

Six Year Program Review Orientation

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Purpose of today's session

- ▶ To clarify the Six Year Program Review process and answer questions we get about Program Review
- ▶ To provide an overview of the Program Review format
- ▶ Differentiate between goals, objectives and outcomes
- ▶ Review the “nuts and bolts” of CurricUNET website

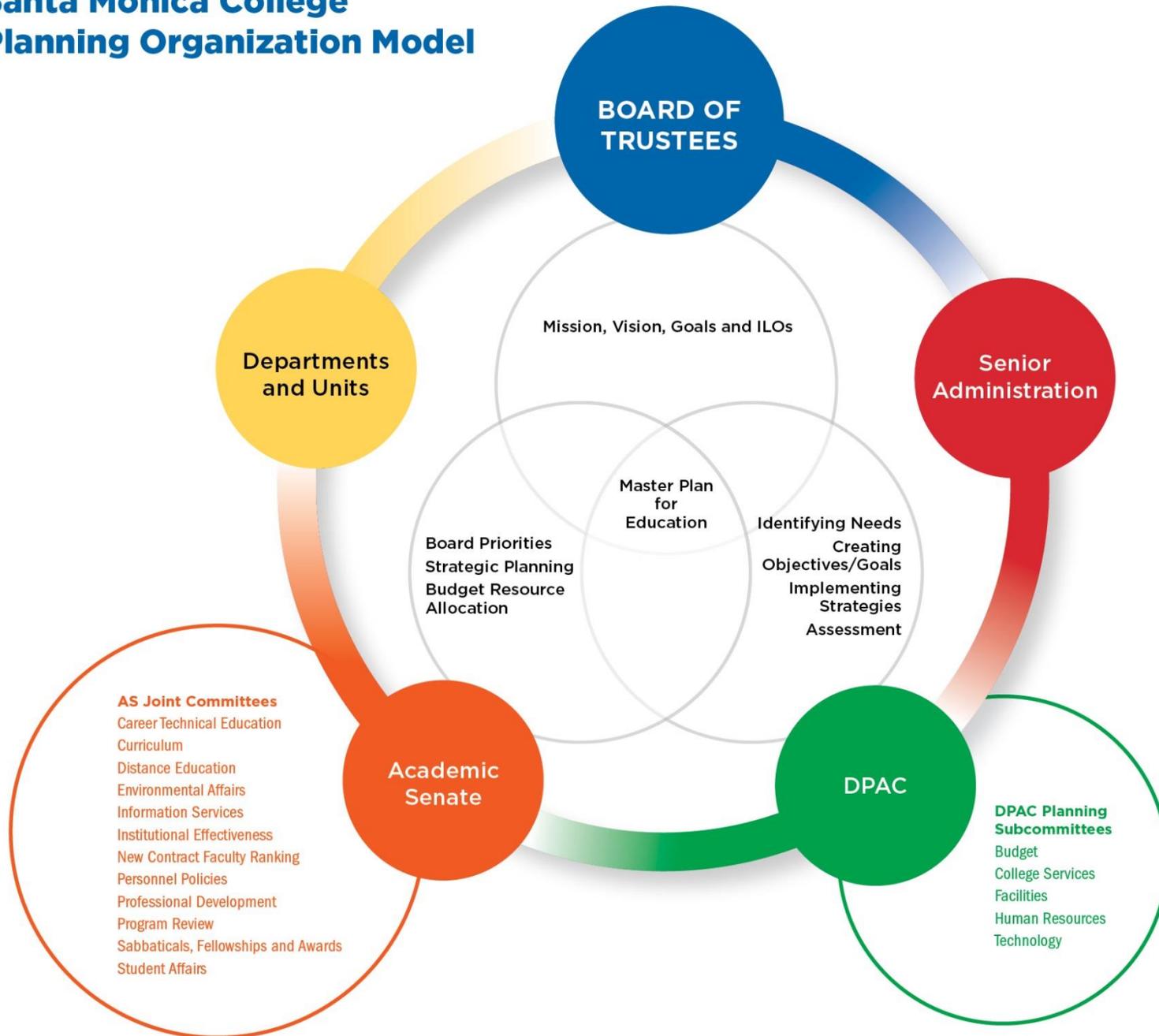
What is Program Review and what is its purpose?

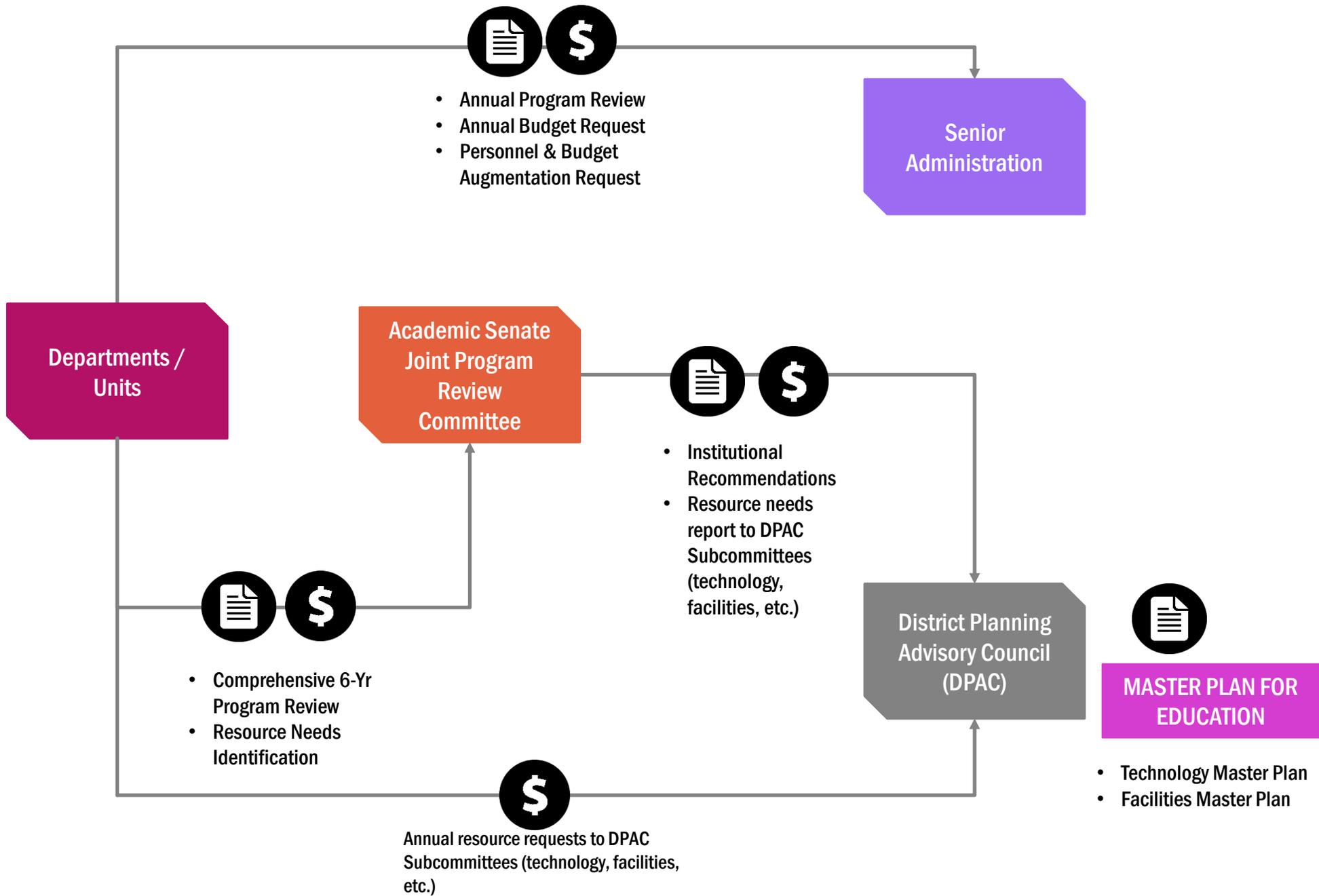
- ▶ Program Review is a framework for making improvements in educational quality and success
- ▶ Program Review systematically documents:
 - ▶ our ongoing assessment and improvement of our programs
 - ▶ areas that need improvement
 - ▶ the resources needed to ensure program effectiveness
- ▶ Required by law and our accreditors
 - ▶ “to engage colleges in careful evaluation of how effective their programs are and how well students are succeeding.”
 - ▶ SMC’s accredited status requires Program Review

Who reads the Program Review reports? How are they used?

- ▶ Program Review and IEC Committees
- ▶ DPAC and its Planning Subcommittees
 - ▶ DPAC Technology Planning Subcommittee
 - ▶ DPAC Human Resources Planning Subcommittee
 - ▶ DPAC Facilities Planning Subcommittee
 - ▶ DPAC Budget Planning Subcommittee
- ▶ Area Vice Presidents
- ▶ Accreditation Visiting Teams
 - ▶ To verify what we've documented in the Accreditation Self-Evaluation Report

Santa Monica College Planning Organization Model





A. Program Description and Goals

- ▶ Mission of program
- ▶ Functions performed
- ▶ Support services provided
- ▶ Populations targeted
- ▶ One or two sentences describing how program supports the mission of the college
 - ▶ www.smc.edu/ACG/Pages/Mission-Vision-Goals.aspx
- ▶ Program goals
- ▶ How program is ensuring compliance with state or federal mandates

B. Populations Served

- ▶ Describe population (indirect, direct)
 - ▶ Headcount, if applicable
 - ▶ Description in terms of relevant demographics
- ▶ Compare population to college-wide population, if applicable
- ▶ Note trends in data and provide explanation for change in data

Section C: Program Evaluation

▶ *What is Program Evaluation?*

- ▶ Process of collecting evidence to document:
 - ▶ How well a program is meeting its goals, how successful program is
 - ▶ Backs up decisions made by department
- ▶ Existence of data is not evidence – information needs to be analyzed and reflected upon for it to be useful and meaningful

C. Program Evaluation

- ▶ List your SLOs or UOs
- ▶ List core competencies/program SLOs (instructional only, if applicable)
- ▶ List the course SLO/UO statements your program assessed, discussed, and used for program planning, improvement, or decision making processes during the current program review cycle.
- ▶ Indicate why you chose to focus on the SLOs/UO (if applicable).

C. Program Evaluation

- ▶ Describe the SLO/UO process
 - ▶ How were the SLO/UOs determined? Who was involved?
 - ▶ Is there a mechanism in place to review the validity and usefulness of the SLO/UOs?
 - ▶ Describe the assessment methods and instruments
 - ▶ Who is assessed? (describe sample)
 - ▶ How often is SLO/UO assessed?
 - ▶ Analyses and dialogue – who is involved? How often?
 - ▶ How does program set criteria for SLO/UO targets?

C. Program Evaluation

- ▶ Other evaluation: Additional data you collect to assess how effective your program is or whether your program is meeting its goals
 - ▶ Describe the specific measure(s) used to assess effectiveness, including a definition for how they are calculated, if applicable
 - ▶ Describe the assessment tool (ISIS? survey? college administrative data? focus groups?) and include the tool in the appendix
 - ▶ How does the program use the data results for program planning and decision making processes? What does it inform?

D. Program Improvement, (Part 1)

Looking Back – “Objectives” (D1)

- ▶ Time to brag! List your program's accomplishments since last review
 - ▶ These are the objectives you submitted in your last Six Year Program Review
 - ▶ Did you accomplish them?
 - ▶ Did you change or update them?
 - ▶ Provide an update
- ▶ Response to last comprehensive program review recommendations
- ▶ Describe unanticipated changes not described in annual objectives
 - ▶ What caused unanticipated changes
 - ▶ Results of changes

D. Program Improvement–(Part 1)

Looking Back (D1)

- ▶ Summarize evaluation results
- ▶ Based on evaluation findings, determine whether program is meeting its goals
 - ▶ Identify areas of improvement
- ▶ Specify what has been done as a result of evaluation results
 - ▶ If meeting goals, what can be done to improve and exceed?
- ▶ Use evaluation results and others to develop annual objectives

D. Program Improvement – (Part 2)

Moving Forward (D2)

- ▶ Discuss and summarize conclusions drawn from data, assessments (SLO or UO) or other evaluation measures you identified in Section C.
- ▶ What responses or programmatic changes are planned for the coming year(s)?
 - ▶ How are assessment results informing your program goals and objectives. Program planning or decision-making?
 - ▶ Are there specific changes you are planning or making based on assessment results?

D. Program Improvement (Part 2)– Objectives (D2)

- ▶ List the objectives or target goals your program or service area has identified for the coming year.
- ▶ Indicate the number of objectives identified.
- ▶ Use the comments section to indicate the reason for the objective (assessment results, changes in data, changes in external factors, etc.).
- ▶ Indicate how each objective or goal links to the division goals. Boxes for reporting three objectives have been included here.
 - ▶ Please copy and insert boxes if additional objectives are proposed.

Tips for Annual Objectives

- ▶ Doable, measurable, achievable
 - ▶ Can realistically be accomplished within one year with existing resources
 - ▶ “SMART” (Specific, Measurable, Attainable/Achievable, Relevant, Time Bound)
 - ▶ By June 2017, Network Management will increase the number of wireless nodes on the main campus by 10% over the current number.
 - ▶ By June 2017, the number of nursing students who pass the NCLEX exam will increase by 3% over the current level.
- ▶ Align with program goals or UO/SLO assessment results that you would like to improve.
- ▶ Should not start with “continue to” – should focus on improving your program
 - ▶ Both challenges and “low-hanging fruit”
- ▶ Describe the external factors that informed the development of the annual objectives
 - ▶ Should logically stem from other parts of the report

Annual Objectives

Objective 1:		
Area/Discipline/Function Responsible:		
Assessment Data and Other Observations:		
<input type="checkbox"/> SLO Assessment Data and/or <input type="checkbox"/> SUO Assessment Data and/or <input type="checkbox"/> UO Assessment Data	<input type="checkbox"/> TIMS Report Data <input type="checkbox"/> Institutional Research Data	<input type="checkbox"/> Other data or observed trends (briefly describe in the comments field below)
External Factors:		
<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective #___	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)
<input type="checkbox"/> Other Factors (briefly describe below):		
Timeline and Activities to accomplish the objective:		
Describe how objective will be assessed/measured:		
Comments:		

Goals vs. Objectives vs. Outcomes

- ▶ **Goals:** broad, general statements of what program intends to accomplish
- ▶ **Objectives:** brief, clear statements of what program will do to accomplish goal
- ▶ **Outcomes:** expected results/consequences/impact if objectives and goals are accomplished

Goal, Objective, or Outcome?

“Faculty will be able to use information to inform decision-making and planning processes”

(outcome)

“The Office of Institutional Research will successfully promote a culture of evidence-based inquiry”

(goal)

“Increase training opportunities for faculty on data analysis and interpretation techniques”

(objective)

E. Curriculum Review (Instructional Only)

- ▶ Discuss how the department reviews, revises, and creates new curriculum. Include the following information:
 - ▶ The process by which department members participate in the review and revision of curriculum.
 - ▶ How program goals and SLOS are integrated into course design and curriculum planning.
 - ▶ The relationship of program courses to other college programs (cross-listing, overlapping content,
 - ▶ The rationale for any changes to pre-requisites, co-requisites and advisories.
 - ▶ How the department ensures course syllabi are aligned with the course outline of record.

E/F. Community Engagement

- ▶ List the engagement of program members in institutional and external activities/groups
 - ▶ Include narrative how these activities contribute to the strengthening of the program and the college.
- ▶ Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support (instructional)

F/G. Future Trends, Program Planning, Etc.

- ▶ Summarize what you have learned from the self-reflection and review processes.
 - ▶ New revelations about program?
- ▶ What programmatic improvements or actions might your program undertake in the future?
- ▶ Are there areas of your program that you might examine in closer detail?
- ▶ Identify capital and human resource needs and specify the issues that would be addressed if needs are met
 - ▶ Near-term needs – current issues/problems/challenges
 - ▶ Future needs – anticipating future issues/problems/challenges

General tips for completing your six year Program Review

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- ▶ Don't feel you have to edit sections such as A (Program Description) that roll over if nothing has changed.
- ▶ Objectives are short term (usually one year, two at the max), measurable, achievable
 - ▶ Statements such as "to improve" (or increase, decrease, etc.) indicate a measurable objective (one that reflects a change to a problem)
 - ▶ Statements such as "to continue" (or maintain) indicate an activity
- ▶ Don't go overboard with your objectives (3 to 5 max, or, for multi-function/discipline areas, no more than 1 or 2 for each)

General tips for completing your six year Program Review

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- ▶ Writing Tips
 - ▶ Be clear and concise with your answers.
 - ▶ Engage all unit members in writing but use a single voice
 - ▶ Write the report for someone who is not familiar with your program
 - ▶ Have someone from the Program Review Committee read your report before you submit it.
 - ▶ Don't delay – the six year program review needs thought and time
 - ▶ Instructional departments should begin the process with the first departmental meeting in fall and have regular “check-ins” periodically.
 - ▶ Administrative units should get started now

General Tips, continued

- ▶ Data
 - ▶ Analyze and interpret the data (don't just "copy 'n' paste" it into your report)
 - ▶ Think about what the data means to your program
 - ▶ What are you doing well?
 - ▶ What do you need to improve?
 - ▶ What changes have you observed over the last six years?
- ▶ Evidence
 - ▶ Provide examples
 - ▶ Cite data/information to support analysis
 - ▶ Anticipate what follow up questions the committee or others might have

When is my Program Review report due? Where can I get help?

- ▶ Six year Program Review reports are due **two weeks** before the meeting with the Program Review Committee (see schedule on the website)
- ▶ The Program Review Committee is here to help!
 - ▶ Program Review Committee Chair Vicki Drake and Vice-Chair Erica LeBlanc
 - ▶ Institutional Research www.smc.edu/ir
 - ▶ Use the SLO Checklist! www.smc.edu/iecommittee
 - ▶ Online help within the CurricUNET system
 - ▶ PDF tutorials on the Program Review Committee web page (www.smc.edu/ProgRev): “Program Review Instructions”
 - ▶ Select the **correct** guide: “Instructional and CTE”, “Student Services” , or “Administrative Units”
 - ▶ More recent reports (last two years) are available to all on the CurricUNET site
 - ▶ There are some older reports (2011-2012, 2012-2013) posted on the Program Review Committee Web page (www.smc.edu/ProgRev)
 - ▶ Ask your colleagues!
 - ▶ Ask for someone from the Program Review Committee to review your draft