Appropriate Unit personnel complete annual program reviews. Deans and Directors ensure that the drafts of the annual Program Reviews are circulated to all members of the area for review and input. Division Chairs solicit faculty participation and gather input from faculty for the process; share responsibility with the division dean for preparing each Unit’s Program Review; and support/assist in the completion of the Program Review. Faculty and staff incorporate input as warranted to complete the annual Program Reviews.

If an academic Unit is comprised of only adjunct instructors, the appropriate Dean or Director will complete the annual Program Review. The Dean and Director will then circulate the completed Program Review to the adjunct instructors who may wish to provide feedback.

**Steps in the annual Program Review process**

- **Step 1** – Data collection and analysis - Identify data needs and submit requests for data
- **Step 2** – Area overview – Identify the strengths, needs, and opportunities/challenges of the area based on Step 1.
- **Step 3** – Review Outcome results for previous year(s) including both standard achievement data (i.e., awards, completion rates, course success) and assessments (i.e., Course Outcomes, Service Area Outcomes, Program Outcomes, and Institutional Outcomes).
- **Step 4** – Create new Actions
- **Step 5** – Identify resources needed for each new Action
- **Step 6** – Link to Institutional Goals and Objectives
- **Step 7** – Status of Previous Actions – Finalize and evaluate previous Actions (beginning 2015)

To assist in completing these steps, the remainder of this manual is organized by “tabs” as they appear in TracDat. In order of their appearance in the manual, these tabs include:

- Documents – pg. 2
- Unit – pg. 3
- Actions and Resource Requests – pg. 6
- Updates Tab – pg. 11
Step 1 - Data Collection and Analysis.

For Academic units, the Office of Research, Planning, and Institutional Effectiveness will upload two standard data elements to TracDat that will serve as the basis for the Program Reviews in February of each year. In general, three years of data will be provided. However, faculty and administrators within an academic Unit may determine the need for additional data to complete the upcoming annual Program Review.

Non-academic units may identify relevant data types and sources independently or in consultation with the Office of Research, Planning, and Institutional Effectiveness.

Any requests for data submitted to the Office of Research, Planning, and Institutional Effectiveness should be initiated using the college’s electronic Data Request Form no later than March 31. The form can be accessed at http://www.cos.edu/about/research/pages/data-request-form.aspx.

Most of the data is quantitative and requires analysis and interpretation. Qualitative data can also be used, but still requires analysis and interpretation and should follow the general professional guidelines for use of qualitative data. Examples of both quantitative and qualitative data, along with potential sources of data, are provided in Exhibit A at the end of the Instruction Manual. This data should be saved in TracDat to substantiate the information provided in the annual Program Review.

To insert documents or links to documents directly into TracDat, select the Documents Tab on the Menu bar. Appropriate documents may include survey results, demographic data, meeting minutes or agendas, reports generated by the college’s Extended Information System (reports.cos.edu), etc. These documents can be attached in any format - .pdf, Word, Excel. You may need to modify the name so it reflect the specific content of the file so that it is easily accessed by others.

Documents can be stored in a General Folder, or you can add and name New Folders. Add documents by selecting the Add New Documents tab. A pop-up box will appear.

If you select *File from the drop-down menu, then search for the file using the Choose File tab. If you select *URL, type in the URL link in the box provided. Provide a brief name for the document and a longer description of the document.
Step 2 – Identify the strengths, needs, opportunities, and challenges

Unit Name: The name of the Unit (office, discipline, or program) will automatically populate.

Prepared by: The name and position title of the person(s) completing the annual Program Review.

What are the strengths of your area?: In the corresponding text box, provide a concise yet inclusive summary of the strengths and accomplishments of this Unit. As necessary, please include a summary of achievement data (course success rates, number of awards, enrollment patterns, workload measures, etc.), findings from assessments (SLOs, SAOs, surveys, etc.) and any other relevant data to support statements related to quality, student success, efficiency, and/or internal/external relations. Remember to upload any data you have chosen to reference to TracDat as described in Step 1 above.

The data should be reviewed with consideration of the following elements of Institutional Effectiveness. These elements of Institutional Effectiveness are defined below:

- **Academic Quality** may refer to the currency, relevancy, and rigor of instruction. This includes instructional equipment and supplies, delivery methods (online, ITV, face to face), and instructor’s qualifications.
- **Student Success** in instructional areas may refer to student achievement as measured by course success (passing grade), persistence (term to term), completion (earning certificates or degrees), and transfer to a four-year institution or employment, etc..
- **Student Success** in non-instructional areas may refer to student achievement as measured by skills development, effective use of services, awards/recognition, information competency, personal growth, and increased self-efficacy, etc..
- **Resource Efficiency** includes cost-savings, refined or streamlined processes, and other types of innovations that eliminate waste, duplication of effort, etc.
- **Internal Relations** are collaborative arrangements with college faculty and departments outside of the Unit.
- **External Relations** are partnerships with regional businesses, and/or community and civic leaders, including advisory boards, social service agencies, Economic Workforce Development agencies, etc..

What improvements are needed?: In the corresponding text box, please provide a concise yet inclusive summary of the improvements needed. The response should include a summary of achievement data (course success rates, number of awards, enrollment patterns, workload measures, etc.), findings from assessments (SLOs, SAOs, surveys, etc.) and any other relevant data to support statements on improvements needed.
Unit Tab

Are there any external opportunities or challenges?: In the corresponding text box, please provide a concise yet inclusive summary of any external opportunities or challenges. In the narrative, please include any relevant data to support statements on external opportunities and challenges.

Step 3 – Review Outcome Results
As a component of the annual Program Review, faculty and staff should review and evaluate the related learning outcomes for their area. These include:

- Course Outcomes (COs)
- Service Area Outcomes (SAOs)
- Program Outcomes (POs)
- Institutional Outcomes (IOs)

The evaluation of these outcomes can support the strengths and accomplishments achieved by the area, identify needed improvements or challenges, and inform the Actions that are established in the annual Program Review.

Overall outcome achievement: In reviewing the Outcome (i.e. SOs, SAOs, POs) assessment results as a whole for this Unit, are you satisfied with overall levels of achievement? Why or why not? Your response should separately address each relevant outcome level (i.e. course, service area, program, and institutional) as a whole and avoid reference to individual outcome statements. In addition, your response should cite relevant data to support your analysis and conclusions. Remember to upload any such data to TracDat as described in Step 1 above.

Several questions about Outcomes that could also be useful in analyzing overall outcome achievement for the Program Review process include:

- Was overall performance acceptable?
- What proportion or percentage of the students within each level does not have the expected skills?
- How does this data compare to previous years?
- Are there any patterns in the data?
- Do some outcomes have higher success rates than others? Why?
- In retrospect, does the assessment method still make sense, or should it somehow be modified to get more useful information the next time around?
Unit Tab

Changes based on outcome achievement: After reviewing the assessment data, what changes will you make to help students meet the outcomes for this Unit?

After reviewing the results of the outcome assessments and identifying areas of strength and weakness, faculty/staff/administrators will identify potential ways to support and improve student achievement in the program. This may include changes in pedagogy or curriculum, updates in materials or equipment, or additional staffing to support the program. Examples of such changes may include:

- Unit personnel question the importance or relevance of an outcome. If this is the case, the responsible parties may decide to review and modify the outcome statement.
- Unit personnel conclude that there is a content missing from the course or program curriculum or may determine that there are features missing from the Unit’s service offerings. If that is the case, responsible parties may review and revise content offered by the Unit (e.g. develop a new topic for a course outline, a new course for the program, offer services or training, change program requirements, etc.)
- Unit personnel are not getting useful results from their assessments. If that is the case, responsible parties should consider reviewing and revising assessment methods and tools.
- Unit personnel identify resources needed to improve student success in the Unit, for example up-to-date technology. If this is the case, identify that resource in the Program Review (see below) and tie that into an Action Plan.
- Unit personnel discover that they have different interpretations about what the outcome statement means. If this is the case, responsible parties may discuss and exchange ideas until an agreement is reached.
- Unit personnel discover that they disagree about what the assessment results mean. If this is the case, you may contact the Office of Research, Planning, and Institutional Effectiveness for guidance on how to interpret the results.

Evaluation of the Outcome Cycle: Briefly summarize the Unit’s progress within the three-year outcome assessment cycle. (A description and examples of the three-year outcome assessment cycle can be found in the College of the Sequoias Outcomes Assessment Guide.) Is the Unit meeting the schedule it has established for itself? Is there broad, effective participation within the Unit? Are there any changes that need to be made?

CLICK ON THE SAVE CHANGES BUTTON BEFORE MOVING ON.
Step 4 – Add Actions

In the Integrated Planning Cycle, the term “Action” is applied to plans developed within Program Review. Actions describe how the Unit will contribute to the achievement of the Institutional Objectives which are developed in the Strategic Plan. They are based on the summary of strengths and areas of improvement that were derived from an analysis of the data for the Unit.

The “Add New Action” button will spawn a new page each time it is clicked. Each of these pages will outline one specific Action that the area will undertake that will contribute to the achievement of Institutional Objectives or Learning Outcomes. All resource allocations will be linked to specific Actions and will be tracked at the end of the year to demonstrate improvement in Institutional Effectiveness.

You will have one page for each Action. Actions will not automatically be ranked in priority by their numerical position. Unit staff and faculty will need to identify the priority status of each Action outside the program review process.

Action: Provide a brief name for the Action. This is how it will be listed for reference in other screens.

Describe the Action in one to two sentences. The Action should be specific, measurable, and achievable within one year. Processes that have sequential steps of implementation should only include one step or element for each Action.

Note: Actions in the Program Review do not include requests for full-time faculty positions. However, faculty positions may be requested within Step 5 - Resource Request for Actions. Attention to additional procedures relating to the hiring of full-time faculty may be necessary outside the Program Review process (e.g. Administrative Procedure 3263).
Actions and Resource Requests Tab

**Implementation Timeline:** Identify the academic year that the Action will be implemented. If an Action is a larger project that spans several years, break it down into annual steps and only enter the step for the current year. Note that the timeline for implementation is the academic year following the current year in which the Program Review is being written.

**Status:** During the initial proposal phase, select Proposed as the status. Status will be updated as the Program Review moves through the approval process. Some Actions may not require approval since they are not resource dependent.

**Start Date:** Click the calendar or insert a target date (MM/DD/YYYY) that work on the Action is to be initiated.

**Completion Date:** Once the Action is completed, return to the document and insert a date (MM/DD/YYYY).

**Identify related course/program outcomes:** Each Action must be linked to a Course/Program/Institutional Outcome (or District Objective in Step 6 below). You may choose to relate more than one outcome to each action.

**Person(s) Responsible (Name and Position):** Identify the faculty and staff who will implement the Action, using position titles, not just personal names. There may be a different faculty or staff assigned to different Actions.

**Rationale (with supporting data):** Provide a rationale for the Action in brief, form. Rationales should link to the area strengths, needs, and challenges as identified in Steps 2 and 3 within the Unit Tab, and might encompass the following:

(a) how the Action will address academic quality or student success as identified in Step 2.
(b) how the Action will promote resource efficiency or improve internal / external relations as identified in Step 2.
(c) how the Action will address an external opportunity or challenge as identified in Step 2.
(d) how the Action will improve results on SLOs, SAOs, PLOs, or ILOs as identified in Step 3.
Actions and Resource Requests Tab

Though prioritization will occur outside the context of Program Review, the next several fields will contain additional information to substantiate and prioritize the Action. Check the appropriate box reflecting the additional criteria for consideration.

**Priority**: State the priority level (High / Medium / Low) of this Action for your area. In most cases this will correspond naturally to the numerical order of the Actions, but not always. For instance, an area may identify high priority for a high-priced item such as a vehicle purchase, but realizes this may not be approved given a particular budget climate, and so does not list it first in numerical order.

**Safety Issue**: (Yes / No) – If you clicked Yes, describe any safety or security issues that are impacted by this Action.

**External Mandate**: (Yes / No)

**Mandate Explanation**: If you clicked “Yes” in response to the External Mandate question, describe the external mandates such as regulations or compliance issues that are impacted by this Action.

**REMEMBER TO SAVE CHANGES AT THE END OF EACH ACTION**

*Click on the Area Plan tab to Add New Action*

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**Step 5 – Add Resource Request for Action**

Not all Actions require additional resources to be allocated. Resource requests are completed only for Actions that are dependent on the allocation of additional resources. All requested resources are linked to individual Actions.

The box labeled **Action Name** is a drop-down box. Select the appropriate Action and the description will automatically populate in the second box.

To add a Resource, press the tab labeled **Add New Resources**. A new screen will appear.
Actions and Resource Requests Tab

**Resource Requested:** Provide a brief title of the resource request.

**Resource Type:** It should fall into one of the four categories listed under Type of Request:

- **Classified/ Faculty/ Management – New/Replacement.**
- **Instructional Equipment –** For example, lab equipment, maps, models, etc. used for instructional purposes by faculty and students (except for software and computer equipment – see below).
- **Facilities –** Examples include room use, furnishings, or renovation.
- **Non-Instructional Equipment.** Materials not used for instructional purposes by faculty and students. For example fax-machines, promotional materials, signage, etc. (except for software and computer equipment – see below).
- **Technology –** This could include software, computer equipment, instructional technology for online services, or technical training.

**Resource description:** Provide a description of the resource.

**Why is this resource required for this action?:**
In responding to this question, please be attentive to the funding criteria described in the Rubric for Ranking Above-Base Funding Resource Requests found in the College of the Sequoias Resource Allocation Manual.

**Active:** Checked by default. If circumstances change and the Unit is no longer requesting this resource please indicate this by removing the check in this box.

**Cost Estimate:** Provide a reasonable estimate of costs for the resource described using whole dollar amounts with numbers only; do not include a dollar symbol ($). Be sure to consider hidden expenses such as infrastructure (access to network wiring system).
In certain cases, the District’s policies and procedures outline specific processes and forms that must be submitted for items such as room use, staff training, etc. Approval of the Actions through Program Review does not override the normal request processes that are in existence.

**Step 6 - Link to District Objectives**
Each Action must be linked to a District Objective (or Course/Program/Institutional Outcome in Step 8 below).

The box labeled *Action Name* is a drop-down box. Select the appropriate Action and the description will automatically populate in the second box.

Click on the box corresponding to the *District Objective* that corresponds to this Action. You may click on more than one item. Select Save Changes – you will receive a confirmation at the top of the screen. You will then need to select Return to Action to continue.
Step 7 - Status of Previous Actions

The annual Program Review will document the implementation status of Action Plans from previous years. Faculty and staff creating an annual Program Review should review the status of these prior Actions before establishing new Actions. Since the 2013-2014 academic year is the first cycle for the annual Program Review process, there will not be previous Actions to update.