



Instructional Program Review Handbook



2023-2024

Mission and Purpose of Program Review

Program Review (PR) provides an opportunity to review, analyze, and assess the content, currency, direction, and quality of a program with respect to student learning outcomes (SLOs) and the student experience at Tillamook Bay Community College (TBCC). It fosters academic excellence, helps programs determine how to raise the quality of its offerings, and provides guidance for faculty and administrative decisions in support of continual future improvement. At its heart, program review brings about program improvement through the collection of evidence about the quality and effectiveness of programs, through shared reflections and collegial dialog about the program's current quality and future direction, and through constructive feedback during administrative review.

Program review serves college strategic planning efforts, technology planning, staff development, and other efforts aimed at improving student achievement and learning. Decision-making processes, including those affecting resource allocation, hiring of full-time faculty, and competitive grant opportunities, rely on program review as a basis for evaluating program requests.

Faculty-driven program review is essential to the integrity of the college community and its educational programs. Program review represents the major internal scan of the college. It is critical that faculty lead the instructional program review process and that they are involved in every step of the process. Their involvement ensures that the information, discussions, and conclusions are accurate, relevant, and useful for faculty and staff and lead to improvement in student learning and achievement.

Several considerations drive program review, including the requirements of the Northwest Commission for College and Universities (NWCCU), state and local audits and the Higher Education Coordination Commission (HECC) guidelines.

In the NWCCU Handbook, the key guide for institutions to prepare self-study reports, it states;

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity it is activities for achieving the intended outcomes of the its program and services and for achieving its core them objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

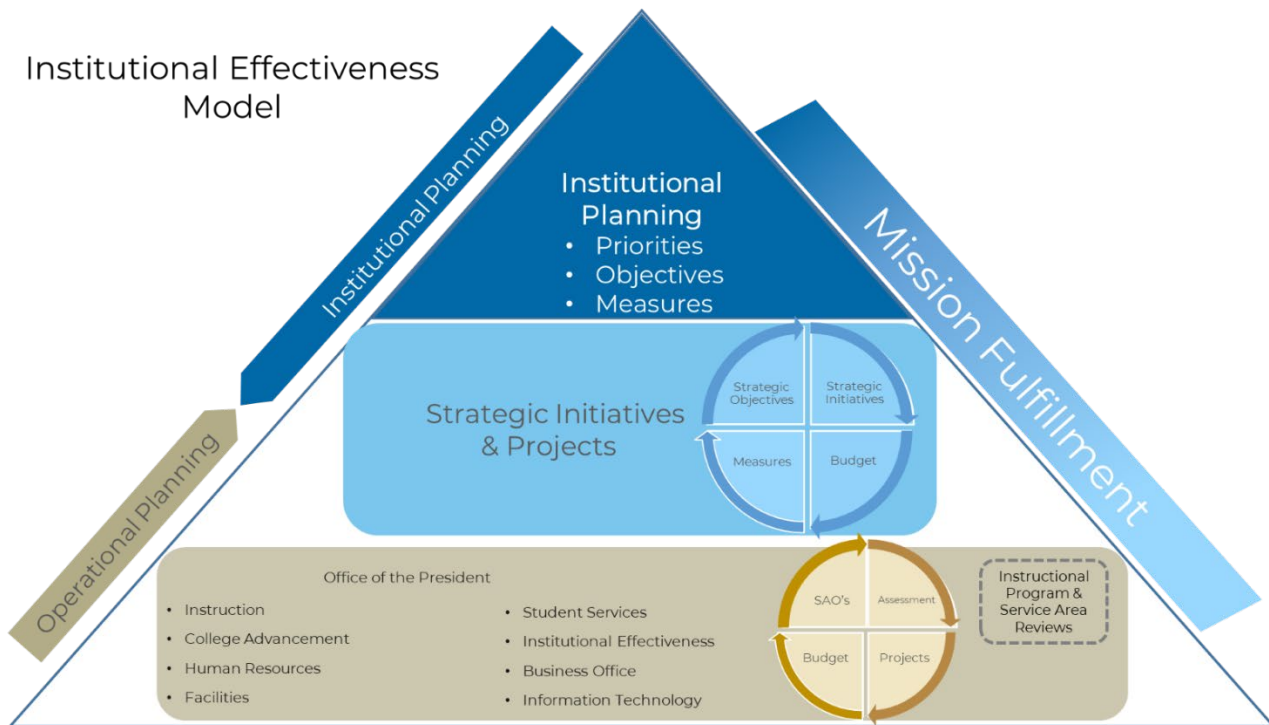
Even if accreditors did not mandate systematic assessment of student learning and college operations, we should be doing it anyway in order to fulfill our strategic initiatives, demonstrate accountability to our stakeholders, and to ensure we provide the very best service to our students. Our goal is to improve and increase student learning through everything we do.

Program review is done with the intent of increasing the awareness of faculty and administrators about their educational practice so they can improve the quality of teaching and learning, and thereby enhance the student educational experience. Thus, the product of program review is a better understanding of the effects of academic programs on student learning.

Program Review, Planning and Budgeting

The TBCC instructional planning cycle begins with academic program review. It takes into consideration a variety of program-related data, including student learning outcomes assessments, program strengths, weaknesses, external threats and opportunities, the college's environmental scan and institutional effectiveness reports, and qualitative/quantitative indicators of a program's health. Assessment of these data, in concert with faculty professional judgment and collaborative dialog with peers, program administration, advisory committees, and other key program personnel, contributes to completion of a formal program review document. Review of the program review document by the appropriate dean(s), College Council, Leadership Team, and the Board of Education contribute to its value and use. In addition to reviewing and providing feedback on the program, the program review extracts significant and common themes and challenges as a basis for modifying college goals or proposing new ones. In this way, program review forms the basis for planning efforts throughout the college.

Upon ratification of the strategic plan, by Leadership and the Board, TBCC develops operational plans and strategic outcomes to address these goals. Specific allocations may be made to support programs directly in their efforts to meet college goals or grant solutions may be sought to support actions that have demonstrated success or that show promise for meeting program/college goals. Program review documents may also be used for college decision-making for hiring of faculty and staff, and for supporting efforts to secure funds through the TBCC Foundation or external funding agencies.



Program Review Process

All college service areas and academic programs need to be reviewed on a regular schedule as part of the strategic plan process. Initially, all service areas and academic programs at TBCC were put on a three-year cycle for program review. The cycle began in 2017-18. TBCC was previously under the accreditation of Portland Community College, and thus program review practices followed those set by PCC. Once independently accredited, in 2014, programs began operating under the auspices of TBCC. Programs operated for a period of three years and then program review was implemented in 2017, with the first report being generated in 2017. Future, and subsequent, newly developed programs undergo an intensive process of development, operate for three to five years, and are then scheduled for program review (currently a five-year process).

Program Reviews are completed following an approved template. The Service Area program review template is different than the Academic program review template. The focus of both types of program reviews is to provide information about the program, list key outcomes, assess the outcomes, analyze key data generated by the service area, and provide a list of projects for the coming year that are all tied to an outcome and core theme objective and has budget implications. The Academic program review templates also include data from each program's student learning outcomes assessment work.

Program and Service Area Review Schedule

Cohort 1 – completed 2022-2023, Due June 30, 2023

- MIT/Welding
- Criminal Justice
- High School Connections (including TillWorks, Dual Credit and Expanded Options)

Cohort 2 – completed 2023-2024, Due June 30, 2024

- Facilities/Safety
- Human Resources
- Allied Health

Cohort 3 – completed 2024-2025, Due June 30, 2025

- Office of Instruction and Student Services
- Institutional Effectiveness
- GenEd and Transfer
- SBDC
- Business Office

Cohort 4 - Completed 2025-2026, Due June 30, 2026

- Library
- Student Supports (including Financial Aid, advising, registrar, engagement and supports)
- Business Administration
- Agriculture/NR/Forestry
- Nursing and Nurse Assisting

Cohort 5 - Completed 2026-2027, Due June 30, 2027

- Office of the President
- College Development
- College and Career Foundations

Program Review Timeline

The program review process begins with the distribution of the annual program review data in the fall of each year. Data is given to the Lead, who then distributes it to faculty and staff as appropriate. Training in the conduct of program review is provided at this time. Faculty/staff are expected to complete program review, including the completion of the program review form, by the end of May. Completed program review documents are then forwarded to the appropriate Lead.

Program Review Steps

1. Director of Institutional Research and Planning provides data to position responsible for oversight and training (Program Lead). Data should tell us about the big picture.
2. The Lead disseminates information to the group responsible for carrying out the program review along with training and provides periodic check-ins.
3. Persons assigned to task carry out the review over the academic year. Gathering internal, external, and student voice is key. Care is taken to analyze quantitative data, gather qualitative data, carefully consider artifacts and consider the equity lens throughout the process.
4. Program writer completes self-study including the summary and submits electronic copy form to lead by May 20th.
5. The lead has 30 days to read, comment, and provide comments on the last page.
6. Following this, the electronic copy is submitted to the President who will arrange for submission to the Board during the following academic year.
7. The document is to be used for planning, prioritization and allocation resources in the winter as preparation for the following year's budget.
8. The program review should answer the following questions; how are we doing? How do we know? How can we prove this? Where do we need to concentrate improvement efforts? What do we aim to improve? Why? Does this honor all voices? How will we prove we have (or have not) made these improvements? Are we moving towards our long term aspirations for this program?
9. Annual reports provide consistent measurement of goals and resources overtime. Come back to the question to document improvement, re-assess, and carefully consider next steps in the assessment cycle. These annual reports move towards closing the loop, which is formally reported out at the next three year cycle.
10. Results along the way are shared with as many people as possible. The goal is transparency and collaboration as a measure for demonstrating what we care about.

Summary of Activities

FALL TERM

- Program Review Data are distributed to Program Lead and Faculty
- Program Review support and guidance are given as needed
- Data and evidence are collected for the Program Review
- Comparison groups are determined (if applicable)
- CLO, PLO, and ILO data and evidence are gathered and reviewed
- Program Review is discussed with Advisory Board (if applicable)

WINTER TERM

- Stakeholders are engaged to facilitate completion of review
- Advisory Board is solicited for input (if applicable)

SPRING TERM

- Program Review is written
- Final Program Review draft is discussed with Advisory Board (if applicable)
- Program Review is submitted by May 20th of the year assigned

SUBSEQUENT YEAR

- Program Review is submitted to Leadership Team, College Council, and Board of Education

Completing the Instructional Program Review Form

The program review form at TBCC has been designed to assist faculty and staff in considering the relationship of the program to the college mission, goals, and strategic plans. The program review form ensures that a shared collegial process takes place within each program, that critical information is considered in conducting the review, that issues of equity in access and achievement be considered in reviewing programs, and that the process provides a succinct review and evaluation of information critical to the program. It also assists in the process of evaluating programs and extracting significant and common themes and challenges.

Statement of Collaboration

This section is completed to indicate that the program faculty who are listed in the next section collaborated in an open and forthright dialogue to prepare this Program Review and that statements included herein accurately reflect the conclusions and opinions of the program faculty.

Participants in the review

This section provides a list of all of the participants in the program review process.

Authorization

After the document is complete, it must be signed by the author and Lead prior to submission to the college President/Board.

1.0 Mission and Goals

In this section, the reviewers briefly describe the relationship of the program to the college's Mission, Vision, Core Values, and Goals. (See URL link in Appendices)

2.0 Trends and Analysis

2.1 Program Data and Trends Analysis

The first step in the program review data process is documenting program results. It can be argued that this first step, documenting program results, is the most important part of the program improvement process. The majority of this handbook will focus on documenting and analyzing program outcomes, however, it is essential that practitioners understand that program improvement occurs when available evidence of program performance gaps is used to support new academic or student service initiatives. The process of documenting program performance via quantitative data is completed by the Office of Institutional Research and Planning, and a program review data summary shall be submitted to program Leads, as a foundation for developing this report.

Program Analysis Tools

The documentation of data is followed by the analysis of the key data points. The analysis consists of two kinds of comparisons: comparisons among programs and comparisons over time, or trend analysis. Analyzing historical trends and making appropriate comparisons enables practitioners to assess past program performance and current program status so that factors driving student success, the quality of the educational experience, and performance gaps and exceptional performance can be ascertained. The performance history of a program provides the context for programs to chart their future course and improve student outcomes.

When examining program performance, it is essential that program results be examined over a period of time. Ideally, program outcomes and data should be reviewed over the past five-six year period. It is important to understand the trends in program data as well as the trends in the benchmark data.

Understanding the historical trends in program data as well as the benchmark data will allow a determination of whether program trends are in the same direction as the selected benchmark or in the opposite direction as the selected benchmark.

Representation of the data in bar graphs with appropriate axes can simplify the process of trend analysis. These graphs provide the opportunity for visual examination of changes over time. Original data should be provided in the program review appendices. Likewise, tables can display data in an understandable way. Which method you choose, is up to you.

2.2 Peer Comparison

This section requires reviewers to analyze how the program compares with peers on several key performance indicators related to program outcomes. Key performance indicators are most informative when they are compared to similar indicators from appropriately chosen comparable programs. These indicators can be thought of as benchmarks. Benchmarks are points of reference that allow comparison of a program's performance with another standard. Historical high and low points, statewide performance targets, the performance levels of the best performing program in the state, performance of a similar college, and/or the aggregate performance level of peer programs are all examples of benchmarks that can be used as a basis for comparison. When conducting an analysis of program results, results should ideally be measured against several benchmarks to ascertain your program performance gaps. This type of analysis should reveal program strengths as well.

It is prudent to create a set of peer institutions for making such comparisons. A set of peer institutions can be created in several ways. Perhaps the simplest way to create such a set of peer institutions involves the use of the United States Department of Education, National Center for Educational Statistics' Peer Analysis System, International Postsecondary Educational Data System (IPEDS) (<http://www.nces.ed.gov/ipeds/pas/>). Using the Peer Analysis System, peer institutions may be identified based on a number of institutional characteristics, including location, annual enrollment, student ethnicity, and others. The Integrated Postsecondary Education Data System Data Feedback Report;

<http://nces.ed.gov/ipeds/datacenter/Snapshotx.aspx?unitId=acacafb3b0b4/> and the Annual Accountability Reporting for Community Colleges (ARCC),

<http://www.cccco.edu/Portals/4/TRIS/research/ARCC/ARCC%202010,%20March%202010.pdf>

both provide sets of peer institutions for each college. It is also acceptable to reach out to peer institutions (and in some cases preferable) within the state of Oregon, especially those of similar size and locations. This is most easily achieved through affinity groups. The Chief Academic Officer can help facilitate these communications or provide contacts for faculty to use. In general, the data that will be most helpful to the program is what should be used.

Programs can also be compared with exceptional programs throughout the state. These programs would be the top performing programs. Similarly, programs could be compared to the lowest performers in the state. When making these kinds of comparisons, it is also important to determine the extent to which externally controlled program characteristics play a role in program performance. Finally, it is important that program performance be assessed for the total program as well as different types of students participating in the program such as various demographic groups and special populations. This type of analysis will reveal who is performing at higher rates than others and whether any performance disparities exist that need to be addressed.

2.3 Student Enrollment and Achievement by Gender and Race/Ethnicity (Equity)

Reviewers should examine the data on course retention and success that has been disaggregated by gender and by race/ethnicity and identify differences (gaps) in achievement gap among the groups.

(Attach data as Appendix.)

2.4 List certifications students are able to earn through participation in your program.

For this note all certificates including Career Pathway certificates, non-credit certificates, short/long term, and national certifications or specialty certifications. Analysis should look at value, continued need, employment, and gaps where new certificates might be needed.

2.5 Other Data

This is your opportunity to provide other data that is relevant or interesting. Include any other data (internal or external) that may be relevant to student achievement, learning, equity and trends within departments, CTE, Basic Skills or transfer education. This would be a great place to display data gathered from alumni and/or data that demonstrates level of student satisfaction with your programs. You may also see a need to present information on new trends on the horizon. This field is flexible. All data, if provided, should be analyzed and given meaning.

2.6. Strengths Weaknesses, Opportunities, and Challenges (SWOC)

2.6.1 Strengths

Using the information reported in sections 2.1 to 2.6, note the strengths of the program This section includes data (qualitative and quantitative) as well as perceptions.

2.6.2 Weaknesses

Using the information reported in sections 2.1 to 2.6, note the weaknesses of the program. This section includes data (qualitative and quantitative) as well as perceptions.

2.6.3 Opportunities

Using the information reported in sections 2.1 to 2.6, note any opportunities or developments that may exist for the program. This section includes data (qualitative and quantitative) as well as perceptions.

2.6.1 Challenges

Using the information reported in sections 2.1 to 2.6, note any challenges or struggles that may exist for the unit. This section includes program (qualitative and quantitative) as well as perceptions.

3.0 Student Learning Outcomes Assessment

This section requires reviewers to update their progress in completing the cycle of identification and assessment of course learning outcomes (CLO), program learning outcomes (PLO) and institutional outcome mapping/completion in their programs (ILO) using the information gained through assessment (the RFI database and subsequent reports/improvement plans) to improve quality of the program. This section should be addressed in the SWOC format of strengths, weaknesses, opportunities and challenges as related to student learning and student learning assessment. **Most importantly this section should include both direct and indirect evidence of achievement** (see Curriculum & Assessment Handbook).

4.0 Evaluation of Progress Toward Achievement of Previous Program Goals

In this section reviewers evaluate the activities undertaken to achieve goals that were established in the last program review or to identify challenges that interfered with the achievement of those goals and, where resources were allocated toward the achievement of goals, to evaluate the efficacy of the allocation of those resources.

5.0 Program Plans

5.1.1 and 5.1.2 Short Term Goals and Needed Resources

This section should focus on setting measurable goals for the next 1-3 years that are tied to needed improvements. These should clearly address program weaknesses and/or student learning weaknesses, and may address overcoming challenges. The best goals are written SMART (specific, measurable, assessable, realistic and with a time table of achievement). It is suggested that the author consider 2-3 immediate goals, and 2-5 goals that can be accomplished between years 2-3. All goals should be realistic given work/time and should be justified (tied to need evidenced by data, analysis and SWOC). Goals that require resource allocation should consider major asks, and other possible funding sources.

5.2.1 and 5.2.2 Long Term Plans and Resources

This section should focus on setting measurable goals for the next 4-6 years that are tied to needed improvements. These should clearly address program weaknesses and/or student learning weaknesses, and may address overcoming challenges. The best goals are written SMART (specific, measurable, assessable, realistic and with a time table of achievement). It is suggested that the author consider 3-5 goals for this area. These goals should also include big goals, the dream for where this program could realistically go. Goals that require resource allocation should consider major asks, and other possible funding sources.

6.0 Requests for Resources

This form should be completed for those goals and plans, in section 5, that require additional resources. This is an area to brainstorm or identify existing funds to meet these goals, but if General Fund expenses are being sought this should be made clear. Requested resources should be tied to measurable outcomes and the college mission and core theme objectives. Evidence of this may be requested and provided to accreditation agencies, so this section should be logically and clearly linked.

7.0 Advisory Committee and Employer Input (CTE Programs Only).

Be sure to list advisory board membership, and include advisory board input on curriculum and major decisions. Also demonstrate that employers have been asked about the quality of the program, alignment with industry needs, and availability of graduates to obtain employment in relevant field. Please attach advisory committee minutes as appendices to this document as documentation of this process. (See Advisory Committee Handbook for further suggestions on ways to involve Advisory Committees).

8.0 High School, Community and Employer Outreach

CTE programs should list major employers, employer perceptions, employment opportunities and trends, and labor market data. All programs should include high school partnerships including dual credit and expanded options offerings. This section should show evidence of high school alignment (see Dual Credit Standards handbooks for acceptable evidence of alignment). Documentation should be provided as an appendices to this document.

9.0 Executive Summary

Provide a brief summary of the major elements of your program review document. Include in your summary the key points that will allow a reviewer to best evaluate your document. Do not include any new information in this section.

The Executive Summary Section should be one to three pages long and provide the major findings of your self-study. Make sure you give yourselves a “pat on the back” and reflect on the following topics:

- Your program composition and collaboration on this self-study
- A review of statistical data and significant trends
- The impact of CLO, PLO and ILO’s on your program
- A sense of the number of certificates, degrees awarded, and transfer in your program.

- How your program is aligned with the institution and help to fulfill the mission of the college
- A synopsis of resource requests and how they improve student success or aid in reaching goals.

10.0 Vice President of Instruction input

This will be completed upon your submission. Once completed, Program Reviews are shared with Leadership, College Council and the Board of Education.

11.0 College Council input

College council will review each Program Review utilizing the appropriate rubric. Feedback will go back to the department writing for additional consideration and goal setting.

Program Review Assessment Rubric: Instruction

	Highly Developed	Developed	Emerging	Initial	Notes
1. Accomplishment Achieving Goals	Exhibits ongoing and systematic evidence of goal achievement.	Exhibits evidence of goal achievement.	Exhibits some evidence that some goals have been achieved.	Minimal evidence that progress has been made toward achieving goals.	
2. Labor Market Projection	Thoroughly explains projected market demand and potential effects on program; presents highly developed plan to address projection.	Explains projected market demand and discusses several possible actions to address projection.	Minimally explains projected market demand and lists one or two actions to address projection.	Presents labor market demand without analysis/explanation and fails to list possible actions to address projection.	
3. Resources					
Faculty Meeting Instructional Needs	Employs a sufficient number of highly qualified faculty to meet instructional needs.	Employs an adequate number of qualified faculty to meet instructional needs.	Has a plan to employ an adequate number of qualified faculty to meet instructional needs.	Faculty numbers and/or qualifications are insufficient to meet instructional needs.	
Facilities and Equipment	Facilities and resources meet current and future needs.	Facilities and resources meet current needs.	Evidence of a plan to have facilities and resources meet current and future needs.	Minimal evidence that facilities and resources meet current and future needs.	
4. Effectiveness					
Student Learning Outcomes Assessment	Exhibits ongoing and systematic SLO assessment to adjust instruction.	Exhibits student learning outcomes assessment and uses results to change instruction.	Has a plan to engage in ongoing and systematic SLO assessment, using results to change instruction.	Minimal evidence of SLO assessment.	
Student Success	Thoroughly analyzes trends in enrollment, degrees awarded, time-to-completion rates, and formulates comprehensive plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and formulates plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and makes an attempt to plan to address them.	Minimal description of trends and/or fails to formulate plan to address them.	

5. Budget	Financial resources meet current needs and are projected to meet future needs.	Financial resources meet current needs.	Evidence of a plan to acquire financial resources to meet current needs.	Minimal evidence that financial resources meet current needs.	
6. Strengths and Weaknesses	Strengths and weaknesses are described accurately and thoroughly.	Most strengths and weaknesses are described accurately and thoroughly.	Some strengths and weaknesses are described accurately and thoroughly.	Minimal evidence that strengths and weaknesses are described accurately and thoroughly.	
7. New Goals and Plan	Multiyear planning process with evidence of use of assessment data in planning.	Multiyear planning process with some assessment data.	Short-term planning process recently implemented.	Minimal evidence of planning process.	
8. Overall Evaluation	Evidence of ongoing systematic use of planning in selection of programs and services.	Exhibits evidence that planning guides program and services selection that supports the college.	There is evidence that planning intermittently informs some selection of services to support the college.	Minimal evidence that plans inform selection of services to support the college.	

Annual Instructional Program Review Resources Update Form

Program Review (PR) is an integral part of the campus planning process. As programs and areas monitor their progress on the previous comprehensive three-year program review, changes in need and scope can be expected. This PR Update Form (form) is designed to address unforeseen circumstances that may cause portions of your previous program review to become outdated during a three-year cycle. It is also designed to keep the program review goals moving forward and “top-of-mind”. Lastly, it is to ensure that continual progress is made.

Directions: Please read the below instructions and complete by May 20th of non-program review years. This form shall be completed for ALL instructional programs. If there are no additional changes or requests for the upcoming year, complete page 1-3 and submit to the Vice President of Instruction. If additional resources are required to continue program improvements (planned in program review or subsequent updates), check the applicable box, complete additional pages of the resources request update, and submit the entire form to the Vice President of Instruction.

Annual Program Review Update Form

Program: _____

Date: _____

We have reviewed our most recent program review self-study, are making progress on Strategic Action Plans, and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. Complete and submit only pages 1-3.

Expand as needed.

Goals to be taken directly from goals on program review (list all).

Each Goal Set	Update- Key Accomplishments	Indirect Evidence to Support	Direct Evidence to Support	Next Steps	Core Theme
Example: Develop an alumni and employer survey.	Example: We wrote the employer survey and administered it to our three biggest student employers.	Example: All employers felt our program had value. They did mention they would like our students to have better writing skills. Based upon their course papers, we agree.	Example: 9 out of 10 employers rated our students “superior” in comparison to the employees who did not complete our program. This is 90% (and meets expectations).	Example: We have decided to increase the writing opportunities and require one additional written assignment in course BUS 101, BUS 102, and BUS 103. We will examine these courses in more detail next year to see if this has been implemented and effective.	Example: Directly aligns to Educational Excellence.

Annual Program Review Update Form (Page 2)

This year we elected to focus on the following Program Learning Outcome(s) - Expand as needed

PLO selected at start of year, must rotate through all PLO's every three years (schedule accordingly).

PLO	Indicators of Performance: What's our goal?	Teaching & Learning Activities: Where is this PLO embedded? Capstone Review?	Graded Assignment: Name, and desired Thresholds (How do we consistently measure and know we have improved?)	Actual Performance (direct/indirect evidence): How many students were measured? Average score? Retention and completion rates?	Improvement: How did we improve? Did momentum, retention or completion improve? Did student learning on this outcomes show improvement?	Goal Setting: What are our next Steps? When will we next measure?
Example Utilize computer applications for appropriate managerial analysis, presentations, and reports.	Example We wanted to see students test out of Beg. Keyboarding and Word. We then wanted them to complete all required CAS courses with a B or better.	Example CAS 123, CAS 130, CAS 133.	Example Looked at total course grade for this measure.	Example 35 students were examined. Ten of them tested out of CAS 123 and received a B or higher in their subsequent courses. Last year we had no students place out of CAS 123 and the average in subsequent courses was a C.	Example We improved significantly on this measure. However, we did find that we had no students trying to test out of CAS 170. The cumulative grade distro for CAS 170/171 is a 2.5, next year we will set a goal and improve this measure.	Example: Examine CAS 170 outcomes and attempt to improve course learning. We will report this progress on next annual update.

Follow up from LAST cycle's PLO's (report on Goal Setting from prior year);

PLO	What were our next steps?	What did we learn?	When will we remeasure to mark improvement?	Is a new/subsequent goal needed?

Annual Program Review Update Form: Institutional Learning Outcomes

This year we elected to focus on the following Institutional Learning Outcome(s). Expand as needed.

ILO selected at start of year, must rotate through all ILO's every two years (two per year).

ILO	Indicators of Performance: What's our goal?	Teaching & Learning Activities: Where is this PLO embedded? Capstone Review?	Graded Assignment: Name, and desired Thresholds (How do we consistently measure and know we have improved?)	Actual Performance (direct/in-direct evidence): How many students were measured? Average score? Retention and completion rates?	Improvement: How did we improve? Did momentum, retention or completion improve? Did student learning on these outcomes show improvement?	Goal Setting: What are our next Steps? When will we next measure?

Follow up from LAST cycle's ILO's (report on Goal Setting from prior year):

ILO	What were our next steps?	What did we learn?	When will we remeasure to mark improvement?	Is a new/subsequent goal needed?

Program Signature(s):

Printed Name(s):

PAGE 4: Use only if additional resources are needed (attach to pages 1-3)

CHANGES:

We have reviewed our most recent program review self-study and are making progress on Strategic Action Plans and **have identified** significant changes that necessitate resource requests. Goals that require new resources.

Goal	Update	Data to Support	Next Steps	Resources Needed

Additional Resources Request Justification

Briefly summarize your request, what significant changes have occurred since the last comprehensive program review that results in this request, and why it cannot wait until the next comprehensive program review.

What data supports these requests? Provide details. (Append documentation if available)

What SLO Assessment or SAO findings, if any, support and guide the resource request?

If personnel related, are changes due to growth, resignations, and/or retirements? Provide details.

How will the resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement? What goal does this resources request support? How will it move the improvement cycle forward

How will the resource enhance your area or program? Consider the College Mission or Strategic Initiatives, physical/organizational restructuring, and/or your program's goals for improvement as stated in your last program review?

Resource Request Funding

Complete and submit this section ONLY if you have a NEW resource request. Complete as many resource requests as necessary. Support each request with appropriate detail.

Requested by: _____ Email: _____ Phone _____

Division _____ Department _____ Total Requested \$ _____

This request is intended as an update to a previously submitted program review. List and provide the cost to implement this request.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:		

Describe the location of the equipment and include a description of additional space and/or maintenance needed.

Approximate annual number of students affected directly or indirectly by this request. _____

Program Signature(s):

Printed Name:

Administrative Review:

Signature:

Approval: YES NO

Date: _____

Glossary of Terms

Data	Information, often in the form of facts or figures. This may be gathered from a number of sources such as databases or surveys and should be used in program review to make calculations or draw conclusions. Data may be quantitative or qualitative.
Perception	The process of using senses to obtain information about the environment or situation. Might also be an impression or understanding based on what is observed.
Persistence	The number of students who continue from one semester to the next.
Program Review	“A type of evaluation of an instructional, instructional support, student service, or administrative program, department, or unit.” (Bers, 2011)
Retention Rate	The percentage of students who complete the class in which they were enrolled with a grade of A, B, C, D, F, P, NP, or I. (Numerator equals number of enrollments with grades of A, B, C, D, F, P, NP, or I, and the denominator equals the number of enrollments with grades of A, B, C, D, F, P, NP, I, and W)
Service Area Outcome (SAO)	The result that a program or department will work toward to maintain or improve.
Student Learning Outcome (SLO)	As a result of participation in a particular activity, students will have learned something.
SLO Assessment	The measurement used to determine if students have indeed learned what was intended by the SLO. This should also include the method used to analyze the data and the use of the results. How will you modify the activity to reach the intended learning outcome if you did not achieve the results you expected?
Success Rate	The percentage of students who complete the class in which they were enrolled with a grade of A, B, C, or P.
Trends	The current tendency or movements in a particular direction. May be on-campus or directed from off-campus. For example: One of the current trends for community colleges is one of accountability.

Data Element Definitions

Program Access

Sections Offered	The number of distinct sections offered in the program.
Day Courses Offered	The number of distinct sections in the department that are offered before 4:00 pm, Monday through Friday.
Evening/Weekend Sections Offered	The number of distinct sections in the program that are offered at or after 4:00 pm, Monday through Thursday or anytime Saturday or Sunday.
Short-Term Sections Offered	The number of distinct sections in the program that are less than full semester in length.
Distance Education Sections Offered	The number of distinct sections in the program that are offered through television or internet or as hybrids.
Courses Offered	The number of distinct courses offered in the department.
Day Courses Offered	The number of distinct courses in the department that are offered before 4:00 pm, Monday through Friday.
Evening/Weekend Courses Offered	The number of distinct courses in the department that are offered at or after 4:00 pm, Monday through Friday or anytime Saturday or Sunday.
Short-Term Courses Offered	The number of distinct courses in the department that are less than full semester in length.
Distance Education Courses Offered	The number of distinct courses in the department that are offered through television or online or as hybrids.
Majors	The number of students identifying the program as major field of study.
New Majors	The number of students identifying the program major field of study for the first time within the academic year. Includes both students who are new to the college and returning students who change their major.
Enrollments	The total number of students registered in all classes in the program at census date, also known as seat count.

Full Time Equivalent Students (FTES)	The total number of full-time equivalent students. Each FTES is the equivalent of one student enrolled for 525 contact hours (15 units x 17.5 weeks x 2 semesters).
Weekly Student Contact Hours (WSCH)	The total number of weekly student contact hours for all students in all classes in the program.

Program Resources

Full Time Equivalent Faculty	The total number of full-time equivalent faculty teaching in the program. This is the sum of all the FTEF assigned to each section in the program each semester. Reassigned time not in direct service to the program is removed from the total.
Personnel	The total cost of all personnel assigned to the program. The cost of staff that is shared by several programs is apportioned (1) by the proportion of time assigned to each program, (2) proportionally by FTEF, or (3) equally among the programs. (Not currently collected).
Supplies	The total cost of supplies for the program. The costs of supplies which are shared by several programs are apportioned (1) proportionally by FTEF, or (2) equally among the programs. (Not currently collected).

Program Efficiency

Average Class Size	Total number of enrollments divided by total number of sections. This figure excludes certain independent study sections.
Fill Rate (Census Date)	The total number of enrollments divided by the total number of seats available on the semester census date.
WSCH per FTEF	The total number of weekly student contact hours divided by the total number of Full-Time Equivalent Faculty.
Cost per WSCH	The total cost of the program (personnel and supplies) divided by the total number of weekly student contact hours. (Not currently calculated).
Cost per Major	The total cost of the program (personnel and supplies) divided by the total number of majors in the program. (Not currently calculated).

Program Outcomes

Course Learning Outcome (CLO)	Course learning outcomes are what a student is expected to know, think, do at the end of the course experience. These are measurable and observable (Blooms taxonomy is an excellent resource for developing CLO's).
Course Retention	The percentage of students who complete the class in which they are enrolled. Retention = (Enrollment at Census Date – Withdrawals) / Enrollment at Census Date
Course Success	The percentage of students who successfully complete a class. Success = (Total Number of A, B, C, and CR grades)/Enrollment at Census Date
Degrees Awarded	The total number of degrees awarded in the academic year by the program. Certificates Awarded – The total number of certificates awarded in the academic year by the program.
Institutional Learning Outcome (ILO)	Institutional Learning Outcomes are what TBCC graduates are expected to achieve as a result of their cumulative experience at TBCC. These are published in the catalog and course/program outcomes are mapped to them in a way that demonstrates how each student will meet them. These are also embedded in service areas that impact students.
Program Learning Outcome (PLO)	Program Learning Outcomes are what TBCC graduates are expected to achieve as a result of completing their program (degree or certificate) These are published in the catalog and course outcomes are mapped to them in a way that demonstrates how each student will meet them.
Student Satisfaction	The satisfaction of students enrolled in courses in the program. (Not currently collected).
Employment Rate	The percent of majors in a program who are graduates and leavers in a cohort who are found in a UI covered employment during one of the four quarters following the cohort year. (Not currently collected).
Employer Satisfaction	The satisfaction of employers with student who received a degree or certificate in a program. (Not currently collected).
Student Learning Outcome	The percentage of students who have attained a satisfactory score on an assessment of the program student learning outcome. (Not currently collected).