Guidelines for the 2015-16 Merced College Instructional Program Review

Deadlines for 2015-16 MCCD Instructional Program Reviews

The final date for submission of the completed 2015-16 instructional program review will be **Friday, September 2, 2016.** As always, there is no problem with early submission of the document.

With the new form and format, we would like to verify that programs have an assessment plan in place by the normal program review deadline at the end of February. IPRSLOAC will discuss progress being made answering questions 1-5 in the new forms (see below) and find solutions to any potential obstacles during Spring semester.

Accessing the Program Review form on the MC4Me website

The new form for Instructional Program Review in 2015-16 can be found on the IPRSLOAC website at https://mc4me.mccd.edu/academic_senate/acad_cmtes/IPRSLOAC/default.aspx Please note, you will need to log into the MC4Me portal to access this webpage. Click on the link titled **Program Review Library** near the bottom of the left side banner on the IPRSLOAC webpage where the gray arrow is pointing in the figure below, or in the "Links" box in the bottom of the picture. This will take you to a new webpage where your forms can be accessed and where they will be saved.

You can open a new Program review by clicking on the **Add document** link on the right side of the page by the green plus sign. If you can not see this you might be Zoomed in too much – try pressing CTRL and the minus sign simultaneously to reset your browser view. The forms can also be accessed directly using the following web link, https://mc4me.mccd.edu/academic_senate/acad_cmtes/IPRSLOAC/Program_Review_Library/Forms/AllItems.aspx

Make sure to save your new Program review form with a **unique name, preferably with the name of the program and the year** (e.g. Biology Program Review 2015-16). All of the instructional

program review reports will be stored here and we do not want the names to conflict with other reviews.   Please remember to save the document each time you leave the web-based form.

Filling out the new Instructional Program Review Form on the MC4Me Portal

The ribbon along the top of the form has buttons similar to what you see in a MS Word document. There is a print preview button to see how the document will appear when printed. **NOTE: Forms will be saved and stored on the MC4Me portal, allowing faculty and staff to work on the form through the portal.**
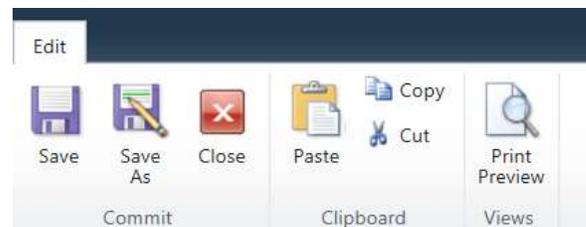
In the first section, fill in the name of the Program being reviewed, list the degrees associated with that program, and the academic year.

We would like faculty to consider how their program contributes to the mission of the college. This is an opportunity for faculty to consider the purpose for their program relative to Merced College. If you do not have a mission statement for your program, think about the following questions:

- Who are you?
- What do we do?
- Who do we do it for?
- Why do you do it?
- What value is your program bringing?

If you can answer these questions, you know the mission for your program – Keep in mind, it should tie into the mission for the college. Click on the **Merced College Mission Statement** link in the form to open the webpage where you can review the current mission statement, which is also listed on the next page for your convenience.

"**Merced College serves as a gateway to the future, providing accessible, affordable, and relevant education and workforce training for students in our richly diverse region. The college offers programs of study that lead to transfer, associate degrees, and certificates. Merced College provides basic skills and noncredit courses, as well as community education for personal and professional enrichment.**"

Program Assessment Summary Section

Part 1: Status Update of course outcomes (SLO/SAO) assessments

This section is intended to provide a central location to facilitate tracking of the course reports by IPRSLOAC for our annual report, including a record of assessments for planning purposes within your program. IF you would like to see the current status we have recorded for your courses, there is spreadsheet located at https://docs.google.com/spreadsheets/d/1XMk-w17oWjg4sInDSRNosIGJcWmYZybX41cMeNz91ac/edit?pref=2&pli=1#gid=0

Clicking on the "**Insert Item**" button under the list (where the arrow is pointing in the screenshot below) will create a new row to add additional courses to this list.

Courses included in the degrees and certificates for the program should be included on this list. If you need more information, the catalog and curriculum resources through CurricUNET have lists of courses for each degree and/or certificate, and your IPRSLOAC representatives are here

to help. We would like to automate this portion of the form in the future, with the list of courses automatically generated depending on the degrees selected in the previous section of the form.

Part 2: Means of Assessment

This section is where faculty list their program outcomes (SLOs and/or SAOs) and describe how they have assessed student performance at achieving these outcomes.

Part 2: Means of Assessment continued

Each program outcome statement should be entered in the box where you see the text "A. Evaluate…". The next part of this section is where faculty choose the "Means of assessment" from the list of common assessment practices. We would like to **see plans with the actual methods** being used to verify students are succeeding at the program outcomes. More than one box can be selected if faculty are verifying this using multiple measures. If you feel the method being used to assess your program outcomes do not match any of these choices, check the "Other" box and a new text box will open where you can provide further details on your plans. **Remember, program outcomes are the knowledge and skills students should be able to demonstrate they have learned while going through the program.**

Again, clicking on the "Insert Item" button under the list (where the arrow is pointing in the picture) will create a new section for additional outcomes. **Keep in mind - ALL of the outcomes for the program should be addressed in this section.**   The current list of program outcomes can be found in the Merced College catalog. IPRSLOAC would like to reduce the amount of time and effort going into this process and would like to see disciplines where program outcomes are highly related, or even identical, integrated into a single program review document. Therefore, more than one Program SLO statement can be included on these lines, if faculty feel the outcomes are linked.

Part 3: Assessment Data and Results for each Program Outcome.

Use this box to **report** the data and results collected for EACH of the program outcomes identified in the previous list.

Part 4: Analysis and Interpretation of Results for each PLO (include benchmarks)

Faculty should consider how students are performing relative to what they consider an acceptable level of performance, also known as a benchmark, and if their benchmark needs to be readjusted. Gaps in the data which might have influenced student performance can also be identified here. Some examples of gaps could be low numbers of students included in the assessment, maybe the method used didn't reflect the outcome correctly, or identifying that the outcome is not being addressed adequately in the courses.

Part 5: Learning appropriate to the standards of your discipline or profession?

This question is included to address whether or not faculty have considered if their stated program outcomes are appropriate to their mission. Discipline standards could be comments received from advisory committees or external reviewers. If the mission of your program is articulation or transfer to 4 year schools, verify that your program is meeting their criteria. If you have an outside accrediting agency, they provide programs with commonly accepted standards.

Part 6: Plans for improvement

Based on the results of the program assessments relative to the benchmarks described in the previous sections, this section is where faculty can provide approaches that **might** result in improvements in student success. We are especially interested in seeing if your plans can not only lead to quality improvement, but also if they are workable over the long run. The ultimate goal is to identify what is not working, but also to see if we can take what is working and make it even better.

Part 7: Faculty/Staff Involvement

The checkboxes in this section are intended to gather information about faculty and staff who participated in the program review process, including writers of the program review form itself, participants in the discussion and those who contributed to the process by collecting data from

assessments. Selecting "Other" or "No dialog occurred" will open up a new text box where you can discuss factors that affected discussions with other faculty and staff. This could be something like a lack of time or place to have these discussions prevented them from occurring.

Again, when you click on the "Insert Item" arrow on the bottom of this page, new rows will be created in this section to add additional faculty members and indicate how they participated in the program review.

Program Summary Section

The link to the Office of Grants and Institutional Research datasets for instructional programs is highlighted in the form with the "**Program Review Data**" text in blue where the arrow is pointing in the figure below. Clicking on this will take you to a webpage in the MC4Me portal where the datasets to instructional programs are grouped by Area and Cohort.

Part 8: Student Demographic trends?
Examine your student demographics for key features such as Age, Gender, Ethnicity, and consider how your program compares to the college as a whole over the past five years.

Part 9: Instructional Demographic trends?
Look at the instructional demographics for your program, such as staffing and productivity. Consider how your program compares to the college as a whole over the past five years for student retention and success, and class fill rates. Likewise, examine any Distance Education courses and how they compare to traditional "face-to-face classes within the program.

Part 10: Factors influencing student access?

Based on the data you have considered, can you identify any factors which might be influencing student access? This could be a lack of DE courses, having computers available for students, not offering courses during certain time blocks when students would be available to enroll, lack of space to offer more sections of highly impacted courses.

Part 11: Anything else to be considered in the annual planning document?

We hope this question is self-explanatory.

Planning Goals Section

Part 12: Current Planning Goals

Remember, **goals** are broad in terms of what you would like to achieve, and can include faculty and staff requests. A well written goal will have a series of objectives included, with a list of personnel who are responsible for making sure each objective is completed by a specified time frame, so you can check off your progress toward reaching the goal. Writing a goal that you would like a new building is admirable –if you don't have a plan in place, with steps for how you can get a new building and a list of people who are vested in accomplishing it, then your goal is unrealistic.

Part 13: On target to meet goals?

Select either Yes or No. Provide an explanation of factors which might be affecting your ability to reach your goals, and this is your chance to brag about the ones where you have been successful.

Part 14: Changes impacting goals or effectiveness?

Changes can include various elements such as lack of staff or facilities, competition from other schools, budget cuts, even factors related to the state passing new legislation.

Part 15: Support for growth?

This is an important factor to consider across the campus – as the needs of the community change, certain programs can expect to experience significant growth, and it would be best if we could try and anticipate some of these needs in advance.

Resource Allocation

Part 15: Complete the table for each resource request

Using the information from your assessments, resources which may be used to increase student success at achieving the program outcomes should be listed in this section, along with the Program outcome associated with the request. We would like to see details, linked to the program outcome(s), for why the item is needed, along with a plan for how the program will measure the effect on student success. These items are forward to the master planning committee during Fall semester, where they are prioritized for approval in Spring semester.

Again, when you click on the "Insert Item" arrow on the bottom of this section, new rows will be created to add additional items to the list

Resource	Learning Outcomes Select all that apply	Reason for Resource Select all that apply	Comments
i.e. Software for Math Lab	**Program SLOs** i.e. PLO A and B **Institutional SLOs** ☐ Communication ☐ Computation ☐ Cognition ☐ Global Consciousness ☐ Personal Development	☐ Safety ☐ Compliance ☐ Maintain Prog ☐ Grow Program	Include why the item is needed, how it will grow/maintain the program and how it will improve student success, and how you will measure it's effect on student success.

◼ Insert item ⬅

Part 16: Previous resource request

This section was included to give faculty a chance to reflect on how previous resource requests contributed to student success relative to the program outcomes.

16. Were any of our resource allocation requests fulfilled in the last year? YES ○ NO ○ N/A ○

If yes, explain why the item was needed, how it effected student success and how you measured student success related to the requested resource.

17. How is your program leveraging other resources?

18. List any resources your students would benefit from having in the LRC. (i.e. books, journals, media, etc.)

Insert any resources the LRC can provide.

Part 17: Leveraging other resources?

Other resources could include external grants, collaborations with other schools or organization, etc.

Part 18: List other resources your students would benefit from having in the LRC

Resources at the LRC that might contribute to student success could include access to additional databases for their students. It can also include resources for faculty, including subscriptions to journals which describe current advances being made in teaching and learning in their field, or. Try doing a web search for discipline specific resources such as "Journals on the teaching of XXX" or ones associated with professional organizations in the program or discipline.   This is your chance to communicate with our faculty librarians and see what they can do to assist you and your students.

Attachments

We hope this section is self-explanatory.

Attachments

Please attach any relevant documents to the program review.

Include items like, current outcomes mapping, rubrics, assessment data, and the previous assessment, if possible.
To attach multiple files select Insert Item.

📎 Click here to attach a file

🔲 Insert item

Self-Evaluation

IPRSLOAC would apprciate if faculty involved in the program review process evaualate their own program reviews with the criteria used by the CAT when they evaulte the program review document prior to its submission to their Area Dean.   The evaluation scores will be used to to gauge where additional training might be needed in the future, similar to an assessment of your outcomes. Currently, we have split the review into four sections for scoring, with dropdown menus where your choices can be selected as shown in the figures below and on the next page.

Criteria for Proficiency in Program Outcomes Assessment
Reviewers: Select the score from the columns that best reflects the content of the report being reviewed

1. Means of Assessment

Select...   ▼
Select...
0 - Assessment procedure is not described.
1 - Desctiption of assessment procedure is vague, incomplete or unclear.
2 - Basic assessment procedure is clearly described.
3 - Assessment procedure completely and succinctly described, with clear examples of each step.

2. Assessment Data and Results

Select...   ▼
Select...
0 - Assessment data and/or results of assessment are not reported
1 - Some results are reported, but incomplete. Not clear how results provide information about student learning on the stated outcome.
2 - For themost part results are reported in a clear format with benchmarks. Results provide information about student learn on the outcome.
3 - Readily apparent how reported results provide information about student success on the stated outcome.

Self-Evaluation continued

3. Analysis and Interpretation of Results

Select...
- Select...
- 0 - Neither analysis nor interpretation of results are provided.
- 1 - Result analysis might have occurred; No clear conclusions have been identified.
- 2 - Analyses and interpretation/reflection on the assessment results clearly articuled. Unclear if it was collaborative.
- 3 - Succinct analysis and reflection on the results is provided. Conclusions from collaboration and consenesus by approvpriate stakeholders.

4. Plans for Improvement

Select...
- Select...
- 0 - A plan for improvment of the assessment process OR student learning was not articulted.
- 1 - Some indication of a need for improvement; Plans not provided or overly generalized.
- 2 - Actionable plans for improvement provided, and for the most part appear to be appropriate.
- 3 - Actionable and insightfull plans for improvement are provided; Clearly responsive to specific needs identified in report analysis and interpretation of assessment results.

Feedback

Please provide feedback to the IPRSLOAC team regarding the assessment process:

1. What changes to the review process or template would make program assessment more meaningful/useful to you?

2. What difficulties (if any) did you experience in completing the program review?

3. What resources (if any) would make the review easier to complete?

4. Do you have further comments or suggestions?

Submitting the completed Program Review

Once complete, submit this form for review.

Submit to CAT

There are no longer separate submit and launch buttons for program review documents. When you are done filling the form out, we ask you to save a copy for yourself. When you click on the "Submit to CAT" button, your completed form will automatically be sent to your CAT for review. If the CAT approves the program review, then it is sent on to the Dean for their review. If the CAT does not approve of the document, it will be sent to the Instructional Program Review Coordinator who is there to assist in refining the document.

IPRSLOAC would like to thank faculty and staff for participating in this process. If you have any questions, please contact your Cohort Area Trainer or the IPRSLOAC coordinators. Their contact information can be found at https://mc4me.mccd.edu/academic_senate/acad_cmtes/IPRSLOAC/default.aspx.

If you would like to go over this form with the Program review Coordinator, please contact Edward at Edward.modafferi@mccd.edu or 209-386-6603 to set up an appointment.