

Academic Program Review Evaluation Process Pilot Spring 2011

This process is designed to **review** degree and certificate programs. The **review** includes student learning, program trends, impact on the college, and community interest. The process is based on data provided by OPAIR and the department in which the program resides. A team of program faculty, convened and led by the department chair, will use this information to prepare the program evaluation. The completed program evaluation will be a concise synopsis of program productivity.

*A **suggested** timeline for the programs in the spring 2011 pilot follows the Instruction Overview.*

*Following the pilot, a **debrief** meeting will be scheduled to discuss this process. Please make notes about the experience to bring to **this** meeting **so that we can modify the process as needed**.*

Instruction Overview

- I. Use the program format beginning on page 2 with the Title Page to prepare the program **review** in the following **five** sections:
 - A. **Context** – Provide the following:
 1. Description of the degree or certificate program. This should be similar to what is in the catalog. (Not to exceed ½ page)
 2. Statement of relationship of program to College’s Vision, Mission, and goals. (Not to exceed ½ page)
 3. Statement of the history of the program including any significant changes (content, outcomes, facilities, etc.) made within the last five years. (Not to exceed ½ page)
 4. Statement of other program factors. This should include courses taught by program faculty to non-program majors, enrollment trends for each course listed, and GPA trend for graduates of the program.
 5. Proposed plan of study that enables students to complete the program within a four semester sequence, listing all required courses in the program. Use the Plan of Study template provided.
 - B. **Program Review Matrix** – Use the four rubrics, found in the Appendix, to complete the matrix. The rubrics are
 - **Student Learning Assessment Rubric**
 - **Program Trends Rubric**
 - **Impact on College Rubric**
 - **Community Interest Rubric**
 - C. **Recommendations for Improvement** – Based on the information in each of the four rubrics in Appendix E, the program faculty team and chair will develop recommendations for improvement. A score of 0 or 1 for any part of a rubric must be explained and, where appropriate, a recommendation for improvement made.
 - D. **Proposed Action Plan** – Based on the recommendations for improvement, the program faculty team will propose an action plan. Use the Action Plan template provided.
 - E. **Appendix** – Completed rubrics with supporting data provided by OPAIR and other documentation as required by the rubrics

- II. Submit the completed program **review** to the appropriate dean. The dean and chair review the **review** for completeness and make revisions to the recommendations and action plan, as needed. The dean will forward the completed evaluation to the Vice President for Academic Affairs.
- III. The VPAA will distribute the **program review** to the Academic Team for review and comment. The **review** will be approved with any necessary changes and returned to the dean for implementation.

Spring 2011 Program Review Pilot Suggested Timeline

Between March 1 and March 31, the program faculty team and chair will complete parts A, B, and E (Context, Program **Review** Matrix, and Appendix) of the **Review** Process document.

By April 1, the program faculty team, chair, and the dean will discuss and develop Recommendations for Improvement and a Proposed Action Plan (parts C and D).

By April 8, the chair will then complete the document and submit all parts to the dean for final review.

Before April 25, the dean will have copies of the document distributed to other deans and Academic team members for discussion at a special Academic Team meeting.

By May 13, summaries of all **program reviews** completed in Spring 2011 will be distributed to the Academic Council as an information item for its second meeting in May.

A follow-up meeting (date to be determined) will be scheduled for all parties to provide feedback and discuss the evaluation process.

PRINCE GEORGE'S COMMUNITY COLLEGE

[Insert program name] Program **Review**

Department of _____

Division of _____

Prepared by Program **Review** Team Members:
(List team member names)

Department Chair name

Submitted to the Dean on: _____ (insert date)

A. Context of the program review.

1. Description of the degree or certificate program. This should be similar to what is in the catalog.
(Not to exceed ½ page)

2. Statement of relationship of program to College's Vision, Mission, and goals.
(Not to exceed ½ page)

3. Statement of the history of the program including any significant changes (content, outcomes, facilities, etc.) made within the last five years. **If needed, additional information can be provided chronologically in a table in the appendix.** *(Not to exceed ½ page)*

4. Other program factors:
 - List courses taught by program faculty primarily to students who are not program majors.
 - Using the data provided by OPAIR, describe the 5-year enrollment trend for each of the courses listed above. In the description include the percent change from year to year and an interpretation of the data. Include the OPAIR data in the appendix. **(Percent change is calculated as the final value minus initial value then divided by the initial value and then multiplied by 100. Represented as a formula, it is $[V_f - V_i]/V_i * 100.$)**
 - Using the GPA data provided by OPAIR, describe the 5-year trend in GPAs for graduates of the program. In the description include the percent change from year to year and an interpretation of the data. Include the OPAIR data in the appendix.

5. Proposed plan of study that enables students to complete the program within a four semester sequence, listing all required courses in the program. Use the Plan of Study template provided **or a similar format that conveys the same information.**

Proposed Plan of Study - **TEMPLATE**

[Degree or Certificate name (ex. Biology Option)] – [Program code (ex. BIOL.AA)]

1st SEMESTER

XXX 1010	Principles of XXXXXX I	4
YYY 1010	General YYYYYY (Pre-req. BBB 1040)	4
EGL 1010	English Composition I	3
Humanities*	Group 1	3
Total		14

2nd SEMESTER

XXX 1020	Principles of XXXXXX II (Pre-req. QQQ 1010)	4
YYY 1020	General YYYYYY II	3
YYY 1030	General YYYYYY II Lab	2
CIS 1010	Computer Literacy	3
EGL 1020 or 1100 or 1340	English Composition II: Literature or Ideas or Technical Topics	3
Total		15

3rd SEMESTER

MAT 1350	College Algebra (Pre-req. MAT 1040)	3
XXX 2010	Further Studies in XXXXX	4
YYY 2010	Further Studies in YYYYY	4
Social Science**	Group 1	3
Total		14

4th SEMESTER

YYY 2020	Further Studies in YYYYY II	3
YYY 2040	Further Studies in YYYYY II Lab	2
Program Elective	BIO 2030 or BIO 2050 or BIO 2090 or MAT 2420	4
Social Science*	Group 2	3
Humanities*	Group 2	3
Gen. Ed. Elective	One course from either Humanities or Soc. Sci. Gen. Ed. List	3
Total		18

Program Total **61**

***Humanities List (6 credit hours total)**

Choose one course from each group:

Group 1: One Speech course from the general education list

Group 2: One Art, Music, Theater, Philosophy, Literature, or Foreign Language from the Humanities general education list

****Social Sciences List (6 credit hours total)**

Group 1: One history course from general education list

Group 2: One Anthropology, Economics, Geography, Political Science, Psychology, or Sociology course from the Social Sciences general education list (PSY 1010 is recommended)

Important Notes:

- **Please be advised**, is a *suggested* program of study.
- Depending on your placement tests, you may be required to complete additional coursework that is not shown here. Your faculty advisor can suggest the appropriate order for any additional coursework.
- Consult your faculty advisor if you would like to take some of these program courses during the summer/winter intersession.
- It is also recommended that you talk with your faculty advisor about the schools to which you would like to transfer, since transfer institutions may vary in their course requirements.

B. Program Review Matrix – Insert scores from each rubric and provide notes as needed

Rubric	Score from Rubric	Notes on Rubric Scores, as needed
1. Student Learning Assessment (Score 0-9)		
2. Program Trends (Score 0-18)		
3. Impact on College (Score 0-15) (Score 0-12 if no external certification)		
4. Community Interest (Score 0-9)		

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C. Recommendations for Improvement – Based on the information in each of the four rubrics in Appendix E, develop recommendations for improvement. A score of 0 or 1 for any part of a rubric must be explained and, where appropriate, a recommendation for improvement made.

- **Student Learning Assessment Rubric Recommendations:**

- **Program Trends Rubric Recommendations:**

- **Impact on College Rubric Recommendations:**

- **Community Interest Recommendations:**

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D. Proposed Action Plan – Using this table, provide at least one action plan and the related information (e.g. expected outcome, completion date, and responsible party) for each recommendation.

Rubric/ Recommendation	Action to Address Issue	Expected Outcome	Completion Date	Responsible Party
Example: Student Learning Assessment Rubric/ Expand offerings to meet workforce needs	Create a new course in xxxx	Course added to catalog	March, 2012	Department Chair

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E. Appendix

Student Learning Assessment Rubric

(circle the appropriate level of achievement in each column)

Score	Quality of Program Learning Outcomes, as listed in Catalog	Measurement of Outcomes	Use of Measurements
0	No program learning outcomes	Less than $\frac{1}{4}$ of outcomes measured in current year or past years	Results of measurements not analyzed
1	Have program learning outcomes that are not measurable	$\frac{1}{4}$ to $\frac{1}{2}$ of outcomes measured in current year or past years	Analysis completed with no recommendations
2	Have measurable program learning outcomes that do not capture the scope of the program	More than $\frac{1}{2}$ to $\frac{3}{4}$ of outcomes measured in current year or past years	Analysis completed with recommendations disseminated to department faculty, but no recommendations implemented
3	Have measurable program learning outcomes that capture the scope of the program	More than $\frac{3}{4}$ of outcomes measured in current or past years	Analysis completed with recommendations disseminated and implemented

Evidence to support rubric scores

- Quality of Program Learning Outcomes
 - List of Program Learning Outcomes
- Measurement of Outcomes
 - Courses where outcomes are measured
 - Instrument used to measure outcomes
- Use of Measurements
 - List changes made based on measurement of outcomes

Total Student Learning Assessment Rubric Score (possible 9 Points): _____

Program Trends Rubric

(circle the appropriate level of achievement in each column)

Score	Number of declared majors*	Trend in number of declared majors over past 5 years *	Percent of majors graduating**	Trend in Graduates over past 5 years **	Number of Credit hours of students in major**	Percent of Graduates meeting Success Criteria***
0	Fewer than 10 declared majors	Decreasing trend in declared majors	5% or less	Decreasing trend in graduates	Fewer than 100 credit hours	Less than 25%
1	10-50 declared majors	Constant number of declared majors	6%-14%	Constant number of graduates	100-400 credit hours	25%-49%
2	50-200 declared majors	10% growth in declared majors	15-25%	10% growth in graduates	400-1500 credit hours	50%-75%
3	More than 200 declared majors	Greater than 10% growth in declared majors	25% or greater	Greater than 10% growth in graduates	Over 1500 credit hours	Greater than 75%

Notes:

* Numbers and trends are based on third week, Fall semester numbers (provided by OPAIR).

** Graduates are counted as the number of degrees and certificates awarded in the prior academic year (provided by OPAIR).

*** Success Criteria is defined by the department. Elements of success criteria may be defined as transfer rate, licensure pass rate, or employment in related field (provided by OPAIR).

Total Program Trends Rubric Score (possible 18 Points): _____

Impact on College Rubric

(circle the appropriate level of achievement in each column)

Score	Resources Required for Program*	Trends in Employment Demands**	Number of external grants received (current and past two years)	Impact on college community***	Recent external certification or accreditation
0	Requires specialized faculty, program coordinator, facilities (e.g., classroom, lab), equipment, supplies, <u>and</u> staff	Decreasing demand for career employment	None	Program does not include opportunities for majors to engage the college or community	No certification or accreditation
1	Requires specialized faculty, classroom or lab with supplies, software, and staff	Constant demand for career employment	1	Program includes optional opportunities for majors to engage the college or community; less than 50% of majors participate	Specific company only certification (e.g., Microsoft, Apple, etc.)
2	Requires standard classroom and dedicated lab/software	2%-15% increase anticipated over next 10years	2-3	Program includes optional opportunities for majors to engage the college or community; more than 50% of majors participate	Accepted industry-wide certification or accreditation
3	Requires only standard classroom	Greater than 15% increase anticipated over next 10years	4 or more	All program majors required to engage the college or community	Dept. of Ed recognized national accreditation

* Resources include specialized faculty, program coordinator, instructional facilities, equipment, software, supplies, and lab staff.

** Trends in employment demand for program graduates over the next 10 years. (data from OPAIR)

*** This could include service learning, art exhibits, musical performances, theatre productions, field experiences, etc. Identify and provide evidence.

Total Impact on College Rubric Score: _____

- If external certification or accreditation is involved, then 15 Points are possible.

- If no external certification or accreditation is involved, then 12 Points are possible.

Community Interest Rubric

(circle the appropriate level of achievement in each column)

Score	Advisory Committee Membership	Committee Attendance and activities	Use of Committee recommendations
0	No committee	Committee never meets	No committee recommendations or recommendations ignored.
1	Three or fewer committee members with no representation from community of interest*	Committee meets only once per year. Committee hears presentation from department on current program	Committee recommendations reviewed by department faculty but not action taken
2	Three to five committee members with a majority of members from community of interest	Committee meets at least once a year. Committee questions department on activities and makes suggestions for improvement	All recommendations reviewed by department faculty. Limited action taken.
3	More than five committee members with wide representation from community of interest	Committee meets at least once a year and maintains communication in the interim. Committee reviews program outcomes and curriculum and makes suggestions for improvement.	All recommendations reviewed and all appropriate action taken.

*A formal community of interest includes representatives of stakeholders in the program. This could be prospective employers, local business and industry, alumni, representatives of academic institutions where transfer student attend, local community groups, Prince George's Public Schools, or representatives of other academic institutions that have similar programs.

Total Community Interest Rubric Score (possible 9 Points): _____

1. Other documents, as needed:

- List of Advisory Committee members and their affiliations
- Agenda from at least one Advisory Committee meeting
- Minutes from at least one Advisory Committee meeting
- Sample of communications with Advisory Committee members between meetings, e.g. emails

