



A Guide to
Academic Program Review

DRAFT (Spring 2012)

Office of Institutional Effectiveness

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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 faculty assessment. The requirements for the evaluation of faculty are covered by an existing contract between the faculty and the DCCC.

Introduction

Purposes of Program Review

The purpose of Program Review at DCCC is to encourage excellence in the instructional program. Specific goals include:

- reviewing and suggesting improvements in the following:
 - curriculum of the program
 - contributions to student success
 - faculty opportunities for research, professional development, and creative activity
- reviewing the use of resources and facilities to identify needs for additional resources and/or evaluate program continuance
- charting new directions for the program and the department

A program self-study, from the point of the view of the program, is to provide an opportunity for the consideration of long-term goals for development, where the program stands in terms of achieving those goals (the program's strengths and weaknesses), and what resources are necessary to move forward.

Guidelines and Procedures for Program Review

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

Program Review Roles and Responsibilities

Most importantly, the review 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.

Each program, in collaboration with the Dean and the Office for Institutional Effectiveness, will identify and solicit input from an **Internal Review Committee**. The Internal Review Committee will consist of at least 3 members with at least 1 Program Faculty and 2 members from other programs at DCCC.

Each program, in collaboration with the Dean and the Office for Institutional Effectiveness will identify and solicit input from an **External Review Committee**. External reviewers, as recognized experts and professional practitioners in the field knowledgeable about the program, are consulted to provide critical judgment, to ensure the objectivity of the process, and to determine how the program compares to other programs and benchmark institutions in the region.

Participation of the **Assessment Process Committee (APC)** is an integral part of the Program Review process, in particular when the result of the self-study leads to suggestions for curricular modifications or changes in program offerings. Additionally, the **Associate Vice Provost for Institutional Effectiveness** can provide support and advice and should be consulted frequently and informed regularly as to the project's progress and results.

General Guidelines for Program Review

- 1) Reviews for each program are scheduled every five years.
- 2) 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. The Deans and Directors are responsible for ensuring that the self-studies and external reviews are completed by their programs in a professional and timely manner.
- 3) Self-studies are prepared by the faculty of the program and submitted to the Dean and the Office of Institutional Effectiveness. Department Chairs and/or Program Coordinators should ensure that there is widespread faculty participation in the self-study and the internal and external review and that faculty are informed of all recommendations resulting from the self-study.

- 4) Before the self-study process begins, the Office of Institutional Effectiveness will provide quantitative data to the program including enrollment, credit generation, faculty productivity, student success measures, and resource allocations for multiple years prior to the year of self-study.
- 5) All programs are required to have an internal and external review as part of the program review process. The internal and external review committees should review the program's self-study and any resulting proposals for program modifications, indicating agreement or disagreement with each suggestion and, as appropriate, offer additional suggestions.

The Program Review Process

- 1) The Office of Institutional Effectiveness shall initiate the program review via a memo to the Program Faculty and the Dean. Programs will have access to various profiles (demographic, enrollment, and student success) and will be provided opportunities to seek additional data as deemed useful from the Office of Institutional Effectiveness.
- 2) The Program Faculty shall prepare a self-study according to the guidelines (see Appendix B). When completed, the Program Faculty shall send one copy to the Dean and provide copies to the Internal and External Advisory Committees.
- 3) The Internal Advisory Committee shall submit a report within 1 semester (excluding summer) of receiving the self-study. The report should comment on the self-study's conclusions and recommendations for program improvement, and may contribute additional suggestions.
- 4) The External Advisory 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 review the program facilities and resources. The committee shall submit a report within 1 semester (excluding summer) of receiving the self-study or, where scheduled, within 90 days of a campus visit. The report should comment on the self-study's conclusions and recommendations for program improvement, and may contribute additional suggestions.
- 5) The Program Faculty creates a brief, substantive summary of the major findings and plans for action from the Self-Study, and response(s) to the suggestions from the Internal and External Review Committees.
- 6) The Dean shall review the self-study for quality and consistency with the overall goals and directions of the department/center. The Dean will comment on the conclusions and recommendations from the self-study, internal review, and external review, as appropriate. The Dean then shall submit the Program Review Portfolio including the self-study, internal review report, external review report, program response/comments, and the Dean's comments to the Office of Institutional Effectiveness for review and for forwarding to the Provost and the Assessment Process Committee.

- a. The Associate Vice Provost for Institutional Effectiveness shall meet with the Dean and Program Faculty, as needed throughout the self-study and review process, to clarify points in the program review portfolio.
- b. The signature of Associate Vice Provost for Institutional Effectiveness accepting the program review portfolio will indicate the program has fulfilled the intention and specific requirements and conclude the review.
- c. Conclusions and recommendations for program improvement derived from the review will be forwarded to the Provost for consideration in College planning and budgeting processes.

Guidelines for the Internal and External Review Committee

Composition of the Internal Review Committee

1. The Internal Review Committee will consist of at least 3 members with at least 1 Program Faculty and 2 members from other programs at DCCC. Where possible, reviewers shall include faculty from related or complementary programs.
2. The selection of the reviewers is made by the Program Faculty in consultation with the Dean.

Composition of the External Review Committee

1. The External Review Committee shall include at least two people for each program from outside the DCCC system. The selection of the reviewers is made by the Program Faculty in consultation with the Office of Institutional Effectiveness and the Dean.
 - a. The program compiles a pool of potential reviewers, including names, titles, and brief backgrounds, which is forwarded to the Dean and the AVP for Institutional Effectiveness. The Dean and AVP may concur with the pool of reviewers or may exclude, with explanation, an individual nominee.
 - b. After this consultation is completed, the proposed pool will be returned to the program so that the faculty can select the external reviewers.
2. The program shall schedule the external review in coordination with the Dean and the Office of Institutional Effectiveness.
 - a. The program shall provide the external reviewers a copy of the self-study and any other pertinent materials and coordinates a campus visit, as appropriate.
 - b. Where a campus visit is scheduled:

- i. The program is responsible for collecting materials for the reviewers to review, including: course outlines, advising materials, and samples of student work.
- ii. The visit should include opportunities for the reviewers to meet with the Dean, faculty, and students. The external reviewers should also be given a tour of the facilities.
- iii. The external reviewers should be given time and a location to review documents and confer before the exit meeting.
- iv. In consultation with the Provost Office, the Dean will underwrite the expenses associated with the external review process.

Responsibilities for Internal and External Reviewers

Reviewers should bring an informed and unbiased view to the assessment of the program. External reviewers should consider whether the plans of the program are appropriate, considering such factors as the current condition of the program, trends in discipline, the nature of the faculty, and the characteristics of the students and the community the program serves. Reviewers may be provided with a list of questions to be specifically addressed in their report, but they are not to be constrained from covering other issues that might arise during the course of their review.

The report does not need to be in a specific format. However, it is expected that the report will address conclusions and any recommendations for program or curricular modifications in the self-study indicating agreement or disagreement with each suggestion, and as appropriate, make additional recommendations. The final report is a single report signed by all committee members and should be submitted within ninety days after receipt of the self-study or, where scheduled, after the completion of the campus visit. Dissenting opinions should be included when consensus is not reached. The report should be addressed to the Dean, who will distribute copies to the Program Faculty.

Appendix A – Timeline for Program Review

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, who often delegate the responsibility to a chair or faculty coordinator. At every step in the process, the faculty's designee should communicate with both the Office of Institutional Effectiveness and the Dean or designee.

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 pre-review activities in 2016-2017 and the internal and external reviews and final report would be submitted in 2017-2018.

Note: Program Review includes a summary of Program Assessment activity conducted in the designated review period. For Year One, Year Two, and Year Three activities refer to the DCCC Program Assessment process.

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 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). Responses to the Internal and External Review Committee reports from the Program Faculty and Dean are added to the Self-Study file. Final Self-Study file submitted to the AVP of Institutional Effectiveness for signature of completion and forward to the Provost and Assessment Process Committee.
- **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 B - Guidelines for Program Review Self-Study

The purpose of Program Review (PR) is to encourage excellence in the instructional program. Areas of the programs that are reviewed include: student enrollment and success, assessment of student learning, faculty professional development, and student involvement and satisfaction. In addition, there should be consideration of the program's organizational and physical resources.

- **Program Overview**
 - Philosophy/mission (2-3 paragraphs)
 - Statement of program design, goals, and desired outcomes (2-3 paragraphs)
 - Review of recommendations/proposed actions from last program review
- **Evaluation of Enrollment and Student Success Indicators- SEE APPENDIX D** which presents student profile data and reflection on trends. Note: data is presented for both the program and the College (as a comparative) over multiple years. Programs should **reflect on the following data in the Analysis and Recommendation section** of their review:
 1. Presentation and discussion of **student profile and enrollment**
 2. Presentation and discussion of student **graduation, transfer** and/or **employment** outcomes
 3. Presentation and discussion of a summary analysis **of student-feedback forms** from program courses
 4. **Presentation of Program Staffing:** Analyze program staffing and discuss how it impacts your program. Consider the following examples in your analysis: support staff, ratio of full-time to part-time faculty and number of sections taught by each, and anticipated attrition (of faculty or staff)
 5. 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.
- **Summary of 5 Years of Program Assessment**
 - Provide a summary of Program Assessment Reports (#3 & #4) for the last five years.
 - Describe identified strengths.
 - Explain actions taken as a result of identified weaknesses in achieving objectives. Specifically, explain how actions have led to improvement of student learning.
 - Determine if additional resources are needed to adequately assess student learning.
- **Evaluation of Instructional Support**
 - **Professional Development:** What professional development activities did program faculty participate in during the last five years? What specific changes

resulted from faculty participation (i.e., curriculum revisions, course development, teaching methodologies)? Describe the anticipated benefit of additional professional development opportunities to the program. If possible, estimate and explain the costs of additional professional development opportunities that are important for the faculty in this program.

- **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.
- **Program Facilities:** How adequate and appropriate are program facilities and equipment? Describe any projected needs.
- **Analysis & Recommendations**
Identify and discuss - Major Program Strengths; Program Weaknesses or Needs for Improvement; Plans for Improving or Correcting Identified Weaknesses. Include proposed time lines for those improvements/corrections. Also include any requests/needs for additional resources to address these improvements/corrections.
- **Further Comments**
Provide any further information or discussion that you feel was not solicited by the above questions but that you think would assist the outside reviewers and the administration in understanding and evaluating the program.

Appendix C – Program Review Portfolio

A completed Program Review Portfolio will include:

I. Program Self-Study Report

II. Internal Review Report

III. External Review Report

IV. Dean’s Response

V. Program Summary and Response: a brief, substantive summary of the major findings and plans for action from the Self-Study, and response(s) to the suggestions from the Internal and External Review Committees.

VI. Affirmation of Faculty Participation: all Program Faculty responsible for the program should certify that they have been involved in the review process and have reviewed the full Program Review Portfolio.

A complete Program Review Portfolio should be delivered to the Associate Vice Provost for Institutional Effectiveness. Signature of the AVP 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 D - Program Review Data Needs by Program

PROGRAM NAME: _____

1. Student Profiles

1a. Fall Snapshots of all Students in Program

Indicators	Program			College Comparison		
	Fall 1	Fall 2	Fall 3	Fall 1	Fall 2	Fall 3
Age Categories						
Sex						
Race/Ethnicity						
FT/PT						
Transitional Placement						
Residence						
Financial Aid						
First Generation						

1b. Fall Snapshots of all New Students in Program

Indicators	Program			College Comparison		
	Fall 1	Fall 2	Fall 3	Fall 1	Fall 2	Fall 3
Age Categories						
Sex						
Race/Ethnicity						

FT/PT						
Transitional Placement						
Residence						
Financial Aid						
First Generation						

2. Outcomes

2a. Successful 3 year outcomes: Graduated, transferred or still enrolled

	Year 1 New Students	Percent graduated	Percent not graduated, transferred	Percent not graduated and not transferred, still enrolled at DCCC	Total percent graduated or retained in higher education	Attrition percent (did not graduate, no longer enrolled)
FT						
PT						
Overall						

2b. Graduate Profile

Indicators	Program			College Comparison		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Age Categories						
Sex						
Race/Ethnicity						
FT/PT						
Transitional Placement						

Residence						
Financial Aid						
First Generation						

2c. Data from Graduate Survey (will vary based on response rate for program)

3 years of surveys of the current year's graduates- response rate, percent in school, percent working, problems transferring, individual comment

3. Student Feedback

- Year 2: Surveys or other methods of student feedback need to be designed in consultation with the Office of Institutional Effectiveness
- Year 3: Surveys (either online or by scantron) need to be administered or other studies conducted and results analyzed
- Year 4: Data finalized and discussed as part of program review.

4. Full Time/ Part Faculty Data

Faculty	Degree			Degree		
	PhD	MA		PhD	MA	
Full time						
Part time						
Total						

Faculty	Course sections taught		
	Course 1	Course 2	Course 3
Full time			
Part time			
Total			

5. Contact the Director of Alumni Programs for help in convening interviews or opinions of graduates.