Process

Program Review is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes which occurs on at least a triennial basis. 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 and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

Resources

Program Review detailed instructions
Report Documentation – myLakerLink on the Resource Center tab
Reports – must be on campus or access network to process reports
Course Completion Report
Course Completion by Course Report
Course Completion by Degree Report
Course Enrollments Report
GL Unit Costs by Fund by Unit Report
Graduates by Major Report
OLMIS – Employment Opportunities
Persistence Report – being developed
Student Enrollment Report – Enrollments, FTE, Billing Credits
Transfer Reports – being developed

Program review consists of the following elements

- ✓ Program Description and Goals / Philosophy
- ✓ Program Narratives
- ✓ Student Learning Outcomes including measures and criterion for achievement
- ✓ Operational Data analysis
    - I.   Enrollments
    - II.   Financial Viability
    - III.   Efficiency of Delivery
    - IV.   Instructional Effectiveness
    - V.   Program Student Success
    - VI.   Program Relevance
    - VII.   Graduate Student Success
- ✓ Projects planned based on evidence
- ✓ Association with core themes and other planning, processes/projects
- ✓ Activity Timeline

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

PART A: Program Review Narratives

Program Description and Goals / Philosophy

The _____ Program

Administration

- **Faculty / Staffing:**

- **Professional Development**:

- **Support Services used (or identified need):**

- **Advisory Committee (activities and membership):**

- **Community Relationships / Partnerships:**

- **Program Accreditation (if applicable): N/A**

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):**

Students

- **Special Populations:**

- **Recruitment:**

- **Advising:**

- **Student Satisfaction:**

- **Student Assessment Methods:**

Facilities/Budget

- **Budget Changes over past 4 years:**
- **Instructional Materials (software, supplies, etc.):**
- **Equipment lists and needs:**
- **Facilities lists and needs:**
- **Student fees:**

Progress of Planned Projects

- Describe progress made for project activities planned for prior year.

PART B: Program Outcomes Data Review

Student Learning Outcomes - Measures – Criteria (Program Assessment Report Forms)

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame

Results:

Analysis:

Plan:

Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame

Results:

Analysis:

Plan:

Outcome 3	Measureable Criteria	Measurement Tool	Courses	Time Frame

Results:

Analysis:

Plan:

PART C: Program Operational Data Review

I Enrollments

Exhibit I.A: Total Enrollments – Program
Exhibit I.B: Number of Students in Major, if applicable
Exhibit I.C: Student Demographics (optional)
- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
  Essentially steady until 2011 and 2012. A dip in enrollment occurred. There were questions asked concerning students
  being appropriately advised. Prerequisites issues will impact enrollment for 2014-2015.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve program*
  enrollments, list specific planned projects
    1. Continue to use enhanced tracking to determine mandatory student enrollment in reading classes.
    2. Give presentations to and work with advisors to encourage proper placement of students in reading classes.
    3. Work with intake advisors in order to improve initial reading placement advising.

-

II. Financial Viability

Exhibit II.A: Student FTE
Exhibit II.B: Billing Credits
Exhibit II.C: Cost / FTE
- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
  FTE and billing responds directly to enrollment in reading classes. The data collected during the 2011-2012 academic
  year, in particular the FTE's and Calculated Cost per Student's FTE, is the result of a reduction in spending more than a
  reduction in student enrollment. As of 2013, class sizes were monitored closely and sections were adjusted as needed.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve the financial*
  viability of the program, list specific planned projects
  Continue to monitor section enrollments.

III. Efficiency of Delivery

Exhibit III.A: Average Class Enrollments
Exhibit III.B: Student FTE to Faculty FTE Ratio (1 Faculty FTE = 45 Workload Credits)
Exhibit III.C: Course Capacity Percentage (section enrollment is what percent of section capacity)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
  Reading class sections are being closely monitored, resulting in improved fill rates.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance the efficiency of delivery associated with the program, list specific planned projects*
  Continually monitor and critically evaluate needs under the new paradigm.

IV. Instructional Effectiveness

Exhibit IV.A: Course Retention – completion rate
- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
  Relatively high success rates because student's assessment is based upon increased achievement, rather than full attainment of student learning outcomes. Achievements in Reading has been 10 points/percent higher than post-secondary remedial as a whole, however that can be attributed to the unique grading method.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve instructional effectiveness of the program, list specific planned projects*
  With RD 80 and RD 90, student's success will be based on attainment of student learning outcomes. With these changes, student success will have to be closely monitored and measured. The program shall be fine-tuned as needed to truly accelerate students through developmental reading. Due to these changes, the part-time faculty will be closely monitored to ensure consistent assessment of all students taking Reading classes.

V. Program Student Success

Exhibit V.A: ~~Program Persistence from Persistence Report~~ (being developed)
Exhibit V.B: Program Completers (Graduated) **(unduplicated student count)**
Exhibit V.C: Program Awards **(all certificates and degree, duplicated)**
Exhibit V.D: ~~Transfer Rate (student who did not graduate yet transferred) from Transfer Report~~ (being developed)
Exhibit V.E: ~~Transfer Figures from Transfer Report~~ (being developed)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
  N/A
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance students success within the program, list specific planned projects*
  N/A

VI. Program Relevance

Exhibit II.A: OLMIS Reports Demonstrate Employment Opportunities - ***OLMIS DATA: http://www.qualityinfo.org/olmisj/OlmisZine***
Exhibit II.B: Advisory Committee Recommendations

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
  OLMIS is not applicable.
  The Statewide Developmental Ed Workgroup Committee is looking at affirming their need to address the need for adequate reading and reading comprehension at the collegiate level.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to ensure program relevance of the program, list specific planned projects*
  Monitor student success with changes in the paradigm, and evaluating the trends as a result of the changes.
  Continued participation in The Statewide Developmental Ed Workgroup Committee.

VII. Graduate Student Success: Oregon 4 Year Completion Data, Wage Match Data, Placement

Exhibit VI.A: 4 Year Achievement (if available)

Exhibit VI.B: Wage Information (if available)

Exhibit VI.C: Placement Rates (if available)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*

- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*

PART D: Systemic Program Projects

Systemic Program Enhancements and Projects Not Addressed in Program Outcomes or Operational Data Analysis Data

Address systemic issues: The need to accelerate students to achieve college level reading skills comes from the increased concerns regarding financial aid reductions and the desire to accelerate students through Developmental Ed and/or Transitional Ed. classes. As a result, there is current research into alternative strategies to meet these needs.
Proposed Systemic Project(s): Research and investigate alternative strategies and make appropriate changes.

PART E: Program Project Timeline – All Projects

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects.

Project	Person Responsible	Activity Year	Budget Request (for 2015 activities only)	Core Theme/ Objective	Associated Plans	Associated Projects
1. Update program outcomes and assessment mapping.	Program lead	Ongoing	$0.00	Learning & Achievement	See AMP	
2.	Program lead	Ongoing	$0.00	Learning & Achievement	See AMP	
3.	Program lead	Ongoing	$0.00	Learning & Achievement	See AMP	
4.	Program lead	Ongoing	$0.00	Learning & Achievement	See AMP	
5. .	Program lead	Ongoing	$0.00	Learning & Achievement	See AMP	
6.	Program lead	Ongoing	$0.00	Learning & Achievement	See AMP	
7.	Program lead	Ongoing	$0.00	Learning & Achievement	See AMP	
8.	Program lead	Ongoing	$0.00	Learning & Achievement	See AMP	