

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

# Tips, Tricks and Planning for Your Annual Program Review

# What is Program Review?

- ▶ Required by the Higher Education Act of 1965 and most recently renewed in HEA reauthorization of 2008.
- ▶ Intent: to engage colleges in a careful evaluation of how effective their educational and student support programs are and how well their students are succeeding.
- ▶ Purpose: to give colleges a framework for making improvements in educational quality and success

# Why have an annual Program Review?

- ▶ SMC's accredited status requires it
  - ▶ Program review processes are ongoing, systematic, and used to assess and improve student learning and achievement; the Board is informed of successes and needed improvements
  - ▶ The institution reviews and refines the program review process to improve institutional effectiveness
  - ▶ The results of program review are used to continually refine and improve program practices resulting in improvements in student achievement and learning
- ▶ It informs SMC's various planning processes
  - ▶ Faculty hiring requests
  - ▶ Justification for budget augmentation requests
  - ▶ In the case of CTE programs, annual Program Review replaces the biannual report required by title 5
- ▶ It helps department heads/chairs prepare their six year Program Review

# Who reads my annual Program Review?

## How are the annual Program Review used?

- ▶ Program Review and IEC Committees
  - ▶ Reviews the process and makes improvements to it based on feedback
  - ▶ May review the annual program reviews when reading six year Program Review reports
- ▶ DPAC and its Planning Subcommittees
  - ▶ DPAC Technology
  - ▶ DPAC Student Services
  - ▶ DPAC XXX
- ▶ Area Vice Presidents
  - ▶ Uses Administrative Unit Program Reviews as the annual evaluation
- ▶ Accreditation Visiting Teams
  - ▶ Verifies what we say in the Accreditation Self-Evaluation Report

# When is it due?

## Where can I get help?

- ▶ Annual Program Review reports are due April 1
- ▶ Help
  - ▶ Program Review Committee Chair Vicki Drake and Vice-Chair Erica LeBlanc
  - ▶ Institutional Research
  - ▶ Online information budget within the CurricUNET system
  - ▶ PDF tutorial on the Program Review Committee web page
    - ▶ Make sure you select the correct guide
  - ▶ Fellow faculty/department chairs

# What are the annual PR questions and how should I answer them?

- ▶ Simplified format
  - ▶ Eliminated two sections this year (don't answer Section's B and G2)
  - ▶ More refinements to come in future years but will require substantial programming
- ▶ Use “rolled over” answers and edit them only if necessary
- ▶ Be clear but concise

# Section A:

## Program Description and Goals

### Question 1

- Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

### Explanation

- A straightforward description of what your program or service area does: functions performed, instructional areas included, and/or support services provided.
- Except in cases of reorganization or new programs/functions added, **the description can be carried forward (automatically in CurricUNET), unchanged**, but you may edit this section if you'd like.

# Section A:

## Program Description and Goals

### Question 2

- ▶ Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

### Explanation/Tips

- ▶ Address the overarching program goals and responsibilities.
- ▶ You may combine the answer to this question with the previous one, but please insert “see response to #1” in this area if you do.
- ▶ This section will also “roll over” from last year’s report. If nothing has changed, you may leave it as is.
- ▶ If your program/area is responsible for ensuring institutional or program compliance with any federal, state, or other requirements or mandates please include that information.



# Section A:

## Program Description and Goals

### Question 3

- ▶ If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

### Explanation/Tips

- ▶ This prompt will not apply to every program. **If it does not apply simply write NA in the prompt box in the on-line format.**
- ▶ The purpose of this prompt is to improve institutional planning by identifying programs that are wholly or partially supported by non-District funds. If your program receives non-District funds specify exactly how that funding is allocated (ex: staff positions, instructional materials, supplies etc.) and for how long funding has been awarded.

# Section B: Populations Served

- ▶ THIS SECTION HAS BEEN ELIMINATED FROM THE ANNUAL PROGRAM REVIEW...
  - ▶ You will see it in the Curricunet system **but do not answer it.**
  - ▶ This section will be addressed in the six year program review.

# Section C:

## Program Evaluation

### Question 1

- List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

### Explanation/Tips

- In this section, list **only** the course SLO statements your program assessed, discussed, and used for program planning, improvement, or decision making processes **during the current program review cycle (i.e., the past year)**. Indicate why you chose to focus on these SLOs.

# Section C:

## Program Evaluation

### Question 2

- ▶ What other evaluation measures does your program or discipline use to inform planning?
- ▶ Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

### Explanation/Tips

- ▶ If you collect additional data (beyond SLO) to evaluate your program's effectiveness, describe the assessment tools:
  - ▶ Describe the specific measure(s) used to assess effectiveness, including a definition for how they are calculated, if applicable,
  - ▶ Describe the assessment tool (TIMS? 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?

# Section C: Program Evaluation

## Question 3

- ▶ If applicable, discuss achievement rates on state licensure exams.

## Explanation/Tips

- ▶ This section only applies to Career Technical Education programs requiring a California licensing examination (cosmetology, registered nursing, and respiratory therapy).
- ▶ Summarize and interpret the license exam pass rates and include the following information:
  - ▶ Brief background of license test (for context)
  - ▶ Based on the criteria set for your department, indicate whether the program is meeting its goals in terms of license exam pass rates
  - ▶ Note any trends across terms or years (increase, decrease, remain steady)
  - ▶ Provide an interpretation of the data findings within the context of your program (what does the findings mean to your program and why?)

# Section C:

## Program Evaluation

### Question 4 and 5

- ▶ Career Technical Education (CTE) programs are required to have active industry advisory boards which meet at least once a year. (Attach minutes from each meeting since the last program review report). List advisory board membership, how often it meets, and indicate involvement with the program.
- ▶ Describe any program response to advisory board recommendations. Give specific examples.

### Explanation/Tips

- ▶ These questions are applicable only to CTE programs.
- ▶ Include the following information in response to this question:
  - ▶ How often and when does the advisory board meet?
  - ▶ What is the general makeup of the advisory board membership (list specific persons in appendix)?
  - ▶ What is the role of the advisory board in your program?
  - ▶ Attach minutes of the most recent advisory board meetings as an appendix
- ▶ Identify the recommendations that the program plans to respond to/has responded to, and describe how the program plans to incorporate/has incorporated the recommendations into program changes.

# Section D: Program Improvement (D1: “Looking Back”)

## Question 1

- Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

## Explanation/Tips

- This section is for explaining to the committee how great your program is! Discuss program projects completed, successes, etc.

# Section D: Program Improvement (D1: “Looking Back”)

## Question 2 (only if applicable)

- ▶ Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

## Explanation/Tips

- ▶ Describe challenges or projects that weren’t anticipated or part of your original plans or objectives.
  - ▶ **If applicable**, describe those types of projects here, and explain what happened that caused you to undertake a project or make a program change that you weren’t originally planning on doing.
  - ▶ Indicate the results of these types of changes, how things turned out, and the timeline of these changes.



# Section D: Program Improvement

## (D1: “Looking Back”)

### Question 3 (if applicable)

- ▶ If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

### Explanation/Tips

- ▶ Talk about any type of work done in your program that was done due to the presence of any kind of outside funding.
- ▶ Describe the benefits of the project done with this funding, and if there were additional challenges or issues that came about from this project, describe those as well.
- ▶ Don't include projects made possible by the program's regular budget

# Section D: Program Improvement (D1: “Looking Back”)

## Question 4 (if CTE)

- Describe any grants, VTEA, or other funding received since the last review [in the past year] and how it was used to improve the program.

## Explanation/Tips

- This question is applicable only to CTE programs.

# Section D: Program Improvement (D1: “Looking Back”)

## Question 5 (if CTE)

- Describe faculty engagement in activities, training, or professional development to remain current with industry trends.

## Explanation/Tips

- This question is applicable only to CTE programs.
- Describe how CTE instructors remain engaged with their industry in order to provide a highly relevant background for students going into the workplace.

# Section D: Program Improvement (D2: “Looking Forward”)

## Question 1

- ▶ Using the format provided, list the objectives or target goals your program or service area has identified *for the coming year*. 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.

## Explanation/Tips

- ▶ Objective:
  - ▶ measurable
  - ▶ able to be accomplished in a reasonable (one to two year) time period
  - ▶ Based on an identified problem/need from your SLO or other departmental assessment.
- ▶ Responsible: who will work on it
- ▶ Assessment Data: check the box that corresponds to why you chose the objective you did
- ▶ External Factors: if the objective originated from outside your area (e.g., Master Plan for Education objective)
- ▶ Timeline
- ▶ Assessment/measurement of the objective: how will you know when it was met? How will you measure your accomplishment

# Section F: Community Engagement

## Question 1

- ▶ **If applicable**, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

## Explanation/Tips

- ▶ List individual program member's participation in the local campus community, including institutional and departmental activities and efforts
- ▶ How did these activities contribute to strengthening the program and the institution?
- ▶ As much as possible, engage all program members to help answer this question and list the ways they engage in the campus community.
- ▶ This section will “capture” information each year, making your six year program review easier to compile.

# Section F: Community Engagement

## Question 2

- ▶ **If applicable**, discuss the engagement of program members with the local community, industry, professional groups, etc.)

## Explanation/Tips

- ▶ List any program member engagements with external groups, professional organizations, and how this supports the program.
- ▶ Examples might include membership or leadership in discipline organizations, engagement with industry groups (how a CTE program keeps current, recruits advisory board members etc.), or participation in professional organizations related to populations served or job/task assignment.
- ▶ Again, attempt to engage all program members to help answer this question and list the ways they engage in the professional community.

# Section G

## G1: Current Planning & Recommendations

### Question 1

- ▶ Identify any **issues or needs impacting program effectiveness** or efficiency for which institutional support or resources will be requested in the coming year.

### Explanation/Tips

- ▶ This question focuses on near term needs.
  - ▶ Be specific in the resources/ support you need for the coming year.
- ▶ Clearly identify the issues and resource needs that affect your program.
- ▶ The Program Review process does not directly result in the allocation of resources
- ▶ Example: an ineffectual appointment and tracking system does not allow for meaningful assessment of tutoring effectiveness

# Section G

## G1: Current Planning & Recommendations

### Question 2

- ▶ If applicable, list additional **capital resources** (facilities, technology, equipment) that are needed to support the program as it currently exists.

### Explanation/Tips

- ▶ Focus on the specific limitations you currently face due to inadequate equipment, technical and facility resource allocations.
- ▶ Input informs institutional trends and will be used by the various planning bodies in making their recommendations for the coming year.
- ▶ Example: “Many (6) of our faculty are in need of new computers. Presently, our computer equipment for personal use is far superior to what we have at work; possibly personal device support in lieu of new computers would work.”



# Section G

## G1: Current Planning & Recommendations

### Question 3

- ▶ If applicable, list additional **human resources** (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

### Explanation/Tips

- ▶ Describe the human resource issues faced by your program/department.
  - ▶ Include professional development and training needs of your faculty and staff
- ▶ Example: “The current ratio of full-time to part-time ratio is about 3:1. Within the next two-three years we anticipate at least two retirements, and currently one of our full-time faculty members has been on reduced assignment and/or leave for four years.”

# Section G

## G2: Future Planning & Recommendations

- ▶ With the exception of the *optional* Question 6 (below) THIS SECTION HAS BEEN ELIMINATED FROM THE ANNUAL PROGRAM REVIEW...
  - ▶ You will see it in the CurricUNET system **but do not answer it.**
  - ▶ This section will be addressed in the six year program review.
- ▶ Question 6: Please use this field to share any information the program feels is not covered under any other questions.
  - ▶ **This question is optional.** However, if you feel that there are aspects of your program which are not addressed elsewhere in your report, or information that would help the Program Review committee understand your program, feel free to expand on them here.

# General tips for completing your annual Program Review

- ▶ Don't feel you have to edit sections 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
- ▶ Be clear and concise with your answers.