

# **DRAFT**

**Procedures for:**

## **Instructional Program Review**

**Carteret Community College**

**2007**

**PROGRAM REVIEW**  
**Instructional Programs**  
**Carteret Community College**  
**2007**

**Program Review**

The purpose of Program Review is for instructional units to perform an internal review of the programs and services they are offering to students. The purpose of this review is to make sure that course content and methodology are meeting the needs of both the students and the community. A program review committee will be established by the Curriculum Committee. All faculty members within the unit are to be involved in the review process. At least one external advisory group and some students should also be involved. A schedule of reviews will be established by the Vice President for Instruction. All programs will be placed on a three-year review schedule.

**Procedures for Annual Review:**

1. One person is not to do the entire program review by him/herself. This is not an academic exercise but instead designed to be a program faculties' in-depth evaluation of how well they are delivering programs and services. All faculty must be involved in some capacity. It is recommended that the program review begin with a brief committee/faculty meeting to discuss and divide tasks.
2. The Program Review Committee will consist of:
  - Instructional faculty from the program under review
  - Faculty external to the discipline being reviewed
  - Student Enrollment Services staff
  - Library staff
  - A Curriculum Committee representative
3. All programs must utilize feedback from students and advisory groups.
4. The final product should be in the following format:
  - Cover Page including division, program and author (prepared by)
  - Times New Roman, 12 font (entire document)
  - Three-hole punched and placed in a 1" three-ring binder with front sleeve (clear cover where a page can be inserted). The cover page should include: 1) the college name 2) the

name of the program being reviewed, and 3) the year of the review (e.g., 2007-2008). In addition to the hard copy, an electronic copy will be submitted on CD to the Curriculum Committee.

5. Do not include the following in the notebook for program review:

- copies of all your course syllabi or catalog copy
- copies of faculty diplomas or other faculty credentials
- printouts of data elements from the mainframe or SAS/FOCUS
- copies of course rosters
- names, addresses and phone number of all your students
- the actual surveys you had returned (from 200 students)
- anything else not asked for specifically in the document

6. In order to keep on track, the following should be completed by these approximate dates (2007-2008 year):

<b>May 1</b>	Program Review Committee (PRC) is established by the Curriculum Committee
<b>September 1</b>	Organizational meeting for PRC
<b>October 1</b>	One page list of requested program outcome data (e.g., data from institutional research, datatel reports, etc.), submitted to the appropriate staff person (e.g., institutional effectiveness director, registrar, etc.)
<b>November 1</b>	Develop one page student/graduate survey to obtain program outcome data  Develop one page employee survey to obtain program outcome data
<b>November 15</b>	In-class student survey administered; survey mailed to program graduates  Either electronically submit or mail employee survey
<b>December 15</b>	Draft of Section I
<b>January 31</b>	Draft of Section II
<b>February 15</b>	Draft of Section V, Future Issues - Resources Needed for Future Efforts
<b>February 15</b>	Meeting to discuss Sections I and II
<b>March 1</b>	Draft of Section III, Student Outcomes
<b>March 15</b>	Draft of Section IV - Strengths, weaknesses and recommendations
<b>April 1</b>	PRC reviews complete draft
<b>April 15</b>	Draft due to Division Director
<b>May 1</b>	Presentation of Final Document to Curriculum Committee
<b>May 15</b>	Final Document due to Vice-President for Instruction
<b>May 31</b>	Final Document due to President

The following is a brief outline of the process for annual review. Following the outline is a full in-depth description of each section.

## **Outline: Instructional Program Review**

### **Executive Summary (Write the Executive Summary)**

The intent of the Executive summary is to allow readers from a variety of audiences to focus immediately on the most important finding of your review. Your summary should be concise and done by chapter and/or section allowing readers to find the part of your review that may hold particular interest for them.

### **Section One: Program Profile**

**A. The Mission/Purpose:** A narrative description of the overall purpose of the program

1. Role programs plays in the college mission
2. Program goals (administrative objectives and student learning outcomes) as they relate to the college's mission

**B. The Faculty**

1. Faculty credentials (full and part-time)
2. Accomplishments of faculty
3. Professional development activities of faculty

**C. The Students:** A description of your current students.

1. Breakdown of students by type
2. Specific programs that require your courses
3. Numbers served, FTE, registrations, graduates
4. Demographic information on students
5. Trends

**D. Resources**

1. Support personnel
2. Classroom & Laboratory facilities
3. Library collection
4. Equipment & supplies
5. Budget

**E. General**

1. Specific industries or businesses served by the program
2. Institutions to which your current students transfer
3. Significant developments since the last evaluation

## **Section Two: Program Content**

### **A. Definition of program**

1. For whom is it intended
2. Criteria for admission to program (if any)

### **B. Curriculum or coursework**

1. Service courses for general education core
2. Stand-alone programs
3. Degrees, certificates, diplomas
4. Other

### **C. External accreditation - the process, what is involved and status**

### **D. Innovations, new programs, new courses, state-wide or national efforts, diversity applied to curriculum**

### **E. Testing and remedial coursework**

### **F. Evaluate Instructional Modalities**

### **G. Funding for curricular changes or offerings**

## **Section Three: Learning Outcomes**

### **A. Process of identifying outcomes**

### **B. Administrative Outcomes**

### **C. Program Outcomes**

1. Job placement
2. Transfers
3. Completion rates and retention rates

### **D. Student Learning Outcomes: (specific to coursework or program area)**

1. Knowledge and skills
2. Improved condition
3. Values practiced
4. End-of-course test scores
5. Critical success factors, licensure
6. Other

E. Follow-up of students we serve

F. Results of Administrative Outcome Measurement

#### **Section Four: Need for Change**

A. Strengths identified by external sources (advisory committees, most common employers of our students, employer's surveys, etc.) and students

B. Weaknesses identified by external sources and students

C. Recommendations by program staff to improve the program

D. Strategies for change (based on student/employer follow-up) - closing the loop.

E. A one-year follow-up brief report to the VP for Instruction reporting on the progress of E above (due **April 15**, the following review).

#### **Section Five: Future Issues - Resources needed for future efforts**

A. Anticipated future curricular changes and needs (based on market trends)

B. Market trends within the program area

C. Equipment, space and faculty needs for future growth or continuation

D. Future plans

## Program Review

The purpose of Program Review is for instructional units to perform an internal review of the programs and services they are offering to students. The purpose of this review is to make sure that course content and methodology are meeting the needs of both the students and the community. All faculty members within the unit are to be involved in the review process. At least one external advisory group and some students should also be involved. Programs are selected each year by the Vice President for Instruction to be reviewed and all programs will eventually rotate on a three-year schedule.

### Definition of a "Program":

The term "Program" is loosely defined for the purpose of review. We will define a "program" as: "a group of courses, services or activities designed and implemented by a specific group of people with a common purpose or core set of outcomes."

A program can be a degree-granting entity, a group of courses that lead to "adequate training" in an area or an instructional service delivery area of the college such as some of the non-occupational courses offered through CCE. **No matter what type of program you represent, your program review must address the following areas of concern by SACS.**

1. Establish a clearly defined purpose which supports the institution's purpose and goals (a link to the college's mission).
2. Formulate goals which support the purpose of each unit (administrative objectives and student learning outcomes).
3. Develop and implement procedures to evaluate the extent to which these goals are being achieved in each unit (evaluate whether you are meeting your objectives).
4. Use the results of the evaluations to improve programs and services.

### Required sections by all programs:

In order to address SACS criteria, sections **I.A.1., I.A.2., I.B.1., III.A-F, and IV.A-E** on the Program Review outline will be required by all programs. Other elements of the Program Review process allow for some freedom among programs. This overall review process has been refined to assist each unit in gaining helpful information and insight from the process.

## Description of the Process:

### Section One: Program Profile

#### A. Mission/Purpose

Each unit will have an opportunity to describe their program in some detail. All programs should fit nicely into the Mission of CCC. Most programs don't have a separate mission except for areas that must be accredited such as Nursing, Paralegal, etc. These programs are often required to have a "department" or "program" mission. If your program has a mission, you may use it here. But if it does not have a mission separate from the College, do not take the time and energy to create one, instead, simply address how your unit's goals fall in line with the College's mission and goals. Goals must always lead back to the mission. If they do not, red flags go up in the minds of those reading your review. All units must link to the college's mission.

*Analysis should include:*

Review program goals and objectives to determine the degree to which they:

- Are derived from and support the CCC mission
- Are consistent with expectations of employers, transfer institutions receiving students, and the needs of the community served
- Are consistent with the purpose of the program as stated in the catalog
- Match with the General Education goals at CCC (                      ) and the core competencies mandated by NCCCS **Insert appendix**

Each program should identify the knowledge and skills expected of graduates of the program and what they will do when they graduate.

#### B. Faculty

Faculty provide the foundation of academic programs and the ability of the College to deliver quality educational experiences. Faculty qualifications should reflect the ongoing development of instructional faculty.

1. The credentials of all full and part-time faculty:
  - degrees, special training, certificates, etc.
2. The accomplishments of the faculty (representative not exhaustive list):
  - grants, recognition, awards, fellowships, community service, etc.
3. Professional Development activities of the faculty (representative not exhaustive list):
  - courses taken, special training received, conferences attended, etc.

### C. The Students

It is important to discuss the type of student that your program serves. Many programs serve only one type of students... e.g., Radiography students must be admitted to the program and the program serves no non-majors. Therefore their students are all declared majors. They have a certain GPA and set of prerequisites to enter the program. Other programs serve a diverse group of students. The following are suggested (not an exhaustive list):

Institutional Research will provide the following for you in a table you can upload into your document (by program code or core set of course numbers):

- Headcount, assigned seats and FTE by term (since Spring 06)
- Demographic information on students (race, gender, age)
- Degrees/certificates/diplomas awarded
- Age, race, gender and credit hour loads of students
- Majors and non-majors

Other information you may want to include (from your records)

- Programs that require your courses
- Noticeable trends in enrollment
- Funds received to serve students previously not served

An explanation of any of the above would be welcome if an understanding can be reached as to why certain trends have occurred. The important issue here is that programs have an understanding of who they serve and how characteristics of those they serve impact programs (offerings, outcomes, etc.)

### **Section Two: The Program**

Units can define their "program." Some will be degree-granting programs and others will be a set of courses taken for training purposes or as core courses toward general education. Programs have freedom to explain themselves in terms of "function." The introduction should include a summary of the current curriculum, not a listing of courses, which can be found in the catalog. When you describe your current students, summarize a narrative from the information about your students included in the Information Packet provided to you by the Institutional Research.

#### **A. Definition of the program**

**B. Curriculum or coursework** - This has more to do with the department/program's offerings. Some items that might be included are:

1. Service courses for general education core
2. Stand-alone programs (set of courses that don't lead to a degree)
3. Degrees, certificates, diplomas
4. Other

**C. External accreditation - the process, what is involved and status**

- Accreditation by whom and the process

**D. Innovations, new programs, new courses, state-wide or national efforts, diversity applied to curriculum**

- The application of diversity to the curriculum
- Curricular changes (innovations, new courses, recognized efforts)

**E. Testing and remedial coursework**

**F. Evaluate Instructional Modalities**

Describe the various instructional modalities that students experience in your program or discipline. Highlight or showcase those that have been particularly effective in producing student learning (e.g., online courses, clinical experiences). Describe how you know that these modalities were effective in producing student learning. Consider how you meet the differing learning styles of students in your program. Describe how the instructional modalities are appropriate to the purpose of the program and the goals of the program or discipline. If students have access to your courses through various distance learning opportunities and instructional delivery systems such as web-based courses or computer-based courses describe how student learning is assessed in these courses. If program includes distance courses from the other colleges, describe those.

**G. Funding for curricular changes or offerings**

- Funds received to meet curricular needs

*Analysis should include:*

**1. Review of the current curriculum and description of students:**

- Make sure the courses are logically sequenced
- No duplicate content except as needed for reinforcement
- Take into consideration emerging issues in your field or discipline
- Curriculum comprehensive enough to meet goals of the program, general education goals including core competencies mandated by SCHEV
- Changes in curriculum should be recommended at this time but refrain from revising the curriculum until outcomes assessments are defined.
- Degrees & specializations – describe whether or not the program has an optimal mix of degree, specializations and certificates
- Strengths and weaknesses of the curriculum
- Courses that support programs other than the one being evaluated
- Relationships with Carteret County schools (e.g., dual enrollment) and other colleges (specific articulation agreements)

- A description of your current students based on IE data

### **Section 3: Student Learning Outcomes (each program should identify 2-3 student learning outcomes, only)**

Education has moved into the age of assessment. We can no longer evaluate the effectiveness of our programs solely by FTE and numbers served. Our system office, accrediting agencies, and government officials are interested in the outcomes our students see as a result of attending Carteret Community College. **It is no longer good enough that we offer programs. We must demonstrate that we are continually seeking to improve the content and methodology of those programs to better meet the changing needs of our students and the community.** Many states have gone to performance-based funding to force colleges and universities to assess how effectively they are meeting student outcome objectives.

**"Student Outcomes" are benefits for students: changes in knowledge, values, position, skills, behavior or status.** More simply stated, outcomes are typically what faculty hope students achieve once they complete a program or set of courses (e.g., ability to orally communicate, pass the state nursing licensure exam, get a job in a related field).

In this section, **you must:**

1. Identify program-level outcomes
2. Identify administrative(?) and student outcomes for your program (no more than 3-5)
3. Identify what assessment you will use to measure progress on that outcome (the State Nursing Board exam results)
4. Identify what constitutes success on that measure (e.g., 80% passing rate)
5. Use of results to improve programs (Once you receive the data from your assessment - what are going to do with it?)

Attached is a form (  ) for programs to use to identify and track outcome data.

**Insert form**

### **Measuring Program/Student Outcomes**

There are several steps involved in measuring (program/student) outcomes:

**1. Identify outcomes.** In order to identify program and student outcomes, there are a number of sources for input:

- An advisory committee who understands the benefits students achieve as a result of the program.
- Use some focus groups of former graduates or completers to get information as to the benefits students have received as a result of your program.
- Look at the syllabi of instructors to see what instructors as a whole expect students to achieve through coursework.
- Look at the literature in your field.

- Check with other schools with similar programs to see how they have assessed outcomes.

## 2. Review current outcomes measurements:

- Use the course-embedded assessments (**insert appendices**) first. Review tests, exams, reading assignments, oral presentations, capstone courses, etc. to ensure that they are assessing student learning. Then consider additional assessments needed. **???**

## 3. Establish Program Outcomes:

- These are outcomes which are objectives set by the program faculty/staff but don't necessarily have to do with student learning. If you choose to set objectives, set no more than 2-3. Examples of program outcomes would be:
  - To apply for and receive accreditation from \_\_\_\_\_
  - To retrain two faculty members in the area of (something needed for your program)
  - To increase the number of students completing courses by 10%

## 4. Establish Student Outcomes:

There are two types of student outcomes: (1) General Education and (2) Specific Program Outcomes. Carteret Community College's General Education goals (found in the catalog) coincide with SACs' fundamental (skills).

- Specific Program Outcomes may relate to:
  1. Job placement rates
  2. Transfers to 4-year programs
  3. Knowledge/skills achieved that make one successful in the field
  4. Improved condition
  5. Values practiced
  6. Completion rates and retention rates
  7. End-of-course test scores
  8. Critical success factors, licensure exam scores
  9. Lifelong learning indicators
  10. Professional service and participation
- What outcomes **"are not"**:
  1. Grades from courses
  2. A list of the 400 learning objectives off the syllabi (don't include copies of your syllabi as proof)
  3. Program outputs (Headcount, FTE, Assigned Seats, number of graduates, etc.)

## 5. Define assessment methodology:

The program should define its method for actually assessing program-level and student learning outcomes. Some typical methods are:

- Pre and post-test students upon entry and exit from a program
- Include a program survey in the general follow-up surveys of graduates and employers conducted by Planning and Research
- Use focus groups
- Student engagement survey (CCSSE)
- Use archival data (credentialing boards, state exams/licensing tests)
- Surveys and feedback from graduates
- Surveys and feedback from completers
- Surveys and feedback from current students
- External feedback - advisory committee members, employers of graduates, supervisors of internships, clinical and apprenticeship work

### Section 4: Responding to outcomes assessment:

**(1)** Using outcome assessment and accountability measures results to improve programs and services is the most important aspect of annual review. By assessing outcomes, programs often find that students are not doing well in certain areas or that changes need to be made to keep up with trends in the field. Finding program weaknesses or need for change is a "good thing". This gives a program direction for making changes and the ability to document the effort taken to make program improvements (true institutional effectiveness). Results from measuring student outcomes should be used in this section

**(2)** Most programs in higher education feel strongly that they are offering a good program that is state-of-the-art in their field. Often this is not true and programs would benefit in taking a frequent inventory of program effectiveness, strengths and weaknesses and make regular feedback part of their planning process. Students and employers are excellent sources of perceived program strengths and weaknesses. Five sections that must be included are:

- A. Strengths identified by students and employers
- B. Weaknesses identified by students and employers
- C. Recommendations and strategies for change
- D. Strategies for change - ways to better serve out students
- E. A one-year follow-up on strategies for change

**(3)** SACS wants colleges to "close the loop" or use feedback to improve programs. Programs often claim "on paper" to use student feedback to make programmatic changes but evidence of those changes is never recognized. This is why section IV. E is so critical to the review process. Programs that are reviewed in a given year will be required to submit a brief document in the Spring of the following year identifying all the programmatic changes made as a result of assessing program and student outcomes the previous year during their annual review.

(4) As the results of the various assessments are analyzed, recommendations based on the findings will start to cluster. You should include a chapter in your report that describes actions taken to improve the program or discipline during the evaluation process and provides a plan to accomplish the recommendations and suggestions you make.

(5) As the recommendations and suggestions emerge, so will the action plan. Resist the urge to write the action plan before all the assessments are completed and recommendations are made. Recommendations and suggestions should be placed throughout the report where the supporting data are reported. Make sure that each recommendation and suggestion is clearly supported by the evidence you present. It is very helpful (both to you as you write the report as well as to readers later) to list all recommendations and suggestions made at the end of the chapter in which they appear. Each recommendation and suggestion that you make throughout the report must also appear as part of your action plan.

(6) A recommendation describes an action that must be taken to achieve the goals and objectives of the program or discipline and to make the program effective. The recommendations must be tied to supporting evidence in your report and must be directly and clearly related to the goals and objectives of your program or discipline. Recommendations are to be related to program or discipline specific issues, not college-wide policies and procedures, and include an action to be taken, a rationale for the action, the title of the person responsible for taking the action, and a due date.

(7) Your Division Director chair will be required to report on the implementation of your action plan one year after it is approved by the Administrative Council and again one year after that. Therefore, recommendations should address those areas over which you have some control and influence. Do not, for example, indicate that an action must be taken by "the college," but name the person who will be responsible and accountable for carrying out the recommended action. Finally, remember this is your action plan. It will detail what you and your colleagues plan to do to improve the effectiveness of your program.

(8) A suggestion describes an action that should be taken to improve the program's or discipline's effectiveness. Each suggestion must also define a plan for action in the same way a recommendation does. Obviously, suggestions are not as strong as recommendations and therefore should define areas that while not crucial to the effectiveness of a program or discipline would, if carried out, enhance it.

- The following format is recommended for each recommendation and suggestion in your action plan:

**RECOMMENDATION:** Include the page number in the report where it appears.

**RATIONALE:** The evidence from your report that supports the recommendation or suggestion.

**ACTION TO BE TAKEN:** This should be specific in nature. Just what, exactly, is to be done?

**RESPONSIBILITY** Name a single person (or position) as the responsible party (and it should be someone over which you have influence since this is, after all, your action plan).

**DATE BY:** Be realistic here. The wheels of academe grind slowly.

**(9)** This summary will form the basis for your action plan and will be included along with a copy of the executive summary and action plan sent to members of the Curriculum Committee, the Vice President for Instruction, and the President. It will also be included in the annual assessment report to the NCCCS.

Below are examples of how a student learning outcomes summary might look.

### **Learning Outcome 1:**

**Program Goal:** General Education Objective 1:1. Students will in organized, clear, grammatically correct English appropriate for a specific subject and audience.

**Assessment Techniques:** Written report in (list of courses) graded by program faculty for content and quality of writing appropriate to the program.

**Assessment Outcome:** 75% of the students received a satisfactory grade on their reports.

**Recommendations:** Students need a better understanding of the criteria for a satisfactory report.

**Actions Taken:** A handout on the requirements for a satisfactory report will be provided to students and placed in the writing lab. Students will be provided with an example of a satisfactory report.

**Actions to be Taken:**

### **Learning Outcome 2:**

**Program Goal:** General Education Objective 4:1. Students will demonstrate the ability to work effectively on a team.

**Assessment Techniques:** Faculty observation during class-time devoted to group project work in (list course). Student written self-evaluation in (list course).

**Assessment Outcome:** Faculty observed that 75% of the students demonstrated the ability to work effectively on a team. 90% of the self-evaluations indicated good understanding of effective teamwork.

**Recommendations:** Students have some difficulty in putting the principles of effective teamwork into practice.

**Actions Taken:** Have students critique a video showing a team at work and have them indicate which principles were well-employed and which were not.

**Actions to be Taken:**

**Note:** Continue in a similar manner with a summary of other program goals and general education objectives that were assessed.

### **Section Five: Future Issues (not needs for change)**

This is an opportunity for programs to discuss what they will need for future growth, where their program is going, or anticipated future changes. Resources needed for future efforts can be discussed here. Some other issues that can be discussed are:

- A. Anticipated future curricular changes and needs - this may include the development of new courses or a new emphasis track.
- B. Market trends within the program area
- C. Equipment, space and faculty needs for future growth or continuation
- D. Future plan
- E. Review Resources

Review the adequacy of resources for your program. In any case where you consider the resources that support your program to be inadequate, you must justify that judgment by evidence that student learning is adversely affected. Consider the support personnel working in the program as well as the instructional and institutional academic support services that are unique and critical to your program. Are the classrooms and laboratory facilities adequate? If not, what must be done to make them adequate? Is the library collection available adequate? If not, consult with the librarians to determine what must be done to improve the holding. What about equipment and supplies? Again, if the data indicates that they are inadequate, you must describe what must be done to correct the situation. Last but not the least, include the budget as well.

**Form A ??**

**CARTERET COMMUNITY COLLEGE ASSESSMENT REPORT  
FOR**

\_\_\_\_\_  
(Instructional Program)

\_\_\_\_\_  
(Degree Level)

\_\_\_\_\_  
(Assessment Period Covered)

\_\_\_\_\_  
(Date Submitted)

**Intended Educational (Student) Outcome 1:**

**Means of Assessment for Outcome 1:**

Means of Program Assessment & Criteria for Success:

Summary of Assessment Data Collected:

Use of Results to Improve Instructional Program:

**Intended Educational (Student) Outcome 2:**

**Means of Assessment for Outcome 2:**

Means of Program Assessment & Criteria for Success:

Summary of Assessment Data Collected:

Use of Results to Improve Instructional Program:

**Intended Educational (Student) Outcome 3:**

**Means of Assessment for Outcome 3:**

Means of Program Assessment & Criteria for Success:

Summary of Assessment Data Collected:

Use of Results to Improve Instructional Program:

**Intended Administrative Outcome 1:**

**Means of Assessment for Outcome 1:**

Means of Program Assessment & Criteria for Success:

Summary of Assessment Data Collected:

Use of Results to Improve Instructional Program:

**Intended Administrative Outcome 2:**

**Means of Assessment for Outcome 2:**

Means of Program Assessment & Criteria for Success:

Summary of Assessment Data Collected:

**Use of Results to Improve Instructional Program:**

**Intended Administrative Outcome 3:**

**Means of Assessment for Outcome 3:**  
**Means of Program Assessment & Criteria for Success:**

**Summary of Assessment Data Collected:**

**Use of Results to Improve Instructional Program:**