



Program Review

End-of-Cycle Report

FY2022

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Institutional Research Office

Program Review Steering Committee

August 08, 2022

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Part I. Program Review Management Plan

Background

Program review in higher education institutions is a process that evaluates the status, effectiveness, and progress of instructional programs and service units. It helps identify the future direction, needs, and priorities. Program review is closely associated with planning, resource allocation, and other decision-making at the program and institution levels. Program Review is designed to be both reflective and analytical. Its purpose is to promote the continuous quality improvement and alignment of instructional programs through a process reflective of an institution's mission. It is faculty/staff-directed, data-driven and produces action plans. The program review process focuses on improvements that can be made using resources currently available to the program. Collin College has committed to an ongoing, cyclic, comprehensive review process of its instructional programs and service units. Program review is important for ensuring that Collin College's students are achieving important learning outcomes and is also vital for demonstrating to external stakeholders that we take Collin College's mission seriously and are committed to continuous improvement.

Objective

Program review is essential to Collin College's overall planning processes and usually occurs on a five-year cycle. Program review aims to assess program and service quality and viability and facilitates appropriate improvements. Its purpose comes in three folds:

- To improve program and service unit's quality in alignment with the college's mission; to meet accreditation standards, and address institutional resource needs and demands.
- To help instructional programs and service units self-assess their performance within a framework that consists of past development and plans for the future.
- To provide the program or service unit with an impartial study of and response to the work presented in the Program Review Report by informed colleagues outside the program.

Program Review Schedule

Every instructional program and service unit offered by Collin College is scheduled to be evaluated on a five-year cycle. For the program review, the program review process followed the general schedule

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outlined in Table 1. Programs and service units complete elements of Continuous Improvement across the 5-year Program Review cycle. In the 5-Year process, Years 1 and 3 are implementation and data collection years. The raw data does not need to be turned in, but the program or unit should maintain it. Year 2 is when data summary, findings, and an action plan are developed for Year 3. This plan can be a revision of the original action plan or can consist of a 2nd Continuous Improvement Plan. Year 4 is when data summaries, findings, and recommendations for improvement are completed. However, this information is not due until the program review is completed in Year 5. Therefore, the data summary, findings, and recommendations should be submitted to the Institutional Research Office (IRO) no later than February 1st of Year 5, using the Continuous Improvement Plan form included in the Program Review Report.

Table 1

Program Review Schedule for FY2021-22

Program/Unit	Review Year	2021-22	2022-23	2023-24	2024-25	2025-26
Facilities and Grounds (U)	FY 2020-21	Revisit and Revise				
Information Technology & eLearning Centers (U)	FY 2020-21	Off-cycle submission				
Law Enforcement (CE)	FY 2020-21	Revisit and Revise				
Veterinary Assistant (CE)	FY 2019-20	Revisit and Revise				
Wellness (U)	FY 2020-21	Off-cycle submission				
AAT (A)	FY 2021-22	5	1	2	3	4
Academic Partnerships (U)	FY 2021-22	5	1	2	3	4
Academic Success (Recruitment & New Student Orientation) (U)	FY 2021-22	5	1	2	3	4
Academic Success (Testing) (U)	FY 2021-22	5	1	2	3	4
Commercial Photography (W)	FY 2021-22	5	1	2	3	4
Core Curriculum (A)	FY 2021-22	5	1	2	3	4
Early Childhood Education (W)	FY 2021-22	5	1	2	3	4
Electronic Engineering Technology (W)	FY 2021-22	5	1	2	3	4
Emergency Medical Services Professions (W)	FY 2021-22	5	1	2	3	4
Geospatial Information Systems (GIS) (W)	FY 2021-22	5	1	2	3	4
Health Information Management (W)	FY 2021-22	5	1	2	3	4
Institutional Research Office (U)	FY 2021-22	5	1	2	3	4
Library (U)	FY 2021-22	5	1	2	3	4
Simulation Unit (U)	FY 2021-22	5	1	2	3	4
Welding (W)	FY 2021-22	5	1	2	3	4



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Program/Unit	Review Year	2021-22	2022-23	2023-24	2024-25	2025-26
AA (A), AS (A)	FY 2022-23	4	5	1	2	3
Animation & Game Art (W)	FY 2022-23	4	5	1	2	3
Biotechnology(W)	FY 2022-23	4	5	1	2	3
Business Management (W)	FY 2022-23	4	5	1	2	3
Communication FOS (A)	FY 2022-23	4	5	1	2	3
Computer Networking (W)	FY 2022-23	4	5	1	2	3
Computer Science and IT FOS (A)	FY 2022-23	4	5	1	2	3
Financial Aid/Veteran's Affairs (U)	FY 2022-23	4	5	1	2	3
Health Professions (W)	FY 2022-23	4	5	1	2	3
Heating, Ventilation, and Air Conditioning (HVAC) (W)	FY 2022-23	4	5	1	2	3
Marketing (W)	FY 2022-23	4	5	1	2	3
Public Relations (U)	FY 2022-23	4	5	1	2	3
Real Estate Management (W)	FY 2022-23	4	5	1	2	3
Supply Chain Management (W)	FY 2022-23	4	5	1	2	3
Surgical Professions (W)	FY 2022-23	4	5	1	2	3
Academic Advising (U)	FY 2023-24	3	4	5	1	2
Business Services (U)	FY 2023-24	3	4	5	1	2
CE Health Sciences (U)	FY 2023-24	3	4	5	1	2
Computer-Aided Drafting and Design (W)	FY 2023-24	3	4	5	1	2
Construction Management (W)	FY 2023-24	3	4	5	1	2
Culinary Arts (W) & Pastry Arts (W) [Regular Cycle Submission]	FY 2023-24	3	4	5	1	2
Dental Hygiene (W)	FY 2023-24	3	4	5	1	2
Developmental Education (U)	FY 2023-24	3	4	5	1	2
Diagnostic Medical Sonography (W)	FY 2023-24	3	4	5	1	2
Engineering FOS's - Civil, Electrical, and Mechanical (A)	FY 2023-24	3	4	5	1	2
Human Resources (U)	FY 2023-24	3	4	5	1	2
Music FOS (A)	FY 2023-24	3	4	5	1	2
Paralegal /Legal Assistant (W)	FY 2023-24	3	4	5	1	2
Polysomnographic Technology (W)	FY 2023-24	3	4	5	1	2
Student Life (U)	FY 2023-24	3	4	5	1	2
Video Production (W)	FY 2023-24	3	4	5	1	2
Admissions/Records (U)	FY 2024-25	2	3	4	5	1
Business Office Systems Support (W)	FY 2024-25	2	3	4	5	1
Communication Design (formerly Graphic Design) (W)	FY 2024-25	2	3	4	5	1
Computer Systems (W)	FY 2024-25	2	3	4	5	1
Criminal Justice FOS (A)	FY 2024-25	2	3	4	5	1



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Program/Unit	Review Year	2021-22	2022-23	2023-24	2024-25	2025-26
Grant Management (U)	FY 2024-25	2	3	4	5	1
Continuing Education & Workforce Development (U)	FY 2024-25	2	3	4	5	1
Corporate College (U)	FY 2024-25	2	3	4	5	1
Information Systems Cybersecurity - AAS & BAT (W)	FY 2024-25	2	3	4	5	1
Interior Design (W)	FY 2024-25	2	3	4	5	1
Math, Science, and Writing Labs (U)	FY 2024-25	2	3	4	5	1
Nursing RN - ADN & BSN (W)	FY 2024-25	2	3	4	5	1
Respiratory Care (W)	FY 2024-25	2	3	4	5	1
Veterinary Assistant (CE) [Regular Cycle Submission]	FY 2024-25	2	3	4	5	1
Web & Mobile Development (W)	FY 2024-25	2	3	4	5	1
ACCESS and Mental Health Counseling (U)	FY 2025-26	1	2	3	4	5
Activity Care Professional (W)	FY 2025-26	1	2	3	4	5
Athletics (U)	FY 2025-26	1	2	3	4	5
Automotive Service and Repair (W)	FY 2025-26	1	2	3	4	5
Biomedical Equipment Technology (W)	FY 2025-26	1	2	3	4	5
Business FOS (A)	FY 2025-26	1	2	3	4	5
Career Services (U)	FY 2025-26	1	2	3	4	5
Cloud Computing (W)*	FY 2025-26	1	2	3	4	5
Collision Repair (W)	FY 2025-26	1	2	3	4	5
Commercial Music (W)	FY 2025-26	1	2	3	4	5
Construction Technology - Carpentry (W)	FY 2025-26	1	2	3	4	5
Construction Technology - Electrical (W)	FY 2025-26	1	2	3	4	5
Construction Technology - Facilities Management (W)	FY 2025-26	1	2	3	4	5
Construction Technology - Plumbing (W)	FY 2025-26	1	2	3	4	5
Construction Technology - Safety (W)	FY 2025-26	1	2	3	4	5
Facilities and Grounds (U) [Regular Cycle Submission]	FY 2025-26	1	2	3	4	5
Fire Science (W)	FY 2025-26	1	2	3	4	5
Hospitality and Food Service Management (W)	FY 2025-26	1	2	3	4	5
Industrial Automation (W)	FY 2025-26	1	2	3	4	5
Information Technology & eLearning Centers (U) [Regular Sub.]	FY 2025-26	1	2	3	4	5
Insurance Management (W)	FY 2025-26	1	2	3	4	5
Interpreter Education Program (W)	FY 2025-26	1	2	3	4	5
Law Enforcement (CE) [Regular Cycle Submission]	FY 2025-26	1	2	3	4	5
Medical Assisting (W)	FY 2025-26	1	2	3	4	5
Pharmacy Technician (W)	FY 2025-26	1	2	3	4	5
Sports and Recreation Management (W)	FY 2025-26	1	2	3	4	5



Program/Unit	Review Year	2021-22	2022-23	2023-24	2024-25	2025-26
Veterinary Technology (W)	FY 2025-26	1	2	3	4	5
Wellness (U) [Regular Cycle Submission]	FY 2025-26	1	2	3	4	5
AAT (A)	FY2026-27	1	2	3	4	5
Academic Partnerships (U)	FY2026-27	1	2	3	4	5
Academic Success (Recruitment & New Student Orientation) (U)	FY2026-27	1	2	3	4	5
Academic Success (Testing) (U)	FY2026-27	1	2	3	4	5
Commercial Photography (W)	FY2026-27	1	2	3	4	5
Core Curriculum (A)	FY2026-27	1	2	3	4	5
Corporate College (U)	FY2026-27	1	2	3	4	5
Early Childhood Education (W)	FY2026-27	1	2	3	4	5
Electronic Engineering Technology (W)	FY2026-27	1	2	3	4	5
Emergency Medical Services Professions (W)	FY2026-27	1	2	3	4	5
Geospatial Information Systems (GIS) (W)	FY2026-27	1	2	3	4	5
Health Information Management (W)	FY2026-27	1	2	3	4	5
Human Resources (W)	FY2026-27	1	2	3	4	5
Institutional Research Office (U)	FY2026-27	1	2	3	4	5
Library (U)	FY2026-27	1	2	3	4	5
Simulation Unit (U)	FY2026-27	1	2	3	4	5
Welding (W)	FY2026-27	1	2	3	4	5
Banking and Financial Services (W)*	FY2026-27	1	2	3	4	5
Licensed Vocational Nursing (W)*	FY2026-27	1	2	3	4	5
Physical Therapy Assistant (W)*	FY2026-27	1	2	3	4	5
Urban Sustainable Agriculture (W)*	FY2026-27	1	2	3	4	5
BAS-Construction Management	FY2027-28		1	2	3	4

*(A) Academic Program, (CE) Continuing Education Program, (U) Service Unit, (W) Workforce Program

Legend:

- 1** Year 1: Implement CIP 1, collect data
- 2** Year 2: Analyze data, plan, and send CIP to IRO
- 3** Year 3: Implement CIP 2, collect data
- 4** Year 4: Analyze data, plan, and send CIP to IRO
- 5** Year 5: Program Review Submission

Program Review Process

All instructional programs and service units are reviewed once every five years. Generally, a program or service unit review consists of three phases: a self-study by the instructional program or service unit (Phase 1 and 2 are summarized in the program review report developed by the PRSC), and the development of an initial continuous improvement plan based on the self-study results.

Program Review Activities

- 05/03 – 06/24 The Dean or other administrator overseeing the review meets with the unit's director and other representatives to assign them to the review tasks. The appropriate administrator appoints a Program Review Team to lead and guide the preparation of the program review self-study within the relevant deadlines.
- 06/25 – 01/15 Program Review Team prepares the timeline for completing the self-study and gathers data.
- 08/15 Discipline Lead Meeting to discuss program review and Continuous Improvement Plans (CIPs).
- 09/21 - 10/15 Program Review Team meets with and works with the Institutional Research Office to obtain necessary data and reports. IRO completes data preparation for program reviews and posts on the intranet.
- 9/1 – 9/30 Establish Program Review Steering Committee (PRSC) membership for the following spring: confirm the return of PRSC members who completed their 3rd year and nominate new members from Provosts and VPs.
- 10/15 - 10/31 Kick-off/Orientation Meetings for Program Review Teams.
- 12/07 - 12/15 PRSC New Member Orientation Meeting
- 01/15 The Program Review Team completes a draft of self-study for instructional programs or service units to review, then submits the draft to the Dean overseeing the process.
- 01/05 – 01/15 Program Discipline Lead Meeting to discuss Program Review and Continuous Improvement Plan.
- 01/20 – 01/31 PRSC assigns three-member review teams to review the Program Review Reports.

- 01/15 – 02/01 Dean’s or other appropriate administrator’s office reviews for completion and may request further clarification or analysis. When complete, the administrative office forwards the self-study report to Institutional Research Office.
- 02/07 – 02/14 Program Review Steering Committee Kick-off Meeting
- 02/20 – 02/28 Schedule three to four presentation meetings and a wrap-up meeting for a March 20th through April 18th window for the senior reviewers to present the evaluation results of the Program Review Report.
- 03/20 – 04/18 PRSC completes reviews. The PRSC chair will notify Deans of the status of reports.
- 05/02 Program Review End-of-Cycle Report is submitted to the VP IRO.
- 08/30 Program Review Reports and PRSC recommendations posted to the intranet.
- Annually thereafter, the instructional programs and service units review CIP performance measures and action items in preparation for the next five-years program review cycle. The instructional programs and service units prepare a brief CIP follow-up report on implementing the action goals and their impact and submit it to the appropriate administrator.

Program Review Deans' Timeline

The following timeline is designated for eight months from May to January of every program review cycle. However, if instructional programs or service units plan Program Review on a shorter schedule, they need to start at the beginning of the list and catch up as quickly as possible.

May

- Dean to Assemble Program Review Team. (They can start on the report over the summer if needed) non-Discipline Lead can count as a summer college service.
- The team should consist of a Discipline Lead. The lead author can be the Discipline Lead or full-time faculty and an additional 2-3 faculty. This can be mixed with full-time and part-time.

Summer (June, July, and August)

- Dean works with Program Review Team and all Discipline Lead on CIP. Arrange CIP training with the IRO representative. CIP data should be collected and analyzed and ready for submission before January 30.

August (Faculty return week)

- IRO representatives to meet with the Program Review Team and provide training as needed.
- Be familiar with resources. Resources (IRO data, Assessment Data, Advisory Committee reports, etc.).
- IRO representatives to set up the I shared drive or other shared areas to hold documents.

September & October

- Meet with the Program Review Team to see the progress of the self-study.
- IRO Data should be available the 2nd week of October. The previous four years of data will be available in July.
- All Program Review Team members should attend the Program Review Orientation.
- Review and finalize data collected and analyzed in years 1 to 4.
- Dean set up a weekly or bi-weekly meeting to discuss progress with the Program Review Team members.

The first week of November

- Program Review Team work on the self-study and share status weekly or bi-weekly.
- Program Review Team should be requesting information needed from District Discipline Deans/Associate Deans/Directors.

December

- Final edits uploaded to the shared drive for District Discipline Deans/Associate Deans/Directors to review by December 15th.
- Dean should have feedback ready for faculty when they report back in January. All final edits should be made and the final report uploaded by Jan 15th.

January (Week faculty report back)

- Meet with the Program Review Team and finalize any edits after the Jan 15th submission.
- Finalize and upload all attachments and appendix needed for support by January 25th.
- Program Review Reports and CIPs due to the Institutional Effectiveness Unit on or before January 30.

April

- PRSC completes reviews

May

- Program Review End-of-Cycle Report and Program Review Reports submitted to leadership. The PRSC chair will notify Deans of the status of the Program Review Reports.

August

- Program Review Reports and PRSC recommendations are posted to the Institutional Effectiveness intranet.



Program Review Teams

Academic, workforce, and continuing education programs and service units appointed teams to oversee and guide the preparation of the program review self-study in June 2021.

Table 2

Program Review Team FY2021-22

Program/Unit	Team Lead	Team Members
Associate of Arts in Teaching (A)	Courtenay Jauregui	Rebecca Burton Christina Friedl Ann Butler Cindy May
Academic Partnership & Recruitment (U)	Raul Martinez	None
Academic Success (New Students) (U)	Kirk D. Lee	Stephen Rogers Michael Gregorash Andreshia Kelly Bill Horstman Torrey West
Academic Success (Testing) (U)	Karen Stewart	Alicia Huppe
Commercial Photography (W)	Elizabeth Mellott	Lisa Means
Core Curriculum, AA, AS (A)	Jon Hardesty	Clinton Starr Letha Clair Robertson Rodney Boyd Cheryl Wiltse Barry Piazza Julia Wickett Kristi Clark-Miller Kerry Loinette Michael McConachie Kristen Streater Meredith Martin
Early Childhood Education (W)	Ann Butler	Elaine Zweig Leda Cott Sharon Hirschy
Electronic Engineering Technology (W)	Yiping Wang	None
Emergency Medical Services Professions (W)	Tim Mock	Contacted, no response.
Facilitates and Grounds (U)	Christopher Eyle	Christopher Eyle Kenny Neal
Geospatial Information System (W)	Amy Perdreauxville	Justin Lewis



Program/Unit	Team Lead	Team Members
Health Information Management (W)	Lydia Danton	Melody Timmons April Adams Kelly Reynolds
Institutional Research Office (U)	Beenah Moshay	David Malone Gwyn Best Gloria Hurtado Diaz Nasreen Ahmad Noor Abdulaziz
IT & eLearning Centers (U)	Ann Blackman	Contacted, no response.
Law Enforcement (CE)	Scott Donaldson	Bryan Russell Hannah Sternberg Timothy Mock
Library (U)	Nicole Boone	Vidya Krishnaswamy, Christy Tabors

Late Program Review Reports

Late Program Review Reports may or may not be accepted at the discretion of the PRSC based on reviewer availability. Unaccepted late Program Review Reports will be assigned the rating of "Not Accepted." The Report must be re-submitted the next program review cycle for review. This rating does not change the program review cycle calendar. Therefore, the program retains the initial program review calendar cycle.

Program Review Report

The report consists of two primary components; the self-study, and continuous improvement plan. A critical component of the review process is the self-study undertaken by instructional programs or service unit members. Every instructional program or service unit can benefit from a thorough and reflective look at itself as a basis for developing plans. The self-study intends to help faculty and administrators understand the mission, quality, and future preparation. The Program Review Template statements/questions are meant to guide an evaluation of the current situation, emerging opportunities, and plans for the future.

Self-study of Academic Programs Statements/Questions:

1. What does the academic program do?

2. Program relationship to the college mission and strategic plan.
3. Program relationship to student demand.
4. Marketable skills students should have after completing the program.
5. How effective is the program's curriculum?
6. How well does the program communicate?
7. How well are partnership resources built & leveraged?
8. Are the faculty supported with professional development?
9. Does the program have adequate facilities, equipment, and financial resources?
10. How have past Continuous Improvement Plans contributed to the success?
11. How will the program evaluate its success?
12. Continuous Improvement Plan (CIP)

Self-study of Workforce Programs Statements/Questions:

1. What does the workforce program do?
2. Program relationship to the college mission and strategic plan.
3. Program relationship to student demand.
4. Program relationship to market demand.
5. How effective is the program's curriculum?
6. How well does the program communicate?
7. How well are partnership resources built & leveraged?
8. Are the faculty supported with professional development?
9. Does the program have adequate facilities, equipment, and financial resources?
10. How have past Continuous Improvement Plans contributed to the success?
11. How will the program evaluate its success?
12. Continuous Improvement Plan (CIP)

Self-study of Continuing Education Programs Statements/Questions:

1. What does the workforce program do?
2. Program relationship to the college mission and strategic plan.
3. Program relationship to student demand.
4. Program relationship to market demand.

5. How effective is the program's curriculum?
6. How well does the program communicate?
7. How well are partnership resources built & leveraged?
8. Are the faculty supported with professional development?
9. Does the program have adequate facilities, equipment, and financial resources?
10. How have past Continuous Improvement Plans contributed to the success?
11. How will the program evaluate its success?
12. Continuous Improvement Plan (CIP)

Self-study of Service Units Statements/Questions:

1. What Does the Unit Do?
2. Unit's Relationship to the College Mission and Strategic Plan.
3. Why Are Unit Processes Done?
4. How Does the Unit Impact Student Outcomes?
5. How Effectively Does the Unit Communicate?
6. Are Partnerships Developed and Leveraged?
7. Are Staff Supported with Professional Development Opportunities?
8. Does the unit have adequate facilities, equipment, and financial resources?
9. How have past Continuous Improvement Plans contributed to the success?
10. How will the unit evaluate its success?
11. Continuous Improvement Plan (CIP) Tables.

Furthermore, programs should respond to the data and data-driven analyses provided periodically through IRO intranet site. The data include direct and indirect assessments of students' learning outcomes. The program review supporting data provided by IRO include Labor Market Report, Unduplicated Enrollment, Duplicated Enrollment, Average Section Size, Grade Distribution, Faculty Contact Hours, Licensure Pass Rate Report, and Completion Report. Indirect assessment involves measuring student perceptions of learning, course evaluations, and student surveys.

Program Review Steering Committee

Membership

The PRSC membership consists of faculty, staff, and administrative representatives designated by the Provosts and Vice Presidents to ensure representation throughout the District. Members serve a three-year term. Members who reach the end of their terms in good standing will be allowed to rejoin the PRSC before the Provost or Vice President appoints a replacement. If a member cannot fulfill their duties, a replacement will be assigned by the appropriate Provost or Vice President. The PRSC will select a volunteer Co-Chair-Elect by majority vote. Co-Chair-Elect will serve one academic year and then move into the Co-Chair position. The Co-Chair will serve one academic year and mentor the Co-Chair-Elect. The other co-chair is ex officio the Director of Effectiveness Analytics from IRO. See Table 2 for a list of PRSC members and their contact information for FY2021-22.

Roles and Responsibilities

The PRSC is a standing committee of the College. The committee is responsible to:

- Foster ongoing two-way communication between instructional programs, service units, and leadership.
- Support developing a clear rating system and guidelines linked directly to the SACSCOC standards and the college's core values.
- Actively participate in the Program Review process in an advisory capacity.
- Approve PRSC timelines.
- Assure the program review timeline and process are followed by all participants.¹
- Evaluate program review reports (including self-study and CIPs) from each of the four areas (Workforce, Academic Transfer, Continuing Education programs, and Service Units).
- Articulate and support training needs.
- Maintain a rating system that indicates the overall quality of each Program Review Report based upon documented criteria.

¹ See intranet Institutional Effectiveness/Program Review site for "Program Review Timeline" and other Program Review documents and templates.

- Report to the Chief Academic Officer/Vice-President of Institutional Research on the final status of all program reviews, making the documentation available for examination by college faculty and staff.
- Develop and implement college-wide improvement recommendations for the review process and report compliance based on the Program Review experience.

IRO's Director of Effectiveness Analytics serves as an ex officio member of the PRSC who provides administrative support with communications, file management, and meeting logistics. Annually, a PRSC member will be asked to volunteer as Scribe. If the Scribe cannot attend a meeting, they contact a Co-Chair, Co-Chair-elect, or Program Review Administrator so that a replacement may be selected.

Review Team Assignment and Tasks

- Teams of three committee members will be assigned to review Program Review Report(s) by the Chair. The number of program review reports assigned to each team will be based on the even distribution of reports required to be reviewed for the academic year.
- Team members will be assigned as either Regular Reviewers or Senior Reviewers with one senior reviewer per team. All reviewers will analyze their Program Review Report(s), observe the report's quality according to the pre-set rubric, and provide written recommendations by the designated due date.
- The Senior Reviewer from each team is responsible for assimilating all review ratings and comments into a single document. The Senior Reviewer will also request additional information/clarification regarding the Program Review Report from the Program Review Team Lead. Finally, the Senior Reviewer will present the submission assessment by their review team to PRSC at a designated meeting.
- The Senior Reviewer will provide a summary analysis to the Program Review Team Lead and the appropriate administrator act as the contact for questions following that communication.

Meetings

The Co-Chairs will organize the PRSC meeting schedule each semester to maximize attendance. For voting matters to occur, at least a 50 percent plus one majority of members must be present. A simple



majority vote shall decide votes. No proxy vote will be given. Members are expected to attend committee meetings. If a member must be absent from a scheduled meeting, the member will attempt to notify one of the PRSC Co-Chairs. If an ongoing conflict remains, the Leadership Team will request a replacement. Approved meeting minutes will be posted to the Program Review intranet site.



Collin College – Institutional Effectiveness
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Table 3
Program Review Steering Committee Members

#	Campus	Appointer	Role	Unit/Discipline Affiliation	Term (AY)	Current Member	New	Senior	Email
1	CHEC		Program Review Co-Chair	Institutional Research	Ex Officio	Beenah Moshay			bmoshay@collin.edu
2	CHEC		Support staff	Institutional Research	Ex Officio	Noor Abdulaziz			nabdulaziz@collin.edu
3	CHEC	CPRO	Service Unit	Public Relations	2020-22	Heather Darrow			hdarrow@collin.edu
4	CHEC	VP, HR	Administrator	Human Resources	2019-21	Jaslyn Lue			jlue@collin.edu
5	CHEC	CIO	Service Unit	IT	2020-22	Nicola Marshman			nmarshman@collin.edu
6	CHEC	VP/Provost	Academic Administrator	Academic Affairs	2020-22	Wendy Gunderson		x	wgunderson@collin.edu
7	CHEC	VP	Administrator	Facilities and Constructions	2022-24	Charlie Scaife	x		cscaife@collin.edu
8	CHEC	VP	Administrator	Facilities and Constructions	2022-24	Kenneth Neal	x		kneal@collin.edu
9	Farmersville	VP/Provost	Administrator	Workforce Education	2022-24	Lee Powell	x		wlpowell@collin.edu
10	Frisco	VP/Provost	Academic Faculty	English	2020-22	Alaya Swann		x	aswann@collin.edu
11	Frisco	VP/Provost	Workforce Administrator	Computer Systems	2022-24	Andrea Szlachtowski			aszlachtowski@collin.edu
12	Frisco	VP/Provost	Academic Faculty	Physics	2019-21	Christian Aars			caars@collin.edu
13	Frisco	VP/Provost	Administrator	Academic Affairs	2021-23	Dawn Richardson		x	drichardson@collin.edu
14	Frisco	VP/Provost	Academic Faculty	Psychology	2020-22	Elizabeth Hamner			ehamner@collin.edu
15	Frisco	VP/Provost	Academic Faculty	Academic Affairs	2022-24	Justin Lewis	x		jlewis@collin.edu
16	Frisco	VP/Provost	Academic Faculty	Biology	2020-22	Katie Johnson			kajohnson@collin.edu
17	Frisco	VP/Provost	Academic Faculty	Academic Faculty	2020-22	Laura Hicks		x	lhicks@collin.edu
18	Frisco	VP/Provost	Manager Writing Center	Service Unit	2020-22	Monica Davenport			mdavenport@collin.edu
20	Frisco	VP/Provost	Workforce Faculty	Academic Affairs	2022-24	Velda James	x		vujames@collin.edu
21	Frisco	VP/Provost	Workforce Faculty	Real Estate	2020-22	William "Bill" Kukla		x	wkukla@collin.edu
22	Frisco	VP/Provost	Workforce Faculty	Supply Chain Management	2022-24	Jeffrey Johnson	x		jwjohnson@collin.edu
23	Frisco	VP/Provost	Director Community Outreach	Student enrollment and services	2022-24	Terry Hockenbrough		x	thockenbrough@collin.edu
24	McKinney	VP/Provost	Administrator	Respiratory Care	2021-23	Araceli Solis			asolis@collin.edu
25	McKinney	VP/Provost	Administrator	Health Sciences	2022-24	Betty Veasy	x		BVeasy@collin.edu
26	McKinney	VP/Provost	Administrator	Associate Dean of Academic Affairs	2022-24	Brandy Fair			bfair@collin.edu
27	McKinney	VP/Provost	Administrator	Health Info Mgmt.	2020-22	Lydia Danton		x	ldanton@collin.edu
28	McKinney	VP/Provost	Administrator	Health Sciences	2020-22	Michelle Millen		x	mmillen@collin.edu



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#	Campus	Appointer	Role	Unit/Discipline Affiliation	Term (AY)	Current Member	New	Senior	Email
29	Plano	VP/Provost	Administrator	Police Department	2022-24	Scott Jenkins	x		sjenkins@collin.edu
30	Plano	VP/Provost	Administrator	Police Program	2022-24	David Prevatte	x		DAPrevatte@collin.edu
31	Plano	VP/Provost	Academic Faculty	Academic Affairs	2022-24	Gage Waggoner	x		gwaggoner@collin.edu
32	Plano	VP/Provost	Academic Faculty	Academic Affairs	2022-24	Bridgette Kirkpatrick	x		bkirkpatrick@collin.edu
33	Plano	VP/Provost	Workforce Faculty	Music, Commercial	2022-24	Christopher Morgan		x	cmorgan@collin.edu
34	Plano	VP/Provost	Academic Faculty	Academic Affairs	2022-24	Gloria Cockerell	x		gcockerell@collin.edu
35	Plano	VP/Provost	Academic Administration	Math & Sciences	2022-24	Kristin Streater	x		kstreater@collin.edu
36	Plano	VP/Provost	Academic Faculty	Academic Affairs	2022-24	Lisa Means	x		lmeans@collin.edu
37	Plano	VP/Provost	Workforce Faculty	Game Design	2022-24	Marshall Pittman		x	mpittman@collin.edu
38	Plano	VP/Provost	Academic Faculty	Communications & Humanities	2021-23	Whitney Pisani			wpisani@collin.edu
39	Plano	VP/Provost	Academic Faculty	Virtual Campus	2022-24	Tiffany Vincent	x		tvincent@collin.edu
40	Tech	VP/Provost	Administrator	Health Sciences	2022-24	Josh Snyder	x		jdsnyder@collin.edu
41	Tech	VP/Provost	Academic Faculty	Welding Program	2022-24	Darrel Rochell	x		drochell@collin.edu
42	Tech	VP/Provost	Administrator	Workforce Education Division	2022-24	Laura Varnell	x		lvarnell@collin.edu
43	Wylie	VP/Provost	Administrator	Academic Affairs	2022-24	Daphne Babcock	x		dbabcock@collin.edu
44	Wylie	VP/Provost	Academic Faculty	Veterinary Technology	2022-24	Tiffany Heitz	x		theitz@collin.edu
45	Plano	VP/Provost	Academic Faculty	Academic Affairs	2022-24	Lynn Johnson	x		ljones@collin.edu
46	Frisco	VP/Provost	Academic Faculty	Academic Transfer	2022-24	Bryan Rasmussen	x		brasmussen@collin.edu
47	Frisco	VP/Provost	Academic Faculty	Biology	2022-24	Katie Johnson	x		kajohnson@collin.edu

Criteria for Instructional Programs and Service Units Evaluation

To assess the quality of each instructional program and service units review report consistently, the PRSC, in collaboration with the IRO, will establish criteria that:

- operationalize accountability standards and guidelines established by SACSCOC (Principles of Accreditation, Section 7.1),
- operationalize accountability standards and guidelines established by the Texas Higher Education Coordinating Board, and
- effectively support needs for management decision-making and ongoing improvement efforts within each program and service area.

The PRSC will develop and maintain criteria as appropriate for each instructional program and service unit area. The checklist templates are located on the intranet site of the Institutional Effectiveness - Program Review portal. Instructional programs or service units that are externally accredited may use their accreditation documentation in their program review report while addressing the specifics needed for internal review.

Program Review Report Designations

Internal reviews conducted by the PRSC members to evaluate the program review report provides evaluative feedback and suggestions for improvement. PRSC members assigned to review a given program review reports base those reviews on a specific pre-set rating system and guidelines. The rubric matrix has four major dimensions; responsiveness, evidence, analysis, and overall judgment with three-point rating scales; Accepted, Accepted with Recommendations, and Revisit & Revise. See Table 3 for the current Program Review Rubric Matrix.

Table 4

Program Review Rubric Matrix

	Revisit and Revise	Acceptable with Recommendations	Acceptable
Responsiveness	A. Did not respond. B. Response does not address query	A. Provided general response but did not address each element of the query B. The response is not clear, concise, or focused	A. Addressed each of the elements of the query B. Response was clear, concise, and focused
Evidence	A. No evidence was provided to support the program’s case B. The evidence is not appropriate (opinion-based, not reliable, coherent, or relevant)	A. The evidence is inadequate and does not sufficiently address the program’s case.	A. The evidence effectively addresses the program’s case B. The evidence is relevant, reliable, and coherent
Analysis	A. The response provided no support for any assertion(s) or conclusions given B. No analysis or discussion of the evidence is offered C. The analysis does not address the evidence	A. The response provides limited support for assertions or conclusions B. The analysis does not address all significant aspects of evidence C. The analysis lacks coherency, clarity, and focus	A. The response provides clear and concise support for the assertion(s) and conclusion(s) B. The explanations address all pertinent elements of the query C. The analysis is coherent, concise, and focused
Overall Judgment	The program’s or unit’s case does not establish relevance because: A. it does not adequately address the component B. the evidence is either missing or lacking C. the analysis is missing or not grounded in the data presented D. it is not coherent, clear, focused, or it is incomplete	The program’s or unit’s case partially establishes relevance because: A. it partially addresses the component B. the evidence provided is limited C. the analysis is incomplete and does not adequately reflect the data presented D. somewhat coherent, clear	The program’s or unit’s case establishes relevance because: A. it directly addresses the aspects of the requirement B. the evidence provided is credible & sufficient C. the analysis provided is sufficient & grounded in the data D. the case is coherent

Based on the PRSC discussion following the Senior Reviewers’ summary presentations, a final designation (The final designation is a statement about the Program Review Report rather than the program itself) is assigned to the program review report by a majority vote of the PRSC.

Designation Definitions:

- Accepted (without Recommendations): The PRSC found minimal to no content concerns regarding the program review report.

- Accepted with Recommendations: The PRSC found minor concerns regarding the program review report. Recommendations have been made.
- Revisit and Revise: The PRSC found significant concerns regarding the program review report. Recommendations have been made to bring the report up to an acceptable level. The report must be revised and re-submitted for another review no later than February 1st of the next academic year. The designation of Not Accepted does not change the program review cycle calendar for the program, and the program retains its place on the original program review cycle calendar. A PRSC mentor will be assigned to the program to assist in the subsequent review process.
- Not Accepted/Not Received: The submission was not provided to the PRSC by the deadline and is treated similarly to Revisit and Revise, but if a report exists, it receives no feedback from PRSC.

Program Review Dissemination Plan

Although it is impossible to predict what uses will be made of the program review results until activities are conducted and results are considered, it is still essential to think about how the information will be shared and acted upon. This will include planning how results will be shared with staff members in support units, administrators, and faculty members in the programs; and what improvements could be made in light of the results. Following the PRSC presentation meeting in which their decision is finalized, the Senior Reviewer should contact the primary author and Dean/Director/VP to relate the decision and relevant feedback (including the composite checklist) and provide the opportunity for further discussion.

- Program Review End-of-Cycle Report is presented to the Vice-President of Institutional Research by the PRSC.
- The Vice-President of Institutional Research presents the End-of-Cycle Report to the executive VP to share with the Leadership Team.
- After receiving the results, the author or Dean/Director/VP is responsible for contacting the PRSC Senior Reviewer to discuss review results, concerns, or feedback.

Part II. Program Review Results

Summary

Collin College has committed to an ongoing, cyclic, comprehensive program review process of its instructional programs and service units. Program review is an essential part of the College's overall planning and continuous improvement process, a 5-year cycle. The FY2022 process implementation ran from May 2021 through April 2022 and was overseen by the PRSC. The PRSC utilizes the defined process to facilitate and guide instructional program and service units' quality improvements in alignment with the college's missions and strategic priorities, maintain accreditation standards, and address institutional resource needs and demands. The Program Review process helps instructional programs and service units self-assess their performance within a framework that consists of past development and plans for the future. The PRSC consists of informed colleagues outside the program who provides the instructional programs and service units with an impartial assessment of and response to the information and analysis presented in the Program Review Report. The effort exerted in the systematic process of the Program Review reaps important benefits in building a sustainable culture of assessment, using data to document effectiveness, drive planning, and data-driven decision-making.

Overall, the FY2022 submissions reflect an enhanced understanding of the evaluation process and demonstrate a willingness to use data to support claims. Eighteen instructional programs and service units were scheduled for review. Two failed to submit reports. Of the 16 programs reviewed, seven received an "Accepted" rating, six received "Accepted with Recommendations," and three received a "Revisit and Revise" rating.

Program Review Submission

There were 18 instructional programs and service units scheduled for review during FY2021-22. Unfortunately, the Simulation Unit and Welding Workforce Program failed to submit their program review self-study. Table 4 shows the programs and their submission status.

Table 5

Program Review Submission Status FY2022

#	Program	Submitted
1	AAT (A)	<input checked="" type="checkbox"/>
2	Academic Partnerships & Recruitment (U)	<input checked="" type="checkbox"/>
3	Academic Success (New Student Orientation) (U)	<input checked="" type="checkbox"/>
4	Academic Success (Testing) (U)	<input checked="" type="checkbox"/>
5	Commercial Photography (W)	<input checked="" type="checkbox"/>
6	Core Curriculum (A), AA, AS	<input checked="" type="checkbox"/>
7	Early Childhood Education (W)	<input checked="" type="checkbox"/>
8	Electronic Engineering Technology (W)	<input checked="" type="checkbox"/>
9	Emergency Medical Services Professions (W)	<input checked="" type="checkbox"/>
10	Geospatial Information Systems (GIS) (W)	<input checked="" type="checkbox"/>
11	Facilities and Grounds (U)	<input checked="" type="checkbox"/>
12	IT & eLearning Centers (U)	<input checked="" type="checkbox"/>
13	Law Enforcement (CE)	<input checked="" type="checkbox"/>
14	Health Information Management (W)	<input checked="" type="checkbox"/>
15	Institutional Research Office (U)	<input checked="" type="checkbox"/>
16	Library (U)	<input checked="" type="checkbox"/>
17	Simulation Unit (U) (not submitted)	<input type="checkbox"/>
18	Welding (W) (not submitted)	<input type="checkbox"/>

Results

Most of the submitted reports fall under two categories, Service Units and Workforce Programs:

Academic Programs (2)

- AAT
- Core Curriculum, AA, AS

Service Units (8)

- Academic Partnerships & Recruitment
- Academic Success (New Student Orientation)

- Academic Success (Testing)
- Institutional Research Office
- Facilities and Grounds
- IT & eLearning Centers
- Library
- Simulation Unit (not submitted)

Workforce Programs (7)

- Commercial Photography
- Early Childhood Education
- Electronic Engineering Technology
- Emergency Medical Services Professions
- Geospatial Information Systems (GIS)
- Health Information Management
- Welding (not submitted)

Continuing Education Programs (1)

- Law Enforcement

Academic (two reviewed) and Workforce (six reviewed) programs' reports received relatively high scores across most categories. Service units also performed well (seven were reviewed), with high overall ratings across most categories. Tables 8 through 11 summarize reviewers' ratings of the submitted Program Review reports.

Review Teams' ratings of the submitted reports are the basis for the Program Review Steering Committee's final assessments (Table 6). The PRSC's recommendations focus on the quality and adequacy of the reports submitted by the authoring teams by addressing support for assertions, adequacy or inadequacy of supporting data, the validity of conclusions drawn, and continuous improvement plans as legitimate means for improving instructional programs or service units.

Table 6

Program Review Reports Ratings FY2022

#	Program	Rating
1	Academic Success (New Student Orientation) (U)	Accepted
2	Academic Success (Testing) (U)	Accepted
3	Health Information Management (W)	Accepted
4	AAT (A)	Accepted
5	Core Curriculum (A), AA, AS	Accepted
6	Geospatial Information Systems (GIS) (W)	Accepted
7	Academic Partnerships & Recruitment (U)	Accepted With Recommendations
8	Commercial Photography (W)	Accepted With Recommendations
9	Emergency Medical Services Professions (W)	Accepted With Recommendations
10	Library (U)	Accepted With Recommendations
11	IT & eLearning Centers (U)	Accepted With Recommendations
12	Law Enforcement (CE)	Accepted With Recommendations
13	Institutional Research Office (U)	Accepted With Recommendations
14	Early Childhood Education (W)	Revisit/Revise
15	Facilities and Grounds (U)	Revisit/Revise
16	Electronic Engineering Technology (W)	Revisit/Revise

The program review rating results indicate that the overall rating across the years is roughly the same in terms of those reports that were rated acceptable (either with an Accepted rating or an Accepted with Recommendations rating) and those that received a Revisit and Revise or were not submitted at all (See Table 6 and Figure 2).

Table7

Program Review Reports Ratings for FY2020 to FY2022

Rating Scale	FY2020	FY2021	FY2022
Accepted	18%(3)	25%(4)	39%(7)
Accepted with Recommendation	53%(9)	44%(7)	33%(6)
Revisit & Revise	18%(3)	19%(3)	17%(3)
Not Received	12%(2)	12%(2)	11%(2)

However, the quality of the reports increased in FY2022, as a higher percentage of submissions were rated to be Accepted (39% in FY2022 vs. 25% in FY2021 vs. 18% in FY2020) versus Accepted with Recommendations (33% in FY2022 vs. 44% in FY2021 vs. 53% in FY2020). In summary, the quality of the submitted program review reports was higher than in previous years, indicating that program review training provided by the IRO was effective to some degree. Additionally, PRSC mentors were available upon request for the programs to help guide the process and provide feedback and recommendations as the Program Review Teams progressed in report writing. As a result, instructional programs and service units appear better to understand the expected performance standards and indicators.

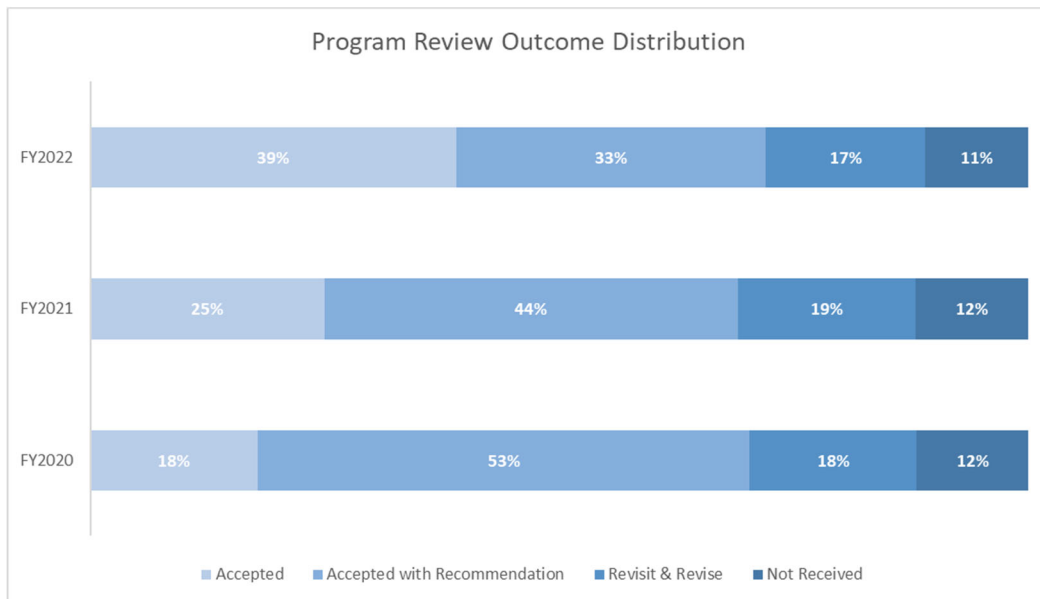


Figure 2. Program Review Outcome Distribution

While modifications to the continuous improvement section of the templates for FY2018-19 clarified how the Continuous Improvement Plans (CIP) align with the program review, the CIP continues to be challenging for many (as noted in the last two years' reports). As a result, the PRSC modified its message to those scheduled for review by integrating meaningful examples into the fall workshop. There continues to be a pattern that concerns the PRSC of programs/units that do not submit Program Review documents. This is particularly troubling for programs and service units that do not submit for two or more consecutive years.

Results Summary

Table 8

Modal Ratings by Review Section and Category for Academic Programs Reviewed during FY2022.

Note. The modal includes Associate of Arts in Teaching, Core, AA, and AS.

#	Review Questions	Responsive	Evidence	Analysis	Overall Judgement
1	What does the academic program do?	3	N/A	N/A	3
2	Program relationship to the college mission and strategic plan.	3	2	3	3
3	Program relationship to student demand.	3	2	3	3
4	Marketable skills students should have after completing the program.	3	3	3	3
5	How effective is the program's curriculum?	3	2	3	3
6	How well does program communicate?	3	2	3	3
7	How well are partnership resources built & leveraged?	3	3	3	3
8	Are the faculty supported with professional development?	3	3	3	3
9	Does the program have adequate facilities, equipment and financial resources?	N/A	N/A	N/A	N/A
10	How have past Continuous Improvement Plans contributed to success?	3	3	3	3
11	How will program evaluate its success?	3	3	3	3
12	Continuous Improvement Plan (CIP)	3	N/A	N/A	3

2 Accepted with Recommendations

3 Accepted without Recommendations

Table 9

Modal Ratings by Review Section and Rating Category for Workforce Education Programs That Were Reviewed during FY2022

#	Review Questions	Responsive	Evidence	Analysis	Overall Judgement
1	What does the workforce program do?	3	N/A	N/A	3
2	Program relationship to the college mission and strategic plan.	3	2	3	2
3	Program relationship to student demand.	3	3	2	3
4	Program relationship to market demand.	3	2	2	2
5	How effective is the program's curriculum?	3	1	2	2
6	How well does program communicate?	3	3	3	3
7	How well are partnership resources built & leveraged?	3	3	3	3
8	Are the faculty supported with professional development?	3	3	3	3
9	Does the program have adequate facilities, equipment and financial resources?	N/A	N/A	N/A	N/A
10	How have past Continuous Improvement Plans contributed to success?	3	1	1	3
11	How will program evaluate its success?	3	3	2	3
12	Continuous Improvement Plan (CIP)	2	N/A	N/A	2

1 Revisit & Revise

2 Accepted with Recommendations

3 Accepted without Recommendations

Note. The modal includes Health Information Management, Geospatial Information Systems, Emergency Medical Services Professions, Early Childhood Education, and Electronic Engineering Technology.

Table 10

Modal Ratings by Section and Category for Continuing Education Programs Reviewed during FY2022

#	Review Questions	Responsive	Evidence	Analysis	Overall Judgement
1	What does the workforce program do?	3	N/A	N/A	3
2	Program relationship to the college mission and strategic plan.	3	2	3	2
3	Program relationship to student demand.	3	3	2	3
4	Program relationship to market demand.	3	2	2	2
5	How effective is the program's curriculum?	3	1	2	2
6	How well does program communicate?	3	3	3	3
7	How well are partnership resources built & leveraged?	3	3	3	3
8	Are the faculty supported with professional development?	3	3	3	3
9	Does the program have adequate facilities, equipment and financial resources?	N/A	N/A	N/A	N/A
10	How have past Continuous Improvement Plans contributed to success?	3	1	1	3
11	How will program evaluate its success?	3	3	2	3
12	Continuous Improvement Plan (CIP)	2	N/A	N/A	2

- 1 Revisit & Revise
- 2 Accepted with Recommendations
- 3 Accepted without Recommendations

Note. The modal includes Law Enforcement Program.

Table 11

Modal Category Ratings by Section for Service Units That Were Reviewed during FY2022

#	Review Questions	Responsive	Evidence	Analysis	Overall Judgement
1	What Does the Unit Do?	3	N/A	N/A	3
2	Unit's Relationship to the College Mission and Strategic Plan.	3	3	2	2
3	Why Are Unit Processes Done?	3	3	2	2
4	How Does the Unit Impact Student Outcomes?	3	3	2	1
5	How Effectively Does the Unit Communicate?	3	2	2	2
6	Are Partnerships Developed and Leveraged?	3	3	3	3
7	Are Staff Supported With Professional Development Opportunities?	3	3	3	3
8	Does the unit have adequate facilities, equipment and financial resources?	N/A	N/A	N/A	N/A
9	How have past Continuous Improvement Plans contributed to success?	3	2	2	2
10	How will the unit evaluate its success?	3	3	1	1
11	Future Continuous Improvement Plan (CIP) Tables	2	N/A	N/A	2

- 1 Revisit & Revise
- 2 Accepted with Recommendations
- 3 Accepted without Recommendations

Note. Academic Success “New Student Orientation,” Academic Success “Testing,” Academic Partnerships & Recruitment, Library, IT & eLearning Centers, Institutional Research Office, and Facilities and Grounds.

Program Review Steering Committee Assignment

Three-member PRSC Review Teams were assigned to review each report that was submitted by instructional programs and service units.

Table 12

Program Review Steering Committee Review Team Assignments

#	Program	Senior Reviewer	Reviewer 1	Reviewer 2
1	AAT (A)	Lydia Danton	Whitney Pisani	Lynn Jones
2	Academic Partnerships & Recruitment (U)	Alaya Swann	Charlie Scaife	Heather Darrow
3	Academic Success (New Student Orientation) (U)	Dawn Richardson	Keneth Neal	Nicola Marshman
4	Academic Success (Testing) (U)	Laura Hicks*	Lee Powell	Tiffany Heitz
5	Commercial Photography (W)	William "Bill" Kukla	Justin Lewis	Gage Waggoner
6	Core Curriculum (A), AA, AS	Michelle Millen	Daphne Babcock	Brandy Fair
7	Early Childhood Education (W)	Terry Hockenbrough	Velda James	Kristin Streater
8	Electronic Engineering Technology (W)	Wendy Gunderson	Jeffrey Johnson	Darrel Rochell
9	Emergency Medical Services Professions (W)	Elizabeth Hamner	Betty Veasy	Josh Snyder
10	Geospatial Information Systems (GIS) (W)	Bryan Rasmussen	Scott Jenkins	Tiffany Vincent
11	Facilities and Grounds (S)	Christopher Morgan	Kate Johnson	Laura Varnell
12	IT & eLearning Centers (S)	Heather Darrow	Alaya Swann	Monica Davenport
13	Law Enforcement (CE)	Marshall Pittman	Laura Hicks	Lydia Danton
14	Health Information Management (W)	Nicola Marshman	David Prevatte	Lisa Means
15	Institutional Research Office (U)	Monica Davenport	Bridgette Kirkpatrick	Andrea Szlachtowski
16	Library (U)	Araceli Solis	Gloria Cockerell	Terry Hockenbrough
17	Simulation Unit (U)	Katie Johnson	Jaslyn Lue	Christian Aars

SACSCOC Principles Alignment

Table 13 presents the instructional programs and service units that self-identified a need for additional budget and/or indicated insufficient facilities or technology in their FY2022 program review submissions. The information provided in this report serves as a resource for administrators in a position to work with programs to address their specific needs.

Table 13

Programs’ Needs for Budget and/or Facilities Enhancement - FY2022

Program	Program Review Team Lead	Administrator
Associate of Arts in Teaching	Courtenay Jauregui	Sarah Lee
Academic Partnerships & Recruitment	Raul Martinez	Raul Martinez
Commercial Photography	Elizabeth Mellott	Lupita Tinnen
Electronics Engineering Technology	Yiping Wang	Michael Coffman
Emergency Medical Services Professions	Tim Mock	Michelle Millen
Institutional Research Office	Beenah Moshay	Tom Martin
Library	Nicole Boone	Michael Coffman

SACSCOC Principle 7.1: Standards Related to Budget/Facilities Enhancement

“The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.”

Effective institutions demonstrate a commitment to principles of continuous improvement based on a systematic and documented process of assessing institutional performance concerning mission in all aspects of the institution. An institutional planning and effectiveness process involve all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations (see p. 56 of Resource Manual for the Principals of Accreditation: Foundations for Quality Enhancement, 2018, for complete information).

SACSCOC Principle 13.7

“The institution ensures adequate physical facilities and resources, both on and off-campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.”

Collin College Strategic Priorities

These identified needs align with the following SACSCOC and Collin College strategic priorities. Priority 7: “Expand the Physical Footprint of Collin College to Meet Emerging Programmatic Needs; Improve Facilities as Necessary, and Implement the Maintenance Plan to Elevate Services to Our Students.”

PRSC Suggested Response

Identified resource and facilities needs should appear in Collin’s budget process as supplemental requests. PRSC encourages Executive Leadership Team members to follow up with administrators supervising programs or service units to prevent essential needs from falling through the cracks, so they can identify and assess budget and/or facilities enhancement needs to determine whether or not the program’s requests are reasonable and feasible within the overall College context. The SACSCOC Resource Manual suggests that budgetary allocations and planning outcomes should be aligned to demonstrate some relationship to effectiveness and continuous improvement planning. Accordingly, instructional programs, service units, or administrators requesting budget and/or facilities enhancements should share such documentation with the Institutional Research Office to be maintained on file and available on-demand to SACSCOC reviewers and reporting. In the absence of documentation, it will be assumed that the proposed needs were assessed through normal instructional processes and were found to be nonessential.

Part III. Program Review Evaluation

Evaluation of the program review process occurs in an ongoing and cyclic manner on an annual basis and is shaped by the evolving needs of program review as an institutional commitment. The objective of evaluating the process is to improve program review implementation and, in particular, to document its results relative to its overall goals and expected outcomes. Six recommendations emerged from the 2021-2022 evaluation cycle: (a) develop a Program Review management methodology; (b) develop reasonable implementation plans; (c) improve monitoring, reporting, and documentation; (d) develop a reliable assessment rubric for the PRSC (e) PRSC to broaden the scope and mindset to build professional development into their purpose; and (f) more hands-on training workshops are suggested for Program Review Teams.

The PRSC agreed to assign Lydia Danton and Brandy Fair as co-chairs in the upcoming program review cycle to help navigate the many upcoming changes. PRSC voted to accept the modifications of the Program Review Report for those who received Revisit and Revise. The instructional programs and service units may submit the revised Program Review Report to the IRO before July 31, 2022. They, then, will not need to re-do their Program Review Report the following year. If, however, they fail to submit the Program Review Report, they will be required to undergo the program review process during FY2023. Hence, senior reviewers were asked to communicate with instructional programs and service units and offer to work with them as mentors over the summer to revise the reports.

PRSC aims to create a process that ensures fairness, objectivity, and clarity and that results in learning from the self-study development and the reviewers' assessments in instructional programs and service units. The current rubric matrix developed to assess the self-study provides a single score for each criterion based on an overall impression of a section in the program review report, which is not helpful if the intention is to see strengths and areas of potential improvements. Program Review Report reviewers need an assessment tool that provides detailed feedback on performance and promotes consistent scoring across program review reports and between raters. During the program review wrap-up meeting, the PRSC identified the issues of the unclear assessment framework and subjective judgment. Accordingly, in collaboration with IRO, three inter-related subcommittees were appointed to develop a new rubric matrix to improve inter-rater reliability of program and service reviews and align

them with the program review templates during the summer. IRO is to provide support with regards to the following activities:

- Conduct a training session for the PRSC to develop a rubric matrix to evaluate the program review reports.
- Conduct a training session with hands-on activities for the PRSC to assess the current program review template and rubric matrix.
- Facilitate the development of the revised program review template and the new rubric matrix.
- Conduct a training session for the PRSC to improve the inter-rater agreement and reliability.

The PRSC members should provide evaluative feedback and suggestions for improvement. Therefore, a fourth subcommittee was appointed to conduct training for PRSC members. The training framework should cover the following:

- Who reviews the Program Review Reports?
- Do they have the training or expertise to provide effective feedback?
- Do they routinely evaluate the Program Review Reports?
- Do they provide suggestions for improvement?
- Do instructional programs or service units effectively use this feedback for improvement?

Currently, Program Review Teams have 12 weeks (or less, depending on the supporting data availability) to work on their self-studies, barely enough to produce a high-quality and reliable self-assessment. In last year's end-of-cycle report, the PRSC agreed to regularly provide intensive workshops for Program Review Teams during the program review writing period to provide hands-on assistance. However, only one workshop/meeting (60 min) was provided during the discipline lead meeting in August. PRSC must deliberately broaden the scope of its training to build professional development into its purpose. PRSC, instructional programs and service units, and administrators must be committed to improving and sustaining the inclusion of professional development in the program review process over long periods, allowing for slower group-work progress than otherwise.

Additionally, program review as an institutional-level cyclic process lacks recording of the critical activities, documentation, and management methodology required to implement it successfully. To

ensure that program review requirements are fulfilled, there is a need to establish a foundation for quality, traceability, and history. It is also essential that documentation be well arranged, easy to read, and adequate. Moreover, unanticipated changes within IRO during this cycle resulted in delays. The Data Coordinator position was vacant for several months during 2021 and was not filled until August, resulting in delays in making the supporting data available to instructional programs for their reports. Another change occurred when the Director of Effectiveness Analytics and PRSC ex officio co-chair resigned in April 2022 resulting in delays in submitting the end-of-cycle report and failure to administer the PRSC end-of-cycle survey.

The technology (Excel macros) used to generate supporting data for Program Review is complex, inefficient, and outdated. IRO is working on improving the process and the technology to make generating the support data for Program Review more efficient.

Document Control

Table 14

Document Information

	Information
Document Location	J:\IRO\Abdulaziz\Program Review\Program Review End-of-Cycle Report FY2022
Document Owner	Noor Abdulaziz
Issue Date	May 05, 2022
Last Saved Date	August 08, 2022
File Name	ProgramReviewEnd-of-CycleReportFY2022v4.08082022

Table 15

Document History

Version	Issue Date	Changes
(1.0)	05/05/2022	
(2.0)	06/02/2022	Incorporating the PRSC chair (Lydia Danton) feedback.
(3.0)	07/06/2022	Incorporating the VP IRO (Tom Martin) feedback.
(4.0)	8/8/2022	Final revision by VP IRO.