**Academic Program/Discipline Review 2018-2019**

Enter Program Here

**Process**

**Program/Discipline Review** is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs, disciplines and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

Programs and disciplines will also review data and progress on an annual basis, using Part C and D only.

### Resources

Available from IR – sent out via email in early Fall term or via the online reporting tool (coming soon).

**Program review** consists of the following elements

* **Program Review Narratives**
	+ Program Philosophy, Goals, Description
	+ Program Administration
	+ Curriculum
* **Student Learning Outcomes Assessment**
	+ Program Learning Outcomes (Each Degree & Certificate)
	+ Course Learning Outcomes
	+ General Student Learning Outcomes
* **Academic Operational Assessment**
	+ Student Success: Equity focus
	+ Student Access: Equity focus
	+ Sustainable Resource Management
* **Projects** planned based on evidence, tied to core themes and other planning, processes, and projects.
* **Evaluation Plan** for Project when applicable

All report templates are available within myLakerLink and are located on the Resource Center tab. Fall term process is scheduled for an online form with all reports sent to faculty/staff and/or uploaded into the online report template.

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### PART A: Program Review Narratives

1. Program Description and Goals / Philosophy
	* + Describe the Program
		+ Philosophy of the Program
2. Administration
	* + Faculty / Staffing
		+ Professional Development
		+ Support Services used (or identified need)
		+ Advisory Committee (activities and membership)
		+ Community Relationships / Partnerships
		+ Program Accreditation (if applicable)
		+ Recruitment
		+ Advising
		+ Pre-enrollment Requirements
3. Curriculum
	* + Degrees/Certificates offered and changes since last review
		+ Course list and changes since last review, including new and revised courses
		+ Career Pathway/Program of Study Efforts
		+ Delivery Methods/Instructional Methodology
		+ Articulation/Transferability
		+ Dual Credit offerings
		+ Course scheduling issues
		+ Instructional Materials (textbook, software issues)
		+ Current or planned use of Open Education Resources

**The remaining sections are scheduled for an online report rollout in fall term.**

### PART B: Student Learning Outcomes Assessment

1. GSLO
	* + Transfer Student Outcomes
		+ Terminal Degree Outcomes
2. Program (Degree and Certificate) Learning Outcomes
	* Two Year Terminal Degree
	* One Year Terminal Certificates
	* Transfer Disciplines
3. Course Learning Outcomes
	* Student Assessment Methods
4. Course and Program Mapping

### PART C: Academic Operational Outcomes Data

1. Student Success: Equity Focus
* One Year Retention Rates
* Two Year Graduation/Transfer/Retention Rate
* Three Year Graduation/Transfer/Retention Rate
* Four Year Graduation/Transfer/Retention Rate
* Course Pass Rates
* Student Progress: Number of credits earned in one term/one year
1. Student Access: Equity Focus
	* Enrollments by Delivery Method
	* Enrollments by Location
	* Enrollments by Time/Day
	* Enrollments by Student Characteristics/Demographics
2. Sustainable Resource Management
* Facilities & Technology
	+ Software/Hardware
	+ Equipment List and needs
	+ Facility list and needs
* Budget
	+ New Requests
	+ Student Fees
	+ Instructional Materials
	+ Faculty/Costs Ratio
* Human Resources
	+ Faculty/Student Ratio
	+ Faculty/FTE Ratio
	+ Student/FTE Ratio
	+ Student Satisfaction & Opinion
	+ Graduate Follow-Up Surveys
	+ Graduates Surveys
	+ National Surveys (SENSE, CCSSE, SSI) – when applicable
	+ Special Populations

### PART D: Program Project Timeline – All Projects

### Executive Summary for Planning and Future Year Budgeting

Review measurement data for the full four-year cycle

* Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps
* Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects in the timeline below

What is Project Planning?

The process of stating how to complete a project within a given timeframe including identified activities and resources required to complete the project. Projects are not routine activities. Projects are driven by a need for change. Projects are executed by teams/workgroups, often of people who don’t usually work together. Because of this, *formal project planning* – including an evaluation plan -- becomes a necessity. Formal planning includes a *plan document*. This template is tailored to meet the reporting requirements of our college projects.

The planning process takes into consideration who will do what, when, where, how and why, and at what cost and answers the following basic questions:

* **Why?** – Why is the project needed? Answers a research question or evaluation of services including process change
* **What?** - What are the activities required to successfully complete the project? What are the main outcomes? What resources are needed to successfully complete the project?
* **Who?** – **How?** - Who will take part in the project? How can they be organized? Who and how will the project and activities be communicated?
* **When?** – When does each activity need to start and when are the activities expected to be completed?

Is the project designed to enhance or improve student learning or services provided by the college?

If **yes,** an evaluation plan and data are required to assess the effectiveness of the project/project activities.

**Quantitative Methods** - produce data that shares facts or figures

* Questions that concern who, what, where, when, how much
* Examples of quantitative data: completion rates, graduation rates, retention rates, course completion rates, course pass rates

**Qualitative Methods** - produce data that describes

* Questions that concern why and/or how
* Examples of qualitative data/data sources: satisfaction and opinion surveys, focus group/interview, portfolio, rubric (if descriptive), observation, document analysis, case study

Ask a member of the data team for assistance to develop a detailed evaluation plan and to identify data required to determine the effectiveness of the project (refer to evaluation plan template later in this document). Not all projects require an evaluation plan nor data as some projects may be deemed successful when completed. All projects may be assessed for quality.

A [glossary of terms](#_Glossary_of_Terms) is located at the end of this document.

**Project Plan**

| **Project** | **Core Theme****Associated Plan(s)** | **Timeline****Champion** | **Outcomes** | **Evaluation & Data** |
| --- | --- | --- | --- | --- |
| Project 1: Short statement that clearly defines the overall scope of the project | Core Theme Code (LA, A, CE, S) Refer to Strategic Plan ; AMP ; SEMP ; ITS ; Facilities | Owner/Lead Start DateEnd Date | What is to be achieved as a result of implementing the project? Measurable outcomes = include in the evaluation plan | Project evaluation and data – refer to evaluation plan; demographic data; enrollment data; student performance dataQuantitative?Qualitative? |
|  |  |  |  |  |

| **Project Activities** | **Timeline****Champion** | **Resources and Impact** | **Stakeholders Collaboration** | **Project Status Update** |
| --- | --- | --- | --- | --- |
| Activities: List activities to complete the project; separate activities by type with a short title  | Owner/LeadStart DateEnd Date | Financial – include projected cost and budget account; consider: equipment; software; staff resources; include impact on other departments -staff -stakeholders  |  | Track updates for each activity to record progress and adjust timeline as needed |
| Activity 1:  |  |  |  |  |
| 1.1  |  |  |  |  |
| 1.2  |  |  |  |  |
| 1.3  |  |  |  |  |
| Activity 2: |  |  |  |  |
| 2.1  |  |  |  |  |
| 2.2  |  |  |  |  |
| 2.3  |  |  |  |  |
| Activity # - add as needed: |  |  |  |  |

| **Project** | **Core Theme****Associated Plan(s)** | **Timeline****Champion** | **Outcomes** | **Evaluation & Data** |
| --- | --- | --- | --- | --- |
| Project 2: Short statement that clearly defines the overall scope of the project | Core Theme Code (LA, A, CE, S) Refer to Strategic Plan ; AMP ; SEMP ; ITS ; Facilities | Owner/Lead Start DateEnd Date | What is to be achieved as a result of implementing the project? Measurable outcomes = include in the evaluation plan | Project evaluation and data – refer to evaluation plan; demographic data; enrollment data; student performance dataQuantitative?Qualitative? |
| Copy and insert tables as needed for more projects. |  |  |  |  |

| **Project Activities** | **Timeline****Champion** | **Resources and Impact** | **Stakeholders Collaboration** | **Project Status Update** |
| --- | --- | --- | --- | --- |
| Activities: List activities to complete the project; separate activities by type with a short title  | Owner/LeadStart DateEnd Date | Financial – include projected cost and budget account; consider: equipment; software; staff resources; include impact on other departments -staff -stakeholders  |  | Track updates for each activity to record progress and adjust timeline as needed |
| Activity 1:  |  |  |  |  |
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| 1.3  |  |  |  |  |
| Activity 2: |  |  |  |  |
| 2.1  |  |  |  |  |
| 2.2  |  |  |  |  |
| 2.3  |  |  |  |  |
| Activity # - add as needed: |  |  |  |  |

**List from 2013-14 review:**

|  |
| --- |
| 1. Update program outcomes and assessment mapping. |
| 2. Conduct thorough Labor Market analysis to determinecurrent industry standards and market trends. |
| 3. Conduct a program gap analysis considering results ofProject 2. |
| 4. Update program in response to gap analysis |
| 5. Review program course transferability and update ASarticulation with Southern Oregon University; Explore ASarticulation with Western Oregon Univ. |
| 6. Develop and implement marketing strategy for CJprogram and courses |
| 7. Conduct a minimum of two (2) Advisory Committeemeetings per year. |
| 8. Develop program part-time faculty coordination plan toinclude ongoing instruction evaluation, curriculum review, and professional development opportunities |
| 9. Research strategies for collecting graduate success data. |
| 10. Review student persistence when report is available. |

 **Evaluation Plan –** [**Link to surveys at SWOCC**](https://mylakerlink.socc.edu/ICS/Resource_Center/Reports_and_Surveys.jnz)

The heart of the evaluation plan is “how will we know if our changes did what we thought they would?” *Indicators* define the statistics (counts, totals, etc.) on data that will be collected for the project to see the impact of the changes. But a simple number isn’t enough to identify success. *Thresholds* identify the level or lack of success. The *baseline* is where you began before you implemented your change(s). These are the data-driven *rules* that are agreed to evaluate the project.

Determine how each outcome is measured. What tool or data set provides insight into the desired outcome? Choose between quantitative, qualitative or mixed data (both). What data is available and what additional data needs to be collected (i.e. survey, focus group, interviews). Work with the data team and IR to develop the evaluation plan and determine what data to collect.

|  |  |  |  |
| --- | --- | --- | --- |
| Outcome | Indicator | Threshold | Baseline |
| *Insert outcomes from the project plan in this column* | 1A. Measured by … | Green:Yellow:Red: |  |
| 1B. Measured by … | Green:Yellow:Red: |  |
|  | 2A. Measured by … | Green:Yellow:Red: |  |
| 2B. Measured by … | Green:Yellow:Red: |  |

Data Requirements

**Data tracking categories:** ***Student data may be tracked within Jenzabar, if so, provide the type of student categories to track such as ….***

* *Gender, Age, Race/Ethnicity, Housing Student, Athlete, OCCI Student, Financial Aid Student, ABE/GED Student*
* *Enrollment data (course, discipline, program)*
* *Student performance (graduation rate, retention rates, course completion rates, course pass rates)*
* *Campus location, course delivery method, course delivery time, credit/non-credit course, course type (LDC, CTE, ABE/GED, ACE)*

**Elements for review within each category tracked:** ***Identify the type of data to be calculated or the characteristics of the students such as ….***

1. *Graduation Rate: First time full time graduation rate after 3 years of enrollment*
2. *Retention Rate: First time full time retention rate after 1 year of enrollment*
3. *Success Rate*: *Calculated as all students who successfully complete (A, B, C) developmental math courses divided by the total number of times the same students enrolled in developmental math courses, including repeats (within the category tracked) expressed as a percentage*

**Graphs:**

1. *List any graphs to be prepared by IR to communicate the results of the data*

**Baseline Data:**  *Identify where the baseline data exists for IR to extract data for tracking and future assessment*

1. *Data to be collected during late fall and early winter terms for 1A and 1B.*
2. *Data to be collected fall of 2016*

[Data Terms](https://mylakerlink.socc.edu/ICS/Portlets/ICS/bookmarkportlet/viewhandler.ashx?id=ae084b11-2f58-467e-a670-d1a0702e2cfe) ***to be added with assistance from the data team based on the specific elements for the project.***

Timeline of Data Collection and Evaluation Activities

|  |  |  |  |
| --- | --- | --- | --- |
| Data Collection and Evaluation Activities | Due Date | Champion | Completion Date |
| **Qualitative Example:**Survey created |  |  |  |
| Survey administered once every 3 years |  |  |  |
| Survey results reviewed |  |  |  |
| Survey results shared with team and stakeholders  |  |  |  |
| **Quantitative Example:**Gather baseline data |  |  |  |
| Update baseline data for ATD |  |  |  |
| Develop initial evaluation plan |  |  |  |
| Review initial achievement for fall 2016 |  |  |  |
| Communicate results to campus |  |  |  |

[**Glossary of Terms**](https://mylakerlink.socc.edu/ICS/Portlets/ICS/bookmarkportlet/viewhandler.ashx?id=ae084b11-2f58-467e-a670-d1a0702e2cfe)

Activity

An activity include tasks which are required to be undertaken to complete the project." Examples include:

* Create webpage as a communication tool
* Develop training materials
* Train faculty and staff to …
* Review current documents for accuracy
* Create a decision tree to inform correct path to navigate …..

Core Theme

List the core theme associated with the project: Learning & Achievement, Access, Community Engagement, or Sustainability

Collectively, the core themes represent the institution’s interpretation of its mission and translation of that interpretation into practice. *As defined by NWCCU, a* *core theme* is a *manifestation of a fundamental aspect of institutional mission with overarching objectives that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievements of those objectives.*

Evaluation and Data

Determine how each outcome is measured. What tool or data set provides insight into the desired outcome? Choose between quantitative, qualitative or mixed data (both). What data is available and what additional data needs to be collected (i.e. survey, focus group, interviews). Work with the data team and IR to develop the evaluation plan and determine what data to collect.

Indicator

The particular characteristic, dimension, or element you will be measuring to monitor in outcomes attainment. An indicator is a regularly produced measure that described a specified condition or result that the college can gather information on, examine and report on, and use regularly and systematically as a tool for planning, assessment and decision making.

All indicators start with the wording: **"Measured by the ....."**

Outcomes

***Expected Learning Outcomes:*** “Learning Outcomes are statements of the knowledge, skills, and abilities the individual student possesses and can demonstrate upon completion of a learning experience or sequence of learning experiences (e.g., course, program, degree).” (League for Innovation, 2001 at: <http://www.league.org/league/projects/lcp/lcp3/Learning_Outcomes.htm>) based on the work of Barr, McCabe, and Sifferlen

***Academic Program Outcomes***: All identified Student Learning Outcomes specific to the program, a culminating activity, product, or performance that can be measured. ***Answers the question, “What will the student be able to DO with what is learned in the program?***

***Operational Outcome*:**  A culminating activity, product, or performance that can be measured. The results or evidence of students’ experiences associated with the services provided by an administrative, operational or educational unit. ***Answers the question: “What will the students GAIN or EXPECT from the experience/service provided?”***

***Project Outcome:*** A culminating project of activities, a product, or performance that can be measured.  ***Answers the question, “What is to be achieved as a result of implementing the project?”***

***Student Learning Outcome*:** A culminating activity, product, or performance that can be measured. The results or evidence of students’ learning experiences ***Answers the question, “What will the student be able to DO with what is learned in a course and/or program?***

Project

A project is broad in scope and generally has several activities that need to be completed in order to accomplish the project. Ex: Implement Jenzabar EXi; implement online student orientation; conduct lean audit of services. Includes planned projects identified by all of the college faculty and staff through the planning process. The things we plan to do; what faculty and staff expect to implement, complete, or achieve in a given year or specified period of time. Intelligent, innovative strategic projects help us actually achieve identified outcomes and institutional objectives. Based on the data and research, staff analyze, discuss, brainstorm, collaborate, and generate ideas. Then we develop and shape our best creative ideas into exciting and engaging project plans. Results-driven planning and projects designed to enhance student learning and services.

Project Planning

The process of stating how to complete a project within a given timeframe including identified activities and resources required to complete the project. The planning process takes into consideration who will do what, when, where, how and why, and at what cost. The result of planning is a document that can be used to track progress. A project is unique in that it is not a routine operation, but a specific set of planned activities designed to accomplish a singular output. So a project team often includes people who don’t usually work together – often from different departments, staffing classifications, and across multiple skill levels.

A project plan answers the following basic questions regarding the project:

* **Why?** – Why is the project is being sponsored – defines the scope of the project?
* **What?** - What are the activities required to successfully complete the project? What are the main outcomes? What resources are needed to successfully complete the project?
* **Who? – How?** - Who will take part in the project? How can they be organized?
* **When?** – When does each activity need to start and when are the activities expected to be completed?

Research

The foundation of all of our work and drives strategic planning and associated projects. Investigate, query, observe, establish facts, and broaden perspectives focused on enhancing student learning and services. Quality research means benchmarking and measuring outcomes. It can fuel great ideas and turn up unforeseen opportunities. It’s simply the right way to begin any project. Without research, all you’ve got is gut feeling. And that, is not very data driven when making decisions.

Resources and Impact – Stakeholder / Collaboration

For each activity identified, list the resources allocated to complete the project/activity. Resources include financial, stakeholders, physical, and time commitment. Identify the impact upon stakeholders, community, students where additional information and/or resources are needed to complete the project. Identify key stakeholders who the activity champion must coordinate with prior to implementation of the project and/or the activity.

Stakeholder

According to Merriam-Webster Dictionary, a stakeholder is “one who is involved in or affected by a course of action”.

Threshold

Levels established to act as evidence of whether an indicator is achieved. **Answers the question: “What is the target expectation level?”**

Timeline and Champion

List the anticipated start and end date of the project including appropriate dates for each identified activity. Indicate the champion (owner or lead) for the project and each activity.

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