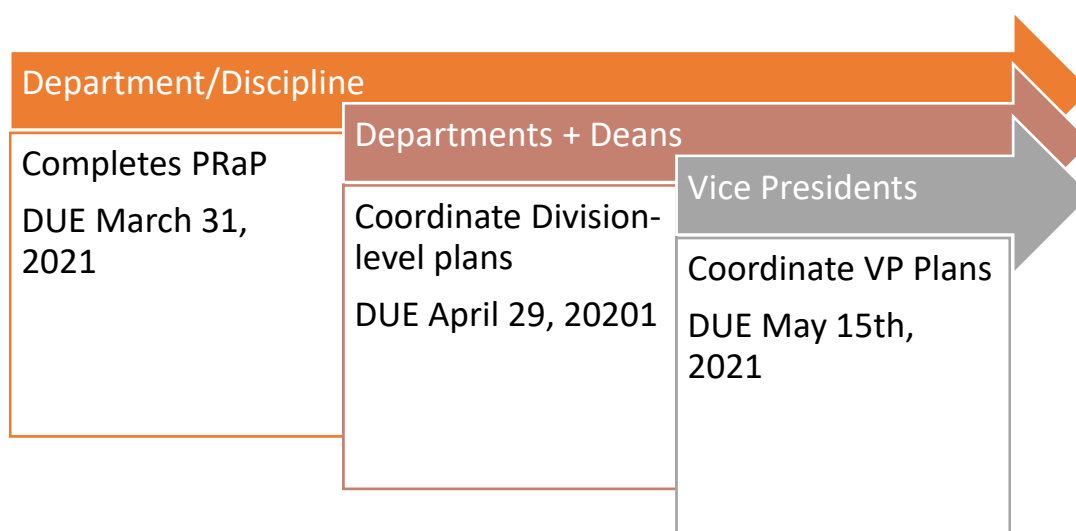


RCC Program Review and Plan Process 2020-2021

As disciplines and departments participate in 2020-2021's program review and plan process, the Program Review Committee recommends using guided questions along with data for reflection and planning. As the college continues to refine this process, assessing and reporting on prior years' initiatives will be an important part of the process.

PRaP is data-driven, includes appreciation of what is working, and creates and / or revises strategies and initiatives improving student-equity outcomes and meeting college goals and targets. The process also includes intentional conversation about how we can better ensure students are learning (Guided Pathways Pillar 4).

The timeline for this year's process is shorter for Deans and VP's. The intent of this is to increase the opportunity for communication and coordination between Departments, Division Deans, and Vice Presidents.



Guided Questions for the Program Review and Planning process include:

What role does the discipline / department play in supporting Guided Pathways and student equity?

How does the strategy/initiative:

- help the college meet its goals and targets?
- align with Guided Pathways?
- support student equity efforts such as contextualize learning and student engagement?
- support enrollment management including student throughput for key courses to meet career and transfer goals?
- support academic engagement centers and other student co-curricular supports?
- include assessment and equity-driven, classroom-focused best practices to ensure learning?

Additionally, how many students will the proposed strategy /initiative serves and in what way? What is the anticipated outcome? How will this be measured? How will the outcomes be shared?

The Program Review Committee has created a checklist for the Departments / Disciplines to use as part of this process. The checklist will help create stronger initiatives as well as report on the outcomes of current initiative action plans.

Data Provided

Data will be provided by the Office of Institutional Effectiveness from District to course level by term for last 3-5 years (or more) by excel files or PowerBI reports.

- Calculations including enrollment, FTES, and WSCH (similar to what is currently on the faculty prioritization worksheet)
- Course-based student equity retention and success data for 2015-2016 through 2018-2019
- Course sections with metrics for offering by modality, time of day, CSU Gen Ed, etc.

Additional data and information that is available:

- Annual Report Card (March 2020) with overview of metrics and historical progress
- Year over Year degrees and certificates awarded
- General Education SLO Assessment for Critical Thinking and Information Competency and Technology Literacy
- PLO and SLO reports from Nuventive Improve (contact Wendy McEwen if you need help with these reports)
- Qualitative feedback from student surveys including internal surveys as well as