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# Program Review Celebration and Next Step

Present by

Academic Senate

Teaching and Learning Committee

Planning Committee

College Assembly

10.1.2018

# Program Review and Assessment Cycle

| Program Review and Assessment Cycle | | | | | | |
|---|---|---|---|---|---|---|
| | 2017-18 | 2018-19 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| **Dept. Chair/Deans** | Checking on Courses to be assessed and updated (COORS revised and sent to Curriculum Committee for Approval) each year | | | | | |
| **Program Review** | Comprehensive | | Update | | Update | Comprehensive |
| **Assessment** | CSLO | CSLO | CSLO | CSLO | **PSLO** | CSLO |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 1 |
| | | | | | | |
| | | COOR Updates for Courses Assessed in Previous Year | | | | |
| | 5 Year Cycle | | | | | |

# Examples

Example of program reviews

Comprehensive Program Review One Drive

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# What Did We Learn from Our Comprehensive Program Review

1. The feedback on the overall process was positive and indicated that this program review process created opportunities for dialogue.

2. The process and template promoted dialogue both within the department and with their program/unit Dean however, it was also apparent that some programs/units no dialogue was initiated.

3. Additional guidance and training on the analysis and goal-setting sections with program/unit leads in advance may help increase the quality of responses in these sections.

5. There is still some confusion for programs with multiple certificates and degrees, as became evident when reviewing the PSLO sections and assessment reports.

6. Clearer and more widespread communication needs to be developed to delineate the role of the Assessment Coordinator from that of program review, as many faculty thought the coordinator would assist them with completing their program reviews.

7. The data sets for Student Services was minimal consequently, it was difficult for the program/unit to utilize the data provided to complete their program review.

# Turning Learning Into Possible Actions

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1. Revise questions in the CPR templates to be more prescriptive and guided *(In Progress, Planning Committee)*
2. Guidance and training on the analysis and goal-setting sections with program/unit leads in advance to help increase the quality of responses in these sections. *(In Progress, Today and Dept. Chair)*
3. Structure program review as a strategic plan for the program/unit
   a. Identify common needs and a shared understanding of what constitutes a complete program/unit analysis
   b. Professional development (PD) activities on program analysis, utilizing data to set goals, and goal alignment with college's goal
   c. Provide PD on setting up appropriate metrics to measure goal attainment
   d. Provide PD for managers on how to have the dialogue with their program/unit regarding their program review
4. Improve the technology and better tracking of Course Outlines of Records, CSLOs and PSLOs. *(In Progress, TLC)*
5. Review and revise the PSLO reporting templates *(In Progress, TLC)*

# Goal Setting

**Smart Goal (1981): Shout Out to George T. Doran!**

- **Simple framework for setting and achieving goals**
- **Not all goals have to have all five parts**
- **Maintain flexibility—this is meant to help, not hinder your planning**

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# Examples: Non-SMART to SMART

***Example 1***

**Goal:** I will lose weight

**SMART Goal:** I will track what I eat, staying below 2000 calories each day, and weighing myself every day. I will see how much weight I lose by the end of the first month, and use that to set a realistic weight loss number each week.

# Examples: Non-SMART to SMART

***Example 2***

**Goal:** Increase student success

*Directions: On your own, think of how you would make this more of a SMART goal, in your context and role on campus. Let's do this silently.*

*After a couple of minutes, we'll give the signal to start sharing with your neighbor.*

Specfic
Measurable
Achievable
Relevant
Time-bound

# Resource Allocation

- New process approved by SGC in September 2018.
  - Budget Request Database (Parking Lot)
  - 2 Year Life Cycle (can be renewed)
  - Update existing request, submit new requests, anytime
  - Funding schedule for SGC (Fall), Cabinet (Fall & Spring), Office of Instruction/Student Svcs. (anytime), all based on available budget
  - Categorical & "Box 2A" processes/structure remain
- All approved resource requests will populate the Budget Request Database, no need for double entry.

# Resource Allocation

For most recently completed, Comprehensive Program Review:

- Instructional Units
  - 49 requests, $2.4M
  - Estimated “Box 2A” requests: $1.3M
  - Ongoing: $345.8K  One-time: $784.7K
- Student Services/Learning Community Units
  - 23 requests, $508.4K
  - Ongoing: $456.4K  One-time: $52.0K
- Administrative Units
  - 13 requests, $427.0K
  - Ongoing: $287.0K  One-time: $140.0K