**Instructional Program Review**

Program Review is part of an integrated planning process that ties departmental activities and resource allocations to mission fulfillment. Program Review is an important component of the college's self-governance, and is required to maintain accreditation as a public community college. The Program Review tasks instructional departments to review trends in enrollment and completion, and to set or update goals related to managing or expanding instructional programs. It includes a section to submit funding requests related to these goals, which should be updated to the best extent possible each year even if other avenues are used to request funding between review-cycles. The Program Review is a means of *self-review*, and demonstrates commitment to data-drive decision-making and continuous improvement at Columbia College. Program Review also demonstrates a process of *accountability* and *transparency*. Completed Program Reviews are posted online, and contribute to decision-making about program management and funding through college administration and participatory governance.

Complete or update this form each year based on the ***Synchronized Program Review and Assessment Cycle***. Departments starting a fresh review-cycle will start with a blank form-template, while departments in mid-cycle will be asked to update some or all sections of their previous form. Work through the form as directed below. When you reach Section 6, stop and review your work. When you are satisfied, please save it and email it to your dean for review. Once you and your dean agree that the review is finalized, your dean will send the completed version to the College Research and Planning Office for archiving and posting online.

Supporting Materials: This form will ask you to consider two datasheets. One describes instructional outcomes, like enrollment and completion of courses and programs. The other describes *Student Learning Outcomes* (SLOs) tracked for courses.

Instructional Outcomes Datasheet. The datasheet compendium can be accessed here, and can be opened in any PDF reader, including most web-browsers. The document contains datasheets for all Columbia College departments with instructional coursework, but you will only need to use a small section of it. Use the *Table of Contents* starting to navigate inside of the document. You can click on the departments in the *Table of Contents* to jump to that section of the document, or you can use the bookmark-browser in your PDF reader. Be sure to read the one-page *Introduction* following the Table of Contents, which explains the kinds of information found within datasheet. From there, you can start with the datasheet for Columbia College overall, a division-wide summary, or you can jump directly to the information for your own department.
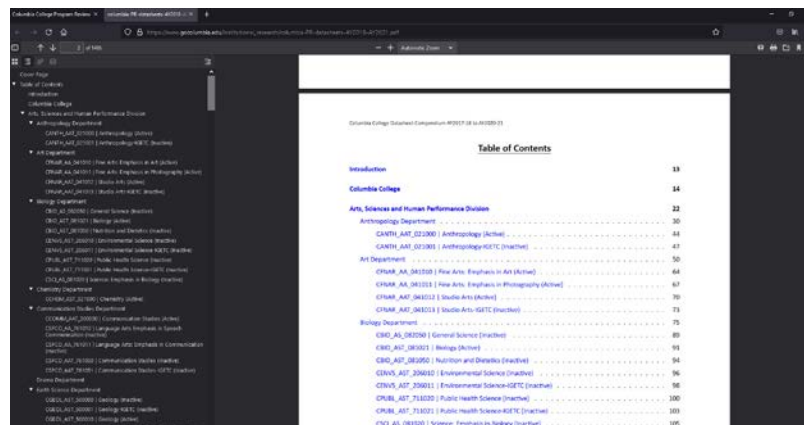
Student Learning Outcomes Datasheet. The datasheets can be accessed here, and the document can be navigated the same way as the document for instructional outcomes. It summarizes two types of outcomes, *faculty participation* as completion of planned assessments, and *assessment* as the extent that *course*-level SLOs (CSLOs) are successful and support Columbia College *institution*-level SLOs (ISLOs) and collegewide mission.

<u>**Program Review Basic Information/Cover Sheet**</u>

a) Which department/program is under review?   _____

b) Who is the person submitting the form?   _____

c) On what date was this form submitted?   _____

d) What is the current academic year?

☐ AY2021-22   ☐ AY2022-23   ☐ AY2023-24   ☐ AY2024-25

e) Please indicate the type of review based on the current *Synchronized Program Review and Assessment Cycle*

Full Review: Complete all fields   ☐

Update: Complete f, g, Section 3 (Goals), and Resource Requests only   ☐

f) Please describe the program, its staff and faculty, etc.

g) Please describe how this program's mission relates to the college's mission and strategic goals.

Section 1. Review of Student Enrollment Outcomes and Trends

Please refer to the Instructional Outcomes Datasheet. Remember that the primary goals of the Program Review are continuous improvement via self-review. You don't have to deeply analyze the trends, but should use them to describe areas of success, needs for improvement, and critical areas of program management that need support or funding. The datasheet for each department includes three basic types of information. Course outcomes, in terms of enrollment, completion, and load are reported earlier in each datasheet (sections I through VI). Program outcomes, in terms of enrollment and completion, are reported later in each datasheet (sections VII through XI). In the datasheets, you can find additional breakdowns for each program in your department, which may be helpful if you want to make comparisons between them. Take your time to look over the information. Don't hesitate to contact the College Research and Planning department if you need help with the document or its contents. They will know how to describe the trends in the datasheets, but you will know best what those trends mean in terms of on-the-ground circumstances, and how they speak to your department's needs.

a) Sections I through VII of each department's datasheet describe course-enrollment, completion, and productivity outcomes, while Sections VIII through XI describe award-pathway outcomes. What are major trends that you observe regarding course and award outcomes? For example, has enrollment been increasing or decreasing, and what factors might contribute to these outcomes? Has the department, or its programs, maintained strong completion or been challenged in that regard?

b) The tables in Sections III and IX of each department's datasheet describe enrollment and completion outcomes in terms of student cohorts. In what ways do these outcomes speak to equitable outcomes for students, or suggest areas that could be improved?

c) Given your observations in a) and b) above, what steps does your department intend to pursue to maintain or improve instructional delivery, and what types of support, resources, or funding will be requested to achieve these outcomes.

Section 2. Student Learning Outcomes

Please refer to the Student Learning Outcomes datasheet for your department. *The upper-section of each datasheet summarizes faculty-level participation in completing and entering CSLOs, while the lower-section of each datasheet summarizes student-level CSLO assessments in the context of the college's six ISLOs.*

a) The *section assessment rate* describes the extent that course-sections in your department have completed CSLO assessments as scheduled for one or more students, while the *enrollment assessment rate* describes the extent that all individual students in those sections are assessed. [1] How do the assessment rates for your department compare to the rates shown in the collegewide datasheet? In what ways do the assessment rates suggest strong participation, and in what ways do they suggest needs for improvement?

b) Overall, how *successful* are students at meeting or exceeding the expectations for CSLOs in your department, and compared to collegewide outcomes? What steps might the department pursue to maintain or improve outcomes for students demonstrated by the CSLOs?

c) In your opinion, to what extent are the college's six ISLOs supported by the department's CSLOs, for example, are some assessed more or less often, or do some show stronger or weaker success. In what ways do these outcomes make sense given the focus of your department, and given the college's overall mission?

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[1] The course assessment schedule each term is posted at https://www.gocolumbia.edu/SLO/.

Section 3. Goal Setting and Review

On the following pages, please establish goals for your department, or programs within. Keep in mind the purpose of the Program Review to drive continuous improvement, as well as to help establish a need for funding or other support to achieve improved outcomes. What sorts of things will the department be doing, or would like to be doing, to maintain, expand, or improve excellent instructional delivery?

Update goals for your department each full-cycle and report on their status in the years between each full-cycle. Pursuing goals and achieving outcomes should take some time, but it is certainly acceptable to change them or add new ones mid-cycle if circumstances call for it.

This template has space to establish up to three outcomes and associated goals. If you run out of space, download [additional goal-worksheets](#) as needed.

Goal Setting Worksheet – GOAL I *

a) Describe the overarching goal that your department will be striving toward over the next year or more.

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b) Give this goal a two- or three-word title that you can easily refer to in your resource requests, such as "increase certificate completions." These will be the words typed into the Resource Request form.

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c) In what ways will achieving this goal support the college's mission and core values?

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d) What collegewide strategic goals will be addressed by this outcome (check all that apply)?

☐ 1) Increase award completion   ☐ 2) Increase transfer readiness

☐ 3) Reduce barriers to completion   ☐ 4) Increase workforce readiness

☐ 5) Reduce equity gaps   ☐ 6) Maintain institutional stability

e) Please briefly describe the types of resources that will be used to achieve the goal (you will have a chance to itemize requests in more detail later).

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f) Specify how the goal will be measured and assessed, including sources of evidence. If setting specific milestones or benchmarks, be sure to indicate why they were selected and their current values.

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Track your outcomes and goals annually. Gather evidence and provide a brief demonstration each year of how well you are attaining your intended outcome based on the goals you have set (e.g., a 1 to 3 page written narrative; a small set of PowerPoint slides with charts, etc.). Every few years, when starting a fresh Program Review cycle, complete a more comprehensive assessment of your intended outcomes, thoroughly review your outcomes and goals and determine if they should be retained or refreshed to chart a new path forward. Be prepared to present your findings at the next Fall In-Service Day.

Goal Setting Worksheet – GOAL II *

a) Describe the overarching goal that your department will be striving toward over the next year or more.

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b) Give this goal a two- or three-word title that you can easily refer to in your resource requests, such as "increase certificate completions." These will be the words typed into the Resource Request form.

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c) In what ways will achieving this goal support the college's mission and core values?

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d) What collegewide strategic goals will be addressed by this outcome (check all that apply)?

☐ 1) Increase award completion   ☐ 2) Increase transfer readiness

☐ 3) Reduce barriers to completion   ☐ 4) Increase workforce readiness

☐ 5) Reduce equity gaps   ☐ 6) Maintain institutional stability

e) Please briefly describe the types of resources that will be used to achieve the goal (you will have a chance to itemize requests in more detail later).

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f) Specify how the goal will be measured and assessed, including sources of evidence. If setting specific milestones or benchmarks, be sure to indicate why they were selected and their current values.

Track your outcomes and goals annually. Gather evidence and provide a brief demonstration each year of how well you are attaining your intended outcome based on the goals you have set (e.g., a 1 to 3 page written narrative; a small set of PowerPoint slides with charts, etc.). Every few years, when starting a fresh Program Review cycle, complete a more comprehensive assessment of your intended outcomes, thoroughly review your outcomes and goals and determine if they should be retained or refreshed to chart a new path forward. Be prepared to present your findings at the next Fall In-Service Day.

Goal Setting Worksheet – GOAL III *

a) Describe the overarching goal that your department will be striving toward over the next year or more.

b) Give this goal a two- or three-word title that you can easily refer to in your resource requests, such as "increase certificate completions." These will be the words typed into the Resource Request form.

c) In what ways will achieving this goal support the college's mission and core values?

d) What collegewide strategic goals will be addressed by this outcome (check all that apply)?
☐ 1) Increase award completion   ☐ 2) Increase transfer readiness
☐ 3) Reduce barriers to completion   ☐ 4) Increase workforce readiness
☐ 5) Reduce equity gaps   ☐ 6) Maintain institutional stability

e) Please briefly describe the types of resources that will be used to achieve the goal (you will have a chance to itemize requests in more detail later).

f) Specify how the goal will be measured and assessed, including sources of evidence. If setting specific milestones or benchmarks, be sure to indicate why they were selected and their current values.

Track your outcomes and goals annually. Gather evidence and provide a brief demonstration each year of how well you are attaining your intended outcome based on the goals you have set (e.g., a 1 to 3 page written narrative; a small set of PowerPoint slides with charts, etc.). Every few years, when starting a fresh Program Review cycle, complete a more comprehensive assessment of your intended outcomes, thoroughly review your outcomes and goals and determine if they should be retained or refreshed to chart a new path forward. Be prepared to present your findings at the next Fall In-Service Day.

Section 4. Annual Resource Allocation

If you have not already done so, click here to enter your resource allocation requests for the upcoming year.

Section 5. Full-Circle Review

A "full-circle" commentary and analysis should provide recommendations to be carried forward into the next four-year cycle.

a) Based on your analysis of Section 1 *(Student Enrollment Outcomes and Trends)*, **Section 2 (***Student Learning Outcomes***), and Section 3 (***Goal Setting and Review***), what improvements are recommended for this department's courses?**

b) Based on your analysis of Section 1 *(Student Enrollment Outcomes and Trends)*, **Section 2 (***Student Learning Outcomes***), and Section 3 (***Goal Setting and Performance Review***), what improvements are recommended for this department's certificate and degree programs?**

Section 6. Dean's Input

Instructors: When you reach this point, please review your entries above and make sure the form is complete. Afterwards, please save the form and email it to your dean to complete the section below.

Deans: Please review the form above and place any thoughts or feedback that you have in the space below.