

Program Review Cycle for Continuous Improvement



SOUTHWESTERN
AN OREGON COMMUNITY COLLEGE

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Southwestern Oregon Community College

**Office of Instruction
February 2022**

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Southwestern Oregon Community College Program Review

Purpose of Program Review

Southwestern Oregon Community College fulfills the educational and cultural needs of our diverse communities, guided by principles of student-centered, intentional excellence for lifelong learning and collaborative innovation. To ensure we are fulfilling our mission, faculty, staff, and leadership participate in an ongoing cycle of assessment, reflection, and growth at the course, program, and institutional levels. For each program, faculty leads and partners complete a formal review of their program to document, evaluate, and set goals to spur continuous improvement and excellence. Program reviews should be conducted every four years for most programs, on a staggered schedule. Some programs will have varying program review cycles to coincide with external reviews, so that faculty and partners can lead and document program change and improvement on a regular basis.

Structure and Process of Program Review

Program Review at Southwestern is designed as a team activity that follows a reflective learning cycle of evidence, planning, change, evaluation, and reflection. The process and results are driven by the program and its needs. And while the initial steps will document program participants, resources, and activities, evaluation and reflection are crucial at each step of the process.

Assemble Team

The first step in the review process is to identify and coordinate the Program Review Team, which should consist of one or two program or department leads, the program dean or director, and one faculty partner from another department. Ideally, the faculty partner should represent a department or course that either (a) feeds into the program under review, or (b) for which the core courses in the program under review are a prerequisite.

The team is the sounding board for the program lead(s). The Program Review Team will provide feedback on the range and sufficiency of the evidence, assist the lead(s) in interpreting and evaluating the evidence, and support the lead(s) in evaluating potential program changes, setting goals, and establishing an action plan.

Collect Evidence

For each component of the program (curriculum, students, faculty and staff, and resources and support), the Program Review report should include quantitative and/or qualitative evidence documenting program operations, conditions, successes, and challenges. For program reviews completed at the conclusion of the 2021-2022 academic year, evidence should span 2018-19 through 2021-22, to the extent data are available. This time frame captures a snapshot of programs prior to the COVID-19 pandemic, program-level changes during its progression, and creates a picture of the

program as it currently is. Not all data may be available from 2018-19 through 2021-22 at a level of detail that will satisfy the Program Review Team. However, examining the trajectory of the program and its conditions prior to the onset of the COVID-19 pandemic will create a frame for rebuilding goals that most program leads will have in mind throughout this review process.

The program lead(s), in coordination with the Team, will be responsible for collecting evidence, assisted by the Assessment Specialist. See recommendations in the report template for additional details. Program Review participants who would like assistance determining what counts as credible evidence should contact the Assessment Specialist.

Interpret and Evaluate the Evidence

As the program lead(s) compile evidence for each program component, the Program Review Team should evaluate and reflect on the evidence. Regular reflection by the Team will ensure the evidence is examined from multiple perspectives, and will facilitate data use throughout the review. Reflections with the Program Review Team can take place at formally scheduled meetings, or during informal conversations and standing meetings. The Assessment Specialist is available to facilitate reflective dialogues at the preference of the Program Review Team.

Program Review Teams should consider the following questions:

- Does the evidence tell the whole story well enough? If not, what is missing? Is it critical to the program operations or to the mission and values of Southwestern?
- What are the important findings? Does anything suggest a victory or challenge

for the program? Is it an unexpected change, internally or externally? Is it something that the Program Review Team can or should do something about?

- What, if anything, do the findings suggest about the experiences for populations of students who have struggled historically to achieve their education goals?
- Given the available evidence currently, what additional evidence would help to illustrate this component of the program in future reviews?

Feedback and Support

When Program Review Teams are satisfied with the evidence they present in the Data and Documentation section of the report, program lead(s) should consult with the Assessment Specialist. The Assessment Specialist will review the progress, and provide guidance and suggestions where the Team needs additional assistance. Teams need not wait to complete a section of the report on their own before seeking advice. Rather, the conclusion of evidence collection is a natural check point to include an additional perspective outside the Team. The Vice President of Instruction will also review and support the Team's progress periodically.

Reflection and Action Planning

The final sections of the report, and the most important products of the review process, are Reflection and Action Planning. The Program Review Team should reflect on the findings as a whole, and draw conclusions from the evidence about the conditions, operations, successes, and challenges of the program based on evidence cited in the Program Review Report. Key to reflections and conclusions are alignment with Southwestern's mission, values, and strategic priorities. The Assessment Specialist is available to facilitate a

reflective dialog at the preference of the Program Review Team.

The reflections should be the basis of strategic program goals for the following review cycle. Program goals should be accompanied by an action plan that operationalizes the program-level goals as clear and measurable activities. The strategic program goals and action plan should guide the Program Review Team in determining the evidence that will be necessary during the next program review process.

Sharing and Feedback

At this stage, when the Program Review report is nearly completed, the Team should present the results to the Program Advisory Committee, or other suitable external consult, such as an ad hoc committee or colleague(s) from an articulated or transfer program. This meeting should be a two-way exchange during which the Program Review Team discusses the key findings, reflections, and goals, and in turn the Advisory Committee provides their feedback, insights, and suggestions. Committee insights and suggestions may be incorporated into the final report after the Program Review Team reflects on the new information and ideas. The Program Review Team need not wait until the end of the program review process to solicit the participation of the Advisory Committee. The Advisory Committee should be provided with a final draft of the Program Review. The Team may be asked to present to a general meeting of the Southwestern community as well.

Implementation

Each year, as part of the continuous learning and improvement cycle, program leadership should monitor, evaluate, and adjust the annual workplan to stay on course for the higher-level program goals set forth in the action plan. Monitoring should include key program metrics, such as student enrollment and achievement, as well as accomplishment of task outputs to move towards the goals.

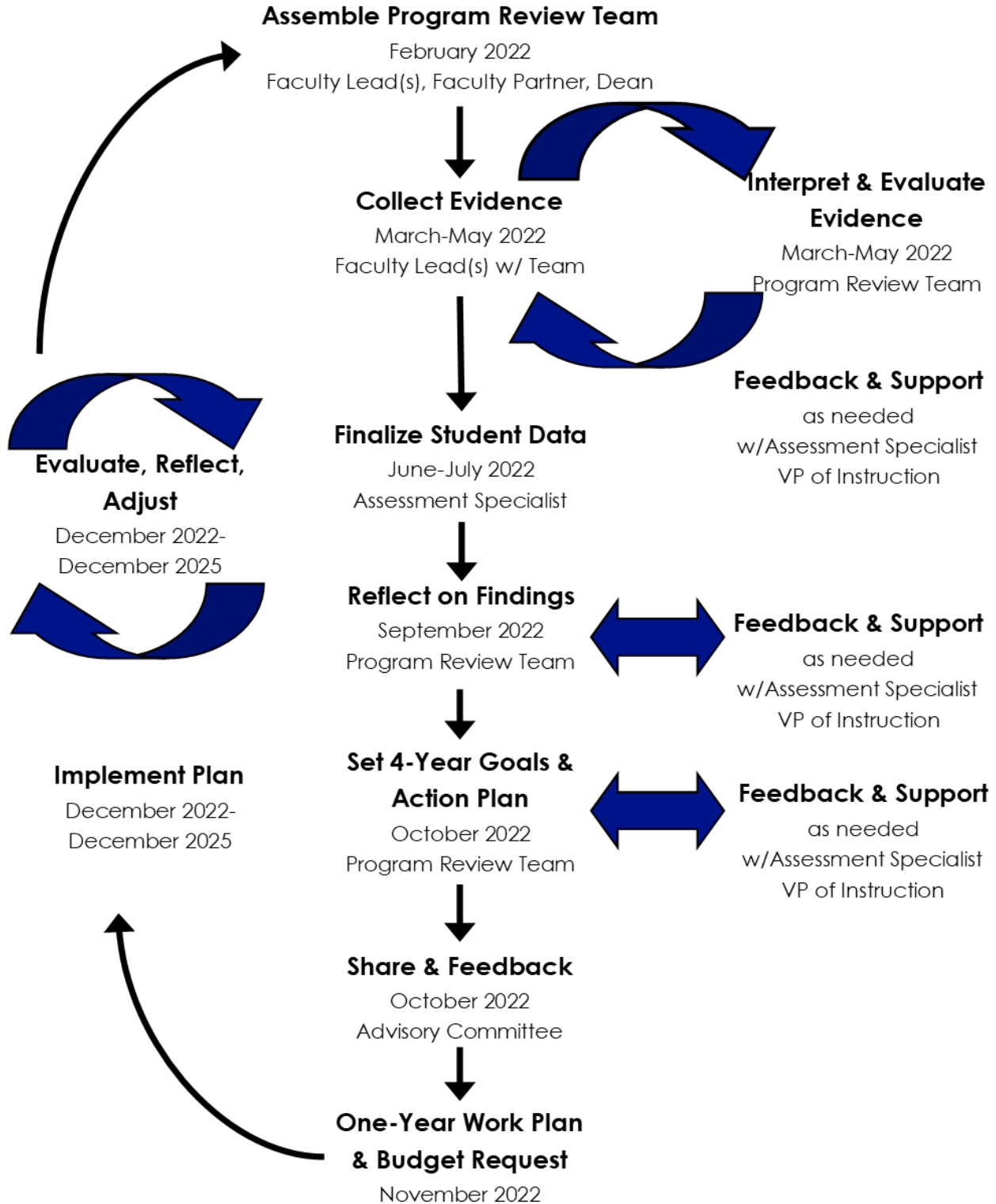
Program Review Timeline

For programs under review in the 2021-22 academic year, Program Review Teams should plan to complete their work between February and November of 2022. The following guidelines should structure the Team's work plan.

- **February**: Assemble Program Review Team and establish a work plan
- **February – May**: Data collection, interpretation, and evaluation
- **June – July**: Finalize student data for the 2021-22 academic year, assisted by the Assessment Specialist
- **September**: Assemble Program Review Team to reflect on results and identify strengths, weaknesses, opportunities, and challenges
- **October**: Assemble Program Review team to set priorities and action plan
- **October**: Present and discuss program review with Advisory Committee; finalize and submit Program Review report
- **November**: Assemble Program Review team to establish the annual work plan and budget requests (if needed) for the coming year

Southwestern Oregon Community College

Program Review Process



Program Review Template and Guidelines

The remaining parts of this document should guide the Program Review Team through each of the important sections of the Program Review report. Teams may use this document as a template. These guidelines provide suggestions, though the Team may choose to include different or additional evidence.

Program Name:

Program Review Team:

Date of Report:

Years Being Reviewed:

- 2018-19
- 2019-20
- 2020-21
- 2021-22

Program Overview

Use this section to describe the program purpose, mission, and goals. Explain how the program enables Southwestern to fulfill its mission, values, vision, and strategic priorities.

Program Context

Discuss the local and regional industry related to the program and the labor market conditions that may influence the program. Include other contextual information that is relevant to your program, such as social or economic conditions, or conditions specific to Southwestern. Sources such as the Census, EMSI Career Coach, Department of Labor, professional and industry associations, the Program Advisory Committee, and Oregon Revenue Forecasts, may provide crucial information to describe the program context.

Program Developments

Describe important developments since the most recent program review.

Data and Documentation

This section of the report is subdivided into several subsections: Curriculum, Students, Faculty and Staff, Resources and Support, Community. In each subsection, provide concrete evidence documenting the current program status, as well as historical information to 2018-19, to look for trends over time. In some sections evidence to examine trends over time may be difficult to identify. Do your best with the available evidence. Use both qualitative and quantitative data. Each subsection includes space for the Team to interpret and evaluate the evidence. Contact the Assessment Specialist for assistance.

Data and Documentation: Curriculum

Include the following evidence to describe the program and its curriculum:

- Brief program summary
- Curriculum map documenting the link between program learning outcomes and courses
- Program learning outcomes
- Brief description of courses, along with documentation and reflection discussing changes in the courses, and alignment with preceding and following courses
- Summary of course format and/or location offerings (e.g., Curry, online)
- Note service-learning and other important course attributes
- Program-specific articulation and transfer agreements
- External curricular requirements, such as licenses and accreditation

Reflection on Curriculum

How well does the curriculum reflect the local community needs? How well does it align with industry and professional standards? How has the community or industry changed since the curriculum was last modified?

Data and Documentation: Students

The Assessment Specialist will help the Program Review Team obtain student enrollment and completion data. Include the following evidence to describe students' participation and achievement in the program:

- Enrollment – from IE
- Course completion – from IE
- Program completion – from IE
- Transfer – from IE
- Employment – may use qualitative data from Advisory Committee, alumni, or other evidence
- Learning outcomes – from Faculty Program Assessment Plans and Reports
- Satisfaction – course evaluations, other evidence

Where available, and especially for course and program completion, data should be disaggregated by important demographic indicators. Some populations of students who attend Southwestern in small numbers may need to be discussed narratively to avoid identifying specific students. Demographic indicators should include:

- First-time/first-year students
- Sex
- Age
- Race/Ethnicity
- Full-time/part-time enrollment
- Financial aid
- Location

	2021-22		2020-21		2019-20 - Pandemic begins March 2020		2018-19	
	Student Headcount	Course Completion (courses in discipline)	Unduplicated Program Completion	4-year Transfer	Student Headcount	Course Completion (courses in discipline)	Unduplicated Program Completion	4-year Transfer
1st Time/1st Year								
Sex								
M								
F								
U								
Age								
< 18								
18-24								
> 24								
Race / Ethnicity								
Hispanic/Latinx								
All Other SOC								
White								
International								
Type								
FT								
PT								
Residence								
In-District/Curry								
In-District/Coos								
Out-of-District								
Financial Aid								
Grants & Scholarships								
Loan only								
No aid								

Note: Demographic categories with fewer than 10 students in a cell must be suppressed to protect student privacy. These demographic categories should be omitted from the report, and discussed narratively in general terms.

This table is a sample of the student data to include about your program. For instance, reviews of programs intended for students to enter the workforce directly upon completion need not include transfer information unless this additional information is relevant to the program.

Student data should be given in unduplicated headcount. The Office of Institutional Effectiveness and the Assessment Specialist can provide you with student data.

For program enrollment and for program completion, pick one to two demographic indicators that suggest a program success, and one to two demographic indicators that suggest some students may be struggling or not as well served as other students. Present the results in a graph to provide a visual snapshot of these findings. Contact the Assessment Specialist for assistance.

Program Learning Outcomes	Assessment Processes and Tools	Assessment Results and Subsequent Changes

List each of the program learning outcomes. Use the Faculty Program Assessment Plans, Faculty Program Assessment Reports, and other sources of information to identify which of the learning outcomes were assessed during the academic year, how they were assessed, and the results of the assessments, including any changes to the course, teaching-and-learning, or to the program. Among the learning outcomes that were assessed, did you learn what you need to know to make decisions? Which outcomes could be either measured more effectively by faculty, or achieved more proficiently by students?

Reflections on Students

Which populations of students seem to be served well by the program? Which populations of students might be lagging in enrollment, completion, and satisfaction relative to the surrounding community or other programs? Why might that be? What additional information or data would help you to understand and explain the story of the program’s students?

Data and Documentation: Faculty and Staff

Include the following evidence to describe the faculty and staff that are a part of the program, including their contributions to Southwestern and to the profession, as well as the resources and support available to them. Include:

- Full-time and part-time faculty
- Professional Service and scholarly activities such as special projects, grants, professional associations, publications, presentations
- Faculty development such as departmental activities, conferences, training, and coursework in which faculty have participated
- Other important opportunities and resources for faculty

Reflections on Faculty and Staff

What are the strengths the faculty and staff bring to the program? To what extent do faculty take advantage of resources and opportunities? Why might faculty take advantage of some opportunities, but not others? To what extent do the faculty reflect the students? The surrounding community? What might strengthen the faculty’s capacity to serve Southwestern’s

constituency? What additional information or data would help you to understand and explain the story of the program's faculty?

Data and Documentation: Resources and Support

Include the following evidence to describe the resources and support for the program, including financial, physical, infrastructure, and college resources that are available to the program.

- Financial resources
- Program-specific scholarships
- Instructional and learning resources
- Facilities, equipment, technology, and other infrastructure
- Marketing and recruiting – departmental resources, and from Southwestern recruitment and admissions
- Advising – departmental resources, and from Southwestern's Advising Center

Reflections on Resources and Support

To what extent do the financial, physical, and other resources support the curriculum? The students? The faculty? What resources might need to be reinforced to strengthen enrollment, program delivery, and completion? Why might some available resources support the program better than others? What mission-critical resources might be missing altogether? What additional information or data would help you to understand and explain the program's resources?

Data and Documentation: Community

For each of the following community categories identify the participants, describe specific benefits the program has received through the relationship, and changes that have been made to the program as a result of the relationship:

- Advisory Committee
- Community and industry partnerships
- PK-12 school partnerships
- Other types of community-based relationships

Reflections on Community

How well is the program grounded in the community? To what extent are the partnerships a benefit to the program? Which partnerships could be strengthened or might be missing altogether? What could they provide for the program? What additional information or data would help you to understand the story of the program's community?

Reflections and Analysis

Summarize and reflect on the results of the Team's findings. Answer each of the following questions:

- What is the overall story of the program as told by the evidence?
- What are the internal strengths?
- What are the internal weaknesses?
- What are the external opportunities?
- What are the external challenges?
- How can the internal weakness be turned into strengths?
- How can the external challenges be leveraged into opportunities?
- Which parts of Southwestern’s constituency could be better served by the program?
- How well does the program fulfill the mission, vision, values, and strategic priorities of Southwestern Oregon Community College?

Action Plan

Identify at least two, but no more than four, strategic program activities to implement over the next four years, based on the results of the Team’s analysis and reflections. Use the planning worksheet to describe the intended outcomes, timeline, resources, participants, and evaluation required for each of the major activities. The Team should present the findings and discuss the action plan with the Program Advisory Committee, or other external partner suitable to provide insights, such as an ad hoc committee or colleague(s) from an articulated or transfer program. After synthesizing feedback from the Advisory Committee and finalizing the action plan, submit the Program Review report to the Vice President of Instruction and to the Assessment Specialist. The artifacts described in the action plan should be the Team’s guide to evidence that will be needed in the next program review cycle.

Activity	Timeline and Champion	Required Resources	Collaborators	Status Update	
Briefly describe the activity, intended outcomes and evidence of success	Owner/Lead Start Date End Date	Projected costs, equipment, software, staff, and impact on other departments		Record progress	
Activity 1:					
SWOCC Strategic Priority	<input type="checkbox"/> Student Success	<input type="checkbox"/> Enrollment	<input type="checkbox"/> Equity	<input type="checkbox"/> Capital	<input type="checkbox"/> Technology
1.1					
1.2					
1.3					
Activity 2:					
SWOCC Strategic Priority	<input type="checkbox"/> Student Success	<input type="checkbox"/> Enrollment	<input type="checkbox"/> Equity	<input type="checkbox"/> Capital	<input type="checkbox"/> Technology
2.1					
2.2					
2.3					
Activity 3:					
SWOCC Strategic Priority	<input type="checkbox"/> Student Success	<input type="checkbox"/> Enrollment	<input type="checkbox"/> Equity	<input type="checkbox"/> Capital	<input type="checkbox"/> Technology
3.1					
3.2					
3.3					

Implementation

Each year, the Program Review Team should meet to review the action plan and to establish goals and a workplan with detailed tasks and a timeline for the upcoming year. Program lead(s) should identify the costs that will be incurred through implementation of the action plan and submit the request to the program Dean or Director through the annual budgeting worksheets. All budget requests must be tied to Southwestern's strategic priorities. The Program Review Team may evolve in accordance with the needs of the action plan for a given year. Each year, prior to the end of fall term,

program lead(s) should provide a half- to one-page summary of progress. The annual summary should include an update on the action plan, as well as changes in student enrollment, program costs and major changes in the industry. Summary updates can be based on anecdotal observations. Changes in enrollment related to the action plan, or that suggest some students may be experiencing new challenges, are especially important to include. Submit the annual update summary to the Vice President of Instruction and to the Assessment Specialist.

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