Department/Program Review Manual

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INTRODUCTION

In accordance with *EP 200*, the program review process is a comprehensive evaluation of the effectiveness of a college program. It is a continuous process involving faculty and college leadership which ascertains that instructional goals and the mission of the college are met according to the Academic Master Plan. This process also ensures that programs meet certification and accreditation requirements. Several assumptions guided the development of this department/program review process:

- The department/program review process should support the development of an academic department and its programs, as well as evaluate strengths, weaknesses and opportunities. An outcome of the process should be the identification of specific goals or recommendations for the department's action prior to the next review.

- The department/program review process should drive expansion of the engagement of academic departments in assessment, with a goal of establishing the patterns of evidence of successful student learning required of academic programs for the North Central Association of Colleges and Schools (NCA) Level III assessment practice.

- The department/program review process should be linked, wherever possible and in meaningful ways, to other college processes. A revised and strengthened department/program review process will necessitate connection to, or the expansion and development of related processes such as environmental scanning, community needs assessment, enrollment management, facilities/space management, and academic master planning.

- The revised process must position the college for the state's emerging interest in program review and ensure PPCC is proactively positioned to respond to questions raised by the Colorado Community College System, legislators, and others.

- The quality of department/program review can be substantially enhanced through greater use of data. Expanded data collection, better use of existing data, and use of electronic systems for making data readily available to chairs and faculty all will be important.

SPECIFIC GOALS FOR THE DEPARTMENT/PROGRAM REVIEW PROCESS

- Establish a framework that engages departments/programs in systematically evaluating their practices and making changes based on that evaluation.
- Substantially expand the use of data in department/program self-evaluation.
- Increase attention to student learning outcomes, which include direct measures of learning.
- Establish linkages between department/program review and other college processes.
- Provide feedback to departments regarding strengths, weaknesses and opportunities for improvement.
- Incorporate methods for substantive evaluation from area employers, external experts from professional organizations, and subject matter peers from other academic institutions.
- Evaluate the process and make recommendations for improvement regarding the structure and process for future department/program reviews.
- Establish processes for reviewing our regional business workforce needs to ensure we are aligning program development with employment opportunities.

RELATIONSHIP BETWEEN DEPARTMENT REVIEW AND NCA/HLC ACCREDITATION

Pikes Peak Community College is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The criteria for this accreditation are explicit about the centrality of student learning and the college's obligation to "create a culture of assessment" to verify and expand this learning. The department review process is intended to help the comply with HLC standards by strengthening its existing assessment of student learning and establishing patterns of evidence over time.

HLC accreditation guidelines suggest the following examples of evidence:

- The organization clearly differentiates its learning goals for all programs by identifying the expected learning outcomes for each.
- Assessment of student learning provides evidence at multiple levels: course, program and institutional.
- Assessment of student learning includes multiple direct measures and indirect measures of student learning.
- Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.
- The organization integrates assessment of student learning into its processes and uses the data for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams; placement rates, transfer rates).
- The organization's assessment of student learning extends to all educational offerings, including credit and non-credit certificate programs.

- Faculty members are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.
- Faculty and administrators routinely review the effectiveness of the organization's program to assess student learning.

Additional information regarding HLC's criteria and core components can be found at: http://www.ncahlc.org/Information-for-Institutions/criteria-and-core-components.html

Information about assessment at PPCC for employees can be found on the assessment pages on myPPCC.

Information about assessment at PPCC for the general public can be found at: http://www.ppcc.edu/academics/assessment/

CTE PROGRAMMATIC ACCREDITATIONS

Career and technical programs accredited by an external accrediting agency, federation, or council may be exempt from the college's program review self-study. The programmatic self-study; visitation team report, summary, or recommendation; and accreditation status may be used as a replacement, provided all areas of the Pikes Peak Community College Department/Program Review self-study are addressed, and that each program within the department seeks external accreditation. Program certifications cannot be used in replacement of the Department/Program Review self-study, but may be used as a supporting document.

The timelines for programmatic accreditations may range outside of the college's Department/Program Review timetable. Such accreditations commonly range from three to seven years. Programs that are accredited would follow the accreditation cycle, rather than the college's internal five-year program review cycle. However, the department must submit a copy of the annual reports to the dean and associate dean for review. Programs that receive no grant of accreditation, ask for a deferral, or receive "conditional status", must meet with the dean or associate dean.

In many cases, programmatic accreditors or agencies do want to see how the program is being assessed and reviewed by the institution. In such cases, the department and academic division would complete the institution's Program Review self-study and process.

SELF-STUDY PROCESS AND REPORT

OVERVIEW

The greatest value in the department/program review process is the department's self-study process: what the department learns about its work with students and how the department makes changes to improve student learning in the future. The self-study process is the responsibility of all faculty in the department, with the chair serving to lead and coordinate this process.

ANALYSIS OF INTERNAL/EXTERNAL FACTORS

The starting point for the self-study process is an analysis of internal/external factors impacting the department's opportunities and accomplishments. Prior to the review, associate deans will meet with chairs to discuss the following questions:

- Who are the key stakeholders (internal and external)?
- How do you know if you are meeting their needs?
- What challenges or support concerns does the program face? Include data, facilities, funding, staffing, etc.
- What data is currently used to inform decision-making? What additional data would be helpful?
    - If this information is available, what actions could be taken as a result of collecting this data?
    - Sources for data include PPCC Institutional Effectiveness Office, Office of Administrative Business Services, Office of Extended Learning, VE-135, advisory boards, industry organizations, national associations, data collected by the department, and external stakeholders.
- What are the primary pipelines for prospective students?
- Which outside courses/departments does the program rely upon for educating students in the program(s)?
- What additional opportunities could be explored to help stakeholders? How do you know?

Coupled with the analysis of internal/external factors is an analysis of key data indicators regarding the department's work. The associate dean also will assist with conducting the external review to provide a link between the analysis of internal/external factors and the external reviewers' comments. Departments are encouraged to be thoughtful regarding the data that it chooses to include in the self-study – it is not necessary to include data that isn't related to the current state of the department and its direction for the future.

DEPARTMENT/PROGRAM REVIEW DATA SUGGESTIONS

In collaboration with their associate dean, departments should examine this list of possible data sets and determine which data would most meet program review needs. Data from the past three years should be examined.

DATA SETS AVAILABLE FROM PPCC INSTITUTIONAL RESEARCH OFFICE:

- Annualized student FTE
- Number of sections offered (by delivery methods)
- Course seat count enrollment by term, ethnicity, gender, age, and zip code
- Average Class Size
- Course success rates (drop, pass, fail, withdrawal rates)
- Degree completion (number of degrees and certificates awarded)
- Program retention: see PS3 9 (data based on declared major)
- Completion rates: five year trend data on VE135 website for CTE programs, (data based on declared majors)
- Post-graduation or transfer data
    - Transferable degrees: Transfer (number of students who transferred to a four-year institution within the subsequent year) – National Student Clearinghouse
    - CTE degrees:
        - VE135 data: number of students employed in a job related to their program of study, number of students employed in a job unrelated to their program of study, number of students not employed and seeking employment, number of students continuing their education, total positive placement (employed related and/or unrelated plus continuing education at the postsecondary level or in military service.)
        - Number of graduates employed in a job related or unrelated to their program of study and wage data (Department of Labor)
        - Perkins Initial Performance Metrics data
            - PS1: Technical Skills Attainment (completers / concentrators)
            - PS2: Certificate or Degree (completers / concentrators)
            - PS3: Student Retention (participant retained in current year / participant enrolled in previous year)
            - PS4: Student Placement (from VE135)
            - PS5: Non-Traditional Participation (participants from underrepresented gender groups / total participants)
            - PS6: Non-Traditional Completion (completers from underrepresented gender groups / total completers)

- Institutional surveys (to be developed)
    - Exit surveys (students who applied for graduation, last semester of attendance)
    - Alumni surveys (graduates, six to nine months after graduation)
    - Employer surveys

DATA AVAILABLE FROM OTHER COLLEGE OFFICES

- Cost per FTE
- Program Revenue vs. Costs
- Classroom and lab space utilization
- Program Budget Costs

These data provide information for departments to consider as they assess their overall effectiveness in improving and expanding student learning. Again, it is not necessary to include excessive amounts of data that are not relevant to the current state of the department and its direction for the future.

SELF-STUDY REPORT GUIDELINES

The department's self-study process should focus on the programmatic issues listed in the outline as sections of the self-study report, as well as any issues unique to the discipline/profession. For each section, questions are identified for the department's/program's consideration and response in the self-study document. Departments/programs may wish to address additional issues within the sections.

SUBMISSION OF THE SELF-STUDY REPORT

A template for writing the self-study reports will be provided to the department. It is recommended that the department submit the self-study to the dean for review no later than the last Friday in February. The final self-study report and supporting documents should be saved as pdf files. Do not include any FERPA protected data (social security numbers, student names, student contact information) in the self-study report or supporting documents.

EXTERNAL REVIEW

As the self-study report is prepared, the appropriate dean, will comprise the review committee to include individuals to represent as external members.

- <u>Transfer Programs:</u> faculty from receiving institutions and/or representatives of professional organizations.
- <u>Career and Technical Programs:</u> employers, alumni, professional or trade association representatives, and members of the existing advisory committee.

Committee review members selected as external stakeholders will be drawn from recommendations by department faculty, college officials, and others as necessary. Once the self-study report has been completed, the self-study will be shared with the committee members. The committee review meeting will include a review of the self-study results and a discussion of program strengths and areas for further development, recommendations for additional resources, an employment forecast, and identified opportunities for new programming.

DEPARTMENT/PROGRAM REVIEW TEAM

The Department/Program Review Team will be charged by the division dean who will select members in collaboration with the associate dean and department. Participation on the Department/Program Review Team will require approximately three hours of meeting time, in addition to the review of the department's self-study materials. The review team will include:

- One (1) academic dean (from outside the division)
- One (1) department chair (from outside the division)
- Three (3) faculty members (from inside and outside the division)
- One (1) academic advisor
- One (1) representative, to be selected by the department under review, from three of the following constituencies (for a total of three):
  - Advising and Testing
  - Enrollment Services
  - Information Technology
  - Extended Learning
  - Library Services
- One (1) program advisory committee member or other identified external stakeholder of the department/program under review for CTE programs
- One (1) College/university representative where department/program has strong articulation agreements or other collaborative activities for transfer programs

PROGRAM REVIEW TEAM – INITIAL CHARGE MEETING

The division dean will schedule a 1 ½ hour meeting during the spring term for the Review Team and department to meet for a discussion of the department and its programs.
- This meeting will be scheduled at a time convenient to the majority of the members of the department.
- The dean or associate dean who oversees the department will attend this meeting and serve as a resource in the discussion between the Review Team and the department.
- The format of this meeting will be an open discussion, with members of the Review Team asking questions based on their review of the department's self-study document.
- The department's faculty are encourage to attend during this meeting to help answer questions. A hard copy of the self-study and supporting documents will be provided to each team member.

PROGRAM REVIEW TEAM – SUMMARY MEETING

Following the initial charge meeting, the Review Team will reconvene and prepare a summary of commendations and recommendations for the department, to include:
- Program Strengths
- Comments Related to Department Goals
- Short-Term Program Recommendations
- Long-Term Program Recommendations
- Instructional Resource Barriers to the Department's Ability to Accomplish its Objectives
- Current Program Initiatives

Department faculty are not encouraged to attend this summary meeting.

A written summary will be shared with the department members, the dean, the Vice President of Instructional Services and the President. Any recommendations from the Review Team will be reviewed, and a final report will be prepared by the college leadership and shared with the department. The institution's leadership will meet with the program faculty, associate dean, and dean in early Fall of the following academic year to review the committee's findings. Any action steps may be determined by at this meeting.

Timeline Sample:

Department/Program Review Manual sent to chairs and deans	Summer
Associate dean requests data from Institutional Effectiveness	Summer
Environmental scan discussion with associate deans	Early Fall
Department self-study conducted	Fall
Department/Program Review Team confirmed	Early Spring
Self-study submitted to dean for preliminary review	Last Friday in January
Final self-study document submitted	Last Friday in February
Materials preparation for Review Team	Early March
Program Review Team charge meeting	Mid-March
Program Review Team summary meeting	Mid-April
Report Summary sent to Review Team for final review	Late April
Completed report shared with department and dean by associate dean	May
College leadership meets with the department, dean, and associate dean	Early Fall of Following Year

Executive Leadership Report
==Program Name==
2017 Program Review

Team Members:

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Program Faculty:

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The program review team met on Friday, Apr 8, 2016, to summarize their findings. The team was assigned to review the entire self-study and to specifically address six items:

1. Program Strengths
2. Comments on Department Goals
3. Short Term Recommendations
4. Long Term Recommendations
5. Instructional or resource barriers to the department's ability to accomplish its objectives
6. Current Program Initiatives

Program Snapshot:

Total Unduplicated Headcount	
Total AFTE	
Program Graduation Rate	
Annual Enrollment Increase/Decrease	

<u>Program Strengths:</u>

-

<u>Comments Related to Department Goals:</u>

-

<u>Short Term Recommendations:</u>

-

<u>Long Term Recommendations:</u>

-

<u>Instructional / Resource Barriers to the Department's Ability to Accomplish Objectives:</u>

-

<u>Current Program Initiatives</u>:

-

List of Advisory Board Members (CTE Only):

Name	Association (Employer)

Updated 7/2017