program Review Committee Chairs and department chairs. Copies of forms on the Del Mar College website are also provided to the Program Review Committee chairs.
By September 1, 2009	Program Review Mentors are appointed by the deans.
By September 15, 2009	Members for Instructional Program Review Committees are appointed by the deans.
By September 24, 2009	Program Review Committee Chairs and Mentors meet with VPI, deans, and appropriate departmental chairs for orientation to the Program Review process.
October, 2009	The Office of Institutional Research and Effectiveness conducts surveys of students enrolled in classes selected by the department chairs.
December, 2009	Chairs of instructional departments forward departmental data to the Office of Institutional Research and Effectiveness.
September- December, 2009	Instructional Program Review Committees begin work on Criteria 1, 2, and 3 and outline their work for early spring.
By December 19, 2009	Instructional Program Review Committees report on Criteria 1, 2, and 3 to Mentors and submit the WEAVEonline "Detailed Assessment Report" to department chair.

DATE: 2009	ACTIVITY
By January 21, 2010	Program Review Committee Chairs and Mentors meet with VPI, deans, and appropriate departmental chairs for a progress follow-up to the Program Review process.
By February 1, 2010	Program Review data resources are delivered from the Office of Institutional Research and Effectiveness to Program Review Committees; committees move on with Criteria 4, 5, 6, 7, and 8.
By March 31, 2010	Office of Institutional Research and Effectiveness sends Program Review evaluation survey to committees.
By March 31, 2010	Program Review Committees present a draft of their analyses of the data and preliminary action plans to Mentors for feedback and suggestions.
By May 1, 2010	Program Review Committee submits Committee Report in paper (notebook) and electronic formats with the <i>Program Review Transmittal Form</i> (IPR008) to the department chairperson.
By May 1, 2010	Programs on conditional or probationary status submit an <i>Annual Follow-up for Programs Not on Positive Status</i> (IPR005) in paper and electronic formats with the transmittal form to the department chair.
By May 1, 2010	Programs reviewed during the 2006-2007 cycle submit a <i>Two-year Status Report on Program Review Recommendations</i> (IPR004) in paper and electronic formats with the transmittal form to the department chair.
By June 1, 2010	Department chairs review and prepare recommendations on Committee Reports, <i>Annual Follow-up for Programs Not on Positive Status</i> , and <i>Two-year Status Report on Program Review Recommendations</i> and forward these with the transmittal form to the divisional dean.
By July 1, 2010	Deans review and prepare recommendations on committee reports, annual follow-ups, and two-year status reports and forward these to the VPI with copies to departmental chairpersons and to the review committees.
By August 31, 2010	The VPI reviews and prepares <i>Status Reports on Recommendations</i> (IPR 007) and forwards these to the President with copies to the appropriate deans, chairpersons, and review committees. The notebook and electronic copy will be archived in the Office of Institutional Research and Effectiveness, which will post electronic copies on the College's website.
October, 2010	College President communicates status reports to the Board of Regents as an informational report, identifying progress and challenges in fulfilling the College's Mission Statement and meeting the goals and objectives enumerated in the College's Strategic Plan.

B. Delineation of Responsibilities

Below is a summary of responsibilities for key participants in the Program Review process.

1. Program Review Committee

Conducts program assessment and writes the report.

2. Mentors

Provide feedback and suggestions on the draft report to the Program Review Committee.

3. Chairs of Instructional Departments

Forward specific departmental information to the Office of Institutional Research and Effectiveness. Monitor progress of committee. Review completed reports and submit it to the Dean with comments and recommendations. Follow up with program faculty on the implementation of recommendations, action plans, progress reports, and interim reports.

4. Office of Institutional Research

Provides data resources to the Program Review Committee. Posts and archives Program Review documents.

5. Divisional Dean

Ensures that the Program Review Committee is meeting the timeline of the review process, and, afterwards, monitors progress toward achievement of action plans and program outcomes/objectives, including any interim and annual reports. Prepares summary program recommendations and recommends program status for the Vice President of Instruction's consideration.

6. Vice President of Instruction

Oversees the entire Instructional Program Review process, from the initial decision to review a program to the final recommendation to the President. This process includes detailing the responsibilities of administrators and committees, timelines, program review data resources, and the requirements for the content and form of the final document. Assigns program status and prepares an annual report for the President and the Board of Regents.

III. STEP 1: SELECTION

A. Selection

The Divisional Dean will approve a program review committee of members who are closely involved with the program (faculty, present and/or former students, chairperson); at least one faculty member not in the program; and community persons. The Dean will also select a Chair and assign a Mentor for the committee. The Vice President of Instruction may appoint others as needed.

B. Orientation Meeting

The Vice President of Instruction, with the assistance of instructional deans and departmental chairs, will convene an orientation meeting with the Program Review Committee Chairs.

At this orientation session:

1. Key elements will be discussed, including
 - assessment of eight core criteria,
 - need to analyze the data,
 - assessment of previous program objectives and student learning outcomes,
 - preparation of new outcomes/objectives, and
 - completion of the report.
2. Committee Chairs will receive a three-ring binder and an electronic storage device to be used for the compilation of the report.
3. Chairs also will meet Program Review Mentors, consisting of program review committee chairs from the previous year. Chairs are encouraged to discuss issues and concerns about the program review process with their assigned Mentor.

IV. STEP 2: ASSESSMENT

A. Work of the Committee

The Program Review Committee, led by its Chair and with assistance from its Mentor, will use eight core criteria and analyze sets of data to assess the program in preparation for writing a report.

Note: Programs providing career and technical education should evaluate the criteria relevant to Perkins and State performance standards and industry expectations. Similarly, programs with distance learning offerings should evaluate those offerings as a subset of the program.

B. Core Criteria

The eight core criteria require analysis of the degree to which the program is responsive to a.) institutional goals and objectives, b.) program outcomes/objectives (including student learning outcomes), and c.) effectiveness of resource allocations.

The Program Review Committee should look carefully at the following criteria, which are the basis of each section of the report:

- 1. Program Objectives, Student Learning Outcomes, and Assessment.** This section addresses the connection of program objectives and student learning outcomes to College goals as identified in the current Del Mar College Strategic Plan, and the assessment of those. The development of outcomes and objectives will consider the students' educational intent and the appropriateness for the student population, the community, and the goals of the College. This connection must be demonstrated with evidence.

Note: Program objectives, student learning outcomes, and assessment were previously documented on IPR Forms 001, 002, 003, and 006. Now, they are documented in the "Detailed Assessment Report" on the WEAVEonline assessment management system. Therefore, the Committee will print detailed reports from WEAVEonline for the five most recent years. See Appendix B for more detail.

Committees will reflect on and analyze the program objectives, student learning outcomes, and assessments to determine if they are appropriate and comprehensive. Committees will identify changes in student learning outcomes or new program objectives, where needed. In addition, the committees will address the recommendations made by the chair, the dean, and/or the VPI as a result of the previous program review and provide those responses on the form IPR007.

- 2. Instruction-Related Activities.** This section addresses the congruency of instruction-related activities (in-classroom instruction and out-of-class activities) with the program's objectives and student learning outcomes. Specific measures include teaching methods, student advising opportunities, outreach, and other instructional activities. Additionally, grade distribution, course completion rates, and overall program completion rates must be analyzed.
- 3. Curriculum Integration.** This section addresses the relationship of the curricula to the program itself, to other programs, to the College as a whole, and to the community at large. Specific measures include number of "major" courses; number of "service" courses to those enrolled in other programs; study of prerequisites for meeting core requirements of the College; and availability of related curriculum options.

4. **Student Educational Intent.** This section addresses the consistency of student educational intent with the program’s goals and student learning outcomes. Specific measures include pattern of offerings, meeting student needs, placement in jobs, and sufficient job openings in community and State. Student survey responses and demographic studies will be analyzed.
5. **Satisfactory Mobility.** This section addresses the facilitation of students’ ability to shift into the curriculum from other programs, transfer to other curricula within the College, and/or transfer to other colleges or universities—without undue loss of credit, time, or other resources. Specific measures include completion of educational activity or program and movement into related employment; transfer into baccalaureate programs; taking other courses with greater academic confidence; and articulation with related programs at relevant independent school districts and universities.
6. **Effective Personnel Utilization.** This section addresses effective use of full-time faculty and part-time faculty in the program. Specific measures include teaching load, academic advising load, average class size, number of times courses are offered annually, curriculum development work, and College committee activities. Also included is professional development (past, present, and future); faculty and staff evaluation methods and what they reveal about effectiveness of instruction; demand for services from other areas (counseling, library, tutoring, etc.); and adequacy of administrative and technical support.
7. **Cost Effectiveness.** This section addresses productivity and fiscal responsibility of resource utilization. Specific measures include number of students who graduate or complete the course or program in relationship to the minimum acceptable to the College; full-time equivalent and headcount enrollment patterns in both the program and its primary courses; student-contact-hour-to-faculty ratio and faculty-to-support-staff ratio; operating budget and equipment costs (obsolescence, replacement, and maintenance); facilities committed to the program and those shared with other programs (learning centers, libraries, laboratories). Any significant variances of these cost-effectiveness measures from the norm for similar programs must be explained.
8. **Strategic Advantage.** This section addresses the program’s unique ability to fill a special niche for a demonstrated community need. Specific measures include strengths and weaknesses of the program; strategic advantage over other similar programs in the area; ties to community groups; evaluation of program by others; use and membership of advisory committee; accreditation status; and comparison to national programs and national trends.

C. Data Resources

Data required for the report is available from several sources: the program’s department, WEAVEonline, and the Office of Institutional Research and Effectiveness (OIRE). These data resources are to be included in the Program Review notebook maintained on each program.

The Instructional Department Chair will forward the following departmental information to the OIRE:

- **Staff Development History.** Compile College-sponsored trips for faculty and staff for the past year. Also, include participation in classes, in-service workshops, and other staff development activities.

- **Budget.** Provide the budget for the program for the current year and any special income from student fees.
- **Equipment.** Supply total dollar value of instructional equipment for the program and an itemization by broad equipment categories. Replacement cycles for equipment should be projected, along with estimated costs of replacement.
- **Related Programs.** List other related programs at nearby colleges/universities or proprietary schools offering similar courses and give number of degrees offered by others.
- **Accreditation.** Give current status if program is eligible for professional accreditation.
- **Advisory Committee/Community Liaison.** Describe community groups most closely related to this program. List committee members, dates of meetings, and provide minutes of meetings.

The Office of Institutional Research and Effectiveness will prepare sets of data for each program. Data is compiled from current and former students' files, occupational information, a survey of students enrolled in fall classes, and other appropriate documents. The data will be reported in such a manner that it is comparable from program to program and accurately reflects the program.

The data consists of:

- **Enrollment History.** Enrollment patterns for the past five years in the program as a whole and in each course will be provided. Data will be based on the enrollments certified by the Office of the Registrar and may reflect necessary adjustments in historical records that are corrected as they are identified.
- **Student Demographics.** Sex, ethnic origin, age, previous education, credit hours attempted, and employment status for students in this program versus students enrolled at Del Mar College in general will be compared. Demographics are listed both for enrolled students and for majors where appropriate. Students' reasons for enrolling in the program will be listed.
- **Staffing Patterns and Utilization.** Numbers and status of instructors and support staff will be listed. Support-staff-to-faculty and student-to-faculty ratios will be provided for the program, the instructional division, and the College as a whole.
- **Degrees and Certificates History.** The numbers of degrees and certificates awarded will be listed for the most recent five years. Comparison to similar programs will be provided. The number of students who have declared their interest to major in a program and the number of students surveyed who declared an interest in a degree or certificate at Del Mar College will be provided.
- **Demand for Program.** For career and technical programs, appropriate occupational demand and wage information, with related forecast data, will be provided. For other programs, information from available interest surveys will be summarized. Charts with statistical trend lines will be provided to help in forecasting future enrollments.

- **Student Success Measures.** Data related to performance measures addressed by Perkins and State accountability standards such as program accreditation, licensure pass rates, job placement rates, participation in nontraditional fields of study, and transfer will be provided. Programs with follow-up information (transfer student reports, letters of appreciation) should comment on these in the “Satisfactory Mobility” and “Student Educational Intent” sections.
- **Grades.** Semester grades awarded in the program, to a program’s instructional division, and Del Mar College as a whole will be compared. Mean course grade-point ratios, passing rates, and withdrawal rates by academic year and semester will also be included.

V. STEP 3: THE REPORT

A. Contents

A good committee report is evaluative, not just descriptive. The report is more than just a compilation of data; it requires academic judgments about the quality of the program and adequacy of resources. Most importantly, the report should result in action plans that are linked to the College's planning and budgeting process.

The Committee Report will be drafted by faculty who are members of the review committee and approved by the committee as a whole. It is important to select a member of the committee to serve as Editor.

The actual report consists of:

- **Transmittal Form** (IPR 008).
- **Cover Page.** Include these exact elements: Del Mar College Program Review for X program, academic year, submitted by Committee Member names to Department Chair's name, Dean's name and Vice President of Instruction's name, and date.
- **Table of Contents.**
- **Executive Summary.** In concise narrative form, describe the strengths of the program and areas needing change for program improvement. This two- or three-page summary is designed for those who will not read the entire Committee Report. This summary should be written *after* the Committee Report is completed and then inserted at the front of the report.
- **Chapters.** Break the report into eight separate sections, or chapters, for each of the eight criteria. Each section should begin on a new page with a heading that correlates to the list below:
 1. **Program Objectives, Student Learning Outcomes, and Assessment**
 2. **Instruction-Related Activities**
 3. **Curriculum Integration**
 4. **Student Educational Intent**
 5. **Satisfactory Mobility**
 6. **Effective Personnel Utilization**
 7. **Cost Effectiveness**
 8. **Strategic Advantage**
- **Action Plans.** Action plans follow directly from the analysis of the data relating to the eight core criteria and should be tied to the program's mission statement and outcomes/objectives. If action plans require additional funding, be as specific as possible about the amount of money and year in which money is needed (reallocation of funds could meet next year's needs).
Note: Include the list of all current action plans from the most recent WEAVEonline Detailed Assessment Report.

B. Format

The report should follow this formatting:

- Computer-processed, using Word
- Single-spaced text; double space between headings.
- 12-point font for text; 14-point font for headings.
- Times New Roman or Arial fonts are best.
- Each major section should begin at the top of the page.
- Headings for each section should be centered at the top in bold face.
- Pagination on every page.
- Dividers between sections are helpful.
- Bound in a three-ring notebook and copied on to an electronic storage device.

C. Distribution

The notebook and electronic storage device are submitted to the Department Chairperson by May 1.

VI. STEP 4: RESPONSE AND EVALUATION

A. Mentor Feedback

Program Review Mentors will provide feedback to the Program Review Committee throughout the process by providing suggestions on the draft report. By December 19, the Instructional Program Review Committees will prepare and present a draft of their report on Criteria 1, 2, & 3 to their Program Review Mentor and by March 31, Committees will present to their Program Review Mentor a draft of their analyses of the data and preliminary action plans, as well as provide rewritten student learning outcomes and program objectives, when needed.

B. Chair and Dean Feedback

Using the transmittal form, the Department Chair will forward the completed Committee Report along with his or her comments and recommendations in printed format and on the electronic storage device to the Divisional Dean by June 1.

Using the transmittal form, the Divisional Dean will forward the completed Committee Report along with his or her comments and recommendations in printed format and on the electronic storage device to the Vice President of Instruction by July 1.

C. Status Report of the VPI

The Vice President of Instruction creates a status report that provides feedback to the program administrator and faculty on the administrative evaluation of the program, and may include recommendations, suggestions, and support for the Committee's conclusions.

The Status Report must include a statement about the program's status in one of four categories:

- 1. Positive.** The status is positive if the review is satisfactory. The program will provide a two-year interim status report (IPR004) on program review action plans. The program will not be reviewed again until the next scheduled review period in five years.
- 2. Conditional.** The status is conditional if there are serious deficiencies in the program's ability to meet institutional criteria. The result is an automatic assignment of the program to annual review status until it can move to positive status. The program must complete an annual progress report to address the deficiencies identified from the Program Review until the program is evaluated as achieving a positive status (IPR005).
- 3. Probationary.** The status is probationary if the program has spent at least one year in the conditional category and continues to have serious deficiencies. This designation indicates intent to terminate the program after one year, unless the deficiencies are suitably corrected.
- 4. Termination.** The final status—termination—is recommended after a program has been classified as conditional for at least one year and as probationary for at least one year with continuing serious deficiencies.

Note: Under exceptional circumstances (severe enrollment drop or discontinuance of funds from external sources), College administration can recommend termination to the Board of Regents without the program having to pass through all categories of review.

If there is a recommendation to terminate a program, pertinent faculty, staff, students, and advisory councils may make an appeal to the Board.

Upon completion of status reports on reviewed programs, the Vice President of Instruction forwards these to the appropriate committee members, department chair, dean, and President.

D. Presidential Report

The President reports the findings of the Program Reviews to the Board of Regents, identifying progress and challenges in fulfilling the College's mission and meeting strategic institutional goals.

VII. STEP 5: FOLLOW-UP

A. Completed Instructional Program Review

The completed Instructional Program Review notebook is maintained by the Office of Institutional Research and Effectiveness. The electronic copy will be posted to the College website for easy access by faculty and the College community. Upon request, copies will be made available to the Board of Regents, Program Advisory Council members, faculty, counselors, and administrators.

B. Interim Reporting

- **Positive Status**

When a program receives a positive status, the program will submit an interim report (IPR004) by April 15—two years after the program review cycle—that identifies the progress made toward achievement of the action plans and outcomes/objectives. The department will send a copy (including an electronic copy) of form IPR004 to the departmental chairperson, who will review and make recommendations to the appropriate dean. The dean will review and make recommendations to forward to the VPI, who will make a determination on all recommendations and who will forward a final copy and electronic copy of the *Two-year Status Reports on Program Review Recommendations* to the Office of Institutional Research and Effectiveness.

- **Not Positive Status**

If the program does not receive a positive status, the program must submit by the following April 15, an annual follow-up (IPR005) that describes the progress toward correction of the deficiencies that caused a conditional or probationary status for the program. The department will send a print copy (including an electronic copy) of form IPR005 to the department chairperson who will review and make recommendations to the appropriate dean. The dean will review and make recommendations to forward to the VPI, who will make a determination on all recommendations and who will forward a final copy and electronic copy of the *Annual Follow-up for Programs Not on Positive Status* to the Office of Institutional Research and Effectiveness.

C. Summary

Instructional Program Review notebooks serve as basic resources for the ongoing planning and assessment of the Division of Instruction and as evidence of institutional effectiveness. Electronic copies of Instructional Program Review documents—including the Committee Report and all pertinent meeting minutes—must be made available for purposes of institutional effectiveness review by SACS (Southern Association of Schools and Colleges) and other officially sanctioned reviewers.

VIII. CONCLUSION

When Instructional Program Reviews are performed well:

- faculty and administrators gain an understanding of the strengths and weaknesses of academic programs;
- there is a clear agreement on goals for the future;
- budget decisions are based on academic priorities;
- institutions are accountable for the quality of their programs;
- programs improve; and, most importantly;
- student learning is benefited.

APPENDIX

A. Glossary

- **Action Plans:** Descriptions of how the program will address challenges identified through assessment of program outcomes and objectives (formerly referred to as “*Recommendations*”).
- **Analysis:** Using the results of assessment to determine and implement changes in strategies and practices that will improve the effectiveness of the program (formerly referred to as “*Use of Assessment*”).
- **Assessment:** Determining the effectiveness of program efforts to achieve outcomes and objectives by considering data generated by the results of the measures used to gauge the achievement of target performance.
- **Electronic Storage Device:** A device, such as a flash drive, provided by the Office of the Vice President of Instruction to be used for the electronic compilation of the Committee’s Report, the Chair’s recommendations, the Dean’s recommendations, the VPI’s status report, and the data resources provided by the Office of Institutional Research and Effectiveness.
- **Findings:** Documentation of actual results from the assessment of program outcomes/objectives (formerly referred to as “*Results*”).
- **Instructional Program:** A planned sequence of courses, services, or other educational activities specifically associated with a designated set of program outcomes and objectives, not necessarily always certificate or degree oriented. For example, continuing education or support courses within disciplines may be considered programs.
- **Instructional Program Review Process:** The instructional program review is a formative examination and evaluation of a given sequence of educational activities in the nature of an analytical "self-study."
- **Measures:** Methods of gauging the accomplishment of program outcomes and objectives that produce quantifiable results that inform and enable data-driven decisions (formerly referred to as “*Assessment Methods*”).
- **Notebook:** A three-ring binder provided by the Office of the Vice President of Instruction to be used for the compilation of the Committee’s Report, the Chair’s recommendations, the Dean’s recommendations, the VPI’s status report, and the data resources provided by the Office of Institutional Research and Effectiveness.
- **Program Outcomes/Objectives:** Documented statements of measurable desired achievements agreed upon by program faculty, including student learning outcomes and program objectives (formerly referred to as “*Program Goals*” or “*Program Objectives*”).

- **Recommendations:** Suggestions provided by persons and groups with oversight responsibility who review the work of the Program Review Committee, including chairs, deans, and the VPI.
- **Student Learning Outcomes:** Specific statements describing what a learner is expected to know, understand, or to be able to do upon successful completion of an instructional activity or program.
- **Target Performance:** Desired or expected level of achievement of an outcome or objective (formerly referred to as “*Expected Results*”).
- **WEAVEonline Assessment Management System:** Annual findings of assessment and target performance levels are entered into the College’s online assessment management system. From these, “Detailed Assessment Reports” can be printed.

B. Forms

Instructional Program Review forms are available on the Del Mar College website at <http://www.delmar.edu/forms/>

- **IPR004 07 1:** Two-Year Status Report on Program Review Recommendations
- **IPR005 02 1:** Annual Follow-up for Programs Not on Positive Status
- **IPR007 07 1:** Status Report on Recommendations
- **IPR008 08 1:** Program Review Transmittal

Detailed Assessment Reports are available on WEAVEonline at <http://app.weaveonline.com/delmar/login.aspx>

- Replaces IPR Forms 01, 02, 03, and 06 previously used in reports.

Note: Program objectives and student learning outcomes are documented in the College’s WEAVEonline assessment management system. Measures of assessment and target performance levels are identified for each outcome/objective and annual findings are entered into the system. At the end of each annual cycle, an analysis is provided whereby the program documents its use of assessment, identifying successes that will be continued/expanded or changes that will be implemented, if needed, based on the assessment findings. When findings do not reach target performance levels identified, programs write action plans for the following year and follow up with another round of assessment at the end of that year.



Two-Year Status Report on Program Review Recommendations

Program: _____ Year of Review: _____

Action Plans for Improvement	Progress Report

Copy to: Dean, Office of Institutional Research and Effectiveness, Curriculum Committee, and Teaching and Learning Center

Annual Follow-up for Programs Not on Positive Status

Program: _____

Year of Review: _____

Reason for Non-Positive Status	Committee Progress Report

Status Report on Recommendations

Program: _____ Year of Review: _____

Recommendations from Dean, VPI, and Curriculum Committee	Status Report

Program Review Approval Transmittal

Program: _____

Cycle Date of Program Review:	Date of Submission:	Type of Report:
		Five-Year Program Review Two-Year Status Report Annual Report for Conditional Status

Program Review Committee:

1. Chair:	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

Committee Report Delivered to Chair of Department _____ **on** _____
(Name) (Date)

 Program Review Committee Chair's Signature

Program Status Recommendation from Department Chair: Positive Conditional Probationary Termination	Memo Attached with Department Chair's Review and Recommendation: Yes No	_____ Department Chair's Signature Date: _____
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Committee Report and Chair's Report Delivered to Dean _____ **on** _____
(Name) (Date)

Program Status Recommendation from Dean: Positive Conditional Probationary Termination	Memo Attached with Dean's Review and Recommendation: Yes No	_____ Dean's Signature Date: _____
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Committee Report, Chair's Report and Dean's Report Delivered to VPI _____ **on** _____
(Name) (Date)

Program Status Recommendation from VPI: Positive Conditional Probationary Termination	Memo Attached with VPI's Review and Status Report: Yes No	_____ VPI Signature Date: _____
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Date

Electronic file delivered to VPI on:	
Paper copy and electronic copy of committee report delivered to Office of Institutional Research and Effectiveness on:	
Paper copy of Chair's Recommendations, Dean's Recommendation, and VPI Status Report delivered to Office of Institutional Research and Effectiveness on:	
Presentation made to Board of Regents on:	