

# Program Review:

## *Self-guided training for writing Annual and Six-year Self-Studies*

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Program Review

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# Overview

- New self-guided training
  - [www.smc.edu/progrevguide](http://www.smc.edu/progrevguide)
- Program Review—Why do it?
- Major sections of the self-study
  - Description of Program
  - Populations Served
  - Program Evaluation
  - Program Improvement
    - Looking Back
    - Looking Forward
  - Curriculum (Instructional/CTE)
  - Community Engagement
  - Future Trends/Planning
- What's Next?

## ACCJC & Institutional Self-Evaluation

- Requires all community colleges to be at the *"Sustainable Continuous Quality Improvement Level"* in Program Review for both Instructional and Non-Instructional programs and services.
- *"Sustainable Continuous Quality Improvement Level"* in Planning
- *"Proficiency Level"* in the identification, assessment, and use for improvements of Student Learning Outcomes

# Why we do Program Review

- **Professional Self-Evaluation:** Do our program activities make us vital, effective, and relevant within the parameters of our own program goals, as well as the college mission?
- **Taxpayer and government accountability:** Is curriculum sufficiently rigorous, offering the high quality education promised to the public and consistent with Title 5 regulations?
- **Planning for Efficiency:** Are instructional program curriculum, student support services, and administrative services adequately aligned to produce the appropriate student learning outcomes expected by transfer institutions, employers, and other external entities depending on this training and education?

# Why we do Program Review

- **Effectiveness:** Do quantitative and qualitative evidence support the college's assumptions about the effectiveness of its teaching and service?
- **Planning for program needs:** Are the human, physical, and technological resources adequate to sustain the program?
- **You know best what's going on locally.** What are the most effective ways to examine the program to determine its effectiveness?
- **Issues in the classroom:** What does the program do to contribute to teaching and learning? How will changes to the program effect students?
- **Long-term Planning:** Where will this program be—and what will it need to do as it anticipates its needs—two, five, or ten years into the future?

# Program Review

## Part A: Program Overview

- *This section addresses your program's big picture.*
- *Prompts should help you describe your program and goals--*
- ***And** your relationship to the institutional mission, vision and goals;*
- *How the program is funded, other than the regular way through the normal budget.*
- *Over-arching view (mission) and goals of your program are discussed here.*

# Program Review

## Part B: Population Served

- *Describe who your program or service area serves.*
- *When comparing data from different periods, use a consistent time frame.*
- *Use Institutional Research (IR) wisely!*
- *Give relevant data, provide appendices*
- *Not too much, not too little.*

# Program Review

## Part C: Program Evaluation

- *Identify how and when program members evaluate the program.*
  - *Deliberate and systematic processes can self-perpetuate!*
- *Identify what the program does when it self-evaluates.*
  - *SLO process, SLO assessments, changes in SLO's, etc.*
  - *Other methods of evaluation used—not just SLO's!*
- **Assessment Findings:** *It may be natural to summarize findings here or in an appendix.*
- *Note that findings themselves are specifically asked for in Section D, where the program addresses their responses to the findings. You can reference back to Part C, if necessary.*

# Principles of Assessment

- To enhance quality of services provided
- Involves participation and input of all unit members
- Conducted at the level of the unit (not about individual evaluation)
- On-going and cyclical
- Purpose is to improve, inform, prove, or support

# Components of an Assessment Plan

- **Method:** Survey? ISIS data? Document analysis?
- **Administration** (when? how? how often?)
- **Criteria for success:** how do you know you've met the outcome? What is the target?
- **Analysis of data**
- **Use of findings**

# Program Review

## Part D: Program Improvement

### 1. Looking Back

- *Discuss what you did **last year** as a result of what you described in Section C.*
  - ***Annual Process** – yearly program objectives mean that even if you're writing a six-year document, many questions in this section address only a single year's worth of "looking back."*
- *Update, Respond, Brag!*
- *Teaching/Learning environment*
  - *Professional development efforts, funding, technology.*
  - *Other ways student interaction has improved.*

# Program Review

## Part D: Program Improvement

### 2. Moving Forward

- *Discuss conclusions drawn from data.*
  - *SLO assessments and other data analyses—what do they say about your program?*
  - *Discuss plans for program improvement based on conclusions.*
- *Setting Objectives: “The Boxes”*
  - *These are “micro-goals.” Make them do-able and clearly defined.*
    - *Remember, they are for **one year**.*
  - *Objectives are set in response to something concrete. Link them, as much as possible, to institutional and program imperatives.*
    - *SLO’s, PR recommendations, campus initiatives.*

# Goals vs. Outcomes vs. Objectives

## AKA English Language vs. Program Review jargon

- **Goals** are **what we plan to do**. They are helpful for guiding the implementation of improvement activities but are sometimes too general, broad, or vague for developing specific tools to assess the effectiveness of services provided in support of student learning.

*Goals state what we will do or cause to happen. (Part A.)*

- **Outcomes** are what we expect will happen when we do what we planned (**results, consequences, or impact**). At a minimum, outcome statements should describe student or client behaviors that is evidence for your unit performing its function. Where possible and meaningful, write outcome statements beginning with the student or client as the noun in the statement.

*Outcomes state what will happen as a result of what we do. (Part C.)*

- **Objectives** are micro-goals that serve over-arching program goals, but may come out of self-assessment. We all want to make our programs better. What tasks are needed to improve outcomes or make needed program changes?

*Objectives give us specific tasks and projects. (Part D.)*

# Goals vs. Outcomes vs. Objectives

- **Goals**—provide good transfer courses; provide career training; maintain rigorous standards . . .
- **Outcomes**—students will be able to solve specific type of problems; they will be able to write effectively at a certain level . . .
- **Objectives**—investigate whether a new course needs to be added to the program; examine feasibility/utility of new classroom technology . . .

# Program Review

## Part E: Curriculum Review

- *For a six-year review only.*
- *Discuss how curricular updates and new courses are handled within the program.*
- *CTE Programs: Advisory Board's role in curriculum processes discussed in this section.*

# Program Review

## Part F: Community Engagement

- *Discuss relationship between the program and*
  - *The on-campus community.*
  - *The wider community, including industry and professional organizations.*
- *Discuss how FT and PT faculty within the department are engaged with each other.*

# Program Review

## Part G: Future of the Program

- *Recommend things to the next self-study authors, reflecting on the current review.*
- *Identify current needs: short-term planning*
  - *Institutional Support*
  - *Capital Resources*
  - *Human Resources*
- *List program positions*

# Program Review

## Part G: Future of the Program

- *Discuss things on the horizon—what changes are coming in next 5-10 years.*
- *Identify needs for these longer-term changes.*
  - *Institutional Support*
  - *Capital Resources*
  - *Human Resources*
- *Discuss challenges to the program regarding budget and funding.*
- *Anything else you want to say?*

# What's coming next?

- Annual Reports due by April 30, 2014 to VP's.
- Program Review moves to CurricUNET.
  - Required for 2014-2015 year.
  - Likely ready during Winter 2014 for any "first-adopters."
- You will be able to copy/paste much of this year's document into the appropriate fields online.
  - Save a second version of your document as a text file!
  - Or use the "paste-from-MSWord" feature
- Training for CurricUNET submission will be upcoming.
- Self-guided training document eventually will be accessible inside CurricUNET.
- One-on-one advice and guidance available.