

# PROGRAM REVIEW

A PROCESS FOR  
SELF-EVALUATION  
AND  
CONTINUOUS IMPROVEMENT

CHANDLER-GILBERT  
COMMUNITY COLLEGE

2008-2009

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## DESCRIPTION OF PROGRAM REVIEW

Chandler-Gilbert Community College strives to be a dynamic learning community that supports collaboration, diversity, and student success through quality programs and enthusiastic teaching, learning, and serving. The program review process is designed to ensure excellent educational programs that address student and community needs. It will be helpful to focus on where the program is now from a variety of perspectives, where do we want the program to be, and how and when does the program reach that point.

The purpose for program review is to:

- Provide quality programs through peer review and self-evaluation
- Encourage systematic collection and review of student learning assessments and effectiveness measures
- Ensure that the program meets its stated mission and addresses the strategic directions of the college
- Recognize and celebrate achievements and successes
- Identify and address concerns and difficulties
- Address and fulfill accreditation requirements

Elements of the process include:

- Faculty leadership
- Flexibility in defining areas to be assessed
- Support provided by Office of Institutional Research
- Recommendations based on quantitative and qualitative data
- A continuous improvement cycle whereby the recommendations and action plan for one cycle are addressed in the next cycle
- Sharing and communication of the program review summary and action plan with others at the college

A program review team will consist of:

- A Team Chair, typically a faculty member appointed by the Division Chair in consultation with the Vice President of Academic Affairs
- The Division Chair
- The program director/coordinator, if applicable
- Designated faculty and staff from the area, appointed by the Team Chair in consultation with the Vice President of Academic Affairs
- Adjunct faculty and/or part-time staff as appropriate, appointed by the Team Chair in consultation with the Vice President of Academic Affairs
- Staff from other areas as appropriate, appointed by the Team Chair in consultation with the Vice President of Academic Affairs
- A faculty member from another division, as appropriate, chosen by the Team Chair in consultation with the Vice President of Academic Affairs
- An advisory council member, for occupational programs
- Dean of Career and Technical Education, for occupational programs, ex officio
- Director of Research, Planning and Development, ex officio
- Vice President of Academic Affairs, ex officio

Examples of programs are:

- A group of courses that result in a certificate or degree (example: ATP in Accountancy, AAS in Aircraft Maintenance Technology, ...)
- Transfer programs, as well as sequences of courses taken for transfer to the university (ENG 101 and 102 sequence, business transfer courses, ...)
- Individual courses or a sequence of courses or combinations of courses (communication courses, math sequence, performing arts program)
- Special programs (Honors, Service Learning, Learning Communities, etc.)
- others

The process will involve the following steps:

- Identify the Team Chair and team members for program review
- Hold a team meeting to review purpose, process and end product
- Collect qualitative and quantitative data and other pertinent documents
- Review the data, reflecting on the purposes for program review
- Complete the program review form
- Present summary of program review data and conclusions at a public forum

Timeframes for program review will be:

- Every five years for most programs
- More often for programs where specific issues have been identified and where interim reporting may be necessary

A suggested timeline for a specific program's review is provided below. The Team Chair may modify the number of meetings according to the needs of the program.

Identify programs to review for the next academic year  
and identify team chairs by ..... December 1  
Orientation for team chairs ..... May 1  
First team meeting to focus on process by ..... September 30  
Second team meeting to review standard data sets by ..... October 30  
Third team meeting to review data from other sources  
and determine if more data is needed by ..... November 30  
Fourth team meeting to formulate recommendations and  
begin writing results by ..... January 31 or February 15  
Fifth team meeting to prepare draft by ..... February 15 or March 15  
Final report completed by ..... February 28 or March 31  
Presentation to division in ..... March or April  
Presentation at a public forum in ..... March or April  
One-Minute White Papers ..... March or April of following year

CHANDLER-GILBERT COMMUNITY COLLEGE

**PROGRAM:** \_\_\_\_\_

**PROGRAM REVIEW TEAM:** \_\_\_\_\_

**DATE OF THIS REPORT:** \_\_\_\_\_

**PERIOD OF YEARS BEING REVIEWED:** \_\_\_\_\_

**OVERVIEW**

State the mission of the program, describe program goals and objectives, describe the relationship to overall college mission and goals, ...

**SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW**

Provide a brief summary of significant developments since the last program review, with particular emphasis on challenges identified by the previous team, accomplishments relating to the action plans, any work yet to be done, ...

## **FOCUS ON STUDENTS**

Reflect on the degree to which the program is meeting student needs. Comment on each of the following categories. Some considerations are given after each category—**please comment on only those which are applicable to this program.**

### **Demographics**

[Analysis or examination of the demographics of the students enrolled, special populations being served or not being served, trends and patterns of enrollment, comparisons to other Maricopa Colleges and national trends, ...]

### **Student Satisfaction**

[Student surveys of enrollees, transfer students and/or graduates (program-specific or institution-level), qualitative measures for example focus groups or interviews, ...]

**Learning Outcomes Assessments**

[Documented outcomes, degree of faculty participation in regular assessment activities, results of assessments, what has been learned from assessments, what has changed as a result of assessments, what plans are there for changes in the future, are there appropriate feedback loops to improve student learning, ...]

**Student Success**

[Retention and completion rates, comparison to other Maricopa Colleges and national trends, transfer rates and/or transfer success, graduates' perspectives, employers' perspectives, degree to which students succeed at next educational level, degree to which diverse populations succeed, ...]

**Data Needs**

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

## **FOCUS ON FACULTY AND STAFF**

Reflect on the faculty and staff in the program and the degree to which their needs are met, in order for them to in turn be successful with students. Comment on each of the following categories. Some considerations are given after each category—**please comment on only those which are applicable to this program.**

### **Demographics**

[Demographics of faculty and staff, full-time and part-time, faculty, technicians, support positions, ...]

### **Professional Activities**

[Special projects, reassigned time, professional organizations, grants, partnerships, publications, presentations, other contributions, ...]

**Adjunct Faculty**

[Hiring, coordination, support, communication, ...]

**Staff**

[Secretarial/clerical support, other staff support, ...]

**Data Needs**

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

## **FOCUS ON CURRICULUM**

Reflect on the curriculum for the program—the courses, the scope and sequence, articulation with other institutions, teaching innovations, and other relevant issues—**please comment on only those which are applicable to this program.**

### **Summary of Program Curriculum**

[Degrees, certificates, sequences of courses]

### **Curricular Issues**

[Articulation, program development, course development]

### **Lead-in Courses**

[Developmental preparation, prior courses and their impact, alignment with AGEC or with Course Equivalency Guide, dual enrollment or articulation agreements with high schools, ...]

### **Follow-up Courses**

[Sequential courses, connecting activities, ...]

**Scheduling**

[Enrollment patterns and trends; time and date issues such as day, afternoon, evening, or weekend, format issues such as self-paced, distance, or short-term; ...]

**Innovations or Changes in Last Five Years**

[New issues, significant changes, improved methodologies, ...]

**Data Needs**

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

## **FOCUS ON SUPPORT**

Reflect on the support issues related to this program — **please comment on only those which are applicable to this program.** To what degree are they met, where are there kudos to be given, changes that have taken place, improvements to be made, ...?

### **Technology**

[Hardware and software, technical issues and/or support, instructional issues and/or support, training for faculty, ...]

### **Facilities and Equipment**

[Cycles for replacement or refurbishment of equipment, classroom spaces, labs, furniture, concerns, needs, ...]

### **Learning Resources**

[Collection of books, databases, journals, videos, ...; learning assistance or tutoring, ...]

### **Marketing and Public Relations**

[Brochures, print materials, website, special events, recruitment efforts, ...]

### **Support Services**

[Advisement, assessment, testing, job placement, ...]

### **Resources, Budget**

[Staffing, operating and capital budgets, grants, ...]

### **Data Needs**

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

## FOCUS ON COMMUNITY

Reflect on the degree to which you seek regular input from outside of the college—the community—for this program— **please comment on only those which are applicable to this program.**

### **Advisory Council**

[Advisory Councils' composition and input, number of Advisory Council meetings during the last two years, degree to which the Advisory Council reviews the competencies of the degree or certificates and program courses, timeframes for last reviews, other functions or activities of the Advisory Council, ...]

### **Community Groups**

[High school connections, community agency connections, other forms of community involvement, ...]

### **Community Issues Related to Program**

[Trends, employment trends or projections, transportation, funding]

### **External Requirements or Considerations**

[Certifications, accreditations, licensures, professional organization status or involvement, ...]

### **Data Needs**

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

## **SUMMARY**

### **Program Achievements, Progress Made Since Last Review**

[Major achievements, changes, implementations, progress made since the time of the last review]

### **Mission/Goals/Objectives**

[To what degree does the program meet its mission, goals and objectives?]

### **Strengths**

[Unique characteristics, special capacities, ...]

### **Challenges**

[Concerns, difficulties, areas for improvement, ...]

**Celebration and Recognition**

[Awards, honors, special recognitions, ...]

**Recommendations for Change**

[Internal to program, external to program, new opportunities, is additional data needed to effectively evaluate this program?, ...]

## ACTION PLAN

Program review is a means to an end, not an end in itself. Your final task is to develop a plan to improve the program. See the model on page 20.

[Identify 2-3 program goals and objectives for the future, improvements planned, changes taking place, responsible parties, timeframes, resource implications, etc....]

- 1) Goal:
  - a) Objective:
    - i) Timeframe:
    - ii) Responsible Party(ies):
    - iii) Resource Implications:
  - b) Objective: .
    - i) Timeframe:
    - ii) Responsible Party(ies):
    - iii) Resource Implications:
- 2) Goal:
  - a) Objective:
    - i) Timeframe:
    - ii) Responsible Party(ies):
    - iii) Resource Implications:
  - b) Objective:
    - i) Timeframe:
    - ii) Responsible Party(ies):
    - iii) Resource Implications:

## **GUIDELINES FOR WRITING THE REPORT**

Your report should be a well-organized narrative describing and evaluating your program, about 15 pages in length (single-spaced). Please use a traditional font and point size (such as Times New Roman 12) and number your pages.

Please be sure to check grammar, spelling, and dates. Your report will be viewed by others as representing the quality and integrity of your program.

Consider adding a glossary of terms if the report uses a number of acronyms or abbreviations that a general audience would be unlikely to understand.

Consider using appendices for survey results, audit reports, organization charts, forms, assessment instruments, samples of promotional materials, inventories, etc. Appendices should be numbered or lettered so you can direct readers to them in the body of the report.

## **PRESENTATIONS AT PUBLIC FORUMS**

Program reviews are presented to the college community in public forums in March and April at the Pecos Campus in Room C110. Twenty minutes will be allotted for each program review: 10-15 minutes for the presentation and 5 minutes for questions and answers. Academic program review team presentations are to include a brief introduction and the Summary and Action Plan from the academic program review report. Fifty (50) copies of the Summary and Action Plan need to be reproduced (2-4 pages) for distribution at the public forum. You should not duplicate your entire report for distribution to the college community, although you may make it available electronically.

Many team chairs use PowerPoint to present program review highlights. Due to the increasing number of program reviews each year, Media Services will no longer be able to produce videos, take photos, etc., for your team's presentation. Each team must rely on its own expertise and resources to produce a presentation.

Team chairs with special presentation needs (i.e., audio or video) must contact Media Services in advance of the presentation date. Team chairs who would like to practice their presentations in C110 need to make arrangements with Media Services.

For those team chairs using PowerPoint, Media Services will need to receive the presentation on a CD or a USB Thumb or Flash drive no later than the morning prior to the presentation date. Due to schedule constraints, Media Services will not be able to accommodate media brought by presenters the day of the forum.

## FOLLOW-UP ACTIVITIES

### 1. Archiving Program Review Forms and Supporting Documentation

- Paper copies of the completed program review including supporting data and other accompanying documentation should be filed with the:
  - Program Coordinator,
  - Division Chair,
  - Institutional Research Office, and the
  - Curriculum Office.

The Curriculum Office will provide notebooks containing complete program review information to the Vice President of Academic Affairs, and the Library for Institutional Reserve and eventual archiving.

- Select completed program review forms and accompanying documentation are available for viewing on a CGCC Web site: <http://www.cgcc.edu/progreview/>. So this information can be made available on an ongoing basis, please send an electronic copy of the completed program review form and other accompanying documentation that is in an electronic format as e-mail attachments or on disk to the Curriculum Coordinator. PowerPoint files will be welcomed.

### 2. One-Minute White Papers

- Team Chairs will be invited to present brief action plan updates during the public forum for program reviews the following year. A suggestion would be to keep an ongoing list of successes and challenges relating to action plan goals.

## GLOSSARY

<b>Goal</b>	A long-term organizational target or direction of development.*
<b>Mission</b>	A statement of organizational purpose.* For program review purposes, a statement of program purpose.
<b>Objective</b>	A measurable target that must be met on the way to attaining a goal.*
<b>Vision</b>	A description of what an organization will look like if it succeeds in implementing its strategies and achieves its full potential.*

\* These definitions were taken from  
*Creating and Implementing Your Strategic Plan*  
by John M Bryson and Farnum K. Alston.

## **CGCC VISION, MISSION AND GOALS**

### **VISION**

Chandler-Gilbert Community College strives to be a dynamic learning community reflecting collaboration, diversity, and student success through quality, enthusiastic teaching, learning, and serving.

### **MISSION**

Chandler-Gilbert Community College serves students and its diverse communities by providing quality life-long learning opportunities in a learner-centered environment through effective, accessible educational programs and activities.

We fulfill this mission as an institution of higher education through:

- University Transfer Education
- General Education
- Developmental Education
- Workforce Development
- Student Development
- Continuing Education
- Community Education
- Civic Responsibility
- Global Engagement

### **STRATEGIC GOALS**

1. Provide quality educational programs, services, and resources for the citizens of Chandler, Gilbert, Queen Creek, Higley, and the surrounding communities.
2. Offer developmental courses that will empower students to succeed in pursuing higher educational opportunities.
3. Support our community's economic development by providing educational programs to meet the specialized needs of business, industry, and the community.
4. Enable the institution to respond to the changing needs of today's educational programs, by providing technology for instruction and operations.
5. Enhance student success by providing quality student and academic support services.
6. Promote community service and student development opportunities.
7. Foster activities and programs that promote the understanding, appreciation and acceptance of diversity.
8. Serve as a community resource for social and cultural interaction.



## HELPFUL TIPS

- \* Identify special data needs early during the summer to allow time to generate the data and provide it when it's needed by the team.
- \* The graduation technician in Admissions & Records can provide additional data on occupational program graduates in the spring semester—usually sometime after March 1<sup>st</sup>.
- \* Prepare for the first team meeting by meeting in advance with those who provide support (examples: Institutional Research, tutoring, curriculum).
- \* Adjunct faculty, if selected carefully, can make excellent contributions.
- \* Former and current team leaders can be helpful resources.
- \* Don't hesitate to ask questions and get clarifications.
- \* Team chairs can gain insight by attending the program review public forum presentations.
- \* If some members of the team need to attend team meetings sporadically, or are occasionally unable to attend, e-mail can be used to keep them updated and is also useful as a means of getting a good cross-section of input.
- \* Some have found it helpful to keep the committee to a manageable size.
- \* Once you have started entering information on the program review form, always make a back-up copy!
- \* Be prepared for occasional miscommunications and “bumps in the road.”
- \* Start early and do little pieces along the way.
- \* It works well to have team members who are willing to work as a team and figure things out together.
- \* Take advantage of the opportunity provided by Media Services to practice your presentation in C110 prior to the public forum.