

Process for Setting Program Standards

The table below provides an overview of how departments set program standards

Component of Meeting Standard IB.3	Proposal
Collect and report student achievement metrics	<p>Currently, the Office of Institutional Research provides each instructional department a standardized set of data for use in program review, including the following:</p> <ul style="list-style-type: none"> ✓ Successful course completion rates ✓ Successful course completion rates by student demographic groups ✓ Successful course completion rates by distance education status ✓ Successful course retention rates ✓ Number of associate’s degrees awarded (for departments awarding degrees) ✓ Number of Certificates of Achievements awarded (for departments awarding certificates) ✓ State licensing exam rates (for applicable CTE programs) ✓ Job placement rates (for applicable CTE programs)
Define and publish standards	<p>Departments will be responsible for establishing the minimum standards for each of the success metrics. Institutional Research will be available to assist departments, if necessary.</p>
Evaluate performance on student achievement metrics against standards	<p>Departments provide analyses of performance on the student achievement metrics against the standards in response to program review question C4:</p> <p><i>What other evaluation measures does your program or discipline use to inform planning? For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS (The Instructional Management System) report, tutor usage, etc. Note trends and differences in performance by group (ethnicity, gender, age), or enrollment type (day/evening, on-ground/on-line)</i></p>
Use analyses of results in planning	<p>Departments describe how the analyses of student achievement against the standards have informed program goals/objectives and planning and decision-making processes in program review question D8:</p> <p><i>Discuss and summarize conclusions drawn from data, SLOs, or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s), including:</i></p> <ul style="list-style-type: none"> • <i>How the assessment results are informing program goals and objectives, program planning, and decision making</i> • <i>Specific changes planned or made to the program based on the assessment results</i>