

Rio Salado College

Program Review

**A Systematic and Comprehensive Program
Review Model/Process that is
Sustainable and Formal**

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Rio Salado College Program Review

I. Definition of Program at Rio Salado College

Rio Salado College defines a program as *a set of college-level courses resulting in a certificate or degree*. The types of programs available at Rio Salado College include an Associate in Applied Science, an Associate in Arts, a Certificate of Completion, and an Academic Certificate. The courses are open to the general public and include sets of courses that are reviewed by an outside or external accrediting body. This definition also includes a set of college-level courses which result in a certificate awarded by other outside agencies, such as the Arizona Department of Education (ADE).

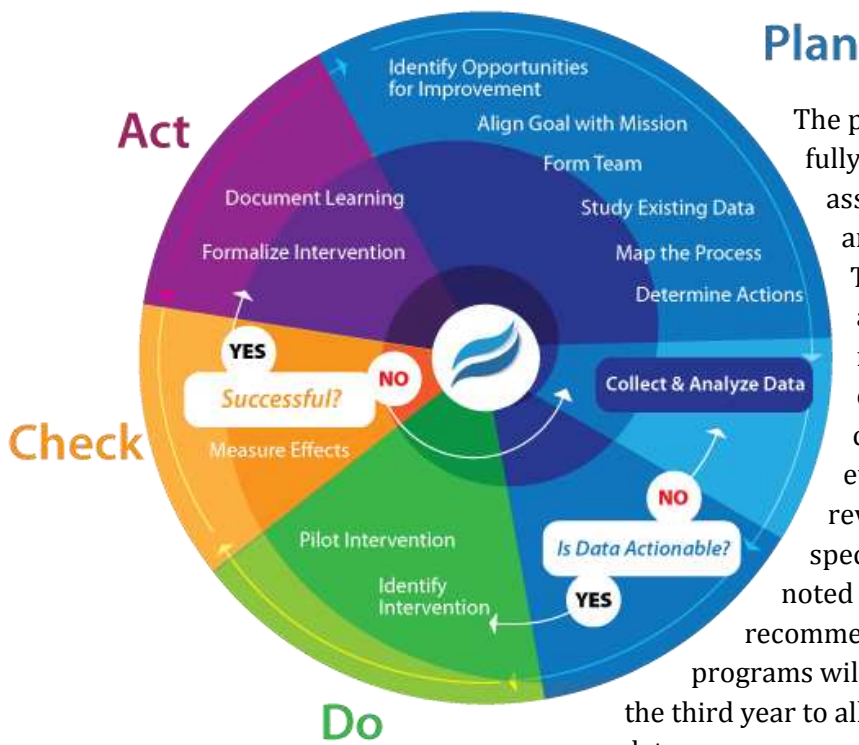
The program review process will exempt all of the Education Service Partnerships (ESPs) certificates from being subject to our program review since they are reviewed by the companies and are not open to the public. In certain programs, the credibility and appropriateness of the curriculum is validated by the outside organization, business, or corporation Rio Salado College partners with, for example. This is based on the fact that we would not conduct a Program Review on specific ESP training—because its programmatic review was a *de facto* result of doing business with a company or other organization.

II. Purpose of Formal Program Review

The purpose of a formal program review at Rio Salado College is based on our historical and ongoing focus on continuous improvement and systems thinking. One of the College's Core Values is Relentless Improvement. While individual departments regularly discuss their performance and outcomes of their work, we recognize that it is more important and necessary to understand this work and these outcomes in terms of the effectiveness of programs and college systems and services. These must be connected to the College's Mission and Vision and it must be examined through systems thinking to ensure consistent levels of performance and quality.

Program review is an essential process at Rio Salado. It helps us ensure the currency and effectiveness of all programs, curricular and co-curricular. In addition, program review enables us to use systems thinking to focus on responding to internal and external customers as well as be accountable to all stakeholders.

Program review is aligned well with our organizational culture. We have a strong foundation of the philosophy and methods of continuous improvement and are now focused on relentless improvement. We have worked hard to “close the loop” in improvement work and have found that this essentially means this work is “not a loop; it’s an upward spiral” (see Appendices B and C).



Plan

The program review model is intended to be a fully implemented, multi-level, comprehensive assessment of student learning outcomes, and curricular and co-curricular outcomes. The model is designed to be sustainable and formal and include criteria that will recognize the unique and distinct roles of every program. This model is based on the cycle of formal program review and evaluation every five years and focused review and evaluation in three years for any specific area that needed for improvement noted in the last formal review and recommended by the program review team. New programs will not be reviewed until the completion of the third year to allow for sufficient baseline performance data.

At the beginning of each academic year, departments and programs will identify a focus based on the answers to the following:

- What two questions do you want to ask about your students and learning this year?

This work will be documented at the end of the academic year in a “spotlight” report with evidence and documentation for a change or improvement based on answers to the following questions:

- Is what you are doing making a difference? How do you know? If not, what’s next?
- How does what you are doing relate to college-level student learning outcomes? How do you know?
- How does it relate to program-level student learning outcomes? How do you know?

This report can include work on Faculty Evaluation Plans (FEPs), RioLogs, or similar activities. During the PDCA cycle, data will be gathered, compiled, and analyzed. The College has identified the following data sets as required data for all Program Reviews:

- Student Demographics (gender, age, ethnicity)
- Program Enrollment
- Course Enrollments
- College Level Student Learning Outcomes
- Program Level Student Learning Outcomes
- Program Completion (Degree/Certificate)
- Student Retention
- Student Persistence
- Student Attrition
- Student Satisfaction

- Student Engagement/Involvement
- Effective Teaching Data
- Co-Curricular

This above data will be provided to the Faculty Chair or Program Director through the College's Institutional Research Department. Other data sets, based on the program, will be determined by the Faculty Chair or Program Director. The Faculty Chair or Program Director will work with the Institutional Research Department to generate the data.

III. A Multi-Level View of Programs

A formal system and comprehensive program review will be conducted every five years. It will include the following multi-level views or lenses for examination:

Goal Levels

Goals for each component of Program Review will refer specifically to these levels as appropriate:

- Level I. Community
Examples include: outside or external to the district, specific to the program, includes national examinations, external accreditations, and Advisory Committees
- Level II. District (embedded into the curriculum)
- Level III. College
Examples include: College Level Learning Outcomes
- Level IV. Program
Examples include: Program competencies
- Level V. Course
Examples include: high enrollment courses within the program, course competencies

Goal Areas

- Curriculum, Course Content, and Instruction
- Co-curricular Program Related Services:
 - Recruitment
 - Admission and Records
 - Financial Aid
 - Cashiers
 - Retention
 - Counseling
 - Academic Advising
 - Military Advising
 - eGuide/Student Life
 - Learning Support
 - Library

- Instructional Helpdesk
- Technology Helpdesk
- Tutoring
- Bookstore
- Disability Services
- Computer Labs
- Rio Lounge

IV. Components of Program Review

Each program being reviewed at Rio Salado College will contain the same foundational components. Based upon the program, Faculty Chairs/Program Directors may choose to include additional components. Using the PDCA Cycle, the Program Review process will explain, assess, and analyze the following:

Program Being Reviewed

- A. Program Name, Description, and Year of Formal Program Review
- B. Program Purpose and Mission
- C. Demographics and Trends



Analysis or examination of the demographics of the student enrolled, special populations being served or not being served, trends and patterns of enrollment, comparison to other Maricopa Colleges and national trends, etc. Data should measure students who are program completers as well as student retention and student persistence in courses within the program. If the program has been included in Transparency by Design, this data would be used as the starting data.

Program’s Plan, Goals, and Learning Outcomes

In this section, identify the program’s plan, goals and learning outcomes. Using the data worksheets (see Appendix E), identify the goal level, indicators, targets, baseline data, and current data or benchmarking for the following areas:



- A. Student Goals
- B. Student Responsibilities
- C. Curriculum, Course Content, and Instruction (including faculty evaluations)
- D. Student Satisfaction
- E. Student Retention, Persistence, and Attrition
- F. Co-Curricular Program Related Services
- G. Other (specific to the program, such as outside accreditation requirements; Logins, Site and Pace requirements; etc.)

Ask questions such as:

- When a student completes this program, what does the student know? How do you know?
- What can the student do with the knowledge they now have completed the program?
- How well are these being accomplished?
- What are the indicators and the targets?
- Are we meeting our targets? How do we know?

College-wide Student Learning Outcomes

Rio Salado College implemented an assessment plan in 1992. Assessment at Rio Salado College is a collaborative process, involving the teamwork of the Faculty, administration, Student Services and other co-curricular services, as well as Curriculum, and Instructional Design. The College continually strives to increase and assess student learning. The College has adopted Critical Thinking, Writing, Information Literacy, and Reading as its College-wide Student Learning Outcomes:



Questions to address in the Program Review include:

- How are the College-wide Student Learning Outcomes of Critical Thinking assessed in the program?
- How are the College-wide Student Learning Outcomes of Writing assessed in the program?
- How are the College-wide Student Learning Outcomes of Information Literacy assessed in the program?
- How are the College-wide Student Learning Outcomes of Reading assessed in the program?
- What strategies are being used to increase student learning?
- What should all Rio Salado College students know?

Program Resources

Providing a college program for students requires numerous resources. Resources can be more than just fiscal or personnel. In this section of the Program Review, describe the resources needed to effectively provide and maintain the program. Also explain how the resources are used and if they are used effectively. Resource data will be available. Questions to consider include:

- What are the resources are needed to accomplish the program's goals and outcomes, (e.g. personnel, facilities, equipment, etc.)?
- Are the resources used effectively? How do you know?

Viability of the Program

The viability of the program is based on the following four areas:

- Cost per FTSE (Full-Time Student Equivalent)
- Enrollment Trends and Targets
- Partnership Change(s)
- Economy
- Demand

Program Decisions and Action Plans

Previous Decisions and Accomplished Improvements This section provides a description or an explanation of previous decisions and action plans based on the data analysis, summary, and recommendations from a previous program review. A previous program review includes a mini review or Transparency-by-Design. A question to be answered during this part of the program review is: “What work was done to implement the recommendations?”

Current Decisions and Action Plans for the Program Based on the analysis of the current data, the underlying question is:



What are the Current Decisions and Action Plans for the Program in the future?

In this section, provide an analysis and recommendations of current decisions and action plans that will be implemented into the program. These decisions and action plans should be based on the current data analysis and summary. Questions to be addressed include:

- Are you changing/adjusting targets?
- Will there be a three year focused review?
- What will next year’s “spotlight” report focus on?
- When will be the next five year formal program review?



V. Examination and Feedback Process

Once the Program Review is completed, the next step in the process is the examination and feedback summary of the review of the program.

Review Team:

The College’s Learning Assessment Team is a systemic college wide team responsible for examining and providing feedback on the Program Review. Due to the size of the team, a subgroup of cross-functional Learning Assessment Team members will be chosen to examine each Program Review. Ad hoc members may be added, depending on the program being reviewed. Ad hoc members may include:

- other Rio employees
- community members
- advisory group members
- students

The purposes for the examination and feedback are:

1. Evaluate current goals and determine future goals of the program through quality assurance and relentless improvement indicators, which may assist the faculty chair, faculty, administrators, and staff involved with the program.
2. Evaluate current goals and determine future goals for the system-wide components of the College through quality assurance and relentless improvement indicators, which may assist all faculty chairs, faculty, administrators, and staff with College programs and co-curricular services.
3. Share and learn from best practices.
4. Increase the effectiveness of the College's Program Review model.



Process:

Each member of the Learning Assessment Team will receive a copy of the Program Review (either an electronically or printed version) to examine. Utilizing the electronic "Program Review Examination and Feedback" form (see Appendix), members will examine the Program Review and provide feedback. All feedback received will be compiled into a *Program Review Examination Summary Report*. The *Program Review Examination Summary Report* consists of five sections. Section I of the report contains all of the comments by the Learning Assessment Team members regarding the various areas of the Program Review. The next two sections, II and III, indicate Best Practices and Process Improvements identified in the Program Review that may be beneficial for other College programs to consider and incorporate into existing programs. An Examination Rubric, a chart which identifies the overall ratings of the examination along with data targets for Quality Assurance, is provided in Section IV. Lastly, Section V may identify an area or areas requiring a Spotlight Report in one year or Focus Report three years.

Once the *Program Review Examination Summary Report* is completed, it will be distributed to the Faculty Chair of the program being reviewed, the College Dean responsible for the program, the Vice President of Academic Affairs, and members of the Learning Assessment Team subgroup who examined the program. A Program Review Examination Summary meeting will be held with the individuals identified above to review the *Summary Report*, discuss findings, clarify questions, and present next steps.

Timeframes/Cycles:

Learning Assessment Team members will have three weeks to complete their individual examinations of the Program Review online. The individual examinations will then be compiled into the *Program Review Examination Summary Report* within two weeks and distributed to the individuals described above during the "Process." By the end of the second month, the Program Review Examination Summary meeting will be held to review the *Program Review Examination Summary Report* and determine if a Spotlight or 3-Year Focused Report is required.

Dissemination:

The completed Program Review document and a copy of the *Program Review Examination Summary Report* (sans individual SLOT members' comments) will be shared with the College's Faculty Chairs and all members of the Learning Assessment Team as well as with the program's stakeholders, including members of the Advisory Committee and the program's Adjunct Faculty members. Both documents will also be posted on the Learning Assessment Team and Residential Faculty SharePoint sites.

VI. Glossary

Budget Performance: Budget performance is a continuous measurement of how effectively resources are being allocated and then spent to achieve a college's vision, mission and strategic goals, and is a reflection of leadership's strategies.

Co-Curricular: Educational activities that take place outside of the formal class environment and contribute to student learning. Examples include Student Services, Advisement, Library Services, Counseling Services, etc.

Constituencies: Student-local, international, military; partners-corporate, government; community.

Cost per FTSE: A measurement of how many resources are spent to provide education services to a calculated equivalent of full-time students.

Cultural Sustainability: A shared set of organizational values throughout the college that assures that the core values are perpetuated.

Customer Service: Understanding a customer's needs and finding opportunities to fulfill those needs.

Diversity: Socioeconomic groups, geographic community, age, ethnicity, gender, economic, etc.

Effective Connections: Results in successful outcomes (training, degree, certificate).

Engagement: Degree and depth of interaction and emotional involvement or commitment.

Environmental Scanning: Environmental scanning is completed at the District level. A wiki space has been created where people can upload articles and comments in preparation for the environmental scan summits. At the environmental scan summits, representatives from various departments, schools, and levels meet to discuss the emerging topics and generate ideas. The District office of Institutional Effectiveness compiles the articles and discussions into an annual environmental scan report.

Experiential Learning: Experiential learning is learning through experience, both "in class" as well as through outside experiences. For example, a student can experience experiential learning through such activities such as interviewing an expert, visiting a museum, or through more direct activities such as practicum or internship placements.

External Customer: A person who buys products or services.

FTSE Growth: The annual change in calculated full-time student equivalents.

GPA Performance of Students: GPAs or Grade Point Averages are obtained by dividing the quality points by the quality hours that a student earns. Quality hours are measured by calculating the number of credit hours that a student has completed. Quality points are based on the grade earned by the student. For example, a student earning an A in a course will earn four quality points for each credit hour. An A grade in a three-credit hour course would result in 12 quality points. Please note: Withdrawals and Pass/Fail courses do not count towards the GPA.

In-Course Retention Rates: In course retention rates are measured dividing the ending enrollment by the starting enrollment. Starting enrollment is obtained by calculating the total registrations and subtracting any students who dropped or were dropped within the drop/add period. Ending enrollments are obtained by

eliminating any students who withdrew or were withdrawn after the first week of class. Due to Rio's enrollment structure, the ending enrollment may contain both graded and non-graded students.

Institutional Effectiveness: Institutional effectiveness is an umbrella term that encompasses a variety of measures. It pertains to measuring the overall effectiveness of an institution and encompasses a variety of surveys/measures at multiple levels. Among these are school-wide assessments and surveys, department level assessments and surveys, and course level surveys and assessments.

Internal Customer: A person inside the organization who relies on you for services, products and/or information to perform his/her job.

Learning Organization: An organization where people continually expand their capacity to create new results they truly desire, where new thinking and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.

Learning Outcomes: Statements of the knowledge, skills, and abilities the individual student possesses and can demonstrate upon completion of a learning experience or sequence of learning experiences (e.g., course, program, degree).

Market Penetration Rate: The number of unduplicated headcount expressed as a per capita amount for a targeted market area or demographic. For example: In FY08, one out of every 82.9 Maricopa residents was a student at Rio Salado College.

New Program Development: Activities directly related to either the establishment of a new educational program, or the improvement, expansion, or integration of an existing program that aligns with Rio's strategic plan. Activities include:

- Conducting and analyzing current local and national workforce trends
- Conducting detailed feasibility studies to determine market viability, competition, and emerging trends
- Identifying and meeting with key community leaders and organizations to develop partnerships and community buy-in
- Coordinated efforts by Curriculum, Faculty, Instructional Design, and Course Production to actually develop the courses for the program

Operating and Capital Carry-Forward: The amount of resources (budgeted or actual) that exceed actual expenses on an accrual basis is carried forward each year.

Plan-Do-Check-Act (PDCA) Cycle: A simple model used to understand and implement Continuous Improvement projects.

Program: A prescribed set of required college-level courses, including any prerequisites and/or restricted elective courses, which lead to the completion of an Academic Certificate, a Certificate of Completion, an Associate in Arts, or an Associate in Applied Science.

Quality Assurance: Meeting or exceeding targets set by the college-level process owners and agreed to by leadership. (This is important because the system needs to make sure one target does not have a negative impact in another area). The target could be based on baseline data or informed by benchmarking, and then set within zones or levels often established in balanced scorecards:

- red zone = needs immediate attention
- yellow zone = caution and needs monitoring

- green zone = realistic target and do-able
- purple zone = a stretch target.

For example, Rio's targets for some of the indicators relating to involving adjunct faculty would likely be higher than other community colleges, given the high % of our courses being taught by adjunct faculty.

Quality Improvement: Deliberate efforts to reach a higher level of quality when it falls below the desired target measure.

Relentless Improvement: Achieving targets set by the college-level process owners and leadership that are likely to need continual attention and progress. The target is usually set for a point in time or an academic year, and can still be based on several levels or zones, including red, yellow, green and purple. For example, targets for some of the indicators relating to customer service and customer astonishment might need to keep increasing as our customers have increased needs or expectations. Also, once we astonish them in one way we then might have to raise the bar. Therefore the work is never really done, but relentlessly attended to, monitored and improved.

Services: Providing information, assistance, activities or resources to accomplish the needs of Rio's partners and the community

Structures and Process: Organizational committees (technology, departments, etc.)

Student Persistence: Persistence is measured using two different methods at Rio: Course persistence and Semester Persistence. Rio measures student persistence by calculating the number of students who progress from one course to the next one in a sequence. For example, students may complete SPA101 and then SPA102. An additional measure of persistence is obtained by calculating the percentage of students who enroll in a given semester (Fall or Spring) and then re-enroll within the next year. (It is important to look beyond traditional Fall to Spring or Fall to Fall persistence measures given Rio's varied start-date options).

Student Satisfaction: Rio measures student satisfaction in a number of ways. These multiple measures provide a more complete picture of student satisfaction than one measure could. The various measures include:

- Instructor Evaluations – Students are invited to complete an instructor evaluation at the end of every course.
- Priorities Satisfaction for Online Learners (PSOL) – Students are invited to complete this national satisfaction survey every other fall.
- Co-curricular survey – Students are invited to complete a co-curricular satisfaction survey annually.
- Other surveys – In addition to the above surveys, various departments conduct satisfaction surveys.

VII. Appendices

Appendix A

Rio Salado College Culture Page

Vision: We astonish our customers!

Mission: Rio Salado College transforms the learning experience through:

- Choice, Access, and Flexibility
- Customized, High Quality Learning Design
- Personalized Service and Organizational Responsiveness

Purposes: Serving our local, national, and international communities through online learning and collaborative partnerships, we provide:

- General education and courses for university transfer
- Programs for workforce development
- Adult basic education
- Comprehensive student services
- Cultural enrichment and community service
- Continuing education and lifetime learning opportunities

Core Values: Through living our values, Rio Salado College creates a climate of high expectations for the success of our current and future students, clients and employees. We are unalterably committed to demonstrating, assessing and being accountable for the following core organizational values:

- Sustainability
- Customer Focus
- Relentless Improvement
- Inclusiveness
- Professionalism
- Teamwork

Core Practices: In the context of our Core Values, and sustained by disciplined people, thought, and action, our work is focused on the following core organizational practices:

- Learning
- Innovating
- Partnering

Service Standards: In order to implement our Vision, we are committed to the following Service Standards:

- Accuracy
- Consistency
- Timeliness

The PDCA Cycle (one loop)

PLAN

What are the Program Plan, Goals and Learning outcomes? What are the indicators and the targets?
What is the baseline data and analysis?

- A. Program goals for Students
- B. Student Responsibilities
- C. Curriculum, Course Content, and Instruction Goals (including faculty evaluations)
- D. Student Satisfaction Goals
- E. Co-Curricular Program Related Services
- F. Other (specific to the program)

What are the College Student Learning Outcomes and targets?
What is the baseline data and analysis?

Critical Thinking

Writing

Co-curricular

What are the necessary Program Resources and Responsibilities? What are the targets? What is the baseline data and analysis?

DO

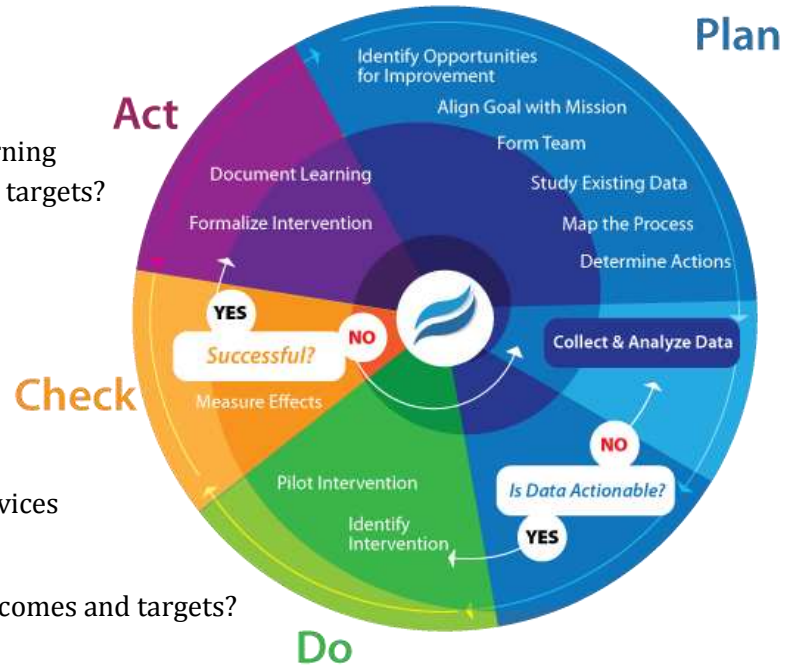
What is an improvement or intervention based on evidence and targets?

CHECK

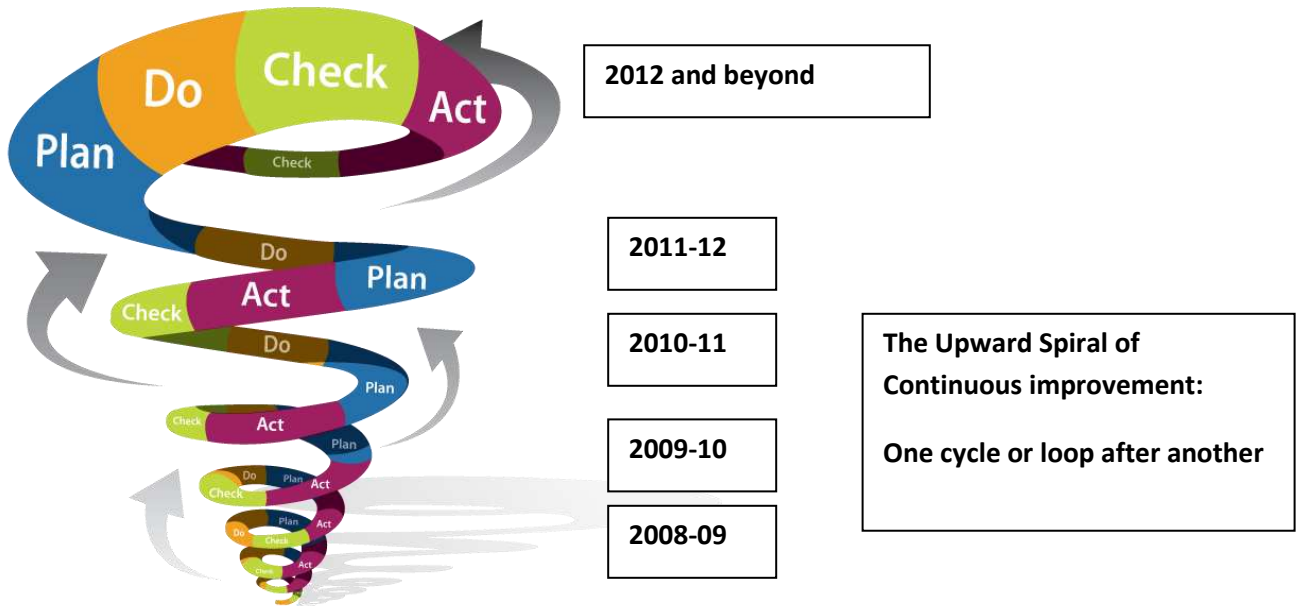
What does the next round of data collection, analysis and evidence indicate should be the next step?
Is the loop or cycle closed or completed in terms of the reaching the target? Is further improvement needed?

ACT

How can the effective or successful improvement/interventions become part of the way we do business – part of the policies, training, etc.



Upward Spiral (each loop continues into another loop)



Rio Salado College

Program Review for _____ 3 or 5 Year Review

Please answer each question below as it pertains to the program being reviewed. You may refer to the “Rio Salado College Program Review” document for additional information on each of the component areas below (page numbers have been noted after each component). Fiscal year data, provided from Institutional Research, is included for the following years:

_____. *If additional data is needed, please contact Jennifer Shantz to discuss the goal(s) of the data and the data parameters.*

Program Being Reviewed (see page 6)

1. What is the Program Name and Description? Identify courses in the certificates, degrees, or pathway.
2. When is the Program Review being conducted?
3. What is the Purpose and Mission of the Program?
4. How does the Purpose and Mission of the Program fit into the College’s Culture Page?
5. Who are your students? Is the program serving any special student populations? Are there student populations not being served?

Student demographics (i.e. gender, ethnicity, age, declared student intent, financial aid recipient, citizenship status, level of prior education) for the program will be available here.

6. What course(s) have the highest enrollment? Are there significant changes from the previous semester? From the prior year? Include all course modalities.

Highest enrollment course(s) data here.

7. Are there any trends or patterns of enrollment?

Program Enrollment Data, for the past three (3) or five (5) fiscal years will be available here.

8. How many students have successfully completed the program and earned their certificate or degree?

Prior Fiscal Year Program Completion Data will be available here. (Only for Rio awarded certificate or degree.)

Program's Plan, Goals, and Learning Outcomes (see page 6)

9. What is the plan for the program?

10. What are the student goals of the program? Are these student goals being accomplished? How do you know? What are the targets and the indicators for QA?

11. What are the responsibilities of the students in the program? Are these being accomplished? How do you know? What are the targets and the indicators?

The list of common/standard responsibilities (e.g. academic integrity, student engagement/involvement, etc.) identified here.

Data on student engagement/involvement here.

12. What are the program level student learning outcomes?

List of official MCCCDC program competencies.

13. How are the program level student learning outcomes assessed?

Data on Program Level Learning Outcomes here.

14. When a student completes this program, what does the student know? How do you know?

Data from TbD would be here if, applicable. In addition, data from portfolio assignments, capstone assignments or courses, external examinations, or national examinations identified and discussed here.

15. What can the student do with the knowledge they now have since completing the program?

16. How is the program's curriculum evaluated to ensure it is relevant and current? Examples include Advisory Committees, Course Content Evaluations by Faculty Chairs for both Online and In-person courses.

17. When are changes made to the course content?

18. What evidences exist to show effective teaching occurs in your program? Examples of evidence may include Faculty Chair Report, Faculty Chair Evaluations, complaint data, adjunct faculty evaluations, student satisfaction data, faculty development, quality of feedback, response time, etc.

19. Does your program have other indicators to show the effectiveness of student learning?

20. Are students in your program satisfied with the program? How is student satisfaction assessed (e.g. Faculty Evaluations, Program Alumni Survey Data, Helpdesk data, complaint data—both College and Faculty Chair databases, etc.)?

Student Satisfaction data from the Program Alumni Survey will be available here.

21. What does the data indicate about student retention in the program and in the program's designated or selected courses? (Note: Parameters for student retention has to be discussed and designed with Institutional Research prior to the Program Review cycle.)

Data on the Program's Student Retention will be available here.

Data on the designated or selected courses and student retention will be available here. This will be broken down by both modality as well as overall student retention.

22. What does the data indicate about student persistence in the program? (Note: Parameters for student retention has to be discussed and designed with Institutional Research prior to the Program Review cycle.)

Data on Student Persistence will be here. Data will include both types of student persistence: 1) the exact sequence of classes; 2) semester enrollment (Fall or Spring) and enrollment within the next year.

23. What does the data indicate about student attrition in the courses? (Note: Parameters for student retention has to be discussed and designed with Institutional Research prior to the Program Review cycle.)

Data on Student Attrition on the course level only will be here.

24. Are there interventions at the course or program level using analytic data? Explain.

Data from PACE, etc.

25. What is the impact of co-curricular services on student learning and student success in your program?

Co-Curricular Services data here, including both program and College.

26. Identify additional information/sources which contribute to your program's plan, goals, and learning outcomes. Examples include Logins, Site, and Pace (LSP) requirements, outside accreditation requirements, etc.

College Wide Student Learning Outcomes (see page 7)

27. What should all Rio Salado College students know when they complete a course or a program?

Standard list of College-wide Student Learning Outcomes and their definitions and list (or reference since would have been included prior) of official MCCCDC program competencies.

28. How are the College level student learning outcomes (Critical Thinking , Writing, Information Literacy, and Reading) assessed?

Data on the College Level Learning Outcomes goes here. Faculty Chairs should already have this data or can be pulled from the Assessment SP site.

29. What strategies did you deploy to increase student learning? How do you know?

Program Resources (see page 7)

30. What types of resources (fiscal, personnel, supplies, etc.) are needed for your program? These resources are specific to your program, not the overall college resources. For example, does your program have any grants?

31. Are the resources identified above used effectively? How do we know?

32. What college resources/co-curricular services are available, i.e. library, tutoring, etc. for your program?

Viability of Program *(see page 7)*

33. What is the viability of your program? You can base this on the four following areas: FTSE, enrollment targets, change in partnership(s), and/or economy. (This question would not apply to the General Education program as General Education will always be viable for transfer, etc.)

FTSE data for program here, i.e. Maricopa Trends Report.

Enrollment data here.

Program Decisions and Action Plans *(see page 8)*

34. Based on current data for your program, what are the analysis and recommendations of current decisions and action plans? Does the data show Quality Assurance or Relentless Improvement? Will you change or adjust your data targets? Is a three-year focused review required?

35. What areas of your program do you consider to be a “Best Practice,” a tangible that can be shared with other programs (for example, signature assignments)?

36. What will you focus on for next year’s “Spotlight Report?”

37. Identify when the next formal program review will be conducted.

Rio Salado College Program Review Examination and Feedback Form

Program Being Reviewed:	
Semester and Academic Year:	
SLOT Team Member Name:	
Review Date:	
Version:	3

Members of Rio Salado College's Student Learning Outcomes Team (SLOT) will examine each program review and provide feedback. The purposes for the examination and feedback are:

- Evaluate current goals and determine future goals of the program through quality assurance and relentless improvement indicators, which may assist the faculty chair, faculty, administrators, and staff involved with the program.
- Evaluate current goals and determine future goals for the system-wide components of the College through quality assurance and relentless improvement indicators, which may assist all faculty chairs, faculty, administrators, and staff with College programs and co-curricular services.
- Share and learn from best practices.
- Increase the effectiveness of the College's Program Review model.

Individual team members will complete the form below, using the Examination Rubric to rate various areas and provide written feedback where applicable, including General Comments, Best Practices/Shared Learning, and Process Improvements. The individual reviews will be compiled into a *Program Review Examination Summary Report* for distribution.

Examination Rubric

When rating the questions below, please use the following rubric:

4	Superior evidence
3	Sufficient evidence
2	Needs more evidence
1	Lacking evidence
0	Not applicable

I. Program’s Plan, Goals and Learning Outcomes

In the following section, rate each area for quality assurance (QA) or for relentless improvement (RI) using the examination rubric above. Were each of the components evaluated through data and analyzed for QA or RI? If RI, were interventions or follow-up plans included? Include any written feedback for General Comments, Best Practices/Shared Learning, and Process Improvements in the spaces provided.

	4	3	2	1	0
Student Goals					
Student Responsibilities					
Curriculum, Course Content & Instruction					
Student Satisfaction					
Co-Curricular Program Related Services					
Other – specific to the program					
<p>General Comments – Please list your comments under the appropriate heading below, if no comments please enter 'None'.</p> <p>Student Goals:</p> <p>Student Responsibilities:</p> <p>Curriculum, Course Content, and Instruction:</p> <p>Student Satisfaction:</p> <p>Co-Curricular Program Related Services:</p> <p>Other – Specific to the Program:</p>					
<p>Best Practices/Shared Learning</p> <p>Student Goals:</p> <p>Student Responsibilities:</p> <p>Curriculum, Course Content, and Instruction:</p> <p>Student Satisfaction:</p> <p>Co-Curricular Program Related Services:</p> <p>Other – Specific to the Program:</p>					

Process Improvement

Student Goals:

Student Responsibilities:

Curriculum, Course Content, and Instruction:

Student Satisfaction:

Co-Curricular Program Related Services:

Other – Specific to the Program:

II. College Level Student Learning Outcomes

In this section, rate each college level student learning outcome for QA or RI using the rubric described earlier. Were each of the learning outcomes evaluated through data and analyzed for QA or RI? If RI, were interventions or follow-up plans included? Include any written feedback for General Comments, Best Practices/Shared Learning, and Process Improvements in the spaces provided.

	4	3	2	1	0
Critical Thinking					
Writing					
Information Literacy					
Reading					
<u>General Comments</u> – Please list your comments under the appropriate heading below, if no comments please enter 'None'.					
Critical Thinking:					
Writing:					
<u>Best Practices/Shared Learning</u>					
Critical Thinking:					
Writing:					
<u>Process Improvement</u>					
Critical Thinking:					
Writing:					

III. Program Resources

In this section, rate each program resource for QA or RI using the examination rubric described earlier. Include any General Comments, Best Practices/Shared Learning, and Process Improvements in the spaces provided.

	4	3	2	1	0
Personnel					
Facilities					
Equipment					
Other					
<p>General Comments – Please list your comments under the appropriate heading below, if no comments please enter 'None'.</p> <p>Personnel:</p> <p>Facilities:</p> <p>Equipment:</p> <p>Other:</p>					
<p>Best Practices/Shared Learning</p> <p>Personnel:</p> <p>Facilities:</p> <p>Equipment:</p> <p>Other:</p>					
<p>Process Improvement</p> <p>Personnel:</p> <p>Facilities:</p> <p>Equipment:</p> <p>Other:</p>					

IV. Program Viability

In this section, rate the program’s viability for QA and RI based on the areas identified using the examination rubric. Include any General Comments, Best Practices/Shared Learning, and Process Improvements in the spaces provided.

	4	3	2	1	0
Cost per FTSE					
Enrollment Trends and Targets					
Partnership Change(s)					
Demand					
Economy					
<p>General Comments – Please list your comments under the appropriate heading below, if no comments please enter 'None'.</p> <p>Cost per FTSE:</p> <p>Enrollment Trends and Targets:</p> <p>Partnership Change(s):</p> <p>Demand:</p> <p>Economy:</p>					
<p>Best Practices/Shared Learning</p> <p>Cost per FTSE:</p> <p>Enrollment Trends and Targets:</p> <p>Partnership Change(s):</p> <p>Demand:</p> <p>Economy:</p>					
<p>Process Improvement</p> <p>Cost per FTSE:</p> <p>Enrollment Trends and Targets:</p> <p>Partnership Change(s):</p> <p>Demand:</p> <p>Economy:</p>					

V. Decisions and Action Plans

Using the examination rubric, this section will rate both previous and current decisions regarding the program and whether previous improvements were accomplished or what action plans will be put into place for the future. If applicable, rate previous decisions and successful/accomplished improvements for the program as explained in the program review. Also rate the current decisions and action plans for QA and RI identified in the review of the program. Include any General Comments, Best Practices/Shared Learning, and Process Improvements in the spaces provided.

	4	3	2	1	0
Previous Decisions					
Improvements Accomplished					
Current Decisions					
Current Action Plans/Interventions					
<p>General Comments – Please list your comments under the appropriate heading below, if no comments please enter 'None'.</p> <p>Previous Decisions:</p> <p>Improvements Accomplished:</p> <p>Current Decisions:</p> <p>Current Action Plans/Interventions:</p>					
<p>Best Practices/Shared Learning</p> <p>Previous Decisions:</p> <p>Improvements Accomplished:</p> <p>Current Decisions:</p> <p>Current Action Plans/Interventions:</p>					
<p>Process Improvement</p> <p>Previous Decisions:</p> <p>Improvements Accomplished:</p> <p>Current Decisions:</p> <p>Current Action Plans/Interventions:</p>					

VI. General Feedback

This section will provide general information for program level learning. Please rate the following areas using the examination rubric and provide any General Comments, Best Practices/Shared Learning, and Process Improvements in the spaces provided.

	4	3	2	1	0
All components of the Program Review Model were included, e.g. goals, targets, data, etc.					
The review followed the Program Review Template.					
The Review was evaluative.					
Data analysis and follow-up plans were explained.					
Evidence of QA was identified and supported.					
Evidence of RI was identified.					
Intervention/Recommendations/Future action plans were identified.					
Projected timelines and/or anticipated results for the intervention/recommendations/future actions were identified.					

General Comments – Please list your comments under the appropriate heading below, if no comments please enter 'None'.

All components of the Program Review Model were included, e.g. goals, targets, data, etc:

The review followed the Program Review Template:

The Review was evaluative:

Data analysis and follow-up plans were explained:

Evidence of QA was identified and supported:

Evidence of RI was identified:

Intervention/Recommendations/Future action plans were identified:

Projected timelines and/or anticipated results for the intervention/recommendations/future actions were identified:

Best Practices/Shared Learning

All components of the Program Review Model were included, e.g. goals, targets, data, etc:

The review followed the Program Review Template:

The Review was evaluative:

Data analysis and follow-up plans were explained:

Evidence of QA was identified and supported:

Evidence of RI was identified:

Intervention/Recommendations/Future action plans were identified:

Projected timelines and/or anticipated results for the intervention/recommendations/future actions were identified:

Process Improvement

All components of the Program Review Model were included, e.g. goals, targets, data, etc:

The review followed the Program Review Template:

The Review was evaluative:

Data analysis and follow-up plans were explained:

Evidence of QA was identified and supported:

Evidence of RI was identified:

Intervention/Recommendations/Future action plans were identified:

Projected timelines and/or anticipated results for the intervention/recommendations/future actions were identified:

VII. Additional Feedback on the Program Review Model Process or Examination Process

Please provide any recommendations for the improvement of the College's Program Review model or process in the space below.

Comments:

Please provide any recommendations for the improvement of the College's Program Review Examination and Feedback process in the space below.

Comments:

Sample of Data Worksheets

Component 2A: Student Goals

Component 2A.1 - What are the program goals for students?

Goal	Level
	Level 0 Other

What are your indicators and targets?

Indicators	Targets

Baseline Data (if any)	Current Data (and Benchmarking, if appropriate)

How well is this goal being accomplished?

Are you meeting your targets?

How do you know?

Analysis:

Program Review Master List

Listed in Alphabetical Order • Updated August 2011

	Certificate or Degree	Program Area	New (N) or Ongoing (O)
1.	AAS, CCL	Accounting	N – Spring 2010
2.	AAS and CCLs	Chemical Dependency	O
3.	AAS, CCL	Clinical Dental Assisting	O
4.	AC	Creative Writing	N – Summer 2009
5.	AAS and CCLs	Computer Technology	O
6.	AAS	Dental Hygiene	O
7.	AAS	Dental Office Management	N—eff. Summer 2011
8.	AAS (3), CCL (2), AC (2)	Early Childhood: <ul style="list-style-type: none"> • AAS in Early Childhood Administration and Management • AAS in Early Childhood Education • AAS in Early Learning and Development • CCL in Family Childcare Management • CCL in Infant and Toddler Development • AC in Early Childhood Education • AC in Child and Family Professional Development 	O & N— AAS eff. Spring 2008 AAS eff. Spring 2008 AAS eff. Summer 2009 CCL eff. Spring 2011 CCL eff. Spring 2011 AC eff. Summer 2007 AC eff. Summer 2011
9.	AAS, CCL	eLearning Design Specialist	N—CCL/Sum 08; AAS/ Spring 09
10.	AAS, CCL	Family Life Education	O
11.	AAS, CCL	General Business	N—Fall 2009
12.	AGEC	General Education	O
13.	AC	Language and Literary Culture of the USA	O
14.	AC	Language Studies	N—Summer 2011
15.	AAS, CCL	Law Enforcement Technology	O
16.	AAS, CCL	Military Leadership	O
17.	AAS and CCLs	Organizational Management	O
18.	AAS, CCL	Paralegal	N – Fall 2009
19.	AAS, CCL	Public Administration	O
20.	AAS, CCL	Quality Customer Service	O
21.	AAS, CCL	Retail Management	O
22.	CCL	Small Business Start-up	N—Fall 2011
23.	AC	Sustainability and Ecological Literacy	N—Summer 2009
24.	AAS, CCL	Sustainable Food Systems	N—Spring 2010
25.	AAEE, End., and Certs ¹	Teacher Education	O
26.	AA, AC	PASS Program	N – Fall 2010

¹ Endorsements and Certificates awarded by the State

Rio Salado College Program Review Schedule

Updated August 2011

Academic Year	Program(s)	5-Year Formal Review	3-Year Focused Review	Spotlight Report
2008-09 Pilot Process	<ul style="list-style-type: none"> • Early Childhood Education (<i>two programs: AAS in Early Learning & Development; AC in ECH</i>) • Nursing 	2013-14 (<i>all programs</i>)		2009-10
2009-10	<ul style="list-style-type: none"> • Teacher Education 	2015-16		
2010-11	<ul style="list-style-type: none"> • General Education • Law Enforcement Technology • Organizational Management 			
2011-12	<ul style="list-style-type: none"> • Computer Technology • Chemical Dependency • Quality Customer Service 			
2012-13	<ul style="list-style-type: none"> • Military Leadership • Dental Programs • Public Administration • eLearning Design Specialist • Family Life Education 			
2013-14	<ul style="list-style-type: none"> • Language and Literary Culture of USA • Retail Management • Paralegal • Early Childhood Education (<i>all programs</i>) 			
2014-15	<ul style="list-style-type: none"> • General Business • PASS Program • Sustainable Food Systems • Creative Writing 			
2015-16	<ul style="list-style-type: none"> • Accounting • Sustainability and Ecological Literacy • Teacher Education 			
2016-17	<ul style="list-style-type: none"> • Language Studies 			
2017-2018	<ul style="list-style-type: none"> • New Programs 			