A Guide to
Academic Program Review

Office of Institutional Effectiveness

Last Updated 9/23/2014

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Note: The guidelines for program review may be updated as required by the Office of Institutional Effectiveness based on approved changes of campus or system policies. Assessment as it is used in this document is not assessment of faculty, but instead assessment of programs. The requirements for the evaluation of faculty are covered by an existing contract between the faculty and DCCC.

Introduction

What is Program Review

Program review is a cyclical process for evaluating and improving the quality of academic programs[1]. It is a comprehensive review that analyzes a diverse set of data that is collected over a number of years. The review is conducted through self-evaluation in combination with input from internal and external sources. This review provides faculty a structured opportunity to:
- reflect on program strengths and weaknesses
- develop short and long-term goals
- determine necessary resources for goal attainment
- assess progress towards achieving goals

The Program Review Process at DCCC occurs on a five-year cycle, see Figure 1. Steps 1-3 are dedicated to planning, implementation and data analysis (i.e. The Program Assessment Process) and should be completed by the end of year three of the cycle. Steps 4 and 5 are dedicated to interpreting the data collected and reporting the findings and conclusions; these steps are completed in years four and five of the cycle. Since program assessment and review are an ongoing process, once a program concludes step 5, the cycle immediately begins again at step 1. Programs will use the findings of a previous cycle to inform the planning and implementation steps of the following cycle.

Figure 1. Program Review Process at DCCC

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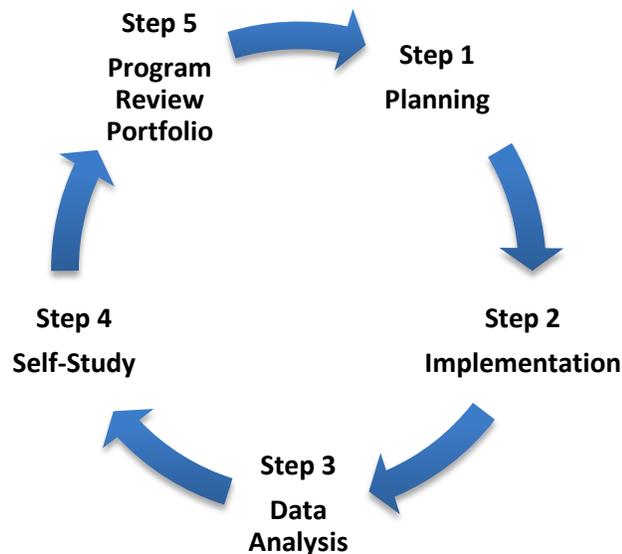
[1] A Program is defined as any degree or certificate granting entity in the College.

Why is Program Assessment & Review Necessary

Continued accreditation by The Middle States Commission on Higher Education requires that institutions have a well-documented, organized, systematic process for assessing institutional effectiveness and student learning outcomes. This requirement is in response to a national movement towards outcome-based assessment. As a result of this "assessment movement," having a process in place is a condition for maintaining accreditation. The Program Assessment and Review Process at DCCC serves as the mechanism for the College to meet this requirement.

While continued accreditation is a high priority, program review serves a larger purpose. It allows for faculty members to intentionally reflect on a program to determine how well that program is aligned with program and institutional goals. Such reflection facilitates continuous program improvement, allowing programs to attain and maintain the highest possible standard of academic excellence. Thus, in order to best serve our students, faculty, institution and community, we have a responsibility to engage in continuous program assessment and review.

Our Process for Program Assessment & Review

The DCCC assessment and review procedures are the product of two years of research and dialogue. The Assessment Processes Committee, advised by the Faculty Fellow for Program Assessment, dedicated itself to creating a program review process that is grounded in research, rooted in best practices, and designed with faculty and students in mind. A wide variety of resources and models were consulted during this endeavor. A listing of those resources can be found on the S:/ drive.

Program Assessment & Review Roles and Responsibilities

Program Faculty: Program review and assessment must be a product of the **program faculty**. They are in the best position to raise and respond to the strategic and operational questions raised by the review. They are also in the best position to use the results to improve the overall program. For that reason, assessment reports, the self study, and the program review portfolio are prepared by the faculty of the program. In addition to preparing these documents, program faculty facilitating the assessment and review process are responsible for ensuring that there is widespread faculty participation in the self study and internal and external review, informing all program faculty of recommendations resulting from the review, and submitting assessment reports, the self-study, and the portfolio to their dean.

 Internal and External Review Committees: Each program, in collaboration with the dean and the Office for Institutional Effectiveness, will identify and solicit input from an internal and external review committee. Reviewers will bring an informed and unbiased view to the review of the program. Their role is to evaluate the appropriateness of program plans, considering the characteristics of the program, discipline, students, and community. The internal review committee will consist of at least three faculty members, one of which must be a faculty member in the program being reviewed. The external review committee will consist of at least two people who are recognized experts and/or professional practitioners in the field. They are consulted to provide critical feedback, to ensure the objectivity of the process, and to determine how the program

compares to other programs at the College and benchmark institutions in the region. Reviewers will be provided with a list of questions/topics to be addressed, but they will not be constrained from covering other issues in their review.

The Assessment Processes Committee (APC): APC will provide faculty leadership for the assessment process by facilitating faculty development sessions on the College's program assessment and review process and reviewing and providing feedback to program faculty and deans on assessment documents. They play an integral role in the process in which they are responsible for the following:

- Review programs' learning outcomes to ensure that they are in sync with college learning goals
- Review curriculum maps to ensure that all program learning outcomes are adequately addressed in courses
- Review assessment plans to ensure that programs employ meaningful methods to assess all of the learning outcomes within a five-year period
- Review assessment reports and provide feedback to the programs via their deans
- Review the Program Review Portfolio to ensure that all necessary documents and items are included and addressed

The Office of Institutional Effectiveness: The Office of Institutional Effectiveness is responsible for coordinating and monitoring the program review process and submitting a yearly report to the Provost's Office. Throughout each of the five steps of the program review process, the Associate Vice Provost for Institutional Effectiveness will meet with the dean and program faculty as needed to address questions regarding the process, the reports, and/or the portfolio.   The signature of the Associate Vice Provost after submission of the program review portfolio indicates the program has fulfilled the intention and specific requirements and concludes the review.

The Dean: The role of the dean is to support and facilitate the work of the faculty members of the division. The deans will consult with program faculty in selecting the review committees, will comment on conclusions and recommendations of the assessment and review reports, and will submit the assessment reports and program review portfolio to the Assessment Processes Committee for review.

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The Program Assessment Process

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The program assessment process at DCCC focuses on student attainment of program outcomes. Guiding this process is the question: are students learning what we say they are learning?

The program assessment process includes steps for planning, implementation and data analysis to be completed by the end of <u>year three</u> of the program assessment and review cycle. It occurs over three steps with a report submitted at the end of each step. Below is a detailed account of what happens in each step of the process and a summary of information to be included in each report.

Step 1: Planning Step

Program faculty will devise an assessment plan that details how they will work through the steps of the assessment cycle. During this step, program faculty will articulate their program mission and learning outcomes, show the courses and learning experiences that will aid in achieving those outcomes, and identify or develop the assessment instruments that will show that the learning outcomes are being achieved. At the end of this step, program faculty will submit the **Assessment Plan Report** (Report 1) to the Assessment Processes Committee via their dean. The report will include the following items:

1. *Program description:* make sure the description matches that of the Master Program Outline.

2. *Action plan update:* Revisit the final action plan submitted in the Program Review Portfolio (Step 5, Item 1) during the **previous review cycle** and summarize (1) the actions that have already been taken and (2) the actions that will be taken during the current assessment and review cycle to address the issues identified. When developing the data collection timeline (item 7c below) for the current cycle, take these actions into account.

3. *Program outcomes*: make sure the outcomes match those of the Master Program Outline.

4. *Program Outcomes to College Learning Goals Map.*

5. *Program Courses to Program Outcomes Curriculum Map*: this is a map that links each program learning outcome to the courses and course level competencies that will aid in achieving those outcomes. This map is essential since the course competencies will serve as the mechanism to assess program outcomes.

6. *List of course competencies chosen from program courses that will be assessed in this assessment cycle.* Your program courses to program outcomes curriculum map identifies all course competencies that map to each program outcome. While you do not have to assess all course competencies listed on your map, you do need to assess all program outcomes. This means that for each program outcome, you need to identify at least one course competency or a sub-set of course competencies that will in combination allow students to achieve the program outcome. If you did not assess all competencies for a given outcome during the previous assessment cycle, then you should choose a new combination of competencies to assess this cycle. If all course competencies identified on the map are needed in order to adequately address an outcome, then all competencies should be included in each assessment cycle.

7. For *each course competency* identified in item six (above), accomplish the following:

   a. *A list of the type(s) of assessment instrument(s) including a description of how the instrument(s) will be scored.* Note: Later in the cycle (during the Self Study -- Step 4, item 5a), examples of graded instruments are required, so it is important to retain copies for later use.

b. *Performance criteria for each instrument*: Indicate what constitutes acceptable performance (e.g., 85% of students will demonstrate proficiency on a subset of exam questions or 80% of students will demonstrate proficiency on a persuasive essay).

c. *Data collection timeline for each instrument*: Data for each course competency identified in item six (above) will need to be collected in time to submit Report 2, which is due no later than two and a half years after the initiation of the assessment cycle. Therefore, the timeline for each instrument needs to coincide with this schedule.

8. *Statement describing how stakeholders will be informed in writing about the assessment process*: All instructors need to be informed of the process, their role/responsibility in the process, the results of the process, and the plan for closing the loop. Students also need to be made aware that their work might be anonymously examined in an effort to improve the learning experience of those enrolled in the program. This section of the report describes who will be informed of the process, how they will be informed (must be in writing), and when they will be informed.

9. *Names of members of the assessment team:* The assessment team includes the program faculty that are leading the assessment efforts of the current cycle. The team can be made up of full-time and part-time faculty and will ideally consist of at least three members.

While program faculty can submit this report at any point during step one, they must submit Report 1 no later than one year following initiation of the assessment cycle. Once completed, the program faculty will forward the report, via their dean, to the Assessment Processes Committee. The Committee will review the report and communicate feedback to the program faculty, via the dean, within 4 weeks of receiving the report. Program faculty will work with the APC and their dean to resolve any issues, and the APC will retain a copy of the final version of the report for record keeping.

The report template can be found in Appendix A- Report 1

*Notes:
1. If your program is accountable to an accrediting body, those requirements may supersede these items. See the Associate Vice Provost of Institutional Effectiveness to determine if this is the case.

2. This is your plan for assessment. This plan will be implemented in the next step of the process.

Step 2: Implementation Step

In this step of the assessment process, program faculty will inform stakeholders of their assessment process, administer the identified instrument(s) for each program level learning outcome (as planned during step 1) and report the results. At the end of this step, program faculty

will submit the **Assessment Tool Implementation Report** (Report 2) to the Assessment Processes Committee via their dean. The report will include the following items:

1. *Copies of written communications sent to inform stakeholders of participation in assessment:* Report 1 included a description of how stakeholders will be informed; this report includes actual copies of the written communication to inform stakeholders of the assessment process and their role/responsibility in it.

2. *Description of sample:* In consultation with the Office of Institutional Effectiveness, choose a sample to analyze. Describe the type of sample used and number of students included in the sample.

3. *For each assessment instrument implemented, report the results obtained:* Using this sample selected, report results for all instruments identified in item 7.a. from Report 1. Remember to retain physical copies of examples of graded instruments as they will be needed later in the cycle (during the Self Study -- Step 4, item 5a).

4. *Names of members of the assessment team.*

While program faculty can submit this report at any point during step two, they must submit Report 2 no later than two and a half years following initiation of the assessment cycle. Once completed, the program faculty will forward the report, via their dean, to the Assessment Processes Committee. The Committee will review the report and communicate feedback to the program faculty, via the dean, within 4 weeks of receiving the report. Program faculty will work with the APC and their dean to resolve any issues, and the APC will retain a copy of the final version of the report for record keeping.

The report template can be found in [Appendix B - Report 2.](#)

Step 3: Data Analysis Step

In this step of the assessment process, program faculty will analyze the results from the implementation step, create an action plan to improve the program, and communicate the results and action plan to stakeholders. At the end of this step, program faculty will submit the **Analysis and Results Report** (Report 3) to the Assessment Processes Committee via their dean. The report will include the following items:

1. *An analysis of the data that includes:*

   a. A discussion of the extent to which each program outcome was met according to performance criteria that was set in item 7.b. from Report 1.

   b. For each program outcome that was met, describe the factors that contributed to success.

   c. For each program outcome not met, describe factors that inhibited success.

2. *A discussion of usefulness of each assessment instrument and scoring tool:* For each instrument, program faculty will discuss the degree to which the instrument being used to assess learning outcomes provides data that allows for informed decisions about student learning.

3. *Produce a recommended action plan to close the loop:* Based on the analysis (1 and 2 above) create an action plan to be submitted to the Internal and External Reviewers during the Self Study process. Development and implementation of an action plan serves as the mechanism to "close the loop." Include the following in the action plan:

   a. Areas for improvement (e.g., student performance on specific program outcomes).

   b. Specific actions that will be made to address those areas (e.g., curriculum changes, revisions to assessment instrument(s), faculty additions, offering of professional development programs, requests for additional resources required to adequately assess student learning).

   c. Timeframe for when each action will be implemented.

   d. Indication of who will be responsible for implementation of each action.

   Note: Unless issues have been identified that require immediate attention, it is not a requirement that these recommendations be acted upon at this stage.

4. *Submit copies of written communications sent to inform stakeholders of the analysis of results and the action plan*: Report 1 included a description of how stakeholders will be informed; this report includes actual copies of the written communication to inform stakeholders of results, analysis of those results, and the plan for closing the loop.

While program faculty can submit this report at any point during step three, they must submit Report 3 no later than three years following initiation of the assessment cycle. Once completed, the program faculty will forward the report, via their dean, to the Assessment Processes Committee. The Committee will review the report and communicate feedback to the program faculty, via the dean, within 4 weeks of receiving the report. Program faculty will work with the APC and their dean to resolve any issues, and the APC will retain a copy of the final version of the report for record keeping.

The report template can be found in Appendix C - Report 3.

The Self Study and Review Portfolio Process

Steps 4 and 5 of the process are dedicated to comprehensive review of programs and include an in-depth self study and the creation of a program review portfolio. These steps should be completed by the end of <u>year five</u> of the program assessment and review cycle. A suggested timeline for these steps can be found in Appendix E – Timeline for Self Study & Review Portfolio. Below is a step-by-step account of The Self Study and Review Portfolio Process.

Step 4: Self Study

1. *Data Dissemination***:** The Office of Institutional Effectiveness will initiate the program review via a memo to the program faculty and the dean. Program faculty will be provided with data (demographic information, enrollment, credit generation, student success measures, and resource allocations) and will be provided opportunities to seek additional data from the Office of Institutional Effectiveness.

2. *Submission of Self Study Report:* The report will be submitted to the dean and the members of the internal and external review committees. The dean will review the report for quality and consistency with the overall goals and directions of the program.

    Include the following items in the Self Study Report:

    a. **Program Overview**
        i.   Program description
        ii. Program rationale: explain the value of the program and how it coincides with the mission of the College

    b. **Discussion of Enrollment and Student Success Indicators** (see example data in Appendix H): For this section of the report, program faculty will review student profile data and reflect on trends that emerge. Note: data is presented for both the program and the College (as a comparative) over multiple years. Items to be discussed in report include:
        i.   Discussion of **student profile and enrollment**
        ii. Discussion of **graduation**, **transfer** and/or **employment** outcomes
        iii. Summary analysis of **student course evaluation forms** from program courses
        iv. Report the **ratio of full-time to part-time faculty** for the most recent fall/spring semesters.
        v.   Discuss alumni opinions regarding the program and its quality. These may be based on survey results, interviews or opinions of graduates invited to campus to give their views on the program in small discussion groups or panels. Contact the Director of Alumni Programs for this data.

    c. **Provide Items 1-3 of Report 3**: This section of the Self Study reproduces Items 1-3 of Report 3 so that the Internal and External Review Committees can review the findings from the Program Assessment process.

    d. **Evaluation of Instructional Support**
        i.   **Professional Development**: Describe the anticipated benefit of and need for additional professional development opportunities to the program. If possible, estimate and explain the costs of additional professional development opportunities that are important for the program.
        ii. **Support Services**: What specific support services and activities (i.e., advising, tutoring, media, library, disabled student support, computer labs, and service learning, etc.) does this program require? Discuss the

availability and adequacy of these services. Be specific about any current deficiencies or projected needs.

    iii. **Program Facilities**: How adequate and appropriate are program facilities and equipment? Describe any projected needs.

  e. **Analysis & Recommendations:** Consider the information gathered in b-d above and revise the action plan to close the loop (generated in Report 3) to include these findings.

  f. **Further Comments**: Provide any further information that was not solicited by the above questions that would assist the outside reviewers and the administration in understanding and evaluating the program.

The Self Study Report template can be found in [Appendix F - Program Review Self Study Report.](#)

3. *Creation of Internal and External Review Committees:* The program faculty in consultation with the dean and the Office of Institutional Effectiveness will select an internal and external review committee.

4. *Internal Review Committee:* The internal review committee will consist of at least three faculty members, one of which must be a faculty member in the program being reviewed. Where possible, reviewers will include faculty from related or complementary programs. The program faculty in consultation with the dean will make the selection of the reviewers.

5. *External Review Committee:* The external review committee will include at least two people from outside the College. The program faculty will compile a pool of potential reviewers, including names, titles, and brief backgrounds. The Associate Vice Provost for Institutional Effectiveness can offer guidance and assistance in the construction and recruitment of this committee. The list of proposed committee members will be forwarded to the dean and the Associate Vice Provost for Institutional Effectiveness for review and comment. After this consultation is completed, the proposed pool will be returned to the program faculty and they will select the external reviewers from the proposed list. The external review committee may, at the request of the committee, the dean, or the program faculty, conduct a campus visit to meet with faculty and students and to review the program facilities and resources. In cases in which a campus visit is scheduled for the external review committee:

  a. The program faculty are responsible for collecting materials for the reviewers to examine, including: course outlines, advising materials, and samples of student work.

  b. Program faculty will provide opportunities for the reviewers to meet with the dean, faculty, and students during their visit. It is expected that the external reviewers will be given a tour of the facilities.

c. The external reviewers will be given time and a location to review documents and confer before the exit meeting.

d. In consultation with the Provost Office, the dean will underwrite the expenses associated with the external review process.

6. *Internal and External Review Reports Submitted to Program Faculty*: The internal and external review committees will each submit a report to the program faculty within one semester (excluding summer) of receiving the self study. While the internal and external review reports do not need to follow a specific format, it is expected that these respective reports will indicate agreement or disagreement with each conclusion and recommendation in the self study, and as appropriate, make additional recommendations. Reviewers may be provided with a list of questions/topics to be addressed, but they will not be constrained from covering other issues in their review.

7. *Self Study Completion Report:* Program faculty will complete Report 4 to confirm items 2-6 (above) have been completed no later than four and a half years after the initiation of the assessment cycle. This report will be submitted to the Assessment Process Committee via their dean. A template of the report can be found in [Appendix D - Report 4.](#)

Step 5: Program Review Portfolio

The final step will entail the formal submission of the materials gathered in previous steps as well as submission of the final action plan to close the loop. This will occur through the submission of a portfolio.

1. *Submission of Program Review Portfolio to Dean:* Include the following in the portfolio:

   a. *Self Study Report*

   b. *Internal Review Report*

   c. *External Review Report*

   d. *Substantive Summary & Final Action Plan to Close the Loop:* The program faculty will submit a substantive summary of the major findings of the review process and a final action plan. This will be a revised version of the action plan included in the Self Study to incorporate recommendations from the internal and external review committees. The final action plan will include areas for improvement, specific actions that will be taken to address those areas, timeframe for each action, and indication of who will be responsible for each.

   The portfolio template can be found in [Appendix G – Program Review Portfolio.](#)

2. *Feedback from Dean:* The dean will comment on the conclusions and the final action plan derived from the self study, internal review, and external review. If appropriate, program faculty will revise items in the portfolio as a result of feedback from the dean. In instances in which the portfolio is missing required elements, the dean will send the portfolio back to the program faculty to revise and resubmit.

3. *Submission of Program Review Portfolio to the APC*:

   The dean will submit the final version of the Program Review Portfolio to the Assessment Processes Committee. It will be comprised of the Self Study Report, Internal Review Report, External Review Report, The Dean's Feedback, the Substantive Summary & Final Action Plan to Close the Loop, and affirmation of program faculty participation in the review process. The portfolio template can be found in Appendix G – Program Review Portfolio.

   a. The APC will review the portfolio to ensure all required material is included. If items are missing, APC will send the portfolio back to the program faculty, via the dean, requesting the missing portions be included and the portfolio resubmitted.

   b. The APC will forward complete portfolios to the Office of Institutional Effectiveness for review.

4. *Conclusion of Program Review Process:* The Associate Vice Provost for Institutional Effectiveness will review the portfolio to ensure that it is complete and that it fulfills the intention of program review. The signature of the Associate Vice Provost will indicate the acceptance and conclusion of this review cycle. Conclusions and recommendations for program improvement derived from the review will be forwarded to the Provost for consideration in planning and budgeting processes. A follow-up meeting will be scheduled by the Office of Institutional Effectiveness with the dean and program faculty to review the implementation plan derived from the review process.

5. Program faculty should enact the recommended program improvements prior to the implementation step of the next Assessment and Review cycle.

Appendix A- Report 1

Report 1: Assessment Plan*

Include the following in Report 1:

1. Program description

2. Action plan update

3. Program outcomes

4. Program Outcomes to College Learning Goals Map

5. Program Courses to Program Outcomes Curriculum Map

6. List of course competencies chosen from program courses that will be assessed in this assessment cycle

7. For each course competency identified in item 6 (above), accomplish the following:

   a. A list of the type(s) of assessment instrument(s) including a description of how the instrument(s) will be scored.

   b. Performance criteria for each instrument (what constitutes acceptable performance- e.g., 85% of students will demonstrate proficiency on an outcome)

   c. Data collection timeline for each instrument

8. Statement describing how stakeholders will be informed in writing about the assessment process

9. Names of members of the assessment team

*Notes:
1. If your program is accountable to an accrediting body, those requirements may supersede these items. See the Associate Vice Provost of Institutional Effectiveness to determine if this is the case.

2. This is your plan for assessment. This plan will be implemented in the next step of the process (Step 2: Implementation).

Appendix B - Report 2

Report 2: Assessment Tool Implementation

Include the following in Report 2:

1. Submit copies of written communications sent to inform stakeholders of participation in assessment

2. Description of sample used

3. For each assessment instrument implemented, report the results obtained

4. Names of members of the assessment team

Appendix C - Report 3

Report 3: Analysis and Closing the Loop

Include the following in Report 3:

1. An analysis of the data that includes

    a. A discussion of the extent to which each program outcome was met according to performance criteria (Report 1 Item 7.b.)

    b. For each program outcome that was met, describe the factors that contributed to success

    c. For each program outcome not met, describe factors that inhibited success

2. A discussion of usefulness of each assessment instrument and scoring tool

3. Recommended action plan to close the loop based on the analysis (1 and 2 above) that includes

    a. Areas for improvement (e.g., student performance on specific program outcomes)

    b. Specific actions that will be made to address those areas (e.g., curriculum changes, revisions to assessment instrument(s), faculty additions, offering of professional development programs, requests for additional resources required to adequately assess student learning)

    c. Timeframe for when each action will be implemented

    d. Indication of who will be responsible for implementation of each action

4. Submit copies of written communications sent to inform stakeholders of the analysis of results and the action plan

Appendix D - Report 4

Report 4: Self Study Completion Report

Report 4 only requires insertion of the requested dates, names, and signatures.

Start date of current Program Review & Assessment Cycle: _____

Self Study submitted to the dean on _____
                                        Insert date

Names of Internal Review Committee members:
Committee member 1:
Committee member 2:
Committee member 3:

Internal Review Report submitted to program faculty on _____
                                                            Insert date
Names of External Review Committee members:
Committee member 1:
Committee member 2:
Committee member 3:

External Review Report submitted to program faculty on _____
                                                            Insert date

_____
Program Faculty Name   Program Faculty Signature   Date

_____
Program Faculty Name   Program Faculty Signature   Date

_____
Program Faculty Name   Program Faculty Signature   Date

Appendix E – Timeline for Self Study & Review Portfolio

While the timeline for individual Program Reviews may vary, the Office of Institutional Effectiveness suggests following the timeline below. The responsibility for maintaining open lines of communication about the status of the project rests principally with the program faculty.

Using the timeline below, a program completing a review for the five-year period ending Spring 2016 [review years include - YR1: 2011-2012, YR2: 2012-2013, YR3: 2013-2014, YR4: 2014-2015, YR5: 2015-2016] would complete the program assessment activities in 2013-2014 and the internal and external reviews and final report would be submitted in 2015-2016.

Year Four: Pre-Review Activities

- **Summer** – Office of Institutional Effectiveness sends data to the program for analysis.

- **Early Fall** – Program faculty schedule a meeting with a representative from the Office of Institutional Effectiveness to review the program data and identify any additional data that needs to be provided, identify those who will participate in writing the self study, and designate a coordinator or committee chair. Throughout this semester, program faculty will collaborate to review program assessments for the designated academic years to be evaluated and collect any additional materials necessary to write the self study.

- **Fall/Spring** – Program faculty write the self study report and submit copies to the dean, internal review committee, and external review committee.

Year Five: Program Review Activities

- **Fall** – Review of self study by internal and external review committees (schedule campus visits where applicable) and submission of the Self Study Completion Report to the Assessment Processes Committee via the dean. Program faculty submit the Program Review Portfolio, the dean provides feedback and submits to the Assessment Processes Committee. The APC forwards the portfolio to the Associate Vice Provost of Institutional Effectiveness for signature of completion and then forwarding to the Provost.

- **Spring** – Follow-up meeting scheduled by Office of Institutional Effectiveness with the dean and program faculty to review the implementation plan derived from self study and comments from internal and external review committees.

Appendix F - Program Review Self Study Report

Include the following in the Self Study Report:

1. Program Overview
   a. Program description
   b. Program rationale

2. Discussion of Enrollment and Student Success Indicators that includes:
   a. Discussion of student profile and enrollment
   b. Discussion of student graduation, transfer and/or employment outcomes
   c. Discussion of a summary analysis of student course evaluation forms from program courses
   d. Report the ratio of full-time to part-time faculty
   e. Discussion of alumni opinions

3. Reproduce items 1-3 of Report 3

   a. An analysis of the data that includes
      i. A discussion of the extent to which each program outcome was met according to performance criteria (Report 1 Item 7.b.)
      ii. For each program outcome that was met, describe the factors that contributed to success
      iii. For each program outcome not met, describe factors that inhibited success
   b. A discussion of usefulness of each assessment instrument and scoring tool
   c. Recommended action plan to close the loop based on the analysis that includes:
      i. Areas for improvement (e.g., student performance on specific program outcomes)
      ii. Specific actions that will be made to address those areas (e.g., curriculum changes, revisions to assessment instrument(s), faculty additions, offering of professional development programs, requests for additional resources required to adequately assess student learning)
      iii. Timeframe for when each action will be implemented
      iv. Indication of who will be responsible for implementation of each action

4. Evaluation of Instructional Support
   a. Professional Development:
   b. Support Services:
   c. Program Facilities:

5. Analysis & Recommendations

6. Further Comments

Appendix G – Program Review Portfolio

A completed Program Review Portfolio will include:

1. **Self Study Report**

2. **Internal Review Report**

3. **External Review Report**

4. **Feedback from Dean**

5. **Substantive Summary & Final Action Plan to Close the Loop** that includes**:**

   a. Summary of the major findings from the assessment and review process

   b. Areas for improvement (e.g., student performance on specific program outcomes)

   c. Specific actions that will be made to address those areas (e.g., curriculum changes, revisions to assessment instrument(s), faculty additions, offering of professional development programs, requests for additional resources required to adequately assess student learning)

   d. Timeframe for when each action will be implemented

   e. Indication of who will be responsible for implementation of each action

6. **Affirmation of Faculty Participation**: all program faculty members responsible for the program must certify that they have been involved in the review process and have reviewed the full Program Review Portfolio by including their signature at the end of the portfolio.

A complete Program Review Portfolio is to be delivered to the Associate Vice Provost for Institutional Effectiveness. Signature of the Associate Vice Provost indicates the program has fulfilled the intention and specific requirements and concludes the review.

The Program Summary and Response will be forwarded to the Provost for consideration in College planning and budgeting processes.

Appendix H - Enrollment and Student Success Indicators EXAMPLE

1. Student Profiles

1a. Fall Snapshots of all Students: The following data represent demographic information for students in your program as compared to the College as a whole. Please examine this data and include comments on trends or areas of concern in your program's Self Study Report.

		LA			COLLEGE		
		Fall 2010	Fall 2011	Fall 2012	Fall 2010	Fall 2011	Fall 2012
Gender	Male	46.8%	48.9%	48.3%	44.4%	43.6%	44.2%
	Female	53.2%	51.1%	51.7%	55.6%	56.4%	55.8%
Age	15-24	71.7%	75.2%	71.0%	61.0%	61.1%	61.5%
	25-36	18.5%	15.1%	19.0%	24.4%	24.8%	25.1%
	37-48	6.0%	5.7%	6.5%	9.9%	9.8%	9.2%
	49+	3.4%	3.7%	3.4%	4.3%	4.1%	4.1%
	Not Reported	0.4%	0.4%	0.2%	0.3%	0.3%	0.2%
Ethnicity*	Blacks	12.7%	15.7%	18.5%	20.9%	24.6%	26.6%
	American Indian	0.2%	0.2%	0.2%	0.1%	0.2%	0.2%
	Asian Amer.	4.2%	3.7%	3.9%	4.1%	4.2%	4.2%
	Hispanic	2.0%	1.8%	2.0%	2.0%	2.1%	2.4%
	Unknown	6.8%	6.5%	6.3%	7.5%	6.7%	6.0%
	Caucasians	74.1%	72.0%	69.0%	65.4%	62.1%	60.5%
Aid	Financial Aid	39.0%	34.4%	39.8%	45.2%	46.0%	47.9%
	No Financial Aid	61.0%	65.6%	60.2	54.8%	54.0%	52.1%
Attendance	Fulltime	49.3%	43.3%	37.9%	44.1%	40.5%	37.8%
	Part time	50.7%	56.7%	62.1%	55.9%	59.5%	62.2%

*The ethnicity descriptors used in this report are consistent with the US Department of Education reporting standards. *S1-Percent graduated; S2-Percent not graduated but transferred; S3-Percent not graduated and not transferred but still enrolled; S4-Total percent graduated or retained in higher education.

Residence							
	Sponsoring	57.0%	57.4%	61.4%	56.2%	58.6%	57.9%
	Non-sponsoring	41.5%	41.1%	37.2%	41.3%	39.3%	39.7%
	Foreign	1.2%	1.0%	0.8%	1.9%	1.5%	1.6%
	Home Reciprocity	---	--	--	0.0	0.0	0.0
	Out of State	0.4%	0.5%	0.6%	0.6%	0.7%	0.8%
Type	New	31.6%	39.8%	26.3%	28.0%	27.7%	27.9%
	Continuing	57.6%	48.7%	61.6%	60.7%	61.1%	61.1%
	Readmitted	10.8%	11.5%	12.0%	11.3%	11.2%	11.1%
Status	1st Generation	44.8%	48.3%	48.7%	49.6%	54.5%	51.0%
	Not 1st Generation	40.7%	39.5%	34.9%	36.7%	31.2%	29.2%
	Not reported	14.5%	12.2%	16.4%	13.8%	14.3%	19.8%
Number of Students		**3652**	**2487**	**3254**	**12,705**	**13,248**	**13,051**

1b. Fall Snapshots of New Students: The following data represents demographic information for NEW students in your program as compared to the College as a whole. Please examine this data and include comments on trends or areas of concern in your program's Self Study Report.

		LA			COLLEGE		
		Fall 2010	Fall 2011	Fall 2012	Fall 2010	Fall 2011	Fall 2012
Gender	Male	49.7%	50.0%	50.0%	50.8%	47.2%	48.3%
	Female	50.3%	50.0%	50.0%	49.2%	52.8%	51.7%
Age	15-24	83.3%	86.8%	85.9%	77.8%	79.0%	79.0%
	25-36	10.7%	8.1%	8.6%	35.6%	13.6%	13.8%
	37-48	3.2%	2.2%	3.9%	5.5%	4.9%	5.0%
	49+	2.4%	2.4%	1.5%	2.5%	2.1%	1.9%
	Not Reported	0.4%	0.5%	0.1%	0.4%	0.4%	0.3%
Ethnicity*	Blacks	11.7%	17.5%	18.7%	20.5%	25.7%	25.9%
	American Indian	0.1%	0.2%	0.1%	0.1%	0.3	0.3%

*The ethnicity descriptors used in this report are consistent with the US Department of Education reporting standards. *S1-Percent graduated; S2-Percent not graduated but transferred; S3-Percent not graduated and not transferred but still enrolled; S4-Total percent graduated or retained in higher education.

	Asian Amer.	2.9%	3.9%	3.5%	3.7%	3.9%	4.1%
	Hispanic	2.1%	2.1%	2.5%	2.1%	2.2%	3.2%
	Unknown	7.4%	7.0%	6.8%	8.2%	6.4%	6.0%
	Caucasians	75.9%	69.2%	68.5%	65.4%	61.4%	60.6%
Aid	Financial Aid	39.0%	31.5%	32.2%	45.9%	44.5%	44.4%
	No Financial Aid	61.0%	68.5%	67.8%	54.1%	55.5%	55.6%
Attendance	Fulltime	54.6%	48.6%	44.5%	55.2%	50.9%	48.8%
	Part time	45.4%	51.4%	55.5%	44.8%	49.1%	51.2%
Residence	Sponsoring	47.5%	55.8%	50.9%	49.1%	52.8%	48.8%
	Non-sponsoring	50.5%	42.5%	46.8%	48.0%	44.9%	47.7%
	Foreign	1.4%	1.0%	1.3%	2.1%	1.3%	2.0%
	Home Reciprocity	---	--	--	---	--	0.0
	Out of State	0.6%	0.7%	0.9%	0.8%	1.0%	1.5%
Status	1st Generation	47.2%	48.4%	43.2%	52.3%	53.9%	43.8%
	Not 1st Generation	44.4%	39.7%	37.7%	39.8%	33.5%	28.3%
	Not reported	8.4%	11.9%	19.0%	7.9%	12.6%	27.9%
Placement	No Placement	47.6%	46.1%	49.1%	45.0%	45.0%	45.3%
	English only	5.5%	3.7%	2.0%	4.6%	3.6%	1.8%
	Math Only	21.4%	22.8%	21.8%	19.7%	19.9%	22.4%
	Reading only	2.0%	2.8%	3.5%	2.1%	2.2%	3.7%
	English & Math	6.1%	6.8%	2.3%	7.2%	6.4%	3.2%
	English & Reading	1.5%	2.4%	2.1%	2.1%	2.8%	1.9%
	Math & Reading	5.5%	5.8%	10.2%	6.4%	6.3%	11.5%
	All three subjects	10.4%	9.6%	9.0%	12.9%	13.9%	10.2%
Number of Students		**1154**	**990**	**856**	**3556**	**3668**	**3641**

*The ethnicity descriptors used in this report are consistent with the US Department of Education reporting standards. *S1-Percent graduated; S2-Percent not graduated but transferred; S3-Percent not graduated and not transferred but still enrolled; S4-Total percent graduated or retained in higher education.

2a. Successful three (3) year outcomes: Graduated, transferred or still enrolled (COLLEGE-WIDE)- The following data represents successful three-year outcomes for students across the College. Successful outcomes are defined as: Percent graduated (S1), Percent not graduated but transferred (S2), Percent not graduated and not transferred but still enrolled (S3) and Total percent graduated or retained in higher education (S4).

Please examine this data and include comments on trends or areas of concern in your program's Self Study Report.

		New F'09	S1*	S2*	S3*	S4*
Gender	Male	1422	187 (13.2%)	273 (19.2%)	235 (16.5%)	695 (48.9%)
	Female	1455	141 (9.7%)	327 (22.5%)	295 (20.3%)	763 (52.4%)
Age	15-24	2457	273 (11.1%)	570 (23.1%)	453 (18.4%)	1296 (52.7%)
	25-36	245	34 (13.9%)	22 (8.9%)	51 (20.8%)	107 (43.7%)
	37-48	107	13 (12.1%)	7 (6.5%)	20 (18.7%)	40 (37.4%)
	49+	43	7 (16.3%)	0 (0.0%)	4 (9.3%)	11(25.6%)
	Not Reported	15	1 (6.7%)	1 (6.7%)	2 (13.3%)	4 (26.7%)
Ethnicity	Blacks	532	32 (6.0%)	93 (17.5%)	105 (19.7%)	230 (43.2%)
	Amer. Indian	5	1 (20.0%)	3 (60.0%)	0 (0.0%)	5 (80.0%)
	Asian American	103	18 (17.5%)	19 (18.4%)	24 (23.3%)	61 (59.2%)
	Hispanic	79	9 (11.4%)	20 (25.3%)	18 (22.8%)	47 (59.5%)
	Unknown	213	28 (13.1%)	38 (17.8%)	43 (20.2%)	109 (51.2%)
	Caucasians	1935	240 (12.4%)	427 (22.0%)	340 (17.6%)	1007 (52.0%)
Aid	Financial Aid	1241	156 (12.6%)	204 (16.4%)	256 (20.6%)	616 (49.6%)
	No Fin. Aid	1626	172 (10.6%)	396 (24.4%)	274 (16.9%)	842 (51.8%)
Attendance	Fulltime	1803	275 (15.3%)	364 (20.2%)	319 (17.7%)	958 (53.1%)
	Part time	1064	53 (5.0%)	236 (22.2%)	211 (19.8%)	500 (47.0%)
Residence	Sponsoring	1501	173 (11.5%)	276 (18.4%)	318 (21.2%)	767 (51.1%)
	Non-sponsoring	1301	143 (11.0%)	315 (24.2%)	204 (15.7%)	662 (50.9%)
	Foreign	53	6 (11.3%)	6 (11.3%)	8 (15.1%)	20 (37.7%)

*The ethnicity descriptors used in this report are consistent with the US Department of Education reporting standards. *S1-Percent graduated; S2-Percent not graduated but transferred; S3-Percent not graduated and not transferred but still enrolled; S4-Total percent graduated or retained in higher education.

	Home Reciprocity	1	1 (100%)	0 (0.0%)	0 (0.0%)	1 (100%)
	Out of State	11	5 (45.4%)	3 (27.3%)	0 (0.0%)	8 (72.7%)
Status	1st Generation**	1601	179 (11.2%)	272 (17.0%)	321 (20.0%)	772 (48.2%)
	Not 1st Gen.	903	108 (12.0%)	272 (30.1%)	144 (15.9%)	524 (58.0%)
	Not reported	363	41 (11.3%)	56 (15.4%)	65 (17.9%)	162 (44.6%)
Placement	No Placement	887	128 (14.4%)	269 (30.3%)	119 (13.4%)	516 (58.1%)
	English only	125	21 (16.8%)	27 (21.6%)	27 (21.6%)	75 (60.0%)
	Math Only	678	77 (11.4%)	137 (20.2%)	128 (18.9%)	342 (50.4%)
	Reading only	78	11 (14.1%)	25 (30.0%)	11 (14.1%)	47 (60.3%)
	English & Math	268	22 (8.2%)	30 (11.2%)	56 (20.9%)	108 (40.3%)
	English & Reading	101	14 (13.9%)	22 (21.8%)	30 (29.7%)	66 (65.3%)
	Math & Reading	274	25 (9.1%)	41 (15.0%)	62 (22.6%)	128 (46.7%)
	All three subjects	456	30 (6.6%)	49 (10.7%)	97 (21.3%)	176 (38.6%)
Overall		**2867**	**328 (11.4%)**	**600 (20.9%)**	**530 (18.5%)**	**1458 (50.8%)**

2b. Successful three (3) year outcomes: Graduated, transferred or still enrolled (LA)- The following data represents successful three-year outcomes for students in your program. Successful outcomes are defined as: Percent graduated (S1), Percent not graduated but transferred (S2), Percent not graduated and not transferred but still enrolled (S3) and Total percent graduated or retained in higher education (S4). Please examine this data and include comments on trends or areas of concern in your program's Self Study Report.

		New F'09	**S1***	**S2***	**S3***	**S4***
Gender	Male	421	28 (6.7%)	115 (27.3%)	78 (18.5%)	221 (52.5%)
	Female	449	35 (7.8%)	150 (33.4%)	86 (19.2%)	271 (60.4%)
Age	15-24	797	60 (7.5%)	260 (32.6%)	145 (18.2%)	465 (58.3%)
	25-36	38	3 (7.9%)	5 (13.2%)	12 (31.6%)	20 (52.6%)
	37-48	15	0 (0.0%)	0 (0.0%)	3 (20.0%)	3 (20.0%)
	49+	10	0 (0.0%)	0 (0.0%)	2 (20.0%)	2 (20.0%)
	Not Reported	10	0 (0.0%)	0 (0.0%)	2 (20.0%)	2 (20.0%)

*The ethnicity descriptors used in this report are consistent with the US Department of Education reporting standards. *S1-Percent graduated; S2-Percent not graduated but transferred; S3-Percent not graduated and not transferred but still enrolled; S4-Total percent graduated or retained in higher education.

			S1	S2	S3	S4
Ethnicity	Blacks	90	2 (2.2%)	30 (33.3%)	18 (20.0%)	50 (55.6%)
	American Indian	2	0 (0.0%)	2 (100%)	0 (0.0%)	2 (100%)
	Asian American	34	5 (14.7%)	5 (14.7%)	11 (32.4%)	21 (61.8%)
	Hispanic	19	4 (21.1%)	6 (31.6%)	8 (42.1%)	18 (94.8%)
	Unknown	58	3 (5.2%)	20 (34.5%)	9 (15.5%)	32 (55.2%)
	Caucasians	667	49 (7.3%)	202 (30.3%)	118 (17.7%)	369 (55.3%)
Aid	Financial Aid	312	30 (9.6%)	71 (22.8%)	70 (22.4%)	171 (54.8%)
	No Fin. Aid	558	33 (5.9%)	194 (34.8%)	94 (22.4%)	321 (57.5%)
Attendance	Fulltime	533	59 (11.0%)	140 (26.3%)	99 (18.6%)	298 (55.9%)
	Part time	337	4 (1.2%)	125 (37.1%)	65 (19.3%)	194 (57.6%)
Residence	Sponsoring	458	30 (6.6%)	126 (27.5%)	102 (22.3%)	258 (56.3%)
	Non-sponsoring	403	33 (8.2%)	138 (34.2%)	61 (15.1%)	232 (57.6%)
	Foreign	8	0 (0.0%)	0 (0.0%)	1 (12.5%)	1 (12.5%)
	Home Reciprocity	NA	NA	NA	NA	NA
	Out of State	1	0 (0.0%)	1 (100%)	0 (0.0%)	1 (100%)
Status	1st Generation**	416	32 (7.7%)	106 (25.5%)	89 (21.4%)	227 (54.6%)
	Not 1st Gen.	341	29 (8.5%)	109 (37.8%)	57 (16.7%)	195 (57.2%)
	Not reported	113	2 (1.8%)	30 (26.5%)	18 (15.9%)	50 (44.2%)
Placement	No Placement	320	21 (6.6%)	133 (41.6%)	45 (14.0%)	199 (62.2%)
	English only	35	1 (2.9%)	9 (25.7%)	11 (31.4%)	21 (60.0%)
	Math Only	222	28 (12.6%)	64 (28.8%)	37 (16.7%)	129 (58.1%)
	Reading only	25	0 (0.0%)	14 (56.0%)	2 (8.0%)	16 (64.0%)
	English & Math	62	3 (4.8%)	8 (12.9%)	20 (32.2%)	31 (50.0%)
	English & Reading	25	2 (8.0%)	9 (36.0%)	6 (24.0%)	17(68.0%)
	Math & Reading	79	5 (6.3%)	12 (15.2%)	19 (24.1%)	36 (45.6%)
	All three subjects	102	3 (2.9%)	16 (15.7%)	24 (23.5%)	43 (42.2%)
Overall		**870**	**63 (7.2%)**	**265 (30.5%)**	**164 (18.9%)**	**492 (56.6%)**

*The ethnicity descriptors used in this report are consistent with the US Department of Education reporting standards. *S1-Percent graduated; S2-Percent not graduated but transferred; S3-Percent not graduated and not transferred but still enrolled; S4-Total percent graduated or retained in higher education.

2c. Graduate Data: To obtain this data, contact the Director of Alumni Programs. To design and administer your own survey, contact the Office of Institutional Effectiveness.

3. **Student Feedback on Program**: Student Feedback on Program: Program faculty can choose to collect student feedback beyond the data that is provided by the Office of Institutional Effectiveness from the course evaluation forms. In such instances, student feedback instruments need to be designed and administered in consultation with the Office of Institutional Effectiveness.

4. Number/Percent of Sections taught by Full Time/ Part Faculty

Courses	Fall 2010		Fall 2011		Fall 2012	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
ENG 100	42 (42%)	58 (58%)	35 (35%)	64 (65%)	36 (36%)	64 (64%)
ENG 112	28 (38%)	45 (61%)	23 (31%)	52 (69%)	32 (43%)	43 (57%)
HIS 130	0 (0%)	10 (100%)	0 (0%)	7 (100%)	0 (0%)	7 (100%)
HIS 140	1 (13%)	7 (87%)	0 (0%)	4 (100%)	0 (0%)	5 (100%)
HIS 254	2 (13%)	13 (87%)	2 (10%)	18 (90%)	3 (15%)	17 (85%)
HIS 255	4 (50%)	4 (50%)	5 (42%)	7 (58%)	4 (40%)	6 (60%)
COMM100	15 (46%)	18 (54%)	16 (43%)	21 (57%)	19 (54%)	16 (46%)
POL 120	6 (35%)	11 (65%)	8 (47%)	9 (53%)	8 (44%)	10 (56%)
POL 130	1 (100%)	0 (0%)	1 (100%)	0 (0%)	1 (33%)	2 (67%)
Total	**99 (37%)**	**166 (63%)**	**90 (33%)**	**182 (67%)**	**103 (38%)**	**170 (62%)**

*The ethnicity descriptors used in this report are consistent with the US Department of Education reporting standards. *S1-Percent graduated; S2-Percent not graduated but transferred; S3-Percent not graduated and not transferred but still enrolled; S4-Total percent graduated or retained in higher education.