What Did We Learn from Our Comprehensive Program Review (1 of 3)

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

2. The process and template <u>promoted dialogue</u> 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 <u>analysis and goal-setting</u> sections with program/unit leads in advance may help increase the quality of responses in these sections.

4. The Deans indicated <u>the feedback and certification phase of the program review process</u> absorbed a significant amount of time specifically for those units who did not access or utilize the data and did not give the time and effort needed to complete a thorough comprehensive program review.

What Did We Learn from Our Comprehensive Program Review (2 of 3)

Assessment Section

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

6. Clearer and more widespread communication needs to be developed to delineate <u>the role of the Assessment Coordinator</u> from that of program review, as many faculty thought the coordinator would assist them with completing their program reviews. It may be helpful to separate the assessment process from program review.

What Did We Learn from Our Comprehensive Program Review (3 of 3)

7. The Deans will be meeting with their program/unit leads over the next two to three years to develop, implement and assess their established goals.

8. The data sets for <u>Student Services</u> was minimal consequently, it was difficult for the program/unit to utilize the data provided to complete their program review. If we begin to develop more consistent measures/data sets now including refined data tools and metrics from the state, it will result in more relevant and useful data for the next program review period.

p4 Turning Learning Into Action

1. Revise questions in <u>the CPR templates</u> to be more prescriptive and guided include

   a. *More questions on goal-setting, action steps, timeline;*

   b. *Add sections on innovation and the outcome of the program/unit as a result of program review*

2. Revise the <u>title</u> of program review:

   a. Program Reflection and Planning (to become more about reflection and planning)

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.

5. Review and possibly revise the <u>PSLO assessment templates</u>

   a. *Allow for differences in programs/units (i.e. Philosophy versus Welding)*

   b. *Provide trainings*

p5 Next?

1. Schedule meetings—report back

2. Stakeholders involvement

3. Governance process