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**INSTRUCTIONAL PROGRAM REVIEW
GUIDELINES**

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Instructional Program Review Guidelines

Prepared by:

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and

The Office of Strategic Planning and
Institutional Research

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Del Mar College Instructional Program Review Guidelines

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INSTRUCTIONAL PROGRAM REVIEW
GUIDELINES**

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The Detailed Assessment Reports are 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 at Del Mar College.

Instructional Program Reviews—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 Provost/Vice President of Instruction and Student Services (Provost)—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 Instructional Program Review 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 12 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 the 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 wellbeing; 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 Reviews:

- 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. CALENDAR AND RESPONSIBILITIES

A. Calendar

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

Academic Year

DATE	ACTIVITY
By September 1	The Provost/Vice President of Instruction and Student Services (Provost) notifies Deans and Executive Director of Strategic Planning and Institutional Research of the programs to be reviewed for the 2011-2012 academic year.
By September 15	Chairs for Instructional Program Review Committees are appointed by the Deans.
By September 30	Members for Instructional Program Review Committees are appointed by the Deans.
By October 1	The Provost 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 October 1	Program Review Mentors are appointed by the Deans.
By October 30	Program Review Committee Chairs and Mentors meet with Provost, Deans, and appropriate Departmental Chairs for orientation to the Program Review process.
October	The Office of Strategic Planning and Institutional Research conducts surveys of students enrolled in classes selected by Department Chairs.
By December	Chairs of instructional departments forward departmental data to the Office of Strategic Planning and Institutional Research.
October - December	Instructional Program Review Committees work on Criteria 1, 2, and 3.
By December 16	The Instructional Program Review Committees complete the draft report on Criteria 1, 2 and 3 and submit the report to the Mentors for review.
By January 17	The Mentors provide feedback and suggestions to the Instructional Program Review Committees based on their review of Criteria 1, 2, and 3.
By January 31	The Instructional Program Review Committees make any needed revisions on Criteria 1, 2, and 3.

DATE	ACTIVITY
By February 1	<p>Program Review data resources are delivered from the Office of Strategic Planning and Institutional Research to Program Review Committees.</p> <p>The Instructional Program Review Committees work on Criteria 4, 5, 6, 7, and 8 using the data resources as supporting evidence.</p>
By February 10	<p>Program Review Committee Chairs and Mentors meet with the Deans, and appropriate Departmental Chairs for a progress follow-up to the Program Review process.</p>
By March 9	<p>The Instructional Program Review Committees complete the draft report on Criteria 4, 5, 6, 7, and 8 and submit the report to the Mentors for review.</p>
By March 31	<p>The Mentors provide feedback and suggestions to the Instructional Program Review Committees based on their review of Criteria 4, 5, 6, 7, and 8.</p>
By April 13	<p>The Instructional Program Review Committees make any needed revisions on Criteria 4, 5, 6, 7, and 8.</p>
By May 1	<p>The Program Review Committees complete the Program Review Report and submit it in paper (notebook) and electronic formats with the Program Review Transmittal Form (IPR 008) to the Department Chair.</p> <p>The Office of Strategic Planning and Institutional Research sends the Program Review Survey Data Resources Form to the Instructional Program Review Committees for evaluation of services received.</p>
By May 1	<p>Programs on conditional or probationary status submit an Annual Follow-up Status Report for Programs Not on Positive Status (IPR 005) in paper and electronic formats with the transmittal form to the Department Chair.</p>
By May 1	<p>Programs reviewed during the 2009-2010 cycle submit a Two-year Status Report on Program Review Recommendations (IPR 004) in paper and electronic formats with the transmittal form to the Department Chair.</p>
By May 15	<p>Department Chairs review and prepare recommendations on Committee Reports, Annual Follow-up Status Report for Programs Not on Positive Status, and Two-year Status Report on Program Review Recommendations and forward these with the transmittal form to the divisional Dean.</p> <p>The Instructional Program Review Committees complete the Program Review Survey Data Resources Form and return it to the Office of Strategic Planning and Institutional Research.</p>
By July 1	<p>Deans review and prepare recommendations on committee reports, annual follow-up reports, and two-year status reports and forward these to the Provost with copies to Departmental Chairs and to the Review Committees.</p>

By August 30	The Provost reviews and prepares Status Reports on Recommendations (IPR 007) and forwards these to the President with copies to the appropriate Deans, Department Chairs, and Review Committees. The notebook and electronic copy will be archived in the Office of Strategic Planning and Institutional Research, which will post electronic copies on the College's website.
October	The College President communicates status reports to the Board of Regents for information to identify the 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. Instructional Program Review Committee

Conducts program review and writes the report; submits the Program Review Report to the appropriate Department Chair by the due date.

2. Mentors

Review draft reports submitted by the Instructional Program Review Committee. Provides feedback and suggestions by the due dates and attends scheduled committee meetings.

3. Chairs of the Instructional Program Review Committee

Meet with Provost, Deans, and Department Chairs for orientation to the Program Review process and for periodic progress reports; set meeting dates and times; guide the process and ensure deadlines are met. Make assignments to the Committee.

4. Chairs of Instructional Departments

Forward specific departmental information to the Office of Strategic Planning and Institutional Research. Monitor progress of Committee. Review completed reports and submit them to the Dean with comments and recommendations. Follow up with program faculty on the implementation of recommendations, action plans, progress reports, and interim reports. Provide the five most recent Detailed Assessment Reports from WEAVEonline to the Instructional Program Review Committees.

5. Office of Strategic Planning and Institutional Research

Provides data resources, maintains the cycle of review, and conducts student surveys to support the Instructional Program Review Committees; posts electronic copies of the Program Reviews on the College's website; archives Program Review documents; sends evaluation of data resources and survey to the Instructional Program Review Committee. Communicates with the Provost and the Instructional Program Review Committee Chairs regarding the overall process and Guidelines.

6. Divisional Dean

Ensures that the Instructional 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 Provost's consideration.

7. Provost/Vice President of Instruction and Student Services (Provost)

Oversees the entire Instructional Program Review process, from the initial decision as to which programs to review through 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.

8. College President

Communicates status of the Instructional Program Reviews to the Board of Regents as an informational report.

III. STEP 1: SELECTION

A. Selection

The program faculty and Department Chair will recommend Instructional Program Review Committee members and Committee Chair to the Divisional Dean. The Divisional Dean will appoint a Program Review Committee made up of members who are closely involved with the program (faculty, present and/or former students, Chair, Dean); at least one faculty member not in the program; and community persons and advisory council members, where appropriate. The Dean will also approve the Committee Chair and assign a Mentor for the Committee. The Provost may appoint others as needed.

B. Orientation Meeting

The Provost and the Executive Director of Strategic Planning and Institutional Research, with the assistance of 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. Instructional Program Review Committee Chairs will receive a three-ring binder and an electronic storage device to be used for the compilation of the report. They will also meet with Program Review Mentors, consisting of Program Review Committee Chairs from the previous year. Committee 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 Instructional 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 following general areas of educational excellence are:

- a.) Institutional goals and objectives, b.) Student learning outcomes, c.) Program outcomes/objectives,
- d.) Effectiveness of resource allocations, and e.) Viability of the program.

The Instructional Program Review Committee carefully considers the following criteria, which are the basis of each section of the report:

1. Assessment Process for Achieving Program Student Learning Outcomes and General Education Competencies

a.) Review of the Assessment Process. The Instructional Program Review Committee reviews the assessment process as documented in the five most recent Detailed Assessment Reports from WEAVEonline, including the responses to the analysis questions and the annual report of each Detailed Assessment Report. The Instructional Program Review Committee reflects on and analyzes the assessment process of program student learning outcomes to determine if it is appropriate and comprehensive. In reviewing the Detailed Assessment Reports, the Instructional Program Review Committee determines the extent to which the program student learning outcomes were achieved based on the findings of the assessment of each program student learning outcome.

Elements to consider are:

- the completion of each annual Detailed Assessment Report,
- the appropriateness of each program student learning outcome as it relates to the Strategic Plan,
- connection of the measures to the program student learning outcomes,
- realistic and appropriate achievement targets,
- connection of the findings to the achievement targets,
- inclusion of sample sizes in the findings,
- development, implementation, and completion of action plans for achievement targets not met,
- and review of analysis questions and Annual Report.

b.) Assessment Process for General Education Competencies. The Instructional Program Review Committee also addresses the connection of program student learning outcomes to the General Education Competencies. The General Education Competencies are college-wide student learning outcomes applicable to all instructional programs and disciplines. The

Instructional Program Review Committee reviews the Detailed Assessment Reports to identify the association between the General Education Competencies and the program student learning outcomes. Programs with courses in the Core Curriculum need to clearly show that association and provide evidence of how the program student learning outcomes meet the General Education Competencies shown in WEAVEonline under General Education Curriculum Mapping. Programs that do not have courses in the Core Curriculum need to demonstrate how their program student learning outcomes support and reinforce the General Education Competencies.

As part of the analysis of the assessment process, the Instructional Program Review Committee identifies areas of excellence and areas of needed improvement. The Instructional Program Review Committee makes specific recommendations in the areas of needed improvement for changes to be made by the faculty in the specific instructional programs.

- 2. Assessment of Program Outcomes/Objectives.** This section addresses the connection of program outcomes/objectives to the College goals and objectives as identified in the current Del Mar College Strategic Plan. The Instructional Program Review Committee explains that connection by ensuring that there is an alignment between the program outcomes/objectives and the goals and objectives as outlined in the Del Mar College Strategic Plan.

This section includes a review of the assessment process for program outcomes/objectives as documented in the five most recent Detailed Assessment Reports from WEAVEonline, including the responses to the analysis questions and the annual report of each Detailed Assessment Report. The Instructional Program Review Committee reflects on and analyzes the assessment process of the program outcomes/objectives to determine if the program outcomes/objectives are meaningful and support and strengthen the program as a whole.

In reviewing the Detailed Assessment Reports, the Instructional Program Review Committee determines the extent to which the program outcomes/objectives were achieved based on the findings of each program outcome/objective. Elements to consider are the inclusion of appropriate program outcomes/objectives in each Detailed Assessment Report, the identification of appropriate measures and achievement targets for each program outcome/objective, and findings based on the assessment of each program outcome/objective.

The Instructional Program Review Committee reviews program outcomes/objectives that need to be carried over and makes recommendations based on their review. New program outcomes/objectives may also be identified by the Committee for further review by the faculty and Department Chair. The Instructional Program Review Committee also addresses the recommendations made by the Department Chairs, the Dean, or the Provost as a result of previous program reviews and provides those responses on Form IPR 007.

- 3. 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.

- 4. Curriculum Integration and Mobility.** 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. This also addresses the 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.
- 5. Student Educational Intent.** This section addresses the consistency of student educational intent with the program’s mission, objectives, and student learning outcomes. Specific measures include pattern of course offerings, class schedules related to student needs, rate of job placement, sufficient job demand in the community, region and state, and transfer rate of students to other colleges or universities. Student survey responses and demographic studies will be analyzed. The relationship between the appropriate levels of higher education that are required to meet the educational intent is analyzed. The committee will review the educational intent as it relates to the appropriateness of the type of award such as a marketable skills achievement award, certificate, or type of degree.
- 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, full-time to part-time faculty ratio by semester credit hour, academic advising load by ratio of the number of declared majors compared to the full-time faculty, 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); demand for services from other areas (counseling, library, tutoring, etc.); and adequacy of administrative and technical support. Identify the organizational structure within the programs that ensures academic quality and consistency of delivery.
- 7. Cost Effectiveness.** This section addresses productivity and fiscal responsibility of resource utilization. Specific measures include number of students who graduate or complete the courses 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; number of declared majors, student-contact-hour-to-faculty ratio and faculty-to-support-staff ratio; operating budget and equipment costs (obsolescence, replacement, and maintenance); and 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 the program by other entities; use and membership of

advisory committee; accreditation status; and comparison to national programs and national trends. The Committee will also address how the program enhances the position of the College within the local, state and national arena. In addition the Committee will explain how the program supports the transferability of students to a baccalaureate degree or how technical programs tie to emerging or high demand/high wage occupations; identify how any curriculum changes or revisions support the relevance of the program to the industry, occupation, or baccalaureate degree; and relate the program to the strategic mobility and the opportunity to provide access to broader fields of study or careers.

(Note: This section is documented in the Annual Report Section of the WEAVEonline planning software).

C. Data Resources

Data required for the report are available from several sources: the program's department, WEAVEonline, and the Office of Strategic Planning and Institutional Research. These data resources are included in the Program Review notebook maintained on each program.

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

- **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 that relate to the program.
- **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 and dates of meetings, and provide minutes of meetings.

The Office of Strategic Planning and Institutional Research 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 consist 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 the 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 in majoring 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 non-traditional 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 Student Educational Intent section.
- **Grades.** Semester grades awarded in the program, in a program's instructional division, and at 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 important, 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 Members' names to Department Chair's name, Dean's name, Provost'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 Instructional Program Review Committee Report. This summary should be written *after* the Committee Report is completed and then inserted at the front of the report. Include any new action plans that are related to program outcomes/objectives developed by the Instructional Program Review Committee as a result of the Program Review and based on the eight criteria.
- **Recommendations.** Summarize all recommendations from the Committee with a brief description and identify the Core Criteria which it supports. Recommendations should be addressed by the program faculty in subsequent years as part of the assessment process and the Detailed Assessment 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. Assessment of Program Student Learning Outcomes and General Education Competencies
 2. Assessment of Program Objectives
 3. Instruction-Related Activities
 4. Curriculum Integration
 5. Student Educational Intent
 6. Effective Personnel Utilization
 7. Cost Effectiveness
 8. Strategic Advantage
- **Action Plans.** Address action plans as evidence of continuous improvement. (Action plans found in the five Detailed Assessment Reports (DARs) are addressed in the first criterion, but

may be summarized in this section.) In this part of the report, list the new action plans developed and based on the analysis of the data provided by Institutional Research relating to the eight core criteria not previously addressed. The action plans should be tied to the program mission statement and to the program outcomes/objectives. If the action plans developed by the Instructional Program Review Committee require additional funding, specify the amount of money and the year to meet the budgetary requirements.

Note: Include the list of all the current action plans from the most recent DAR.

B. Format

The report should follow this formatting:

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

C. Distribution

1. The notebook and electronic storage device are submitted to the Department Chair by May 1.
2. The Chair of the Instructional Program Review Committee notifies the Provost and Vice President of Instruction and the Office of Strategic Planning and Institutional Research that the report has been submitted.

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. The Instructional Program Review Committee will prepare and present a draft of the report on Criteria 1, 2, and 3 to their Program Review Mentor and a draft of their analyses of the data and preliminary action plans according to the timeline identified in the calendar. Additionally, the Committee will provide recommendations for revised 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 to the Divisional Dean, along with his or her comments and recommendations in memorandum format and on the electronic storage device.

Using the transmittal form, the Divisional Dean will forward the completed Committee Report to the Provost, along with his or her comments and recommendations in memorandum format and on the electronic storage device.

C. Status Report of the Provost

The Provost 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 (IPR 005).
- 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.
- 3. 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 Provost forwards these to the appropriate committee members, Department Chair, Dean, and President.

D. Presidential Report

The President reports the findings of the Instructional 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 Strategic Planning and Institutional Research. 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 (IPR 004) by May 1st—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 IPR 004 to the Departmental Chair, who will review and make recommendations to the appropriate Dean. The Dean will review and make recommendations to forward to the Provost, who will make a determination on all recommendations and who will forward a final copy and electronic copy of the Two-year Status Report on Program Review Recommendations (IPR 004) to the Office of Strategic Planning and Institutional Research.

• Not Positive Status

If the program does not receive a positive status, the program must submit by the following May 1st an annual follow-up status report (IPR 005) 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 IPR 005 to the Department Chair, who will review and make recommendations to the appropriate Dean. The Dean will review and make recommendations to the Provost, who will make a determination on all recommendations and who will forward a final copy and electronic copy of the Annual Follow-up Status Report for Programs Not on Positive Status (IPR 005) to the Office of Strategic Planning and Institutional Research.

C. Summary

Instructional Program Review notebooks serve as basic resources for the ongoing planning and assessment of the instructional divisions and as evidence of institutional effectiveness. Electronic copies of Instructional Program Review documents—including the Instructional Program Review 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 important, student learning is benefited.

APPENDIX

A. Glossary

- **Action Plans:** Descriptions of what will be done to address the findings identified through the assessment of outcomes and objectives.
- **Analysis:** The interpretation of assessment results (findings) to draw conclusions regarding outcomes and objectives.
- **Assessment:** The systematic collection, review, and use of information from educational programs undertaken for the purpose of improving teaching, student learning and planning.
- **Detailed Assessment Report (DAR):** The complete assessment report of all data entered for a program including associations, action plans, findings, analysis and any document connections.
- **Electronic Storage Device:** A device, such as a flash drive, provided by the Office of the Provost to be used for the electronic compilation of the Committee's Report, the Chair's recommendations, the Dean's recommendations, the Provost's status report, and the data resources provided by the Office of Strategic Planning and Institutional Research.
- **Findings:** Results (data) from the measures used to assess student learning outcomes or program objectives.
- **Instructional Program:** An instructional program is a planned sequence of courses, services, or other educational activities specifically associated with a designated set of objectives, not necessarily always certificate or degree oriented, for example, support courses within disciplines, intramural sports, band and choir camps, and publications in connection with journalism. (B6.11.1)
- **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:** An instrument or method used to collect data to produce quantifiable information regarding outcomes or objectives. Examples: Test, survey, rubric.
- **Notebook:** A three-ring binder provided by the Office of the Provost to be used for the compilation of the Committee's Report, the Chair's recommendations, the Dean's recommendations, the Provost's status report, and the data resources provided by the Office of Strategic Planning and Institutional Research.
- **Program Objectives:** Specific statements about a program's desired achievement or need. Examples:
 1. Graduates of the program will be employed in the field within 6 months of graduation.
 2. Majors will successfully transfer to a 4-year university to complete a baccalaureate degree.
 3. A new music building will be constructed by Fall 2011.

- **Recommendations:** Suggestions provided by persons and groups with oversight responsibility who review the work of the Program Review Committee, including Chairs, Deans, and the Provost.
- **Service Courses:** Courses within the program discipline and included in other programs. For example, ENGL 1301 is part of the English program and *serves* many other programs across the College.
- **Student Learning Outcomes (SLOs):** Clear, concise, and measurable statements that specify what a student is expected to know or be able to do at the end of a course or program.
Examples:
 1. Students will be able to demonstrate competency with cloze skills in American Sign Language (course level SLO).
 2. Students will be able to interpret from American Sign Language to English and English to American Sign Language (program level SLO).
 3. Students will be able to articulate an informed personal reaction to works of literature (program level SLO).
- **Target Performance:** The desired or expected results from the measurement of a student learning outcome or program objective.
Examples:
 1. 100 percent of students will pass the Police Academy Exam with a score of 90 or above.
 2. 80 percent of students will score 80 or better on a skills test.
- **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 10 1: Two-year Status Report on Program Review Recommendations
- IPR005 10 2: Annual Follow-up Status Report for Programs Not on Positive Status
- IPR007 10 1: Status Report on Recommendations
- IPR008 10 1: Program Review Transmittal

Note: These reports replace IPR Forms 01, 02, 03 and 06.

Detailed Assessment Reports are available on WEAVEonline at:

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

Note: Program outcomes/objectives and student learning outcomes are documented in the College's WEAVEonline planning software. 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. Each program writes action plans for the following year and follows up with another round of assessment at the end of that year.



Two-year Status Report on Program Review Recommendations

IPR 004 10 1

Program: _____ Year of Review: _____

Action Plans for Improvement	Progress Report

Copy to: Dean, Office of Strategic Planning and Institutional Research, and Office of Provost and VP of Instruction

Annual Follow-up Status Report for Programs Not on Positive Status

Program: _____

Year of Review: _____

Reason for Non-Positive Status	Committee Progress Report

Copy to: Dean, Office of Strategic Planning and Institutional Research, and Office of Provost and VP of Instruction

Status Report on Recommendations

IPR 007 10 1

Program: _____ Year of Review: _____

Recommendations from Dean, and PVPI	Status Report

Program Review Transmittal

Program: _____

Cycle Date of Program Review:	Date of Submission:	Type of Report: <input type="checkbox"/> Five-Year Program Review <input type="checkbox"/> Two-Year Status Report <input type="checkbox"/> Annual Report for Conditional Status
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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

E-mail Notification Tracking: (Delivery to Department Chair)

Office of the Provost and Vice President of Instruction (PVPI) Date: _____
 Office of Strategic Planning and Institutional Research Date: _____

Program Status Recommendation from Chair: <input type="checkbox"/> Positive <input type="checkbox"/> Conditional <input type="checkbox"/> Probationary <input type="checkbox"/> Termination	Memo Attached with Chair's Review and Recommendation: Chair's Signature: _____ Date: _____
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E-mail Notification Tracking: (Delivery to Divisional Dean)

Office of the Provost and Vice President of Instruction Date: _____
 Office of Strategic Planning and Institutional Research Date: _____

Committee Report and Chair's Report Delivered to Dean _____ on _____
(Name) (Date)

Program Status Recommendation from Dean: <input type="checkbox"/> Positive <input type="checkbox"/> Conditional <input type="checkbox"/> Probationary <input type="checkbox"/> Termination	Memo Attached with Dean's Review and Recommendation: Dean's Signature: _____ Date: _____
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E-mail Notification Tracking: (Delivery to Provost and Vice President of Instruction)

Office of the Provost and Vice President of Instruction Date: _____
 Office of Strategic Planning and Institutional Research Date: _____

Committee Report, Chair's Report and Dean's Report Delivered to PVPI _____ on _____
(Name) (Date)

Program Status Recommendation from PVPI: <input type="checkbox"/> Positive <input type="checkbox"/> Conditional <input type="checkbox"/> Probationary <input type="checkbox"/> Termination	Memo Attached with PVPI's Review and Recommendation: PVPI Signature: _____ Date: _____
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Date

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