Office of the Vice President
for Community Colleges

## Windward Community College
August 7-8, 2006

PROGRAM REVIEW

Policy Framework
Process Design
Process Implementation
Reporting the Outcomes
Making Program Improvements

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ACCJC Expectations

The primary purpose of an ACCJC-accredited institution is to foster learning in its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement. An effective institution maintains an ongoing, self-reflective dialogue about its quality and improvement.
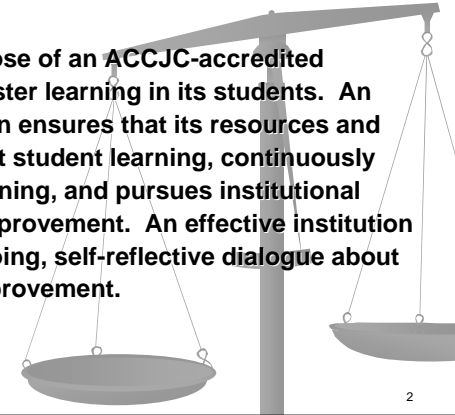
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ACCJC Expectations
Standard I - Mission

- **The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.**
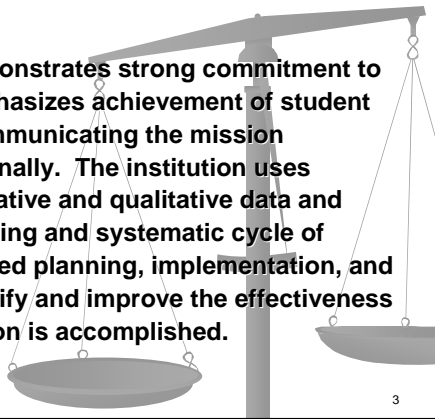
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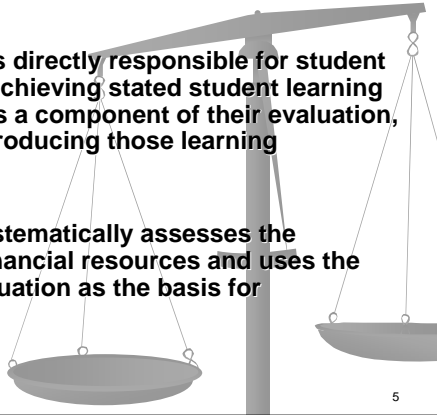## ACCJC Expectations
Standard II – Student Learning

- **Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**

- **The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

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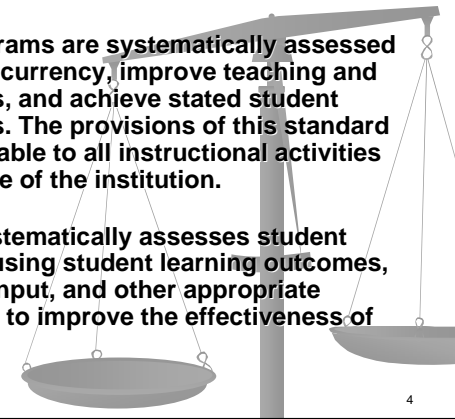
ACCJC Expectations
## Standard III – Resources

- Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

- The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

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ACCJC Expectations
## Standard IV – Leadership & Governance

- The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness.

- The Board's actions reflect the commitment to supporting and improving student learning outcomes as reflected in the accreditation standards and expectations for institutional improvement.
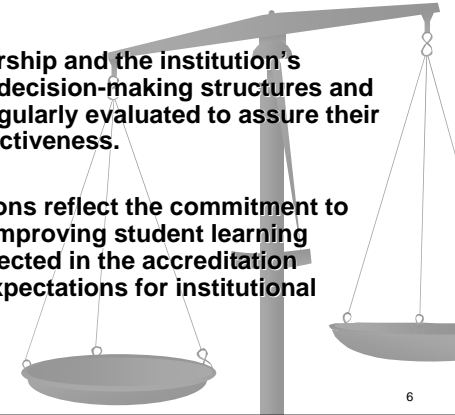
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2002 Standards

All four standards require processes for on-going program review and assessment of educational programs and services to inform decisions on institutional planning and budgeting. Improvement is best achieved when an integrated system based on student achievement *and* student learning outcomes is used by the institution.
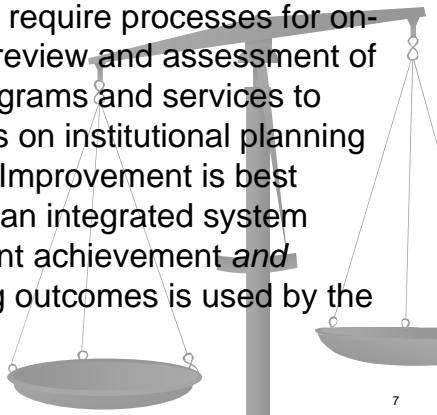
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The Foundation:
Program Review Process

- What are the components of an effective process?
  - Data driven (quantitative/qualitative)
  - On-going and consistent (appropriate timelines)
  - Governance and research components
  - Evaluation and oversight of process
  - Systematic and institution-wide
  - Integrated with and informs planning/budgeting decisions

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The Foundation:
Program Review Process

- **What evidence indicates effective institutional program review processes?**
  - **Planning/budgeting documents all levels**
  - **Governance meeting minutes (language and culture)**
  - **Planning and budgeting ACTIONS**
  - **SLO's assessed as part of processes all levels**
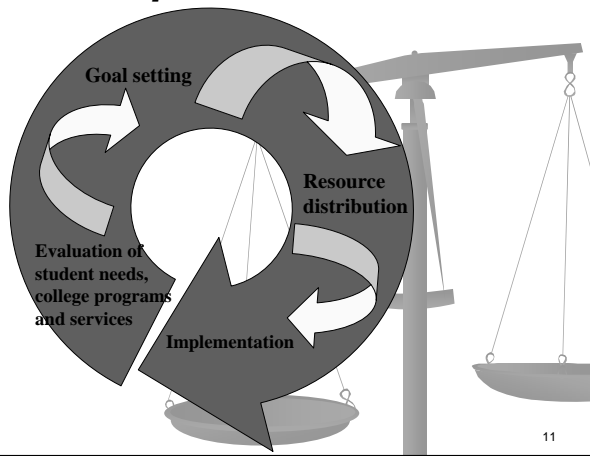 - **CHANGE documented all levels**

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An Integrated System

- Student learning centered
- Program review/assessment processes at all levels of institution to achieve student progress and student learning
- Goals/Objectives for achieving student progress and student learning result in plans and budgets
- Implementation/Action/Change

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Evaluation, Planning, and Improvement

Goal setting

Resource distribution

Evaluation of student needs, college programs and services

Implementation

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What Data Should Program Review Include?

- **Data on student demographics and needs upon entering the program or institution (their starting point).**
- **A review of the programs mission and educational objectives to ensure they are relevant, current, and useful and address student educational goals (including comparisons to other programs, or workforce needs analyses).**
- **A review of the student learning outcomes designed for the program and the related pedagogies.**
- **Data on student enrollment in the program, on student achievement, on student learning outcomes.**

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What Data Should Program Review Include?

- **Analyses of the above data, an discussion of the meaning of those analyses, and identification of strengths and weaknesses of the program.**
- **Plans for improvement of the program, with resources and other needs identified, or plans for discontinuation of the program.**
  - **These plans should be integrated with overall institutional planning.**
  - **The plans should form the priorities for both the program and institution's distribution of resources.**

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What Data Should Program Review Include?

- **Some program review data will be quantitative data: assessment scores for entering students, number of entering students, completion, graduation, transfer, job placement rates or numbers, etc.**
- **Some program review data will be qualitative: descriptions of student learning outcomes, of student special needs, of pedagogical design, etc.**
- **Program review should always be done in a historical context: how has the institution improved (or not) over time, how have student needs changed (or not) over time.**
- **Program review *should include longitudinal data.***

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UHCC System Program Review

- **Letter from ACCJC January 31, 2005**
  - *The Commission is concerned that the UH Community Colleges continue to lack an integrated system-wide program review, assessment and improvement process that sets the expectation that campuses develop a culture and practice of assessment and that supports improvement in campus practice at the system decision-making level.*

  - *Furthermore, confusion continues about the respective roles of campus and system administrators in determining campus priorities, and this lack of distinction continues to challenge the ability of each college to meet accreditation standards.*

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UHCC System Program Review

- **ACCJC found**
  - *Uneven progress in developing program review policies and practices among the campuses*

  - *Inconsistent use of data across campuses*

  - *Uneven support among campus constituencies for program review*

  - *Unclear links between program reviews and budget requests and allocation decisions at the campus and system level*
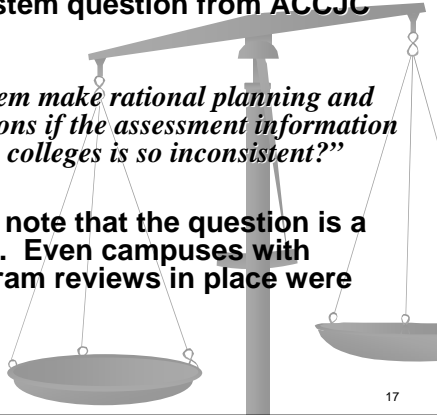
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UHCC System Program Review

- **Fundamental system question from ACCJC is,**

  "How can the system make rational planning and allocation decisions if the assessment information coming from the colleges is so inconsistent?"

- **It is important to note that the question is a system question. Even campuses with acceptable program reviews in place were put on warning**
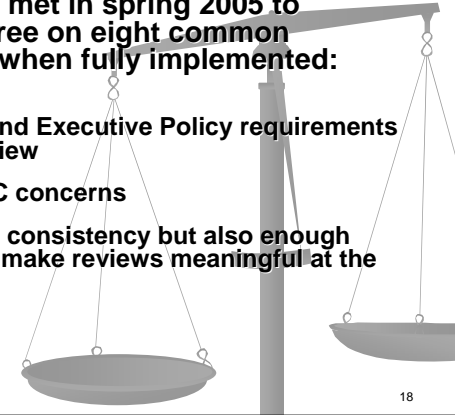
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UHCC System Program Review

- **CC Chancellors met in spring 2005 to develop and agree on eight common principles that, when fully implemented:**

  - **Meet UH BOR and Executive Policy requirements on program review**

  - **Address ACCJC concerns**

  - **Provide system consistency but also enough local control to make reviews meaningful at the campus level**

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UHCC Program Review Principles

1. **Comprehensive review of instructional and non-instructional program at least once every five years.**

2. **Improvement plans linked to campus strategic plan**

3. **Annual report of program data reflected   in updated action plan**
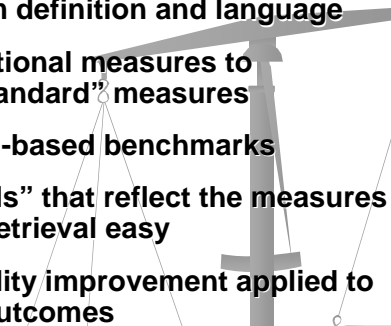
4. **Continuous quality improvement**
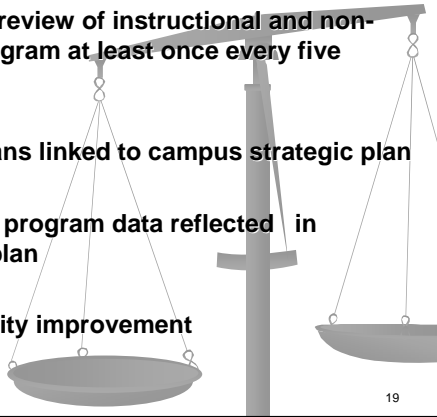
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Principles cont'd

5. **Process shall be collegial**

6. **Information shall be publicly available**

7. **Comparable measures used consistently across campuses**

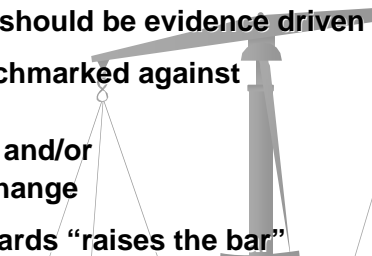8. **Reviews and plans for improvement used in resource allocation at the campus and system level.**

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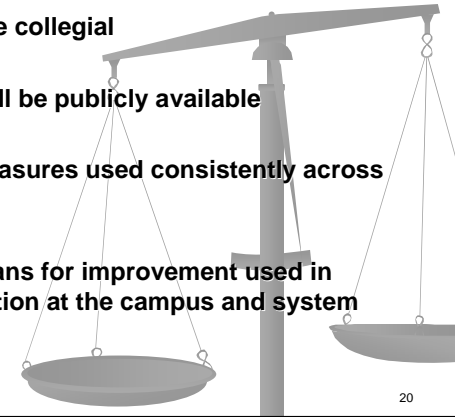
What will make it work …

- **Common system definition and language**

- **Creation of additional measures to complement "standard" measures**

- **Selected system-based benchmarks**

- **Creation of "tools" that reflect the measures and make data retrieval easy**

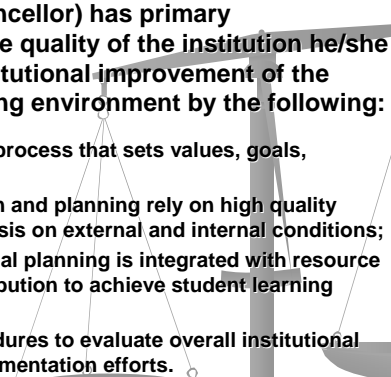- **Continuous quality improvement applied to measures and outcomes**

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How it will work …

- **Program review should be evidence driven**

- **Evidence is benchmarked against**
  - **Best practice**
  - **Desired goals and/or**
  - **Incremental change**

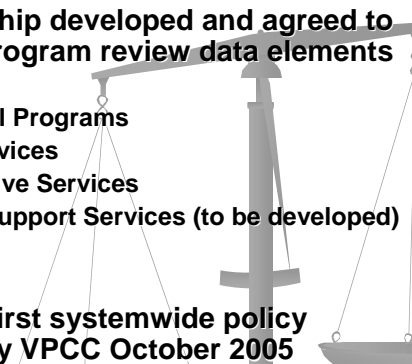- **Achieving standards "raises the bar"**

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Who will make it work … (ACCJC Standard IVB2.b)

- **The president (Chancellor) has primary responsibility for the quality of the institution he/she leads….guides institutional improvement of the teaching and learning environment by the following:**
  - **establish collegial process that sets values, goals, priorities;**
  - **ensuring evaluation and planning rely on high quality research and analysis on external and internal conditions;**
  - **ensuring educational planning is integrated with resource planning and distribution to achieve student learning outcomes: and**
  - **establishing procedures to evaluate overall institutional planning and implementation efforts.**

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As a result . . .

- **UHCC Leadership developed and agreed to a core set of program review data elements for:**
  - **Instructional Programs**
  - **Student Services**
  - **Administrative Services**
  - **Academic Support Services (to be developed)**

- **UHCCP 5.202 first systemwide policy promulgated by VPCC October 2005**

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UHCCP 5.202: Purpose

- **Program reviews are intended to provide a regular assessment of the effectiveness of degree programs, of significant non-credit programs, of areas of major curricular emphasis, and of major educational and administrative support functions.**

- **Program reviews are conducted by the faculty and staff in the program, based on agreed upon measures and program plans.**

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UHCCP 5.202: Purpose

- **Program reviews provide for assessment of student learning, program demand and efficiency, analysis of external factors impacting a program, and assessment of planned program improvements.**

- **Program review results shall be used for decisions relating to program improvement, program modification, and/or program termination.**

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UHCCP 5.202: Required Elements

- **Comprehensive Review at least once every 5 years**
- **Review results in improvement plans linked to College Strategic Plan**
- **Annual Report of program data**
- **Information Publicly Available**
- **Comparable measures shall be used consistently across colleges**
- **Results used in decisions for resource allocation at college and system level**

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UHCCP 5.202: Programs Subject to Review

- **All Board of Regents approved credit degree and certificate granting programs. Program reviews for degree granting programs should incorporate reviews of all related certificates and non-credit programs, and student service support.**

- **All non-credit programs where the scope of the program is comparable to a credit degree or certificate granting program and where the program is not otherwise incorporated in the review of a degree granting program.**

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UHCCP 5.202: Programs Subject to Review

- All educational and administrative support programs.

- Any cross-curricular emphases or special programs that have been designated by the College as a significant component of the general education or strategic direction of the College.
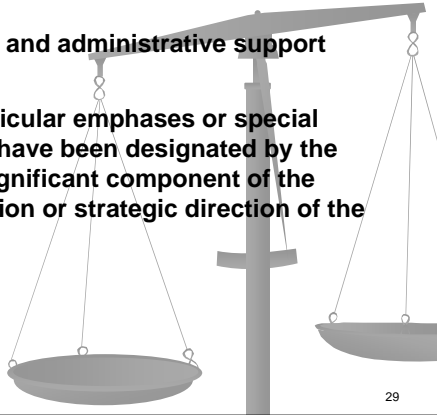
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UHCCP 5.202: Frequency

- All programs shall prepare annual reports documenting performance on agreed upon outcomes, key benchmarks, critical external factors, and planning improvements.

- Comprehensive Review at least once every 5 years – professional/external accreditation within two years will satisfy requirement.
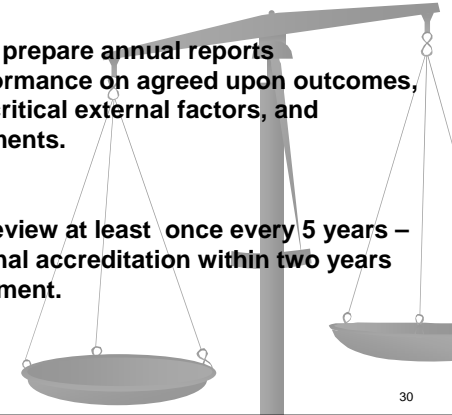
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UHCCP 5.202: Content

- Statement on the mission or purpose of the program, including the target student population

- Information on external factors affecting the program

- Historical trend data on key measures

- Program health indicators with benchmarks to provide a quick view on the overall condition of the program
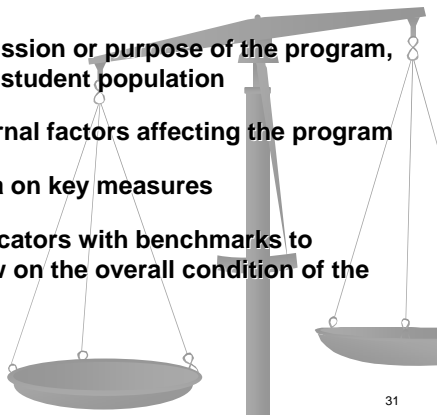
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UHCCP 5.202: Content

- Required external measures

- Analysis of the outcomes over the period of the review, including an assessment related to progress in achieving planned improvements

- Recommendations for improvement or action to be incorporated into the unit plan or the College's next strategic plan.

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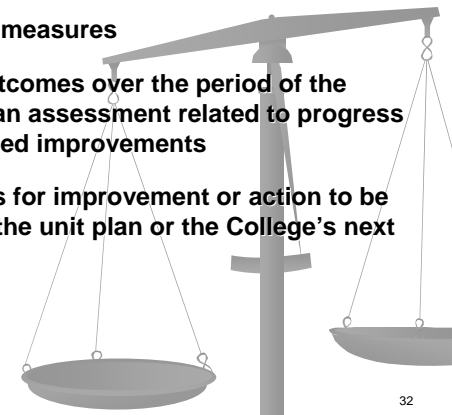
UHCCP 5.202: Dissemination

- The Office of the Associate Vice President for Academic Affairs shall compile an annual report of program reviews summarizing the reports completed and significant actions or issues identified in the reports.

- The Vice President for Community Colleges will report the results of the program reviews to the Community College Committee of the Board of Regents.

- The program reviews and the annual summary shall be made available to the Community Colleges' community and the general public through a public web site.

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UHCCP 5.202: Assessment of the Program Review Process

- Under the management of the Community Colleges' Director of Academic Planning, Assessment, and Policy Analysis, the established Community College System deans and/or directors groups are responsible for assessing the effectiveness of the system Program Review Process and to recommend changes to improve the outcomes of the process.

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UHCCP 5.202: Assessment of the Program Review Process

- At the conclusion of each year, each established system vice chancellors/deans and/or directors group will review the measures and content of the program review in their respective area to ensure that the review provides the information necessary for program assessment and improvement.

- At the conclusion of each program review cycle, each established system vice chancellors/deans and/or directors group will conduct an assessment of the overall program review policy and procedures to determine if improvements are necessary.
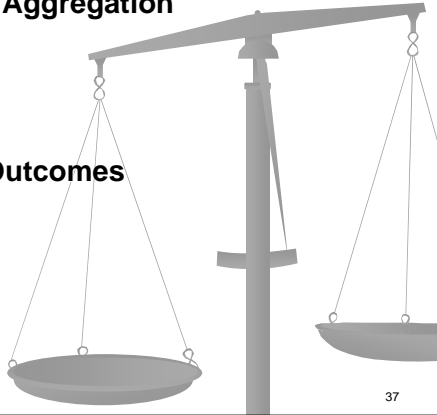
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Additional Support for the Process

- 2006 Legislature approved for Program Review and Program Improvement Fund:

  - 8.25 positions

  - $535,852

    - $290,852 allocated to fill positions
    - $245,000 allocated to selected program improvement activities
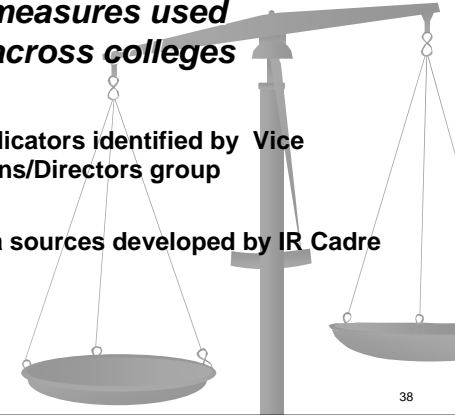
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SO HOW DID WE DO?

- **System Data Aggregation**

- **Reporting**

- **Analysis of Outcomes**

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System Data Aggregation

- *Comparable measures used consistently across colleges*

    - Quantitative Indicators identified by Vice Chancellor/Deans/Directors group
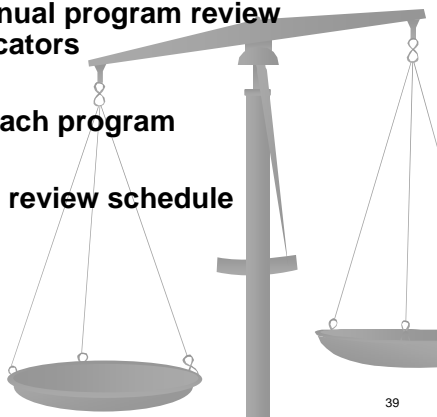
    - Definitions/data sources developed by IR Cadre

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Reporting

- **Worksheet of annual program review quantitative indicators**

- **Coversheet for each program**
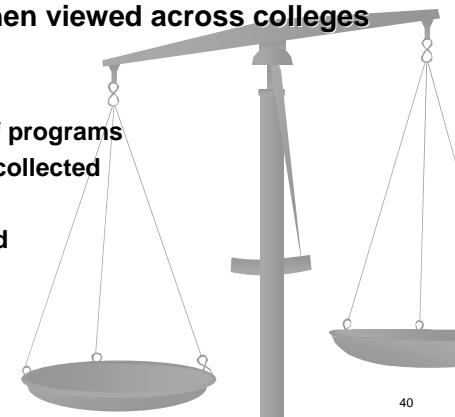
- **College program review schedule**

(May 2006)

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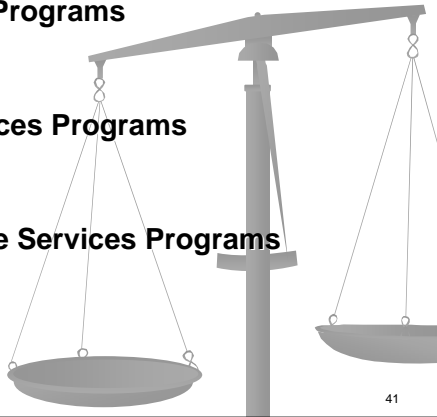## Analysis of Outcomes

- **Inconsistent when viewed across colleges**

- **Challenges**

    - Identification of programs
    - Timing of data collected
    - Indicators used
   - Format received

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Breakout Sessions

- **Instructional Programs**
  - **Akoakoa 105**

- **Student Services Programs**
  - **Akoakoa 107**

- **Administrative Services Programs**
 - **Akoakoa 106**

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Monday Breakout Sessions

- **Share annual report of data and comprehensive program reviews**

- **Review of established UHCC procedures, data elements and summary reporting**

- **Recommendation for changes.**

- **Benchmarking: What data elements should we use, how should we develop benchmarks, how should we report outcomes based upon analysis of performance against benchmarks?**
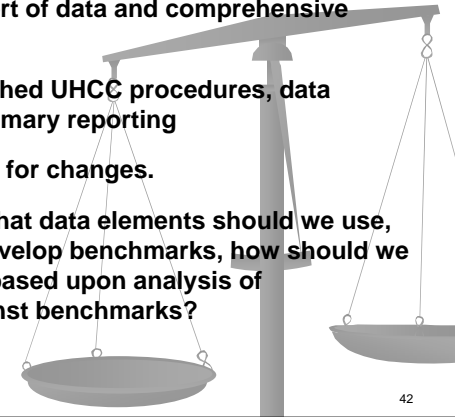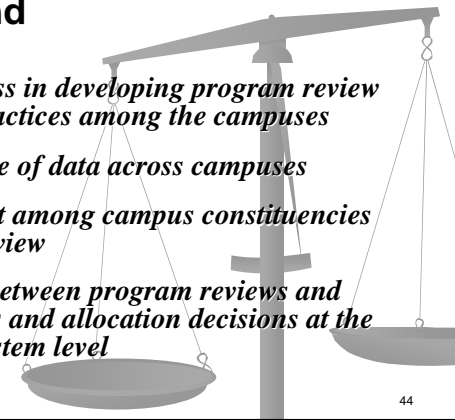
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Tuesday, August 8th

- **Reports from Monday Breakout Sessions**
  - **Procedures and Implementation**
  - **Benchmarking**
  - **Reporting the outcomes of program review**

- **Process for system resource allocation**
  - **Breakout groups discussion and recommendations**

- **Reports from Tuesday Breakout Sessions**
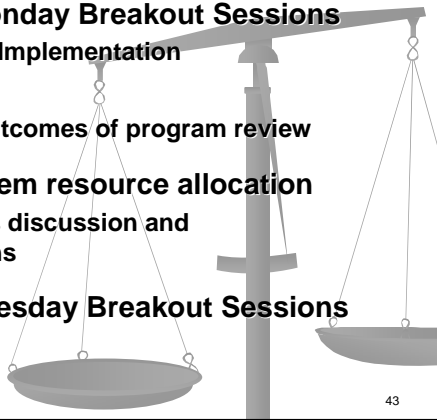
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We Need to Remember

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