**Integrated Program Review Proposal Draft 14 January 22, 2013**

The overarching premise is that better alignment and integration of programs and services will lead to better student learning and success.

The Integrated Program Review (IPR) process focuses on themes and issues that emerge from the following:

* the Annual Program Review process,
* the Actionable Improvement Plans developed in the Accreditation Self Evaluation process, and
* the Objectives identified in the Strategic Plan.

**Potential IPR clusters:**

* Career and Technical Education Programs (CTE);
* Basic Skills Programs (Academic Development, ENSL, English and math faculty);
* General Education/Transfer Programs (based on CSU GE Breadth listings):
	+ Area A: English, Communication, and Philosophy.
	+ Area B: Astronomy, Chemistry, Earth Science, Geology, Geography, Physics, Physical Sciences, Anthropology, Biology, Crop Science, Psychology, and Mathematics.
	+ Area C: Art, Chicano Studies, Music, Theater, American Sign Language, English, French, History, Japanese, Philosophy, and Spanish.
	+ Area D: Anthropology, Archaeology, Economics, Chicano Studies, Communication, History, Sociology, Psychology, Geography, English, Agriculture, Child Development, Journalism, Political Science, and Criminal Justice.
	+ Area E: Child Development, Health Education, Physical Education, Forestry, Medical Science, Nutrition, Philosophy, Psychology, Sociology and Student Development.
* Library and Student Services faculty and faculty from disciplines like Math and English may serve as liaison to instructional clusters.
* Administrative Services will have its own focus; members from administrative services may also serve as liaison to instructional clusters.

**All IPRs need a common format.**

* IPR will include a discussion of themes and issues (examples):
	+ Curriculum, including prerequisites and advisories.
	+ Certificate/ degree alignment.
	+ Student and degree transfer data discussions.
	+ New legislation.
	+ Emerging issues.
* The following are sample questions that can be used by each group:
	+ How do your programs connect and/or align?
	+ Are there any barriers to the alignment of your programs? What are they?
	+ What would it take for your alignment to be more effective?
	+ Are there areas of overlap in your curriculum?
	+ How could the connection or integration of your programs be improved?
	+ What methods do you have for communicating with one another?
	+ What could your programs do collaboratively to increase student success?
	+ How do they align with the college mission?
	+ How do they align with the college goals?
	+ How does your program meet budget criteria (developed by Budget Committee)?
	+ What improvements or changes did your program make as a result of completing an assessment cycle?
	+ Do students move seamlessly from one level to the next? If not, why not?
	+ How do your programs/degrees contribute to student transfer?
	+ How do your programs/degrees contribute to employment?
	+ Additional questions could be created by each cluster group.

**A list of data to use for analysis will be provided by the District research coordinator.**

**Questions to Consider and Processes to Develop:**

1. What are the expected outcomes?
	1. How will we know?
	2. How will we evaluate?
2. How will the information or results be reported to the college community?
3. What will become of good ideas?
4. Who will organize, schedule, prepare, and train?
5. What cycle will they follow?

**For example, let’s say we focus on prerequisites first (strategic plan and student success legislation issue).**

* Does this issue affect all instructional areas?
* Do areas overlap? For example, basic skills and transfer courses? Are they sequential or embedded?
* Possible format for prerequisite discussion (done separately or together):
	+ Organize program and process
		- possibly Curriculum Committee
		- 3 hour schedule (overview, small groups, reconvene to report to large group)
	+ Develop template so all groups respond to similar questions
	+ Start with basic overview of issue and regulations
	+ Let areas (a-e) and basic skills and CTE (?) meet separately and discuss each area and then each group reports to whole.