Instructional Program Review Template

Purpose

The goal of Instructional Program Review is to empower departments and faculty to make informed decisions and improvements that support student success and prepare our graduates for advanced studies or employment. It is primarily an internal activity meant to foster self-reflection, support thoughtful, evidence-based planning, and result in effective action. While departmental review provides external accountability, it is primarily a function that is supposed to be useful and a benefit to the department itself.

The department is encouraged to conduct its review with a focus on students, using data and self-reflection to determine departmental progress in meeting its goals and objectives. The review provides an opportunity to assess student learning and identify teaching practices that contribute to student success. Additionally, areas of improvement are to be identified and an action plan developed that will be implemented prior to the next review.

Timeline

- Fall In-service: Instructional dean meets with programs scheduled to be reviewed to go over expectations, the template, the timeline and designating a faculty lead;

- November 15: Instructional dean meets with designated lead to get updates, provide resources and ensure everything is on track;

- November 15: Deadline for submitting initial data requests to the academic assessment coordinator (AAC).

- January 25: Academic assessment coordinator provides requested data.

- February 1: Instructional dean meets with designated lead again to get updates, provide resources and ensure everything is on track;

- Spring In-Service: The program presents an oral report based on the Program Review to: department faculty, the instructional dean, the vice president of instructional services (VPIS), the Director of Curriculum & Academic Assessment (DCAA), the AAC. Other interested stakeholders may attend.

- April 30: Instructional dean, VPIS and DCAA provide written summary of feedback

- May 31: Program will revise the report addressing all areas of concerns expressed in the dean, VPIS and DCAA feedback. Final program report will be posted by the AAC. The AAC will notify the program's faculty lead, instructional dean, and VPIS of final posting.

Analyzing and Reporting Assessment Results

An assessment plan's value to the department lies in the evidence it offers about overall department or program strengths and weaknesses, and in the evidence it provides for change (Wright, 1991). The key factors in achieving real value from all of your work is to make the most out of the information you have collected by using effective analysis and interpretation practices.

Definitions

Data – Data is individual pieces of factual information recorded and used for the purpose of analysis.

Analysis – Analyzing data should include organizing, synthesizing, interrelating, comparing, and, most importantly, interpreting the assessment results. There is no formulaic, cookie- cutter answer when providing analysis. It requires thinking, evaluation, judgement, and should provide meaning for your results and reason behind your decisions/goals.

Estimations of time required for each section are provided in red. [1]

Section One: Mission and Goals (10 to 30 minutes)

A. Describe the mission of the program.
B. Describe program alignment with CGCC Mission/Strategic Priorities

Section Two: Previous Review's Goals (Recommendations), Action, and Analysis (½ hour to 2 hours per goal (recommendation). Estimation of time is dependent on whether research is required or if action over the last 5 years can be found in the annual Department Review Updates.)

A. List goals (recommendations) from previous reviews. Summarize actions taken in response to goals (recommendations). Provide results and analysis of each action taken.
B. Please describe other actions taken that were not based on previous review goals (recommendations). What assessment, evidence, or need prompted these actions? Provide results and analysis of each action taken.

Section Three: Current Department Assessment – Describe, Assess,

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[1] Time estimates are based on one person doing each of the different parts of the template, however the department is encouraged to work together to complete the different sections. As a result, less time may be needed based on a collaborative approach.

Analyze & Identify Needs

Assessment data should include, whenever possible, disaggregate data as well as aggregate data. Please apply an equity lens to all analysis, identifying any equity gaps across various populations. Currently, CGCC is using the following categories for disaggregation: race/ethnicity, gender, age, first generation college student, and economic status (based on Pell applications). However, you are not limited to exploring only these populations.

A. Student Learning

1. Course-Level Outcome Achievement: (AAC provides the raw Part B data for the previous 5 years. 6 to 12 hours, dependent on the number of courses included in the department.)

   - Provide data and summary analysis of student achievement of course level outcomes since the last program review

   - Explain how your department applies and supports assessment-driven changes made to improve attainment of <u>course</u>-level student learning outcomes. Describe how the changes could be applied across the curriculum in your department and discuss the effectiveness of those changes to student achievement of course-level outcomes.

2. Degree/Certificate/Program-Level Outcomes: (AAC provides raw data. Department to do analysis. 5 to 16 hours, dependent on the number of degrees and certificates within the department.)

   - Provide data and summary analysis of student achievement of degree/certificate/program level outcomes since the last program review

   - Provide data and summary analysis of student achievement of Related Instruction outcomes addressing communication, computation, and human relations (certificates of 45 credits or more only)

   - Explain how your department applies and supports assessment-driven changes made to improve attainment of <u>program</u>-level student learning outcomes. Discuss the effectiveness of those changes and their impact on student achievement of program-level outcomes.

3. Institutional Learning Outcomes (degrees only): (AAC provides raw data. Department to do analysis. 2 to 5 hours, dependent on the number of degrees.)

   - Describe how your department uses data to develop assessment-driven changes that impact student learning of Institutional Learning Outcomes (ILOs). Discuss the effectiveness of those changes and their impact on student achievement of the ILOs. Explain how your department integrates ILO instruction into courses to support student achievement of the Institutional Learning Outcomes.

4. Completion Rates (IR provides the raw data. Department to do analysis. 2 to 5 hours, dependent on the number of degrees and/or certificates)
   - Provide data and analysis on student graduation within 150% of time
   - Provide data and analysis of average GPA for program graduates

B. Curriculum

1. Alignment with professional and national standards and/or university transfer
   - Identify any course changes required to ensure currency and relevancy related to professional and national standards and/or university transfer

   - Identify any degree/certificate/program changes required to ensure currency and relevancy related to professional and national standards and/or university transfer

   (First two bullets of "Curriculum 1" – 2 to 3 days / 16 to 24 hours)

   - Evaluate the relationship between the department and the Advisory Committee. (This could include quantity, expertise and breadth of professional representation, sufficient collaborative opportunities, etc.) (CTE programs only)

   - Forecast future employment opportunities for students, including local, state and national forecasts if appropriate (CTE programs only).

   (Last two bullets of "Curriculum 1" – 3 hours.)

2. Enrollment (IR provides the raw data. Department to do analysis.)
   - Provide data and analysis of course enrollment since last review (8 hours)

   - Provide data and analysis of degree/certificate/program enrollment since last review

   - Provide analysis of student retention in classes in the program, progression term-to-term and year-to-year (8 hours for 2nd and 3rd bullets combined)

   - Describe current and projected demand and enrollment patterns (2 hours)

C. Teaching and Faculty Development

1. Evaluate your department's incorporation of instructional best practices and their effectiveness on student learning (4 to 5 hours)

2. Evaluate the texts and materials being used in your courses (appropriateness, credibility/authority, DEI, currency, availability, affordability, etc.) (3 hours)

3. Describe how your department supports professional development activities and evaluate their effectiveness to improve teaching and learning. Describe your department's strategies for professional development to be disseminated within

the department and the college. (3 hours)

4. Describe how your department faculty have contributed to the college's mission and vision outside their primary teaching responsibilities. This can include college committee work,   community outreach, co-curricular activities (2 hours)

5. Use data to analyze and evaluate whether the quantity and balance of full and part time faculty is adequate to meet the needs of the program (2 hours)

D. Budget

1. Analyze and describe adequacy of budget for meeting the needs of the program/department (5 hours, including a cost analysis)

Section Four: Goals (2 hours)
Based on the analysis of the needs identified in Sections Two and Three:
A. Provide goals for the next review cycle.
B. Dream Big

Section Five: Achievements, Celebration and Recognitions
A. Share some program achievements, strengths, commendations and/or recognitions that the department is particularly proud of. Feel free to unapologetically brag! (1 hour)