

Northeast Texas Community College

Instructional Program Review Process Instructions

2019-2020

I. General Overview

The purpose of Program Review is for instructional areas of the college to perform an internal review of the programs and services they offer to students. The purpose of this review is to make sure that course content and methodology are meeting the needs of both the students and the community. **All faculty members within the instructional area are to be involved in the review process. For workforce areas, your external advisory group and some current and former students should also be involved.**

II. Important Resources: Here are some resources that you are expected to use as you complete the Program Review. Many are now available electronically. Please see the “Electronic Resources Guide”.

- Program Snapshots (annual)
- Grade Distribution Report
- Student Profile reports (by semester for comparing program vs. institutional data)
- Course Evaluation Aggregate Data
- CCSSE Reports
- Student Learning Outcomes Reports (annual)
- College KPI Dashboard
- Perkins Measures (Workforce Programs ONLY)

III. Program Review Process:

1. **ONE PERSON IS NOT TO CONDUCT THE ENTIRE PROGRAM REVIEW ALONE.** This is not an academic exercise but rather, it is a program’s opportunity to carry out an in-depth evaluation of how well it is delivering programs and services. All program faculty should be involved in some capacity. It is recommended that the program review begin with a brief committee/faculty meeting to discuss and divide tasks.
2. A five-person Peer Review Committee responsible for reviewing all instructional programs has been appointed by the Vice President for Instruction. The committee will consist of:
 - A chairperson (4-year term)
 - Three faculty members to include one faculty member from Arts & Sciences, one from Health Sciences, and one from Workforce. (3-year term)
 - One non-faculty (professional or classified) staff member (3-year cycle)

3. The final program review report will be completed using the “Program Review Templates” found in the OneDrive folder for your program.
4. Definition of a "Program": For purposes of NTCC’s program review process, the term "Program" has been defined along the lines of instructional budget units. More specifically, however, an instructional program can be defined as a group of courses, services or activities designed and implemented by a specific group of people with a common purpose or core set of outcomes.
5. No matter what type of program you represent, your program review must address the following areas of concern by SACSCOC:
 - a. Establish a clearly defined purpose which supports the institution’s purpose and goals (linked to the college's mission).
 - b. Formulate goals which support the purpose of each unit (administrative objectives and/or student learning outcomes).
 - c. Develop and implement procedures to evaluate the extent to which these goals are being achieved in each unit (evaluate whether you are meeting your objectives).
 - d. Use the results of the evaluations to improve programs and services.

IV. Developing Student Learning Outcomes (Course and Program Level):

Education has moved into the age of assessment. We can no longer evaluate the effectiveness of our programs solely by FTE and numbers served. Our accrediting agencies, government officials and community are interested in the outcomes our students see as a result of attending Northeast Texas Community College. It is no longer good enough that we offer programs. We must demonstrate that we are continually seeking to improve the content and methodology of those programs to better meet the changing needs of our students and the community. Texas, as have many other states, has implemented performance-based funding to force colleges and universities to assess how effectively they are meeting student outcome objectives.

"Student Learning Outcomes" are the benefits students receive as a result of their experience at NTCC: changes in knowledge, values, position, skills, behavior or status. Program Outcomes specify the benefits that student experience as a result of completing the program (as opposed to a portion of it). Examples of program outcomes include job placement, certification exam success, transfer to a four-year institution, etc.

In the “Student Learning Outcomes” section of the Program Review Template, in order to adequately address this part of the process you must:

- a. Describe the process used to identify outcomes
- b. Identify program level outcomes for your program (no more than 3- 7)
- c. Identify course level student learning outcomes (SLOs)

- d. Identify what assessment you will use to measure progress on that outcome (e.g. the State Nursing Board exam results)
- e. Identify what constitutes success on that measure (e.g., 80% passing rate)
- f. Use of results to improve programs (Once you receive the data from your assessment - what are you going to do with it?)

Here are some additional points to keep in mind as you formulate your student learning outcomes and assessment plans as well as address these areas of the report.

Measuring Outcomes

A. Describe the process used to identify outcomes. In order to identify program and student outcomes, there are a number of sources that you might use to develop these:

- Course level Student Learning Outcomes identified in the Texas Academic Course Guide Manual (ACGM) for university transfer courses and the Workforce Education Course Manual (WECM) for workforce education and allied health courses. (where available)
- An advisory committee that understands the benefits students achieve as a result of the program.
- Use focus groups of former graduates or completers to get information as to the benefits students have received as a result of your program.
- Look at the syllabi of instructors to see what instructors as a whole expect students to achieve through coursework.
- Look at the literature in your field.
- Check with other schools with similar programs to see how they have assessed outcomes.

B. Program Outcomes Assessment Plan

An effective assessment plan should describe:

- What is being measured
- How it is being measured
- When it is being measured
- Results of assessments
- Use of results

C. Student Learning Outcomes Assessment Plan

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D. Follow-up of students served – You might want to discuss ways in which the program maintains contact with students in order to continuously receive constructive feedback from program completers to continuously improve (e.g. focus groups, surveys, etc...).

E. Analysis - What have the outcomes assessments revealed about the program? What are the high points? Where are the areas that need improvement? What are the areas that need more data in order to generate a more definitive analysis? How have results been used to improve the program?

{Note: Using outcome assessment and accountability measures results to improve programs and services is the most important aspect of an effective annual review process. By assessing outcomes, programs often find that students are not doing well in certain areas or that changes need to be made to keep up with trends in the field. Finding program weaknesses or need for change is a "good thing". This gives a program direction for making changes and the ability to document the effort taken to make program improvements (true institutional effectiveness). Results from measuring student outcomes should be discussed in this section of the template.

Most programs at our college probably feel strongly that they are offering a good program that is “state-of-the-art” in their field. Often this is not true and programs would benefit in taking a frequent inventory of program effectiveness, strengths and weaknesses and make regular feedback part of their planning process. Students and employers are excellent sources of perceived program strengths and weaknesses. This could include the use of “SWOT” analysis/focus groups both external (advisory committees, graduates, employers, relevant industry stakeholders, etc.) and internal (current students and non-program faculty).

IV. Detailed Description/Instructions for completing the Program Review Template:

General Guidelines:

- Only one final report should be submitted by each program which contains input from all faculty. For Program Review templates, rubrics, timelines, and other supplemental materials, including instructions for final submission will be provided at an orientation

session scheduled at the beginning of each fall semester for those programs being reviewed.

- Reports must be submitted using the templates provided
- If attachments are included, reference them clearly in the narrative (i.e. Attachment 1) and name the attachment identically
- Program and Student Learning Outcomes must be submitted for all courses taught during the review year using the standardized template
- *When including data, reference the source*
- Not every question will apply equally to every program – questions have been created somewhat generically to accommodate the differences between programs. If you are unsure about the meaning of any question or how it applies to your program, please ask for clarification from the Vice President for Instruction or the Director of Institutional Effectiveness.

Part One: Overall Program Review

- This template reviews many facets of the program including quality and sufficiency of FT/PT faculty, student and faculty outreach, outcomes assessment, instructional resources, delivery modes and locations, and use of technology.

Part Two: Curriculum Review

This section has three important purposes:

1. Analysis of the frequency of courses and variety of course delivery times/methods determine if modifications need to be made
2. Show the individual course information currently housed in Jenzabar EX (lecture hours, lab hours, pre-requisites, co-requisites) for review and updating
3. MOST IMPORTANT – Assess the **quality** of the curriculum in your program. NTCC “programs” run the gamut from two courses in a subject area that have no required order, to two years of specified courses that must be taken in sequence. Each program should view these questions through the lens of their own situation. If some of these processes are not currently in place, the program should indicate the plan and timeline for implementing *those that are appropriate to the program*.

Part Three: Workforce/Health Science Program Review

This section is to be completed by Workforce and Health Science programs ONLY and includes advisory board information, external accreditation, and Perkins Measures assessment.